Policy/Procedure/Guideline Review

Policy/Procedure/Guideline:	Additional Learning Support
Senior Leader Responsible:	Assistant Principal Learner Experience and Support
Author:	Director of Inclusion and Learning Support
Approved By:	Senior Leadership Team
Date Approved:	01 September 2026
Next Review Date:	01 September 2028
Publication:	Staff Hub CollegeWebsites
Changes Made:	**Section 1 – Introduction** **1.1 Policy Statement** • Updated to align with the ELLG Inclusion Strategy and the principles of Access, Belonging and Success. • Added reference to inclusion as a whole-college responsibility. • Strengthened references to learner independence, learner voice and preparation for adulthood. • Added explicit reference to ELLG's Best Endeavours duty under the SEND Code of Practice. **1.2 Inclusion Principles (New Section)** • Introduced a new Inclusion Principles section. • Added commitments relating to Access, Belonging, Success, Inclusive Practice, Independence, Partnership Working, Preparation for Adulthood, Learner Voice and Continuous Improvement.
	Section 2 – Purpose **2.1 Purpose of the Policy**

		• Expanded policy objectives to include: o Early identification and disclosure of need. o Preparation for adulthood. o Learner voice and co-production. o Workforce development and specialist expertise. o Partnership working. o Publication of the SEND Local Offer. o Compliance with funding and audit requirements. • Added reference to equitable access to enrichment, work experience, industry placements and wider college opportunities.
		Section 3 – Legislative and Quality Framework **3.1 Legislative Framework** • Updated legislation and guidance references. • Added: o Public Sector Equality Duty. o Mental Capacity Act 2005. o Ofsted Further Education and Skills Inspection Toolkit. o Apprenticeship Funding Rules. o UK GDPR. • Removed outdated legislative references.
		Section 4 – Scope **4.1 Scope** • Updated to clarify applicability across all provision types. • Explicitly includes: o Study Programmes. o T Levels. o High Needs Provision. o Steps to Success. o Supported Internships. o Adult Learning. o Apprenticeships. o Higher Education. o Subcontracted Provision.
		Section 5 – Definitions **5.1 Definitions** • Rewritten introduction to reflect the Inclusion Strategy. • Added new definitions for: o EHCP. o High Needs Learners. o Reasonable Adjustments. o Preparation for Adulthood. o Assistive Technology.

	○ Assess, Plan, Do, Review (APDR). • Updated SEND and ALS definitions.
	Section 6 – Access Routes to Additional Learning Support **6.1 Universal Inclusive Practice** • Replaced references to differentiation with inclusive and adaptive teaching. • Introduced stronger expectations around accessibility, reasonable adjustments and assistive technology. **6.2 Identification of Need** • Strengthened focus on early identification and support. • Added statement that support is based on assessed need and barriers to learning rather than diagnosis alone. **6.3 Study Programmes, T Levels and Adult Learning** • Updated support arrangements to reflect current ALS practice and Inclusion Profiles. **6.4 Learners with EHCPs and High Needs** • Added new Formal Consultation section. • Added detail regarding: ○ Local Authority consultations. ○ Section I naming. ○ Transition planning. ○ Annual Reviews. ○ Early Reviews. • Strengthened references to Preparation for Adulthood outcomes. • Clarified college responsibilities regarding Section F provision. **6.5 Apprenticeships** • Expanded section to reflect apprenticeship funding requirements. • Added reference to: ○ Initial assessment and identification of need. ○ Learning support screening. ○ Employer involvement. ○ Workplace adjustments. ○ Access to Work. ○ Funding evidence requirements. **6.6 Supported Internships and Work Placements** • New section added. • Clarifies support expectations and employer partnership responsibilities. **6.7 Higher Education** • Revised to reflect ELLG's commitment to supporting learners who are not eligible for Disabled Students' Allowance (DSA). • Clarifies relationship between DSA, reasonable adjustments and college support arrangements.

	6.8 Subcontracted Provision • Rewritten to strengthen subcontractor responsibilities relating to: o Identification of need. o Reasonable adjustments. o Learner progress monitoring. o Quality assurance and due diligence expectations. **6.9 Assess, Plan, Do, Review (APDR)** • New section introduced. • Establishes APDR as the college's framework for planning, implementing and reviewing support.
	Section 7 – Roles and Responsibilities **7.1 Teaching Staff and Assessors** • Updated responsibilities to reflect: o Inclusive and adaptive teaching. o Accessibility. o Reasonable adjustments. o Learner independence. o Contribution to EHCP outcomes. **7.2 Learning Support Teachers / Inclusive Learning Coaches** • Updated to reflect support planning, APDR and specialist support responsibilities. **7.3 Learning Support Assistants** • Greater emphasis on promoting independence and evidencing impact. **7.4 Apprenticeship, Adult Learning and Business Development Teams** • New responsibilities relating to disclosure of need, workplace adjustments and partnership working. **7.5 Heads of Division, Curriculum Leaders and Team Leaders** • Rewritten to strengthen accountability for: o Inclusive practice. o Accessibility. o Learner outcomes. o Fitness to Study and disciplinary processes. o Work experience and enrichment. o Inclusive risk assessments. **7.6 Additional Learning Support Management Team** • Expanded strategic and operational responsibilities. • Added responsibilities relating to: o EHCP consultation. o Annual Reviews. o Local Authority relationships. o Funding compliance. o Workforce development. **7.7 Senior Leadership Team**

	• Strengthened strategic oversight for inclusion and SEND. • Added governor assurance responsibilities. **7.8 Estates, Digital Services and Support Services** • Expanded responsibilities relating to accessibility and assistive technology. **7.9 Careers Team** • New section added. • Clarifies responsibilities regarding careers guidance, progression and preparation for adulthood.
	Section 8 – Dissemination • Updated publication arrangements.
	Section 9 – Monitoring and Review • Expanded monitoring measures to include: o Learner voice. o EHCP outcomes. o Participation and belonging. o Progression and destinations. o Effectiveness of reasonable adjustments. o Timeliness of support planning and reviews. o Quality assurance and compliance measures.
	Section 10 – Related Policies and Procedures • Updated to reflect the wider ELLG Inclusion Framework. • Added references to: o Inclusion Strategy. o SEND and EHCP Staff Handbook. o Accessibility Plan. o Personal Care Procedures. o Annual Review Procedures. o Fitness to Study and Inclusive Support Policy.
	Section 11 – Management Responsibility • Clarified strategic and operational responsibility for implementation, monitoring and review of the policy.

1. Introduction

East Lancashire Learning Group (ELLG) is committed to creating an inclusive learning environment where every learner can access, participate in and succeed in education, training and employment.

Through the ELLG Inclusion Strategy, we are committed to ensuring all learners experience:

- Access – removing barriers to learning, participation and progression.
- Belonging – creating environments where learners feel valued, respected and included.
- Success – enabling learners to achieve their aspirations and fulfil their potential.

Additional Learning Support (ALS) forms part of ELLG's wider commitment to inclusion. We recognise that learners may require reasonable adjustments, specialist support and individualised approaches to access learning and participate fully in college life.

ELLG believes that:

- Inclusion is everyone's responsibility.
- Every teacher is a teacher of SEND.
- High-quality, inclusive and adaptive teaching, learning and assessment are the foundation of effective support.
- Additional Learning Support complements but does not replace high-quality teaching.
- Learners should be supported to develop independence, confidence and self-advocacy.
- Learners and, where appropriate, parents/carers should be involved in decisions regarding support.
- Support should promote positive outcomes, progression and preparation for adulthood.
- ELLG will use its best endeavours to secure the special educational provision required by learners with SEND, whether or not they have an Education, Health and Care Plan (EHCP).

Inclusion Principles

Our Inclusion Principles

At East Lancashire Learning Group, inclusion is the responsibility of every member of staff and forms an integral part of our culture, curriculum and learner experience.
We are guided by the following principles:

Access
We will identify and remove barriers to learning, participation and progression, ensuring learners can access education, training, support services, enrichment opportunities and wider college life.
Belonging
We will create safe, welcoming and inclusive environments where learners feel valued, respected and able to participate fully in college and community life.
Success
We will maintain high aspirations and expectations for all learners and provide the support, challenge and opportunities required to achieve positive outcomes and fulfil their potential.
Best Endeavours
We will use our best endeavours to secure the special educational provision required by learners with SEND and meet our responsibilities under the SEND Code of Practice and Equality Act 2010.
Inclusive and Adaptive Practice
We believe that high-quality, inclusive and adaptive teaching, learning and assessment are the foundations of effective support. Additional Learning Support complements, but does not replace, excellent teaching.
Independence
We will support learners to develop confidence, resilience, self-advocacy and independence, enabling them to become active participants in their learning and future lives.
Partnership Working
We will work collaboratively with learners, parents/carers, employers, local authorities, schools, health and social care professionals and other partners to achieve the best possible outcomes.
Preparation for Adulthood
We will ensure that support contributes to meaningful preparation for adulthood outcomes, including employment, independent living, community participation and good health.
Learner Voice
We will place learners at the centre of decision-making and ensure their views, wishes, strengths and aspirations inform support planning and review processes.
Continuous Improvement
We will regularly evaluate the effectiveness of our support arrangements through learner voice, outcomes, quality assurance and stakeholder feedback to continually improve our practice.

2. Purpose

The purpose of this policy is to ensure that ELLG:

- Promotes equality of opportunity, inclusion and participation for all learners, removing barriers to learning, achievement and progression wherever possible.
- Meets its statutory responsibilities under the Equality Act 2010, Children and Families Act 2014, SEND Code of Practice, funding regulations and other relevant legislation.
- Identifies learner needs at the earliest opportunity and develops systems that encourage learners to disclose disabilities, learning difficulties, health conditions and support needs so that effective support, reasonable adjustments and transition arrangements can be planned and implemented in a timely manner.
- Provides a consistent, transparent and learner-centred approach to assessing, planning, implementing and reviewing support through the Assess, Plan, Do, Review (APDR) cycle.
- Ensures learners receive appropriate reasonable adjustments, support and specialist intervention, based on assessed need and the barriers they experience, rather than diagnosis alone.
- Delivers support and reasonable adjustments in a manner that maintains academic, professional and technical standards whilst enabling learners to access learning, develop independence and achieve positive outcomes.
- Develops and maintains a skilled, knowledgeable and inclusive workforce capable of responding effectively to the diverse range of learner needs across all provision types. ELLG is committed to investing in staff development, promoting inclusive practice and building specialist expertise across the organisation. Where required to meet assessed learner need, including provision specified within an EHCP, the college may secure specialist advice, services, equipment or support through commissioned provision and external partners.
- Supports implementation of the ELLG Inclusion Strategy and promotes a culture in which inclusion is everyone's responsibility and every learner experiences access, belonging and success.
- Ensures learners with SEND, disabilities and additional support needs have equitable opportunities to access learning, enrichment, work experience, industry placements, supported internships, wider college activities and progression opportunities.
- Promotes learner voice, co-production and person-centred planning by involving learners, and where appropriate parents/carers, in decisions regarding support, provision and future aspirations.
- Supports learners to develop independence, self-advocacy, confidence, resilience and preparation for adulthood skills, enabling successful progression into further education, higher education, apprenticeships, supported employment, employment, independent living and community participation.
- Improves learner participation, attendance, retention, achievement, wellbeing, progression and destination outcomes through high-quality inclusive practice and effective support arrangements.

- Ensures Additional Learning Support funding, High Needs Funding and other funding streams are used effectively, transparently and in accordance with funding regulations and audit requirements.
- Promotes a coordinated approach to inclusion through effective collaboration between curriculum teams, Additional Learning Support, learner services, wellbeing services, careers teams, employers, local authorities and external agencies.
- Maintains and publishes an up-to-date SEND Local Offer and provides clear information to learners, parents/carers, employers and external stakeholders regarding the support available across all provision types.

3. Legislative / Quality Framework

This policy is informed by:

- Equality Act 2010.
- Children and Families Act 2014.
- SEND Code of Practice (2015).
- Special Educational Needs and Disability Regulations.
- Data Protection Act 2018.
- UK GDPR.
- Keeping Children Safe in Education.
- Working Together to Safeguard Children.
- Public Sector Equality Duty.
- Mental Capacity Act 2005.
- Ofsted Further Education and Skills Inspection Toolkit.
- ESFA Funding Rules.
- Apprenticeship Funding Rules.
- Local Authority Local Offer requirements.

4. Scope

This policy applies to all ELLG provision including:

- 16–18 Study Programmes
- High Needs Provision
- Adult Skills Fund Provision.
- Community Learning.
- Apprenticeships.
- Higher Education Programmes.
- Subcontracted Provision.

This policy applies to all learners, staff, managers, governors, contractors and subcontractors.

5. Definitions

ELLG is committed to creating an inclusive learning environment where every learner can access, participate in and succeed in education, training and wider college life. Through our Inclusion Strategy, we recognise that achieving **Access, Belonging and Success** requires a shared understanding of the language, principles and approaches that underpin effective support for learners with SEND and additional support needs.

Additional Learning Support should be understood as one component of ELLG's wider inclusive approach. Inclusion is the responsibility of all staff and is delivered through high-quality, inclusive and adaptive teaching, reasonable adjustments, effective support planning, specialist intervention where required, and a commitment to removing barriers to learning, participation and progression.

The definitions below are provided to promote consistency of understanding and practice across all provision types, including 16–18 study programmes, High Needs provision, Adult Learning, Apprenticeships and Higher Education. They should be read alongside the SEND Code of Practice, the Equality Act 2010, the ELLG Inclusion Strategy and associated policies and procedures.

Additional Learning Support (ALS)
Additional Learning Support refers to the reasonable adjustments, services, interventions and specialist support provided to enable learners to access education and participate fully in learning.

Special Educational Needs and Disabilities (SEND)
A learner has SEND where they have a learning difficulty and/or disability which calls for special educational provision or support that is additional to or different from that generally available.

High Needs Learner
A learner requiring provision costing more than £6,000 annually and/or receiving High Needs Funding through an EHCP or Local Authority agreement.

Education Health and Care Plan (EHCP)
A statutory plan issued by a Local Authority which describes a young person's special educational needs, outcomes and the provision required to meet those needs.

Reasonable Adjustments
Changes made to policies, practices, environments, teaching approaches, assessment arrangements or resources to reduce disadvantage experienced by disabled learners.

Preparation for Adulthood
Support and outcomes focused on:

- Employment.
- Independent Living.

- Community Inclusion.
- Good Health.

Assistive Technology
Technology, software or specialist equipment used to improve accessibility, participation and independence.

APDR
Assess, Plan, Do, Review—the graduated approach used to identify, implement and review support.

6. Access Routes to Additional Learning Support

6.1 Universal Inclusive Practice
All learners are entitled to high-quality, inclusive and adaptive teaching, learning and assessment.

Curriculum teams are expected to:
- Deliver high-quality inclusive teaching.
- Make appropriate reasonable adjustments.
- Use adaptive teaching approaches to remove barriers to learning whilst maintaining high expectations.
- Design accessible resources and assessments.
- Utilise assistive technology and accessibility tools where appropriate.
- Create inclusive learning environments that promote participation, belonging and independence.

6.2 Identification of Support Needs
Learners may access Additional Learning Support through:

- Application and enrolment processes
- Disclosure by learners
- Parent/carer information
- School liaison and transition activities
- EHCP consultation processes
- Staff referrals
- Ongoing assessment during programmes of study

Support is allocated based on assessed need and barriers to learning rather than diagnosis alone.

6.3 Study Programmes, and Adult Learning
Learners may be referred to the ALS Team for assessment and support planning.

Support may include, but is not limited to:

- Inclusion Profiles and Support Plans
- Reasonable adjustments
- Assistive technology
- Exam Access Arrangements
- Specialist interventions
- In-class support where appropriate
- Support promoting independence and progression

6.4 Learners with EHCPs and High Needs

Formal Consultation Process
Where a Local Authority is considering naming ELLG in Section I of an EHCP, the college will participate fully in the statutory consultation process.

As part of this process ELLG will:

- Review the EHCP and associated reports.
- Assess whether learner needs can be met through reasonable adjustments and available provision.
- Consider staffing, specialist support, accessibility and environmental requirements.
- Undertake transition planning and risk assessment activity where required.
- Consult with learners, parents/carers, schools, Local Authorities and relevant professionals.
- Consider whether admission would be compatible with the efficient education of other learners and the efficient use of resources.
- Where consultation information indicates that specialist provision, significant additional staffing, equipment, personal care, transport-related arrangements or estate adaptations may be required, the college will consider financial, staffing, safeguarding, health and safety and implementation risks before responding formally to the Local Authority. Any significant unfunded or partially funded requirement will be escalated through the appropriate management route before commitments are confirmed.

The college will provide a formal response within statutory timescales.

Admission of Learners with EHCPs
Learners with EHCPs may only be enrolled where ELLG has been formally named within Section I of a finalised EHCP following completion of the Local Authority consultation process.

Where ELLG is named, the college will use its best endeavours to secure the special educational provision specified within the EHCP.

Transition Planning
ELLG will work collaboratively with schools, Local Authorities, parents/carers and external agencies to support effective transition into college.

Transition support may include:

- Attendance at Annual Reviews
- Transition planning meetings
- Familiarisation visits
- Introduction to key staff
- Development of support arrangements
- Planning specialist equipment and assistive technology

Annual Reviews
ELLG will fulfil its statutory responsibilities in relation to EHCP Annual Reviews.

Annual Reviews will place the learner's views, wishes, aspirations and outcomes at the centre of the review process.

Reviews will:

- Consider progress towards EHCP outcomes.
- Review provision and reasonable adjustments.
- Consider learner aspirations and destination plans.
- Evaluate preparation for adulthood outcomes.
- Include learner voice and contributions from relevant stakeholders.

Where required, an early review may be requested.

6.5 Apprenticeships
Apprentices are entitled to appropriate support and reasonable adjustments throughout their apprenticeship programme. The college will take all reasonable steps to identify support needs at the earliest opportunity to ensure apprentices can access learning, develop occupational competence and achieve successful outcomes.

Prior to, or shortly after the start of the programme, apprentices will participate in a learning support screening process designed to identify any learning difficulties, disabilities, health conditions, support needs or barriers to learning that may require additional support or reasonable adjustments. Support requirements may also be identified at any stage of the apprenticeship through tutor, assessor, employer or learner referral.

Where appropriate:

- Access to Work funding and other relevant sources of support will be explored.
- Employers will be involved in support planning with the apprentice's consent.
- Workplace reasonable adjustments and support arrangements will be considered.
- Additional Learning Support will be planned, monitored and reviewed to ensure it remains appropriate and effective.

- Support will be based on assessed need and may include reasonable adjustments, assistive technology, specialist interventions, learning support or additional teaching and learning strategies.
- The college will maintain appropriate evidence of support need, agreed adjustments and support provided in accordance with funding and audit requirements.
- Apprentices will be encouraged to develop independence, self-advocacy and the skills required to succeed both within their apprenticeship and future employment.

Where apprentices undertake learning in the workplace, and where consent has been given, ELLG will work collaboratively with employers to ensure support arrangements are effective, proportionate and enable the apprentice to participate fully in all aspects of their programme.

6.6 Supported Internships and Work Placements

ELLG will work with employers and placement providers to ensure learners can access meaningful work-related opportunities.

With learner consent, relevant information regarding support needs and reasonable adjustments may be shared with employers and placement providers.

6.7 Higher Education

ELLG is committed to providing an inclusive learning environment for Higher Education learners and recognises its responsibilities under the Equality Act 2010 to make reasonable adjustments for disabled students.

Higher Education learners who may require support because of a disability, learning difficulty, health condition or additional support need will be encouraged to disclose this at the earliest opportunity to enable appropriate assessment, planning and support arrangements to be implemented.

Where eligible, learners will be supported and encouraged to apply for Disabled Students' Allowance (DSA). The college will provide information, advice and guidance regarding the DSA process and may work collaboratively with learners and DSA-funded providers to ensure support arrangements are effective and coordinated.

Where a Higher Education learner is not eligible for DSA, or where DSA does not fully address identified barriers to learning, ELLG will consider appropriate reasonable adjustments and support arrangements through its existing Additional Learning Support processes, taking account of assessed need, individual circumstances and available evidence.

Support may include:

- Reasonable adjustments to teaching, learning and assessment.
- Accessible learning materials and resources.
- Assistive technology and accessibility tools.

- Specialist advice and guidance.
- Support planning and review through the Assess, Plan, Do, Review (APDR) process.

Support will be designed to promote independence, participation, achievement and positive progression outcomes and will be reviewed regularly to ensure it remains effective and proportionate.

6.8 Subcontracted Provision

Where ELLG delivers provision through subcontracted partners, all subcontractors are expected to share ELLG's commitment to inclusion and to ensure that learners with SEND, disabilities, health conditions and additional support needs are identified at the earliest opportunity and supported appropriately throughout their learner journey.

Subcontracted partners must have effective processes in place to:

- Identify learner support needs during recruitment, enrolment and induction.
- Encourage learners to disclose disabilities, learning difficulties, health conditions and support needs.
- Assess barriers to learning and participation.
- Implement reasonable adjustments and support arrangements appropriate to assessed need.
- Monitor the effectiveness of support and review arrangements where required.
- Promote learner participation, achievement, progression and positive outcomes.
- Where a subcontracted provider is unable to meet a learner's identified support needs through its own arrangements, or where provision is delivered on an ELLG campus, learners should be referred to the Additional Learning Support Team in accordance with ELLG referral procedures.

ELLG expects subcontracted partners to maintain accurate records of learner needs, support arrangements, reasonable adjustments and learner progress. Information relating to learners in receipt of support should be shared with ELLG as required to enable the college to monitor the quality, effectiveness and impact of provision.

The progress, achievement, retention and destination outcomes of learners receiving support will be reviewed through regular contract management, quality assurance and due diligence processes. Subcontracted partners must be able to demonstrate that support arrangements are effective, appropriately recorded and contribute to positive learner outcomes.

The quality of Additional Learning Support delivered through subcontracted provision may be subject to review through ELLG quality assurance, performance monitoring, audit and due diligence activities to ensure compliance with contractual, funding, safeguarding and quality requirements.

6.9 Assess, Plan, Do, Review (APDR)

All support arrangements will follow the APDR cycle:

- **Assess** – identify the learner's needs, strengths, aspirations and barriers to learning, using available evidence and learner voice.
- **Plan** – agree appropriate support, reasonable adjustments, strategies and outcomes, including who is responsible for delivery.
- **Do** – deliver the agreed support and adjustments consistently, promoting access, participation, independence and progress.
- **Review** – evaluate the effectiveness, impact and continuing suitability of the support, using learner feedback, staff input and progress information.

Support arrangements may be increased, amended or reduced following review.

Records relating to Additional Learning Support must provide sufficient evidence of assessed need, planned support, learner involvement, delivery of support, review activity and the impact of provision. Evidence must be maintained in accordance with funding body requirements, audit expectations, data protection obligations and internal retention procedures.

7. Roles and Responsibilities

Teaching Staff

Teaching staff and assessors are responsible for:

- Delivering high-quality, inclusive and adaptive teaching, learning and assessment that enables all learners to participate, make progress and achieve positive outcomes.
- Understanding and implementing agreed support plans, reasonable adjustments and support strategies.
- Taking responsibility for meeting the needs of learners with SEND within their teaching practice and seeking advice where additional guidance is required.
- Creating accessible learning environments, materials and assessment opportunities.
- Promoting learner independence, confidence and self-advocacy.
- Monitoring learner engagement, progress and participation and raising concerns where additional support may be required.
- Contributing to support planning, reviews and statutory processes where appropriate, including the review of EHCP outcomes.
- Working collaboratively with learners, support staff, parents/carers and external professionals where appropriate.
- Ensuring reasonable adjustments are considered within attendance, behaviour, safeguarding and learner support processes.
- Supporting learners to develop the knowledge, skills and behaviours required for progression, employment and preparation for adulthood.
- Contributing timely and accurate evidence of learner engagement, progress, support implemented, reasonable adjustments and impact, to support APDR reviews, funding compliance and audit-readiness.

Learning Support Teachers and Inclusive Learning Coaches
Learning Support Teachers and Inclusive Learning Coaches are responsible for:

- Assessing learner support needs and identifying appropriate support arrangements and reasonable adjustments.
- Coordinating support planning and review arrangements for learners within their caseload.
- Providing specialist advice and guidance to curriculum staff regarding inclusive practice and learner support needs.
- Supporting implementation of the Assess, Plan, Do, Review (APDR) cycle.
- Monitoring the effectiveness of support arrangements and recommending adjustments where required.
- Supporting preparation for adulthood outcomes and learner progression.
- Coordinating statutory processes relating to learners with EHCPs and High Needs where appropriate.
- Working collaboratively with learners, curriculum teams, parents/carers, external agencies and Local Authorities to support positive learner outcomes.
- Promoting learner independence and reducing barriers to learning, participation and progression.
- Contributing timely and accurate evidence of learner engagement, progress, support implemented, reasonable adjustments and impact, to support APDR reviews, funding compliance and audit-readiness.

Learning Support Assistants
Learning Support Assistants are responsible for:

- Supporting learners to access learning, participate fully and make progress towards their goals.
- Working collaboratively with curriculum staff and specialist support colleagues to implement agreed support arrangements.
- Promoting learner independence, confidence and self-management skills.
- Supporting the implementation of agreed reasonable adjustments and support strategies.
- Contributing to the review of learner support arrangements through the provision of feedback and evidence of impact.
- Supporting learners in a manner that maintains high expectations, dignity and respect.
- Following college policies, procedures and safeguarding requirements.
- Contributing timely and accurate evidence of learner engagement, progress, support implemented, reasonable adjustments and impact, to support APDR reviews, funding compliance and audit-readiness.

Heads of Division and Curriculum Leaders

Heads of Division, Curriculum Leaders and Team Leaders are responsible for:

- Promoting an inclusive culture in which all learners can access, participate in and succeed in learning, regardless of disability, learning difficulty, health condition or additional support need.
- Ensuring that learners who meet published entry requirements are not disadvantaged or excluded from opportunities on the basis of SEND, disability or additional support need. Where concerns arise regarding an applicant's support requirements or the college's ability to make appropriate provision, these should be considered through established consultation, assessment and support planning processes.
- Ensuring curriculum teams understand and fulfil their responsibilities in relation to inclusive practice, adaptive teaching, reasonable adjustments, support plans and the implementation of agreed support arrangements.
- Ensuring that teaching, learning and assessment are inclusive, accessible and responsive to learner need, and that appropriate adjustments are made to remove barriers to participation and achievement.
- Ensuring learning environments, resources, equipment and curriculum delivery remain accessible and inclusive for learners with SEND and additional support needs.
- Promoting effective partnership working between curriculum teams, Additional Learning Support, learners, parents/carers and external agencies where appropriate, to support positive learner outcomes.
- Ensuring that Additional Learning Support is appropriately considered within attendance, behaviour, disciplinary, safeguarding, Fitness to Study and learner support processes, and that reasonable adjustments and support arrangements are reviewed where necessary.
- Monitoring the attendance, retention, achievement, progress, progression and destination outcomes of learners with SEND and High Needs, identifying gaps and taking appropriate action to improve outcomes and experiences.
- Supporting learners with SEND to access enrichment activities, work experience, industry placements, supported internships and wider college opportunities through appropriate planning, support and reasonable adjustments.
- Ensuring inclusive risk assessments are completed where required so that learners with SEND can participate safely and meaningfully in educational, enrichment and off-site activities.
- Promoting high aspirations, independence and preparation for adulthood by ensuring that learners with SEND have equitable opportunities to develop the knowledge, skills and behaviours required for further study, employment, independent living and active participation in their communities.
- Ensuring curriculum teams provide timely and accurate evidence of learner engagement, progress, support implemented, reasonable adjustments and impact, so that APDR reviews, funding compliance and audit-readiness are supported.

Additional Learning Support Leadership Team
The Additional Learning Support Leadership Team are responsible for:

- Leading the strategic development and operational delivery of Additional Learning Support across ELLG.
- Ensuring support arrangements are delivered consistently, effectively and in accordance with relevant legislation and funding requirements.
- Coordinating EHCP consultation, transition and annual review processes.
- Monitoring the quality, effectiveness and impact of support provision.
- Supporting curriculum teams to develop inclusive learning environments and effective support arrangements.
- Ensuring appropriate systems are in place to identify, assess, monitor and review learner support needs.
- Promoting collaboration with Local Authorities, schools, employers, health and social care professionals and other external partners.
- Monitoring compliance with funding, audit and statutory requirements.
- Identifying workforce development needs and supporting continuing professional development relating to SEND, inclusion, adaptive teaching and neurodiversity.
- Lead strategic relationships with Local Authorities to support effective consultation, transition, annual review and High Needs funding arrangements.
- Ensuring systems, processes and quality assurance arrangements are in place to capture, monitor and review evidence of assessed need, planned support, delivery, learner involvement, review activity and impact, in line with APDR, funding compliance and audit requirements.
- Ensuring ALS workforce planning takes account of learner support needs across provision types, including staff capacity, deployment, specialist expertise, absence cover, training requirements and safe working arrangements.

Careers Team
The Careers Team are responsible for:

- Ensuring learners with SEND have access to impartial careers education, information, advice and guidance.
- Supporting learners to explore ambitious and realistic progression pathways.
- Contributing to preparation for adulthood planning.
- Working collaboratively with curriculum teams and the Additional Learning Support Team to support learner progression.
- Supporting learners with SEND to access employment, apprenticeships, higher education, supported employment and other progression opportunities.
- Ensuring learners with EHCPs are supported to consider and plan their intended destinations as part of annual review and transition processes.

Apprenticeship, Adult Learning and Business Development Teams
These teams are responsible for:

- Promoting early disclosure of support needs and ensuring learners are referred for support where appropriate.
- Considering learner support needs as part of recruitment, induction and programme planning processes.
- Working collaboratively with the Additional Learning Support Team to identify and implement reasonable adjustments.
- Supporting learners to access appropriate support throughout their programme.
- Working with employers and external partners, where appropriate and with learner consent, to support effective workplace adjustments.
- Ensuring learner support needs are considered when reviewing progress, participation, attendance and achievement.

Estates and IT Services
Estates and IT services are responsible for:

- Supporting accessibility across ELLG campuses, facilities, systems and services.
- Making reasonable adjustments within their areas of responsibility where appropriate.
- Supporting the provision and use of assistive technology and accessibility tools.
- Working collaboratively with curriculum and support teams to reduce barriers to participation.
- Identifying and addressing accessibility issues that may impact learners with SEND or disabilities.

Senior Leadership Team
The Senior Leadership Team are responsible for:

- Providing strategic leadership for inclusion, SEND and Additional Learning Support across ELLG.
- Ensuring implementation of the ELLG Inclusion Strategy.
- Promoting a culture in which inclusion is recognised as everyone's responsibility.
- Ensuring resourcing decisions balance learner need, statutory duties, funding conditions and the effective use of college resources. Where support may require additional staffing, specialist input, equipment, assistive technology or commissioned services, requirements should be identified as early as possible so that costs, funding routes, procurement requirements and implementation timescales can be considered through appropriate planning and approval processes.
- Monitoring the effectiveness and impact of support arrangements across all provision types.
- Ensuring compliance with SEND legislation, funding regulations and equality duties.
- Receiving and reviewing information relating to learner outcomes, inclusion and Additional Learning Support.
- Providing assurance to governors regarding the effectiveness of SEND and Additional Learning Support provision.

- Supporting continuous improvement through quality assurance, self-assessment and strategic planning.

8. Dissemination

This policy will be published via:

- ELLG Staff Hub.
- ELLG websites.
- Learner and stakeholder information platforms.

9. Monitoring and Review

This policy will be reviewed annually by the Director of Inclusion & Learning Support.

Monitoring information will be reported through the college's established quality, inclusion, senior leadership and governance reporting arrangements, including escalation of significant risks, compliance concerns, resource implications or emerging themes where required.

The effectiveness of this policy will be monitored through:

- Learner voice.
- Parent/carer feedback.
- Attendance data.
- Retention data.
- Achievement rates.
- Progress towards EHCP outcomes.
- Destination outcomes.
- Statutory review compliance.
- Funding audits.
- Complaints and compliments.
- Staff development activity.
- Self-assessment and quality improvement processes.
- Timeliness of support planning and reviews.
- Effectiveness of reasonable adjustments.
- Learner participation in enrichment, work experience and wider college activities.

10. Related Policies and Procedures

- ELLG Inclusion Strategy
- SEND and EHCP Staff Handbook
- Equality, Diversity and Inclusion Policy
- Admissions Policy
- Positive Behaviour Policy
- Safeguarding Policy
- Fitness to Study and Inclusive Support Policy

- Exam Access Arrangements Policy
- Accessibility Plan
- Data Protection Policy
- Careers Education, Information, Advice and Guidance Policy
- Personal Care Procedure
- Annual Review Procedures
- Due Diligence Procedure

11. Management Responsibility

Overall responsibility for this policy rests with the Assistant Principal Learner Experience and Support.

Day-to-day responsibility for implementation of this policy rests with the Director of Inclusion and Learning Support, supported by the Additional Learning Support Team.

This policy should be read alongside the ELLG SEND and EHCP Staff Handbook, which contains the detailed operational procedures for supporting learners with SEND, High Needs and EHCPs.