

SEND and Additional Learning Support Policy

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This policy and procedure is subject to The Equality Act 2010 which recognises the following categories of individual as Protected Characteristics: Age, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion and Belief, Sex (gender), Sexual orientation, Disability.

Alternative Format

This policy is available in alternative formats, to request this, please email marketingcampaigns@mkcollege.ac.uk

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1. Introduction

This document is intended to outline the identification and assessment of Additional Learning Support (ALS), support roles and modes of ALS delivery in accordance with the SEND Reform 2014 and all associated legislation – namely The Children and Families Act 2014, the SEND Code of Practice January 2015, and the SEND and Alternative Provision Improvement Plan 2023. ALS helps to mitigate barriers to learning that some individuals may experience and to support students in reaching their potential and achieving their goals. ALS is committed to the principles of inclusive learning experiences, by working with students and College staff to create an environment in which students on all provision types are not disadvantaged because of their individual needs. Our value of Belonging and our Building Fairer Futures strategy aligns explicitly with our ALS policy and strategy. There is a significant focus on quality first teaching and our universal offer across the college is strong in terms of curriculum staff enabling students with additional needs to access and meaningfully engage with their programme of study.

2. Definition of ALS

ALS is any activity that provides direct support for learning to individual students over and above that which is normally provided in a standard learning programme and that leads to their learning goal. ALS is only available for those students on funded programmes. For those students on nonfunded courses, support may be provided at an additional cost / loan to the student. ALS is required to help students gain access to, progress towards and successfully achieve their learning goals. The need for ALS may arise from a learning difficulty and/or disability, or from support required to access a progression opportunity or employment, or from English, maths or communication support requirements. According to the Children and Families Act 2014 Part 3 20(1) a child or young person is considered to have special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

3. Coverage and Scope

This policy details the support for further education (F.E.), higher education (H.E.) and work-based students (WBL) and apprentices of all ages. This applies to pre-entry, induction, on programme activity and all sites, off site activities and assessments and encompasses all students enrolled on funded programmes and apprenticeships.

3.1 Additional Learning Support (ALS) will include any activity that provides direct support for learning to individual students, over and above that which is provided in a standard learning programme, and which leads to their primary learning goal. The need may arise from a learning difficulty or disability or from English, Maths or communication support requirements.

3.2 The support needs of students should always be addressed via Quality First teaching methods with tutors informed of these needs by the ALS team regularly through the academic year. Training is provided for staff teams by the Head of ALS and SENCo.

3.3 Additional Learning Support is provided by the wider Additional Learning Support Team and the Wellbeing and Resilience Team.

Additional Learning Support Team – Cross College Function - The Additional Learning Support Team sits within the directorate of the Group Director of Inclusion and is overseen by the Head of ALS and SENCo. The team is split into operational and specialist assessment. Teaching Support Assistants (TSA) are quality monitored, and the provision is directed by the TSA Operations Manager. TSA Coordinators directly line manage a group of TSAs to ensure that there are consistent reviews of performance and allocation of staff. The TSA Coordinators work closely with the Quality Team to ensure that high standards of support are being maintained, and National Professional Standards are adhered to. The Head of ALS and SENCo oversees the work of the Specialist Assessors, Autism Specialist Mentors, Education, Health and Care Plan (EHCP) Coordinator, SEND support coaches and the TSA team. All these roles focus on the identification and evaluation of need.

Wellbeing and Resilience Team – Cross College Function – The Wellbeing and Resilience Team (WBRT) support students with a pre-disclosed Social, Emotional and Mental Health (SEMH) need and those who declare in year. This support comprises a series of 6-week sessions or is delivered an ad-hoc “crisis” basis. The teams conduct Wellbeing Reviews and develop Holistic Profiles to ensure that the support provided both internally and externally enables them to engage with the curriculum safely. The WBRT act as a key referral point to external services and liaise closely with them.

4. Identification and Assessment of Need

4.1 Students are encouraged to disclose information relating to additional learning needs at any stage of their student journey. The College actively promotes inclusive practices and encourages students to disclose information regarding additional needs as early as possible in the application cycle to support planning and provision to be most effective. All students are contacted and provided with a HubSpot link that enables them to provide information and a further Eventbrite link to book assessments. This enables the College to arrange meetings to discuss needs, propose suitable provision, and share these recommendations with all relevant staff to ensure needs are met.

ALS are present at all open events and feature in live and pre-recorded Q&A sessions for potential students to actively promote the services and encourage students to engage with the team.

4.2 The ALS team are proactive in engaging with feeder schools and attend EHCP reviews at parental request.

4.3 Students on prescribed H.E. Programmes for whom a Disabled Students’ Allowance (DSA) is required and for which there is a charge, this can be recovered from the funding if it is approved.

4.4 At any stage during a student’s learning with Milton Keynes College the student and their parent/carers can be supported to apply for an EHCP (Education Health Care Plan) should the young person and their family deem this necessary. This support is provided by the Head of ALS and SENCo and the EHCP Coordinator. The relevant local authority

oversees the Education Health Care Needs Assessment (EHCPNA) process.

Pre-Entry Stage

4.5 Prior to enrolment, all students are encouraged to disclose information relating to additional needs including the existence of an EHCP through the application and course selection process. If a student discloses a learning difficulty or disability, the details are recorded on Pro-Solution and applicants will be contacted for an initial assessment where we create a learner profile to highlight need and make support recommendations. For students enrolling with Inclusive Learning, Parents/Carers, Special Schools will start the process for the students especially where they are unable to complete an application form so are unable to disclose a learning difficulty.

4.6 Once information has been recorded, students with additional needs will be contacted by the ALS team and/or Wellbeing Team and offered opportunities for consultation and an outcome interview. The potential students are sent a HubSpot link to complete and return. In the event of a nonresponse there is a cycle of further contact made.

If there remains no response, basic details are recorded on ProMonitor under the Learning Support tab. The purpose of the outcome interview is to verify the nature of the need, gather more detailed information and where applicable, begin the support planning process. This is also a useful opportunity for the student to start building a working relationship with the support team. If a DSA interview is required, then advice and guidance will be given on how to proceed.

4.7 The College requires certain evidence to be available to initiate planning for additional learning support. Evidence may include:

- Up to date Education Health and Care plan
- Reference from SENCO or Specialist Teacher
- Educational Psychologist Report
- Medical Reports.
- A Disabled Students' Allowance (DSA) assessment (for H.E. students only).

Where a student discloses that they have an EHCP, this document is requested from the relevant Local Authority and is subject to a statutory process called a consultation. This process determines the college's ability to meet the specific needs outlined within the EHCP and to establish whether a High Needs Funding (HNF) application is required to meet this need. This funding will be used to facilitate learning and ensure outcomes outlined in the document are met.

4.8 When an EHCP consultation is received for a potential student, the Head of ALS and SENCO has 15 calendar days to respond to identify whether the college can meet need as per section 9.79 of the [SEND Code of Practice](#). Complex cases will be reviewed at the fortnightly SEND Panel to agree the outcome. This process is completed prior to the curriculum interview to ensure that if the consultation demonstrates that the college cannot meet need the individual is made aware at the earliest opportunity by their local authority as per their statutory duty highlighted in The Children and Families Act part 3 42 (2).

Where an applicant is assessed as being eligible for and requiring some form of additional support, a profile will be produced which sets out the basic information about the student's needs and gives initial guidance to teaching and support staff allowing them to make timely plans for supporting the student and ensuring that the curriculum is accessible and inclusive.

If High Needs Funding is required, then this will be applied for by the ALS Funding Manager and support will be allocated once this is approved. In the unlikely event that a funding claim is rejected, the College will liaise with the Local Authority to determine how needs will be met. If this outcome means that needs cannot be met then it may be that the individual is not able to enrol with the college, this will be discussed at SEND Panel. If the enrolment cannot be done safely, student need cannot be met, or attendance is not commensurate with the effective learning of the individual/other learners as per section 9.79 of the [SEND Code of Practice](#) then the offer may be withdrawn.

Applications will normally only be considered for applicants who have reached Milestone 8. Where an applicant has not reached Milestone 8 the application will be considered separately by the SEND Panel.

On-Programme Stage

4.13 Once a student has enrolled on a college programme and is in receipt of out of-class support, a more detailed individual support plan will be produced and uploaded to Pro- Monitor that gives details about:

- The aims and objectives of support
- Additional support provision that is planned and implemented
- Support targets and review schedules.

4.14 ALS is intended to be flexible to meet the needs of individual students. Support strategies are varied but can include:

- Access to Teaching Support Assistants including British Sign Language as appropriate for in class for curriculum support.
- Access to SEND support coaches (SSCs) for bespoke out of class intervention support.
- Access to assistive learning technology to develop study skills and promote independence.
- Access to the Green Room (Autism friendly space)
- Support with Personal Care
- Assessment for Exam Access Arrangements for controlled tests
- Support during controlled assessments as appropriate.
- Ongoing or ad-hoc wellbeing support
- Support on work placement
- Access to drop-in workshops

4.15 All information disclosed for the purposes of providing additional learning support to students will be stored on Pro- Solution & Pro-Monitor in accordance with the General Data Protection Regulations (GDPR.) Any private and sensitive information that the student wishes to remain confidential will be stored securely and not shared with other college staff without the express permission of the student. When a Wellbeing Review or Holistic Profile is conducted a Consent for Sharing form is completed.

4.16 Full EHCPs are shared securely with staff directly responsible for the student's learning. It is the expectation that all such staff will familiarise themselves with the content and ensure they are aware of and working towards the outcomes set. This is then regularly shared every term to ensure staff remain aware of their student and class profile and individual student need. TSAs provide termly updates on progress towards these outcomes as part of the EHCP review process.

4.17 Students can disclose information about ALS needs following enrolment; this will initiate consultation and the outcome interview process. In addition, referrals may come from college staff via Pro-Monitor where difficulties or lack of expected progress have been observed or where the student has disclosed information. Information regarding these students is shared with those directly responsible for their learning every term so that staff are aware of learner need, their class profile and individual learner profile.

4.18 Requests for exemptions for one or more component of a student's study programme will be reviewed by the Group Director of Inclusion. The Department for Education identifies that there are a small number of SEND students with an EHC plan who are not able to study towards any qualifications. These students can be exempted from studying qualifications, but literacy and numeracy must still be included in their programme at an appropriate level and mode of delivery. A formal assessment will be conducted by the Group Director of Inclusion or Head of ALS and SENCO to establish suitability with external professional reports forming part of this process. Exemptions are by exception on a case-by-case basis and are subject to external audit.

A statutory annual review of the EHCP will be chaired by the EHCP coordinator, all processes pertaining to this review will be undertaken in line with statutory requirements and quality assured by the Head of ALS and SENCo.

4.19 The college EHCP Coordinator supports the internal quality assurance assessments of every individual learning area by shadowing EHCP students during this process. This feeds into the review process and enables the Head of ALS and SENCo to provide relevant advice and guidance to curriculum staff.

5. General Aims of Additional Learning Support

5.1 The College aims for additional learning support to be:

EFFECTIVE

Effective support is any activity that is planned to help the student overcome or reduce barriers to learning and promote success. Effective support helps the student to develop strategies that enable them to become more independent and empowered by the learning process. Effective support is goal driven and measurable and part of the life-long learning process.

PERSONALISED

Personalised support is that which considers the need, preferences and aspirations of the individual student in relation to specific educational targets but also takes the wider social context into account. Personalised support is stimulating, challenging, and considers individual needs, values and expectations and those of wider society.

APPROPRIATE

Appropriate support is that which considers the needs, preferences and aspirations of the individual student in relation to specific educational targets but also takes the wider social context into account. Appropriate support is stimulating, challenging, and considers individual needs, values and expectations and those of wider society including industry standards and community inclusion skills. Continual monitoring of the support will consider the changing needs of the student.

6. Staff Training

The College is committed to ensuring that all teaching and support staff are appropriately trained and that teaching practice and strategies are inclusive. It is committed to ensuring that all teaching staff are aware of their responsibilities, fully understand how to work with learning support staff and can integrate inclusive learning into their own delivery. The College will provide information for staff including: 'A Guide to Effective Joint Practice for Teachers and Teaching Support Assistants' and regular training sessions. There is also the opportunity for staff to access ad-hoc training where a specific need is identified. The Head of ALS and SENCo delivers training to teaching teams regarding the role of the EHCP, effective use and management of in class TSAs, 'quality first' inclusive teaching, SEND achievement, the Teenage Brain and other relevant subject matter in addition to providing IAG for teams on request.

7. Organisation and Responsibility

7.1 This policy is the responsibility of the Group Director of Inclusion.

7.2 The TSA Operations Manager is responsible for the allocation of cross college Teaching Support Assistants supported by the Head of ALS and SENCo.

7.3 The Head of ALS and SENCo is responsible for the timely assessment of need and to ensure that the EHCP Coordinator completes annual reviews within statutory timeframes.

7.4 The Head of ALS and SENCo is responsible for the completion of EHCP consultations within statutory timeframes within the mainstream. The Inclusive Learning Funding Manager has responsibility for this process within the IL provision.

7.5 Tutors are responsible for the management of support in the classroom and are required to ensure that where support is provided, reference is made in schemes of work and lesson plans.

7.6 A dedicated governor is responsible for ensuring that statutory duties under the 'SEN and Disability Code of Practice 0-25 Years' are met. The Group Director for Inclusion meets with this governor termly.

7.7 The Group Director for Inclusion is responsible for completing and delivering the annual SEND report to governors.

8. Quality Assurance and Monitoring

8.1 This policy will be reviewed annually.

8.2 All activity which attracts funding is recorded onto Pro Solution and Pro-Monitor

8.3 Activity and budgets are reviewed monthly by the Group Director Inclusion

8.4 Learning support will be tracked on Pro Monitor through routine and regular target setting. Where possible, Teaching Support Assistants will be included in curriculum team meetings.

8.5 Programme areas should report, where possible through their SARs, the impact of ALS on student achievement, to show distance travelled from early screening and diagnostic assessment. ALS has a standalone SAR, and a SEND report is delivered to governors annually.

8.6 Case studies of success stories for those receiving ALS should be gathered and used to promote equality & diversity.

8.7 TSAs will be observed in line with the College's Teaching and Learning Policy & Procedures using both the Learning Walk and formal observation process.

8.8 The Head of ALS and SENCo and works closely with the colleges quality team to ensure high quality inclusive teaching and that all individually appropriate provision is being implemented to meet the need of the student where appropriate based on the learner individual circumstance.

Related Policies and Legislation

Refer to the following documentation in conjunction with this policy:

Safeguarding Policies – Child Protection, Safeguarding Vulnerable Adults

Health & Safety Policies

Readiness to Learn Policies

Equality & Diversity Statement

Admissions Policy