Additional Learning Needs Policy

When support Adults with additional learning needs it is important to consider the skills that learners need to help them in their daily lives and to prepare them for life post program. When evaluating the progress of more able learners with ALN, Clear Quality employees should focus on the progress the learner is making and the progress they have made in relation to their individual starting points.

Clear Quality Ltd seek to provide the best and most inclusive ALN experience possible.

through a learner centered ethos and continuous reviewing and monitoring of ALN practices.

Additional Learning Needs Categories:

- General learning difficulties
- Moderate learning difficulties
- Severe learning difficulties
- Profound and multiple learning difficulties
- Dyslexia
- Dyscalculia
- Dyspraxia
- Attention deficit hyperactivity disorder.
- Autistic spectrum disorders
- Physical and medical difficulties
- Hearing impairment
- Visual impairment
- Multi-sensory impairment
- Speech, language, and communication difficulties
- Emotional and social difficulties
- Specific learning difficulties

It is not always appropriate to evaluate standards and progress of distinct groups, especially where there are small numbers of learners within a particular group. It is important to recognize that these learners may be making strong progress in relation to their starting point and their individual needs.

However, where a particular group of learners is making better or Worse progress than Others Clear Quality Will take the following steps to support them

Section 1: Goals & Objectives

Ensure Learners are making timely progress in their learning from their individual startingpoints.

Ensure learners are aware of the progress they are making, and they participate in target improvement.

Support learners achieve the expected objectives contained in their Learner Support Plans.

Ensure 1:1 Sessions are programmed in from the start of the program.

Ensure an extra 25% assessment time is offered for each module assessment.

Ensure Managers are made aware of the options available for their staff during the program.

Adaptable toolkits and templates are provided to all ALN learners during the program.

Ensure completion rates of courses for learners and qualifications compare for learners with ALN and to those of other learners?

Ensure learners' specific difficulties, such as poor concentration or weak communication skills, can access the whole program.

Section 2: Health & Wellbeing

Health & Wellbeing Monitoring

Ensure all learners display positive attitudes towards their disability and ALN?

Monitor how learners with ALN respond positively to opportunities to take partin a range of activities. For example, break out rooms.

Question learners with ALN feel that their needs are considered during the program.

Ensure all learners with ALN participate in the process of decision making, where the decision affects them.

Attendance Monitoring Areas

Staff will monitor attendance rates of learners with ALN compared to those of otherlearners?

Staff will monitor whether learners with poor attendance improve their attendance over time?

Managers monitor whether leaver rates of learners with ALN compared to those of other learners?

Staff to monitor whether ALN learners show interest in their work and engage well in tasks?

Staff to monitor whether all learners are making progress in taking responsibility for their actions and theirwork.

Section 3: Curriculum Management

Programs of study meet the needs of learners with significantlearning difficulties.

The company provides additional learning experiences for learners that areappropriate for their needs.

The curriculum provides opportunities to develop learners' literacy,numeracy, and ICT skills in relation to individual starting points.

The curriculum enables learners to develop skills that preparethem well for the next stage of learning and life. For example, independence, self-care, or money management.

There are sufficient opportunities for learners to develop their skills in practical,real-life situations?
The materials and methods of delivery make the curriculum accessible to all Learners.
The curriculum provides suitable opportunities for learners with ALN todevelop, where appropriate, their English language skills?

Section 4: Delivery
Staff to Ensure training methods are used successfully in engaging all learners?
How effective is the use of targeted individual/group sessions for learners?
Staff must consider the needs of individual learners.
The work must be suitably challenging and demanding for all learners.
Delivery must enhance the learners' knowledge, through a variety of modes and models.
Do staff have elevated expectations and provide demanding work to meet the needsof all learners?

Section 5: Communication
Staff must be aware of different methods that can be used by people with significant communication issues.
Staff must be aware of the Learner's Individual Support Plan.

Methods that can be utilized include:
- Gestures
- Written
- Tablets
- Symbols
- Communication boards
- Objects of reference during 1:1 session

Please note that this list is not exhaustive and as a company we do not endorse any mode or model of communication, it would be specifically based on the individual need of the learner.

Section 6: Access Arrangements
Reasonable adjustments frequently must be made to give the Learner every opportunity to achieve.
These must be confirmed in advance of the examination/ course to appropriate party's (for example, awarding organisation, governing body etc.) This should be documented on the booking paperwork.
Adjustments to assessments/ examinations:
Should not invalidate the assessment requirements for the qualification/ examination.
Should reflect the Learner's normal way of working.
Should not detrimentally affect other Learners.
Should be based on the individual need of the Learner.
These examinations are not available to anyone suffering with a serious visual impairment.