



Learner Support Policy

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1. Policy Statement

At Capita Learning we believe in providing an inclusive environment with equitable access for all our learners. As such, we are committed to ensuring that learners receive all the support they require to overcome any barriers to learning which they might experience.

This policy should be read in conjunction with the following legislation and statutory guidance:

- The Equality Act 2010
- SEND Code of Practice 2015
- JCQ Access Arrangements Regulations

This policy should be read in conjunction with the following Capita Learning Policies:

- Equality, Diversity & Inclusion Policy
- GDPR / Data Protection Policy
- Learner Health & Safety Policy
- Safeguarding & Prevent Policy
- Teaching & Learning Policy

2. Policy Aims

This policy has been developed to ensure that all stakeholders understand:

- The provision we offer to support learners with overcoming barriers to learning.
- The processes in place to support with identifying learners who might require additional support
- The procedures in place to manage the assessment of individual learner needs

The Scope of this Policy

This policy covers all learners and learning activities within the Capita Learning provision. The provision and processes outlined within this policy, therefore, apply to all learners, and throughout the duration of their learning programme with Capita Learning.

3. Equality and Diversity

Capita Learning are committed to ensuring that all elements of our learning programmes are delivered in accordance with Equality, Diversity and Inclusion aims. As such, all processes outlined within this policy are non-discriminatory and are delivered with a learner centred approach.

4. Our Support Provision

A learner is identified as having a special educational need or disability if they; either have a significantly greater difficulty in learning than the majority of their peers, or have a disability which prevents or hinders them accessing facilities and resources in a similar way to their peers.

To ensure that we achieve our legal and moral responsibilities, our provision of support for learners with special educational needs or disabilities includes:

- Information, Advice, and guidance to help learners understand their identified needs and increase awareness of appropriate adjustments to support learning

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- A collaborative assessment process which assists with identification of learning needs and considers the support requirements identified by the learner
- A personalised Learner Support Plan which identifies a bespoke package of support and/or adjustments which will be provided to ensure equality of access to learning
- A dedicated team of Specialist Learning Consultants who work with learners to manage the support provision outlined within their Learning Support Plan
- Assessment and management of any necessary Access Arrangements and/or Reasonable Adjustments for assessments or examinations

In accordance with the provided definition of special educational needs or disabilities, all elements of our support provision are available based on the identified need(s). Support can, therefore, be provided following completion of our assessment process and does not require prior identification or diagnosis through a formal assessment process.

5. Identifying Learners who have a Special Educational Need or Disability

Many learners with a special educational need or disability will enrol on their learning programme with an understanding of their needs and the support they might require. Where learners are aware of their needs then these can be disclosed during the enrolment process and support can be provided from the beginning of the learning programme.

We also understand, however, that many learners may not have received a formal diagnosis or might not be aware that they have an additional learning need. In these instances, we are committed to working with learners to screen for potential needs and to identify any support they might require.

Learners are strongly encouraged to notify us of any identified special educational needs or disabilities during the enrolment process, or at the earliest opportunity, as this will enable us to ensure that they receive any necessary support throughout the learning programme.

6. Assessment Process

We believe that learners with a Special Educational Need or Disability should receive all the support that is needed to enable them to fully access their learning programme. To ensure that we can provide learners with the support that is required, we will always begin with our collaborative assessment process.

Our assessment process provides the opportunity for learners to discuss their needs and required support with one of our Specialist Learning Consultants. Within this process we consider:

- **Identified Needs:** Details of any Special Educational Needs or Disabilities that have previously been identified whether or not these have been formally diagnosed – Where a formal diagnosis or evaluation has been completed then this will help us complete our assessment.
- **Ways of Working:** Details of any adjustments or adaptations that a learner may have received throughout previous education or might be accustomed to within their employment.
- **Previous Support:** Details of any additional support that a learner might have received to enable access during [previous education or training].
- **Initial Screening:** Where a special educational need might not have been previously identified, an initial screening will be completed to check for potential characteristics of common learning needs.

Our assessment process concludes with the development of a personalised Learning Support Plan, which is developed in conjunction with the learner and details the support that is required to provide equitable access to the learning programme.

7. Individual Learning Support Plan

To ensure that any support we provide to learners is mapped across all elements of a learner's programme, our Learning Support Team will develop a personalised Learning Support Plan. Each Learning Support Plan is bespoke and will include:

- Details of the identified special educational needs or disabilities
- Details of the learner's individual needs and support requirements
- Details of the agreed support provision and associated access arrangements or reasonable adjustments
- Details of the agreed objectives to be achieved through the support provided and how this will assist with equality of access to the learning programme

Individual Learning Support Plans are reviewed continuously throughout the learning programme to ensure that the support we provide reflects any dynamic needs, and most accurately reflects the requirements at each stage of the learning programme.

8. Access Arrangements & Reasonable Adjustments

Learners with special educational needs or disabilities may require specific arrangements to ensure they receive equitable access to assessments and examinations. Where these are required, it is our policy to ensure that these are personalised to the needs of individual learners, and that such arrangements are provided throughout the duration of the learning programme.

Access Arrangements

Access Arrangements allow learners with special educational needs or disabilities to access an assessment or examination without changing the demands of the task. This may, for example, include support from a reader or scribe, access to enlarged or braille examination papers, or access to assistive technology.

Reasonable Adjustments

Reasonable adjustments ensure that learners with special educational needs or disabilities are not at a substantial disadvantage when completing assessments or examinations. Reasonable adjustments may, for example, include additional time, supervised breaks, or adaptations to the assessment format.

In all instances where access arrangements and/or reasonable adjustments are identified as required to provide equality of access to external assessments or examinations, then Capita Learning will work closely with the relevant Awarding Bodies to request these provisions.

9. Information, Storing and Confidentiality

We understand that information relating to special educational needs or disabilities is shared with us in confidence and that this may be highly sensitive. In accordance with our data protection processes, all information shared with us by learners will be stored securely and used only for the purpose of providing the agreed support.

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Where information is required to be shared with other organisations (e.g. Employers, Awarding Bodies, etc) then this will only take place with the express consent of the individual learner.

We strongly recommend that details of any special educational need or disability which is identified during our assessment process are shared with employers to ensure that any necessary adjustments can also be made within the workplace.

We also always recommend that learners who have not previously completed a formal diagnosis process contact their GP to discuss the possibility of assessment. We are happy to provide copies of learner records where this might be useful to support the assessment/diagnosis process.

10. Monitoring and Review of this policy

This policy is reviewed annually to ensure compliance with legislative changes and guidance issued by regulatory bodies.

The application of the principles, processes and provision outlined within this policy is monitored by the Quality & Curriculum Director and are subject to scrutiny by the Governance Board.

Appendix 1: Other Sources of Support

We understand that many special educational needs are complex, and that there are often numerous questions that individuals need answering. We are committed to supporting our learners throughout their learning but would recommend the following specialist organisations as useful points of contact for further information:

Difficulty	Recommended Further Support	
ADHD		Click Here
Autistic Spectrum Condition		Click Here
Dyscalculia		Click Here
Dyslexia		Click Here
Dyspraxia		Click here
Hearing Impairment		Click Here
Mental Health Difficulties		Click Here
Mobility Difficulties		Click Here
Speech and Language Difficulties		Click Here
Visual Impairment		Click Here