



SPECIAL ARRANGEMENTS AND ADDITIONAL LEARNING SUPPORT POLICY

FEBRUARY 2024

Aiming to improve the quality of life skills and employability of residents in the Borough, making Wandsworth a vibrant, prosperous learning community

Version	3
Original Policy issued:	January 2023
Reviewed:	February 2024
Next review date:	February 2026
Review Cycle:	Every two years
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Target Audience	All

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Special Arrangements and Additional Learning Support Policy

1 | Introduction

Wandsworth Council Lifelong Learning (WCLL) encourages applications from learners with special educational needs & disabilities (SEND). Our aim is to provide a high-quality learning experience for all learners, which includes those who disclose a learning difficulty or disability. We provide an atmosphere and culture where everyone is listened to and feels valued, where all visitors, applicants and learners are treated appropriately and respectfully. WCLL staff are trained in Equality, Diversity and Inclusion and maintain high standards in relation to the treatment of all our learners including those with SEND.

2 | Purpose and Principles

The overall aim of this policy is to ensure that Wandsworth Council Lifelong Learning and its partners provides an inclusive community learning environment where learning, achievement and progression are accessible to everyone. Additional Learning Support aims to encourage access and progression based on the individual needs of all learners including, where appropriate, the inclusion and support of learners with a range of disabilities and special requirements.

The policy is written for and circulated to all staff of Wandsworth Council Lifelong Learning and will be reviewed annually by the WCLL Senior Management Team. It is available to all WCLL Partners.

This policy supports the Aims and Objectives outlined in the Wandsworth Council Lifelong Learning Three Year Development Plan. The outcome of the policy will enable learners to be successful and achieve to their full potential, resulting in a positive Adult Community Learning experience for all learners.

All WCLL Partners are responsible for implementing this policy. The accountability and monitoring of the achievement of the aims of this policy lie with the Deputy Head of Wandsworth Council Lifelong Learning in conjunction with the management team.

3 | Scope

The policy and procedures apply to all learners, governors, staff, subcontractors, and volunteers working for WCLL in locations where education and training is delivered by or on behalf of WCLL. It also applies to those situations where learners are in a workplace setting, undertaking apprenticeship standards. The policy also covers collaborative provision and staff employed directly by subcontractors supplying services on behalf of WCLL.

The Equality Act 2010 defines a disability as “a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on your ability to do normal daily activities”. The Equality Act 2010 requires an Awarding Body to make reasonable adjustments where a person with a disability would be at a substantial disadvantage in undertaking an assessment.

Access arrangements are defined as pre-examination adjustments for learners based on evidence of need and normal way of working. Access arrangements fall into two distinct categories: some arrangements are delegated to centres; others require prior Joint Council for Qualifications (JCQ) awarding body approval.

4 | Policy Statement

WCLL and its partners are committed to developing inclusive learning approaches and to providing additional learning support to secure learning success for all.

For WCLL and its partners to be able to provide an inclusive learning environment, there is a need to recognise disability and learning difficulties and the impact on the way that people learn. Inclusive learning is based on providing the best match between learners needs and the learning opportunities provided.

We recognise that some learners may require special exam access requirements and additional learning support, including reasonable individual adjustments to fully access our courses.

Wandsworth Council Lifelong Learning will assess each application for Additional Learning Support on an individual basis and this will be presented to the board. If the decision for funding is agreed, then the amount of additional funding will be agreed by the management team.

5 | Roles and Responsibilities

All staff are responsible for ensuring that WCLL is a welcoming and inclusive place to visit and learn. Staff are required to anticipate the needs of applicants, visitors and learners with SEND and treat everyone with sensitivity and respect.

All staff are responsible for providing an inclusive approach to learning and teaching. This will include high quality teaching and materials that allow for a differentiated offer for individuals, including those with SEND, so that they can gain full access to learning. Learners should also be encouraged to use technology in the classroom and assistive technology out of class. Tutors in particular have an important role to play in the early identification of SEND, the encouragement of learners to make declarations and to make full use of the support offered by WCLL.

The management team are familiar with the regulations of the JCQ and take a centre-wide approach to access arrangements. The Deputy Head of Lifelong Learning or the Internal Quality Assessor (IQA) will confirm the personal learning plan in writing to the learners and their allocated skills coach or tutor.

Having approved a request, Wandsworth Council Lifelong Learning will make every effort to implement its reasonable adjustment policy in a consistent manner, by implementing similar solutions for similar requests.

The designated member of staff will advise the following roles of the details of an adjustment:

- The IQA who will advise the Tutor/Skills Coach allocated to support the learner for each module.
- The skills coach who will make arrangements for adjustments related to assessments where appropriate.
- The assessment invigilator.

6 | Procedures

Before enrolment, at entry and at subsequent points, All applicants will have the opportunity to declare whether they have a learning need, a disability, or a medical condition that impacts on their ability to learn and progress, within a confidential setting.

WCLL is committed to using our resources to put reasonable adjustments in place for all adults and young people who have disclosed a learning difficulty or disability. This will include:

- During "in-house" testing for exam access arrangements.
- During the admissions stage (registration, Information, advice and guidance interview and enrolment).
- During induction.
- Prior to examination deadlines, for controlled assessments and in-year, via WCLL's Support Referral Form, to be submitted by the tutor or skills coach.

If a learner makes a declaration, the WCLL Additional Learning Support Form (Appendix A) will be completed to assess how the learner's needs will be met. This is reviewed by the management team so that support can be planned, and reasonable adjustments carried out. If required, the learner will be assessed by a qualified and experienced Additional Learning Support (ALS) practitioner and a support plan will be approved by that person. This procedure also applies to subcontractors.

When the learner requiring support is enrolled for an accredited course, an online Additional Learning Support form must also be completed, as required by MIS, once the learner has been assessed and approved for ALS. Here is the link to the form: [MIS Additional Learning Support Costs Claim Form](#)

The completed assessment must be passed to the WCLL management team. Any further assessments will be differentiated and proportionate to the likely level of SEND. Learning support can be requested by the learner or tutor if an identified learning support need has been highlighted after a course has started.

Additional Learning Support Form

WCLL recognises two major categories of special educational needs which may lead to the provision of reasonable adjustments:

- Permanent or long-standing disability, illness, or special educational need, e.g., blindness, diabetes, dyslexia.
- Temporary disability, illness, or indisposition, e.g., broken arm, chronic pain.

For requests based upon permanent or long-standing disability, illness or special educational needs, the learner should advise WCLL of their request when applying for the relevant programme.

For requests based upon temporary disability, illness or indisposition, the learner should advise Wandsworth Council Lifelong Learning of their request at the earliest possible opportunity.

A written request should be submitted to Wandsworth Council Lifelong Learning's Deputy Head of Lifelong Learning, Joss New, or Quality Assurance Manager, Paul Brimecome, together with supporting evidence.

Supporting evidence can include:

- For disability and dyslexia requests please use the Additional Learning support form.
- Evidence from a medical professional, educational psychologist or other recognised educational expert supplied to WCLL by or on behalf of the learner.

WCLL is not responsible for obtaining evidence to support a request for reasonable adjustments but will provide advice on its requirements and the consequent suitability of any evidence.

WCLL reserves the right not to decline reasonable adjustments if appropriate evidence is not provided by the learner.

Wandsworth Council Lifelong Learning will:

- Implement a reasonable adjustment that maintains the reliability and integrity of an assessment; and
- decline to implement any reasonable adjustment that invalidates the assessment requirements for an award.

In cases where reasonable adjustments are implemented in response to a specific learner request under this policy, WCLL will not normally consider further compensation for the identified disadvantage.

7 | Exam Access Arrangements

Access arrangements allow learners with special educational needs or temporary injuries to assessments without changing the requirements of the assessment. Examples of access arrangements include the use of readers, scribes, and Braille question papers.

By implementing access arrangements, Awarding Bodies and WCLL fulfil their obligation under the Equality Act 2010 to reasonable adjustments. The assessment of access arrangements follows the guidelines set by JCQ or other relevant awarding bodies.

A reasonable adjustment for an individual may be unique to them and may not be listed as one of the available access arrangements. The reasonableness of an adjustment depends on various factors, including the learner's needs. An adjustment may be seen as unreasonable if it incurs excessive costs, requires unfeasible timeframes, or compromises the security and integrity of the assessment. Awarding Bodies are not obligated to adjust the assessment objectives being tested.

Normally, reasonable adjustments are approved prior to the assessment. If a late notification prevents the implementation of an adjustment, the circumstances will be reported to the Deputy Head of Lifelong Learning, Joss New, or the Quality Assurance Manager, Paul Brimecome, during the consideration of the learner's assessment results and awards.

Any information provided by the learner regarding a claim for reasonable adjustments will be treated as confidential and only shared with staff on a need-to-know basis. If fraudulent activity is discovered in relation to a reasonable adjustment claim, WCLL reserves the right to withdraw any award granted based on assessments conducted with that adjustment.

APPENDIX A

Additional Learning Support Form

Learners requiring additional learning support must complete this form, enabling Wandsworth Council Lifelong Learning to implement appropriate support measures for the duration of your enrolment on your course. Please indicate any medical condition and/or learning difficulty that apply to you.

Please complete all applicable sections. If you are under 18, we advise that a parent/carer is present to support you in completing this form.

SECTION 1

Full Name:

Date of birth:

Address:

Mobile Phone Number:

Email Address:

SECTION 2

Do you consider that you have a medical condition? *(Please tick)*

Yes

No

Other

Asthma

Mild

Severe

Diabetes - insulin

Yes

No

Epilepsy/Seizures – Emergency medication

Yes

No

Severe Allergy – EpiPen

Yes

No

Please specify allergy:

Fits/Fainting/Fits

Cardiac (Heart)
Condition

Bowel Disease/
Disorder

Severe Headaches/
Migraines

Tumours/Cancer

Coeliac Disease

Other serious medical condition (please provide details below):

APPENDIX A

Additional Learning Support Form

Do you consider that you have a mental health condition? <i>(Please tick)</i>	Yes	
	No	
	Other <i>(please specify)</i> :	
Eating Disorder	Severe Mental Health Condition	Anxiety
Depression	Severe Phobias	
Are you on any medication for a mental health condition?	Yes	No
Are you under the care of CAMHS	Yes	No
Do you consider that you have learning support needs? <i>(Please tick)</i>	Yes	
	No	
	Other <i>(please specify)</i> :	
Please tick all that apply:	ADHD, AD/HD, ADD	
	Medication	Yes No
	Visual Impairment	Yes No
	Hearing Impairment	Yes No
	Speech Impairment	Yes No
	Problem using your hands	Yes No
	Restrictions in taking part in physical activity	Yes No
	Do you consider yourself to have a reduced mobility?	Yes No
	Do you have any other medical condition/disability you would like to make us aware of?	Yes No
	Are you taking any regular medications or receiving any treatment you would like to make us aware of?	Yes No
If you have ticked any of the boxes, please provide further information below:		
Do you require assistance to evacuate in the event of an emergency	Yes	No

APPENDIX A

Additional Learning Support Form

GP Name:	
GP Address:	
Next of kin contact details: <i>(Relationship, name and phone number)</i>	
Second next of kin contact details: <i>(Relationship, name and phone number)</i>	

SECTION 3	
<p>Please provide the following information: within this section, you must identify the learner's needs. (If the learner's first language is not English, you must show that he/she has underlying difficulties in their first language. The learner's difficulty must not be due to their limited acquisition of the English language).</p>	
<p>What is the learner's history of need? (What difficulties have they previously experienced?)</p>	
<p>What learning difficulties is the learner currently experiencing?</p> <p>In the classroom?</p>	
<p>What is the learner's preferred way of working? How best can we support them? Please include details of adjustments currently being made either in the classroom or when taking tests/exams</p>	
<p>What support has the learner previously received, either at school or college and what support will they need whilst on their chosen course?</p>	

APPENDIX A

Additional Learning Support Form

Any other relevant information:
e.g. BSL interpreter through access to learning

SECTION 4

Please enter the course details that the learner is applying for -

Course Name:

Course Code:

Please list any previous Lifelong Learning courses attended:

SECTION 5

Please tick which of the following the learner has difficulty with:

Completing tasks in class lessons		Handing homework on time	
Running out of time in exams		Under-performing under timed conditions	
Slow reading and writing speed		Other organisation skills	
Legibility of work		Practical work or tasks	
Spelling		Physical coordination/dexterity	
The length of his/her work compared to peers		Written work matching his/her verbal ability	
Answering the exact question set		Maths	
Producing written work		As a result of the learner's difficulties is he/she allowed extra time in class to complete assignments and timed tests?	
Difficulties following oral instructions		Does the learner normally use a word processor/laptop/i-pad/phone in class for assignments?	

APPENDIX A

Additional Learning Support Form

Do you (or a volunteer) find yourself reading for the learner in class?		Do you (or a volunteer) find yourself scribing for the learner in class?	
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ADDITIONAL STAFFING COSTS			
Staff member name	Additional support role required	Total Hours	Total costings per course

SECTION 6	
<p><i>Please sign and date to confirm you have completed this form to the best of your knowledge and disclosed any information required. Please note that this form will be shared with the appropriate members of Wandsworth Council Lifelong Learning staff, so that we can help support you as much as we can</i></p> <p><input type="checkbox"/> <i>Please tick this box if you do not wish for this information to be shared.</i></p>	
Signature of Learner:	
Print Name:	
Date:	
Signature of Staff member:	
Print Name/Position:	
Date:	

APPENDIX A

Additional Learning Support Form



Additional Information:

Due to the information gathered, the learner will now be referred to be assessed by a qualified and experienced ALS practitioner (also for subcontractors) and a support plan will be approved by that person. This completed assessment must then be passed to the WCLL management team.

AUTHORISATION		
Referral required	Yes	No
Enter learner name:		
IAG Advisor:		
Referral agreed by (manager name):		
Signed:		
Date:		

All Accredited courses:
 Here is the link for the form that needs to be completed once an accredited learner has been assessed and approved for ALS, this is compulsory for all accredited courses and is required by MIS:

https://forms.office.com/Pages/ResponsePage.aspx?id=rPXT2QP4vkmUnxSnB010pFzrh6AxLIHr_Vioa9jJ9ZUOEU2NlgzN1c4MjJMMk1ONIJWU1U2WEtERC4u