

# Special Arrangements and Additional Learning Support Policy

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

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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 aim of this policy is to ensure that Wandsworth Council Lifelong Learning (WCLL) and its partners provide an inclusive learning environment where everyone has access to learning, achievement, and progression. Additional Learning Support is designed to meet the individual needs of all learners, including those with disabilities or specific requirements, helping them to engage fully and progress in their learning.

This policy is shared with all WCLL staff and reviewed annually by the Senior Management Team. It is also available to all WCLL partners.

The policy supports the aims and objectives set out in the WCLL Three-Year Development Plan. Its goal is to help learners succeed and reach their full potential, contributing to a positive and supportive Adult Community Learning experience.

All WCLL partners are responsible for putting this policy into practice. Oversight and monitoring of its implementation are led by the Deputy Head of WCLL, in collaboration 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 situations where learners are in a workplace setting, undertaking apprenticeship standards. This policy also applies to collaborative provision and to staff employed directly by subcontractors delivering services on behalf of Wandsworth Council Lifelong Learning.

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 their normal way of working. Access arrangements fall into two categories: some can be managed directly by centres, while others require prior approval from the Joint Council for Qualifications (JCQ) or the relevant awarding body.

## 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.

To be able to provide an inclusive learning environment, there is a need for WCLL 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 play a key role in identifying learners with SEND early on, encouraging them to disclose any support needs, and helping them make full use of the support available through WCLL. The WCLL management team follows Joint Council

for Qualifications (JCQ) regulations and takes a centre-wide approach to access arrangements. Once a personal learning plan is agreed, it will be confirmed in writing by the Deputy Head of Lifelong Learning or the Internal Quality Assessor (IQA) and shared with the learner and their allocated skills coach or tutor. Once a request is approved, Wandsworth Council Lifelong Learning will make every effort to apply its reasonable adjustment policy consistently, ensuring similar solutions are offered for similar needs.

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

- The IQA who will advise the tutor or 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 the start of the course, and at points throughout, applicants will have the opportunity to confidentially declare any learning needs, disabilities, or medical conditions that may affect their ability to learn and progress.

WCLL is committed to using our resources to put reasonable adjustments in place for all learners 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.
- Tutors or skills coaches submitting a WCLL Support Referral Form before exam deadlines, during controlled assessments, or at any point in the year when support is needed.

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 them. 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 once the learner has been assessed and approved for ALS. Here is the link to the form: [Additional Learning Support \(ALS\) form to request MIS to claim ALS costs](#)

Once the assessment is completed, it should be forwarded to the WCLL management team. Any further assessments will be tailored to reflect the likely level of SEND. If a learning support need is identified after the course has started, support can be requested by either the learner or the tutor.

## 7 | Learner Support Funding

This fund is used to support students on a low income with assistance with any associated costs with their study, while studying at WCLL.

The course being studied must be fundable through the Adult Education Budget (AEB) and the costs requested must be related to the course study requirements. These costs could include support with travel, essential course materials, external childcare, and exam related fees.

This fund provides financial support to students on a low income while studying at WCLL. It can help cover costs directly related to their course, as long as the course is funded through the Adult Education Budget (AEB). Eligible expenses may include travel, essential course materials, external childcare, and exam related fees.

### Important Facts

- Only eligible learners can be supported through this fund.
- WCLL has available a limited allocation in regard to Learner Support Funds.
- Reduced awards may be issued to learners if demand exceeds the available funds.
- When the fund is fully committed no further applications or award allocations will be made.
- Applications for financial support and childcare will only be accepted using the official WCLL application form.

### Eligibility

Any Learner who applies to the Learner Support Fund must meet the criteria set by the Greater London Authority (GLA) and the Education & Skills Funding Agency (ESFA).

#### To be eligible for support from the LSF, learners must:

- Be aged 19 or over on 31 August of the current academic year
- Be eligible for Adult Education Budget (AEB) Education and Education Skills Funding Agency (ESFA) / Greater London Authority (GLA) funding (London postcodes valid only)
- Be enrolled on an AEB ESFA/GLA funded course (London postcodes only)
- Have lived in the UK or within the EU for the last 3 years, and are eligible to receive public funds
- Learners must be unable to access essential learning resources - such as a laptop or data - that are supported by the Learner Support Fund (LSF). See Appendix A for details.
- Have shown full commitment to their programme of study with attendance of at least 90% and a satisfactory progress (tutor reference)

#### Learners who are not eligible include:

- Learners not meeting the AEB ESFA/GLA eligibility rules
- Learners on courses not funded by the AEB ESFA/GLA
- Learners who are under the age of 19

## Financial Support

The Learner Support Fund (LSF) prioritises learners who are economically disadvantaged.

This includes those who may need help with travel or other learning-related costs, as well as those facing financial hardship. The fund is available to provide assistance and support where needed.

### **LSF allocations are at the discretion of WCLL to help learners with the cost of:**

- Equipment and material costs required for the course
- Exam costs
- Registration fees
- Assessment costs
- Accreditation and professional membership fees
- Childcare support through approved childcare providers (for learners aged 20 or over on the first day of learning) childcare support will be given for timetabled sessions only

## Registration costs

WCLL will cover all course registration and examination costs

## Equipment

Learners may apply for support with essential additional equipment or resources needed to study. Support issued for equipment must be essential for course achievement.

## Discretionary Childcare Support

Learners aged 20 and over on the first day of learning, may apply for assistance with the cost of childcare for the hours that they are timetabled to attend their WCLL course.

Learners must use an Ofsted a registered childcare provider, or approved out-of-hours school club, or similar.

## Learner Support Fund Process

- Learners must submit a completed WCLL learner assessment application form (Appendix A).
- Learners will demonstrate that they fulfil the criteria to be eligible for LSF.
- If the LSF type of support requires evidence of circumstances, then the most recent evidence must be provided and must be dated no more than 30 days before the date of their application.
- Learners will be notified of the outcome of the application within 10 working days.
- Payments will be made to the childcare provider.

WCLL may require additional evidence if it is felt that the current evidence provided does not clearly match the criteria of application. All evidence must be seen by the administrators managing the fund.

## Fraudulent Claims

WCLL takes fraud seriously and, if necessary, will take appropriate action to recover funds if it is found that a claim through the LSF has been made fraudulently.

## 8 | 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 or the Quality Assurance Manager, together with supporting evidence. This can include evidence from a medical professional, educational psychologist or other recognised educational expert, supplied to WCLL by or on behalf of the learner.

For disability and dyslexia requests please use the Additional Learning Support form (Appendix A).

WCLL is not responsible for obtaining evidence to support requests for reasonable adjustments. However, we can offer guidance on what is required and advise on the suitability of any evidence provided. WCLL reserves the right 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 request, WCLL will not normally consider further compensation for the established disadvantage.



## 9 | Exam Access Arrangements

Access arrangements enable learners with special educational needs or temporary injuries to take assessments without altering the assessment's requirements. Examples include the use of readers, scribes, or Braille question papers.

By implementing access arrangements, awarding bodies and WCLL meet their legal duty under the Equality Act 2010 to provide reasonable adjustments. All access arrangements are assessed in line with 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 or the Quality Assurance Manager ..

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 for the 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 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? <i>(Please tick)</i>	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? (Please tick)	Yes	
	No	
	Other (please specify):	
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? (Please tick)	Yes	
	No	
	Other (please specify):	
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: (Relationship, name and phone number)	
Second next of kin contact details: (Relationship, name and phone number)	

SECTION 3	
<p><b>Please provide the following information: within this section, you must identify the learner's needs.</b> (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 <b>must not</b> be due to their limited acquisition of the English language).</p>	
What is the learner's history of need? (What difficulties have they previously experienced?)	
What learning difficulties is the learner currently experiencing?  In the classroom?	
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	
What support has the learner previously received, either at school or college and what support will they need whilst on their chosen course?	

# 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:	

## Additional Learning Support Form

Additional Information:	
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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:		
LAG 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=rPXT2QP4vkmUnxSnB010pFzxh6AxLIHrVioa9jJ9ZUOEU2NlgzN1c4MjJMMk1ONIJWU1U2WEtERC4u>