





- Ensure that learners complete an initial assessment for all full-time learners at enrolment and for part time learners as appropriate. The results will help identify literacy/language and numeracy support needs and decide whether the provision of additional learning support would be of benefit to the learner.
- Maintain effective working links with learning support staff to maximise inclusive practice and to provide timely and appropriate additional learning support whether the need is identified at the start of a learning programme or at any time later on.
- Monitor the accessibility, and take anticipatory action, relating to company services, including: Information, advice and guidance, Welfare, Safeguarding and Health & Safety, Learning resources, and enrichment activities.

## MANAGEMENT RESPONSIBILITIES

Managers should ensure that:

- All staff receive training on their responsibilities.
- Sufficient resources are available to fund the anticipated reasonable adjustments to meet the needs of learners who have a disability and to respond to individual cases.
- All staff are fully conversant with this policy and the demands it places upon them.
- Effective systems and procedures are in place for the promotion, referral, identification and provision of additional learning support, including learning agreements, review of need and effectiveness of the service.
- As part of the Equal Opportunities monitoring, learner data are analysed by disability.

Standards by which the success of the policy can be evaluated:

- ~~who are~~ attracts and retains learners with a learning difficulty and/or a disability
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## **DIVERSITY**

- Sol Institute has a range of curriculum provision covering ability levels and our learners are found within the full range of age groups, modes of attendance and learning needs, ability and motivation.
- Sol Institute thrives on the diversity of its learners and recognises the valuable and enriching contribution that people from a variety of backgrounds and experience bring to the life of Sol Institute.
- It is committed to maintaining breadth in the curriculum and providing support to every learner, through its entry systems, course provision and learner support structure, during their time at Sol Institute.
- Recognising the diversity of our current and future cohort of learners and clients and being responsive to their needs, is key to improving the quality of additional learning support.

## **INCLUSIVE LEARNING**

- Sol Institute is committed to the principles of inclusive learning. It supports the view that good teaching is found where teachers understand and respond to the individual requirements of the learners. It will use the individual learners as the starting point for its delivery of additional learning support.
- Through an understanding of how people learn, staff will endeavour to match the learner, aptitudes and learning styles with the curriculum and its delivery in an appropriate, supportive learning environment.
- The learning environment extends beyond the physical resources of the classroom to include every aspect of the learners' experience at Sol Institute.
- Sol Institute continuously strives to improve its additional learning support resource materials to stimulate learner interest.

## **STAFF DEVELOPMENT**

The achievement of the aims of this Policy is directly related to the ability and commitment of the staff of Sol Institute to deliver it. A systematic Staff Development Programme will be developed and implemented to support continuing professional development and the achievement of high standards in additional learning support delivery.

## **QUALITY MECHANISMS**

Quality, in relation to additional learning support, is about the achievement of standards and the identification and dissemination of best practice. Sol Institute Self-Assessment Report details, with evidence, areas for improvements required in the delivery of additional learning support. Similarly, the action plan highlights areas of development needed with responsibilities and timescale for achievement.

## **EQUALITY AND DIVERSITY**

Sol Institute has a strong commitment to equality and diversity as laid down in Equality and Diversity Policy. Sol Institute aims, in its learning, administration and support services to promote equality and diversity, and freedom from discrimination.

The delivery of additional learning support will encourage access and progression based on the individual needs of all learners including, where appropriate the inclusion and support of learners with a variety of disabilities and special requirements.

Learning programmes will not be discriminatory and will challenge stereotyping and bias.

## **REVIEW**

This policy will be reviewed on an annual basis or following changes to Government updates and statutory guidance in relation to COVID-19 and company risk assessment policies and processes.