

Additional Learning Support (ALS) Policy

1. Overview

Who does the policy apply to?	This policy will outline the guidance and implementation of the Additional Learning Support Policy in its application to all learners who enroll with Protocol. This policy should be read by all learners, staff and governors.
Aims	To set out the process for the provision of additional learning support for learners where barriers to learning prevent them from reaching their full potential. To ensure that additional learning support systems are consistent, fair and transparent.
To be read in conjunction with	Equality, Diversity and Inclusion Policy
Further advice may be sought from	Sue Tipton and Craig Higham
Review arrangements	This policy will be reviewed annually to ensure its continuing relevance and effectiveness. Protocol may review the policy prior to this date should operational and/or legislative/guidance matters require it. The policy, guidance and review arrangements can be viewed on the Protocol website, staff and learner handbook.

2. Purpose

- 2.1. Protocol regards each learner as unique in their own right and as such aims to provide a high quality, highly effective inclusive learning environment which is accessible to all.

2.2 Protocol aims to remove barriers to learning to enable all learners to reach their full potential, including those with specific learning needs including learning difficulties and disabilities.

2.3 Equality and diversity are at the very heart of Protocol's ethos and additional learning support is a key part of ensuring every learner has an equal opportunity to succeed during their time at Protocol. This policy outlines the support provision and the legal obligations of Protocol.

3. Context

3.1 This policy supports Protocol's Strategic Plan by enabling all learners to achieve and enjoy a positive learning experience.

3.2 Additional Learning Support (ALS) is:

whereby funding is available to meet the cost of putting in place a reasonable adjustment, as set out in the Equality Act 2010, for learners who have an identified learning difficulty and/or disability, to achieve their learning goal and comply with the Department for Education (DfE) Funding Rules.

3.3 It is a priority of Protocol to ensure early intervention takes place to provide reasonable adjustments, and ensure non-discriminatory processes are in place. This includes the removal of barriers to learning in so far as possible for learners with specific learning difficulties and/or disabilities that may affect their ability to access further education.

4. Scope

4.1 Learning support, in line with DfE guidance is available to meet the cost of putting in place a learning support activity for 'in-learning' support, such as support for teaching assistants or reasonable adjustments under the Equality Act 2010.

4.2 Learners will not receive additional learning support to help with 'everyday' concerns and difficulties which are not associated with learning whilst at Protocol.

4.3 All learners will be assessed in line with DfE guidance and funding rules. All assessments will be evidenced and reported within their Individual Learning Record (ILR) evidence pack.

4.4 This policy applies to all applicants

5. Policy

5.1 Protocol will administer an effective and timely admissions process to enable learners to indicate, at the point of application, a requirement for ALS.

5.2 All learners have the opportunity to complete an additional needs and health questionnaire which details needs and specific adjustments. Learners will be contacted where a more detailed assessment is required. Currently Protocol uses Cognassist assessments.

- 5.3 Protocol in line with Funding Guidance will record and evidence ALS given to each learner within their Individual Learning Record (ILR) to ensure compliance with funding regulations.
- 5.4 Protocol will ensure that initial assessments identify specific ALS needs required to enable learners to progress their learning journey; this information will be recorded and shared as required to ensure their learning needs can be met in a timely effective manner.
- 5.5 Protocol will endeavour to provide access to specialist equipment where it is deemed a learner requires a reasonable adjustment to access learning or self-study.
- 5.6 Protocol will ensure that all learners can study in a safe, tolerant and supportive environment.
- 5.7 Protocol will ensure, where a specific need has been identified, effective support can be facilitated, but not limited to:
- communication support.
 - interpreter.
 - note taking.
 - specialist equipment.
 - assistive software.
 - dyslexia support.
 - support with mental health issues or signposting to external support agencies.
 - adapted class materials.
 - access arrangements for examinations.
 - Reasonable adjustments with Awarding Organisations.
- 5.8 Protocol will deploy ALS staff to ensure appropriate and needs led support for learners whilst encouraging learners to be as independent and resilient as possible to support their progression from Protocol.
- 5.9 Protocol will ensure that budgets are managed effectively and within financial guidance requirements to ensure funding can be claimed to implement legally required reasonable adjustments to support learners with learning difficulties or disabilities and extended or more frequent sessions.

6. Review & Monitoring

- 6.1 Learners accessing ALS will have their individual support action plan reviewed monthly to ensure support is effective and appropriate throughout their study.
- 6.2 Lesson plans will be reviewed to ensure they are inclusive to those with specific learning difficulties and/or disabilities and show clear involvement of ALS staff where applicable.
- 6.3 Tutors and ALS staff will be formally observed on a regular basis as part of Protocol's quality assurance process to ensure that learners receive a high-quality learning experience and to ensure compliance with Ofsted guidelines.

6.4 Protocol will review ALS through the annual self-assessment process to ensure an effective, high quality, and efficient service.

7. Appeals and complaints

7.1 Protocol will make available details of the appeals procedure where appropriate.

7.2 Any complaints will follow the Protocol complaints procedure.

8. Data Protection Act 2018 and GDPR (General Data Protection Rules)

8.1 Personal data will be processed in line with the Protocol's data protection policy and used for the purposes set out in Protocol's privacy notice for learners, both of which can be found on the Protocol website.

8.2 A learner must consent to their information being shared for purposes of learning support and GDPR and other legal obligations must be met.

9. Equality, Diversity and Inclusion

9.1. Protocol aligns all of its practices to the Equality Act 2010 which prohibits unfair treatment, eliminating discrimination and advances opportunity of all its learners. Within this context this policy aims to remove disadvantage and promote a culture of supporting difference and celebrating diversity.

9.2. Protocol will facilitate access to a range of lifelong learning opportunities, compliant with the Equality Act 2010, to ensure learners with specific learning needs achieve their learning goals

10. Policy sign off and ownership details

Document Name:	Additional Learning Support Policy
Version Number:	2
Effective from:	January 2026
Next scheduled review date:	January 2027
Policy owner:	S Tipton
Approved by:	M Eynon