

ELA TRAINING SERVICES

Additional Learning Support, Reasonable Adjustments and Special Considerations Policy



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ADDITIONAL LEARNING SUPPORT, REASONABLE ADJUSTMENTS AND SPECIAL CONSIDERATIONS POLICY

Statement of Intent

The purpose of this policy is to ensure ELA meets its moral responsibilities to learners and complies with regulatory and awarding body requirements. We will consider in advance any difficulties learners may have in accessing an ELA authorised venue and participating in the learning process and summative assessment.

Definitions and Scope

A reasonable adjustment is any action that mitigates the effect of a physical or mental disability or any other difficulty that may put the learner at a disadvantage during the delivery and assessment of a qualification.

The same standards of marking an assessment apply when a reasonable adjustment has been made. A special consideration is a post-assessment adjustment applied to the mark of a learner's assessment paper. It may be granted if there is sufficient evidence to suggest the learner may have been at a disadvantage during assessment.

The scope of this policy aligns with the Equality Act 2010 and special considerations and reasonable adjustment policies produced by the awarding bodies.

A reasonable adjustment is unique to the learner and may not necessarily be included in a predetermined list. Conditions that may require a reasonable adjustment include visual or hearing impairment, limited mobility, psychological factors, learning disabilities (dyslexia, autism, etc.) and limited functional skills in English.

Examples of Additional Learning Support

Additional learning support could be needed in a variety of situations, although should not be used to deal with 'everyday difficulties' – the list below provides examples, although this is not exhaustive:

- Low level initial assessment results – extra support may be needed to upskill the learner in English (reading and writing), maths and/or ICT to enable them to achieve their FS.
- Low levels of literacy or writing skills – extra support may be needed in the form of additional appointments to train and discuss aspects of the qualification with the learner on a verbal basis (including DVR or use of a scribe).
- Learning difficulties such as:



- Dyslexia – reading difficulties in terms of word recognition, spelling and decoding
 - Dyspraxia – developmental disorder causing coordination and movement issues
 - Dyscalculia – difficulties with numbers and their patterns
 - Dysgraphia – difficulties with handwriting – may be unable to physically write
 - Autism – difficulty in communicating and forming relationships with people
 - ADHD, Asperger's or other difficulties on the Autism spectrum
- **Mental Health conditions** such as depression, anxiety, stress, low confidence, low self-esteem, poor concentration and mood swings. The learner may cancel appointments, not show up or generally have poor levels of motivation.
 - **Medical conditions** such as ME, Crohn's disease, CFS.
 - **Previous negative experience of learning situations** for example, poor or erratic attendance at school, difficulties getting on with teachers or trainers, did not complete or achieve previous programmes or a poor history of commitment.
 - **Disclosure of previously having an Education, Health and Care (EHC) plan** (for learners aged 19-24 years) – this plan will explain the individuals' needs and support requirements to help them achieve their apprenticeship/course.

What Constitutes 'Additional Learning Support'

There are many examples of what we could offer a learner in terms of support, including:

- Shorter more regular appointments to aid with concentration.
- 1:1 support to work through knowledge questions separately.
- Adapting the environment to suit the learners' needs, i.e. meeting away from the workplace if necessary.
- Adapting training sessions to suit the learner, i.e. 1:1, larger fonts, more practical activities, printed on coloured paper rather than black and white.
- Adapting resource materials to suit or providing coloured overlays or larger fonts to help a learner to read materials.
- Visits with the learner every 2 weeks rather than every 4-6 to aid motivation and progression – 1 visit focused on FS and 1 on the main aim.
- Referral to FS team for bespoke 121 or small group intensive training for Maths, English Reading, English Writing and/or ICT/Digital Skills.
- Support and resources for ESOL learners or those with specific learning needs, i.e. dyslexia, dyscalculia.
- Increased use of DVR instead of longer appointments to capture the learners'



knowledge and understanding verbally rather than writing or typing.

- The L&D Coach / assessor will send weekly motivational and reminder texts to the learner to see how they are progressing through their 'homestudy' and development.
- The L&D Coach / assessor must email the learner 2-3 tasks weekly to ensure they are receiving a 'little and often' approach to help them stay on top of their work.
- The L&D Coach / assessor to provide coaching to the learner on a regular basis to talk through how the learner had dealt with or could deal with different situations – sounding board.
- Special arrangements for exam situations, i.e. extra time, adjustments.
- Access to a hearing loop or other assistive technology that may support.
- Coaching and guidance on how to improve study skills, time management and other 'softer skills' needed during the programme.

Identification of Additional Learning Support

ELA Training Services will ensure that where ALS is identified, we will provide additional support to the learner that meets their individual needs. We can only do this if a learner is open and honest about the issues they are facing, to enable us to have the opportunity to adapt their programme. ELA Training Services will do this by:

- Ensuring all learners complete rigorous initial assessments and use the indicators to identify current working level for English (reading and writing), Maths and ICT and starting points.
- Where lower levels are identified, we require the learner to complete diagnostic screening assessments to identify areas of need specifically within English and maths.
- Encourage learners to identify any medical or mental health needs that they currently have via their Enrolment Forms – this may lead to a verbal conversation with their L&D Coach / assessor at sign-up or induction where they feel able to disclose any concerns or worries, they have.
- Identifying any barriers to learning or specific challenges that the learner feels they have – again, whilst this is completed at the start of programme, it can be revisited and updated throughout as situations change or start to become an issue.
- Reviews within the e-portfolio will be carried out by both the L&D Coach / assessor and learner. This is to reflect upon the support given, agreeing if this is still to continue or stop.

Additional Support provision is **personalised** to the specific learner needs – our staff are well versed in the support that they could provide and are very adaptable. ELA Training Services has a wealth of information and advice available from a variety of very experienced members of staff. The L&D Coach / assessor will be encouraged to establish what is 'normal' when dealing with their caseload before determining what they can/will do as 'extra' or 'additional' for that learner.



Granting a Reasonable Adjustment or Special Consideration

ELA Training Services will apply to the appropriate Awarding Body for reasonable adjustments for learners who experience **persistent** and **significant** difficulties. Reasonable Adjustments may be granted in circumstances which address and help to reduce the effect of a disability or difficulty which would substantially disadvantage a learner during an examination or assessment situation.

The Head of Centre (or designated nominee) must ensure that any reasonable adjustment implemented by ELA Training Services on behalf of the learner are based on firm evidence of a barrier to assessment and in line with this policy.

This will be judged on a case-by-case basis whether reasonable adjustments are necessary and what reasonable adjustment will be effective. Learners should be fully involved in any decisions about adjustments/adaptations. This ensures individual needs can be met, whilst still bearing in mind the specified assessment criteria for a particular qualification.

Learners will be required to provide documentary evidence.
All applications to the Awarding bodies must be accompanied by supporting evidence which outlines the characteristics (nature and severity) of their condition. This information should be from an appropriate independent professional.

The list below is acceptable evidence but is not an exhaustive list:

- Disability statement
- SEN report
- Doctors letter
- Psychological report
- Care plan
- Diagnostic report
- Education Health Care (EHC) plan
- Assessment report

If this information is not available, the Centre Manager will contact the awarding for further advice.

Learners can appeal in writing to Centre Manager if they are unsuccessful in attaining a reasonable adjustment. The Centre Manager will send a copy of appeals policy to enable the appeal to take place.

Examples of Reasonable Adjustments

The following range of reasonable adjustments available is not exhaustive:

- Additional time for the summative assessment.
- Request different colour background or large font for the examination paper or training materials.



- Request a reader to read the examination paper. The reader must not be the course tutor, assessor, relative, friend or peer to the learner. The examination paper must be read in English.
- Request a BSL signer.
- Use of the learners own laptop with assistive software.
- Use a paper-based translation dictionary.
- Request a scribe to write answers for a written examination.
- Request for training materials to be sent prior to the start of a course.

Special Considerations

Special Consideration can be applied **before** or **after** an assessment.

Special Consideration can be applied for, if there is a reason why the learner may have been disadvantaged during the assessment.

Special Consideration is consideration to be given to a Learner who has temporarily experienced either of the following:

(a) an illness or injury, or

(b) some other event outside of the learner's control, which has had, or is reasonably likely to have had, a material effect on that learner's ability to take an assessment or demonstrate his or her level of attainment in an assessment.

Special consideration **should not give the candidate an unfair advantage**, neither should its use cause the user of the certificate to be misled regarding a candidate's achievements. The candidate's result must reflect his / her achievement in the assessment and not necessarily his / her potential ability.

Eligibility Criteria

A learner who is fully prepared and present for a scheduled assessment may be eligible for special consideration if:

- Performance in an assessment is affected by circumstances beyond the control of the learner e.g. recent personal illness, accident, bereavement, serious disturbance during the assessment.
- Alternative assessment arrangements which were agreed in advance of the assessment proved inappropriate or inadequate.
- Part of an assessment has been missed due to circumstances beyond the control of the candidate.



- There is a sufficient difference between the part of the assessment to which special consideration is applied and other parts of the qualification that have been achieved to infer that the candidate could have performed more successfully in the assessment.

A learner will NOT be eligible for special consideration if:

- No evidence is supplied by ELA Training Services that the learner has been affected at the time of the assessment by a particular condition.
- Any part of the assessment is missed due to the learner's personal arrangements including holidays or unauthorised absence.
- Preparation for a component is affected by difficulties during the course, e.g.: disturbances through building work, lack of proper facilities, changes in or shortages of staff, or industrial disputes.

Applications for Special Considerations before an Assessment

All applications to Awarding Bodies for Special Considerations before the assessment must be submitted at least five working days prior to the assessment taking place.

Special Considerations after an Assessment

All applications to Awarding Bodies for Special Consideration should be received by the Awarding Bodies **as soon as possible after the assessment and no later than 5 working days** after the assessment.

However, for Functional Skills exams which are required to be submitted to the Awarding Body within 24 hours of the exam taking place.

Requests for special consideration may only be accepted **after the results** of the examination have been released in the following circumstances:

- Application has been overlooked by ELA Training Services, and the oversight is confirmed by the Head of Centre.
- Medical evidence comes to light about a candidate's condition, which demonstrates that the candidate must have been affected by the condition at the time of the examination, even though the problem revealed itself only after the assessment.
- For on-screen assessments where results are immediately available.

If the Special Consideration is successful, it may lead to a small post-assessment adjustment to the learner's results, but not necessarily so. The size of the adjustment will depend on the circumstance and reflect the difficulty faced by the learner.



Applying for a reasonable adjustment or special consideration

You can make an application in writing to the Centre Manager by sending an email to info@ela-training.co.uk. This application must be submitted at least five days before the adjustment is made or required.

At ELA Training Services, we work proactively to ensure that all learners have the required support they need to ensure they can overcome any barriers to learning they may face – through an emotional, physical, or learning difficulty.

ELA offer learners individualised support to gain the knowledge, skills and behaviours they need to make the most of their real-world experiences.

Special Assessment Requirements

Our caring and supportive staff are trained to ensure every learner's additional learning needs are recognised and will work tirelessly with them to help them achieve their full potential, become independent and ready to take their next steps – regardless of the course they are on.

L&D Coaches / assessors will treat every learner as an individual at all times and work closely with them on a one-to-one basis to identify the most appropriate route for them.

Our learning and training options are available to those individuals who have:

- Disengaged with education in school for whatever reason
- Left school with few or no qualifications
- Speak English as a second language
- Have been in long-term unemployment
- A recognised learning difficulty
- Self-declare a learning need

ESOL (English as a Second Language)

Many learners, (aged 16 and above) are those where English is not their first language.

Functional Skills tutors will work with individuals, to improve their reading, writing, listening, and understanding skills in English to improve their career prospects and enhance their communication skills in social settings.

We are able to support learners who have a wide range of languages as their first language; have adapted a range of teaching and learning styles to best suit learners on different courses or apprenticeships and work towards a nationally recognised range of qualification levels.



Opportunities to Progress

Learners have the opportunity to progress within levels, with individualised support, developing at their own pace to ensure they reach their full potential. Progression is linked to a learner's Individual Learning Plan (ILP) to ensure we support their overall development.

ELA has forged strong links with employers enabling learners on apprenticeship programmes to have the opportunities to develop knowledge, skills and behaviours within their job roles, which can boost self-confidence and personal development – behaviours that play a key role in shaping an individual's future.

Additional Individual Support Needs

During enrolment, all learners are screened to assess any learning needs. Any learner who declares a learning need or scores above the benchmark are referred to the Additional Learning Support (ALS) Lead.

For those learners who require it, we provide the opportunity to discuss individual support needs and recommend a support package which could include:

- An academic mentor to provide additional learning support
- A trained pastoral mentor for emotional wellbeing needs
- Application to Awarding Bodies relating to concessions, exam access and special provisions needed
- Referrals to our safeguarding team if required

Functional Skills Tutors and Assessors work with learners on a one-to-one basis to identify a study or training pathway, which best suits their individual needs, which could include:

- Participation in specialist workshops to develop personal and study skills needed to progress through their programme
- Pastoral support for learners within their chosen Apprenticeship
- One-to-one support with the assessor/tutor
- Additional one-to-one support sessions with the Assessor/tutor
- Adaptations to resources
- English and maths intervention

Support plans are reviewed on a monthly basis to ensure sufficient progress is being made and to agree any required amendments.



Review

The effectiveness of this policy will be reviewed annually under the direct supervision of the Chief Operating Officer (COO).

Adoption Date	Updated	Review Date	COO
08/2024	23/07/2025	01/07/2026	

