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<b>Signature:</b>		<b>Next review date:</b>	October 2026

## Additional Learning Support Policy and Procedure for ITT Programmes

### Introduction

#### Background

This policy supplements the Equality & Diversity Policy. It has been formulated to emphasise Best Practice Network's commitment to making learning accessible to all student teachers in line with current Equality and Diversity legislation.

Best Practice Network is committed to the early assessment of individual student teacher's needs in order to provide reasonable adjustments and promote non-discriminatory practices. This includes ensuring the availability of a range of services, support and auxiliary aids to meet the needs of student teachers, and potential student teachers, who have learning difficulties and/or disabilities that may affect their ability to access provision.

It should be read in conjunction with the Best Practice Network SEND Commitment Statement.

#### Purpose/Aim

The overall aim of this policy is to ensure that BPN provides an inclusive learning environment where learning, achievement and progression are accessible to all ITT Student Teachers across the Early Years, Primary, SEND and Secondary ITT Programmes. Additional Learning Support will encourage access and progression based on the individual needs of all student teachers including, where appropriate, the inclusion and support of student teachers with a variety of disabilities and special requirements. As well as student teachers with English as an Additional Language.

The policy is written for and circulated to all members of the ITT Department and reviewed annually by the Senior Leadership Team. It is available to all BPN stakeholders including

Early Years Graduate Entry, Graduate Employed Student Teachers, Primary and Secondary Apprentice and Fee-Funded Student Teachers, Mentors, Lead Mentors and Personal Tutors.

All ITT Department stakeholders are responsible for implementing this policy and the accountability and monitoring of the achievement of the aims of this policy lie with the Quality, Compliance and Impact Manager in conjunction with Programme leadership teams.

## Definitions

BPN uses the full range of definitions of disability; the Equality Act 2010, the Learning and Skills Act 2000, the Education Act 2011 and the SEND Code of Practice for 0-25 (DfE and DoH, 2015). The range includes the following main categories:

- Physical difficulties
- Profound and Multiple Learning Difficulties
- Learning difficulties, including Specific Learning Difficulties (SpLD) such as dyslexia, dyspraxia
- Autistic Spectrum Condition (ASC)
- Mental Illness
- Hearing and visual impairment
- Severe disfigurements
- Progressive conditions that are expected to become substantial

## Equality and Diversity

- This policy works in conjunction with BPN's Equality and Diversity policy.

## Diversity

- BPN's Initial Teacher Training (ITT) provision offers a comprehensive curriculum designed to meet a wide range of learner needs, from Level 6 apprentices to fee-funded student teachers. Our student teacher population represents diverse age groups, modes of attendance, learning needs, abilities, and levels of motivation across all programmes.
- BPN ITT thrives on the diversity of its student teachers and recognises the valuable and enriching contribution that people from a variety of backgrounds and experience bring to programmes. It is committed to maintaining breadth in the curriculum and providing support to every student teacher, through its entry systems, course provision and student teacher support structure, during the student teacher's journey
- BPN ITT student teachers have access to high quality additional learning support provision. The policy is flexible and dynamic enough to take account of the diversity of student teachers and national provision

- Recognising the diversity of our current and future cohort of student teachers and being responsive to their needs is key to improving the quality of additional learning support

## Equality

- BPN has a strong commitment to equality of opportunity as laid down in its Equality and Diversity Policy
- BPN promotes equality of opportunity to all staff and student teachers in accordance with current legislation such as the Equality Act 2010

## Inclusive Learning

- BPN 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 student teachers. It will use the individual student teachers as the starting point for its delivery of additional support.
- Through an understanding of how people learn, staff will endeavour to match the student teacher, aptitudes and learning styles, with the curriculum and its delivery in an appropriate, supportive learning environment

## Learning Environment

- The learning environment encompasses e-learning, assistive technology, face to face delivery and the workplace
- BPN continually strives to improve its additional learning support resources and materials to stimulate student teacher interest and support all stakeholders

## EHCP

- An EHCP is an Education Health and Care Plan created by a Local Education Authority in conjunction with multi agencies to coordinate a coherent support agreement across education, health and social care for student teachers with SEND aged 0-25. This forms a statutory legal document with defined outcomes for the student teacher.

## Policy Statement

BPN is committed to developing inclusive learning approaches and to providing additional learning support to secure learning success for all.

For BPN to be an inclusive learning environment, there is a need to recognise disability and its impact on the way the people learn. Inclusive learning is based on providing the best match or fit between student teacher's needs and the learning opportunities provided.

It is recognised that some student teachers may require additional support including individual adjustments in order to fully access the provision.

## Scope

### Student Teacher's Entitlements

All student teachers are entitled to study and progress in a mutually respectful inclusive environment consisting of, but not exclusively,

- A warm and nurturing welcome
- Fairness to all
- Equality of opportunity for learning and training
- Full access, wherever possible, to the range of BPN facilities and services
- Effective and Responsive Student Voice
- Additional support in maths and English and study skills where appropriate
- Special arrangements for exams
- Specialist software / equipment as appropriate
- Communicator /signer
- Targeted key workers
- Specialist ASC support
- Specialist SpLD support
- Counselling and mental health support

### Staff should:

- Consider learner needs during the curriculum planning process, and where possible build flexibility within the course
- Review teaching styles and practices to ensure that provision is accessible and that reasonable adjustments are built-in to anticipate likely support needs.
- Work with schools to secure suitable school placements and ensure that these are accessible and that reasonable adjustments are in place.
- Ensure that recruitment, assessment and examination arrangements are flexible to the needs of all student teachers and anticipate the need for any reasonable adjustments.
- Encourage student teachers to disclose a disability where it would enable additional adjustments, exam/assessment arrangement or auxiliary aids to be put in place whilst maintaining confidentiality to the level requested by the student teacher, wherever possible.
- Encourage student teachers to apply for the Disabled Students Allowance (DSA) where appropriate Ensure that they complete an initial assessment for all Student Teachers, (EYITT, apprentices and Fee Funded), at or prior to the beginning of their course. The results will help identify English and maths support needs and decide whether the provision of additional learning support would be of benefit to the student teacher.
- Maintain robust working links with Additional Learning Support Team to maximise inclusive practice through differentiation and effective communication.

- With support from the Additional Learning Needs Team, complete an ALN Needs Analysis for high needs student teachers without an EHCP or an EHCP annual review for those with an EHCP.
- With support from the Additional Learning Needs Team, complete monthly reviews, including a three-monthly review that includes a full review of provision.

### **Staff will:**

Will attend an annual training session to ensure full understanding of the ALN process and structure of Additional Learning Needs Team.

- Those involved in undertaking reviews will receive additional training and support

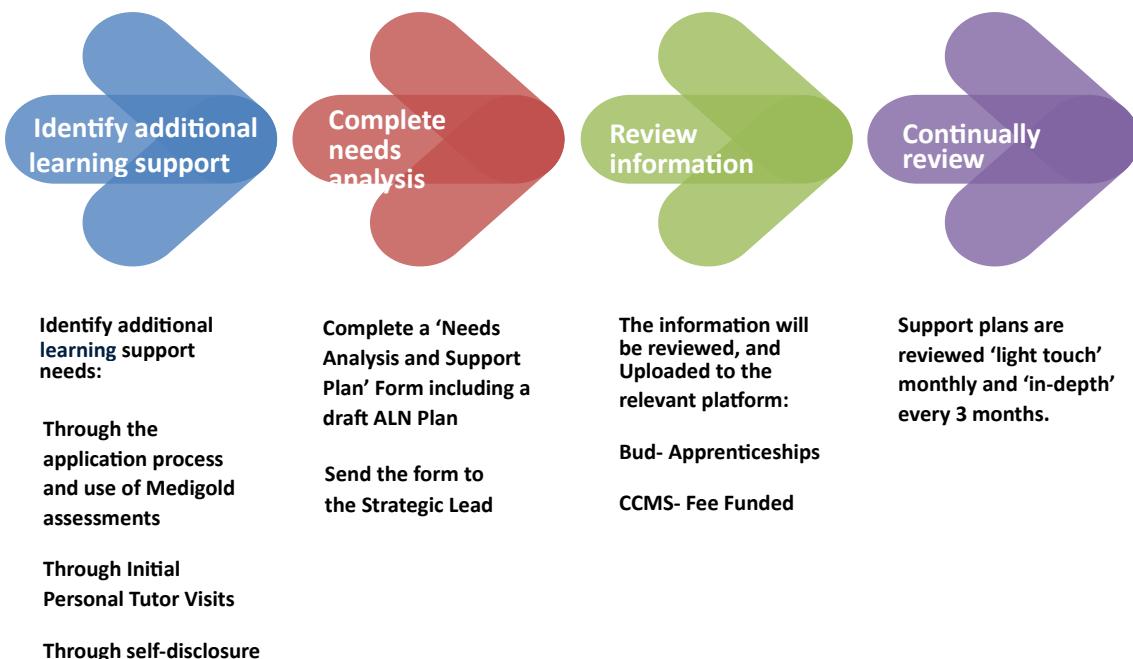
### **Leaders and Managers will ensure that:**

- All staff receive training on their responsibilities under the requirements of current BPN ITT's Additional Learning Support policy.
- Sufficient resources are available to fund the anticipated reasonable adjustments to meet the needs of the student teachers who have a disability and to respond to individual cases.
- 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.
- Key performance indicator and any differences in success for individual groups are identified and actioned through Self-Assessment.

### **Financial resources**

- Local authorities provide top up funding to support High Needs student teachers and where this is available, it will be used to provide support to those specific learners
- For student teachers in hardship who require financial aid in order to access their programme, BPN's Leadership Team will discuss every case individually and support where appropriate and possible.
- Additional funding from Skills England is available to support apprentices and this funding will be claimed where appropriate to cover the support provided.
- Additional funding for Fee-Funded student teachers will be discussed on an individual basis to ensure appropriate funding is made available if possible. BPN's leadership team will be guided by the BPN hardship policy.
- Student Teachers will be encouraged to access the Disability Support allowance.

## Procedure



## Related Policies

Best Practice Accessibility and SEND statement

## Review of Policy

- BPN's self-assessment report process will provide evidence in areas for improvement required in the delivery of additional learning support.
- Data will be reviewed relating to the retention of student teachers who have identified an additional learning need.
- Positive student teacher voice feedback will be sought from student teachers who have a learning difficulty, a disability or who need additional learning support
- The Advisory Board will review performance
- Additional Learning Support is also subject to Local Authority review.