

PURPOSE

This policy supplements the Equality and Diversity Policy and has been formulated to emphasise IC Training Centre's commitment to making learning accessible to all individuals and to respond fully to aspects of disability legislation. The Disability Discrimination Acts 2005 and 1995 and the Equality Act 2010.

IC Training Centre is committed to anticipating the individual needs of learners, providing reasonable adjustments and promoting non-discriminatory practices across the function of the organisation. This includes ensuring the availability of a range of services and auxiliary aids to meet the needs of learners, and potential learners, who have a learning difficulty and/or a disability that may affect their ability to access provision.

IC Training Centre is also committed to supporting learners with the development of literacy, numeracy and language skills to enable them to succeed on their programme of study and to play a full part in society.

AIMS

The overall aim of this policy is to ensure that IC Training Centre is an inclusive learning environment where learning, achievement and progression are accessible for everyone. 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.

SCOPE AND RESPONSIBILITIES

The Policy is written for and circulated to all staff of IC Training Centre. The Managing Director reviews the Policy annually. This Policy also supports the delivery of our Business Plan. Achievement of the aims of the Policy will assist in enabling IC Training Centre to raise the retention and success rates of learners.

Accountability for monitoring the achievement of the aims of this Policy in practice lies with all managers of IC Training Centre. In particular, the Managing Director and the Centre Manager and must ensure the effective strategic implementation of the policy.

UNDERLYING PRINCIPLES

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

For IC Training Centre to be an inclusive learning environment there is a need to recognise disability and its impact on the way people learn. Inclusive learning is based on providing the best match or fit between a learner needs and the learning opportunities provided.

Whilst an inclusive approach to learning moves away from the concept of offering standard provision with additional human or physical aids, some learners, including people with disabilities, will require additional support, including individual adjustments, to have full access to provision. A person has a disability if he/ she has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities

LEARNERS' ENTITLEMENTS

All learners are entitled to study and progress in an environment where they can expect the following as identified and appropriate:

- are fully respected and feel welcomed
- are treated fairly
- have equality of opportunity for learning and training
- have full access, wherever possible, to the range of facilities and services and feel confident that action will be taken to readdress any perceived discrimination
- where available: support in class from a Learning Support Assistant (LSA), additional one to one support in literacy/language, numeracy and dyslexia, and assistance with assignments
- extra workshops and /or drop-in sessions, dyslexia assessments and referral
- special arrangements for exams, specialist software/ equipment/ support worker

STAFF RESPONSIBILITIES

Staff should:

- monitor the flexibility of course provision to ensure that people with a disability are not excluded unnecessarily
- review teaching styles and practices to ensure that provision is accessible and that reasonable adjustments are built in to anticipate likely support needs
- ensure that recruitment, assessment and examination arrangements are flexible to the needs of people with a disability and anticipate the need for likely adjustments
- encourage people to disclose a disability where it would enable additional adjustments, exam/assessment arrangements or auxiliary aids to be put in place, whilst maintaining confidentiality to the level requested by the person, wherever possible
- 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:

- Staff are aware of their anticipatory duty to ensure an appropriate response to the Equality

Act 2010

- 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:

- IC Training Centre attracts and retains learners who have a learning difficulty and/or a disability
- Staff respond positively and confidently to the support needs of learners
- Positive feedback from learners who have a learning difficulty, a disability or who need additional learning support
- Students who have a learning difficulty, a disability or who need additional learning support, achieve on their chosen course as well as other learners.

DIVERSITY

IC Training Centre 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.

IC Training Centre 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 IC Training Centre. 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 the centre.

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

IC Training Centre 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.

LEARNING ENVIRONMENT

The learning environment extends beyond the physical resources of the classroom to include every aspect of the learners' experience at IC Training Centre.

IC Training Centre 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 IC Training Centre 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.

IC Training Centre's 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

IC Training Centre has a strong commitment to equality and diversity as laid down in Equality and Diversity Policy. IC Training Centre's 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.



6/11/23