



Additional Learning Needs Policy

Document Reference:	POL119
Document Status:	Approved
Version:	V3.0

DOCUMENT CHANGE HISTORY

Initiated by	Date	Author (s)
Organisational Development	April 2013	E. Mynott
Version	Date	Comments (i.e., viewed, or reviewed, amended approved by person or committee)
V2.0	December 2015	SPF
V2.1	June 2021	Education & Learning Group,
V2.1	July 2021	EEAST Disability Support Network
V3.0	July 2021	Compliance & Risk Group July 2021

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Document Reference	ALNs Directorate: [name of owning Directorate]
Recommended at Date	Education & Learning Group 07/06/2021
Approved at Date	Compliance & Risk Group 19/07/2021
Valid Until Date	July 2023
Equality Analysis	Completed
Linked procedural documents	Academic Regulations Policy Learning & Development Policy
Dissemination requirements	EEAST wide
Part of Trust's publication scheme	Yes

The East of England Ambulance Service NHS Trust has made every effort to ensure this policy does not have the effect of unlawful discrimination on the grounds of the protected characteristics of: age, disability, gender reassignment, race, religion/belief, gender, sexual orientation, marriage/civil partnership, pregnancy/maternity. The Trust will not tolerate unfair discrimination on the basis of spent criminal convictions, Trade Union membership or non-membership. In addition, the Trust will have due regard to advancing equality of opportunity between people from different groups and foster good relations between people from different groups. This policy applies to all individuals working at all levels and grades for the Trust, including senior managers, officers, directors, non-executive directors, employees (whether permanent, fixed-term or temporary), consultants,

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governors, contractors, trainees, seconded staff, homeworkers, casual workers and agency staff, volunteers, interns, agents, sponsors, or any other person associated with the Trust.

All Trust policies can be provided in alternative formats.

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1. Introduction

The term 'additional learning needs' has a legal definition and refers to children young people and adults with learning, physical or sensory needs that make it harder to learn than people of the same age. For EEAST we may have adult learners who have an additional learning need.

The term Additional Learning Needs (ALN) and Additional Learning Provision is replacing Special Educational Needs (SEN) and Special Educational Provision. At EEAST we want all learners to have an equitable learning experience, including making reasonable adjustments to support those with an additional learning need.

2. Purpose

This document details how EEAST people who have additional learning needs can and will be supported at EEAST. This document supports EEAST to champion characteristics protected by the Equality Act (2010) and the Disability Discrimination Act (2005), that means no one should be unfairly disadvantaged.

EEAST is committed to making reasonable adjustments to support any employee who has a disability, or an additional learning need associated with their disability; enabling them to undertake their role and duties. This policy will

- Develop a better understand of people with learning disabilities and to equip them to deal more effectively with the needs of each individual.
- Support Learning Disability staff in their role
- Provide an opportunity for EEAST and our educational or manager teams to work together to develop:
 - Appropriate effective communication
 - Training for staff
 - Awareness of the particular needs of a person with learning disability

3. Duties

3.1 Chief Executive

The Chief Executive is responsible for having effective policy and governance arrangements for oversight and appointing leadership positions to enact those governance arrangements.

3.2 Executive Lead for Education & Training

The Executive Lead for Education & Training is responsible for providing senior leadership oversight to the training and education team, ensuring that teaching and learning is effectively implemented across EEAST.

3.3 Head of Education & Training Delivery

The Head of Education & Training Delivery is responsible for strategic leadership of core clinical training and driver training, including EEAST apprenticeship schemes.

3.3 Head of Organisational & Leadership Development

The Head of Organisational & Leadership Development is responsible for strategic leadership training and wider organisational approaches across EEAST.

3.4 Head of Clinical Development & Professional Practice / Clinical Lead for Education & Clinical Practice

The Head of Clinical Development & Professional Practice / Clinical Lead for Education & Clinical Practice is responsible for strategic development of the clinical workforce in the operational setting, oversight of practice education provision, advanced practice education, commercial and volunteer training and continual professional development.

3.5 Compliance & Learning Development Lead

The Lead for Compliance & Learning Development is responsible for operational oversight of statutory and

mandatory training at EEAST. They are also responsible for conducting EEAST-wide training needs analysis.

3.6 Leadership Development Manager

The Leadership Development Manager is responsible for the operational delivery of corporate induction and leadership training at EEAST.

3.7 Higher Education & Clinical Practice Lead(s)

The Higher Education & Clinical Practice Lead(s) are responsible for the operational delivery of university students on placement across EEAST and managing a team of Clinical Practice Specialist to support all clinical learners in the workplace.

3.8 Head of Driver Training

The Head of Driver Training is responsible for the operational delivery of driving courses at EEAST as well as investigation of road traffic collisions and any outcome recommendations, including the requirement for further or full retraining.

3.9 Head of Sector Operations

The Head of Sector Operations are responsible for the strategic leadership in each operational ambulance sector, including ensuring staff within their sector complete the required training and education to enable them to be effective in their role. This includes adaptations as part of Additional Learning Needs reviews.

3.10 Head of Ambulance Operations Centres (AOC)

The Head of Ambulance Operations Centres (AOC) is responsible for the strategic leadership in each of the ambulance operation (control) centres, including ensuring staff within their centres complete the required training and education to enable them to be effective in their role. This

includes adaptations as part of Additional Learning Needs reviews.

3.11 General Manager – Non-Emergency Patient Transport Services (NEPTS)

The General Manager – Non-Emergency Patient Transport Services (NEPTS) is responsible for the operational leadership across non-emergency patient transport services, including ensuring staff within their teams complete the required training and education to enable them to be effective in their role. This includes adaptations as part of Additional Learning Needs reviews.

3.12 Line Managers

Each member of staff will have a designated line manager who is responsible for undertaking appraisal as well as identifying, and where appropriate supporting training and development opportunities. This includes adaptations as part of Additional Learning Needs reviews.

3.13 Community and Commercial Training Manager

The Community and Commercial Training Manager is responsible for the operational leadership across community first responder training and our corporate training delivery branch (Train EEAST). They will be responsible for implementing Additional Learning Needs adaptations for volunteer and commercial training.

3.14 Training Centre Quality & Compliance Lead

The Training Centre Quality & Compliance Lead is responsible for how we deliver training in our training centres, including identifying and supporting any additional learning needs in our training centres.

3.15 Driver Training Centre Quality & Compliance Lead

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The Driver Trainer Quality & Compliance Lead is responsible for how we deliver training in our driving schools, including the learner experience.

4. Definitions

Term	Definition
Autistic Spectrum Disorder (ASD)	A broad range of conditions characterised by challenges with social skills, repetitive behaviours, speech, and nonverbal communication.
Cognitive Ability	Thinking and reasoning abilities. A term often used by psychologists instead of intelligence.
Comprehension	Understanding of spoken or written material or practical situations.
Developmental Delay	A delay in reaching the normal stages of development, for example sitting or talking.
Differentiation	Preference in learning in different ways, that is not a result of a learning difference, disability or difficulty.
Differentiated Curriculum	People make progress at different rates and have different ways in which they learn best. Educators take account of this when planning their lessons, organising the classroom and choosing books and materials. They are then able to choose from the range of available approaches and resources to select which best fits the learning styles of a particular person or group of learners.
Disability	A physical or mental impairment which can have a substantial or long-term adverse effect on ability to carry out normal day to day activities
Discrimination	The unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, sex, or disability

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Term	Definition
Dyscalculia	A learning difficulty that challenges an individual in making arithmetical calculations
Dyslexia	A learning difficulty that primarily affects the skills involved in accurate and fluent word reading, writing, and spelling.
Dyspraxia	A developmental co-ordination disorder affecting physical co-ordination. It causes a people to perform less well than expected in daily activities for their age and appear to affect locomotion.
Fine Motor Skills	Small movements of the body for example, using fingers to pick up small items, holding a pencil or doing up zips and buttons. Clinical skills may include cannulation or wound closure.
Education, Health & Care Assessment	An assessment plan than someone may have had as a young person or child that may inform our approach to modifying learning approaches.
Equality Act (2010)	The Equality Act 2010 legally protects people from discrimination in school, the workplace and in wider society. It replaced previous anti-discrimination laws with a single Act, making the law easier to understand and strengthening protection in some situations. It sets out the different ways in which it's unlawful to treat someone.
Hearing Impairment	A degree of hearing loss.
Hyperactivity	Difficulty in concentrating or sitting still for any length of time. Restless, fidgety behaviour, also including sleeping difficulties.
Learning Difficulties	An umbrella term applied to people who have difficulties in acquiring knowledge and skills to the normal level expected of

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Term	Definition
	those of the same age, especially because of mental disability or cognitive disorder.
Learning Disability	Learning difficulties that result from disease or conditions such as cerebral palsy, epilepsy, or brain injuries.
Literacy Skills	Reading, writing, and spelling ability.
Makaton	Makaton is a language programme designed to provide a means of communication to people who cannot communicate efficiently by speaking
Modified Curriculum	Changing the curriculum in some way to meet an individual need. Examples include increasing/decreasing the difficulty level, length, or pace, alternating easy and difficult tasks, alternating preferred and less preferred tasks, teaching the skill within daily routines, using materials that are interesting to the learner, etc.
Neurocognitive Disability	Learning difficulties that result from brain processing disorders, such as attention deficit and hyperactivity disorders or an autism spectrum disorder.
Non-Verbal Skills	Skills which do not require spoken or written language, but use other ways to communicate, e.g. gesture, facial expression.
OFSTED	Inspection team that visit and inspect schools and local authorities. This include appraisal of EEAST apprenticeships.
Receptive Language	The ability to understand what is being said.
Resources	The type of facilities and support available in the learning environment.
Sensory Learning Difficulties	A learning difficulty involving sight or hearing.
S139a	Learning Difficulty Assessments conducted under section 139A of the Learning and Skills Act 2000: If a young person (16-25) has a statement of need and leaves school at 16

Term	Definition
	and moves into a Further Education establishment a “moving on plan” is created by the LA this can also be called an S139A Learning and Difficulty Assessment
S140	Assessments relating to learning carried out on behalf of the Secretary of State under Section 140 of the 2000 Act, which now longer applies and has now been superseded by the S139a (see above): If a young person (16-25) has a statement of need and leaves school at 16 and moves into a Further Education establishment a “moving on plan” is created by the LA this can also be called an S140 Learning and Difficulty Assessment this has now been superseded by an S139a
Special Educational Needs - SEN	People who have special educational needs / if they have learning difficulties that requires extra or different help.
SEND	Special Educational Needs and Disabilities
Sensory Impairment	Partial or complete hearing loss.
Specific Learning Difficulties (SpLD)	General learning abilities in the average range but difficulties in one or more particular areas of learning. Also known as Dyslexia, Dyscalculia.
SSEN	Statement of Special Educational Needs

5. What Is Discrimination within the Learning Environment?

It is against the law to treat a person with a disability less favourably in a learning environment because of their disability, or to fail to make reasonable adjustments which results in a person with a disability suffering a substantial disadvantage.

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This can be either in formal education and development environments, such as classroom-based education, or in learning at the workplace. In either circumstance EEAST as an employer has a duty to consider what, if any, reasonable adjustments can be made to facilitate the employment of a disabled person who is suitable for the position.

Due to some of the professional or regulatory restrictions on clinical related courses, a differentiated or modified curriculum may not be possible.

6. Assessing Additional Learning Needs

- 6.1 The responsibility for requesting adaptations under this policy is with the individual learner, volunteer, or employee.
- 6.2 An EEAST manager or educational lead should engage with individuals where they believe they may require provision for a possible ADL, signposting them to support services or occupational health services as appropriate.
- 6.3 Where an individual has an Education Health & Care Plan (formerly known as a statement of special educational needs), the individual is responsible for notifying EEAST at the earliest opportunity in order to enable reasonable adaptations to be made. A plan may include:
 - 6.3.1 The views, interests, and aspirations of the individual
 - 6.3.2 Special educational needs (SEN)
 - 6.3.3 Health needs related to SEN
 - 6.3.4 Social care needs related to SEN
 - 6.3.5 Outcomes – how the extra help will benefit the individual
 - 6.3.6 Special education provision (support)

- 6.3.7 Health provision
- 6.3.8 Placement details (related to young people)
- 6.3.9 Personal budget arrangements
- 6.3.10 Advice and information
- 6.4 Education Health & Care Plans typical are assessed in childhood and are used up to 25 years of age for formal childhood education provision but can be used to inform the individual needs as an adult learner.
- 6.5 For adult learners an assessment can be made by a HCPC registered practitioner psychologist.
- 6.6 Referral for educational needs analysis can be made via the Trust occupational health service if required, as well as referral or signposting to relevant support services.
- 6.6 Plans must be applicable to the specific course or training the individual is requiring the adaptations for.
- 6.7 The employee, learner or volunteer has responsibility for highlighting their ALN status in enough time to enable any adaptations to be put in place.
- 6.8 The responsibility for ensuring adaptations are made in accordance with any educational health & care plan, or other review, is that of the course director or lead training facilitator.

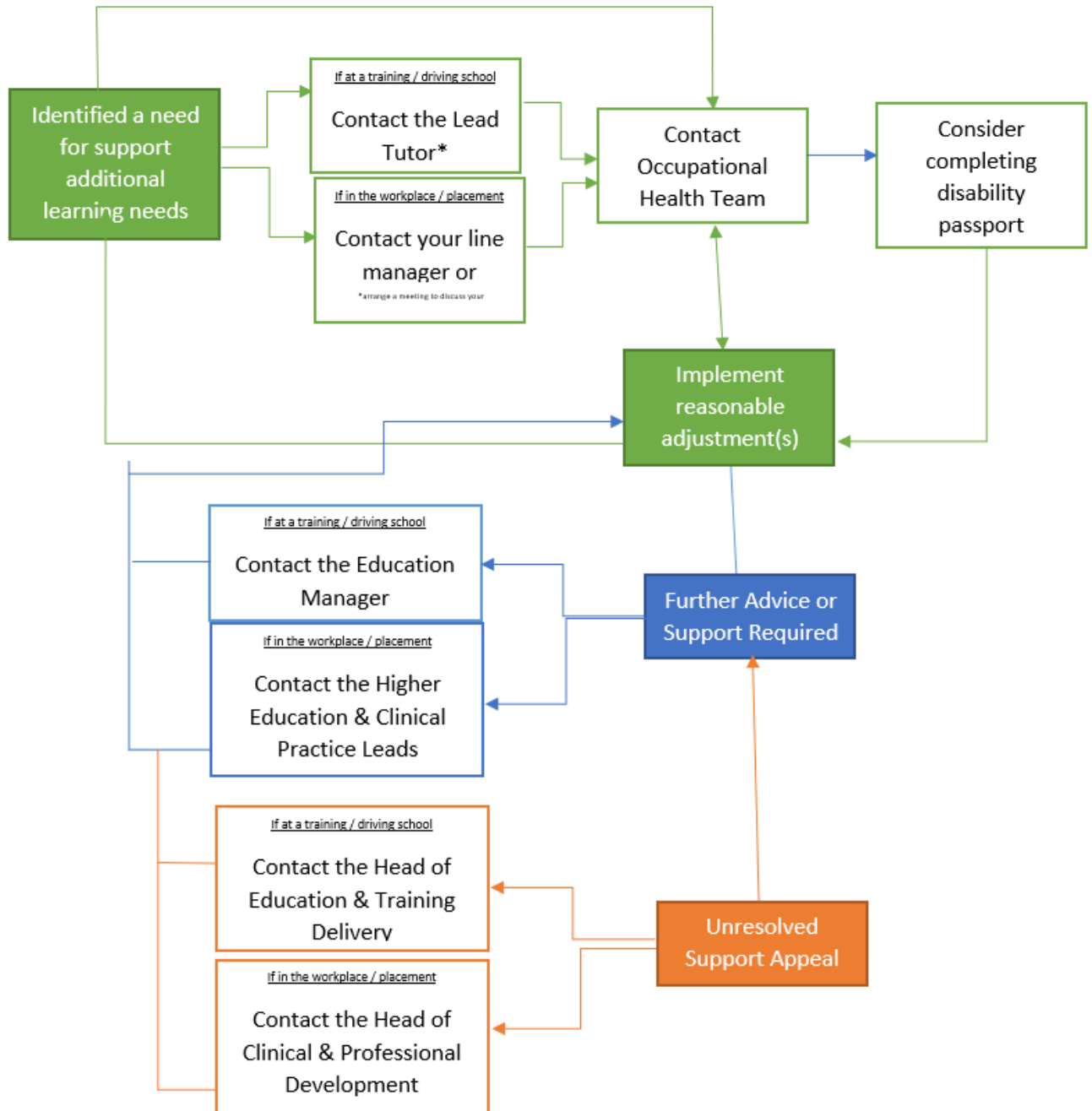
7.0 Reasonable Adaptions / Adjustments

- 7.1 EEAST should where possible design course material and resources in such a way that they are considerate of additional learning needs.
- 7.2 Examples of reasonable adjustments within a learning environment may include:
 - 7.2.1 Arranging specific education.

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- 7.2.2 Acquiring or modifying teaching / learning equipment.
- 7.2.3 Modifying instructions or manuals.
- 7.2.4 Providing interpretation for British Sign Language (BSL) and lip speaking.
- 7.2.5 Providing supervision or support.
- 7.2.6 Modified hours or more regular breaks.
- 7.2.7 Ensuring direct line of site with a tutor.
- 7.2.8 Unless an educational plan states otherwise, an additional 25% extra time will be made available for learners with dyslexia for written and reading based exams (not practical examinations).

Appendix A: Flow chart for the individual with additional learning needs:



Appendix B - Monitoring Table

What	Who	How	Frequency	Evidence	Reporting arrangements	Acting on recommendations	Change in practice and lessons to be shared
				.	The lead or committee is expected to read and interrogate any report to identify deficiencies in the system and act upon them	Required actions will be identified and completed in a specified timeframe.	Required changes to practice will be identified and actioned within a specific time frame. A lead member of the team will be identified to take each change forward where appropriate. Lessons will be shared with all the relevant stakeholders.
Learning Disability Passport Usage	Education & Learning Group	Case Reviews	Annually	Uptake Utilisation	Via Quality & compliance Leads	None	Wider use of disability passports.

Appendix C - Equality Impact Assessment

EIA Cover Sheet		
Name of process/policy	Additional Learning Needs Policy	
Is the process new or existing? If existing, state policy reference number	V2.1	
Person responsible for process/policy	Clinical Lead for Education & Clinical Practice	
Directorate and department/section	Training & Education	
Name of assessment lead or EIA assessment team members		
Has consultation taken place? Was consultation internal or external? (please state below): internal		
The assessment is being made on:	Guidelines	
	Written policy involving staff and patients	
	Strategy	x
	Changes in practice	
	Department changes	
	Project plan	
	Action plan	
	Other (please state) Training programme.	

Equality Analysis																					
<p>What is the aim of the policy/procedure/practice/event?</p> <p>To ensure quality of clinical practice through a systematic clinical assessment / supervision process.</p>																					
<p>Who does the policy/procedure/practice/event impact on?</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">Race</td> <td style="width: 5%; text-align: center;"><input type="checkbox"/></td> <td style="width: 25%;">Religion/belief</td> <td style="width: 5%; text-align: center;"><input type="checkbox"/></td> <td style="width: 25%;">Marriage/Civil Partnership</td> <td style="width: 5%; text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Gender</td> <td style="text-align: center;"><input type="checkbox"/></td> <td>Disability</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td>Sexual orientation</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Age</td> <td style="text-align: center;"><input type="checkbox"/></td> <td>Gender re-assignment</td> <td style="text-align: center;"><input type="checkbox"/></td> <td>Pregnancy/maternity</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>				Race	<input type="checkbox"/>	Religion/belief	<input type="checkbox"/>	Marriage/Civil Partnership	<input type="checkbox"/>	Gender	<input type="checkbox"/>	Disability	<input checked="" type="checkbox"/>	Sexual orientation	<input type="checkbox"/>	Age	<input type="checkbox"/>	Gender re-assignment	<input type="checkbox"/>	Pregnancy/maternity	<input type="checkbox"/>
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<p>Who is responsible for monitoring the policy/procedure/practice/event?</p> <p>Training Centre Quality & Compliance Leads</p>																					
<p>What information is currently available on the impact of this policy/procedure/practice/event?</p>																					
<p>Do you need more guidance before you can make an assessment about this policy/procedure/ practice/event? Yes/No</p> <p>No</p>																					
<p>Do you have any examples that show that this policy/procedure/practice/event is having a positive impact on any of the following protected characteristics? Yes/No, If yes please provide evidence/examples:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">Race</td> <td style="width: 5%; text-align: center;"><input type="checkbox"/></td> <td style="width: 25%;">Religion/belief</td> <td style="width: 5%; text-align: center;"><input type="checkbox"/></td> <td style="width: 25%;">Marriage/Civil Partnership</td> <td style="width: 5%; text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Gender</td> <td style="text-align: center;"><input type="checkbox"/></td> <td>Disability</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td>Sexual orientation</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Age</td> <td style="text-align: center;"><input type="checkbox"/></td> <td>Gender re-assignment</td> <td style="text-align: center;"><input type="checkbox"/></td> <td>Pregnancy/maternity</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table> <p>Please provide evidence:</p> <p>Improved support for those with Additional Learning Needs</p>				Race	<input type="checkbox"/>	Religion/belief	<input type="checkbox"/>	Marriage/Civil Partnership	<input type="checkbox"/>	Gender	<input type="checkbox"/>	Disability	<input checked="" type="checkbox"/>	Sexual orientation	<input type="checkbox"/>	Age	<input type="checkbox"/>	Gender re-assignment	<input type="checkbox"/>	Pregnancy/maternity	<input type="checkbox"/>
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Are there any concerns that this policy/procedure/practice/event could have a negative impact on any of the following characteristics? Yes/No, if so please provide evidence/examples:					
Race	<input type="checkbox"/>	Religion/belief	<input type="checkbox"/>	Marriage/Civil Partnership	<input type="checkbox"/>
Gender	<input type="checkbox"/>	Disability	<input type="checkbox"/>	Sexual orientation	<input type="checkbox"/>
Age	<input type="checkbox"/>	Gender re-assignment	<input type="checkbox"/>	Pregnancy/maternity	<input type="checkbox"/>
Please provide evidence: No identified concerns					
Action Plan/Plans - SMART					
Specific					
Measurable					
Achievable					
Relevant					
Time Limited					

Evaluation Monitoring Plan/how will this be monitored?
Who: Clinical Lead for Education & Clinical Practice
How: Via thematic analysis, case variance and audit
By: Chair of the Education & Learning Group
Reported to: The policy will be monitored by the Education & Learning Group