



ADDITIONAL LEARNING POLICY

2021-2022

Prepared By: Georgia Fitzgerald- January 2022

A handwritten signature in cursive script, appearing to read "G Fitzgerald", on a light-colored background.

Authorised by: Hannah Lee- January 2022

A handwritten signature in cursive script, appearing to read "H Lee", on a light-colored background.

OVERVIEW

The Juice Academy is committed to putting all apprentices regardless of age, gender, disability, social class, family circumstances, marital status, sexual orientation, race, nationality, ethnic or national origin or religion through an Initial Assessment before the commencement of their learning/training/apprenticeship programme.

The initial assessment is to identify any Learning Needs that the apprentice might require to enable us to put together a suitable Individual Learning/Training Plan to assist them in reaching their goals. This can cover a range of support, from classroom buddies, extra time, learning resources and one to ones.

It will also identify any that might require extra help or assistance from an external organisation before moving onto an apprenticeship with The Juice Academy.

OBJECTIVES

This policy will:

- Ensure that any apprentice who is identified as requiring extra help or who states that they have Additional Learning Needs (ALN) is provided with the appropriate assistance
- Ensure that all staff involved in dealing with apprentices know and understand their responsibilities towards ensuring that all apprentices are given all relevant information regarding what help and assistance is available to those with ALN
- Raise awareness of The Juice Academy's and Apprentify's policies and procedures
- Ensure that robust procedures are understood and adhered to when identifying any additional learning needs that may be required

PROCEDURE

All candidates prior to being put forward for an interview with employers, will undertake a programme of Initial Assessment activity. This will include an online skills scanner and online Initial BKSB Maths & English Assessments and Diagnostics. Candidates must achieve a level 1 or above in the test and the skills scanner is to determine that they are eligible for the apprenticeship and don't have too much prior learning. It has been determined that the candidates can have up to 10% prior learning of the Standard, any prior learning will lead to a funding reduction up to 10%. More than that then they are deemed ineligible from the programme. Where prior learning has been identified, it will go down in the apprentices profile, should they be hired by an employer and secure a spot on the programme. This is in order for tutors to stretch the apprentices in these areas that they already have prior learning in, or in some cases the apprentices will have training on a particular topic exempt, and their Development Coach will work with the apprentice and employer to find alternative training to make up the off the job hours. Prior learning and skills gaps identified will contribute to the apprentices Individual Learning Plan, developed by the Development Coach with the employer and apprentice involved.

Once the candidates have been offered a job and secured a spot on the programme, there will be a further skills scanner call to determine the full extent of any prior learning or skills gaps. Our Main Provider, Apprentify will conduct a CognAssist (specialist ALN online platform) screener with every apprentice. All now do a neurodiversity assessment at sign-up. If at this point an ALN need is identified, the apprentice will sign-up to the CognAssist 'framework' on Bud, ensuring that monthly strategies are completed to help manage the ALN requirements. The specialist Additional Learning Needs tutor, Emily Beddows, will work with the apprentice

throughout the programme to embed these strategies, and update the Individual Learning Plan where necessary, continually reviewed throughout the programme. In addition to this, the information is put into the apprentice's cohort profile so that The Juice Academy tutors know when an apprentice has been identified as neurodiverse and as they have had training on different learning styles, they know how the learner prefers to learn and can adapt their delivery towards these apprentices based on this. Specific strategies for each learner are added to the cohort profile, and these are discussed at tutor meetings and made available to the tutors before they deliver their training session. There are tailored ways to each apprentice that the tutors can do in the Academy during training sessions to support the learners weaknesses. The Apprentify Development Coach also uses this information to provide strategies to cope with (4 strategies a month on the CogAssist system).

To build the cohort profile, The Juice Academy and Apprentify will consider the Initial Assessment and Diagnostic results and information given by the Apprentice. A prerequisite of minimum Level 1 for Maths and English is required at Initial Assessment to enrol onto a Programme of Learning.

The Juice Academy will signpost any apprentices not meeting the required prerequisite to other training programmes and organisations that will be able to assist them further.

All communication between The Juice Academy and apprentice or other relevant parties will be made in accordance with the new GDPR legislation, where consent will be sourced. Any information given by the apprentice or other relevant parties will be kept and stored in accordance with the new GDPR legislation.

DEFINITIONS

ALN – Additional Learning Needs. This refers to any requirements needed by the Apprentice to allow them to meet their learning goal and could range from extra tutoring, to different coloured paper, to extra time for tests.

ALS – Additional Learning Support. This refers to Apprentices with disabilities and learning difficulties and in some cases also to those Apprentices who need further help with their literacy, numeracy or language.

SEND - Special educational needs and disabilities. This can affect a child or young person's ability to learn. They can affect their: behaviour or ability to socialise, for example they struggle to make friends. reading and writing, for example because they have dyslexia.

IA – Initial Assessment. This is done by each candidate before they are invited to the boot camp and includes an online skills scanner and online Initial BKSB Maths & English Assessments and Diagnostics

Diagnostics - When an Apprentice completes the Diagnostic Assessments in English and Maths, it provides them with a percentage score and produces an interactive Individual Learning Plan (ILP) which highlights their skill gaps and directs the apprentice to the appropriate resources they need to use to fill those skill gaps.

RESPONSIBILITIES

Apprentices have a responsibility to:

- Ensure they have understood the information they have been given and to complete

- all assessments fully to the best of their ability.
- Ensure that they provide appropriate information to assist in the implementation of this policy
- Complete the monthly CognAssist strategies if required and attend arranged meetings with the Additional Learning Needs tutor

The Juice Academy team have a responsibility to:

- Ensure that any information given to all apprentices regarding the Initial Assessment and its outcome is correct and up-to-date
- Ensure that the apprentices have understood the information they have been given.
- Ensure that all relevant Initial Assessments and Diagnostics are completed by the apprentice to the best of their ability
- Make appropriate referrals of apprentices with additional learning needs and/or apprentices that do not reach the minimum prerequisites to colleges and/or specialist training providers
- Provide additional support to all apprentices up to their level of knowledge and expertise
- To seek support and guidance within any area of additional support of which they're not competent

Apprentify's Development Coaches have a responsibility to:

- Ensure that the CognAssist neurodiversity assessment has been completed for any candidate who has secured a job
- Ensure that any apprentice enrolled onto a CognAssist framework is provided with the support and feedback when completing the monthly assigned strategies. This will involve a monthly dedicated online session to go through the strategies and provide feedback on progress
- Ensure that apprentices are given individual feedback on how they did and to discuss this and the way forward with the apprentice
- Provide additional support to all apprentices up to their level of knowledge and expertise
- To seek support and guidance within any area of additional support of which they're not competent

Quality and Compliance Team have a responsibility to:

- Quality assure the Apprentice Referral Process ensuring that information regarding this is correct and up-to-date.
- Ensure that guidance and advice is given to the apprentice in an appropriate manner
- Oversee referrals as applicable
- Endeavour to provide support, recommend development within the delivery team and assist in future projects to improve the level of support that can be provided to apprentices requiring ALS
- Ensure minimum requirements are being met for any funding being claimed for ALN apprentices

Review

This Policy will be reviewed annually or earlier if necessary