

Apprenticeship Workforce Development Programme

Practitioner Improvement Project

Activate Apprenticeship

October 2023

DELIVERED BY



FUNDED BY



Department
for Education

Apprenticeships CPD



ALS - Support and Funding

ALS - The Basics of Providing Support

Session Ground Rules

All opinions and experiences are valid

You get out of it what you put in

Safe space - anything said will not go any further - although is being recorded for future use

Shout out or use chat when questions asked - whichever works for you - 1 volunteer to verbalise any chat questions

Opportunity to share your experiences and best practices

Explore how you currently work

Explore what you could change to make your working life easier

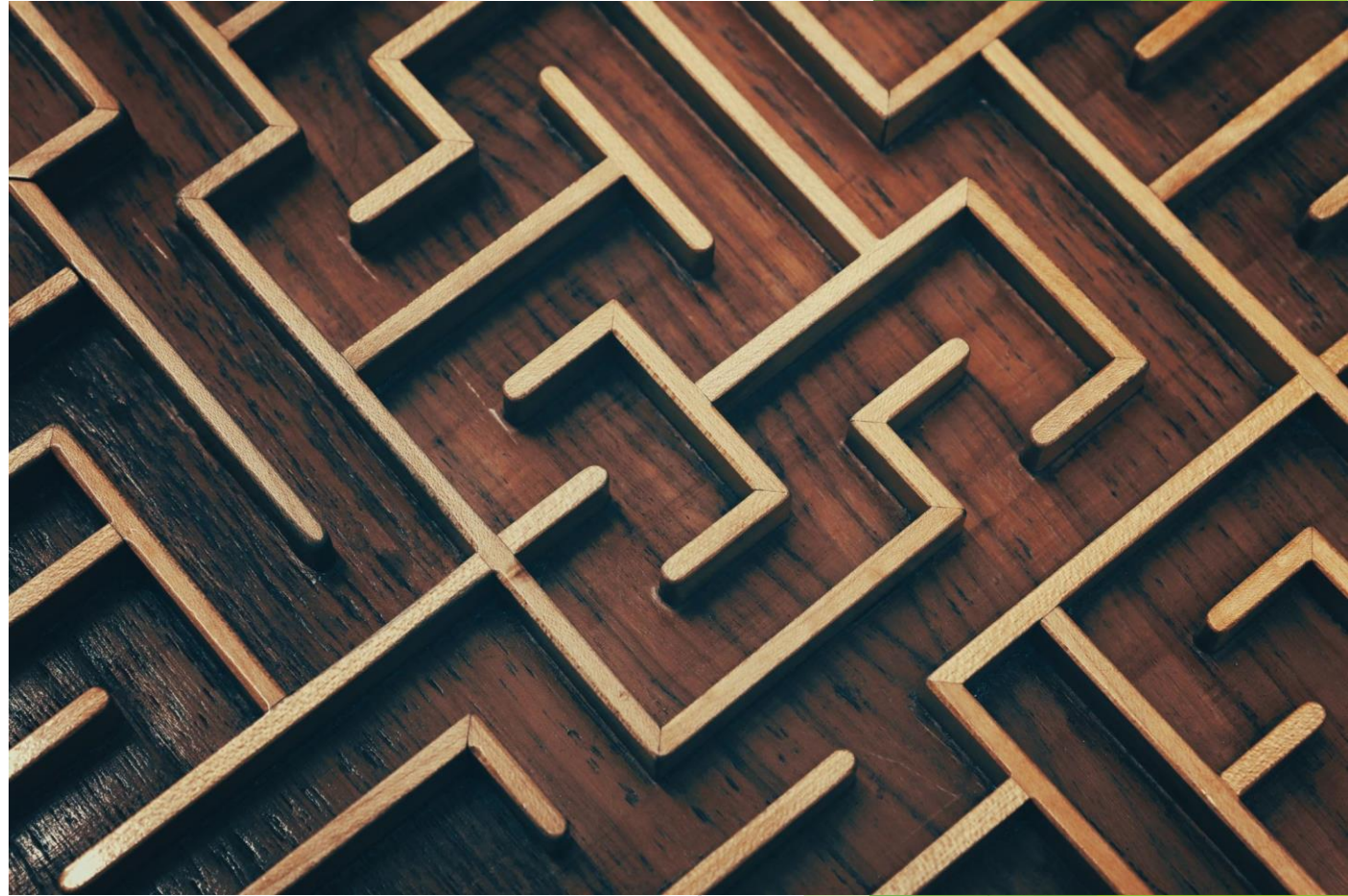
Learning Philosophy - Emotions - Motivation - Brain



ALS - The Basics of Providing Support

Agenda

- ▶ What is ALS
- ▶ How do we help Learners with an ALS need?
- ▶ Support Strategies for ALN
- ▶ Your reality
- ▶ Sharing Best Practice
- ▶ Break
- ▶ Funding Regs
- ▶ Funding Processes
- ▶ Any Questions
- ▶ Feedback



Session should last no more than 60 - 75 mins max

What is ALS?



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Correctly recording the Support not only means we have a clear understanding of the Learner Journey, but also that we can prove to OFSTED and the ESFA that we have given the right support to the Learner.

How do we help Learners with an ALS need?



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- Ask Questions - What worked for you previously?



How do we help Leaners with an ALS need?

- Ask Questions - What worked for you previously?
- Listen - then ask further probing questions - What does that mean? How do you feel?



How do we help Leaners with an ALS need?

- Ask Questions - What worked for you previously?
- Listen - then ask probing questions
- Offer solutions and alternatives - Should we try x or y? What do you think about working like this?



How do we help Leaners with an ALS need?

- Ask Questions - What worked for you previously?
- Listen - then ask probing questions
- Offer solutions and alternatives
- Seek support - GLS / Line Manager / ANLC / EP



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ALS is not 'rocket science', it is working with the individual in a proactive and evolving way to give them what they need!



ACTIVATE
APPRENTICESHIPS

Part of
ACTIVATE
LEARNING

What should we be recording for an ALS Learner?



What should we be recording for an ALS Learner?

Funding Regulations say we need to have -

- Evidence of ALS Assessment - IA's, Handwritten Task, SENCO decision
- Learning Support Plan - Promonitor
- Evidence of Learning Support given - beyond what is normally done at a non-ALS Learner visit - SA / Promonitor
- Monthly Learning Review and consent from Learner to claim ALS funding - Promonitor
- Stop the claim once aim is achieved - inform GLS

We will cover this in more detail in the second part of the training!

Support Strategies for different types of ALN

The following slides will give you a basic outline of some ways to support the Learner, these are not exhaustive, and the links page will take you to a much more in-depth set of resources for each of the ALN.

When you have a Learner with an ALS need, then take some time to research their need and what strategies may best be employed, it will pay dividends in the long run for both the Learner and yourself.



Support Strategies for different types of ALN

ADHD / ADD

- **ADHD / ADD - Attention Deficit Hyperactive Disorder / Attention Deficit Disorder** are related conditions where the Learner often appears unable to concentrate, gets easily bored and distracted and can struggle to remember things.
- It can sometimes be helped with medication or with psychoeducation or with behaviour therapy, but is a lifelong condition

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What may help?

- Clear rules and routines - they will need help in planning
- Give an overview first followed by the finer detail - clear concise speech with direct eye contact - provide both oral and written instructions - bitesize chunks
- Help with how to plan and prioritise - may need to teach study skills
- Frequent positive feedback
- SMART targets and Lists - short term goals, break everything down into bitesize pieces
- Help with notes and folders - use a 'stray thoughts' notebook to clear mind?
- Help with planning and layout of coursework, break down and work backwards from submission date
- Pomodoro technique - frequent breaks (can be EAA)
- Assistive Technology - reader and dictate speech to text may help
- Set alarms and reminders, turn off other Apps to reduce distractions

Support Strategies for different types of ALN

Dyslexia

- ‘Dyslexia’ means difficulty with words; dyslexic people use their brains in a different way to others. It is a lifelong condition and tends to run in families, it can be independent of intelligence.
- Learners with dyslexia may have problems with organisation and prioritizing, remembering complex instructions, problems with reading, writing and proofreading. These can lead to emotional distress, poor self-confidence and frustration.

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What may help?

- Regular teaching and study sessions - planned in advance and clear understanding - Diary
- Use Technology to remind - set alerts on phone for meetings and repeating tasks (OTJ)
- Help planning out the time and manner of coursework - provide a clear template
- Assistive Technology - text reader and speech to text dictation + spellchecker
- Coloured overlay or changed background colour to online text
- Additional support with reading - especially when a text asks for them to do something - coursework - take time to explain what it is looking for in detail
- Use specialist GLS FS Tutors to deliver 121 FS training - Lifeskills online class offer may not be suitable due to the anxiety of working in a group with others who are not dyslexic
- Use DVR to perform Q+A / PD instead of written questions

Support Strategies for different types of ALN

Dyscalculia

- Dyscalculia is defined as a specific and persistent difficulty in understanding numbers, which can lead to a diverse range of difficulties with mathematics.
- Dyscalculia can lead to Maths Anxiety - although this can also be separate - and to self-doubt and feelings of low self esteem

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What may help?

- Go back to basics - take your time
- Engage by using context - keep the maths inside the Learner's interests
- Use manipulatives - tactile representations of size that can be broken down - even paper that can be ripped in half
- Teach in bitesize chunks - provide clear steps from A to Z
- Give the Learner lots of time to respond
- Frequent and positive feedback - welcome mistakes as evidence of growth, praise effort and build a can-do attitude - I can't do it yet, but I will!
- Teach calculator skills and estimation skills
- Use specialist GLS FS 121 Tutors to deliver remote sessions to support learner
- Arrange extra time for learning and for Exams

Support Strategies for different types of ALN

Dyspraxia

- Development Control Disorder (DCD) also known as Dyspraxia is a condition affecting fine and gross motor coordination, including speech.
- Dyspraxia is a lifelong condition that can run in families and affects 3 times more boys than girls. It can affect organisational and kinaesthetic skills and will need support

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- Minimal distraction - turn off Apps
- Clear concise instructions
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Support Strategies for different types of ALN

Autism / Autistic Spectrum Disorder (ASD)

- Autism / ASD is an umbrella term used to describe all diagnostic profiles including Aspergers Syndrome and Pathological Demand Avoidance (PAD)
- Autism is a developmental disability, a difference in how the brain works, it is a lifelong condition. They may have problems relating to people and can experience sensory overload and may suffer with anxiety when something changes unexpectedly

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What may help?

- Always use their name to ensure they are focussed on you
- Clear rules and routines - they will need help in planning, and do not like change
- Clear concise unambiguous instructions in bitesize chunks
- Regular teaching and study sessions - planned in advance and clear understanding - Diary or physical calendar
- Minimal distraction - turn off Apps - regular breaks if needed - fidget spinner can help
- Clear concise instructions and explanations - check in regularly that they understand
- Use Technology to remind - set alerts on phone for meetings and repeating tasks (OTJ)
- To know where to go and what to do if something unexpected happens
- Meaningful rewards and frequent positive feedback
- May not understand social norms and have behaviour others find 'difficult'

Support Strategies for different types of ALN

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- Lots of resources available - see the Links pages!
- Ask for help if you need it!



Your current Reality?

Think about your current Caseload...

- ▶ Do any of your Learners have an ALN / SEN / EHCP?
- ▶ What adjustments are you making?
- ▶ How do you record what you are doing?
- ▶ What else could you do?
- ▶ What could you do differently?
- ▶ Do you have Learners that you think may have an ALN that is not diagnosed?
- ▶ Who do you call on when you have an issue regarding a Learner's progress?
- ▶ If a Learner is not making progress, do you look at possible ALS or not?

ALS - Sharing Best Practice?

A chance to share your experiences and talk through the successes, learning and failures that we have all experienced...



What will you do differently?

How will you take the learning from the session and apply it for yourself?

5 mins to make your own notes on what you will do differently

Useful Internal Links

- ▶ Use this slide to add links to your own Organisation's ALS Resources

Useful Links

External Links and Resources

- ▶ DoFE - Exploring the funding and support for apprentices with additional support needs - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/697649/Exploring_the_funding_and_support_for_apprentices_with_additional_support_needs.pdf
- ▶ DoFE – Apprenticeship funding rules August 2023 to July 2024 - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1155957/Apprenticeship_funding_rules_2324_Version_1.pdf
- ▶ ETF Foundation - Supporting Learners 100+ Strategies - https://www.et-foundation.co.uk/wp-content/uploads/2022/12/Supporting_learners_with_additional_needs_-_23_Aug_2018.pdf
- ▶ IfATE - END-POINT ASSESSMENT REASONABLE ADJUSTMENTS GUIDANCE - <https://www.instituteforapprenticeships.org/quality/end-point-assessment-reasonable-adjustments-guidance/>

Any questions?



Break



ALS - Process and Procedures

In this second half of the Training Session, we will cover the Funding Regulations and our internal Claims Process and what you need to do for us to claim the ALS Funding to which we are entitled.



ALS Funding - ESFA Guidelines

In order to meet ESFA guidelines for funding we must -

- Carry out an assessment to identify what support the apprentice needs;
- Deliver support and review the apprentice's progress/continuing needs;
- Record and gather appropriate evidence to show that support has been given and relevant outcomes are recorded;
- Report in the ILR that the apprentice has a learning support need and what that support need is.

ALS Assessment

We have to evidence the Initial Assessment and the assessment decision; this is a combination of the following -

1. Apprenticeship Application declaration of ALN / EHCP Notification
2. FS Initial Assessments - set up by Welcome and Success Team
3. FS Handwritten writing exercise - Completed at Pre-Induction Interview
4. Pre-Induction Interview - explore the requirements of the Individual

This is then passed on by the Enrolment Coordinator to the Group Learning Support Team for a SENCO to make the decision as to what support should be needed and whether we can claim the ALS Funding.

Once that decision is made and the enrolment is completed then the Performance Coach must complete the ALS Support Plan at Induction.

ALS Support Plan

At the Induction meeting the Performance Coach must complete the ALS Support Plan - in our case this is done on Promonitor, but check what system your organisation is using

This details the reasons for the ALS Support, the required adjustments and the planned support

Once completed this can be 'printed' and added to the ALS tab on their e Portfolio - Smart Assessor for ourselves - for easy access for yourself - good practice to review the ALS needs before each visit.

ALS Support Delivery & Monthly Learning Support Reviews

Once you have your Learning Support Plan in place then you need to deliver on it - and record that you are doing so. We need to know what support above and beyond the normal support you would give to a non-ALS learner is being provided.

This could be extra time on visits, extra 121 tuition or individual FS Tuition from a GLS Specialist, it could be extra visits, alternative methods of KSB Evidence gathering - which carry a time cost to you - or any combination of the above.

Evidence can be added to the Learner's ePortfolio - Smart Assessor - in the ALS/ALN Tab, but it also needs to be added to the ALS claim system - Excel spreadsheet - for the monthly claim to be made - this will be 100% compliance audited.

You also need to have a monthly ALS Review with the Learner, confirming whether what you are doing is working, whether anything needs to be changed and that the Learner is happy for the ALS Claim to continue - this needs to be completed on the ProMonitor Learner Support Meeting form.

PROMONITOR / ALS Recording system - ALS Support Plan / ALS Support / Monthly ALS Support Review

In summary, for the claim to stand each month we need to log the following on Promonitor:-

- ALS Support Plan
- ALS Support Given
- Monthly ALS Support Review

And then complete the ALS Claim on the Excel Spreadsheet for Espirals data

ALS Support - once Learning Aim Completed

Once the Learning Aim for which we are claiming ALS has been completed - and if no other ALS support is required for another Learning Aim - then we need to stop the ALS Claim.

Within Activate Learning this is done by emailing the GLS Team with a request to end the ALS Funding, check with your own organisation who you need to inform once training is completed.

You will need to include the evidence of the Learning Aim Completion and they will then close down the ALS Funding Claim.

Any questions?



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