

Apprenticeship Workforce Development Programme

Practitioner Improvement Project

Activate Apprenticeship

October 2023

DELIVERED BY



FUNDED BY



Department
for Education

Apprenticeships CPD



ALS - The Basics of Providing Support

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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

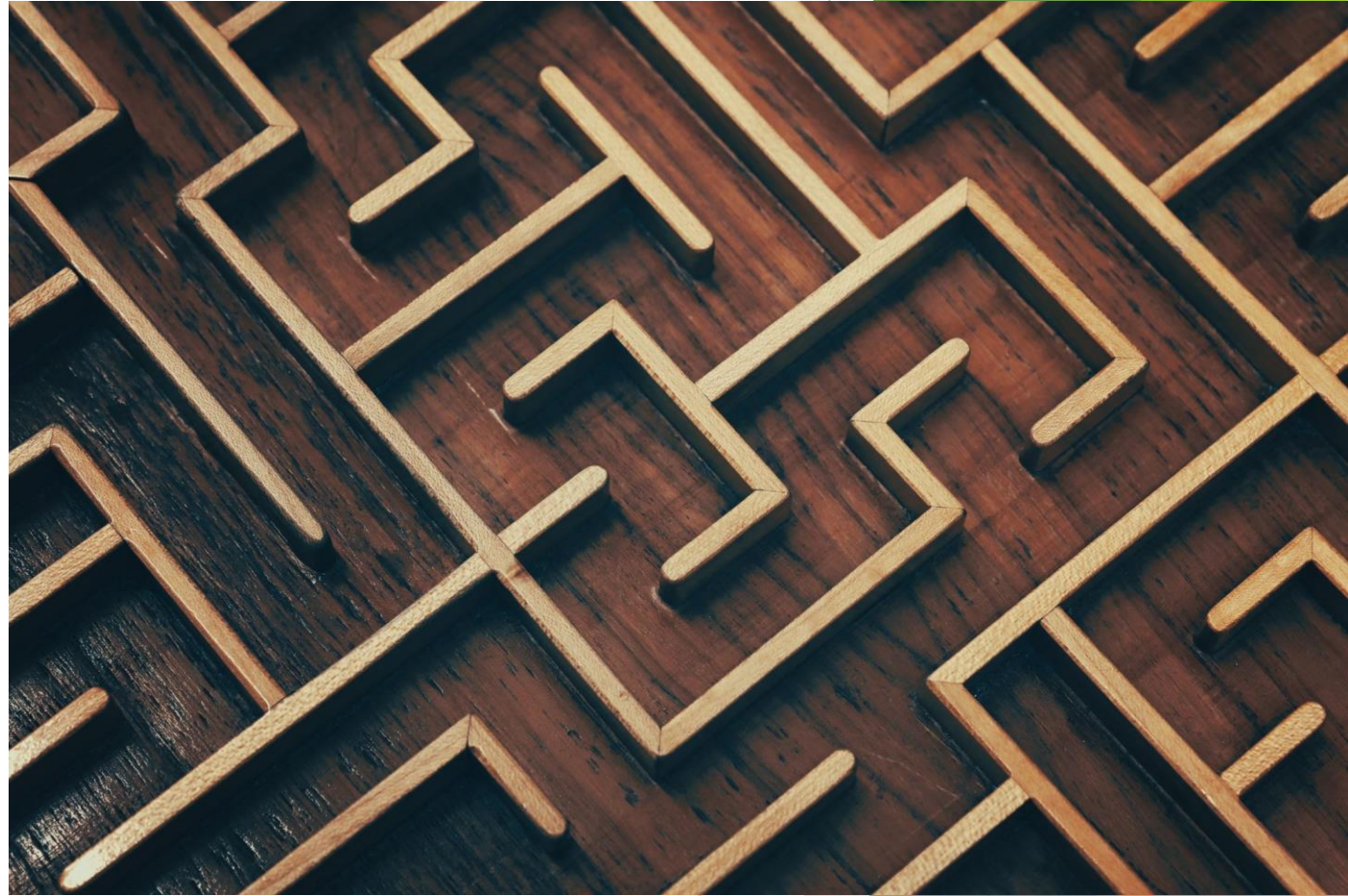
Learning Philosophy - Emotions - Motivation - Brain



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
- ▶ What are you going to do differently?
- ▶ 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.

ALS Funding

First things first, today's training is not about the funding, this is about how we support the learner, how we understand their needs and put in place the reasonable adjustments in order that they can make progress.

There will be another CPD Training Session on how to correctly record the support and make the ALS Funding Claims soon, once the ALS Trial is completed and the new claims process is being rolled out to the wider team - probably in January 2024.

Suffice to say that in order to meet ESFA guidelines for funding we have to -

- 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.



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How do we help Learners with an ALS need?



How do we help Leaners with an ALS need?

- Ask Questions - What worked for you previously?



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- 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?



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- Check if support is working at each visit and adapt as needed

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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!



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What should we be recording for an ALS Learner?



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Funding Regulations say we need to have -

- Evidence of ALS Assessment - IAs, 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

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However, until you receive the training on how to complete Promonitor -

- Get in the habit of including support on the ALS Tab of SA
- Include what was needed, what was done and what is planned
- Whether it is working or needs to be evolved or changed
- Learner happy to receive the ALS
- Include as much detail as you can!

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 prioritising, 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 three times more boys than girls. It can affect organisational and kinaesthetic skills and will need support.

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What may help?

- Clear rules and routines - they will need help in planning.
- Regular teaching and study sessions - planned in advance and clear understanding - Diary or physical calendar.
- Minimal distraction - turn off Apps.
- Clear concise instructions.
- 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.

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 bite size 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

- **Remember, these are only the starting points**



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- Talk with your Learners and understand their individual needs and what they feel works for them



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- Record the detail of what you are doing



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- There are more ALS needs than just the most common ALN we have featured here!



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- Remember, these are only the starting points.
- Talk with your Learners and understand their individual needs and what they feel works for them.
- Record the detail of what you are doing.
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- Lots of resources available - see the Links pages!

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- Talk with your Learners and understand their individual needs and what they feel works for them
- Record the detail of what you are doing
- There are more ALS needs than just the most common ALN we have featured here!
- 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?

Breakout rooms for 15 mins - 1 person per group to feed back

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 Links

- ▶ Use this slide to link directly to your organisation's ALS / ALN Resources



Useful External Links

- ▶ 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?



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