

## Additional Learning Support and Inclusion Policy

<b>Responsible for review</b>	Claire Oliff
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### 1. Policy Statement

At KLM UK Engineering, we are committed to creating an inclusive learning environment where all students, including those with Additional Learning Support (ALS) needs and neurodiverse conditions, are empowered to achieve their full potential. We celebrate diversity and proactively remove barriers to learning, participation, and progression.

This policy outlines our approach to identifying, supporting, and monitoring learners requiring ALS.

### 2. Definitions

- **ALS:** Additional learning support provided to meet the individual needs of learners
- **AN:** Additional needs
- **Inclusion:** Removing barriers to ensure equal opportunities for all
- **Neurodiversity:** Recognition that variations in brain function are normal and valued

### 3. Application

This policy applies to all learners and apprentices, instructors, college staff, workplace mentors, and external stakeholders, including employers and subcontractors.

### 4. Purpose and aims

The purpose of this policy is to:

- Ensure the early identification of learners requiring ALS
- Promote inclusive practices across all learning environments
- Outline tailored support strategies, reasonable adjustments, and resources
- Foster a culture of respect, dignity, and equality
- Comply with the Equality Act 2010, SEND Code of Practice, and ESFA funding rules.

### 5. Linked policies

This policy links to the following KLM UK Engineering Technical College policies:

- Safeguarding

- Equality, Diversity, and Inclusion
- Assessment
- Data Protection and GDPR

## **6. Roles and responsibilities**

### **6.1 College Management**

The Head of Technical College (HoTC) is the ALS and inclusion lead. They are responsible for:

- Ensuring Additional Needs questionnaires are analysed (gathered when students join)
- Delivering Additional Needs information to college staff
- Checking that strategies are implemented in lessons
- Delivering, or organising the delivery of ALS CPD for staff
- Supporting managers in communication with parents regarding students' AN
- Arranging audits with Governors

The Apprenticeship Delivery Manager is responsible for:

- Supporting HR with names of students who need occupational health (OH) meetings
- Communicating the results of OH meetings to the relevant instructors
- Ensuring that ALS information is communicated to base maintenance when students transition to the workplace

The Apprenticeship Coordinator is responsible for:

- Ensuring the Additional Needs Register is created and up to date
- Creating new cohort information documents and training materials

### **6.2 Instructors**

Instructors are responsible for:

- Attending CPD
- Supporting the identification of ALS needs
- Implementing inclusive learning practices
- Contributing comments to learner reviews as required

### **6.3 Students**

Students are expected to:

- Information KLM UK Engineering of AN via the Additional Needs Questionnaire, before they join the company
- Subsequently update the company as and when required with relevant information to ensure reasonable adjustments and support can be put in place for them

### **6.4 Employers**

Employers are responsible for:

- Supporting reasonable adjustments in the workplace
- Participating in progress reviews

- Communicating any information relating to students AN that is disclosed in the workplace to the Technical College

## **6.5 Governing Body**

The KLM UK Engineering Governing Body includes a link role for oversight of inclusion, that includes AN. This position is currently held by a qualified SENDCO.

Governors are responsible for:

- The scrutiny of data pertaining to students with AN, including attainment, safeguarding, retention and attendance data
- Annual auditing of inclusion, to be undertaken by the inclusion link governor
- Scrutiny of the findings of the above audit

## **7. Procedures and processes**

### **7.1 Identification and Sharing of ALS Needs**

Upon issue of a contract to an apprentice, they will also be sent an Additional Needs Questionnaire (Annex A). This will be filled in and sent back to Human Resources. This is shared with the HoTC who will share the information with the college and instructor team during new cohort training. Students also have an opportunity to add detail about additional needs during the enrolment process.

Based on the information disclosed, formal diagnosis reports or reports from previous school settings may be requested of the apprentice. Based on all of the information provided, recommendations will be made regarding reasonable adjustments and risk assessments. These will be made in consultation with the student, the HoTC and independent Occupational Health recommendations. They include, but are not limited to:

- Clear, step-by-step instructions and visual aids
- Use of assistive technology (speech-to-text, text-to-speech tools)
- Access to quiet spaces and sensory adjustments.
- Additional time in assessments and tasks (where the regulatory body has approved this)
- Supportive seating arrangements and movement breaks.
- Adaptations to attendance targets or start/finish times.

Further potential strategies are listed in Annex B.

The Additional Needs Register lists the students and their needs. From September 2025, specific student support is tracked in the Safeguarding and Wellbeing log.

Whilst every effort will be made to gather this information before induction, it may be that AN have not been diagnosed, and that these needs impact a student once at the Technical College. Staff will be trained to understand how different AN present, and can refer to the HoTC who may seek external support in diagnosing AN.

### **7.2 Monitoring of ALS Needs**

There are several processes that support the ongoing monitoring of the attainment and wellbeing of students with AN.

### **7.2.1 Raising attainment and progress (RAP) meetings**

RAP meetings take place once a month. Analysis of apprentices' results takes place, using the 'Student Exam Progress Tracker'. Students with AN are flagged on the tracker, and any actions put in place to support their attainment takes their needs into consideration. Students who are underachieving may be signposted to external agencies if their results and instructor feedback suggests that they have AN. Actions are tracked in the 'strategy' column and communicated to relevant staff members and the apprentices.

### **7.2.2 Apprenticeship team meetings**

Apprenticeship team meetings take place once a month. As well as an overview of attainment, general wellbeing of apprentices is discussed, including OH recommendations and adjustments in place of students with AN. Actions are tracked in the agenda document and RAGGED by team members.

### **7.2.3 Learner reviews**

Learner reviews take place every 3 months. They include the student, a member of the apprenticeship team and members of base maintenance staff where relevant. AN, including current support that is in place, is discussed as part of these meetings, with students able to give feedback on the support they are receiving.

### **7.2.4 Student Voice, student representative meetings and Pulse surveys**

Students can give feedback on any kind of support, relating to AN or other, that they are receiving via the following channels:

- Student Voice QR code: Feeds into the 'You Said We Did' tracker, which is reviewed in apprenticeship team meetings
- Student representative meetings: These are scheduled every 6 weeks and involve the student rep for the cohort and members of the apprenticeship team. Reps bring issues or comments raised by the rest of their cohort for discussion. When required, these are added to the 'You Said We Did' tracker
- Pulse surveys: Take place quarterly. Students give feedback on key areas of the apprenticeship. Results are analysed in partnership with Human Resources and actions are added to the 'You Said We Did' tracker

## **7.3 Transition to base maintenance**

As well as classroom and assessment-based strategies in place at the Technical College, the apprenticeship team organises bespoke workplace transition plans for students with AN. A meeting is held between the project managers, the apprenticeship team and HR before the move to the workplace occurs to outline the needs of all students, focusing particularly on AN. Support that could be implemented includes (but is not limited to):

- Pre-transition activities, including additional time with mentors, familiarisation with the new work environment and phased transitions
- Variation to start times (work at base commences earlier than at the college)
- Additional meetings with mentors or project managers

- Additional or bespoke PPE
- More frequent Occupational Health reviews

Following the transition, the Apprenticeship Coordinator will liaise with base maintenance, including the apprentice's mentor, to implement the support.

#### **7.4 External agencies**

The main avenue for referrals for students is to Occupational Health. They will supply bespoke reports for students regarding AN, making recommendations that are put into practice in the college or workplace.

However, the apprenticeship team are aware of a full range of support for students with AN, and will refer to the following sources or institutions to gather resources, seek further recommendations and train staff:

- National Autistic Society ([www.autism.org.uk](http://www.autism.org.uk))
- British Dyslexia Association ([www.bdadyslexia.org.uk](http://www.bdadyslexia.org.uk))
- Dyspraxia Foundation ([www.dyspraxiafoundation.org.uk](http://www.dyspraxiafoundation.org.uk))
- YoungMinds ([www.youngminds.org.uk](http://www.youngminds.org.uk))
- EPSS (Educational Psychology & Specialist Support) ([www.norfolkcepss.org.uk](http://www.norfolkcepss.org.uk))
- Dyslexia Outreach ([www.dyslexiaoutreach.co.uk](http://www.dyslexiaoutreach.co.uk))
- Norfolk and Waveney MIND ([www.norfolkandwaveneymind.org.uk/young-people-mental-health](http://www.norfolkandwaveneymind.org.uk/young-people-mental-health))
- EAL/EDC Advisory service ([www.schools.norfolk.gov.uk/29760](http://www.schools.norfolk.gov.uk/29760))
- Nasen – National Association for Special Educational Needs ([www.nasen.org.uk/](http://www.nasen.org.uk/))
- IPSEA – Independent Provider of Special Education Advice ([\)](#)
- Scope UK ([www.scope.org.uk/advice-and-support/where-to-get-educational-support](http://www.scope.org.uk/advice-and-support/where-to-get-educational-support))
- Cerebra ([www.cerebra.org.uk](http://www.cerebra.org.uk))

#### **7.5 Parental Involvement**

Where we deem a student with AN at risk of/currently underachieving, failing or being subject to disciplinary action, we will seek their permission to contact their parents/guardians or next of kin to triangulate the support we are offering with that available to them at home. If a student is under 18, or deemed vulnerable, consent will be sought, but an evaluation of the situation will be undertaken to determine whether contact should be made regardless of consent.

### **8. Staff Development and CPD**

At the start of the academic year, college staff, including instructors, receive new cohort training. This training collates all the information we have about the apprentices to give them an overview of their prior attainment and AN. Students with AN are prioritised and presented first to give staff time to ask questions and gain clarity over their needs. A follow up session on the above takes place in February, once we know the students and have a better overview of their attainment and needs.

CPD sessions on neurodiversity and inclusive teaching practices, such as whole class response methods, take place monthly in staff meetings. A CPD plan is available to show the content covered. Where a student has AN, staff are regularly consulted regarding their progress and strategies discussed with the apprenticeship team.

### **9. Confidentiality and Disclosure**

Student disclosures regarding AN will be handled sensitively and confidentially. Additional Needs Questionnaires and OH reports are only shared with the apprenticeship team, who in turn share essential information with instructional staff when permitted. Consent from the student will be sought before sharing this information.

#### **10. Monitoring and reviewing our policy and practice**

This policy will be reviewed annually or earlier if significant changes occur in legislation, funding rules, or organisational priorities.

#### **Annex A: Additional Needs Questionnaire**

**See next page**

Name	
Job Role	
Date	

At KLM UK Engineering, we are committed to ensuring that our apprentices are supported throughout their learning journey. Completing this questionnaire will allow us to implement reasonable adjustments, schedule training, and signpost apprentices to appropriate agencies to support them.

**Please complete the questions to the best of your knowledge. Tick appropriate answers and give detail as required.**

<b>SECTION A: Special Education Needs</b>			
<p><i>We ask about this to ensure that our staff have had appropriate update training to support our students' needs. We will schedule training according to the responses we receive. Where possible, we will support applicants in applying for exam access arrangements with our regulatory bodies.</i></p>		YES	NO
1	Do you have a special educational need? For example, autism, ADHD, dyslexia, dyspraxia?		
2	If no, go to section B. If yes, please detail this in the box below:		
3	Do you have a report from your school or a medical professional that you can share with us? If yes, please attach a copy when returning this form.		
4	Do you have a formal diagnosis of your special education need?* Leave blank if you are unsure.		
5	In previous educational settings, did you have any exam access arrangements? For example, extra time, a laptop, or a scribe?		
6	If no, go to section B. If yes, please detail these in the box below:		

#### **SECTION B: Social, Emotional and Mental Health**

*We ask about this to ensure that we have an appropriate number of mental health first aiders and sufficient support for mental health for our cohort.*

7	Do you have any social, emotional, or mental health needs?		
8	If no, go to section C. If yes, please detail these in the box below:		
9	Do you require adjustments to be made during the induction week or in lessons to support you?		
10	If no, go to section C. If yes, please detail these in the box below:		

<p><b>SECTION C: Other additional needs</b></p> <p><i>We ask about this so we can make appropriate connections with local agencies or signpost you to support that is available as required.</i></p>		
11	Are you a young carer?	
12	Are you a looked after child or care-leaver?	
<p><b>SECTION D: Funding and Bursaries</b></p> <p><i>We ask about this so we can make you aware of additional financial support that may be available to you.</i></p>		
13	At school, did you receive pupil premium funding and/or free school meals?	
14	In sixth form or at college, did you receive a bursary?	
<p><b>Is there any other information that you would like to make us aware of, linked to additional needs?</b></p>		

\* A formal diagnosis is given by a qualified medical professional. Please below for guidance on examples of this. Often, school-based assessors are not qualified to formally diagnose SEN. Please provide your SEN report to HR so we can advise you if you are unsure.

- A full diagnostic report by a Health and Care Professions Council (HCPC) registered psychologist
- A Professional Association of Teachers of Students with Specific Learning Difficulties (PATOSS) Assessment
- A Child and Young People's Mental Health Services (CYMHS).
- An Adult Mental Health Services (AMHS) assessment.
- A full diagnostic report by a Specific Learning Difficulties Assessment Standards Committee (SASC) registered specialist teacher assessor.
- Medical evidence from a specialist practitioner

**Declaration**

I declare that the information above is correct to the best of my knowledge.

I consent to the above information being shared with Technical College and Base Maintenance staff so appropriate support can be provided as required.

Signature:

Print name:

**Annex B: Additional Classroom and Workplace Inclusion Strategies**

## **Communication**

- Use direct, unambiguous language.
- Supplement verbal instructions with written or visual aids.

## **Social Interaction**

- Assign clear group roles.
- Offer structured group work opportunities and pair work alternatives.

## **Sensory Factors**

- Allow seating choice and use of sensory aids.
- Maintain a tidy, calm learning environment.

## **Organisation and Memory**

- Provide visual timetables, checklists, and calendars.
- Encourage the use of planners and reminder apps.

## **Mental Health and Wellbeing**

- Maintain predictable routines.
- Promote wellbeing strategies and signpost to mental health resources.

## **Assessment Arrangements**

- Arrange practice sessions for assessments.
- Implement access arrangements (extra time, alternative formats, where UKCAA approval has been applied for).

## **Transition Support**

- Provide phased introductions to new environments.
- Assign key workers for personalised support.

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