



MODULE CODE: ECPT6004

ASSESSMENT COMPONENT: One

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I confirm that I have not presented any AI generated materials as my own work.

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Additional Learning Needs and Inclusive Practice

Learning Support Report

Introduction

Additional needs include students that require support in order to develop and have access to education. These needs can be a range of factors, which includes learning difficulties or disabilities, physical or mental health conditions such as autism, diabetes or personal circumstances that affect learning and factors that people require extra support (Freud, 2022); (The Additional Learning Needs Code for Wales, 2021).

These needs require recognition to enable the correct support to be put into place. The regulatory and legal requirements are in place to remove barriers to learning which increases equality, inclusion, and independence to all students. However, not only for learning as in the post-compulsory education, students are trained up for further study, employment, and independent living. The learning support provides everyone with equal opportunities to develop their skills and are guided to succeed in their selected route (GOV.WALES, 2018).

Main Body

The Equality Act 2010 is the primary legislative framework governing equality and anti-discrimination in education in the United Kingdom (UK). The Welsh Government has also introduced specific regulations 'the Equality Act 2010 (Wales)' to add extra duties for Welsh public bodies in order to ensure the equality goals are achieved effectively. It consolidates previous equality legislation and provides legal protection against discrimination, harassment, and victimisation on the basis of nine protected characteristics: Age, Disability, Gender reassignment, Marriage and civil partnership, Sexual orientation, Pregnancy and maternity, Race, Sex and Religion or belief (Equality Act, 2010).

In the context of post-compulsory education, the Equality Act (2010) places a legal duty on teachers and lectures to ensure that learners are not treated less favourably or disadvantaged as a result of a protected characteristic or unconscious bias. Discrimination may be direct, indirect, or arise from a failure to make reasonable adjustments. For example, teaching methods or assessment practices that rely heavily on written or factual methods may indirectly discriminate against learners with dyslexia, vision impairment or any other form of learning difficulties, unless alternative approaches are used.

The purpose of the United Nations General Assembly (2006) is to promote, protect and establish equal enjoyment of all human rights and fundamental privileges for anyone who has specific needs or requirements. It promotes respect for people with various disabilities from long-term physical, mental, intellectual or sensory impairments, and acknowledges that various barriers may hinder individuals from equal participation and interactions in society.

Supporting a student with communication disability may include providing accessibility to languages in display of text, Braille, tactile communication, large print,

audio or a human-reader. The principles aim to adhere towards equality of opportunity, accessibility, equality between men and women and acquire respect for the right of children with disabilities to preserve their identity (United Nations General Assembly, 2006). Recognising the importance of promoting and defending the rights and dignity of people with disabilities. Utilising a comprehensive approach in the areas of social development, human rights, and non-discrimination while taking into consideration the suggestions made by the Commission for Social Development and the Commission on Human Rights (United Nations General Assembly, 2006). Ensuring individuals with disabilities in the post compulsory education have the same access to education, training and learning as everyone else (United Nations General Assembly, 2006).

The Human Rights Act was passed in October 2000, outlining 16 scenarios to protect everyone's basic human rights in the UK. The legislation ensures that the rights set out in the European Convention on Human Rights (ECHR) are appropriately utilised at the forefront, in order to promote dignity, fairness, equality, tolerance, and respect (Human Rights Act 1998, 2024). Additionally, the rights are critical for monitoring human privileges and freedoms for every person no matter what nationality, race, gender, gender identity, religion, sexual orientation, citizenship, or other status.

International law protects human rights. Many states have their own domestic laws to protect human rights at home, while numerous international treaties and agreements guarantee that states all over the world respect and defend people's human rights (United Nations, 2025).

Human rights act ensures that the government and other public entities cannot mistreat, abuse, or interfere with our freedom to live fairly and equally. To conclude, the Human Rights Act 1998 incorporates the European Convention on Human Rights (ECHR) into UK law, which protects the public and imposes authorities to act appropriately and safely. As well, it provides legal protection for vulnerable young

people, ensures access to education, and enables individuals to defend their freedom in UK courts (Human Rights Act 1998, 2024).

According to Plows and Whitburn (2017) achieving an inclusive environment for all requires teachers to give opportunities for everyone to participate. It could be argued that the post compulsory sector needs to provide all students with a good standard of education and focus on including all in the learning and more away from highlighting the differences. Positively, reinforcing students on what they can achieve rather than what they can not by incorporating ALN learning into the lesson plan and encouraging the development of new ways of working (Plows and Whitburn, 2017).

It could be argued that prior to teaching the students in the post compulsory education sector, there needs to be an understanding of the teaching strategies and their students identity and personality. This will benefit and support all students with teaching strategies, presentation skills, environment considerations and assistive technologies. This will help with managing behaviours as everyone will be given equal opportunity to learn and develop (Haywood et. al, 2009).

Conclusion

Understanding and the knowledge of the additional learning needs acts and policies enables teachers and lecturers to provide students with inclusive practices that accommodate additional requirements and support needs that are essential for the student in learning, education and development. Inclusive education is therefore not only a legal obligation but a fundamental component of effective, ethical, and socially responsible teaching within the post-compulsory sector.

Support Statement

Introduction

I am a lecturer on the BCs Honours, Science in Rugby Coaching and Performance at the University of Wales Trinity Saint David (UWTSD) in Carmarthen. It is part of the larger UWTSD group, providing education from further to higher levels with small classes, and a blend of traditional and modern classes and buildings, teaching across campuses in Lampeter, Swansea, Carmarthen, Cardiff, Birmingham and London. It's the birthplace of higher education in Wales and is well known for its strong academics and diverse subjects in arts, business, education, health, science, and humanities, with excellent industry links and practical skills for graduate success (University of Wales Trinity Saint David, 2025).

Iwan

Iwan has been studying at UWTSD since the beginning of term, he has struggled with finances and is worried about his studies. Iwan comes from a deprived area of Wales and is the first person from his family to study in the post compulsory sector. His parents are not able to help him any more with money as they are struggling themselves. Iwan has a part time job but this does not cover all of his outgoings. He has been offered more work but is worried that this will impact his study further, he is already falling behind.

I gave Iwan the time to express his concerns. Protecting his views, opinions and ideas. Listening provided the understanding about his living and financial circumstances at present which he believes is affecting his standard of work (Educators Wales, 2025). Financial stress is exhausted by the rising cost in fuel, food, transport and accommodation. I am currently worried about Iwan's mental health and anxiety. These financial pressures may affect his attendance to lectures and academy sport sessions. Also, the anxiety will reduce learning, concentration and the ability to complete work before deadlines.

Iwan was provided guidance and support by informing him of the measures in line with UWTSD Student Support and Wellbeing and Money Support services. The university has "Money Support Service" which offers bursary support, cost of living support, budgeting tools and the Student Financial Support Fund which helps students experiencing financial difficulties. If Iwan applied for the Student Financial Support Fund and successfully obtains a bursary, then financial difficulties should be resolved which may help to decrease the anxiety and increase his focus on the course.

It's paramount in practice that I demonstrate commitment to the learner, his learning, safety and well-being by working collaboratively with Iwan to reduce and remove barriers to learning (Educators Wales, 2025). In the short term ensure adequate support such as extending his assessment deadlines to decrease anxiety and enable him to have time for work and study. Also, it is required for Iwan to be referred on to

the Student Wellbeing services, as this is not only a financial strain, but it's also affecting his mental wellbeing. The university offers wellbeing support services that can help him control the anxiety and stress, which is impacting on his development (University of Wales Trinity Saint David, 2025).

Additionally, in my practice I value and promote diversity, equality of opportunity and inclusion by treating all learners equally and fairly with academic one-to-one meetings to monitor progress, discuss any issues, and supply support where possible (Educators Wales, 2025). Iwan will be supplied on a more regular one-to-one basis to give extra support he requires at this critical time.

To conclude, all the above actions are in place to decrease Iwan's barriers to learning, by supporting his wellbeing, and giving him the opportunity to learn and develop on the degree, utilising the university's support resources appropriately.

Megan

Megan has applied for the BCs Honours, Science in Rugby Coaching and Performance programme for the next academic year and has declared mental health support needs although she does not have an official diagnosis. She has attended an interview and has outlined that she struggles with speaking up in class and suffers with anxiety issues since childhood and finds it difficult mixing with new people. Megan has also advised that during her school studies she often found it hard to focus in class and wasn't always able to maintain her concentration on the information being presented in the lectures. Additionally, she is anxious as her previous tutors said she may have dyslexia.

As the lecturer for this course, I acknowledge that anxiety is present with every student for the first couple of days, although, recognising that this will have a greater and longer lasting effect on Megan as she has suffered since childhood. These difficulties with concentration will have an effect on her engagement to class discussions, debates and practical sessions due to the difficulties she finds with speaking in groups and communicating with new people. These are an integral part of the course which could have an impact on her enjoyment if she can't fully commit to all tasks. Also, her understanding of assignments and tasks will be affected with limited concentration and awareness periods which may affect her comprehension of the lectures.

Megan will be monitored and I will be observing her adjustment to the degree, this way I can pinpoint any rising barriers or difficulties as early as possible and guide Megan towards the additional support where and when needed.

To support Megan to this degree, I will be referring and guiding her to the correct support network, in line with the UWTSD's Disability Support and Wellbeing services. She would benefit from completing the Support Needs Enquiry Form which is on the UWTSD website and contact the Disability Support manager to discuss needs and additional information (University of Wales Trinity Saint David, 2025). This will give Megan an individual support plan and results will indicate if she requires tests for specific additional learning needs (ALN), in this case dyslexia.

As well, the wellbeing support services gives her access to confidential online support platforms like Togetherall to help manage anxiety and build resilience. These services can complement academic support and promote mental wellbeing (Togetherall, 2025). This demonstrates commitment to learners, their learning, safety and well-being by working with others to ensure learners are fully supported to reduce and remove barriers to learning (Educators Wales, 2025).

The Educators Wales (2025) professional standard of planning and delivering effective learning, teaching and assessment was adhered to by identifying, preparing, delivering and assessing learning programmes by ensuring the lecture materials are given to Megan in advance to help her concentration in class, also get an understanding of the work before that day and give warning of upcoming class discussions or group tasks.

To value and promote diversity, equality of opportunity and inclusion, I ensured one-to-one meetings with all learners equally and fairly to monitor progress, discuss and clarify the key learnings from the lesson, and supply support where possible (Educators Wales, 2025). These individual sessions will help me evaluate and reflect upon the teaching strategy, and help Megan to develop effective learning strategies, improve attention and organisation skills for assignments.

These interventions are put into place to minimise her barriers to learning, support confidence and engagement, and ensure her time on the degree is as positive and supported as possible.

Alys

Alys is a second-year student on my course and has begun the new academic year and she has discovered that she is pregnant. She has indicated that she wants to continue to study as much as she is able to and has asked for her options in supporting her to do this during her pregnancy as well as after childbirth.

I understand that the physical and emotional changes in pregnancy could have many implications on Alys's ability to be committed and complete the degree successfully. She will have many appointments to attend to and she may experience symptoms of fatigue, nausea and/or physical restrictions which could have a massive effect on her ability to attend lectures, placement but especially practical sport-based sessions. These factors could decrease her concentration, limit time for assignments deadlines and ultimately could have a catastrophic impact on her succeeding on the course.

She is determined to succeed on the course and I will make sure that she is given the best opportunity to do so in line with UWTSD's commitment to inclusive practice and the support services. I would like to be as flexible as possible with Alys's attendance and support her with appropriate planning around her mobility, concentration and medical appointments. Commitment to learners, their learning, safety and well-being is paramount by maintaining regular communication to monitor her engagement, anticipated challenges, and respond proactively to any barriers to learning. When possible make the lecture accessible through "google meet" or "Teams" if required or share the information with Alys before the lecture to make sure she has more time to understand the work.

Working collaboratively with Alys and providing appropriate support teams like 'Disability support, Wellbeing Support and Learning Support' if necessary to ensure her study experience remains inclusive, safe, and supportive throughout her pregnancy (University of Wales Trinity Saint David, 2025).

Also, demonstrate dignity, courtesy and respect towards others by respecting Alys decisions and acknowledging her choices while giving clear feedback about her options and support. Providing additional time for assignments if fatigued or childcare responsibilities are affecting her ability to complete work to her standards, and respond efficiently and immediately to any challenges or issues. Only participate in practical sessions where she feels comfortable and confident for her safety and wellbeing will be encouraged and supported.

The pre and post natal period may trigger different challenges for Alys. Providing a supportive environment will be massively important for her physical and mental wellbeing as well as the success of the degree. She is entitled to maternity leave pre and post birth, I will support her options in line with university guidelines and relevant policies to ensure her return to study is efficient and supported. This comes under the professional standards of Educators Wales (2025), valuing and promoting diversity, equality of opportunity and inclusive practice and reasonable adjustments where necessary to ensure Alys is not disadvantaged by her pregnancy.

Additionally, for my continued professional development I will be maintaining and updating my knowledge of how best to support learners by engaging in professional learning opportunities and understanding the university policies and external guidance on supporting pre and post-natal students, ensuring my teaching strategies are following current inclusive pedagogies.

These measures will be in place to support her wellbeing and learning throughout pre and post-natal period. As she is motivated to succeed I will be maximising the use of the university support services to hopefully enable her to complete the degree to the best of her ability.

World count:- 2729

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