Additional Learning Support Policy

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Related Documents:	Observation of teaching and learning Policy
	English and maths strategy
	Admissions Policy
	Policy for staff supporting learners at College with additional needs

Contents

1. Introduction

The college recognises its duty to ensure fair and equitable treatment of all learners by promoting access for learners with disabilities, learning difficulties and medical conditions providing additional support and where necessary to make reasonable adjustments in line with the Children and Families Act 2014, the guidance provided in the SEND Code of Practice, 2014 and the Equality Act 2010.
This policy applies to all teaching staff and support staff of the college and to all Further Education and Higher Education learners who have:

- Special Educational Needs and Disabilities (SEND)
- Specific Learning Difficulties (SpLD)
- Medical needs for which support is required to access College
- Mental Health need
- Communication need
- General difficulties

2. Scope of Policy

The college is committed to supporting people to reach their full potential by providing learning support within funding limits. Being conscious of the resources available, it will determine how best to target and deploy learning support funds to maximise participation and achievement.

3. Aims

The college is committed to ensuring all learners succeed on an appropriate course of study and recognise that some learners will require learning support to assist them to achieve.

Learning support has a number of broad aims, including to:

- Enable access to the curriculum for learners who are disempowered in participating because of their additional learning needs
- Improve learner retention and achievement
- Assist learners to succeed
- Support learner progression
- Improve the quality of service
- To support National and Local Government strategies for widening participation for this group of learners

In order to treat all learners fairly the college will gather information at key points regarding needs and will make reasonable adjustments where possible. An appropriate and flexible support programme designed to minimise barriers to learning will be implemented, taking into account each individual learner's strengths and areas for improvement to encourage them to become independent and promote full integration into college life.

4. Data Protection

The college recognises the requirements of the Data Protection Act 1998 and will make every effort to create an environment where learners feel safe to disclose, so that appropriate support can be provided.

Additional Learning Support needs are identified by:
- Self-referral (application, enrolment, on course)
- Educational, health care plans
- Initial / diagnostic assessment by course team
- Course team referral

All learners declaring a support requirement or their Parent/Carer/Guardian will speak with a member of the learning support team to discuss their individual requirements and determine their on course needs. Should it be required an assessment of needs interview will be conducted. The college will only carry out assessment of needs interviews if staff are able and qualified to undertake this and if it will be useful in planning.

Appropriate methods of learning support will be determined and might include:

- In-class support with a learning support assistant (LSA)
- Out-of-class support with an LSA
- Out-of-class support with an learning support tutor
- Psychometric assessment for support in exams
- Communication Support
- Support for medical / physical / personal care needs
- Assistive technology
- Mentors
- Other reasonable adjustments as appropriate to individual needs

5. Reasonable adjustment

The college is committed to making reasonable adjustments for learners within certain boundaries. The following factors will be taken into account when considering adjustments:

- The need to maintain academic or other prescribed standards
- The need to meet assessment criteria that require the learner to demonstrate their skill or knowledge without support
- The financial resources available to the College
- Grants/loans likely to be available to disabled learners for the purpose of them receiving learning support (i.e. DSA)
- The cost and practicality of the adjustment
- Health and Safety
- The relevant interests of other people, including other learners

6. Links to support networks

The learning support service endeavours to link with support networks relevant to the learner where appropriate. These may include:

- Parents/guardians/carers
- Social care
- Medical Practitioners
- Diagnostic services
- Mental Health services
- Schools
- Residential services
- Probation service
- Advocates

This list is not exhaustive.

7. Funding

The rules which govern funding are determined by the Skills Funding Agency as a result of Government policy and legislation. Any learner can apply for additional support however the college will need to ensure that they are eligible within the rules.

Learners on Further Education programmes are funded differently for additional learning support to those on Higher Education programmes. The funding for Further Education is paid to the college and the funding for Higher Education is paid directly to the learner. Learners will have access to advice and guidance related to their eligibility for funding and services.

Higher Education learners will be directed to an external provider to purchase support, the college will host these sessions. Full Dyslexia assessments can be carried out at the college and will incur a charge of £350 payable by the learner.

8. Responsibilities

Actions	Overall Responsibility
Overall responsibility for Learning Support	Head of Department: Inclusive and Foundation Learning
Liaison with Local Authorities (LAs) to ensure sufficient funding is provided to meet learner needs and requirements	Head of Department: Inclusive and Foundation Learning, Learning Support Manager and High Needs Coordinator
Ensuring all course staff aware of Learning Support process and how to refer learners	All Heads of Department

Providing Local Authorities with necessary paperwork / forms to support funding claim.	Learning Support Manager, High Needs coordinator
Setting Learning Support costings for funding claim and ensuring evidence matches	Head of Department: Inclusive Learning in conjunction with Vice Principal, Director of Finance and Director of MIS.
Maintaining up-to-date records and evidence available for data collection and audit	Learning Support Manager, Learning support coordinators, LSA's and administrator
Providing learner information from application / enrolment to Learning Support	Admissions
Reviewing applications and Contacting learners for initial Learning Support assessment	Learning Support Manager and coordinators
Determining support requirements and allocating support.	Learning support Manager assisted by Learning Support Co-ordinators
Timetabling Learning Support staff	Learning support Manager assisted by Learning Support Co-ordinators
Referring learners currently on course to Learning Support	Any member of course / Learning support team - as long as learner consent has been obtained
Ensuring that evidence for support in exams (Access Arrangements) is up-to-date and is provided in a timely fashion to the Exams department.	Learning Support Tutors
Ensuring correct Access Arrangements in place on day of exam	Exams Team
Monitoring effectiveness of support	Head of Department: Inclusive and Foundation Learning in conjunction with course teams and Heads of Department

9. Annual Report

The Head of Department for Inclusive and Foundation Learning will produce an annual report that details the following:

1. The numbers of high needs students, the number of supported students and kinds of special educational needs for which provision is made at the college.
2. Information relating to the success of supported learners and a comparison with learners without support, identifying any groups of students who are underachieving.
3. Information in relation to the mainstream curriculum about the college's policy for identification and assessment of learners with special educational needs.
4. How the college evaluates the effectiveness of its provision for supported learners.
5. Arrangements for assessing and reviewing supported learners.
6. How the curriculum and learning environment are adapted to enable supported learners to engage in activities together with learners who do not have special needs
7. Support that is available for improving the emotional, mental and social development of learners with special needs
8. The arrangements for consulting with learners with special needs, their parents/carers and significant others
9. How complaints from learners with special needs or their parents/carers are dealt with and the numbers of complaints/compliments.
10. Information on where the local offer is published

This report will form part of the self-assessment reporting process.