

College Manual/Share Point Section:	e.g. Student Services , Human Resources, Quality, Health & Safety etc.			
Responsibility:	Sarah Howes	Date doc. created:	February 2012	
E&D Impact Assessment date:	July 2013	Review date of doc.:	01/08/2017	

Additional Support Policy

1. Context

- 1.1 The College has a well-developed Additional Support Service, in January 2009 Ofsted recognised Additional Support as being an 'outstanding feature' of the College.
- 1.2 The College is committed to inclusive learning and widening participation; the College also takes its responsibilities under the Equality Act 2010 very seriously. There is an increased public awareness of disability rights which have placed more demands on educational establishments. Consequently there are high expectations of the College, together with budget constraints.
- 1.3 Students will be supported to develop an insight into their personal barriers and to develop strategies and skills that will encourage them to become independent learners.
- 1.4 The College aims to be anticipatory in our readiness to support students. The College's focus is to provide a flexible, responsive service to meet the needs of the individual. We base our ethos around the 'social model of disability', aiming to be a fully inclusive college.

2. Purpose

- 2.1 In presenting this policy the College seeks to:
 - a) Express it's full commitment to students with additional support needs;
 - b) Clarify the scope of the Additional Support Service;
 - c) Outline the roles and responsibilities of staff with regard to students with additional support needs;
 - d) Involve students in the planning of the support they will need at College;
 - e) Develop and maintain systems that encourage students to disclose their additional support needs before starting college so that their support can be planned and provided early in their programme of study;
 - f) Improve the outcomes for students with additional support needs in terms of retention, achievement, success, progression to employment or higher education;
- 2.2 Promote the development of greater independent study skills of students with additional support needs;

3. Definitions

- 3.1 “Students with additional support needs” is a term used to describe students who need adjustments making for them at College due to a medical condition, disability¹, sensory or physical impairment or learning difference or because English is their second language.
- 3.2 “Additional Support” is the term used to describe a broad range of support on offer to students with additional support needs including:
- a) the adjustments to be made by teaching staff (e.g. providing copies of handouts before the start of a lesson, giving advance notice to students of timetable changes or dates for mock exams);
 - b) the assistive technology to be provided by the Additional Support Team or made available in our Learning Resource Centre or Skills Development Centre;
 - c) one to one or small group support sessions provided by Specialist Learning Support Tutors and Learning Support Tutors;
 - d) the provision of in-class support by a member of the Additional Support Team (e.g. a Learning Support Assistant);
 - e) the adaption of materials into Braille or enlarged text;
 - f) Access to Examination Arrangements (AAE).

4. Aims

- 4.1 The implementation of the Additional Support Policy aims to ensure that the Additional Support Service:
- a) enables students with additional support needs to have the same opportunities at College as students without those needs;
 - b) maximises the use of Additional Support funding and other funding streams in supporting students with additional support needs;
 - c) complies with the Equality Act 2010, the Data Protection Act, Safeguarding legislation and the SEND Code of Practice: 0 – 25 years;
 - d) provides additional support in a manner that continues to maintain the integrity of any qualification (e.g. not doing the coursework for the learner but supporting the learner to do the coursework);
 - e) seeks ways to support students with additional support needs that promote their independence and prepare them for further study or employment;
 - f) meets the requirements of the current funding guidance and audit requirements.
- 4.2 This will be achieved through:
- a) ensuring those in receipt of support from the Additional Support Team are eligible to receive that support;
 - b) shared in-class support from Learning Support Assistants/Instructors, where possible, when support has been allocated in class;
 - c) the use of assistive technology, adjustments by subject tutors or out of class support, where applicable, to enable the student’s independence and to make economical use of resources;
 - d) providing information to all staff in College regarding their responsibilities under the Equality Act 2010 and the SEND Code of Practice: 0 – 25 years;
 - e) providing Continual Professional Development (CPD) opportunities and advice to staff that promote the understanding of students additional support needs;

¹ The College will not undertake to make a diagnosis of a disability.

- f) the continued development and implementation of systems that encourage disclosure of additional support needs before the student starts College;
- g) the provision of support as early as possible in the students programme;
- h) the promotion of the services offered by the Additional Support Team to staff and students;
- i) the development of resources to assist College staff in understanding the needs of students with additional support needs;
- j) the undertaking of risk assessments where there is a potential risk to students or staff due to the nature of the student's additional support need;
- g) ensuring that the sharing of information on students' additional support needs occurs only with their consent and where it is to their advantage².

5. Entitlement and Rights to Additional Support

- 5.1 Additional Support will be available to all students with a disclosed medical condition, disability, sensory or physical impairment, learning difference or language support need if they meet the entry requirements of their chosen course, and can access their chosen course with the help of "reasonable adjustments" by the College.
- 5.2 All students with an additional support need that disclose their needs to the College are entitled to:
- a) a consultation with a member of the Additional Support Team to agree Recommendations of how they will be supported during their transition to College (interview, enrolment, orientation around College) and whilst at College;
 - b) their Recommendations being followed by teaching and support staff they are in contact with, who may need to make adjustments;
 - c) refuse the support offered to them, unless there is a risk to their safety or that of other students and staff;
 - d) revisions of their Recommendations;
 - e) be able to speak in confidence to staff about their support needs. This information will not be passed on to other staff or external bodies without signed consent, unless they are at risk to themselves or others;
 - f) a risk assessment being undertaken, where attendance on their chosen course may pose a risk to themselves or to others;
 - g) access arrangements in exams, and during entry tests or assessments, if appropriate evidence is produced in advance of the exam or assessment and is in accordance with the JCQ Access Arrangements, Reasonable Adjustments and Special Consideration Regulations, to enable these adjustments to be provided.
- 5.3 24+ Advanced Learning Loans Bursary Fund statement 13/14
- a) The 24+ Advanced Learning Loans Bursary Fund is a scheme to help support students who are eligible for a 24+ Advanced Learning Loan and need additional financial support and Additional Learning Support (ALS), including exceptional Learning Support. ALS covers support such as Learning Support Assistant support, learning resources or necessary adjustments under the Equality Act 2010. ALS will be available on a needs assessed basis, i.e. not related to income. As the fund is limited, it will be allocated on a 'first come first served basis', the college will however continue to make reasonable adjustments.
 - b) Following assessment, and in line with the Additional Support Policy, support up to a value of £4,000 per annum will be available to all Loans-funded learners who need it. Support over that level will be available subject to a decision made by the Admissions

² For further information on disclosure please refer to Student Disclosure, Passing on Information and Confidentiality Policy

Panel. This will include a financial decision based on whether New College can afford reasonable adjustments, and the Equality Act 2010.

- c) A student who decides not to take out 24+ Learning Loan and require additional support will not be entitled to access the ALS budget. The student will be able to pay for any support deemed appropriate which is over and above what is considered to be a reasonable adjustment i.e. Specialist Teachers Report or Educational Psychological report to inform AAE. As a reasonable adjustment students will be able to meet with a Learning Support Tutor in order that Recommendations can be compiled to support classroom differentiation, they will be able to access Study Skills Workshops.

6. Access to Examination Arrangements

- 6.1 The College will only undertake a screening and/or assessment necessary to apply for Access to Examination Arrangements (AAE) on behalf of the student, if it is detrimental to the student's learning experience not to do so.
- 6.2 It is the responsibility of the student and/or their parent/carer to ensure that paperwork relating to access arrangements is still valid and up to date.
- 6.3 Access to examination arrangements can only be activated by the student or personal tutor by contacting the Exams team or the Additional Support Administrator at the start of the academic year
- 6.4 The College will ensure that the student is counselled before embarking on any further screening and/or assessment.
- 6.5 Entry onto the screening/assessment waiting list:
 - a) Evidence of a student's Normal Way of Working (NWoW)/ Picture of Need (PoN) has been recorded;
 - b) The student's status is recorded as either screening, assessment or updated assessment;
- 6.6 Waiting list priorities:
 - a) early exam dates identified;
 - b) student's first exam date is recorded on the waiting list, the waiting list is then prioritised by the date of the first exam and the date the student first appeared on the waiting list;
 - c) students who are known to be going on to University will be prioritised by the date of their final exam;
- 6.7 There will be a **very** limited number of full reports completed by the Additional Support team each academic year. This is to ensure that the Specialist Learning Support Tutors can maintain their practicing certificate in order to assess students for AAE and the completion of the Form 8. Students will be selected for a full assessment using the aforementioned priorities, their previous full engagement with Additional Support and the very strong likelihood that they will be applying for the Disabled Students Allowance (DSA) in order that support is in place for them at Higher Education. Students requiring DSA should be advised to contact their University as funding or assisted funding may be in place to support assessment for DSA.

- 6.8 The student must be aware:
- a) that if they are aged 16 -18, the student's parent/carer or guardian, with the student's consent, will be made aware of any further assessment;
 - b) that further assessment will only be recommended if the student is committed to improving any skill's weaknesses identified within the report

7. Roles and Responsibilities

7.1 When working with students with additional support needs, **teaching staff** have the responsibility to:

- a) make reasonable adjustments for students with additional support needs;
- b) pro-actively liaise with in-class support staff to ensure effective implementation of the Recommendations;
- c) as far as possible, follow the advice provided by staff from the Additional Support Team (either verbally, via e-mail or within the Recommendations);
- d) seek advice or training from staff within the Additional Support Team to develop their skills and knowledge in making adjustments;
- e) as far as possible ensure that the Recommendations provided by the Additional Support Team is fulfilled;
- f) respect the students confidentiality (unless they are a risk to themselves or others) in only passing on information to others where the student has given their permission, and where it will be of benefit to them;
- g) if a student is requesting access arrangements a Picture of Need (PoN) Normal Way of Working (NWoW) form **must** be completed and returned to the Exams Office before any screening or assessment can take place. The student must be made aware of exam board deadlines for the application of Access to Examination Arrangements. The forms can be found on the Staff Portal.
- h) use strategies in making adjustments that encourage students' independence.

7.2 Personal tutors have the responsibility to:

- a) ensure that they are familiar with their Tutees Recommendations that are embedded onto ProMonitor;
- b) contact the Additional Support Team if the student starts to have any difficulties (for example, failure to make academic progress or falling behind with assignment deadlines)³;
- c) involve members of the Additional Support Team who have worked with their tutees when considering enrolment onto another New College course, progression onto Higher Education or employment opportunities.

7.3 The Additional Support Team have a responsibility to:

- a) liaise with teaching staff to ensure effective implementation of the Recommendations;
- b) liaise with teaching staff on issues that arise that affect the student they are supporting;
- c) keep their colleagues within teaching teams and the Additional Support team abreast of any problems or changes that occur affecting the student;
- d) minimise disruption to classes in the course of supporting their students;
- e) support students in a manner that ensures the integrity of academic standards and encourages independence.

7.4 The student has a responsibility to:

³ For further guidance please see the College's Fitness to Study Procedure

- a) attend appointments with the Additional Support Team promptly;
- b) attend 1:1 teaching sessions with either the Specialist Learning Support Tutors or Learning Support Tutors promptly;
- c) inform the Additional Support Team of any relevant changes to their circumstances,
- d) Failure to attend a Diagnostic Interview, screening for Access to Examination Arrangements or Assessment for Access to Examination Arrangements will mean that your name is removed from the relevant waiting list. It will be your responsibility to contact Additional Support to request a further appointment additionalsupport@newcollege.ac.uk or visit the Skills Development Centre (BG06).

7.5 College Managers have a responsibility to:

- a) work with the Additional Support Team in making adjustments for students with additional support needs;
- b) provide advance notice of timetable changes so that support staff can be effectively deployed and students prepared for those changes;
- c) ensure that entry requirements for their courses are explicit and appropriate and include a requirement for literacy and numeracy levels
- d) change classrooms for a course, where the elected classroom is inaccessible for a student with additional support needs and the curriculum can be delivered in a changed setting;
- e) timetable students with a need for in-class support together, where possible, so that support staff can be deployed effectively;

- f) explore in advance the use of small group teaching where support would best be delivered in this way and within the ALS funding regulations.

7.6 The Additional Support Manager has the responsibility to:

- a) advise staff and managers on appropriate strategies in making “reasonable adjustments”;
- b) promote fair distribution across College of additional support resources;
- c) work with the HR Team Leader to provide relevant CPD events that meet the needs of teachers and business support staff.

8. Monitoring and Evaluation

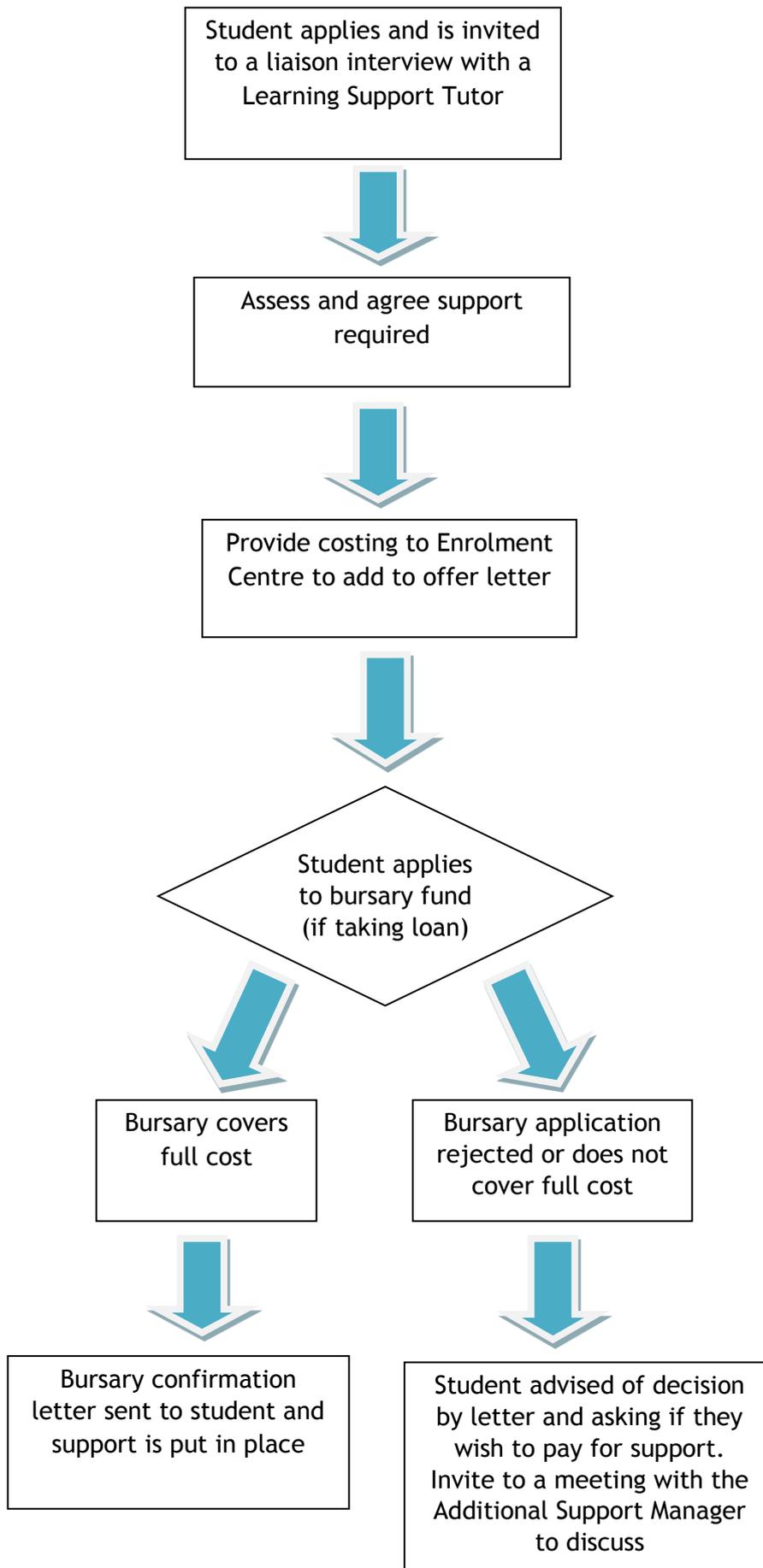
- 8.1 The provision of Additional Support will be monitored and evaluated on an annual basis via the College's self-assessment process in order to:
 - a) improve the additional support provided;
 - b) improve the procedures by which additional support is organised;
 - c) ensure the effective use of resources allocated to the Additional Support Team;
 - d) measure the retention, achievement, success and progression rates of students with additional support needs;
 - e) improve systems and encourage disclosure of additional support needs.
- 8.2 The eligibility of those in receipt of support and the production of Recommendations agreed by students will be monitored via the College's internal audit processes.
- 8.3 The correct use of ALS funding will be monitored through internal and external audit processes.

9. Communication

- 9.1 The Additional Support Policy will be communicated to staff via: the Staff Intranet, the Tutorial Handbook, the Handbook for Lecturers and Learning Support Assistants, Quality Improvement Board, the Equal Opportunities Monitoring Group and the College Managers meetings.
- 9.2 Communication to students and stakeholders will be via the College web-site and the Student Intranet.

Appendix 1

Process for ALS 24+ assessments



Linked Policies:

- Student Disclosure – passing on Information and Confidentiality Policy
- Fitness to Study Policy
- Equalising of Opportunities – Celebrating Diversity Policy
- Recording of Lectures Policy

NEW COLLEGE EQUALITY IMPACT ANALYSIS**DATE: 02/04/2015****Function: Enter the topic of the policy, procedure or plan**

This policy, plan, procedure, process has been examined for equality impact, i.e., the impact that this function will have on different groups of actual and potential learners, service users and staff taking account of the protected characteristics of the Equality Act 2010 (**age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation**).

1. **If Equality Impact Analysis is not relevant to this function, give reasons and proceed to section 5 below.**

2. **In what ways could this function have a negative impact on any of the groups above? What actions have been taken to eliminate these?**
None

3. **In what ways could this function have a positive impact on any of the groups above? How will this function be used to eliminate discrimination, advance equality of opportunity and foster good relations between different groups? Are there plans for the future which will further advance equality?**

The guidance to staff in this policy is intended to ensure that staff are aware of their roles and responsibilities in ensuring equality of opportunity for learners with Additional Support needs. The College aims to be anticipatory in our readiness to support students. The College's focus is to provide a flexible, responsive service to meet the needs of the individual learner. The policy also informs students of their responsibilities in relation to Additional Support.

4. **What evidence supports your judgment e.g. consultations, observations, expert opinions, quantitative or qualitative surveys? If the evidence is in the form of an additional document, where is it stored?**

The impact of the ALS provision is measured by tracking the retention and achievement of learners and by collecting staff and student opinion. This material is analysed as part of the annual departmental SAR. Additional detail is available from the ALS Manager.

5. **Name and job title of manager responsible:**

Sarah Howes; Additional Support Manager