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1. Introduction and Scope

New College has a well-developed Additional Support Service, in January 2009 Ofsted recognised Additional Support as being an 'outstanding feature' of the College. Since then, subsequent Ofsted Inspections have recognised Additional Support as an 'outstanding' feature of the college. In November 2018, the Skills Development Centre achieved the British Dyslexia Associations Quality Mark.

The College is committed to inclusive learning and widening participation; the College also takes its responsibilities under the Equality Act 2010 and the SEND Code of Practice very seriously. There is an increased public awareness of disability rights, which have placed more demands on educational settings. Consequently, there are high expectations of the College, together with budget constraints.

Students will be supported to develop an insight into their personal barriers to education and to develop strategies and skills that will encourage them to become independent learners in preparation for adulthood.

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. Policy Objectives

In presenting this policy the College seeks to:

- Express its full commitment to students with additional support needs
- Clarify the scope of the Additional Support Service
- Outline the roles and responsibilities of staff with regard to students with additional support needs
- Involve students in the planning of the support they will need at College
- 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
- Improve the outcomes for students with additional support needs in terms of retention, achievement, success, progression to employment or higher education.
- Promote the development of greater independent study skills of students with additional support needs in preparation for adulthood.

3. Definitions

“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.

“Additional Support” is the term used to describe a broad range of support on offer to students with additional support needs including:

- The adjustments to be made by teaching staff (e.g. allowing sufficient time for processing new information and reading, providing deadline reminders and clear directions for tasks, ensuring that class materials are available on the VLE)
- Assistive technology which can be accessed through the Library
- One to one or small group support sessions provided by Specialist Learning Support Tutors and Learning Support Tutors
- Following a Diagnostic Interview, access to shared in-class support with a Learning Support Assistant, when possible. Students with an EHCP will always be a priority, if identified within Section F of the EHCP.
- Access to Examination Arrangements (AAE).

4. Aims

The implementation of the Additional Support Policy aims to ensure that the Additional Support Service:

- Enables students with additional support needs to have the same opportunities at College as students without those needs
- Maximises the use of Additional Support funding and other funding streams in supporting students with additional support needs
- Complies with the Equality Act 2010, General Data Protection Regulation (May 2018), Children’s & Families Act 2014, Safeguarding legislation and the SEND Code of Practice: 0 – 25 years
- Provides additional support in a manner that continues to maintain the integrity of any qualification (e.g. not doing the coursework for the student but supporting the student to do the coursework)
- Seeks ways to support students with additional support needs that promote their independence in preparation for adulthood i.e. the use of assistive technology,
- Meets the requirements of the current funding guidance and audit requirements.

¹ Definition of disability under the Equality Act 2010 – You’re disabled under the Equality Act 2010 if you have a physical or mental impairment that has a ‘substantial’ and ‘long term’ negative effect on your ability to do normal daily activities. What ‘substantial’ and ‘long term’ mean. ‘substantial’ is more than minor or trivial. ‘long term’ means 12-months or more.

This will be achieved by:

- Ensuring those in receipt of support from the Additional Support team are eligible to receive that support
- Shared in-class support from Learning Support Assistants/Instructors, where possible, when support has been recommended in class for students with Education, Health & Care Plans
- The use of assistive technology, adjustments by subject tutors or out of class support, where applicable, to enable the student's independence
- Providing information to all staff regarding their responsibilities under relevant, current legislation
- Providing Continual Professional Development (CPD) opportunities and advice to staff that promote the understanding of students with additional support needs
- The continued development and implementation of processes that encourage disclosure of additional support needs before a student starts College
- The provision of support as early as possible in the students programme
- The promotion of the services offered by the Additional Support Team to staff and students
- The development of resources to assist College staff in understanding the needs of students with additional support needs
- To ensure that appropriate action is taken where there is a potential risk to students or staff due to the nature of the student's additional support need
- Ensuring that the sharing of information on students' additional support needs occurs only with their consent and where it is to their advantage.

5. Entitlement and Rights to Additional Support

Additional Support will be available to all students with a disclosed and evidenced, 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.

All students with an additional support need that disclose their needs to the College are entitled to:

- A Diagnostic Interview with a Specialist Learning Support Tutor/ Learning Support Tutor to agree Recommendations on how they will be supported whilst at College
- Their Recommendations being followed by teaching and support staff they are in contact with, who may need to make reasonable adjustments
- Refuse the support offered to them, unless there is a risk to their safety or that of other students and staff
- Revisions of their Recommendations
- 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 consent, unless they are at risk to themselves or others

- Access arrangements in exams, for all internal/external, formal/informal 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.

Advanced Learner Loan: Bursary Fund

The Advanced Learner Loan; Bursary Fund is a scheme to help support students who are eligible for an Advanced Learner 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 2019. 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.

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 Panel. This will include a financial decision based on whether New College can afford reasonable adjustments, and the Equality Act 2019.

A student who decides not to take out an Advanced Learner Loan and requires 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. 1:1 specialist teaching. 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 also have access to Drop-in Study Skills sessions in the Skills Development Centre (BG06), we will also ensure that Access to Examination Arrangements are in place. It must be noted that any missed appointments will be charged for.

6. Access to Examination Arrangements

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.

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.

Access to examination arrangements can only be activated by the student or Progress Coach by contacting the Additional Support Administrator at the start of the academic year.

Entry onto the screening/assessment waiting list:

- Evidence of a student's Normal Way of Working (NWoW)/ Picture of Need (PoN) has been recorded
- The student's status is recorded as either screening, assessment or updated assessment.

Waiting list priorities:

- Early exam dates identified i.e. November GCSE English & Maths
- By the date of the exam, overall attendance and the date the student first appeared on the waiting list
- Students who are known to be going on to University will be prioritised by the date of their final exam.

Students on a Pre 16 programme (aged 14-16):

- The student's parent/carer will be made aware of any further assessment via email and/or Proportal.

For Access Arrangement Deadlines, please see Appendix 1.

New College, Swindon will follow JCQ Regulations (GR 5.4e), in assuring that there is a process in place to check the qualifications of the centre's assessor (s).

7. Roles and Responsibilities

When working with students with additional support needs responsibilities vary.

Teaching staff have the responsibility to:

- Make reasonable adjustments in line with the Recommendations for students with additional support needs
- Pro-actively liaise with in-class support staff to ensure effective implementation of the Recommendations
- As far as possible, follow the advice provided by staff from the Additional Support Team (either verbally, via e-mail or within the Recommendations)
- Seek advice or training from staff within the Additional Support Team to develop own skills and knowledge in making reasonable adjustments and understanding of learning differences/disabilities
- Respect the students right to 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
- If a student is requesting access arrangements a 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, usually the 21st February each year. The forms can be found on the Staff Porta/VLE.

Progress Coaches have the responsibility to:

- Ensure that they are familiar with their Tutees Recommendations that are embedded within ProMonitor
- 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)²
- 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.

The Additional Support Team have a responsibility to:

- Liaise with teaching staff to ensure effective implementation of the Recommendations
- Liaise with teaching staff on issues that arise that affect the student they are supporting
- Keep their colleagues within teaching teams and the Additional Support team abreast of any problems or changes that occur affecting the student
- Minimise disruption to classes in the course of supporting their students
- Support students in a manner that ensures the integrity of academic standards and encourages independence.

The student has a responsibility to:

- Attend appointments with the Additional Support Team promptly
- Attend 1:1 teaching sessions with either the Specialist Learning Support Tutors or Learning Support Tutors promptly
- Inform the Additional Support Team of any relevant changes to their circumstances
- 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).

College Managers have a responsibility to:

- Work with the Additional Support Team in making adjustments for students with additional support needs
- Provide advance notice of timetable changes so that support staff can be effectively deployed and students prepared for those changes,
- Ensure that BSL (British Sign Language) Interpreters are booked for students requiring a BSL Interpreter
- Ensure that entry requirements for their courses are explicit and appropriate and include a requirement for literacy and numeracy levels,

² For further guidance please see the College's Fitness to Study Procedure

- 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
- Timetable students with a need for in-class support together, where possible, so that support staff can be deployed effectively
- Explore in advance the use of small group teaching where support would best be delivered in this way and within the ALS funding regulations.

The Additional Support Manager has the responsibility to:

- Advise staff and managers on appropriate strategies in making “reasonable adjustments”
- Promote fair distribution across College of additional support resources
- Work with the HR Team Leader to provide relevant CPD events that meet the needs of teachers and business support staff.

8. Impact

The provision of Additional Support will be monitored and evaluated on an annual basis via the College’s self-assessment process and learner feedback in order to:

- Improve the additional support provided
- Improve the procedures by which additional support is organised
- Ensure the effective use of resources allocated to the Additional Support Team
- Measure the retention, achievement, success and progression rates of students with additional support needs
- Improve processes and encourage disclosure of additional support needs.

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.

The correct use of ALS funding will be monitored through internal and external audit processes.

9. Communication

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.

Communication to students and stakeholders will be via the College web site and the Student Intranet.

10. Education, Health & Care Plans (EHCP)

EHCPs Will be reviewed on an annual basis, but not always 1-year on from the previous Year-11 Annual Review,

New College, Swindon will follow statutory guidance in all aspects of the Annual review process, including notice of meetings etc.,

- The meeting will be either held in person or on-line,
- It is the responsibility of the funding Local Authority SEND Service to ensure that students/parents/carers have a copy of the updated EHCP.

Mental Capacity³ will be assumed, unless a valid Capacity Assessment is provided by parent/carer.

EHCPs will remain in place until:

- The Outcomes in Section E have been achieved,
- The student leaves further education after 18-years of age, to go into employment of Higher Education,
- The Outcomes have not been met and the students is 25-years of age,
- The student/parent/carer wants the EHCP to be ceased.

The final decision on ceasing an EHCP remains with the funding Local Authority.

The British Dyslexia Association (BDA) have had sight of this policy as a part of the accreditation process, which enabled New College, Swindon to achieve the BDA Quality Mark for a Designated Unit; Skills Development Centre.

³ Mental capacity is normally defined by a person's ability to make decisions for themselves, at the time the decision needs to be made.

11. Version Control

Document Location

*This document if printed can only be considered up to date on the day that it was printed.
For a current version of this document please see the Central Storage Library.*

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