

<b>Quality Policy</b>	<b>Quality Office Reference:</b>
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<b>Policy No:</b>	
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<b>Policy Title:</b>  <b>Additional Learning Support</b>
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<b>Written By:</b>	<b>Checked By:</b>	<b>Approved by:</b>
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<b>Date: Dec 2017</b>	<b>Date: Feb 2020</b>	<b>Date: Feb 2020</b>

## **Introduction**

New City College is an inclusive learning environment where learning, achievement and progression are accessible to everyone. Additional Learning Support will encourage access and progression based on the individual needs of all learners and is based on the principle that:

All learners have the right to work, study and progress in a College environment where they:

- a. are fully respected;
- b. feel welcomed;
- c. are treated fairly;
- d. are encouraged to disclose additional learning needs;
- e. have equality of opportunity for learning and training;
- f. have full access, wherever possible, to the range of College facilities and services
- g. feel confident that action will be taken to address any reported harassment or discrimination.

Young people entering post-16 education and training at the college should be accessing provision which supports them to build on their achievements at school and which helps them progress towards meeting their aspirations and preparing them for adulthood.

Additional Learning Support (ALS) is a key element of the College's mission of removing barriers and to raising achievement for everyone.

## **Intent**

The implementation of the Learning Support Policy aims to ensure that the college:

- maximises the use and effectiveness of LS funding and other funding streams in supporting students with disabilities and/or learning difficulties;
- complies with the Disability Discrimination Act, the Equality Act, the Data Protection Act and Safeguarding legislation, the Children and Families Act and the SEND Code of Practice with the college making all reasonable efforts to secure appropriate provision as described within a learner's EHCP;
- provides Learning Support in a manner that maintains academic, professional and technical standards, to promote independent living/study skills to enable all young people to reach their full potential and be the best they can be.
- seeks ways to support students with disabilities and/or learning difficulties that promote their independence and prepare them for the world of work and/or further study;
- meets the requirement of the relevant funding guidance/audit requirements;
- enables students with disabilities and/or learning difficulties to have the same opportunities at college as students without those needs.

This will be achieved through:

- ensuring that students receiving support are eligible for support through robust and thorough initial assessment;
- the flexible use of resource to promote independence, whilst ensuring all students have access to appropriate levels of support;
- the use of assistive technology wherever possible to reduce reliance on human support, adjustments by subject tutors or out of class support, where appropriate, to promote independent study skills;
- providing information to all staff in College regarding their responsibilities under the Equality Act and SEND Code of Practice;
- alerting all staff to sources of advice on disability issues;
- continuing to develop, implement and review systems that encourage prospective students to declare disabilities and/or learning difficulties prior to course interview; enabling teachers to have the awareness and subsequent knowledge to best support their students;
- early identification of support needs and the promotion relevant college/external services;
- the development of resources to assist staff in understanding the needs of students with disabilities and/or learning difficulties;

- the undertaking of risk assessments where there is a potential risk to students or staff due to the nature of the students' Learning Support need;

### **What is ALS?**

Additional Learning Support is any activity that provides direct support for learning to individual learners, over and above that which is normally provided in a standard learning programme. The need for ALS may arise from a specific learning difficulty and/or disability, from a medical condition or from literacy, numeracy or language support requirements.

### **Policy**

#### **Aims**

The ALS Team aims to provide a range of effective and high quality support mechanisms for learners with additional learning needs, as part of their entitlement to an inclusive learning programme, so that learners can;

- progress confidently in education and training
- successfully complete their studies at college
- develop their confidence, independence and employability skills
- enhance their ability to progress in life, learning and work.

The ALS Team ensures that learners have access to and benefit from;

- advice, guidance and information about ALS
- appropriate initial and diagnostic assessment procedures
- involvement in the planning, reviewing and evaluation of ALS provision
- a support plan which takes account of individual needs and encourages greater autonomy
- support in a variety of formats, with innovative arrangements tailored to individual need
- appropriate resources and support, including supported drop-in areas that have specialist computer software/enabling technology (Learning Zone)
- staff who have relevant qualifications, training and experience
- effective liaison between teaching staff, learner services and outside agencies.

### **What are ALS Activities?**

The types of ALS provided for learners may include the following;

- additional teaching, either to reduce class sizes or to provide other specialist staffing: for example, personal care assistant, mobility assistant, reader, note-taker, amanuensis, in-class support assistant;
- specialist tutor (for example, teacher of the deaf, or teacher of learners with dyslexia)
- communication support worker (for example, Brailist or support for deaf learners);
- counselling (where such support is necessary to enable a learner to achieve their learning goal)
- access arrangements, reasonable adjustments and special considerations for exams
- equipment e.g. assistive technology

- **What are NOT ALS Activities?**

- childcare
- transport to the provider, (although it could include transport between different sites of the provider for learners with mobility difficulties)
- additional help to most learners in a group (this does not apply to discrete groups of learners with specific learning difficulties and/or disabilities)
- where an individual is following a programme at a level above that for which he or she has been assessed as capable of achieving
- basic skills support for learners who are already enrolled on literacy, numeracy or language (ESOL) course
- support for everyday difficulties experienced by learners on their programmes (for example, an A-level Mathematics learner experiencing difficulty with calculus), nor for such activities as preparing for university entrance.

### **Who is Eligible?**

The College will work collaboratively to identify and monitor students who need additional learning support.

This will include:

- The duty to co-operate with Local Authorities on arrangements for students who have SEN
- The duty to admit a young person if the College is named in an Education Health Care Plan.
- Additional Learner Support Policy
- Attending transition meetings with key feeder schools prior to enrolment to establish students' needs.
- Ensuring the application process offers students an opportunity to declare support needs.
- Initial and on-going assessments.
- Regular monitoring of students' progress
- Accessing external specialist services and expertise as required, e.g. CAMHS, Educational Psychologists.
- Maintaining records of students' progress and support.

### **Scope and Responsibilities**

**Additional Learning Support is the responsibility of all staff at New City College**

**All teaching staff** have a responsibility to ensure that students with potential or actual support needs are identified and referred to the ALS service for further assessment and identification of needs.

**All teaching staff** have a responsibility under The Equality Act 2010 to ensure that all learning takes account of individual differences.

This involves:

- making reasonable adjustments to teaching and learning materials
- respecting confidentiality
- promoting and fostering inclusion
- proactively engaging with discriminatory conduct by others.

**Subject teachers** should design a scheme of work which is appropriate to the level of the course and the learners. They should consider differentiation, classroom activities and appropriate resources in order to effectively deliver their subject to learners.

**Senior Curriculum Managers** oversee schemes of work and should work with subject teachers to ensure that any issues of concern over a learner's performance which may arise from additional needs is raised with the Study Support / Disability teams. Fair recruitment practice should be discussed and agreed.

**Managers responsible for additional support** are responsible for ensuring that the policy is implemented and understood, and for the day to day management of the resource.

**Specialist Roles – e.g. Disability Support Co-ordinators** carry out assessments for learners with medical support needs, moving and transferring assessments, Personal Emergency and Egress Plan (PEEP), advice and support on personalisation of learning, BSL interpreters

**Specialist Teachers** carry out further assessments to explore areas of difficulty and support applications for exam access arrangements. They plan and deliver teaching to meet identified needs, liaise with the Exams team, advise curriculum colleagues on 'normal way of working' in the classroom, and contribute to the continuing professional development of college staff.

**Personal Tutors** should give learners the opportunity to discuss their additional needs and should liaise with the support teams where appropriate. If the learner has an Education, Health and Care Plan, the personal tutor should be aware of any recommendations which impact on learning.

**Learning Support Assistants (LSAs):** provide a range of interventions to support learner success and progression and should be aware of the support needs of individuals within their curriculum area. They provide a link between the learners, teaching staff and the support teams.

**Marketing:** provide information in accessible formats about support available.

**Student Services:** provide information, advice and guidance on services available and provide access to other specialist support services e.g. counselling, welfare, housing advice.

**Estates:** provide support for learners to stay safe.

**Examinations manager and officers:** liaise closely with teachers carrying out assessment to support applications for exam access arrangements, and submit the application via the 'Access Arrangements Online' platform.

**Study Centre coordinators and staff** support learners to access resources and learning materials. They show learners how to use Moodle and access e-resources. They are familiar with key texts and activities and can help learners to develop research skills.

## **Policy Statement**

The ALS Team is committed to delivering outstanding Additional Learning Support provision. The Additional Learning Support Policy ensures that the team is able to effectively support any individual who declares a specific learning difficulty and/or disability or who has literacy, numeracy or language support needs.

**Implementation of the Policy**

Overall responsibility for implementation and review rests with the Head of Foundation Learning Faculty. All ALS staff are obliged to adhere and support the implementation of the policy. The College will inform all stakeholders of the policy and their role in the implementation. The ALS Team currently supports more than 1,500 learners annually.

**Monitoring**

The policy will be monitored on an on-going basis through the ALS Team meetings and relevant management meetings.

The following will be monitored:

- student progress
- teaching and Learning
- co-ordination
- exam entries
- other relevant matters.

**Reviewing the Policy**

The Policy will be reviewed and if necessary revised in the light of legislative or organisational changes. Improvements will be made as a result of an established annual review.

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**Equality Impact Assessment:**

Completed: Y / No.... Date: ..... Signed: ..... Name: .....

**Additional Information:**

- Apprenticeships Skills, Children and Learning Act, 2009
- Equality Act, 2010
- Children and Families Act, 2014
- 0-25 SEN and Disability Code of Practice, 2014

**Reference Associated Procedures:**

ALS Procedures and Guidelines - Support (inc. Dyslexia, LDD and other), Transport Guidelines, Learning Zone Guidelines, Lunch Cover Guidelines, Personal Care Support Guidelines

**This is the policy statement of New City College the overall responsibility for the policy is that of:**

Signed: 	Name: Marilyn Nunney	Date: 7/2/20
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**Policy Review Date: Feb 2021**