Policy/Procedure/Guideline Review

Policy/Procedure/Guideline:	Additional Learning Support
Senior Leader Responsible:	Deputy Principal Curriculum & Quality
Author:	Additional Learning Support Manager, supported by Director of Learner Services
Approved By:	Senior Leadership Team
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Publication:	New Staff Hub
Changes Made:	6.1 Updated to ensure clarity on the use of external support workers (ES) and external support services

Additional Learning Support Policy

1. Introduction

Nelson and Colne College Group is committed to actively promoting equality of opportunity to ensure that all students reach their learning potential and achieve success on an appropriate course of study.

This policy formalises how Nelson & Colne, Accrington & Rossendale and Lancashire Adult Learning College sites will maintain standards for students with disabilities and/or learning difficulties as described in the Special Educational Needs and Disability (SEND) Code of Practice 2014:

All teachers are teachers of Special Educational Needs and Disability (SEND). Good quality Learning Support is underpinned by high quality teaching, learning and assessment and should not replace it. In addition, all college employees have a duty to make reasonable adjustments for students with SEND.

2. Purpose

The purpose of the Additional Learning Support (ALS) policy is to ensure that Nelson and Colne College Group:

• Articulate its full and continued commitment to students with disabilities and/or learning disabilities

• Clarify the scope of the Additional Learning Support Service

• Outline the roles and responsibilities of all college staff with regard to students with disabilities and/or learning difficulties, incorporating the college ethos that **all** teachers are teachers of SEND and that **all** college employees have a duty to make reasonable adjustments for students with SEND

• Involve students in person centred planning and the review of their support at college

• Provide appropriately trained and/or experienced staff to be able to respond to the diverse range of learning support needs. The college endeavours to grow the necessary talent within its workforce where possible, but may purchase specialist support in response to Education Health and Care Plans and where supported by the Local Authority.

• Develop and maintain systems that encourage students to disclose their disabilities and/or learning difficulties, preferably as part of the pre-entry admissions process

• Improve outcomes for students with SEND and High Needs in terms of retention, achievement and progression to further education, training and/or employment and access into or progression within HE

• Promote the independence of students with disabilities and/or learning difficulties, SEND and high needs

- Maximise the use and effectiveness of Additional Learning Support funding and other funding streams in supporting students with disabilities and/or learning difficulties

- Comply 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 an EHCP

- Provide Additional 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

- Seek 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

- Meet the requirement of the relevant funding guidance/audit requirements

- Enable students with disabilities and/or learning difficulties to have the same opportunities at college as students without those needs

3. Legislative/Quality Framework

Details of any legislative and quality of funding agency requirement, that this policy links to are:

- The Disability Discrimination Act
- The Equality Act
- The Data Protection Act
- Safeguarding Legislation
- The Children and Families Act
- The SEND Code of Practice
- Funding bodies are EFSA and Local Authorities

4. Scope

This policy applies to everyone in our college including all students, staff, leaders and subcontractors and it should be read, understood and adhered to, alongside the policies and procedures listed in Section 12.

5. Definitions

5.1   The broad scope of Additional Learning Support (ALS) ensures that students with disabilities and/or learning difficulties have access to the full college experience and include:

- Reasonable adjustments made through high quality and personalised teaching (e.g. differentiation, providing copies of lesson notes, 1:1 teaching time, opportunities to attend enhancement services

- Services delivered by the Additional Learning Support Team (e.g. Learning Support Assistants, Learning Support Tutors, Communication Support Workers, specialist equipment), or provided by external specialist services to enable access to learning

- Services linked to our Additional Learning Services team, e.g. transport coordination, mental health support, counselling etc

- Adaptation of all learning materials by the Curriculum teams and/or Support Teams, including access to all electronic media, e-learning resources and assistive technology provided by the Learning Support Team, or available in our Libraries

- Exam Access Arrangements

- Adjustments made by business support areas (e.g. IT Services/Estates)

- Reduction of class sizes where appropriate

- Support to access activities such as enrichment and work experience

- Reviews of support plans and the setting of personalised targets to assist in preparation for adulthood

- Ability to speak in confidence to staff about their support needs. This information will not be shared without their consent, unless there are safeguarding concerns

- A **Support Plan** is designed by the ALS Team to advise staff on the adjustments needed for students with disabilities and learning difficulties, SEND and includes bespoke documentation for those students classified as High Needs

5.2 A student with additional learning needs is someone who requires **reasonable adjustments** to the support over and above that which is usually provided by the teacher. This may be due to a disability or difficulty.

5.3 Disability is defined under the Equality Act 2010 as "a physical or mental impairment that has a "substantial" and "long term" negative effect on *your* ability to do normal every day activities, that have existed for 12months or more, or likely to do so".

Nelson and Colne College Group recognise that some additional learning needs may be temporary due to illness or injury. In this case where the effects of the additional need have a substantial effect on the students' ability to access learning at an appropriate level and make progress, additional learning support can still be provided.

6. **Access Routes to Additional Learning Support**

6.1 Additional Learning Support will be available to all students that declare that they have a need, a disability, learning difficulty or health requirement 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 (subject to resources).

Assessments for students with Education Health Care Plans (EHCPs) or students with complex support needs, should be completed prior to enrolment to ensure that the college can meet their needs and that there is a smooth transition into education.

All students with disabilities and/or learning difficulties that disclose their needs will be offered an initial assessment of their learning support needs. Where appropriate and within funding rules they should be entitled to:

- A specialist Support Tutor/Practitioner to act as a key contact and oversee their support at College

- A support plan outlining the recommendations to Curriculum Teams on how best to support them, and what support will be available to them

- Their support plan being followed by curriculum and support staff

- Reviews of their support plan and the setting of personalised targets to assist in their preparation for adulthood

- Risk assessment being undertaken, where attendance on their chosen course may pose a risk to themselves or others

- Apply for exam access arrangements with support from Teachers, if appropriate evidence is available to fulfil examination board requirements, including a picture of how the student works in lessons

- Decline the support offered to them, unless there is a safeguarding risk

- Learning Support Assistants, who are only provided by the Additional Learning Support Team in order to ensure quality of provision. However, The ALS Team does not provide specialist support for medical needs and complex personal care. Where a learner needs to attend College with these needs, all reasonably practicable efforts will be taken to meet these needs via external support (sourced by the college group) where possible.

6.2   **Higher Education Programmes**

- Students requiring support will need to apply for Disabled Students Allowance (DSA) and should also be referred to Additional Learning Support Team.

Advice can be sought from the Additional Learning Support Team regards this process but DSA application must be made by and managed by individual students. Once a DSA application has been concluded, students should share the report with their teachers so that they can work with the ALS Team to assess the reasonable adjustments that need to be put in place as a consequence.

Students that have an additional learning support need that does not require a DSA should be referred to Additional Learning Support to assess the reasonable adjustments that can be provided

- Higher Education students are responsible for being pro-active and timely in responding to the requests from the ALS Team and applying for the Disabled Students Allowance (DSA) and the Technical Needs Assessment (TNA) with ALS support and guidance

- Under normal conditions at least 4 weeks' notice is required when requesting exam concessions to be put in place. The HE Office must be informed of requests and it is the HE Office responsibility for ensuring all exam concessions are in place and appropriately staffed

- Students who have commissioned their support through external agencies such as Randstad should notify their teachers. If a student wishes to have their support delivered at the college site, they should notify the HE Office as soon as possible and at least **one week prior** to appointment. The HE Office will communicate whether the college can accommodate. The visiting external support agency worker will need to go through safeguarding and visitor processes and must report to reception on arrival of any of the college sites

- Where external agencies provide support, it is not the responsibility of Nelson & Colne College Group to ensure that the support is correct.

6.3   Apprenticeships

Students requiring learning support on Apprenticeships should be referred into the ALS Team in the usual way for assessment prior to starting their learning programme. Students should be signposted to the Access to Work funding available and be supported to complete the relevant paperwork should they require support in the workplace which is over and above the reasonable adjustments made by the employer/college Assessor.

The Additional Learning Support Team will assess students and allocate support levels as appropriate.

Students that do not declare disability and/or learning difficulty at application stage, or do declare but do not engage with assessment prior to entry, should be referred to the ALS Team by Tutor/Assessors if the student is experiencing difficulties at any point of their learning.

6.4   Subcontracted Provision

In subcontracted provision, partners must ensure that mechanisms are in place that capture the additional needs of students at both their starting points and on programme. Where appropriate subcontractors should provide a range of support interventions that ensures students are not disadvantaged and can continue to learn and achieve at the same rate as their peers. In instances where the subcontracted provider cannot provide the support by students, or they are delivering on either of the main college sites, students should be referred to the Additional Learning Support Team via the usual referral process.

At any time during the subcontracted arrangement, the college will expect to receive a full understanding of the progress and achievement of learners in receipt of support

in order to understand impact; this will be addressed as part of regular quality and due diligence meetings held throughout the academic year. The quality of additional learning support may also be considered in line with quality assurance measures agreed as part of due diligence.

7.   Roles and Responsibilities of Teachers and Assessors

All college employees have a duty to support students with SEND requirements, making reasonable adjustments where required.

7.1 Teaching staff:

- Ensure that Additional Learning Support is not considered as a resource used to compensate for a lack of entry requirements for courses **as published**, nor learning support needs considered as a factor to withhold a place where the student has necessary entry requirements as published on the website and in the prospectus. If there are concerns that the place at college would not be suitable for their age, ability, aptitude or SEND, or that to accept them would be incompatible with the efficient use of resources or the efficient education of others, the interviewer(s) should hold a place and refer the applicant to the Additional Learning Support Manager.

- **Must** make reasonable adjustments for students with disabilities and/or learning difficulties, seeking advice from the ALS Team where necessary;

- **Must** collaborate with the Additional Learning Support Team to set SMART targets for learners with EHCP's to measure progress towards EHCP Outcomes (including English and maths)

- **Must** collect evidence and monitor progress towards EHCP targets

- **Must** review the EHCP targets at least termly

- **Must** consider the targets of EHCP students and embed these into their planning.

- Refer students to the Additional Learning Support Team where the student is experiencing difficulties

- Pro-actively familiarise themselves with their student's needs, through use of information available to them on the student's EILP and available from the student's Learning Support Tutor, to inform how they liaise with and direct in-class support effectively

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> **Must** use the strategies provide to make reasonable adjustment for students with SEND

- Respect the student's confidentiality (but refer to safeguarding if there is a concern)

- Ensure that Additional Learning Support are invited to all disciplinary or 'AT RISK' meetings with students who have SEND, to ensure that reasonable adjustments are in place and reviewed

- Where appropriate complete exam access arrangements referrals with the student following college guidelines, seeking assistance from the Additional Learning Support and Exams Teams where necessary

- Manage the performance of any Learning Support Assistants (LSAs) allocated to their lessons promptly to ensure quality support for their students, providing them with course materials and making their role in lessons clear to them

- Use strategies in making adjustments that encourage student independence and employability

- Where possible, provide students advance notice of timetable changes, so as to be able to prepare their students for change and ensure resources remain efficient

- Comply with college policy and procedure

- Notify the Additional Learning Support Team for advice and guidance when a student with disabilities and/or learning difficulties or if they have an EHCP, is at risk of not completing or is facing any disciplinary action.

7.2   **Learning Support Tutors** have the responsibility to:

- Complete a robust initial assessment of support to ensure that students need can be met

- Set targets collaboratively with teachers for learners with EHCPs, that enable them to become as independent as possible and prepare them for Further Education or employment. Reviewing and recording progress towards targets on a termly basis

- Own and monitor the support of students within their caseload, notifying the ALS Manager or Curriculum Leader if there are any issues with LSAs working with these students in collaboration with the class teachers

- Ensure that the provision for students with EHCPs is in place as stated in their EHCP and where the plan needs amending, hold an early review to ensure that provision or new outcomes are reflected in the plan

- Ensure the eligibility of students in receipt of additional learning support, and ensure levels of support being recommended can be funded prior to any verbal agreement with students

- Ensure reviews of support for High Needs Students and those students with EHCPs, are reviewed in line with college process and statutory obligations

- Record the support delivered and other appropriate information onto the student's promonitor account to inform the curriculum areas

- Meet with Curriculum Tutors and share strategies and support needs of the students on case load

- Collate and provide evidence to support applications for exam access arrangements

- Seek ways to support students that encourage their independence, and adjust levels of support appropriately

- Encourage the use of assistive technology support, and review the success of this resource before recommending human assistance

- Advise staff and managers on appropriate strategies in making "reasonable adjustments", to support young people with SEND, prior to submitting a recommendation for human assistance unless stated within their EHCP

7.3   **Learning Support Assistants** have the responsibility to:

- Liaise and collaborate with curriculum staff **and** learning support specialists to ensure the effectiveness of the support they are providing

- Ensure they are familiar with the content of support plans, High Needs support plans, and EHCPs where applicable, and record the support they deliver to students onto the relevant college systems

- Log and record the progress of support they are supporting towards their targets or EHCP targets

- Refer any students to Additional Learning Support that they identify in class, as having a potential need or experiencing difficulties

- Complete all relevant paperwork and processes

- Support students in a manner that reinforces the rules of the classroom, under the direction and in line with the teacher to consistently have high expectations of students and encourage independence.

- Comply with college policy and procedure

7.4   **Business Unit Staff / Apprenticeship Teams** have the responsibility to:

- Ensure additional learning support needs are discussed as part of the apprenticeship sign-up process, referring students to the Additional Learning Support Team prior to

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sign up to ensure that the college can meet the students' needs within its best endeavours, and support a smooth transition to their Apprenticeship

Encourage students to declare their support needs to ensure that they have the best chance of achieving their apprenticeship with appropriate support from the college and their employer

- Ensure that Access to Work funding is considered if the student has support requirements in the workplace that cannot be met by the employer making 'reasonable adjustments' or by the usual intervention of college Assessors.

- With the consent of the student, make employers aware of any learning support that the student is accessing and how it is being used.

- Ensure that the Additional Learning Support Team are invited to all disciplinary or 'AT RISK' meetings with students who have SEND, to ensure that reasonable adjustments are in place and reviewed.

7.5   **Heads of Division, Curriculum Leaders and Team Leaders** have the responsibility to:

- Ensure that Additional Learning Support is not considered as a resource used to compensate for a lack of entry requirements for courses **as published**, nor learning support needs considered as a factor to withhold a place where the student has necessary entry requirements as published on the website and in the prospectus. If there are concerns that the place at college would not be suitable for their age, ability, aptitude or SEND, or that to accept them would be incompatible with the efficient use of resources or the efficient education of others, the interviewer(s) should hold a place and refer the applicant to the Additional Learning Support Manager.

- Ensure that the Additional Learning Support Team are invited to all disciplinary or 'AT RISK' meetings with students who have SEND to ensure that reasonable adjustments are in place and reviewed.

- Be aware of all students flagged with additional learning support needs

- Ensure that Teachers know to collaborate with the Additional Learning Support Team if necessary, when making adjustments for students with disabilities and/or learning difficulties

- Ensure both standard and specialist learning environments are accessible for students with disabilities and/or learning difficulties, and ensuring curriculum can be delivered if the setting is changed

- Timetable/group students with a need for support in class collectively, where possible, so that support resource can be deployed efficiently and effectively

- Monitor the retention, achievement, success and progression of students with SEND and EHCP in line with all students

- Ensure teaching teams contribute to the termly review of support arrangements for High Needs Students, and are able to report on their progress in maths and/or English and their intended destination post achievement

- Ensure that students with learning support needs are 'work ready' when facilitating independent work experience opportunities off site

- Ensure that teaching teams are in contact with parents and/or carers as appropriate to update them on progress, and promote equality by ensuring that Learning Support Tutors are also informed

- Ensure that inclusive risk assessments are used so that all students can participate in offsite activities and that the appropriate support is in place.

7.6 **The Learning Support Management Team** have the responsibility to:

- Ensure that students applying to college that have an EHCP are assessed to ensure that the college can meet their needs

- Ensure the college allocates resources efficiently and effectively in response to current priorities and the requirements of those students with EHCPs

- Alert the Staff Development Team of the need for specific continuing professional development (CPD) events for college staff

- Ensure confidentiality of record keeping and compliance with the Data Protection Act and GDPR.

- Ensure that additional learning support is being managed in a consistent, fair and transparent way

- Promote College awareness of the Special Educational Needs (SEND) Code of Practice and other relevant legislation

- Collaborate with the Local Authority positively so as to make its best endeavours to ensure all students receive the support required in their preparation for adulthood

- Collect and record evidence of learning support that complies with the requirements of funding bodies.

7.7 **The Senior Leadership Team** have the responsibility to:

- Ensure that they have read and are clear about the responsibilities from a Senior Leadership Team (SLT) perspective of the SEND Code of Practice

- Admit a student to the College if the institution is named on the EHCP

- To use their best endeavors to secure special educational provision that young people need

- Review the Local Offer annually and collaborate with the Local Authority

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- Promote the Additional Learning Support policy

  Promote Every teacher is a teacher of SEND by providing training to ensure that high quality teaching is available to all learners.
  '*All teachers are teachers of Special Educational Needs and Disability (SEND). Good quality Learning Support is underpinned by high quality teaching, learning and assessment and should not replace it. In addition, all college employees have a duty to make reasonable adjustments for students with SEND'.*

- Lead by example, *all leaders are leaders of (SEND). Learners with SEND are in all departments throughout the college and every leader has the responsibility of monitoring the progress of those learners and ensuring they provide teacher the support to meet their duties*.

- Ensure that appropriate resource is available to meet the needs of all students with SEND.

7.8   **The Estates Team** have the responsibility to:

- Provide where it is reasonably practicable, furniture and equipment that enables students to access classrooms

- Ensure that where lifts are not in order, that the Additional Learning Support Team is notified as soon as possible to inform students

7.9   **The Careers Team** have the responsibility to**:**

- Ensure all learners with an EHCP should have at least one career guidance meeting annually, to ensure they have a clear pathway to their aspirational destination under the preparation for adulthood agenda.

8.   Dissemination

8.1   Nelson and Colne College Extranet and Accrington and Rossendale Intranet

8.2 Nelson and Colne College, Lancashire Adult Learning and Accrington and Rossendale College Website

8.3   Team meetings for all staff

9.   Monitoring and Review

The policy will be reviewed annually by the Deputy Principal – Curriculum and Quality.

10. Related Policies/Procedures

Documents related to the policy are:

- Progress Monitoring Policy & Procedures
  Visitor Policy & Procedure
- Safeguarding Children and Vulnerable Adult Policy & Procedure
- Exam Access Arrangement Policy & Procedure
- Quality Policy & Procedure/Cycle
- Due Diligence Procedure

11. Management Responsibility

The Deputy Principal – Curriculum and Quality has the overall management responsibility for this policy. Day to day management responsibility for this policy has been devolved to the Additional Learning Support Manager, supported by the Director of Learner Services.

12. Technical Terms

ALS (Additional Learning Support) - The college defines this as the support that is provided to the students with SEND, to make reasonable adjustments

SEND (Special Educational Needs and Disabilities)– The college defines students with SEND as those that the college has identified as needing additional learning support, or where the college is making reasonable adjustments to ensure that they are achieving in line with their peers

EHCP (Education Health and Care Plans) – An EHCP is a statutory document to support learners with SEND that are supported and monitored by the local Authority

LST (Learning Support Tutor) – LSTs have an allocated case load of learners with SEND, and are responsible for identifying the individual support packages for learners, and for monitoring the learner journey to ensure that reasonable adjustments are identified.

LSA (Learning Support Assistant) – LSAs are assigned by LSTs to support learners with SEND, and have identified strategies to work with learners that are a reasonable adjustment provided by the college.