



Additional Learning Support Policy

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Additional Learning Support Policy

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1. SCOPE AND PURPOSE

This policy outlines York College's commitment to meeting its statutory duties to students with Special Educational Needs and Disabilities (SEND), providing a safe and inclusive learning environment where students with SEND can thrive. This policy responds to the requirements and recommendations of:

- The Children and Families Act (2014)
- Special Educational Needs and Disability Code of Practice 0-25 years (2015)
- The Equality Act (2010)
- Keeping Children Safe in Education (2022)

And is supported by the following York College Policies and Procedures:

- Safeguarding Young People and Vulnerable Adults (Child Protection) Policy
- Equality, Diversity and Inclusion
- Admissions Policy
- Assessment Policy
- Exam Access Arrangements and Reasonable Adjustments Procedure
- Complaints and Compliments Procedure
- High Education Access and Participation Plan
- Support to Meet the College Values and Associated Procedures

This policy applies to all students with SEND, their parents/carers and staff.

2. INTRODUCTION

York College is committed to promoting equality of opportunity for all students, enabling them to access, participate and succeed in a broad and varied curriculum. We provide an inclusive learning environment with high quality teaching that enables students to maximise their potential and achieve their next steps. We are committed to the early identification and assessment of a student's needs in order that we can provide reasonable adjustments and arrange any special educational

provision. Students are supported to recognise their personal barriers to learning and are supported to develop skills and strategies that will encourage them to become as independent as possible. We are highly ambitious for all students with SEND, focusing on supporting all students to set high aspirations and reach positive destinations. These include higher education, training or employment.

All staff adopt a person-centred approach to supporting students, tailoring this support to the individual needs and aspirations of the student. The College works in partnership with students and their parents/carers, placing the student's views, wishes and feelings at the heart of everything we do. We aim to provide appropriate levels of support to ensure the best possible outcomes for students, focusing on effectively preparing them for their next steps, adulthood and independence. We are committed to working collaboratively with external agencies such as Local Authorities, schools and health professionals, encouraging and facilitating strong and clear communication to provide the best experience for our students.

3. PRINCIPLES AND DEFINITIONS

The SEND Code of Practice states that students have a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age, or
- Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream post-16 institutions

A disability is defined under the Equality Act (2010) as a 'physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities'. 'Long term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory conditions such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Students with a disability do not necessarily have a special educational need (SEN), but there is a significant overlap between disabled students and those with SEN. Where a disabled student requires special educational provision, they will also be covered by the SEND definition.

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of students. Some students need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. All York College staff use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.

4. STUDENT IDENTIFICATION AND REFERRALS

Students are encouraged to disclose their learning support needs to the College at the earliest opportunity. Every effort is made to gather this information prior to enrolment so that support can

be put in place in a timely manner. Opportunities for disclosure will be provided before, during and after application. These include, but are not limited to:

- Open events
- Application form
- Taster days
- Interview
- Enrolment
- Induction
- Parent/Carer Welcome evenings

Learning Support staff will be available at each of the points above to discuss what support is available to students. Staff can offer SEND specific support to students throughout their journey. This can include transition and orientation visits or attendance at annual review meetings prior to application or enrolment. At any stage, students can complete a Learning Support self-referral form. Tutors, curriculum staff, Progress Coaches and other College staff may identify students who are not making expected progress. As part of their programme of interventions, they should consider if the student may have an undisclosed or undiagnosed SEND. Staff will discuss this possibility with the student and will outline the Learning Support referral process.

Students that declare SEND will be contacted by a member of the Learning Support team to discuss their support requirements. Where applicable, the Learning Support team will liaise with external agencies involved with supporting the student.

5. STUDENT SUPPORT

Support prior to enrolment

Where appropriate and necessary, students with SEND will be offered support with their transition to College. This support is tailored to the individual needs of each student and will be made in agreement with the student, and their parents/carers and their school where applicable.

Students with an Education Health and Care Plan (EHCP) should discuss their post-16 preferences with their Local Authority. Local Authorities will contact the Learning Support team by way of a formal consultation to assess the College's ability to meet a student's needs. Students with an EHCP should disclose this to College staff at the earliest opportunity.

Support while at College

At all times, York College uses its best endeavours to provide the support required by students to enable them to access their programme of study and achieve their full potential. We endeavour to meet these needs through careful planning and high quality teaching and learning, supplementing this with additional support where necessary.

A member of the Learning Support team will produce a Learning Support Report (LSR) which will be shared with College staff working with a student. This LSR will detail the support needs of students and the strategies which will be beneficial to their learning. Students may be allocated a Learning Support Mentor or Specialist who will provide specialist additional support for students.

All staff adopt a flexible, creative, person-centred approach and this is reflected in the support that we provide. Support will take a variety of forms but may include:

- In-class support from a Learning Support Practitioner (LSP)
- Support from specialist staff such as a Learning Support Specialist or Learning Support Mentor
- Individual study skills support
- Mobility support (including producing a Personal Emergency Egress Plan – PEEP)
- Communication support including British Sign Language (BSL) interpretation
- Specialist resources, equipment and assistive technology (e.g. laptops, Dictaphones, reading pens, deaf alerters)
- Note taking
- Modification of learning materials (e.g. into braille or enlarged font)
- Personal care
- Health Care Plans
- Assessments for exam access arrangements
- Support to access transport
- Access to alternative, low-sensory areas of the College

6. EDUCATION HEALTH AND CARE PLANS AND ANNUAL REVIEWS

Students that require a significant level of support to meet their special educational needs may have an Education, Health and Care Plan (EHCP). An EHCP is a legal document, produced and maintained by the Local Authority and it identifies the educational, health and social care needs of a young person as well as the specific, additional provision that they require. An EHCP can be in place for young people up to the age of 25. EHCPs focus on the outcomes and long-term aspirations of students, and they are reviewed regularly to assess their progress and development.

The progress of all students with an EHCP will be reviewed regularly throughout the year. Their EHCP will be reviewed annually in accordance with the SEND Code of Practice. Where students consent, parents/carers will be kept informed at all stages, and all relevant professionals will be invited to the annual review. Preparation for Adulthood will be central to the EHCP outcomes agreed for all students.

For students with an EHCP, Learning Support staff will produce a Student Profile. This will outline the long term aims and aspirations of the student, their support needs, support strategies and their EHCP outcomes. The Student Profile will be reviewed on a regular basis and support will be adapted and adjusted in response to their progress and development. All staff working with these students will contribute to this review.

7. EXAM ACCESS ARRANGEMENTS

Some students may be eligible for reasonable adjustments to be made for assessments and exams. Any exam access arrangements that were in place in school or at a previous education provider do not automatically carry over to College, therefore, students will need to be re-assessed. To determine eligibility, Learning Support staff will carry out relevant assessments and, providing that there is sufficient evidence that the recommendations from these assessments do constitute a student's normal way of working, will make an application to the Joint Council for Qualifications (JCQ) for these to be approved. Exam access arrangements cannot be applied for without this evidence and must not be put in place without JCQ approval.

All staff must contact the Learning Support team to request access arrangements as soon as the need is identified. Tutors must evidence the student's normal way of working within the classroom on ProMonitor.

Students are required to complete a Learning Support self-referral form to request consideration for exam access arrangements.

8. CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD)

York College is committed to the CPD of all staff and SEND training is a key priority. All Learning Support staff are expected to have, and/or be working towards relevant qualifications in supporting students with SEND. We work closely with external agencies and partners such as Educational Psychologists, Occupational Therapists and CAMHS, to identify and provide training opportunities for staff.

9. HIGHER EDUCATION (HE) STUDENTS

Students with SEND applying to study on a Higher Education (HE) course (e.g. Higher National Diploma or a Degree) should declare this on their UCAS application form. Students may be eligible for support through the Disabled Students Allowance (DSA) and should apply for this by contacting the DSA Team at Student Finance England as early as possible.

10. QUALITY AND MONITORING

The Learning Support team will comply with all aspects of the College's Quality Assurance processes and procedures. Quality will be reviewed on an ongoing basis and will be formally reviewed bi-annually with the Director of Quality of Education. Learning Support staff will be observed by the Learning Support Manager and/or Learning Support Team Leader. Student feedback will be gained through reviews and student surveys. Feedback will be analysed and responded to as appropriate.

APPENDIX A

ROLES AND RESPONSIBILITIES

York College will:

- Have an awareness of the legal responsibilities relating to equality and the statutory duties on post-16 institutions as specified under section 41 of the Children's and Families Act 2014.
- Ensure that there is a named Link Governor for SEND, and that they are able to carry out their duties, including accessing training.
- Ensure that the Link Governor completes a SEND link visit twice a year, reporting back to the board to confirm that the College is meeting its statutory duties to SEND students, and making the necessary reasonable adjustments.
- Be fully involved in developing and monitoring the College's SEND Policy through the designated Link Governor for SEND.

The Director of Student Experience will:

- Provide strategic leadership for the College in all matters relating to SEND.
- Ensure that the Strategic Leadership Team are up to date and knowledgeable about the College's SEND provision.
- Ensure that SEND provision is an integral part of the College self-assessment.
- Ensure that the quality of SEND provision is continuously monitored, and any concerns are addressed as a matter of urgency.
- Ensure that the SEND curriculum offer is included in all relevant marketing and is part of the Local Offer for York and neighbouring Local Authorities.
- Ensure that all staff receive training on their responsibilities under the Equality Act.
- Ensure that all staff are aware of this policy and the demands it places on them.
- Ensure that data is available and analysed as part of equality monitoring.

The Learning Support Manager will:

- Support SLT to ensure that this policy is implemented effectively.
- Create and implement effective systems, processes and procedures for recording and delivering Additional Learning Support across the College.
- Create and implement effective processes for the identification of SEND and ensure that referrals are efficiently processed within a specific timeframe.
- Ensure that learning support across the College is outstanding.
- Maintain effective partnerships to ensure students with SEND receive a thorough and effective transition as they join the College and progress to their next steps.
- Work with the examinations team to ensure that effective processes are in place regarding Exam Access Arrangements.
- Ensure that statutory duties regarding EHCP processes and the SEND Code of Practice are adhered to.
- Ensure appropriate support is allocated within budget.
- Ensure communication between curriculum and Learning Support staff is clear and effective.
- Ensure relevant training, CPD and Learning Support reports are provided to staff.

All staff should:

- Give consideration to student needs throughout the curriculum planning process and, where possible, incorporate flexibility within the course.
- Review teaching styles and practices to ensure that the curriculum is differentiated, provision is accessible, and that reasonable adjustments are incorporated to anticipate potential support needs.
- Allocate resource to enable effective support to be implemented for students with SEND who do not require ongoing support from the Learning Support Team.
- Ensure that recruitment, assessment and examination arrangements are flexible to meet the needs of all students and anticipate the need for any reasonable adjustments.
- Encourage students to disclose SEND where it would enable reasonable adjustments, exam access arrangements or auxiliary aids to be put in place whilst maintaining confidentiality to the level requested by the student.
- Ensure that all students complete an initial assessment at, or prior to, the beginning of their course. These assessments will help to identify any potential support needs whilst also helping to determine that students are placed on study programmes that are both suitable and aspirational.
- Ensure that students with SEND are not disadvantaged by teaching or assessment methods.
- Ensure that all materials used are accessible to all students.
- Work in collaboration with any support staff allocated to students within their classes.
- Maintain robust links with the Learning Support team to maximise inclusive practice through differentiation and effective communication.
- Monitor and review the accessibility and inclusivity to College services, making adjustments where necessary.
- Promote a culture of equality, diversity and inclusion which celebrates difference and rigorously challenges discriminatory conduct.
- Contribute to the EHCP annual review process.
- Work effectively with colleagues to ensure that aspirations remain ambitious and that students are supported effectively to progress to a positive destination
- Be provided with and access, relevant training to support their knowledge and understanding of SEND, additional learning support, inclusive practices and reasonable adjustments.
- Monitor the quality of provision for students with SEND and their progress.

All Learning Support staff have a responsibility to:

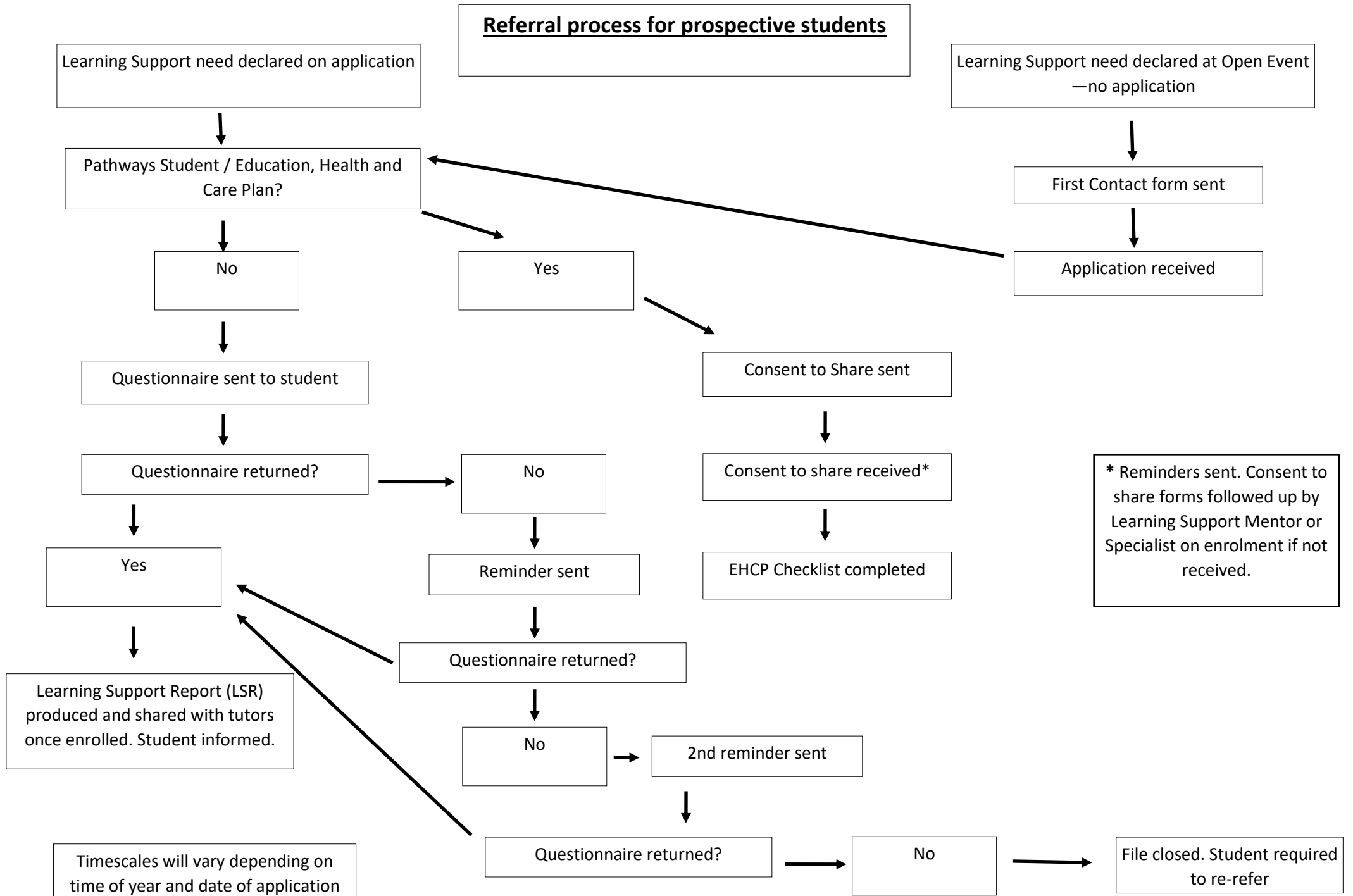
- Liaise with staff on issues that arise, raising any concerns that are affecting a student
- Maintain timely and accurate records of support, placing particular focus on effective strategies employed and the progress of students against needs and outcomes
- Minimise disruption to classes in the course of supporting students
- Support students in a manner that maintains academic standards and encourages independence

Students will:

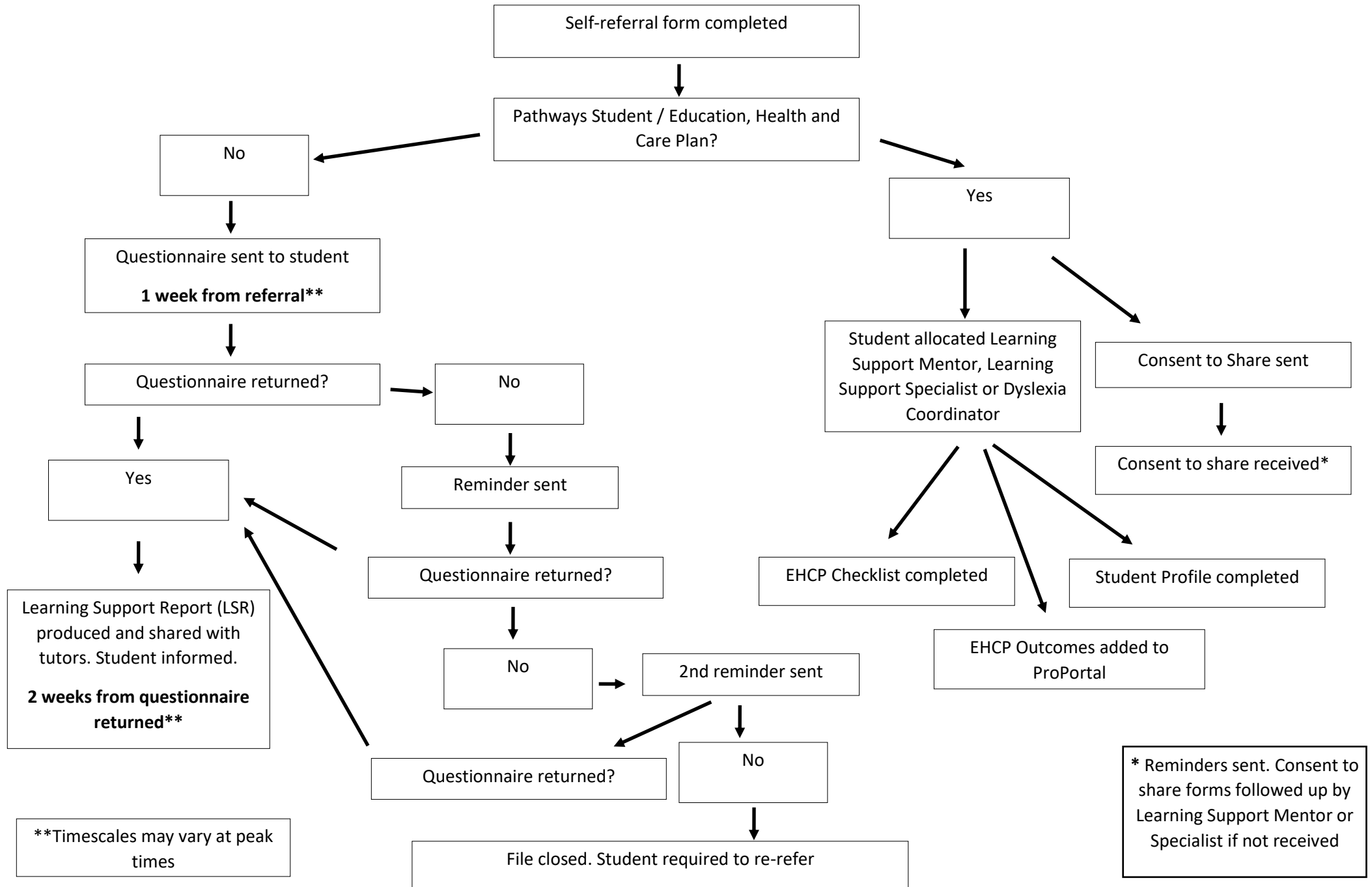
- Take responsibility for disclosing their needs at the earliest opportunity.
- Attend support meetings and reviews.
- Act on and adhere to agreed support strategies.
- Inform the College of any changes to their needs.

The College is committed to adopting a student led resource allocation model within the budget available. Local Authorities provide additional funding for the support of High Needs students and where this is available, it will be used to provide support to those specific students. The College will make reasonable adjustments to meet the needs of all students.

Referral process for prospective students



Referral process for existing students



Exam Access Arrangements

Student has an Education, Health and Care Plan

No

Yes

* If appointment is missed without notification, student will have to wait for new appointment once existing STAs have been

Student has previously had exam access arrangements

Assessment Coordinator to review and process

No

Yes

Tutors to record evidence of Normal Way of Working on ProMonitor. Learning Support staff to monitor.

Evidence of Normal Way of Working on ProMonitor.

Any of the following:
Prompt, small room, rest breaks, coloured paper, fidget toy, oral language modifier
Or any other specialist arrangements

One of the following required:
Evidence of normal way of working
Medical evidence

A combination of:
Reader/scribe/extra time/word processor

Specialist Teacher Assessment (STA) required. Arranged by Learning Support Team. Student contacted with details of appointment*

If STA indicates that exam access arrangements may be needed, evidence of 'normal way of working' must be provided by tutors

Evidence provided

Yes

No

Application made to Joint Council for Qualifications for approval

Request cannot be made

STA does not indicate that exam access arrangements may be needed