

Additional Learning Support Policy

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1. Introduction

- 1.1 The Chichester College Group (hereafter referred to as the Group) is an inclusive organisation and believes every learner has the right to success. Access to the appropriate support is an integral element of the ethos and values of the Group.
- 1.2 For learners who require additional support beyond that which is provided by their course team, Additional Learning Support (ALS) is accessible to provide support, strategies and intervention in order to develop confidence and independence.
- 1.3 This Policy links with our Equality, Diversity and Inclusion Policy and our Mission Statement.

2. Scope of this Policy

- 2.1 We will be proactive in assessing and identifying appropriate support for learners entering the Group. This allows us to provide timely and effective support which is enabled in a number of ways:
- Liaising with young people, families, schools and Local Authorities through attendance at Annual Reviews for young people with Education, Health and Care Plans (EHP) or Statements of Special Educational Needs
 - EHCP Governor Consultation Form (GCF) referrals
 - Course interviews
 - Through disclosure on course application form
 - Through open days and transition fairs
 - Direct referral from feeder schools, through the schools links programmes
 - Attendance at a transition day or activity for Additional Support or course area
 - Self-referral through completion of a Support Enquiry Form
 - Referral from Lecturer and/or Student Tutor
 - Referral after English and maths initial assessments
 - Referral after free writing exercise during induction

- 2.2 Once a learner has referred/been referred to ALS, they will meet with a member of the ALS team to discuss their support needs. An Assessment of Need form is completed and passed on to the ALS Team Leader/SENCO and lecturer to identify the appropriate type of support to enable the learner to succeed.
- 2.3 Once the Assessment of Need form is completed, support can be provided in one or a combination of the following formats:
- In class support
 - Out of class support
 - Social skills
 - Mentoring
 - Life and independence skills
 - Travel training
 - Exam Concessions Assessment
 - Canine support
 - Supported work experience
 - Communication Support Worker (CSW)
 - Exam support
 - SpLD/dyslexia support
 - Assistive technology
 - English as Another Language (EAL) support
 - Speech, language and communication support
- 2.4 All forms of support mentioned are personalised around the outcomes of each learner. Alongside these personalised sessions, we also offer group sessions focussing on:
- Functional Skills maths and English development
 - Additional English language development
 - GCSE English and maths development
 - Study skills
 - Revision techniques

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- 2.5 Once support has been identified and agreed with the learner, this is reviewed three times throughout the year using the Recognising and Recording Progress and Achievement (RARPA) Framework. These reviews take place each term. The learner is at the centre of their support provision and set their own “I can” statements/targets. The learner reviews these statements weekly to reflect on the progress they feel they are making. This person-centred approach gives the learner ownership over their own development.
- 2.6 The Group is committed to using its “best endeavours” to provide the appropriate support to enable learners to succeed. There is also an expectation on learners to attend the additional sessions and/or activities offered. If a learner does not attend a support session for three consecutive weeks, the session will be offered to another learner. It is always possible to reapply for support at a later date, which will be allocated when a session becomes available.
- 2.7 An inclusive group, the ALS team will work with course teams to ensure strategies are applied within the learning environments. We have adopted the Graduated Approach (assess, plan, review) to ensure that support is appropriate and relevant to the different learning environments and experiences the learner undertakes.
- 2.8 For learners who have specialist support included within their EHCP, beyond which the Group can provide internally, it may be necessary for it to commission external services, such as Occupational Therapy or Speech and Language Therapy. This is commissioned on an individual basis and subject to availability.
- 2.9 For learners undertaking examinations for their courses, we can administer Exam Concession Assessments and make applications to the relevant examination boards. Assessments or updates to reports are completed in-house by our team of Assessors.

2.10 The Group supports the use of recording equipment to enable our learners to record their lessons in order to review them at a later date as a reinforcement tool. If a learner wishes to record a lesson, they are required to seek express permission from their lecturers. Permission can be sought with the support of the ALS team. Where permission is not given to record lessons, alternative forms of retaining information will be discussed. No lessons are to be recorded covertly or without the express permission of the lecturer.

2.11 This policy is also applicable for learners who have a medical condition that can impact on their learning.

3. Additional Learning Support in Higher Education

3.1 For most learners, the Group can meet their support needs through our current support provisions. However, where support needs are more extensive, it may be necessary to apply for Disabled Students' Allowance (DSA).

3.2 Learners can apply for DSA to cover some of the extra costs because of a mental health condition, long-term illness or any other disability. If the learner is dyslexic or has other specific learning difficulties, they may be eligible for DSA to help with any extra costs for studying in Higher Education. This is paid in addition to any other student finance that has been applied for and does not need to be repaid. To be eligible, the learner will need to submit evidence of their disability.

3.3 Learners can get help with the costs of:

- specialist equipment, for example a computer
- non-medical helpers
- extra travel
- other disability-related costs of studying

- 3.4 Learners may get a new computer if they do not already have one, or their current one does not meet the required specification. More information will be provided if the learner is assessed as needing a new computer.
- 3.5 Learners will need to pay the first £200, which is the minimum cost that any learner is likely to incur when buying a computer.
- 3.6 DSA does not cover disability-related costs that learners would have if they were not attending a course, or costs that any learner might have.
- 3.7 If the learner is dyslexic, they will need to have a full diagnostic report written after the age of 16 to apply. The assessment consists of a variety of tests to assess attainment, spelling, reading, writing, numeracy, working memory, phonological awareness, speed of processing and underlying ability. The Group has specialist teachers holding a current Assessment Practising Certificate who can conduct the dyslexia assessment and write the report.
- 3.8 If a learner has not previously been diagnosed as dyslexic, but identify with the statements in the dyslexia definition in 3.10, they may wish to speak to a specialist within the Group to discuss the difficulties they are experiencing and identify the best course of action.
- 3.9 The assessment typically lasts around 4 hours. Before the assessment, the learner will need to discuss their needs and case history; this can be done over the phone or in person. An interview will take place as part of the assessment to discuss any previous support needs in detail. Once the report has been completed, the learner will be able to discuss the results with a specialist teacher. Assessments are conducted within the Group.

- 3.10 The Rose report definition: "Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling".
- Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed
 - Dyslexia occurs across the range of intellectual abilities
 - It is best thought of as a continuum, not a distinct category, and there are no clear cut off points
 - Co-occurring difficulties may be seen in aspects of language, motor co-ordination, mental calculation, concentration and personal organisation, but these are not, by themselves, markers of dyslexia

More information can be found on the following websites:

<https://www.patossdyslexia.org/SupportAdvice/DisabledStudentAllowances/DSAInformationforStudents>

<https://www.gov.uk/disabled-students-allowances-dsas>

4. High Needs Funding Guidance

- 4.1 For the vast majority of young people attending the Group and following a funded programme, their additional support is funded through Base Funding (also known as Elements 1 and 2 Funding), which the Group receives directly from the Education Skills Funding Agency (ESFA).

For a very small number of young people in the Group who have exceptional needs requiring more support above Elements 1 and 2, a case can be made by the ALS team to the Local Authority SEN Panel to obtain High Needs Top-Up Funding (Element 3), the amount of which will vary according to the assessed need.

- 4.2 **Base Fund (Elements 1 and 2)** - planned places are agreed each year between the College and Local Authority taking into account the current places and estimated place numbers required in the following September.

- 4.3 **High Needs Top-Up Funding (Element 3)** - the Group can apply for top-up funding for an agreed number of young people. The top-up is funded by the Local Authority in which the young person lives. For the majority of Local Authorities, the young person must have an EHCP in order for the College to apply for this funding.

If the number of young people requiring High Needs Top-up Funding exceeds the agreed number, individual requests can be made, at any point in the year, to the Local Authority for additional funding. In these cases, there must be substantial evidence of need to support these requests.

5. Exam Support

- 5.1 Some learners may require additional support when undertaking exams. For the majority of exam concessions, an assessment must take place in order to assess an underlying learning difficulty and recommend appropriate concessions to accommodate for this, such as extra time, a reader or a scribe. If a learner has had exam concessions previously or they feel they may have a learning difficulty that affects their ability to perform to their full potential within an exam, they can request an assessment through their Student Tutor and/or Learning Support by completing a Support Enquiry Form. Previous access arrangements are not automatically carried over from another Centre, for example from secondary school to college.
- 5.2 **Normal Way of Working** - In some cases, exam concessions, such as use of a laptop/word processor, separate/smaller shared room, read aloud, etc. can be considered without the need for a full exam assessment. In order for these concessions to be granted, there must be clear evidence that shows that this is the learner's normal way of working within the College. In the case of the use of a laptop/word processor, the learner will need to use this throughout their studies as their main method of note taking and course work.

5.3 **Separate Room** - In order for a separate room to be granted for medical purposes, there must be evidence from a Health Care Professional to state that this is a requirement in order to enable the learner to undertake the exam. Without this evidence, a separate room will not be permitted. Alternative options will be explored, but we are unable to grant a separate room without significant supporting evidence from a Health Care Professional.

5.4 More information can be found on the following website:

<https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>

6. **Status of this policy**

6.1 This Policy has been approved by the Group Leadership Team.

6.2 This Policy has been impact assessed to ensure that it does not adversely affect staff or students on the grounds of their disability, gender or race.

6.3 The operation of this Policy will be kept under review by the Executive Principal. It may be reviewed and varied from time to time by the Head of Learning Support.

Date Approved:	November 2018
Approved by:	Group Leadership Team
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