

## Additional Learning Support Policy

Author	Head of Additional Learning Support
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Person Responsible	Vice Principal Curriculum
Approval/ review body	SLT
Frequency of Review*	36 months

*\* Policies will be reviewed more frequently if legal changes or good practice require*

Review History:		
Date	Reviewed by	Reason for review
Dec 2010	Head of School of Foundation Learning	Change in personnel
Nov 2012	Assistant Principal Student Experience & Support	24 months Review
Jun 2014	Director, Teaching & Learning	Minor amendments and title changes
Sep 2014	Deputy Principal	Minor amendments and title changes
Sep 2014	Deputy Principal	General update
Feb 2017	Assist. Principal English, Maths & Support and Deputy Principal	General update
Feb 2020	Assist. Principal English, Maths & Support and Deputy Principal	General update
Feb 2023	Head of Additional Learning Support	36-month review, significant amendments

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#### Related documentation:

Equality and Diversity Policy;  
Safeguarding Children and Adults at Risk Policy;  
Teaching & Learning Policy; and  
Admissions Policy.

## **1. Policy Statement**

North Kent College ("the College") which incorporates Hadlow College is committed to provide all students with fair and equal opportunities to support their educational aspirations and prepare them for adulthood. This policy has been written to enable those who need support with their learning to receive it, as far as is practicable and reasonable, within the College's resources.

Our aim is to provide a supportive infrastructure which will enable students to overcome their differences, become independent learners and take responsibility for using the additional resources available to them.

## **2. Legislative framework**

This policy has been written to enable the College to comply with its legal obligations under the Equality Act (2010) to make reasonable adjustments for those with a recognised disability so that they can study and access the College's facilities and services on an equal basis with their peers. It also conforms to the expectations of the Children and Families Act 2014 and SEND Code of Practice.

## **3. Objectives**

The Corporate Board is committed to ensuring that the College:

- 3.1. ensures all legal responsibilities are met;
- 3.2. establish a clear and promoted entitlement to assessment for Additional Learning Support for all students at all entry points;
- 3.3. develop a range of services which reflect the support needs of all students;
- 3.4. work towards ensuring that student support is fully integrated into all forms of curriculum delivery;
- 3.5. deliver support that maintains academic, professional and technical standards that promotes independence and prepares students for the world of work, further studies and adulthood;
- 3.6. target support to enable students to fully access their learning programme and progress;
- 3.7. monitors the impact and quality of learning support; and
- 3.8. works in collaboration with others;

## **4. Overview**

Special educational needs and disabilities (SEND) can affect a young person's ability to access and participate in learning. The implementation of this policy will ensure

procedures are in place to identify need early so that barriers are removed, and the right support and intervention is in place as soon as possible.

## **5. Definitions**

### **5.1 The Equality Act 2010 definition of Disability:**

The Act defines disability as when a person has a “physical or mental impairment which has a substantial and long-term adverse effect on that person’s ability to carry out normal day to day activities.”

The Act sets out details of matters that may be relevant when determining whether a person meets the definition of disability. Long term is defined as lasting, or likely to last, for at least 12 months. *Equality Act (2010, p25)*.

### **5.2 Special Educational Needs (“SEN”):**

For the purpose of this document, a young person has SEN if they have:

5.2.1 a significantly greater difficulty in learning than the majority of others of the same age; or

5.2.2 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 schools or mainstream post-16 institutions *SEND Code of Practice (2015, p15)*

### **5.3 Reasonable adjustments:**

The measures that the College puts in place to enable a student with a recognised learning difference, disability or long-term health condition to study and access the College’s facilities and services on an equal basis with their peers.

### **5.4 Disabled Student Allowance (“DSA”):**

Eligible students may apply for funding to cover the cost of specialist support, assistive technologies, and other expenses. See section 7 for further information.

## **6. Disclosure of Need**

The Equality Act 2010 assumes that disclosure of a disability by a student to any member of staff constitutes disclosure to the institution.

## **7. Identification of Need**

At each stage of college life, students are encouraged to disclose any learning difference, disability, or long-term health condition. It is made clear that this will not affect their chances of being offered a place on a course.

### **7.1. Applicants without an Education Health and Care Plan:**

Potential learners will be given the opportunity to disclose any learning difference, disability, or long-term health condition at any time whilst at the College but more specifically during the following stages:

- 7.1.1. pre-application through enquiries and open events;
- 7.1.2. application form;
- 7.1.3. at interview;
- 7.1.4. enrolment;
- 7.1.5. induction;
- 7.1.6. on programme; and
- 7.1.7. discussion with Careers, Information, Advice and Guidance staff; and/or confidential discussion with the learner's personal or course tutor or any of the Additional Learning Support staff.

Any disclosure of a learning difference, disability or long-term health condition will only be used to help the College to ensure that it makes reasonable adaptations to support the learner on their course and this will not be discussed with any person or agency outside of the College without the learner's permission.

Should a learning difference, disability or long-term health condition become apparent during the learner's programme, either through the learner's own disclosure and/or referral from a member of staff, the learner will be invited to discuss the support that can be put into place to help them succeed.

### **7.2. Applications who have an Education Health and Care Plan:**

Decisions on the placement of students with an Education Health and Care Plan are made through the statutory consultation process. This is led by the Local Authority, whose responsibility it is to make the final decision on where a young person with an Education Health and Care Plan is to be placed. The process commences in the autumn term prior to the young person leaving school. Where a young person makes a direct application to the College, and then discloses they have an Education Health and Care Plan, the College will

put the application on hold and notify the Local Authority who will then formally consult with the College.

On completion of consultation process and where the College can put in place the relevant support and interventions the young person will be invited in to attend a curriculum interview.

Additional Learning Support staff work in partnership with local schools and where possible will attend the transition annual review.

There may be occasions when the College is unable to provide the appropriate level of support to enable the young person to start or continue at college. In all instances the College will first consider any “reasonable adjustments” that can be made.

## **8. Provision of Support**

### **8.1. Support Available**

Additional learning Support will be available to students that declare they have a learning difference, disability or long-term health conditions and provide appropriate evidence of this. Students will need to meet the entry requirements of their chosen course and be able to access the course with the help of “reasonable adjustments” made by the College, subject to resources. Additional Learning Support may be provided in a range of different ways in a variety of settings, including:

- 8.1.1. strategies to support, shared with teaching staff;
- 8.1.2. reasonable adjustments to the learning environment;
- 8.1.3. Learning Support Practitioners to provide support in and outside of the classroom, and during educational visits. Depending on need this might be one to one or shared group support;
- 8.1.4. Communication Support Workers to provide BSL signing support;
- 8.1.5. note takers;
- 8.1.6. access to visiting specialist teachers for the deaf and visually impaired;
- 8.1.7. access to the “Support Hub/Safe Haven” – a quiet area supervised by learning support staff;
- 8.1.8. personal care;
- 8.1.9. counselling;

8.1.10. exam access arrangements; and/or

8.1.11. access to impartial careers information, advice and guidance;

8.2. Where appropriate, the College can offer learners the following equipment:

8.2.1. Reading Pen;

8.2.2. Specialist software; and/or

8.2.3. Visual aids including coloured overlays.

## **9. Students in Higher Education**

Students on Higher Education courses who require additional support will need to apply for a Disabled Student's Allowance ("DSA"). Information, advice and support on the process is available but the process must be undertaken and managed by the learner themselves.

## **10. Exam Access Arrangements**

Access arrangements are pre-exam adjustments made for individual candidates, based on evidence of need and the candidate's normal way of working. They exist to ensure all candidates have the same opportunity to be successful in their exams and include reasonable adjustments for those candidates with a learning difference, disability, or long-term health condition.

Where appropriate the College can apply to the Joint Council for Qualifications ("JCQ") or other Awarding Bodies for the following examination arrangements for qualifying students. Approval must be granted before these can be implemented:

10.1. rest breaks;

10.2. extra time in exams;

10.3. large print papers;

10.4. use of coloured paper;

10.5. use of a word-processor;

10.6. Reader;

10.7. Scribe;

10.8. Prompt;

10.9. Communicator for a deaf candidate; and/or

10.10. special rooming arrangements.

## **11. Monitoring Processes**

This policy will be reviewed annually as part of the College self-assessment process and feedback will be sought from staff and students to determine its effectiveness and appropriateness. Students' opinions and feedback will be sought through cross College student surveys and individual student reviews. It may be updated as necessary in response to new legislation or feedback received.

## **12. Commitment**

All teaching and support staff are expected to participate in regular updating of knowledge, skills, strategies, and legislation to ensure that we continue to deliver effective student support in an inclusive environment.