



**North Warwickshire
& Hinckley College**

Part of North Warwickshire and South Leicestershire College

Learning Support Policy 2019

North Warwickshire and South Leicestershire
College

Director of Student Experience and Support

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Learning Support Policy 2019

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Learning Support Policy 2019

1. Introduction

- 1.1 This Policy describes the philosophy, principles and procedures for additional learning support available from the College.

2. Definition

- 2.1 The College is committed to inclusive learning and widening participation and recognises its responsibilities under the Equality Act 2010, The Children and Families Act 2014 and the 0-25 SEND Code of Practice 2014.
- 2.2 All students who have any learning difficulties or disabilities are entitled to receive support to enable them to participate as fully as possible in College life and to enable them to complete their programme of study successfully.

3. Related Policies, Procedures and Documents

- 3.1 The Children and Families Act 2014.
- 3.2 Further Education Guide to the 0 to 25 SEND Code of Practice September 2014.
- 3.3 Recruitment Policy.
- 3.4 Initial Assessment Policy.
- 3.5 Equality Scheme.
- 3.6 Teaching Learning and Assessment Strategy.
- 3.7 Quality Improvement Plan.
- 3.8 Safeguarding and Protecting Children and Vulnerable Adults Policy.
- 3.9 JCQ Adjustments for candidates with disabilities and learning difficulties (AA Regs).
- 3.10 Other policies may be identified from time to time as circumstances change and may be added to this list.

4. Rationale

- 4.1 Additional Learning Support (ALS) will include any activity that provides direct support to individual students, over and above that which is provided in a programme of study
- 4.2 The need may arise from a variety of difficulties including learning difficulty or disability, literacy, numeracy or language support; social, emotional or behavioural issues.
- 4.3 Access arrangements and reasonable adjustments in examination settings will be assessed and administered in line with the latest Joint Council for Qualifications (JCQ) rules and regulations.
- 4.4 In providing the ALS, the College will exercise reasonable judgement on an individual basis. This judgement and the decision on support will be determined by the staff from the Learning Support Team; College tutors, parents and external agencies where appropriate.
- 4.5 The College will work with local authorities and other external agencies with regard to commissioning, planning and reviewing services.

5. Core Principles

5.1 Additional Learning Support can include:

- i. 1:1 support in class or within the workplace
- ii. 1:1 Study Support outside of the classroom environment either face to face or via interactive technology
- iii. 1:1 additional teaching which is over and above that provided in a programme of study
- iv. Assessments for exam concessions in line with JCQ guidance.
- v. Specialist equipment and IT software applications
- vi. Technician support for specialist equipment and IT software
- vii. Training in the use of specialist equipment and IT software
- viii. Specialist Teaching Assistants for hearing impaired students
- ix. Note takers
- x. Small group support for literacy and numeracy
- xi. Advice on Disabled Students Allowance
- xii. Specialist Assessment
- xiii. Social, emotional and behavioural related support
- xiv. Counselling support
- xv. Mentoring/coaching
- xvi. External specialist services and expertise such as speech and language therapy.

Equality Analysis

- 6.1 By virtue of the Equality Act 2010, the College has a duty to have due regard to the need to:
 - i. Eliminate unlawful discrimination, harassment and victimisation and other prohibited conduct;
 - ii. Advance equality of opportunity between people of different groups;
 - iii. Foster good relations between people of different groups when implementing the strategy.
- 6.2 In implementing this Policy and associated procedures, the College will actively take these aims into account as part of its decision making process and will demonstrate how this has been undertaken.
- 6.3 Where necessary a full equality impact assessment will be undertaken.

7. Implementation, Monitoring and Review

- 7.1 The College will ensure that this policy is effective in terms of outcomes as well as intent. The Director, Student Experience will be accountable to the Executive Team for the development and delivery of the service. Consultation with College members will form an integral part of the process.
- 7.2 Directors and appropriate key managers will take responsibility for the procurement of Initial and Diagnostic Assessment and appropriate provision to meet individual needs.
- 7.3 It is the responsibility of key managers to ensure appropriate Initial and Diagnostic Assessment is facilitated and results communicated to appropriate staff.

- 7.4 Additional Learning support for students other than those identified as requiring high levels of learning support will be tracked through student logs, monitor and review paperwork and through discussions with Teaching Assistants/Learning Coaches/Tutors/Assessors. Support will be monitored termly and adjusted to need. Where students have withdrawn the reason will be recorded and followed up where necessary.
- 7.5 All students receiving additional learning support will have a support file to track progress and achievement.
- 7.6 Progress will be monitored via the College monitoring schemes, and where it is felt that a student is making insufficient progress, the Additional Learning Support Team Leaders will work with curriculum teams to ensure that the most appropriate outcomes are achieved for the student.
- 7.7 Where students have high levels of need* their progress will be monitored additionally through the Annual Review process.
- 7.8 Where applicable students will be provided with appropriate arrangements for supporting them in examinations and or assessments. Individual and group literacy and numeracy support will be tracked through Individual Learning Plans (ILPs) and reviewed at regular intervals.
- 7.9 Individual reviews for students with specific learning disabilities/difficulties identified as needing high levels* of additional support will be undertaken at regular intervals by the Learning Support Team and course tutors. Annual Reviews are also undertaken by the College.
- 7.10 Curriculum areas should report, where possible through Self-Assessment Reports the impact of Additional Learning Support on student achievement, to show distance travelled from early screening and diagnostic assessment.
- 7.11 The Learning Support Team should show through the Self-Assessment Report the retention, achievement and success rates of those receiving Additional Learning Support, and make comparisons across the College.
- 7.12 Key Managers will monitor the value of the assessment tools and strategies used for initial activities, in consultation with appropriate specialists.
- 7.13 This Policy will be reviewed every three years and updated, as applicable, to ensure that it remains appropriate in the light of a relevant changes to the law, organisational policies or contractual obligations.

*High level learning support needs referred to in this Policy relates to students whose additional learning support costs exceed £6,000 per year.

Appendix 1

Word Processing in Examinations

Whilst there is not a formal requirement to process applications or record the use of word processors in examinations, the college will apply the guidance set down by the Joint Council for Qualification (JCQ) when considering a request for this arrangement.

Principally, a word processor cannot simply be granted to a candidate because he/she now wants to type rather than write in examinations or can work faster on a keyboard, or because he/she uses a laptop at home.

The request for word processing in examinations will be assessed and approved by the College Special Educational Needs Coordinator in the same way as other access arrangements and reasonable adjustments are assessed and approved.

Candidates that may be considered eligible for this arrangement would include, but are not limited to:

- A learning difficulty which has a substantial and long term adverse effect on their ability to write legibly
- A medical condition
- A physical disability
- A sensory impairment
- Planning and organisational problems when writing by hand
- Poor handwriting

The use of a word processor must reflect the candidate's normal way of working within the centre.

Appendix 2

Supervised Rest Breaks in Examinations

Whilst there is not a requirement to process a formal application for supervised rest breaks in examinations, the college will apply the guidance set down by the Joint Council for Qualification (JCQ) when considering a request for, and the administration of, this arrangement.

For GCSE and GCE qualifications the college Special Educational Needs Coordinator must produce written evidence confirming the need for supervised rest breaks and make this available to a JCQ inspector upon request. This must confirm the candidates established difficulties and that supervised rest breaks reflect his/her normal way of working within the centre.

A candidate will only be considered for this arrangement when the Special Educational Needs Coordinator is satisfied that:

- The candidate has an impairment which has substantial and long term adverse effect, giving rise to persistent and significant difficulties.
- There is a genuine need for this arrangement.

Supervised rest breaks will be awarded on account of:

- Cognition and learning needs
- Communication and interaction needs
- A medical condition
- Sensory and physical needs
- Social, mental and emotional needs

In addition, the candidate's difficulties must be established within the college and thus be known to a form tutor, a head of year, the Special Educational Needs Coordinator and/or a senior member of staff with pastoral responsibilities.