

Policy Title

Additional Learning Support

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1.0 Policy Statement

- 1.1 Bishop Auckland College is committed to actively promoting equality of opportunity and ensuring that all learners reach their learning potential and achieve success on an appropriate course of study. The College aims to provide sensitive advice and guidance to all learners prior to entry to raise aspiration and to assess any additional needs in a timely and comprehensive manner. Learners are encouraged to disclose their needs at all stages of the learner journey.
- 1.2 The College uses a range of strategies to offer an appropriate and flexible support programme, reducing barriers to learning. We regularly review the impact of interventions to ensure that staffing and funding is used to the best possible outcome and impacts positively on learner achievement. It is recognised that barriers to learning can be caused by physical, cognitive, sensory, social, emotional and communication factors. Learners are supported to develop insight into their own personal barriers and develop strategies and skills that will develop them into confident, independent learners.
- 1.3 This policy, therefore, applies to pre-entry, induction and on programme activities (including the exam access arrangements and reasonable adjustments process).

2.0 Purpose and Objectives

- 2.1 In accordance with the Equality and Diversity Act 2010, the College has a duty to anticipate needs wherever possible, to make reasonable adjustments accordingly, and to treat all learners on an individual basis. Information on a disability cannot be passed on to third parties without explicit informed consent from the learner and an information sharing agreement in place. If a learner requests complete confidentiality then information cannot be passed in the College or to external agencies from that point unless the information is deemed to fall into Safeguarding. It is acknowledged, however, that where a learner has disclosed a disability, there is a need for staff to be aware of their individual needs.

3.0 Definition of Need

- 3.1 A learner is said to have 'Additional Support Needs' where, for whatever reason, they need additional support with their education. This applies whether the need for additional support is temporary or ongoing.

4.0 Definition of Additional Learning Support

- 4.1 The term 'Additional Learning Support' simply means some kind of education provision that is over and above that normally provided to learners (sometimes termed 'additional to / different from'). This should be provided by tutors in the first instance through quality first teaching, and should benefit learners as clearly directed towards the development of the learner's own resilience, giving the learner the opportunity to meet their fullest potential, independently. When differentiation by the tutor is not a suitable in meeting the individual needs, then other methods may be sought, such as the provision of independence giving equipment and adaptations e.g. ICT equipment, large print, adapted practical equipment, etc. Further strategies may include the assistance of a Learning Support Assistant / Job coach in the classroom / workshop and or on placement.

5.0 Identification of Need

- 5.1 At all stages of College life, learners are encouraged to disclose any learning needs. It is made clear that this will not affect their chances of being offered a place on a course. Every effort is made to make use of the pre-entry information provided by feeder schools/external agencies/county council SEND and Inclusion teams to plan for effective support from induction and, therefore, improve retention and achievement rates.
- 5.2 Literacy and numeracy needs are screened at induction routinely across the College.

- 5.3 Tutors and support staff may also identify additional support needs with their learners and ask for support from the Additional Learning Support (ALS) team or from the Study Support team. Learners can refer themselves for support at any stage of their learning journey.

6.0 Provision of Support

- 6.1 If a learner has been identified as requiring ALS for courses greater than 10 weeks, a map of their individual support requirements will be made; this will consider the learner's needs, aspirates and interests. The learner will be appointed appropriate support and agree the strategies that will positively impact on their progress. The programme will be aimed towards developing the learner's own ability to recognise their personal barriers and reduce dependency on adult assisted support. If the course is less than 10 weeks (short course), a member of the ALS team will discuss individual support needs.
- 6.2 The ALS team will ensure that the tutors involved in the delivery and progression of learning for the individual are provided with adequate information to enable effective provision, including an In Class Support Plan (Mainstream)/ Profile (Aspire).
- 6.3 An ALS provision map may include:
- Teaching is differentiated in terms of:
 - Delivery method
 - Time
 - Amount of work expected
 - Materials required
 - Learning Support Assistant (1:1 / 'access to' – as necessary)
 - Student Progress Mentor support
 - Independence giving assistive tools – ICT/technology
 - Provision of physical support/assistive equipment or adaptations
 - Exam access arrangements and reasonable adjustments

In Class Support Plan / Profile – Outlining information of need and strategies to support learning.6.4 If staff believe there is a requirement for support for an individual learner, then an Inclusion Support Request Form is completed and submitted to the Inclusion Team (see non EHCP learner support process).

7.0 Staff Training

- 7.1 The College is committed to ensuring that all teaching and support staff are appropriately trained and that teaching practice/strategies are inclusive. It is committed to ensuring that all tutors are aware of their responsibilities and fully understand how to work with the ALS team and can integrate inclusive practice into their own delivery. The College will provide information for staff in a range of media and will ensure that training is available on a regular basis.

8.0 Organisation and Responsibility

- 8.1 In accordance with the Equality and Diversity Act 2010, the College has a duty to anticipate needs wherever possible and make reasonable adjustments accordingly, providing for all learners on an individual basis.
- 8.2 The ALS team will ensure that all teaching and support staff involved in delivery and progression of learning are provided with adequate information about individuals to enable effective support. The ALS team are responsible for carrying out the planning and provision of ALS staffing/equipment/specialist resources as identified in the ALS provision map.
- 8.3 Tutors are responsible for referring learners with additional needs who are identified on course to the ALS team. Tutors are responsible for planning for and facilitating any required additional support needs that are identified within the learners ALS provision map, within

their lessons. Where provision is made, tutors are required to refer to this in their schemes of work and in lesson plans. Tutors should have copies of all student risk assessments and personal evacuation plans, including – but not limited to – care plans.

9.0 Quality and Monitoring

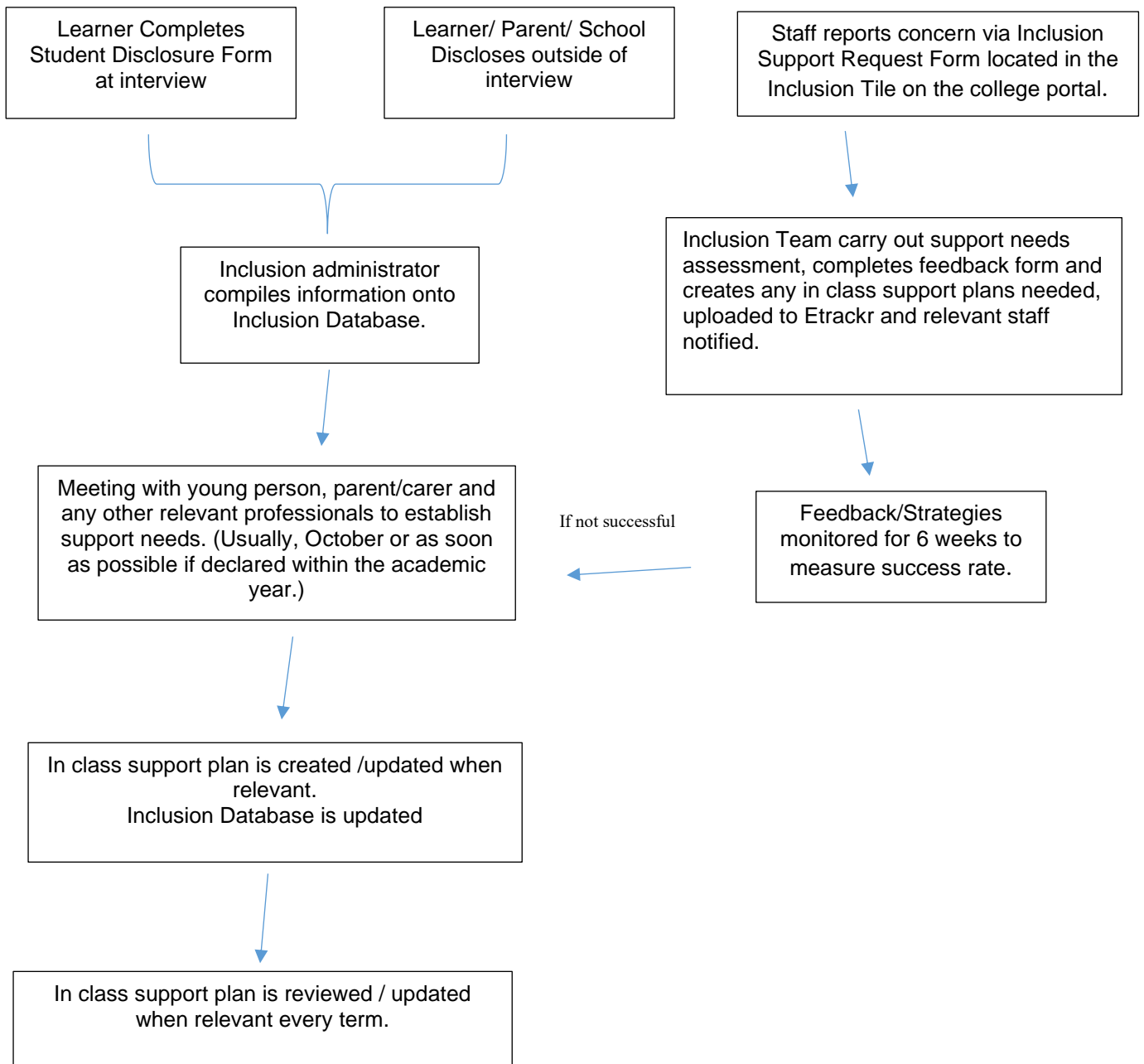
- 9.1 This policy will be monitored periodically for quality purposes.
- 9.2 LSAs will be monitored by the Inclusion Manager, Directors of Curriculum, and as part of the Colleges teaching and learning development schedule.
- 9.3 Learner feedback will be gained through student surveys and internal departmental observation process. The Inclusion Manager will analyse the feedback and respond as appropriate, e.g. staff training.
- 9.4 Effectiveness of ALS intervention will be measured through analysis of retention and achievement rates, through ALS provision monitoring and through feedback from learners and staff surveys.
- 9.5 In Class Support Plans will be reviewed with the learner to assess impact of strategies and amended if required to adapt to the learners' current level of needs.

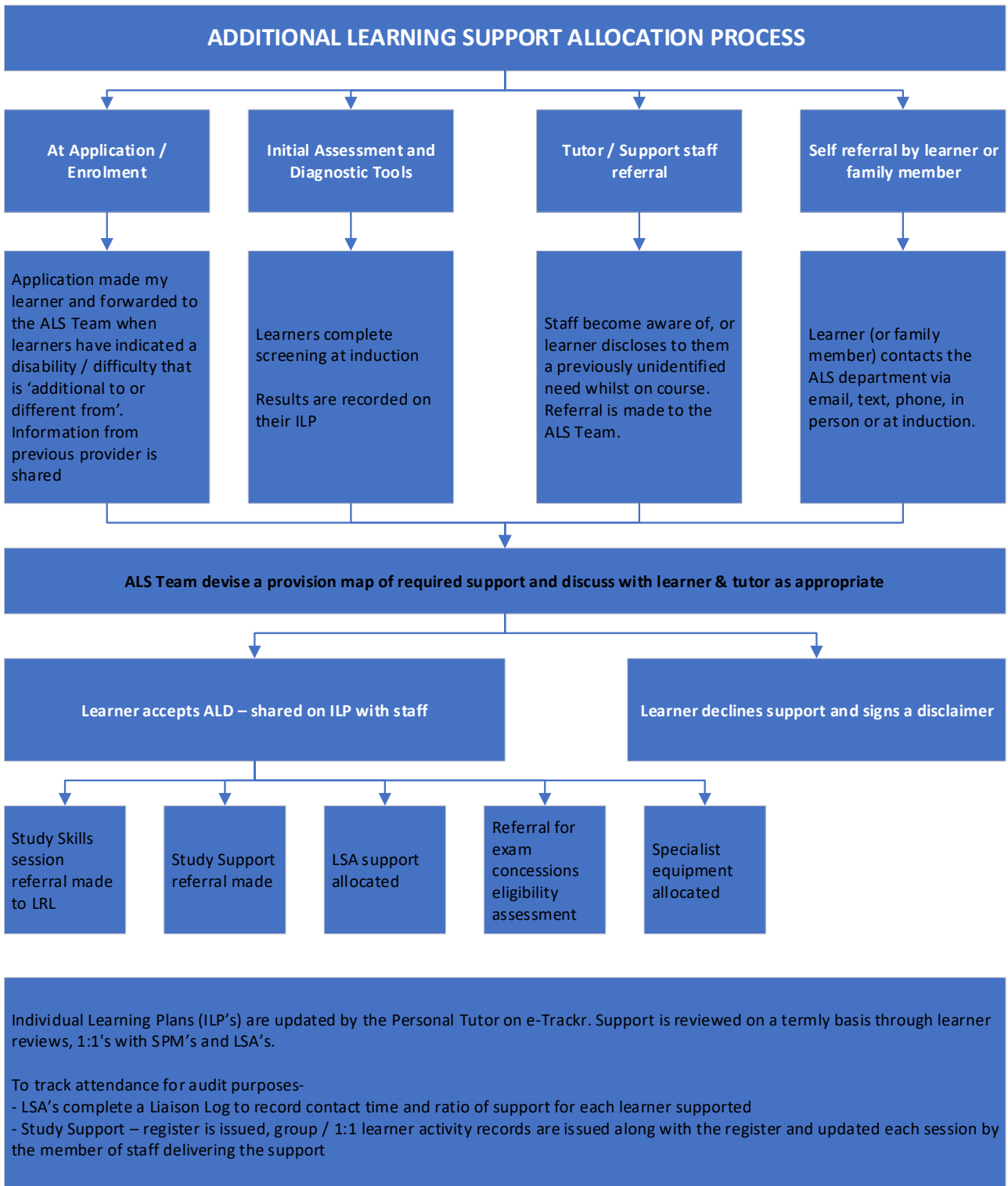
For further information contact:

Sharron Tunstall - Director of Aspire and Access to Learning
Nichola Corry Inclusion manager

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Non EHCP Learner Support Process





Appendix 1 - Exam concessions and reasonable adjustments – Process

When a prospective student applies for a course, they are required to complete an application form which includes if they have received any special considerations at school (paper based or online). During the interview, interviewers will complete paperwork with the learner and discuss any exam concessions and reasonable adjustments that they have previously accessed.

During induction the staff will observe the students and carry out a 1:1 ILP meeting to discuss learning support / study support / exam considerations. If the student needs support, an exams referral form is completed by the tutor and student which is signed by the student and sent to Learning Support where it is logged with any supporting evidence. At this point previous school or college may be contacted to send in their appropriate documents (JCQ document).

If the student has had exam concessions with us in the past this will be apparent from their previous information and documents updated if necessary.

The specialist assessor (qualified) will then carry out the applicable assessments with the student depending on the exam – following JCQ regulations. It will then be determined if the student is eligible for arrangements (JCQ document form 8/9 completed).

If a learner has an EHCP then centre-delegated adjustments (College internal documents) will be completed and placed in the exams report folder.

If a learner has a reader, then the ALS team will complete a short statement, held in the exam report folder. This will all be in line with the student's normal way of working – (use of computers, LSA support, etc).

Once this is completed the Learning Support team will then upload the recommendations onto pro-solution. Scanned documents will be placed into the exam reports folder.

The exam team will then upload requirements to the Awarding Organisation system.

The completed concession forms are then stored securely. Evidence is kept on file for JCQ inspection purposes.

On the day of the exam, the exams team will make the adjustments clear on the front of the invigilation sheet and invigilators will be notified.

Types of consideration that may be available but are not limited (taken from JCQ regulations 2023) –

- Supervised rest breaks
- 25% extra time
- Extra time of up to 50% (between 26% and 50% extra time)
- Extra time of over 50%
- Computer reader/reader
- Read aloud and/or the use of an examination reading pen
- Scribe/Speech recognition technology
- Word processor
- Braille transcript
- Prompt
- Oral Language Modifier
- Live speaker for pre-recorded examination components
- Communication Professional (for candidates using Sign Language)
- Practical assistant
- Alternative site for the conduct of examinations
- Other arrangements for candidates with disabilities
- Exemptions
- Bilingual translation dictionaries with 10% extra time
- Coloured overlays / acetates