

Wakefield College

Policy on Additional Learning Support

Review Cycle: Every two years

Next Review Date: August 2018

Person Responsible: Head of Inclusion

Approving Body: Principalship

1. Introduction

- 1.1.** Wakefield College is committed to actively promoting equality of opportunity by ensuring all students reach their learning potential and achieve success on an appropriate course of study. The College aims to provide appropriate advice and guidance to all students prior to entry to raise aspiration and to assess any Additional Learning Support (ALS) needs in a timely and comprehensive manner. Wakefield College has a well-developed ALS Service and a comprehensive Single Equality Scheme. Ofsted Inspection in 2014 stated that “support for students with learning difficulties and/or disabilities is ‘excellent’...The excellent levels of support ensure that most students, especially those deemed ‘at risk’ or with learning difficulties and/or disabilities, stay in learning.”
- 1.2.** Students are encouraged to disclose their needs confidentially at all stages of the learning journey. The College uses a range of strategies to design an appropriate and flexible support programme to reduce significant barriers to learning to put those with learning difficulties and/or disabilities (LDD) on a level playing field to those that do not present with LDD. It regularly reviews the impact of its interventions to ensure that available funding is used to the best effect and impacts positively on the student experience and their achievement.
- 1.3.** There are some continuing challenges for the College to provide and maintain the high expectations and standards of ALS due to the changes and processes in the way ALS is funded. Therefore, it is necessary to review the way in which support is provided, costed and allocated in order that the student experience is not compromised.
- 1.4.** The ALS Service has been developed to meet the statutory requirements within the Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 Years, which is related to Part 3 of the Children and Families Act 2014. The SEND Code of Practice Reforms presents an ongoing challenge to the College and the ALS Service in gathering information and working in effective partnership with multiple external agencies to identify needs and associated costs for high needs students (HNS).
- 1.5.** Investing in Skills for Sustainable Growth (2010) introduced 24+ Advanced Learning Loans for students that were wanting to access courses at Level 3 and above (including Advanced and Higher Apprenticeships) from 1 August 2013 but were not in a financial position to fund themselves. From 1 August 2016 the remit of these loans is being expanded so they are available to everyone aged 19 and over and for study at level 3 to level 6. Colleges have been allocated an Advanced Student Loan Bursary Fund, to provide support to vulnerable students who have taken out a loan. Student Services have full information on what the Bursary Fund can help with. ALS has a limited availability to the allocated funds, therefore each applicant will undergo an assessment of needs by the ALS Service. Applications for the expanded Advanced Student Loan can be made from May 2016 for courses starting from 1 August 2016.

- 1.6. The Government's response to the Wolf Report is that Post-16 programmes of study need to support students to achieve English and maths at level 2; Block 2 ALS funding is to be used to support this (EFA Funding Regulations 2013-14). The College is to respond to the EFA's regulations by using ALS staffing to support students to reach level 2 English and mathematics standards within the Achievement Resource Centre (ARC) based on the Wakefield City and Castleford Campuses.
- 1.7. The Head of Inclusion provides a yearly statement to outline what the Block 2 (low cost) EFA funding has been used for and what it has accomplished.
- 1.8. It is recognised that barriers to learning can be caused by physical, social, emotional, mental health, and language factors. Students are supported to develop insight into personal barriers and develop strategies and skills that will encourage them to become independent in their learning and adulthood.
- 1.9. This policy, therefore, applies to pre-entry assessments, enrolment, induction, on-programme activity, classroom based learning and any off-site activities associated with their learning.

2. Purpose

- 2.1. The purpose of this policy is to ensure that all students achieve their full learning potential and understand their entitlement to support. All staff must be aware of the College's obligations and their responsibilities to:
 - promote equality and participation
 - ensure that individualised, differentiated strategies are in place to support learning
 - monitor the impact and quality of ALS delivered to students
 - maintain our standards for students with ALS and define the sanctions that may apply due to the current financial restraints of funding
- 2.2. In presenting this policy the College seeks to:
 - express its full commitment to students with ALS needs
 - clarify the scope of the ALS Service
 - outline the roles and responsibilities of staff with regard to students with ALS needs
 - Involve students in the planning of the support they will need at College
 - Involve students, and parents/carers where necessary, in progressing their Education, Health and Care Plan (EHCP) outcomes
 - develop and maintain systems that encourage students to disclose their ALS needs before starting College to ensure support can be provided in a timely, responsive manner
 - improve outcomes for students with ALS needs in terms of retention, achievement, success and progression within College, to higher education or employment
 - promote the independence of students in receipt of ALS

3. Definition

3.1. "Students with additional learning support needs" is the term used to describe students who need adjustments making for them at College due to:

- a disability and/or learning difficulty
- English being their second language
- educational attainment is below that which would be expected for their age

3.2. The ALS Service will ensure those in receipt of support are eligible to receive that support

4. Aim

4.1. The implementation of the ALS Policy aims to ensure the ALS Service:

- optimises the use of ALS funding and other funding streams in supporting students with ALS needs
- complies with the Equality Act, Data Protection Act and Safeguarding/Child Protection legislation
- provides ALS in a manner that continues to maintain academic standards (for example, not doing the course work for the student but supporting the student to do the coursework)
- seeks ways to support students with ALS needs that promote their independence and prepares them for the world of work, independent living and further study
- meets the requirements of the different public funding bodies funding guidance and audit requirements, eg: EFA/SFA/DfE, Student Finance England
- works in close partnership with the Local Authority (LA) to effectively plan for HNS's support and meet the LA's audit requirements
- enables students with ALS needs to have the same opportunities at College as students without those needs

5. Scope

5.1. The term "Additional Learning Support" encompasses a broad range of support services on offer to students with ALS needs including:

- the continued development and implementation of systems that encourage referral and disclosure opportunities to facilitate timely and responsive support (**see appendix 1: 1a, 1b, 1c, 1d, 1e**)
- a robust transition system to capture support needs and any associated funding of HNS
- a full consultation process for support planning with the student appropriate to their category of support need, for example; high needs students, Block 2 students or SFA funded.
- ensuring that the sharing of information on ALS needs only occurs when it is to the learner's advantage. When permission is given, their ALS needs are communicated to College staff, on a 'needs to know basis', in a timely manner via Teaching and Support strategies held on ProMonitor and where appropriate the uploading of the student's Support Plan Profile (**see appendix 2a for high need students, 2b for mainstream student groups and 2c for mainstream 19+ students**)
- calculating costs on ALS systems from funding information on HNS presented by the EFA and Local Authority
- planning for future student staffing requirements from the different funding stream allocations
- reviewing on-programme ALS provision throughout the academic year for quality assurance, determine student progression, set SMART targets/ECHP outcomes and identify how ALS has progressed independence
- the adjustments to be made by teaching staff (for example, providing copies of PowerPoint notes before a lesson, giving advance notice to students of timetable changes or the date of a mock exam)

- the Adaptations and Assistive Technology Service (AAT) provide support for students after assessment of need. AAT can include; adaptation of materials into Braille, BSL into English, specific software etc. The Assistive Technology and Adaptation Service has a focus to provide access to learning, aid independence and make economical use of resources. Access to AAT services are provided on evidenced based need, eg; GP's letter, Psychologist Report, EHC Plan, however, teacher requests for assistance for their learners are taken into consideration, and learner assessment for need is undertaken by AAT staff.
- the provision of in-class and/or out-of-class support will be provided by a member of the ALS Service (for example, Learning Support Assistant, Specialist Learning Support Assistant, Study Coach, Communication Support Worker).
- the ALS Co-ordinator for each campus will determine allocation of support provided for the student, where there is constraints on funding the ALS Co-ordinator will work with the Head of Department/Deputy Head or Curriculum Development Manager to determine priority of need
- The Deaf Trainer will provide support to the deaf College community to increase literacy and numeracy skills and raise deaf awareness and communication/BSL skills for staff and students
- providing of information and guidance to all staff in College regarding their responsibilities under the Equality Act, providing appropriate training and CPD opportunities to promote the understanding of students' ALS needs in their classes
- the reduction of class sizes (for example, in the case of FLEX courses)
- The Exams' Access Arrangement Co-ordinator (EAAC) access will facilitate access arrangements in the examinations; for example the provision of extra time, scribe, reader etc. **(see appendix , 3a, 3b, and 3c)**
- the support needs for students with ALS needs when planning visits, work placements or residential trips
- the undertaking of Risk Assessments and Personal Emergency Evacuation Plans in conjunction with Programme Area teaching staff and/or Health and Safety staff where there is a potential risk to students or staff due to the nature of the student's ALS need

6. Staff roles and responsibilities

- 6.1. All College staff have a responsibility to be inclusive within their job role and support ALS students to remove barriers to their learning to help them reach their full potential **(see appendix 4a)**.

7. Staffing

- 7.1. The ALS Service uses different types of staffing to ensure a responsive, quality and personalised provision **(see appendix 4b)**.

8. Entitlement and rights to additional support

- 8.1. ALS will be available to all students with a disclosed disability, learning difficulty, language support need or for students whose educational attainment is below that which would be expected for their age within the resources that are provided. where ALS resources or staffing are limited, the Head of Department/Deputy Head/Curriculum Development Leader will determine prioritisation
- 8.2. ALS is not intended to be a substitute for meeting course entry requirements and, where this is the case, ALS will not be prioritised
- 8.3. All students with ALS needs that disclose their needs to the College are entitled to:
- A consultation with a member of staff to assess their disclosed needs that will inform strategies of support and determine funding streams for their needs
 - their strategies of support and/or support plan profile agreements being implemented

- by teaching and support staff they are in contact with
- refuse the support offered to them, unless:
 - there is a risk to their safety or that of other students and staff
 - there is a risk of not achieving their learning aim; ALS options will be revisited and discussed
- Be fully involved in engaging support and teaching strategies to remove barriers to learning whilst at College, including visits, residential trips and work placements.
- a review of their EHCP outcomes and/or Support Plan profile will be held every term to discuss:
 - provision of ALS
 - quality and impact of ALS
 - independence gained
 - SMART targets/EHCP Outcomes
- a review in May/June of the academic year to discuss:
 - progression and/or destination
 - the educational outcome of the student journey
 - independence gained
 - quality and impact of ALS
- be able to speak in confidence to staff about ALS needs. This information will not be passed on to other staff or external bodies without student agreement, unless they are at risk to themselves or others, there is a safeguarding disclosure, or a requirement to assist in their funding for support
- a risk assessment being undertaken to ensure their educational environment is safe
- a PEEP being put into place to provide a procedure in the event of an emergency on the College campus
- exam Access Arrangements being put into place in entry tests, assessments and exams provided:
- appropriate evidence is produced 6-8 weeks in advance of the test, assessment or exam to enable Access Arrangements to be provided
- the Access Arrangement applied for is the normal way of practice in the classroom. For example; a scribe is applied for but the normal way of practice in the classroom is to use a laptop - a laptop would be provided in the exam instead of a scribe
- a named member of staff from the ALS Service to oversee their support at College whom they can contact if difficulties arise

9. Supporting learners that present with language difficulties and learning difficulties:

- 9.1.** Because of the complex range of needs that may make it difficult to know how best to support the learner the staff in Skills for Life and ALS should initially identify and learners who have a range of language and learning needs/ disabilities and present their findings to their Head of Department.
- 9.2.** The Head of the ALS Service and the Head of Functional Skills will meet to discuss the options for the learner and arrange an appropriate programme of study
- 9.3.** The learner's progress must be reviewed within four weeks to ensure that they are correctly placed and that the maximum amount of learning is taking place.

10. ALS Funding:

- 10.1.** Through Government initiative, ALS funding has significantly changed, and will continue to change as the Education Funding Agency (EFA) and different Local Authorities (LA) work to standardise practice, furthermore with the introduction of the Education Health and Care (EHC Plan) and parents having the right to a personal budget for their child's support, there will be future funding challenges. The different funding streams for ALS are outlined in **appendix 5**.
- 10.2.** For HNS funding, the College has to abide by the terms and conditions of the LA where the HNS resides. The terms and conditions for each LA can be provided on written request by the Head of Inclusion, Wakefield Campus, Margaret Street, Wakefield, WF1 2DH
- 10.3.** Due to the funding stipulations, the Head of Inclusion will provide a public statement to be held on the College website to relay to the public how the Low Cost (Block 2) Disadvantage funding has been dispersed and the impact it has had. The statement will be produced before December for the previous academic year.

11. Monitoring and Evaluation of ALS

- 11.1.** The provision of ALS will be monitored and evaluated on a termly and annual basis via the College's self-assessment process in order to:
- evaluate and measure the impact the ALS provided from data analysis and student feedback
 - ensure a high quality of support provision through student walk tracking and reporting
 - develop systems to allow and effective planning and tracking of funding information
 - demonstrate value for money
 - monitor student progress (annually)
 - measure retention, achievement and success of students in receipt of ALS against students who do not receive ALS
 - contribute to the College's self-assessment process
 - monitor and develop the systems that encourage disclosure of ALS need
 - identify any areas of need for improvement and development
 - the eligibility of those in receipt of support, and their Support Plan profiles, will be monitored via the College's internal audit processes

12. Parent/carer Involvement

- 12.1.** According to the SEND Code of Practice: 0-25 years (2014) Section 7.14, parents should be involved in the assessment of need, planning and provision of support, along with the reviewing and evaluation of said support, especially for those students who are aged 16-18. Wakefield College want to continue the good practice that takes place in schools and fully involve parents/carers in their children's education whilst they are in College
- 12.2.** For those parents/carers who have children at College under that age of 18 (or 25 if they have a SEN) the ALS service will:
- invite parents/carers to take part in consultation of ALS Strategy and Policy to have involvement in how the ALS Service is shaped for the future
 - promote an ASD Focus Group that has parent/carer representation to foster good practice and aid continual improvement
 - Campaign for parents to give examples of success stories of how their child has developed and progressed with ALS support

13 Information and communication

13.1. The Additional Learning Support policy will be communicated to staff via: SLT meetings; Team Briefing; SharePoint; during CPD opportunities relating to ALS; Corporate Induction

13.2. Communication to students and stakeholders will be via the College website and the Student Intranet

14 Quality assurance of ALS

14.1. Constant quality assurance throughout the academic year through learner walks undertaken by Co-ordinators and the Head of Inclusion

14.2. Written reports channelled through teaching observations

14.3. Development identified within the ALS self-assessment report

14.4. Head of Inclusion and Co-ordinators analysing student surveys at beginning of programme and on programme, acting upon areas of improvement

14.5. Achievement of SMART targets and EHCP outcomes

15. Areas for development

15.1. ProSolution system cohesion for ALS:

- Developing systems that ALS uses to be compatible with College systems

16. Links with other policies

1. Single Equality Scheme
2. Confidentiality and Disclosure of a Disability Policy Data Protection Policy
3. Use of Digital Dictaphone Policy
4. Disciplinary Policy
5. Attendance Policy
6. Anti-bullying Policy
7. Exam Policy and Procedures
8. Finance Policy and Procedures

17. Appendices

1. What are the main aims, purpose and outcomes of the policy?

The Policy sets out the scope, entitlement and responsibilities for the provision of Additional Learning Support

2. Will these aims affect our duty to:

	Yes / No	How?
advance equality of opportunity?	Yes	Ensuring that equal opportunity and inclusivity is in practice by supporting those with learning difficulties and/or disabilities to put them on a level playing field with those without learning difficulties and/or disabilities
eliminate discrimination?	Yes	As above
eliminate harassment?	No	
foster good relations between people from different groups ?	No	
tackle prejudice and promote understanding between people from different groups?	No	

3. What aspects of the policy, including how it is delivered, or accessed, could contribute to inequality?

The Policy focuses on equality.

4. Will the policy have an impact (positive or negative) upon the experience of people, including those who share a protected characteristic?

Please complete the following table:

Protected characteristic	Meet needs of people with this characteristic	Encourage participation (if under-represented)	Remove or minimise disadvantages	Possible negative impact
Race	Yes	No	Yes	Yes
Gender	Yes	No	No	No
Disability	Yes	Yes	Yes	Yes
Religion / belief	Yes	No	No	No
Sexual orientation	Yes	No	No	No
Gender reassignment	Yes	No	No	No
Pregnancy /maternity	Yes	No	No	No
Age	Yes	No	No	No
Marriage / civil partnership*	Yes	No	No	No

Evidence:

Additional Learning Support is flexible in its structure to foster and promote inclusive practice. Nevertheless, Government change to funding has facilitated different criteria for different age groups and complexity of needs which is determined by outside agencies. Outline of the changes are in the Policy.

6. What different needs, experiences or attitudes are particular communities or groups likely to have in relation to this policy?

Parents and students have been consulted to give their views to this policy.

Next steps

If your answers to these questions have identified potential negative impacts, then you should consider further consultation, for example with the Disability Equality Advisory Group or action to minimise the differential impact. Please consult the Equality and Diversity Coordinator.

If no further action is required, please print and sign the declaration below.

Declaration

The policy does not have a significant impact upon equality issues and therefore does not require any further action.

Author(s) of EA.
Name:
Job title and directorate:
Date:
Signature: