



# Learning Support Policy

<b>VERSION</b>	<b>6</b>
<b>Policy Originator:</b>	Assistant Principal for Learning Support & Student Experience
<b>Equality Impact Assessed:</b>	
<b>Approved By:</b>	SLT
<b>Date Approved:</b>	September 2014
<b>Review Interval:</b>	1 Year
<b>Last Review Date:</b>	May 2024
<b>Next Review Date:</b>	September 2024
<b>Audience:</b>	Staff / Students / Parents / Carers / External Agencies
<b>Entered on SP:</b>	May 2024

# Learning Support Policy

## TITLE

Learning Support Policy

### 1. PURPOSE OF POLICY

- a) Nescot is an inclusive learning institution and welcomes diversity of its students in age, ethnicity, and level of achievement, support need, experience and ability. There is an inclusive commitment to providing support so that all students have an equal opportunity to access learning and succeed in their goals.
- b) This Learning Support Policy makes reference to the High Needs Students (HNS) as defined in the Children and Families Act 2014 and additional learning support (ALS) provision for students and prospective students. The aim is to provide support to enable all students to overcome barriers to learning. Individuals may present with a learning difficulty, disability and/or medical condition, social, emotional or behavioural difficulty and/or may need support to further develop their English, maths or language skills.

### 2) DEFINITIONS

- a) 'High Needs Students' are defined as: Any young person aged between 16-25 who has a current Educational Health and Care Plan (EHCP) and who will require additional support costing over £6000 each year.
- b) "Students with additional learning support needs" (ALS) is a term used to describe students who need adjustments made for them at College due to a medical condition, disability, sensory or physical impairment or learning difference or because English is their second language.
- c) ALS is the term used to describe a broad range of support on offer to students with additional support needs including:
  - i. the adjustments to be made by teaching staff (e.g. providing copies of handouts before the start of a lesson, giving advance notice to students of timetable changes or dates for mock exams);
  - ii. the assistive technology to be provided by the Learning Support Team - Specialist Support Tutors or made available in our Learning Resource Centre;
  - iii. one to one or small group support sessions provided by Teaching Assistants
  - iv. the provision of in-class support by a member of the Learning Support Team (e.g. a Learning Support Assistant);
  - v. the adaption of materials into Braille or enlarged text by the Additional Support Team; Access to Examination Arrangements.

2.4 High Needs Students who have their needs identified in an EHCP are entitled to support under the Children and Families Act 2014. Often their support is very specific and must be bespoke to meet their needs.

2.5 Students with additional learning needs are entitled to receive support under the Equalities Act 2010 giving them protection against discrimination and victimisation on the grounds of disability in education. Nescot makes reasonable adjustments for all students and prospective students with a disability and/or learning difficulty.

2.6 Nescot recognises that this is a college wide responsibility and that all members of college staff have a role to ensure that all students receive the support that they need to fully access the curriculum in conjunction with access to all other college services.

2.7 Responsibility for student success lies with all staff. All staff have a duty to ensure that any student's support needs are identified promptly. Identification may occur during the application process: declaring a support need on the application form, at interview, during enrolment or through initial assessment. Local Authorities can request a needs assessment consultation for young people with an EHCp (Education Health and Care plan). Some students may be identified as having support needs whilst on programme. Following identification, teaching staff must ensure that students receive an appropriate level of support to meet their identified needs. ALS may be provided through appropriate differentiation and/or adjustments in teaching delivery within the curriculum area. ALS may be delivered by Teaching Assistants and provided in addition to the main teaching programme.

2.8. ALS plays an important part in enabling students with special educational needs to achieve success by developing underpinning skills in English and maths. This is of particular importance for those students on Entry level or level 1 programmes as well as those students who are speakers of other languages.

### 3. SCOPE

#### Ethos of Learning Support

3.1 At NESCOL, the student is considered to be at the centre of all ALS processes. Each student is respected and valued as an individual and recognised as having unique needs. The focus is on students' abilities to foster autonomy and become independent students.

3.2 At NESCOL a holistic approach is regarded to be the learning experience which works best for students; the aim being to develop close partnerships between tutors, learning support, the safeguarding and wellbeing team and other teaching staff.

3.3 Students with special educational needs are supported to achieve on their main study programme together with the additional delivery of some small group support to develop English and maths skills as appropriate to individual needs.

3.4 Students receiving support consistently achieve at the same level as those with no support.

### 4. AIMS

Our overarching aim is to deliver effective and responsive Learning Support to students with support needs.

#### 4.1 The implementation of the Learning Support Policy aims to ensure that Learning Support:

- enables students with support needs to have the same opportunities at College as students without those needs;
- maximises the use of funding streams in supporting students with additional support needs;
- meets the requirements of the current funding and audit guidance;
- complies with the:
  - Children and Families Act 2014,
  - Equality Act 2010,
  - Data Protection Act 2018
  - Keeping Children Safe in Education, 2023;
  - Working together to Safeguard Children, 2023
- Provides multidisciplinary approach across the college, including a joined-up approach with the safeguarding team
- provides additional support in a manner that continues to maintain the integrity of any qualification (e.g. not doing the coursework for the learner but supporting the learner to do the coursework);
- seeks ways to support students with support needs that promote their independence and prepare them for further study or employment;

#### 4.2 This will be achieved through:

- a) shared in-class support from Learning Support Assistants, where possible;
- b) the use of assistive technology, adjustments by subject tutors or out of class support, where applicable, to develop the student's independence and to make economical use of resources;
- c) providing information to all staff in College regarding their responsibilities in relation to learning support and the legislation above;
- d) providing Continual Professional Development (CPD) opportunities and advice to staff that promote the understanding of students' additional support needs;
- e) the continued development and implementation of systems that encourage disclosure of additional support needs before the student starts College;
- f) the provision of support as early as possible in the student's programme;
- g) the promotion of the services offered by the Learning Support Team to staff and students;
- h) the development of resources to assist College staff in understanding the needs of students with additional support needs;
- i) the management of risk assessments where there is a potential risk to students or staff due to the nature of the student's additional support need;
- j) ensuring that the sharing of information on students' learning support needs occurs only with their consent and where it is to their advantage, using mainly the College EBS, ProMonitor and CPOMS systems;

4.3 Nescot respects all students' wishes and the right of all students to confidentiality. Students will be supported to identify the impact of not providing full disclosure of any special educational needs.

4.4 Where there is a safeguarding concern, information will be shared with necessary parties to ensure the student's wellbeing.

## 5. PROCEDURE

### ROLES AND RESPONSIBILITIES

5.1. When working with students with learning support needs, **teaching staff** have the responsibility to:

- a) make reasonable adjustments;
- b) obtain the EHCp of any student in their class who has one, understand and implement any adjustments specified within the plan;
- c) pro-actively liaise with in-class support staff to ensure effective implementation of their recommendations  
as far as possible, follow the advice provided by staff from the Learning Support Team (either verbally, via e-mail or on ProMonitor);
- d) seek advice or training from staff within the Learning Support Team to develop their skills and knowledge in making adjustments;
- e) as far as possible ensure that the recommendations provided by the Learning Support Team are fulfilled;
- f) respect the student's confidentiality (unless they are a risk to themselves or others) in only passing on information to others where the student has given their permission, and where it will be of benefit to them;
- g) contact the Exams Office or the Learning Support Team to request access arrangements, where appropriate as soon as the need is identified;
- h) use strategies in making adjustments that encourage students' independence.

5.2 **Tutors/Personal Development Coaches** have the responsibility to:

- a) ensure that they are familiar with their Tutees EHCP/learning support targets that are available on EBS/ProMonitor.
- b) contact the Learning Support Team if the student starts to have any difficulties (for example, failure to make academic progress or falling behind with assignment deadlines);
- c) involve members of the Learning Support Team who have worked with their tutees when considering enrolment onto another courses, progression onto Higher Education or employment opportunities.

5.3 The Named Learning Support Assistant has a responsibility to:

- a) liaise with teaching staff to ensure effective implementation of any recommendations that may be included in an EHCp;
- a) contribute annual reviews for EHCp holders;
- b) liaise with teaching staff on issues that arise that affect the student they are supporting;
- c) keep their colleagues within teaching teams and the Learning Support team abreast of any problems or changes that occur affecting the student;
- d) minimise disruption to classes in the course of supporting their students;

- e) support students in a manner that ensures the integrity of academic standards and encourages independence

5.4 The **student** has a responsibility to:

- a) attend appointments with the Learning Support Team promptly;
- b) attend 1:1 teaching sessions with staff promptly;
- c) inform the Learning Support Team of any relevant changes to their circumstances;
- d) ensure that any paperwork relating to Access to Examination Arrangements is still valid and up to date.

5.5 **Heads of Curriculum** have a responsibility to:

- a) work with the Learning Support Team in making adjustments for students with support needs;
- b) provide advance notice of timetable changes so that support staff can be effectively deployed and students prepared for those changes;
- c) ensure that entry requirements for their courses are explicit and appropriate and include a requirement for English and maths levels
- d) change classrooms for a course, where the elected classroom is inaccessible for a student with additional support needs and the curriculum can be delivered in a changed setting;
- e) timetable students with a need for in-class support together, where possible, so that support staff can be deployed effectively;
- f) explore in advance the use of small group teaching where support would best be delivered in this way and within the ALS funding regulations.

5.6 The **Head of Special Educational Needs** has the responsibility to:

- a) ensure that students with an EHCp receive the support outlined in their plan,
- b) that annual reviews are held in a timely manner and that teaching staff are fully aware of the special educational needs of students in their classroom
- c) prioritise the support for HNS including those with an EHCp
- d) cascade information about the SEN reforms throughout the college
- e) allocate learning support resources equitably across the College
- f) advise staff and managers on appropriate strategies in making “reasonable adjustments”
- g) work with the senior managers to provide relevant CPD events that meet the needs of teachers and support staff.

## 6. IDENTIFICATION OF ADDITIONAL LEARNING SUPPORT NEEDS

### 6.1 Prior to Enrolment

- a) Learning Support is publicised widely through leaflets, the prospectus and the website. Ideally support needs are identified prior to enrolment in one or more of the following ways:-
- i. The applicant declares a learning support need on application, either with or without an Education Health and Care plan.
  - ii. A direct approach to the SEN/D Team. This usually occurs in the case of a young person with an EHCP when a needs assessment Consultation is requested by the Local Authority.
  - iii. The applicant may be highlighted for support by an advocate or partner agency such as a parent or school who provides detailed information on the support needs.
  - iv. The applicant's needs are identified through Initial Assessment procedures if English or Maths qualifications are not at the appropriate level.

An appropriate level of support can then be planned for the student prior to enrolment.

### 6.2 At Enrolment

Disclosure of special educational needs may occur during enrolment, either with or without an EHCP. If the student has an EHCP, a senior member of the support team will complete a consultation on the day. The student will be invited to meet with a member of the Learning Support team who will discuss the outcome of the consultation and if and how the support needs can be effectively and correctly met. Please leave up to 3 hours for this process to ensure all documentation is collected. Should the Team not be able to contact the Local Authority SEN Team, the applicant will be asked to return at a later date.

6.3 Late consultations may result in a student not receiving a place as resources to support the student are not in place or course places are not available.

The student will then be advised of the support that may be provided on their chosen programme.

### 6.4 On Programme

All students are informed about learning support through induction activities, staff referral, college posters and leaflets. Some students may be referred for support by tutors and lecturers through regular opportunities provided for students to discuss and monitor progress towards individual learning aims.

Individual students' support needs are discussed at course team meetings and referrals for support are made using ProMonitor.

## 7. THE CONSULTATION PROCESS FOR STUDENTS WITH EHCPs

7.1 The Local Authority shares the student's EHCP, Annual Review paperwork and any other relevant documentation prior to the 31<sup>st</sup> March, before the intended start date. A member of the Learning Support team will read the information provided to ensure that the College and Curriculum Department are able to meet needs; this called a Formal Consultation.

7.2 A formal response will be sent to the Local Authority within 15 working days of receipt.

7.2 Applications are invited by EHCP holders prior to consultation.

7.3 If needs cannot be met, the college will inform the Local Authority and give them ample time to reconsult, should there be changes to the EHCP that have not been included.

7.3 Where the college cannot meet needs, applications will be withdrawn on 1<sup>st</sup> May. It is the Local Authority's responsibility to advise applicants of the decision.

7.4 Should there be no response from the Local Authority, if the college cannot meet needs, the college will contact the family before withdrawing the place.

7.5 If an applicant has indicated they have an EHCP on application, but no consultation has been received from the Local Authority, the college will contact the relevant SEN Team via email to request one. This process will be repeated and followed up by phone should the consultation not be forthcoming.

## 8. THE ANNUAL REVIEW PROCESS FOR STUDENTS WITH EHCPs

### 8.1 Annual Review Scheduling

Once on programme, the Local Authority commissions the college to complete the Annual Review of the outcomes and provisions in the EHCP. Annual reviews are scheduled in advance with students intending to leave Nescot the following summer prioritised, to enable families and the Local Authority to identify alternative provision before the March 31<sup>st</sup> deadline. Remaining annual reviews are then scheduled taking into account the date of the last annual review and the length of time the student has been with us. Students new to Nescot, will be scheduled from term two.

### 8.2 The Annual Review process

- I. In advance of the Annual Review, Learning Support staff assigned will adhere to the following process:

**8 weeks before** the Annual Review meeting an email is sent to:

- The student
- Parents/carer
- Local Authority SEN Department
- Known external agencies
- College staff including teachers, learning support and wellbeing

The email proposes a date and time for the Annual Review and requests all parties provide updated advice to inform the process. At this point, the College also requests contact details of new professionals not included in the email so the invitation can be extended.

- II. A reminder is sent 2 weeks prior to the agreed meeting date, with updates to the distribution list and completed paper work shared.



- III. The report will set out recommendations on any amendments required to the EHC plan, and will refer to any difference between the college or other institution's recommendations and those of others attending the meeting
- IV. The meeting is convened as planned and contributions discussed and outcomes and provisions updated as necessary.
- V. If there is a concern over non-contribution or non-engagement from external professionals, this will be highlighted and recorded in the Annual Review for the attention of the EHCP coordinator at the Local Authority.
  - a. Should there be a risk to the student from a wellbeing/safeguarding perspective and the non-contribution or non-engagement from external professionals adds to the risk then the Head of SEN will postpone the meeting and report this to the Commissioning Manager at the Local Authority, with a request for support in engaging external parties.
- VI. Should stakeholders change their views, as circulated in the report prior to the event, the views will be updated during the Annual Review meeting.
- VII. Once the meeting has finished, the SEN support staff will email a copy of the completed Annual Review report to all the invitees.
- VIII. If there are substantive changes required to the EHCP, the College will make this clear to the Local Authority SEN team when submitting the Annual Review to highlight the need for a reassessment
- IX. The report must set out recommendations on any amendments required to the EHC plan, with responsibility for any action, and should refer to any difference between the college or other institution's recommendations and those of others attending the meeting
- X. The Annual Review paperwork is sent to the Local Authority no later than 2 weeks after the date of the meeting.
- XI. Should a placement breakdown, the Learning Support Department will conduct an Emergency Annual review to ensure the next setting has up to date information.

## 9. ENTITLEMENT AND RIGHTS TO LEARNING SUPPORT

9.1 Support for HNS and those with an EHCP is prioritised and provided in accordance with the recommendations set out in their EHCP.

9.2 Reasonable adjustments will be made by the College for all students with a disclosed medical condition, disability, sensory or physical impairment, learning difference or language support need if they meet the entry requirements of their chosen course. All students with a disclosed support need are entitled to:

- a) a consultation with a member of staff to agree how they will be supported during the transition to College (interview, enrolment, orientation around College) and whilst at College;
- b) targets will be set by the teachers and support staff they are in contact with, who may need to make adjustments;
- c) refuse the support offered to them, unless there is a risk to their safety or that of other students and staff;

- d) revisions to their targets;
- e) be able to speak in confidence to staff about their support needs. This information will not be passed on to other staff or external bodies without signed consent, unless they are at risk to themselves or others;
- f) a risk assessment being undertaken, where attendance on their chosen course may pose a risk to themselves or to others;
- g) access arrangements in exams, and during entry tests or assessments, if appropriate evidence is produced in advance of the exam or assessment and is in accordance with the JCQ Access Arrangements, Reasonable Adjustments and Special Consideration Regulations, to enable these adjustments to be provided

## 10. ABSENT FOUNDATIONS STUDENT

### 10.1 INDEPENDENT STUDENT

All parents complete the Parental Permissions section of the enrolment form at the beginning of the academic year. This form identifies if permission is given for a student to leave college premises or move around the college without supervision. If a student has permission, they are deemed independent and can make decisions whether to attend class or not. In this case we mark students absent and contact the parent if absence patterns continue. The only occasion we would look for an independent student is if there was other cause for concern e.g. safeguarding, ill health etc

### 10.2 NON-INDEPENDENT STUDENT

If a non-independent student is absent then we follow the procedure below

- a) After 5mins LSA is sent to search immediate area, checking in key places e.g. toilets, seating areas etc.
- b) If student is not found after 15mins of searching security should be informed. We ask for an immediate check to see if they have left college premises using their ID badge.
- c) If they have left college and they do not have parental permission, their parents are contacted immediately, who then decide on a best course of action.
- d) If the student is suspected to be onsite then we continue to search for the individual.
- e) After the student is missing for 60 mins we contact the parent to inform them of the problem, whilst continuing to search.

## 11. SHARING INFORMATION

11.1 At enrolment, once a student has disclosed a disability and /or learning difficulty to any member of staff, Nescot has a duty to make reasonable adjustments to ensure the student is not placed at a disadvantage because of any disclosed needs. All members of staff who receive information about a disclosure must pass this information to the relevant person/s, with the student's consent. The student will be assured of confidentiality and that information is restricted in its circulation to relevant staff members only.

At this time the student also consents to information being held on EBS, ProMonitor and CPOMs, as appropriate.

## **Transferring of Safeguarding files Students arriving at Nescot**

The college will collect safeguarding information on students attending Nescot in the following ways:

1. Send a request to schools requesting any information on applicants in the summer preceding enrolment
2. Invite Safeguarding Leads from local feeder schools in for a meeting in the week prior to the start of term to receive paper files or further information on students who have enrolled at Nescot
3. Via automatic transfer on CPOMs once a student is enrolled

When receiving paper files or files via email, the college will send confirmation that they have received the file within 48 hours.

## **Students leaving Nescot**

The college will notify other providers that Safeguarding information is held at Nescot for progressing students by:

1. Notifying the Local Authority SEN and NEET Teams of the names and dates of birth of students who do not have an active application for the next academic year. This is to enable the Local Authority to pass this information on to subsequent providers so they can contact the college to request the file.
2. Contact the subsequent providers where progression is known either in September or following progression data collection in January of the following year.
3. Via automatic transfer on CPOMs once a student has progressed

When transferring paper files or files via email, the college will request a receipt (either tracked mail or read receipt) and follow up within 48 hours.

## **12. MONITORING AND EVALUATION**

12.1 The provision of Learning Support will be monitored and evaluated on an annual basis via the College's self-assessment process in order to:

- a) improve the learning support provided;
- a) improve the procedures by which learning support is organised;
- b) ensure the effective use of resources allocated to the Learning Support Team;
- c) measure the retention, achievement, success and progression rates of students with additional support needs;
- d) improve systems and encourage disclosure of additional support needs.

12.2 The eligibility of those in receipt of support and the production of targets agreed by students will be monitored via the College's internal audit processes.

12.3 The correct use of funding will be monitored through internal and external audit processes.

12.4 Provision for students includes:

Learning support policy

- a) In-class support from a LSA prioritised for HN students and those with an EHCP with specific learning difficulties or disabilities (SLDD), physical and /or mobility needs
- b) In-class support from an LSA prioritised for students on courses up to and including Level 1
- c) In-class support from an LSA for students on courses at Level 2 and above is prioritised for students with specific or complex academic, social, emotional, physical or mobility needs
- d) 1:1 study support workshops delivered by specialist teachers, prioritised for students with specific literacy, numeracy, ESOL or dyslexia needs on courses at and above Level 2 with priority to those students who do not hold an EHCP who may not have access to a higher level of support in class.
- e) Bespoke small group study support workshops delivered by specialist teachers, prioritised for students with literacy, numeracy, ESOL or dyslexia needs on courses at and above Level 2
- f) Support for personal care and/or mobility needs is provided as required. Adaptive equipment including hoists is available. Access arrangements for exams including additional time, readers and amanuensis etc
- g) Communication support, signers and specialist teachers for students with visual and hearing impairments
- h) Loan of adaptive aids and equipment such as adjustable desks, laptop and enlarged keyboards
- i) Individual risk assessments and personal evacuation plans
- j) Technology assessments and training on use of specialist software such as Read and Write or the Microsoft adaptive functions.
- k) Extended library loans
- l) Materials in alternative formats

12.5 The quality of the Annual Review is assured via the following process:

- a) All staff completing Annual Reviews complete comprehensive training prior to independently completing a review. This includes:
  - i Shadowing an experienced member of staff (trainer)
  - ii Supervision by the trainer in their initial reviews
  - iii Quality checks of Annual Review paper work before and after the meetings by the trainer
  - iv New staff sign off to say they have received training and are confident to complete reviews independently and know where to go for help (the trainer)
  - v The trainer signs to confirm the new member of staff is equipped to complete annual reviews and they are available to support the new staff member
- b) Annual Reviews are audited by the SEN Advisor who has oversight of the process, to ensure they meet the guidance as set out in the Code of Practice (9.166-9.815). The audit will be completed in the first term of an academic year or at the end of a training period for a new member of staff. Should the Review not meet the standards set out in the Code of Practice, the SEN advisor will recommend further training or that the Review is highlighted to the Local Authority and parents/carers, and repeated if necessary, depending on the known impact on the progression and wellbeing of the student.

## Provision for Staff

Members of Staff with a learning difficulty or disability have access to all the support identified above for students

Provision for staff includes:

Information, advice and training on strategies to support differentiated teaching and learning strategies and styles: including modifications to course content; developing inclusive materials to ensure programmes are accessible to all students; use of technology/specialist equipment to improve access to learning and/or general college provision and services