



**BRIDGWATER  
& TAUNTON  
COLLEGE**

# **FE ADDITIONAL LEARNING SUPPORT POLICY AND PROCEDURE**

Author: Head of Additional Learning Support  
Approved by: SMT  
Date: 01 April 2020  
Date of next Review: 01 April 2021

## FE ADDITIONAL LEARNING SUPPORT POLICY AND LEARNING PROCEDURE

	<b>SECTION</b>	<b>PAGE</b>
1.	<b>INTRODUCTION</b>	<b>3</b>
2.	<b>POLICY STATEMENT</b>	<b>5</b>
3.	<b>SCOPE</b>	<b>5</b>
4.	<b>PROCEDURE</b>	<b>6</b>
5.	<b>REVIEW</b>	<b>7</b>
6.	<b>APPENDICIES</b>	<b>7</b>
	<b>APPENDIX 1 RELATED POLICIES</b>	<b>7</b>
	<b>APPENDIX 2 ACE FE SUPPORT LEARNER JOURNEY</b>	<b>8</b>
	<b>APPENDIX 3 EDUCATION AND CARE PLAN PROCESS</b>	<b>9</b>
	<b>APPENDIX 4 EXAM CONCESSION REFERRAL PROCESS</b>	<b>10</b>
	<b>APPENDIX 5 FE LSA IN CLASS SUPPORT LEARNER JOURNEY</b>	<b>11</b>
	<b>APPENDIX 6 FE SPLD ASSESSMENT &amp; SUPPORT LEARNER JOURNEY</b>	<b>12</b>

## **FE ADDITIONAL LEARNING SUPPORT POLICY AND LEARNING PROCEDURE**

### **1. INTRODUCTION**

#### **1.1 Background**

This policy supplements the Equality & Diversity Policy and has strong linkage with the English and Math's Policy. It has been formulated to emphasise the College's commitment to making learning accessible to all in line with current Equality and Diversity legislation.

The College is committed to the early assessment of individual learners' needs in order to provide reasonable adjustments and promote non-discriminatory practices across the College. This includes ensuring the availability of a range of services, support and auxiliary aids to meet the needs of learners, and potential learners, who have learning difficulties and/or disabilities that may affect their ability to access provision.

The College is committed to supporting learners with the development of English and Maths (in response to the national agenda). OFSTED now have 'Personal Development, Behaviour and Welfare' skills to enable them to succeed on their programme of study and to play a full part in their community.

#### **1.2 Purpose/Aim**

The overall aim of this policy is to ensure that the College is an inclusive learning environment where learning, achievement and progression are accessible to everyone. Additional Learning Support will encourage access and progression based on the individual needs of all learners including, where appropriate, the inclusion and support of learners with a variety of disabilities and special requirements.

The policy is written for and circulated to all staff of the College and reviewed annually by the Senior Management Team. It is available to all College stakeholders.

This policy supports the Aims and Objectives outlined in the College Strategic Plan. The outcome of the policy will enable learners to be successful and achieve to their full potential, resulting in providing all learners with a positive College experience.

All College stakeholders are responsible for implementing this policy and the accountability and monitoring of the achievement of the aims of this policy lie with Head of Additional Learning Support in conjunction with all members of the College Management Team.

#### **1.3 Definitions**

The College is committed to the Equality Act 2010 and the protected characteristics that this Act covers. The Further and Higher Education Acts 1992 (now carried over to the Learning and Skills Act 2010), the Education ACT 1996, the Children and Families Act 2014, the Care Act 2014 and the SEND Code of Practice 2015.

This Act defines protected characteristics including the following main categories:

- Physical difficulties
- Profound and Multiple Learning Difficulties
- Learning difficulties, including Specific Learning Difficulties (SpLD) such as dyslexia, dyspraxia
- Autistic Spectrum Condition (ASC)

- Social, Emotional, Mental Health
- Hearing and visual impairment
- Severe disfigurements
- Progressive conditions that are expected to become substantial

In addition to ensuring inclusivity for people who have protected characteristics. The college is committed to providing additional support for anyone who has a barrier that impacts their ability to access education.

#### Equality and Diversity

- This policy works in conjunction with the College's Equality and Diversity Policy.

#### Diversity

- The College has a range of curriculum provision covering ability levels from pre- foundation to degree level education and beyond. Bridgwater and Taunton College learners encompass a full range of age groups, modes of attendance, learning needs, ability and motivation.
- Bridgwater and Taunton College thrives on the diversity of its learners and recognises the valuable and enriching contribution that people from a variety of backgrounds and experience bring to the life of the College. It is committed to maintaining breadth in the curriculum and providing support to every learner, through its entry systems, course provision and learner support structure, during the learner's journey.
- Bridgwater and Taunton College learners have access to high quality additional learning support provision regardless of their chosen mode of study. The policy is flexible and dynamic enough to take account of the diversity of learners who learn at Bridgwater and Taunton College.
- Recognising the diversity of our current and future cohort of learners and clients and being responsive to their needs is key to improving the quality of additional learning support.

#### Equality

- Bridgwater and Taunton College has a strong commitment to equality of opportunity as laid down in its Equality and Diversity Policy
- Bridgwater and Taunton College promotes equality of opportunity to all staff and students in accordance with the Equality Act 2010.

#### Inclusive Learning

- Bridgwater and Taunton College is committed to the principles of inclusive learning. It supports the view that good teaching is found where teachers understand and respond to the individual requirements of the learners. It will use the individual learners as the starting point for its delivery of additional support.
- Through an understanding of how people learn, staff will endeavour to match the learner, aptitudes and learning styles, with the curriculum and its delivery in an appropriate, supportive learning environment.

## Learning Environment

- The learning environment extends beyond the physical resources of the classroom to include every aspect of the learners' experience at Bridgwater and Taunton College. This encompasses e-learning, assistive technology and work experience.
- The College continually strives to improve its additional learning support resources materials to stimulate learner interest and meet needs.

## EHCP

- EHCP is an Education Health and Care Plan created by the Local Education Authority in conjunction with multi agencies to coordinate a coherent support agreement across education, health and social care for learners with SEND aged 0-25. This forms a statutory legal document with defined outcomes for the learner.
- In the event of learners with Education, Health and Care Plans not being able to attend the campus, due to the need to self isolate during Coronavirus (COVID-19) restrictions, the College has a duty of care to ensure that their needs can continue to be met. If the College has concerns about the safety of students while they are unable to attend College a Multi-disciplinary Team meeting will be arranged with the local authority.

## Exam Access Arrangements

- The college adheres to the JQC Guidelines for exam support and exam access arrangements for learners.
- The exam access arrangements provided must reflect the learner's normal way of working and need must be highlighted by a standardized assessment undertaken by a trained assessor.
- Other Exam Access Arrangements for medical reasons must reflect the learner's normal way of working and evidence must be provided to demonstrate the need.

## Awarding Organisations

- If required by an awarding organisation we will consult with them over any additional support needs required.

## 2. POLICY STATEMENT

The College is committed to developing inclusive learning approaches and to providing additional learning support to secure learning success for all.

For the College to be an inclusive learning environment there is a need to recognise individual needs that have an impact on the ability to access education. In particular, we need a clear understanding of how the impact that specific difficulties have on the way that people learn. Inclusive learning is based on providing the best match or fit between learners' needs and the learning opportunities provided.

It is recognised that some learners may require additional support including individual adjustments in order to fully access the provision.

## 3. SCOPE

### 3.1 Learners' Entitlements

All learners are entitled to study and progress in an environment which offers:

- A mutually respectful inclusive environment;
- A warm and nurturing welcome;
- Fairness to all;
- Equality of opportunity for learning and training;
- Full access, wherever possible, to the range of College facilities and services;
- Effective and Responsive Learner Voice;
- Specialist work skills placement officers;
- Additional support in Maths and English and study skills where appropriate;
- Extra workshops and drop in sessions;
- Special arrangements for exams;
- Specialist software / equipment as appropriate;
- Communicator / signer;
- Targeted key workers;
- Specialist ASC support;
- Specialist SpLD support;
- Counselling and mental health support.

### 3.2 Staff should:

- Monitor the flexibility of course provision to ensure that all persons are included.
- Impact assessments should be completed when planning curriculum activities/trips etc. to ensure equality of access for all.
- Review teaching styles and practices to ensure that provision is accessible and that reasonable adjustments are incorporated to anticipate likely support needs.
- Ensure that recruitment, assessment and examination arrangements are flexible to the needs of all learners and anticipate the need for any reasonable adjustments.
- Encourage learners to disclose a disability/individual need where it would enable additional adjustments, exam/assessment arrangement or auxiliary aids to be put in place, whilst maintaining confidentiality to the level requested by the learner, wherever possible.
- Ensure that the learners complete an initial assessment for all full-time learners at or prior to the beginning of their course and for part-time learners as appropriate. The results will help identify English and Maths support needs and decide whether the provision of additional learning support would be of benefit to the learner.
- Maintain robust working links with learning support staff to maximise inclusive practice through differentiation and effective communication.
- Monitor and review (making appropriate adjustments) the accessibility to College services such as Information, Advice and Guidance, Student Support, Welfare and Counselling, Learning Resource Centre, Restaurant services, recreational facilities and transport etc.

- With support from Additional Learning Support team and Head of Additional Learning Support, conduct a PCR (Person Centred Review) for students who are identified as High Needs and a review of the Education, Health and Care plan when this is required either annually, transition review or emergency review.

### 3.3 College managers will ensure that:

- All curriculum staff receive training on their responsibilities under the requirements of College's Additional Learning Support policy.
- Sufficient resources are available to fund the anticipated reasonable adjustments to meet the needs of the learners who have individual needs and to respond to individual cases, appropriately and in a timely manner.
- Effective systems and procedures are in place for the promotion, referral, identification and provision of additional learning support, including learning agreements, review of need and effectiveness of the service.
- Key performance indicator and any differences in success for individual groups are identified and actioned through Self-Assessment in-conjunction with College's Equality & Diversity Committee.

### 3.4 Financial resources

- The College recognises the challenge of enhancing the quality of additional learning support across the full BTC provision and is committed to adopting a learner led resources allocation model within the budget available.

## 4. PROCEDURE

See appendices 2, 3, 4 and 5

## 5. REVIEW

- The College self-assessment report process will provide evidence in areas for improvement required in the delivery of additional learning support. This ensures the College's strategic aims are implemented at an area level through the operating plan.
- Data will be reviewed relating to the retention of learners who have declared a need that impacts their learning.
- Positive Learner Voice feedback will be sought from learners who have a learning difficulty, a disability or who need additional learning support.
- Review Groups and Standards Committee will review performance ensuring Governor involvement.
- The Equality and Diversity Committee will consider equality of opportunities for ALS students.
- Review of performance via the College inspection and review process and in conjunction with the TLA strategy.

- Additional Learning Support is also subject to Local Authority review.

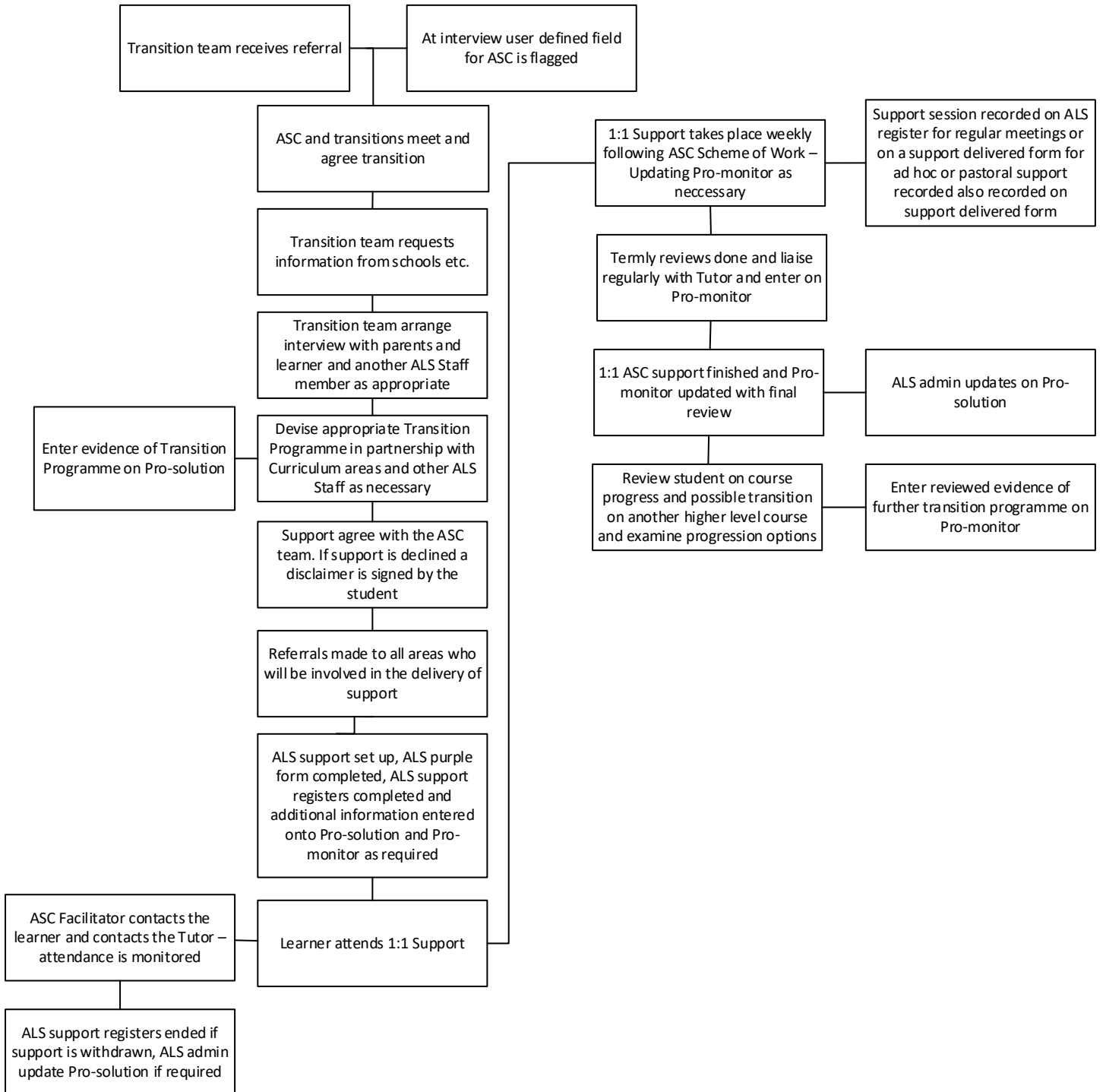
## **6. APPENDICIES**

### **APPENDIX 1 – RELATED POLICIES AND LEARNER ENTITLEMENTS**

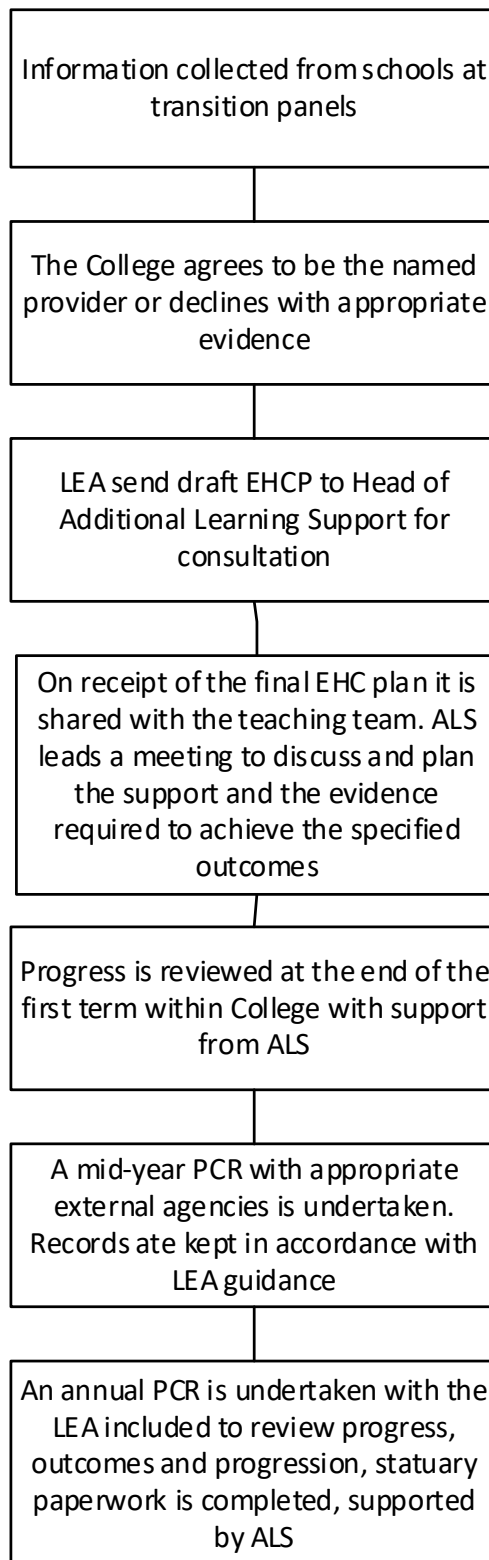
- Student Substance Misuse Policy
- Academic Appeals Policy and Procedure for Learners
- Student Complainants Complaints Guidance and Procedure
- Data Protection Policy
- Student Disciplinary Student and Parent Guidelines
- e-Safety Policy
- Equality and Diversity Policy
- Safeguarding and Child Protection Policy and Procedure
- Student Conduct and Disciplinary Procedure
- Personal Care Policy and Procedure
- HE Additional Learning Support Policy



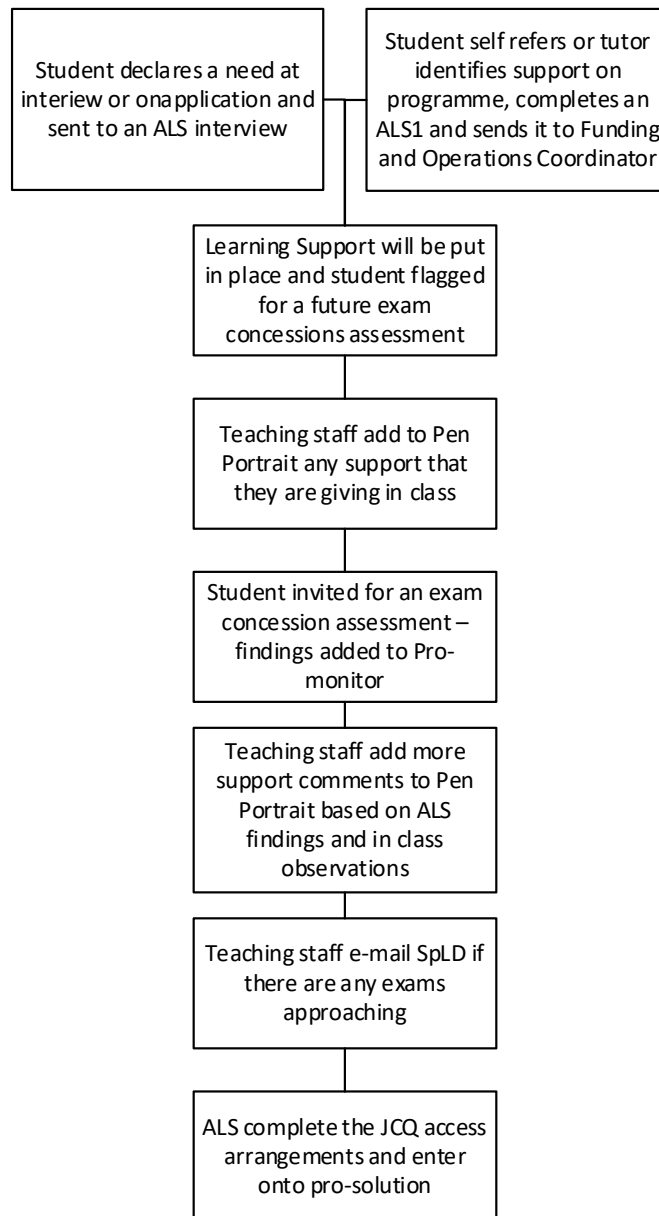
## APPENDIX 2 - ASC FE SUPPORT LEARNER JOURNEY 2020-21



### APPENDIX 3 - EDUCATION HEALTH & CARE PLAN COLLEGE PROCESS 2020-21



## APPENDIX 4 - EXAM CONCESSION REFERRALS 2020-21



.....

### Possible Support to be given in class

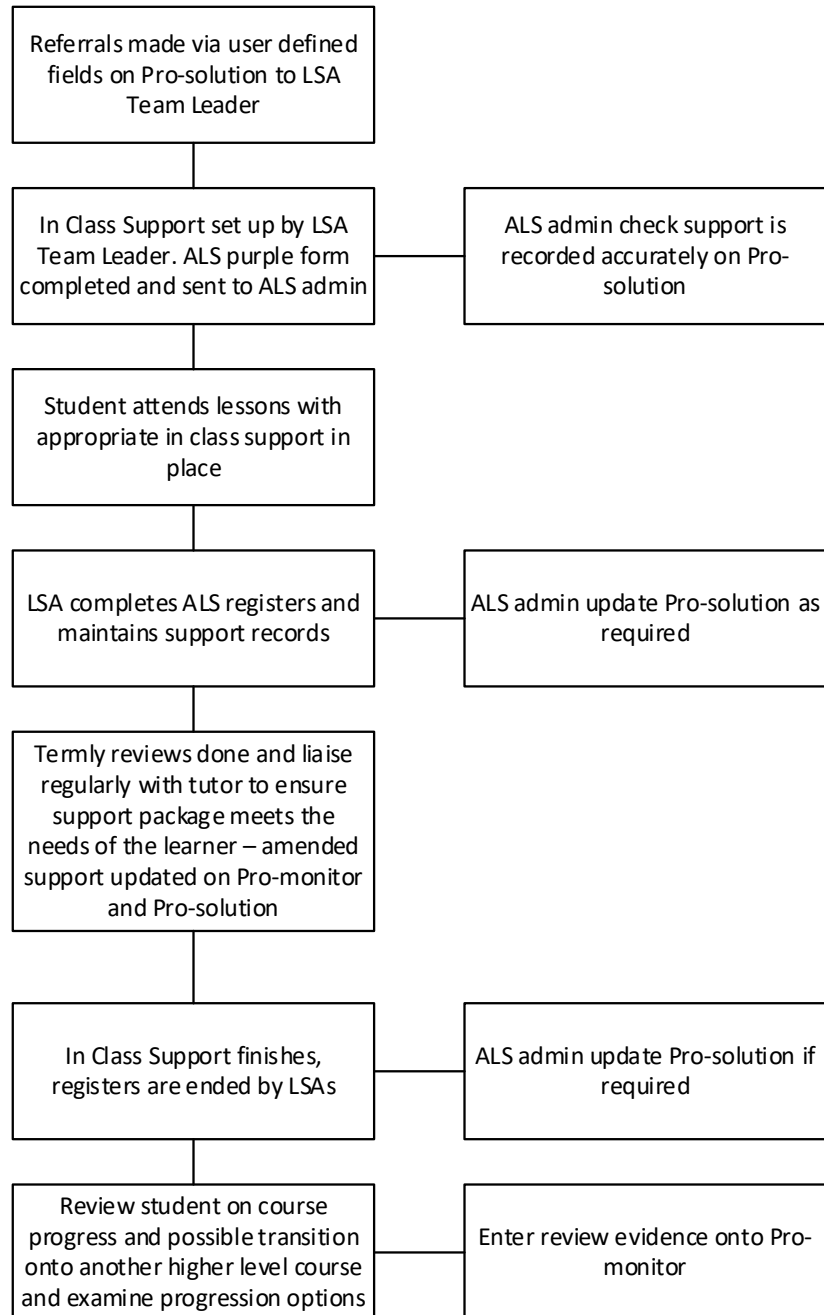
**25% extra time** - given for slow handwriting, slow processing or slow reading **The use of a PC without spell-check** - given for slow or illegible handwriting General rule of not giving 25% extra time with the use of PC

**Computer or human reader** - given for poor reading skill

**Note taker or scribe** - given for poor writing skills if a PC is not appropriate

**Rest breaks** - given as necessary with reason on Pen Portrait

## APPENDIX 5 - ALS FE LSA IN CLASS SUPPORT LEARNER JOURNEY 2020-21



## APPENDIX 6 - ALS SpLD ASSESSMENT & SUPPORT LEARNER JOURNEY 2020-21

