Additional Learning Support Policy	
Lead: Director of Inclusion	**Status:** Approved
Version: 2.0	**Date of Version: May 2023**
Approving Body: Governors	**Supersedes**: November 2019
Approved on: 3 May 2023	**Next Review date: January 2024**

Equality analysis tool[1]		
1.	Is the policy relevant to the public sector equality duty?	Yes
2.	Have any concerns previously been raised about this policy or practice?	No
3.	Is likely to result in discrimination against a protected group?	No
4.	Does this policy positively contribute to the participation of under-represented groups in the Group's activities?	Yes

Version Control		
Version	**Date**	**Change(s)**

Access	
Location	**Address/Link**
Sharepoint	SharePoint/Links/Document Centre/A-Z Policies and Procedures/Additional Learning Support Policy
Service Centre	Additional Learning Support
Document Centre	

Communication	
Medium	**Audience**
e.g. Team Briefing, Managers' Briefing, All-site Staff Meetings	For staff, parent, external parties learner information and comment the Policy was communicated via: Senior Leadership Team meetings; Group website; Moodle and supplied to Governors.

[1] The Screening Template relating to the Additional Learning Support Policy can be found on page 46 of this document.

Heart of Yorkshire Education Group

Policy on Additional Learning Support

Review Cycle: Every two years

Next Review Date: January 2024

Person Responsible: Director of Inclusion

Approving Body: Governors

1. Introduction

The Heart of Yorkshire Education Group 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 Group aims to provide appropriate advice and guidance to all students prior to entry to raise aspirations and to assess any Additional Learning Support (ALS) needs in a timely and comprehensive manner. The Ofsted Inspection in 2018 stated that, " Leaders and managers use the budget for students who have high needs very effectively to ensure that students can access learning in a general further education setting. They employ expert specialist staff and invest in high-quality resources, such as assistive technology." This policy applies to ALS procedures for 16-18 year old students, High Needs Students, Apprentices and Adult Learners (including adult learners in receipt of a learner loan).

1.1. Students are encouraged to disclose their needs confidentially at all stages of the learning journey. The Group 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. This includes the use of Quality First Teaching as a minimum and is enhanced with SEN Support resources and strategies as required. 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.

1.2. 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 (2015), which is related to Part 3 of the Children and Families Act (2014). The SEND Code of Practice is due to be updated as part of the SEND Agenda Green Paper in April 2022.

1.3. 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. Groups have been allocated an Advanced Student Loan Bursary Fund, to provide support to vulnerable students who have taken out a loan. Student Central 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. Adults with learning barriers who are undertaking AEB funded courses may be able to access Learning Support Funding to assist with the implementation of reasonable adjustments.

1.4. 'Disadvantage block 2 provides funds to support students with additional needs including moderate learning difficulties and disabilities. It is based on low prior attainment in maths and English.' (19/20 FE allocation statement explanatory note FINAL, page 10). A proportion of this funding is allocated to ALS to fund Study Coaches and resources used in The Hubs and ARCs, the remainder is maintained centrally and used across Group in other supportive initiatives.

1.5. It is recognised that barriers to learning can be caused by physical, social, emotional, mental health, and language factors. All students at The Heart of Yorkshire Education Group fall under the Preparing for Adulthood outcomes and therefore these will be used to shape provision and support where possible.

1.6. This policy, therefore, applies to pre-entry assessments, transition and enrolment, induction, on- programme activity, classroom-based learning, curriculum enhancements, reasonable adjustments, technology-enhanced learning and any off-site activities associated with 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 inclusive learning. All staff must be aware of the Group's obligations and their responsibilities to:

- promote equality and participation
- embed inclusivity and Quality First Teaching into all learning activities
- ensure that individualised, differentiated strategies are in place to support learning
- monitor the impact and quality of ALS delivered to students
- maintain our high expectations and aspirations for students with SEND

2.2. In presenting this policy the Group seeks to:

- express its full commitment to students with SEND
- clarify the scope of the ALS Service
- outline the roles and responsibilities of all staff with regard to students with SEND
- Involve students in the planning of the support they will access at Group
- 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 SEND before starting College to ensure support can be provided in a timely, responsive manner
- improve outcomes for students with SEND and High Needs in terms of retention, achievement, success and progression into positive destinations including higher level study and paid employment
- promote the independence of students in receipt of ALS

3. Definition

3.1. "Students with SEND" is the term used to describe students who need reasonable adjustments making for them at College due to:

- a disability and/or learning difficulty
- possession of an Education, Health and Care Plan
- A learning barrier as recognised under the Equality Act 2010

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 High Needs funding and other funding streams to support students with SEND
- complies with the Equality Act, Data Protection Act and Safeguarding/Child Protection legislation
- provides SEN Support 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 SEND 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: ESFA/DfE, Student Finance England
- works in close partnership with Local Authorities (LAs) to effectively plan for HNS's support and meet the LAs' audit requirements
- enables students with SEND 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 1a, 1b, 1c, 1d, 1e)***
- a robust transition system to capture support needs and any associated funding of HNS
- a formal 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 SEND only occurs when it is to the learner's advantage. When permission is given, their SEND are communicated to Group staff, on a 'need to know basis', in a timely manner via Teaching and Support strategies held on ProMonitor and where appropriate the uploading of the student's One Page Profile ***(see appendix 2a for High Need students and delegated students***). For non-High Needs Funded students with a declared need all relevant information relating to their needs will be recorded in ProMonitor within the ALS support section.
- Detailed information about EHCP learners' additional needs are to be included within One Page profiles utilised by all teaching staff. This document is generated by ProMonitor teaching staff are supported by SENDCOs in its completion to ensure strategies are personalised and relevant for the learners.
- calculating costs on ALS systems from funding information on HNS presented by the ESFA 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
- reviewing on-programme Quality First Teaching alongside the Head of High Performance
- the reasonable 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 (AAT) service is provided to learners with declared additional support needs, however, teacher requests for assistance for their learners are taken into consideration. AAT can include; adaptation of materials into large print or braille; specialised hardware, software, ergonomics, etc. Learner assessment for specific equipment is undertaken by AAT staff. The Adaptations and Assistive Technology Service has a focus to provide access to learning, aid independence and make economical use of resources.
- 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, Study Coach, Communication Support Worker or BSL Interpretation).
- The SENDCO for the Curriculum area will determine allocation of support provided for the student, where there are constraints on funding the SENDCO will work with the Head of Department or Curriculum Development Manager to determine priority of need
- BSL Interpreters will provide support to the deaf Group 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' SEND needs in their classes
- the reduction of class sizes (for example, in the case of FLEX courses)
- The SEND Systems Co-Ordinator 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 SEND when planning visits, work placements or residential trips
- the undertaking of Risk Assessments and Personal Emergency Evacuation Plans in conjunction with Curriculum 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 SEND

6. Staff roles and responsibilities

6.1. All College staff have a responsibility to be inclusive within their job role and support SEND 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. Appropriate forms of ALS will be available to students with a disclosed disability, learning difficulty, language support need or for students with an EHCP within the resources that are provided. where ALS resources or staffing are limited, the Head of Department/Curriculum Development Leader will determine prioritisation in discussion with the SENDCo.

8.2. ALS is not intended to be substitute for meeting course entry requirements and, where this is the case, ALS will not be prioritised

8.3. All students with SEND that disclose their needs to the Group are entitled to:

- Quality First Teaching across all learning experiences and activities
- 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:
    - Progress towards aspired destination
    - quality and impact of education both Quality First Teaching and SEN Support
    - 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 education both Quality First Teaching and SEN Support
- 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 undertaken by subject teachers to ensure their educational environment is safe. Substantiated empirical evidence with justifications for an environment being unsafe are essential for ensuring he upholding of the Equality Act 2021.
- a personal Emergency Evacuation Plan 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 leaners that present with language difficulties and learning difficulties:

9.1. The complex interrelationship of these needs may make it difficult to know how best to support the learner. The staff undertaking the learner's maths and English, and ALS, should initially identify and assess learners who have a range of language and learning needs/ disabilities and present their findings to their Head of Department. The Head of maths and English and the Head of Inclusion will determine a programme of support or whether the learner requires other courses of action, e.g. a change to the level of their English/ESOL programme or additional support out of class.

9.2. 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.

9.3. For High Needs students a review of progress will take place following the completion of Professional Judgement grades by teaching staff. This review will include the Head of Inclusion, Curriculum Head of Department, Curriculum Development Managers and relevant SENDCO. The review will monitor levels of progress for High Needs students with an EHCP and ensure timely interventions to address any underperformance. These reviews will include progress against English and maths qualifications.

10. High Needs Funding:

10.1. For High Needs Funding, the Group 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

10.2. High Needs Funding is lagged and therefore Planned Places are to be agreed by November of the preceding year. The Head of Inclusion will negotiate this figure with the Head of Service for SEND and Commissioning at Wakefield Local Authority. High Needs Funding cannot be used to for purposes other than supporting the individual student it is attached to. Support encouraged includes providing Study Coach assistance, assistive technology, in-class ALS, curriculum enhancements, SENDCo intervention and other reasonable adjustments.

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 Group'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 Group'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 Group'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. The Heart of Yorkshire Education Group want to continue the good practice that takes place in schools and fully involve parents/carers in their children's education whist they are in College.

12.2. For those parents/carers who have children at College under the age of 18 (or up to 25 if they have a SEN) the ALS service will:

- encourage parents to attend reviews, interviews and parents' evenings

- Campaign for parents to give examples of success stories of how their child has developed and progressed with ALS support
- Contribute to the Wakefield SEND Strategy Board in conjunction with Wakfield Parent and Carer Forum.

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. Learning Walks and best practice sharing regularly undertaken by members of the Inclusion Team and others within the wider Group OTLA team
14.2. Implementation of SEND mentorship for non-SEND specialist teaching staff
14.3. Written reports channelled through teaching observations
14.4. Development identified within the ALS self-assessment report
14.5. Head of Inclusion and SENDCOs analysing the online student survey, acting upon areas of identified improvement
14.6. Achievement of SMART targets and EHCP outcomes

15. Areas for development

15.1. To fully embed the EHCP target setting process for High Needs learners (***see appendix 2d)***

16. Links with other policies

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

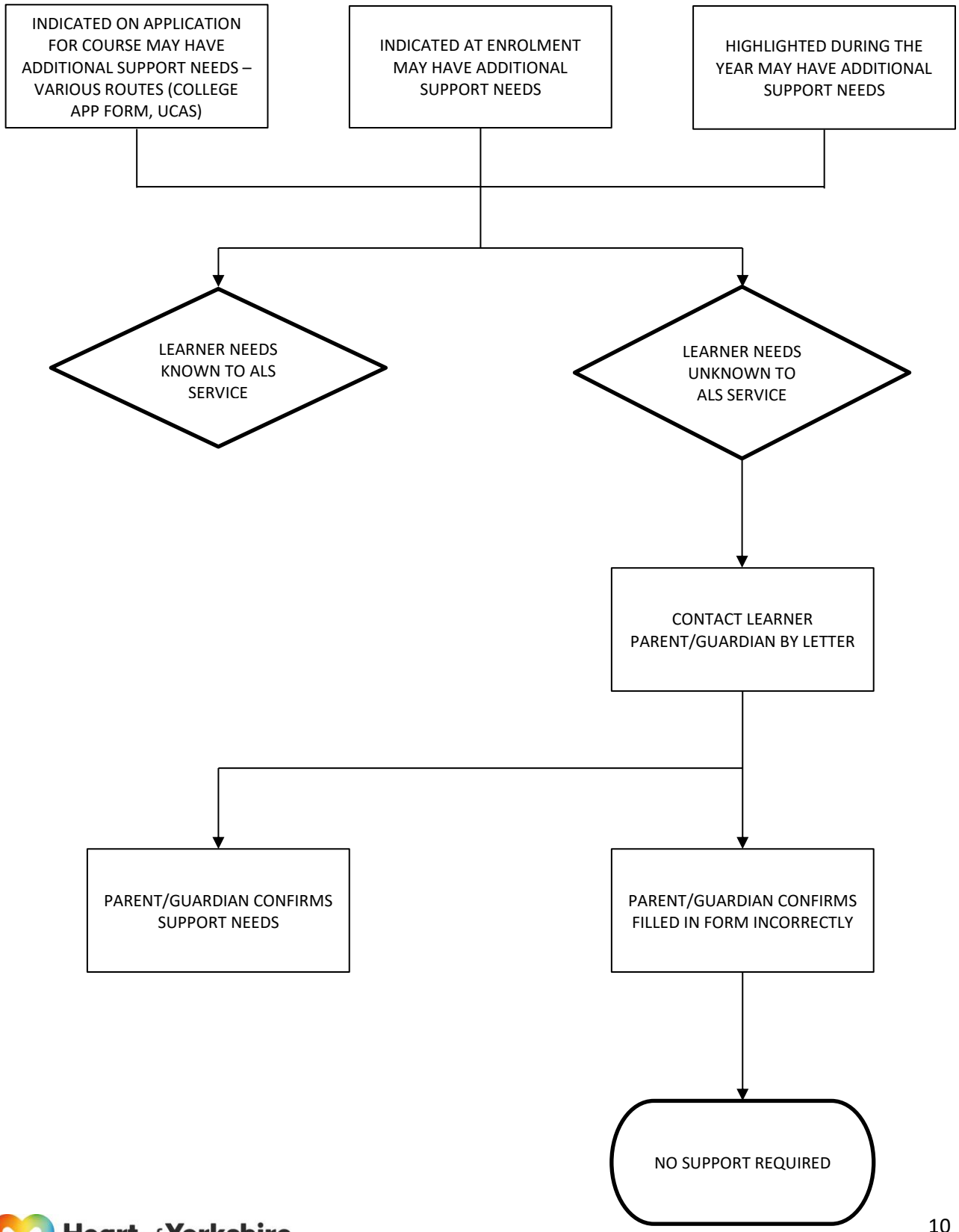
17. Appendices

1a) 16-18 student disclosure flowchart
1b) 19+ student disclosure flowchart
1c) 19+ students with Learning Loans
1d) Students with an EHC Plan
1e) ALS2 – Tutor / Self-Referral Form
2a) High Cost and Delegated Learner Profile
2b) Group profile template
2c) 19+ Support Plan
2d) EHCP target setting process
3a) Exam Access Arrangement Procedures

3b) Exam Access Arrangement Flowchart
3c) Subject Tutor Consultation Form
4a) ALS overview of roles and responsibilities
5) ALS funding

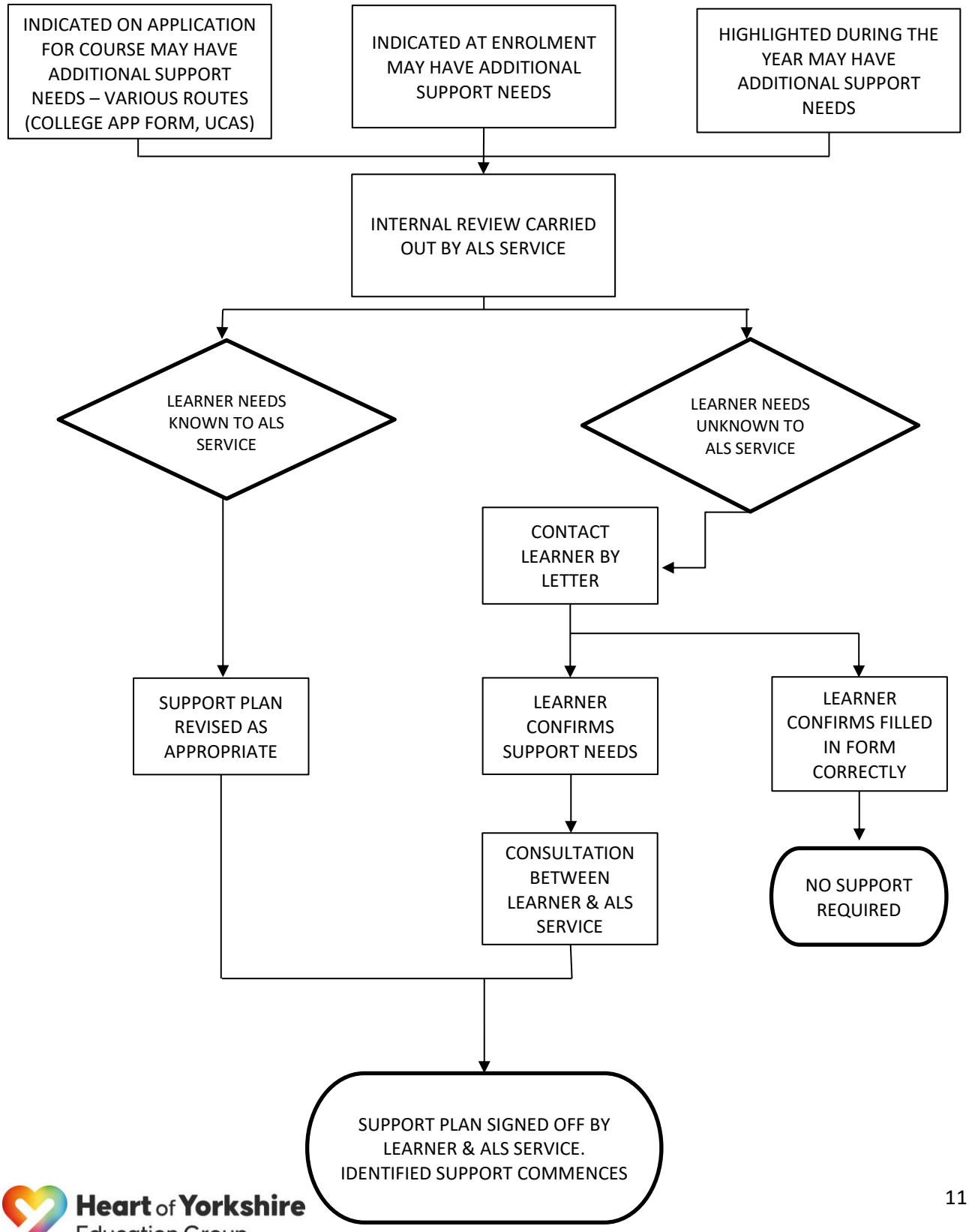
Appendix 1A

Age 16-18 Learners



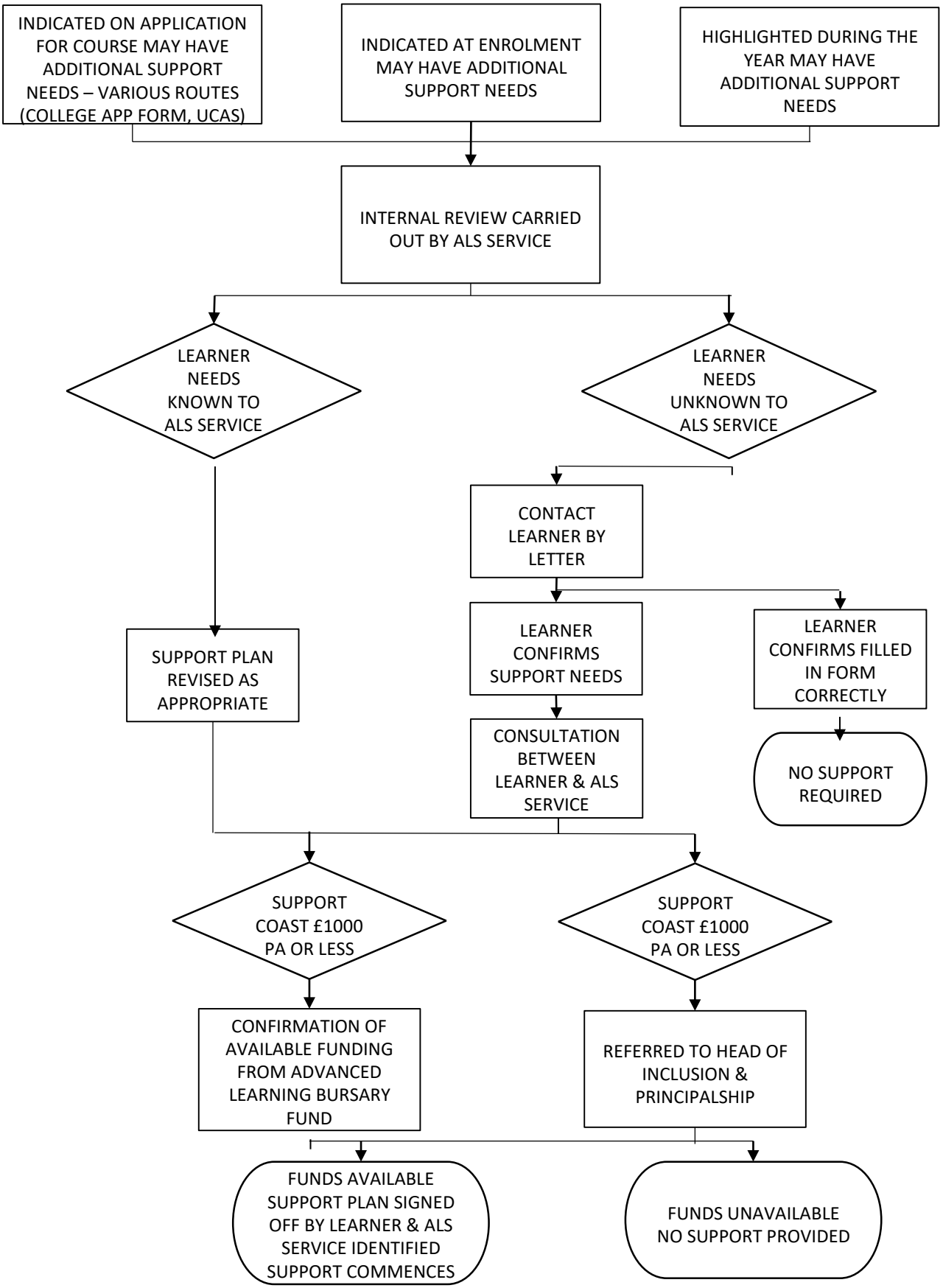
Appendix 1B

Age 19+ (Adults & Apprentices over the age of 18)



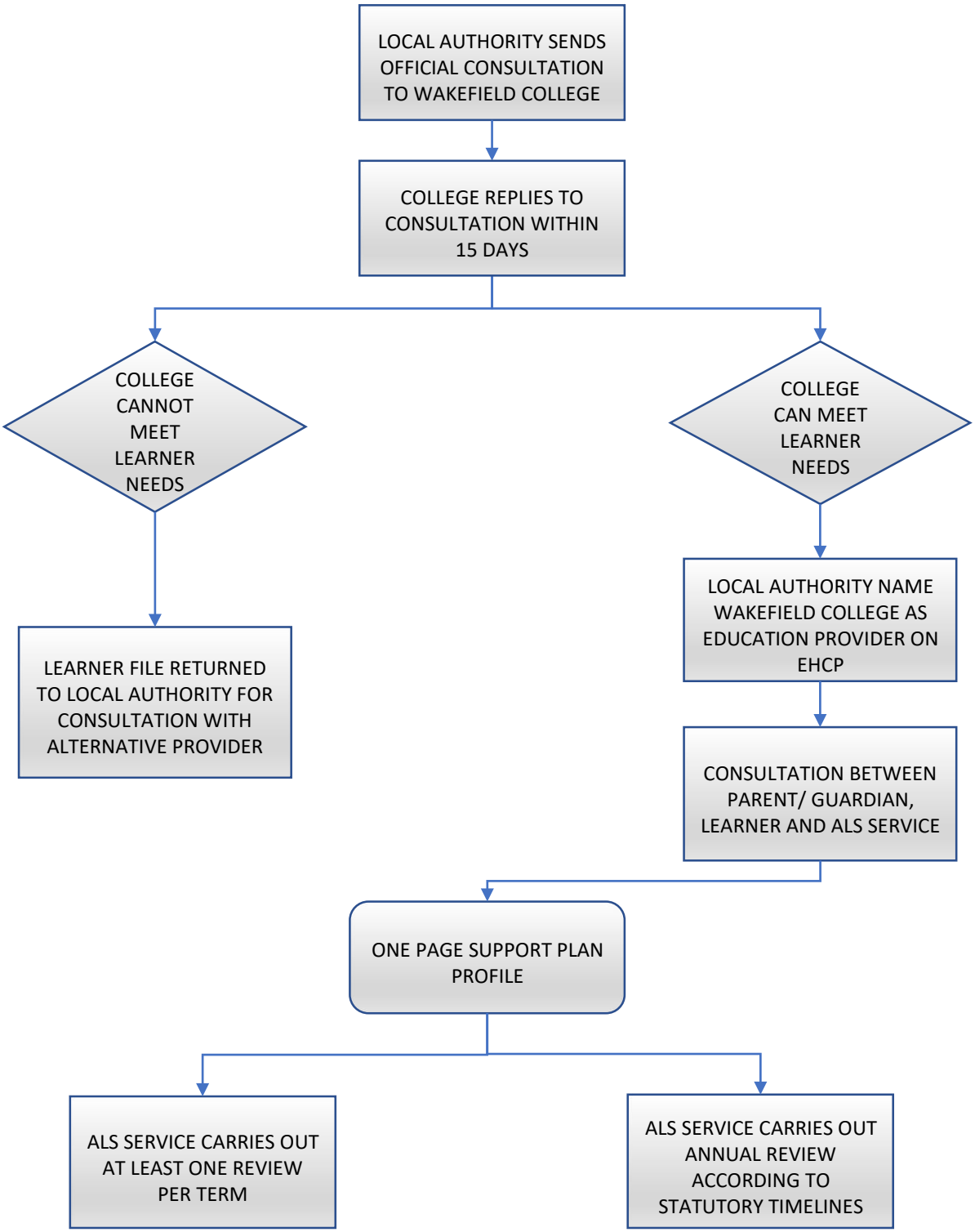
Appendix 1C

AGE 19+ LEARNERS IN RECEIPT OF AN ADVANCED LEARNING LOAN


INDICATED ON APPLICATION FOR COURSE MAY HAVE ADDITIONAL SUPPORT NEEDS – VARIOUS ROUTES (COLLEGE APP FORM, UCAS)
INDICATED AT ENROLMENT MAY HAVE ADDITIONAL SUPPORT NEEDS
HIGHLIGHTED DURING THE YEAR MAY HAVE ADDITIONAL SUPPORT NEEDS
INTERNAL REVIEW CARRIED OUT BY ALS SERVICE
LEARNER NEEDS KNOWN TO ALS SERVICE
LEARNER NEEDS UNKNOWN TO ALS SERVICE
CONTACT LEARNER BY LETTER
LEARNER CONFIRMS SUPPORT NEEDS
LEARNER CONFIRMS FILLED IN FORM CORRECTLY
SUPPORT PLAN REVISED AS APPROPRIATE
CONSULTATION BETWEEN LEARNER & ALS SERVICE
NO SUPPORT REQUIRED
SUPPORT COAST £1000 PA OR LESS
SUPPORT COAST £1000 PA OR LESS
CONFIRMATION OF AVAILABLE FUNDING FROM ADVANCED LEARNING BURSARY FUND
REFERRED TO HEAD OF INCLUSION & PRINCIPALSHIP
FUNDS AVAILABLE SUPPORT PLAN SIGNED OFF BY LEARNER & ALS SERVICE IDENTIFIED SUPPORT COMMENCES
FUNDS UNAVAILABLE NO SUPPORT PROVIDED

Appendix 1D

LEARNERS WITH AN EHCP



Appendix 1E

Heart of Yorkshire Education Group

ALS2 – Referral Form

Additional Learning Support

Please complete in full and return to the Additional Support Office, Wakefield City Campus

Section 1

Learner ID	Learner Name	Date of Birth	Age

Course Code	Course Title

Course Tutor	Ext	Referred by

Tutor signature: …….. **Date:** ……../……./…..…

Learner signature: …… **Date:** ……../……./…….

Section 2

Previous Support Received

Assistive Technology Support (laptop, spellchecker, digital recorder etc)

Why support is requested

Please confirm the Learner's Skills Check results.

Literacy ☐ Numeracy ☐

If the learner may require support with their examinations, a declaration form must

be signed at consultation stage and the Examinations Unit informed. Requests for special arrangements are subject to examination board regulations and deadlines and learners may require additional assessments and/or evidence of their support needs. These can take time to arrange.

Section 3

Self-referral at Enrolment stage – please tick box and a member of the Additional Support Team will contact you for further details.	

Guidance for completing ALS 2 Referral form

The following is guidance for completing the Referral form. If you are still unsure, please contact Additional Support on ext 3585.

Completion at Enrolment
Please complete section 1 as fully as possible, and obtain the learner signature. Then please tick the box in Section 3 to identify referral at enrolment stage.

Section 1

This section **must be completed in full** or the form will be returned.

It is an Audit requirement that the form is signed by the tutor and Learner in **all** instances.

N.B The learner **must** have given their permission for you to request help for them and their signature on this form is therefore essential.

Section 2

This section should be used to provide as much information as possible about the learning difficulty or disability in order for a consultation to be arranged by the most appropriate Learning Support Coordinator. It is sufficient to indicate that the learner has disclosed certain information such as dyslexia, a mobility problem that they need assistance with, a medical problem etc. The detail of a disability will be taken at the consultation meeting, but in accordance with the Additional Support Policy a learner will need to be eligible before support will be provided.

The Additional Support Policy can be found in the Document Centre/Additional Support, or by choosing the following link:

http://staffinfo.wakefield.ac.uk/Document%20Centre/fetch.asp?file=%2FTeaching+and+Learning%2FAdditional+Support%2FAdditional+Learning+Support+Policy%2FAdditional+Learning+Support+Policy%2Eurl

Wherever possible indicate what support a learner had at school and if they had a statement of educational needs etc.

Section 3
Refer to Completion at Enrolment above

Office use only

Date Received	Name of SENDCO referred to and Date	SENDCO to initial once seen	Input tracking

Application File Exists

Yes √		No √		File Transferred		No Support Required	

Appendix 2A

Prime	
2nd	
Delegated	
HN	

One Page Profile

Specific Targets-Programme of Support 2019-2020
Completed by:

Learner	**Course**	**Course Code**

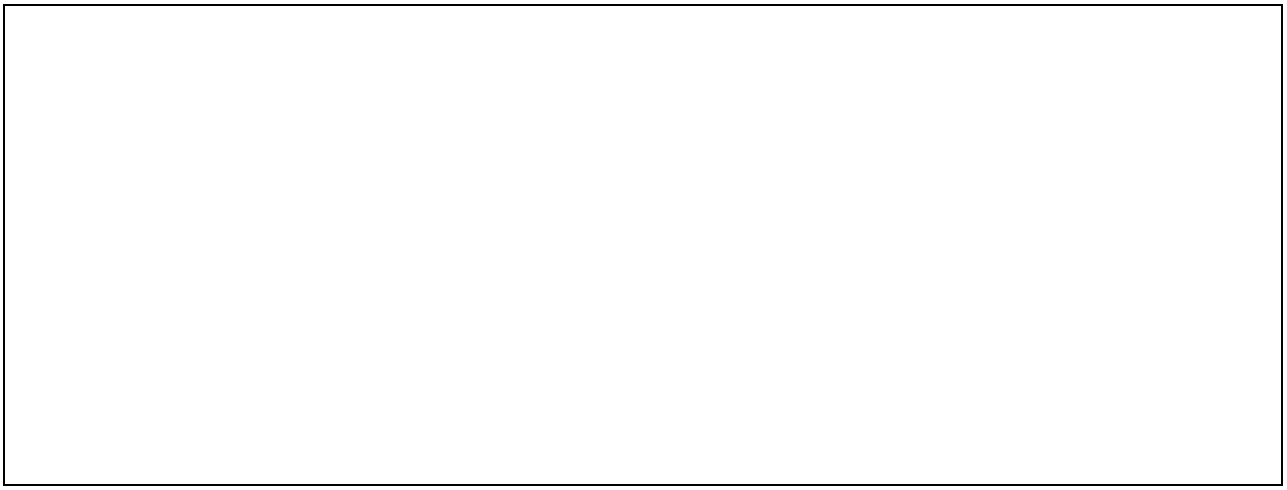
Overview:

Aspiration and long-term outcome:

Requires assistance with:

Recommended Strategies to remove barriers to learning:

EHCP Outcomes:



Appendix 2B

Student Group Profile

Process:
ProMonitor – Search for particular course – General Reports – College Reports – Student Group Profile

Example Student Group Profile:

									Target Grades		
Student ID	Student Name	Photo	Nationality	Student Group Code	Prior Attaintment Level	High Needs Student	Additional Support	Financial Support	Personal	Calculated	Overall Att
ABC12345678	XXX		United Kingdom	AAL1ABC1A000-A		Yes	Yes	Yes	P		71
XXX12345678	XXX		United Kingdom	AAL1ABC1A000-A		No	No	Yes	P		72
XYZ12345678	XXX		United Kingdom	AAL1ABC1A000-A		No	No	No			51

Risk Status			BKSB English			BKSB Maths				
Course	Overall	Individual Learner Strategies	IA Result	DA Result	DA %	IA Result	DA Result	DA %	Age	Date of Birth
No Risk	No Risk	Requires assistance with: Does not deal positively with confrontation/authority Complying with rules. He doesn't see point of change. This leads to anxiety/rudeness/defiance/showing off. Struggles to see what he has done wrong. Justifies behaviour 'makes it fit' Can be "class clown" - esp. when not engaged. Better with computer than writing - ASK: Shared laptop - Struggles to get ideas down Has no filter but is not meaning to be rude. Recommended Strategies to remove barriers to learning: 'Better guided than told' Needs to see big picture ie why maths/eng is important Needs prior warning + take-up time Time-out - needs to be implemented sooner rather than later. Catch early on with time- out. Works better with females Needs to know where the boundaries are of 'cheeky chappie' persona VERY QUICK LEARNER -> STRETCH AND CHALLENGE Offer choices - give x2 acceptance options Keep drip feeding importance of maths + English + reason for it. Accepts support but self-conscious Important to make positive relationships with security etc. Allow to have say where possible. New (November 2018) • During longer workshop sessions, XXX will participate in the workshop for the first hour, after which he will go to The Hub to complete his jobsheets. He will then return to the workshop for the last 20 minutes of the lesson to help with tidying up etc. • If XXX arrives to college and feels that his anxiety levels are high, he will access The Hub until such a time as he feels able to access class successfully. • If XXX uses his phone in class he will be asked to put it away. If XXX uses his phone on a second occasion he will be asked to step outside, and SLS will offer to look after XXX's phone until the end of the lesson/next break, and will make very clear to XXX when his phone will be returned to him. If XXX does not accept this support, he will go to the Hub for the remainder of that lesson. • If XXX needs to be challenged over his behaviour, ask him to step outside the classroom and speak	E2	L1	44	E3			17	XX/XX/XXXX

		on a 1-1 basis, informing him of WHEN the behaviour is appropriate. • Allow XXX a 5 minute break (on his own) if he requests this, and offer this if early signs of anxiety are observed.								
High Risk	High Risk	Generic Support ARC for literacy Low Attendance 70%	L1	L1	58	E3	L2	39	17	XX/XX/XXXX
High Risk	High Risk		E3	L2	57	E3	E3	86	17	XX/XX/XXXX

Appendix 2C

19 + Additional Learning Support Consultation and Support Plan 2019/2020

Date of Review:

Student Details

Student ID		**Surname/Family name**	**Forenames**
Gender		**Ethnic origin**	**1st Language**
DoB		**Age**	**Full time/Part time**
Address			
Home Tel.		**Mobile**	**Tel. 2**
Campus		**SENDCO**	**Date ProSolution updated**

Primary Programme Information

Suggested course (if being completed at transition review):		
Course name	**Course level**	**Course tutor**

Assessment summary

Support Needs	**Referred by:**
Primary:	
	Date referred:
Others:	
	Assessed by:

Previous experience and support

Previous placement/school	

Previous support received

Personal care		Large print	
Medical care		Braille	
Tutor support		Audio materials	
TA/LSA support		Laptop	
Communication Support Worker		Other equipment (please specify):	
BSL Interpreter		Lift pass. In case of room changes stair lift access may be needed.	
Reader		Exam arrangements	
Note taker		Transport to/from home	
Literacy support		Transport between sites	
Numeracy support		Independent travel training	
Language support		Other (please give details):	
Dyslexia support			
Dyscalculia support			

Evidence on file

Support Plan professional assessment

Please ensure that all documents are scanned and saved in the learner file.

Screening results

Screening / date			**Level**	**Percentage**
Screening method	BKSB	Literacy		
Target level		Numeracy		
Dyslexia indicator		Dyscalculia indicator		

Medical Condition

Does the student have a medical condition he/she is willing to disclose which ALS or course tutors should know about? Yes/No

Medical condition	
Date of onset	
Health and safety notes (is risk assessment required? Is PEEP required?)	
Emergency contact name	
Emergency contact phone	

Support Required: summary

Personal care		Large print	
Medical care		Braille	
LSA support		Audio materials	
Communication Support Worker		Laptop	
Interpreter - BSL		Other equipment *	
Reader		Exam arrangements **	
Study Coach		Lift Pass	
Access to HUB		Risk assessment	
Access to ARC		PEEP	
Note taker		Transport between sites	
Literacy support		Other (please specify):	
Numeracy support			
Language support			
Dyslexia support			
Dyscalculia support			

** If YES, please refer to the ALS Assistive Technology and Adaptations Team*
*** If YES, please refer to the ALS Exam's Access Arrangement Co-ordinator for special consideration for exam arrangements'*

Support Staff Support Strategies:
Teaching Staff Strategies:

Planned Programme of Support details:

Type of Support	Support Staff	Start date	Hrs per/wk	Wks per/yr

	Tick as appropriate	Date
Support Required		
Support Offered		
Support Agreed		
Support Taken Up		
Support Deferred		
Support Declined		

Learner Signature:	Learner Print Name:	Date:

Appendix 1

Review 1
Review 2
Review 3
Outcome

Appendix 2D

RARPA based procedure for monitoring and recording the progress of students with Education Health and Care Plans (EHCPs)

Purpose of this procedure

The Group recognises that academic target setting is an essential aspect of supporting progress for all students and the Group has robust procedures in place for target setting and reviewing progress for all students, regardless of their programme or level. However, it is recognised that for students with EHCPs there is a need to monitor and record progress against a broader range of outcomes as set out in the EHCP document using a model based around RARPA principles. RARPA stands for *Recognising and Recording Progress and Achievement* and is a widely used process for evidencing progress in a non-accredited learning route.

Typically, students with an EHCP will have between 4 to 6 outcomes listed in their plan. These outcomes are reviewed on an annual basis via the Statutory Review process, usually in term 1. Outcomes included in the EHCP may be academically focused, for example to achieve a given level in English or maths. Alternatively, they may be based around broader aims such as: improving independence, managing particular behaviours or developing communication skills. The Statutory Review process is led in Group by the SENDCO team. This procedure will outline how the Group will monitor and record the progress students make towards their EHCP outcomes throughout all aspects of their Study Programme.

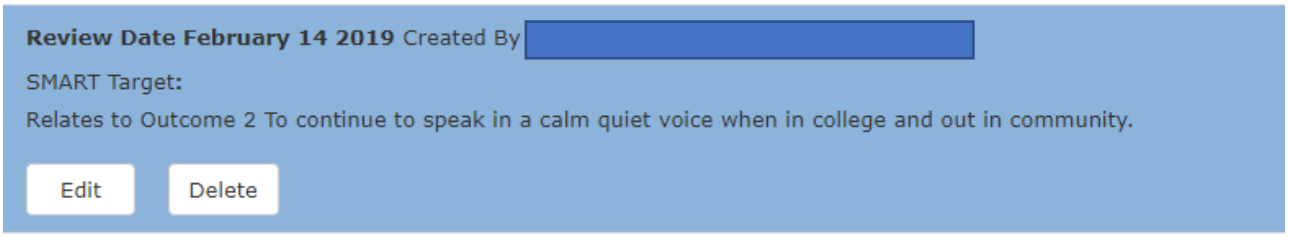
Students in scope

This process applies to all students with an EHCP regardless of whether they are categorised as High Needs by the receipt of Element 3 top up funding from the Local Authority. In a typical academic year this will be in the region of 180 students, who will be undertaking courses in a wide range of vocational areas from Entry Level to Level 3.

Setting targets

It will remain the responsibility of SENDCOs to translate the students' EHCP outcomes into relevant short-term targets. SENDCOs will focus on setting targets for a minimum of 2 EHCP outcomes per term. Too many EHCP targets in each termly period will be counter productive as students will also have course related targets set by academic teaching staff. EHCP targets will be SMART and should enable progress to be evidenced on more than one occasion over the term. EHCP targets will be identified by an orange coloured border in ProMonitor. They will also be pre-fixed by the Outcome number to which they relate to as shown in the example below.

An example of an EHCP focused target.



Reviewing and evidencing targets

The primary responsibility for evidencing progress against targets will largely rest with Support Staff (Specialist Learning Support, Study Coaches and Pastoral Liaison Officers). This will be achieved by use of comments with dated examples, initialled by the staff member. These will be recorded in ProMonitor. In most circumstances the expectation will be that progress should be successfully evidenced on at least three occasions before a target can

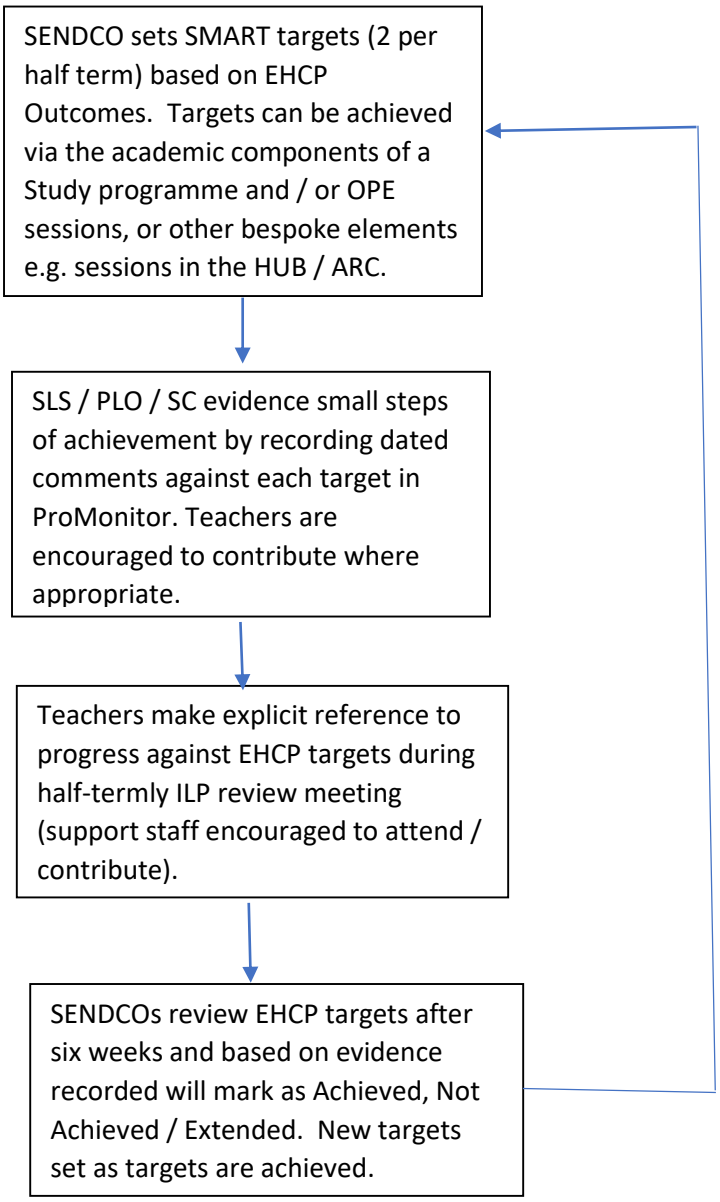
be marked as achieved. Where appropriate, teachers are also encouraged to make contributions to the recording of progress against EHCP by adding comments. SENDCOs will be responsible for reviewing targets on a termly basis. Targets may be marked as achieved, not met or extended. Where targets have been successfully achieved and evidence is consistently available to demonstrate this, new targets will be set based on EHCP outcomes. Over the course of the academic year SENDCOs will ensure all EHCP outcomes are translated into measurable targets, although targets linked to next steps or outward transition may be set later in the academic year in line with the Group's planned progression activity.

Role of teaching staff

Teaching staff will also be expected to comment explicitly on the progress of students' EHCP targets, in addition to academic targets, within the ILP review meeting. This is their opportunity to contribute to the evidencing of EHCP outcomes and it is very important teaching staff are aware of students' EHCP outcomes and how they can support maximum progress towards these through differentiated teaching approaches. Details about students' EHCP outcomes and the strategies that will best enable them to be achieved are outlined in the One Page Profile prepared for each student with an EHCP by the SENDCOs (accessible via the uploaded documents section of ProMonitor). Where timetables allow, best practice would be to invite support staff to attend ILP reviews for students with EHCPs to ensure a joined-up approach.

Also see guidance document for teaching staff (available on ALS Service Centre).

RARPA based approach to evidencing EHCP outcomes



Abbreviations:

SLS (Specialist Learning Support)
PLO (Pastoral Liaison Officer)
SC (Study Coach)
*OPE (Outcomes for Personalised Education)

* *These are additional 1:1 or small group sessions planned around EHCP outcomes and typically delivered by a Study Coach or other ALS staff member*

Appendix 3A

Exam Access Arrangement Procedure

Rational

To ensure that students are receiving support requirements during exams or assessments, communication of the processes and responsibilities should be clear to students and staff. The Group must adhere to the Joint Council for Qualifications (JCQ) guidelines for Access Arrangements and Reasonable Adjustments, and any other instructions issued by relevant awarding organisations.

Access Arrangements are the principal way in which awarding bodies make 'reasonable adjustments' where a candidate, who is disabled within the meaning of the Equality Act 2010, would be at a substantial disadvantage in comparison to someone who is not disabled.

The JCQ guidance for the 2015/16 academic year has highlighted:

- new, stricter regulations requiring more involvement from tutors
- the need for exam Access Arrangements to be processed at the start of the course to have the necessary arrangements in place for examinations and controlled assessments/coursework (4.2.4 of JCQ guidance).
- Access Arrangements **must** be approved before an examination or assessment (4.2.4 of JCQ guidance)
- the arrangement (s) put in place **must** reflect the support given to the student in the College, for example, in the classroom environment. This is commonly referred to as the **'normal way of working'** The only exception to this is where an arrangement is put in place as a consequence of a temporary injury or impairment (4.2.5 of JCQ guidance).
- The SENDCo, fully supported by teaching staff and members of the senior leadership team, must lead on the access arrangements process within his/her centre.
- Teaching staff and members of the senior leadership team must support the SENDCo in determining and implementing appropriate access arrangements.
- The SENDCo must work with teaching staff, support staff (such as Learning
- Support Assistants and Teaching Assistants) and exams office personnel to ensure that approved access arrangements are put in place for internal college tests, mock examinations and examinations.
- Failure to comply with the regulations contained in this document have the potential to constitute malpractice which may impact on the candidate's result(s).

Procedure

1. Disclosure of exam Access Arrangement needs

1.1. It is very important that early disclosure is given by the student to allow arrangements to be made with the awarding body as Access Arrangements must be approved by the Awarding Body before any examination or assessment takes place.

1.2. JCQ state that the Access Arrangements must be processed at the start of the course. As exams/assessments take place at different times throughout the

academic year the Group's Exam's Office need timely notification. They require notification of at least 8 weeks to process the application of Access Arrangements to the Awarding Body before the examination/assessment takes place. **After this time may result in applications for Access Arrangements being refused by the Awarding Body**.

1.3. Disclosure points include:

1.3.1. At School Transition Review
1.3.2. Open Evenings
1.3.3. On application to College
1.3.4. At interview with course teachers
1.3.5. At enrolment to College
1.3.6. During induction on course
1.3.7. Self-referral to the Additional Learning Support Service
1.3.8. Self-referral to a subject teacher or Personal Tutor

1.4. Access Arrangements can include:

1.4.1. Reader
1.4.2. Scribe (Amanuensis)
1.4.3. Communication Support Worker/British Sign Language Interpreter
1.4.4. Modified papers
1.4.5. Use of a laptop
1.4.6. Extra time
1.4.7. Rest breaks
1.4.8. Separate room

1.5. When a student discloses an Access Arrangement need, the process followed.

1.6. JCQ Access Arrangement Evidence paperwork (Form 8, Section 2) that is completed with the learner and submitted to the Awarding Body.

College Access Arrangement Evidence paperwork that is completed with the learner, subject teacher and ALS Study Coach.

Appendix 3B

EXAM ACCESS ARRANGEMENT FLOWCHART

Appendix 3C

Applications for Access Arrangements will require previous evidence of need and will need to be provided by the student before the application is processed – please refer to Additional Learning Support for further guidance.
Applications need to be requested 12 weeks before the exam.

Tutor Check list regarding student's Normal way of working Additional evidence to support Access Arrangements

Student Name:	**Student ID:**	**Campus:**
Tutor:	**Subject:**	**Proposed Exam Dates:**

- **Subject teachers and/or support assistants have indicated that this student is struggling in the classroom**
- **Teachers now need to provide evidence that the student meets the following conditions to <u>support an application</u> for Access Arrangements**

Conditions for Candidates with a Substantial Impairment: JCQ regulations
• The student has persistent/significant difficulties and <u>is</u> disabled within the definition of the Equality Act 2010 • There is evidence of <u>current</u> difficulties and how they substantially impact on teaching/learning in the classroom • Teaching staff are involved in determining the need • Without the arrangement the student would <u>be at a substantial disadvantage</u> when compared with non-disabled students • The arrangement <u>continues</u> to be the student's normal way of working as a direct consequence of their disability.

TIME	YES	NO
Finishes tasks after others		
Needs extra time for assignments		
Needs time to formulate an answer to a verbal question (slow responding)		
Needs careful explanations in straightforward language of tasks/assignment titles		
Finds it hard to meet deadlines		

READING	YES	NO
Needs reading support in class		
Avoids reading out loud		
Has difficulty following written instructions		
Finds it difficult to quickly get the idea of what s/he has read		
Finds it hard to remember what s/he has read		

WRITTEN WORK	YES	NO
Handwriting is difficult to read		
Has difficulty copying from the board		
Finds taking notes hard		
Works on laptop/computer rather than writing		
Needs support with planning written work		
Can explain verbally without problems but struggles to write anything down		
Needs support with spelling		
Grammar and punctuation insecure		

MEMORY & CONCENTRATION	YES	NO
Has difficulty following oral instructions		
Has difficulty concentrating for long periods		
Has difficulty remembering messages, appointments		
Needs to have instructions repeated		
Needs to have instructions written down		
Needs timely reminders to stay focused on task		
Needs to take frequent rest breaks		
Panics when faced with tests		

VISION	YES	NO
Needs large print version		
Uses coloured overlay when reading. **Please state colour:**		
Benefits from handouts on coloured paper. **Please state colour:**		

Please state the support offered within the classroom and what exam arrangement you think would provide support for this student (this must reflect their 'normal way of working'): *e.g. extra time/reader/word processor/rest breaks/prompt*
DATE: Tutor Signature: Student signature:

Appendix 3D

Student's view of normal way of working

Additional evidence to support Access Arrangements

Name:	**ID:**
Main Course:	**Tutor:**
Maths/English Course:	**Tutor:**

TIME	**YES**	**NO**
I finish tasks after others		
I need extra time for assignments		
I need to take time to think before I can answer a verbal question		
I need the teacher to explain the task again before I can understand what to do		

READING	**YES**	**NO**
I have a computer or someone to read to me in class		
I dislike reading out loud		
I have problem following written instructions		
I often do not understand what I have just read		
I find it hard to remember what I have read		

WRITTEN WORK	**YES**	**NO**
My handwriting is hard to read for me and/or for others		
I have difficulty copying from the board		
I find it hard to take notes		
I prefer to type than to write by hand		
I need help to plan my written work		
I can talk through my answers, but I find it hard to write anything down		
I need help with spelling		
I am not good at grammar and punctuation		

MEMORY & CONCENTRATION	**YES**	**NO**
I have difficulty following what the teacher says		
I have difficulty concentrating for long periods		
I have difficulty remembering messages, appointments		
I need to have instructions repeated		
I need to have instructions written down		

EXAMS	**YES**	**NO**
I find it hard to revise for exams		
I cannot finish an exam in the time allowed		
I sometimes/often go blank in tests/exams		

I need to take frequent rest breaks		
I need to be reminded to stay focused on task		

ORGANISATION	YES	NO
I am not well organised – I lose things and forget to bring items to school		
I find it hard to meet deadlines		
I have difficulty working efficiently (competently)		

VISION	YES	NO
I need a large print version		
I use coloured overlay when reading. **The colour I use is:**		
The print blurs or shimmers on the page		
I prefer handouts on coloured paper. **The colour I use is:**		

PRACTICAL TASKS	YES	NO
I find practical tasks hard		
I prefer practical tasks to written ones		
I understand better if I can do an activity rather than listening/writing about it		

What do teachers do to help you in your lessons, tests and exams?

-
-
-
-

What do you do to help yourself in your lessons, tests and exams?

-
-
-
-

Date:

Student signature:

Learning Support signature:

Appendix 4A

Head of Inclusion

- plan the allocation of ALS resources in an equitable and efficient manner
- negotiate High Needs Funding and maximise opportunities for further income through various routes
- utilise the resources available for ALS effectively and appropriately
- lead on Quality First Teaching for the Group and ensure inclusivity remains central to curriculum planning
- ensure student-centered distribution of ALS resources across Group from the funds allocated to individuals and services
- keep abreast of external policy development to inform strategic planning
- work with the HR Business Partner for Workforce & Learning Development to provide relevant CPD events that meet the needs of staff groups and individual student needs
- work with external agencies to influence and direct travel in relation to SEND and Inclusive Learning Practice
- Make final decisions on Formal Consultations for commissioned placements
- be the SLT member responsible for Exam Access Arrangements
- engage students and parents in ALS strategy and policy

SEND Co-ordinator

- co-ordinate all aspects of support for their designated programme areas
- ensure eligibility of students in receipt of ALS taking into account the different funding resources, i.e.; High needs students with an EHCP age 16-24, age 16-18 deemed 'at risk' and in need of ALS, age 19+ deemed 'at risk' and in need of ALS, those students in receipt of 24+ learner loans and apprentices
- plan support for HNS as soon as known to the ALS Service to assist early staffing planning
- manage the HUB (Help Understand Behaviour) resource on campus
- manage attendance at School Reviews to enable a personalised planning of support strategies for students and identify High Needs Students at an early transition stage to provide local authorities with the necessary documentation to secure funding of ALS
- to chair the EHCP Annual Review meetings for College students and to provide a quality assured, robust, timely and accurate reflection of the Review meeting via the LA provided paperwork
- timetable support staff for students with ALS needs in a timely and responsive manner
- ensuring that the staffing establishment is kept fully utilised and recruited to
- work with agencies to employ staffing to provide specialist support where necessary
- ensure all support plans and strategies for student support are created and agreed with students at different stages of their student journey;
  - HNS: Three Reviews a year, including one EHCP Annual Review.
  - 16-18: Cascade appropriate strategies.
  - Adults: On a disclosure of a support need, a provisional support plan after interview outcome and enrolment stage; agreed at October half term, or, if a short course, agreed after an appropriate period agreed with the student.
- ensure support information is communicated to staff on a 'needs to know' basis
- safeguard students by making sure all risk assessments and Personal Emergency Evacuation Plans are in place for students, where appropriate
- provide strategies for teachers and support staff on ProMonitor to enable a differentiated delivery and support mechanisms in and outside of the classroom to meet student needs
- seek ways to support students that encourage independence
- monitor the quality of provision through student reviews, student outcomes, student walks and student feedback

- provide relevant information to meet audit requirements
- Provide adequate training for ALS staff to perform their duties effectively
- Provide disability awareness training for all Group staff when required

SEND Systems Co-ordinator

- Co-ordinate, plan, arrange Exam Access Arrangements for students across The Group, in line with Awarding Body regulations.
- Identify students who may be entitled to Exam Access Arrangements.
- Liaise with school and other partners to gain information with regards to Exam Access Arrangements, as required by the JCQ and other awarding bodies
- Liaise with students in a timely and professional manner to initiate their application for Exam Access Arrangements.
- Support tutors in their request for Exam Access Arrangements within the Awarding Body regulations.
- Arrange appointments for assessment of students with Exam Access Arrangements.
- Complete and submit applications for Exam Access arrangements to meet Awarding Body deadlines.
- Ensure that students have approval for appropriate Access arrangements in place for their exams.
- Provide supervision for ALS staff in facilitating the application and approval of exam access arrangements for students across the Group.
- Provide high quality evidence and records of each individual application to withstand audit by JCQ inspectors.
- Give advice, guidance and training to teaching staff to evidence the 'normal way of working' in the classroom for the tutors to be able to complete the necessary evidence and application forms (e.g., Form 8, college forms etc.)
- Deliver training to staff across the Group.T

Study Coach

- be responsible for a cohort of students to ensure they have a high quality experience of ALS
- work in partnership with teachers to support applications for exam access arrangements, inform the EAAC to arrange any necessary further assessment for the student
- Complete registers in a timely manner and follow up non-attendance to timetabled support
- provide additional support to groups of students with a range of support needs, with and without direct supervision to support students with identified learning difficulties and disabilities to be successful in achieving their learning goals
- contribute to the timely identification of support needs
- contribute to the preparation of support strategies and Support Plan profiles for students and ensure that these are effectively implemented and monitored
- undertake risk assessments and PEEPs for students and, where appropriate, effectively communicate them to ensure the College community is safeguarded
- provide teachers with recommendations on specific adjustments required in relation to literacy and/or numeracy assessments and to provide teaching materials/advice for teachers to use to develop functional skills in a mainstream environment for ALS students, where required
- track and oversee the progress towards Preparing for Adulthood Outcomes
- support ALS students in increasing their own level of independence
- ensure the smooth operation of the HUB resource and provide support to students accessing this resource
- liaise effectively and professionally with external agencies and individuals, as appropriate. on behalf of the student
- liaise with SLSs and teachers to offer a holistic approach to those students accessing the HUB service, Study Coach session and ARC

Specialist Learning Support

- to provide support in the HUB resource as and when required, ensuring registers are completed and non-attendance followed up in a timely manner
- to provide non-teaching specialist support to students out of class, in small groups and 1:1 support in accordance with the student's support strategies recorded on ProMonitor
- undertake risk assessment of students who disclose support needs under the supervision of the SENDCO or designated Study Coach working on behalf of the student
- liaise with staff (teaching and non-teaching) on the specific support needs of students
- undertake mentoring of less experienced or new staff to the team
- develop information and resources for the ALS Service
- liaise with outside agencies and parents/carers in respect of specific support needs on behalf of the student
- contribute to the transition process, identifying, assessing, and monitoring of specific support to students
- ensure the eligibility of students in receipt of ALS
- to provide in class 1:1, small or large group support and out of class supervision as directed by the Campus SENDCO, teacher and/or in accordance with the student's EHCP/support plan profile and/or support strategies recorded on ProMonitor
- to liaise proactively with teaching staff to:
    - ensure that support is informed by lesson planning in liaison with the teacher
    - ensure the effective implementation of the support strategies identified on ProMonitor
    - help remove any barriers to learning that arise that affect the student being supported
- keep their line manager informed of any problems that occur affecting the student, including non-attendance if the student/s in receipt of ALS
- minimise disruption to classes in the course of supporting their students
- support students in a manner that ensures maintenance of academic standards and encourages independence
- to provide personal care, welfare support and therapy support in response to individual students who may require additional help because of medical and/or physical conditions in and/or out of class in accordance with the EHCP or support plan profile
- to provide out of class supervision, eg, lunchtime, in accordance with risk assessment and Support Plan profile
- to provide support to students in evening classes, summer schools, enrolment, initial assessments, for exam access arrangements, visits and any College or Group events where students require support
- undertake Reviews with the students at designated points in the academic year
- to fully contribute to the Group enrolment and initial assessment process
- work in such a way that maintains student dignity and adheres to the Group's Code of Conduct.

Group Business Support staff have the responsibility to:

- consider the communication needs of all students
- make reasonable adjustments where necessary to accommodate the needs of students with an ALS need
- report to the SENDCO if any student with a support need is having difficulties during unstructured time (e.g. being bullied or being abusive)

Teaching staff, when working with students with ALS needs, have the responsibility to:

- plan and deliver Quality First Teaching in every learning experience
- plan and make reasonable adjustments for students with ALS needs through differentiation of learning resources and delivery
- pro-actively liaise with in-class support staff in advance of lessons/workshops/tutorials to ensure effective implementation of the support strategies and/or support plan profiles held on ProMonitor
- to pro-actively liaise with the EAAC and Study Coaches to plan, produce the appropriate paperwork and put into effect any exam Access Arrangements required by students, ensuring that the Access Arrangement requested is ' the normal way of working' within the classroom
- pro-actively liaise with the ALS staff to ensure effective support is implemented for students who require behaviour strategies and/or literacy and numeracy to support their learning
- Providing work for students attending the HUB and/or allow access via the web to the classroom activities to continue their learning outside of the classroom
- acknowledge advice provided by staff from the ALS Service
- seek advice or training from the ALS Service to develop their skills and knowledge in making adjustments

- as far as possible ensure that the support strategies provided by the ALS Service are fulfilled
- work in partnership with the ALS Service to undertake health and safety risk assessments, on behalf of students to ensure, as far as possible, that the student is safe in the learning environment
- 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, (tick agreement on ProMonitor) and where it will be of benefit to them
- use strategies in making adjustments that encourage students' independence

Group Managers have the responsibility to:

- support the ALS Team in making adjustments for students with ALS needs
- provide advance notice of timetable changes and cancellation of sessions so that support staff can be deployed efficiently and students can be prepared for those changes
- ensure the entry requirements for their courses are explicit and appropriate and include a requirement for literacy and numeracy levels
- change classrooms for a course, where the elected classroom is inaccessible for a student with SEND and the curriculum can be delivered in the changed setting
- timetable students with a need for in-class support together, where possible, so that support staff can be deployed effectively and in a cost effective manner
- monitor the retention, achievement, success and progression of students with additional support needs, through the self-assessment process and share this information with the Head of Inclusion
- be responsible for making a decision on support provision when informed that ALS resources are limited by SENDCOs
- to make appropriate use of the information presented by the ALS Service to assist in planning for HNS
- ensure their staff receive adequate training to prepare them to have awareness and understanding of the different learning difficulties and/or disabilities, and to differentiate their learning resources accordingly
- Ensure students have adequate work available for students to continue with their studies when in the HUB/ARC.

Appendix 4B

ALS Staffing

- Core
  - core staff are part of the staffing establishment and contracted to the Group. Core staff that are directly engaged with supporting students are on term time only contracts to ensure availability during term time. The staffing establishment is constantly analysed and replenished to ensure the core staffing adapts to changing needs of students.
- Temporary
  - temporary staff can be employed as Fixed Term for a set amount of time determined by the Group, or Pool staff that govern their own working times. Temporary staff are engaged in agreement to suit timetables of students in need of support. The ALS Pool staffing is constantly replenished to ensure continuity and availability of support to students.
- Agency
  - agency staff are engaged when there is a need for specialist ALS staff that the ALS Service requires over and above those in its staffing establishment and/or that cannot be immediately recruited, for example, Communication Support Workers and Speech and Language Therapists. Finance procedures must be followed when booking agency staffing.

The ALS Service has to have planned staffing based on assumptions of needs for HNS. From February half term planning will take place for the next academic year. Proposals for staffing recruitment will be submitted to Principalship by the end of April. Recruitment will be agreed and start from the end of May to start in September

Appendix 5

ADDITIONAL LEARNING SUPPORT FUNDING INFORMATION

- Disadvantage Block 2 (Low Cost) funding:
  - Disadvantage block 2 funding is allocated to College from the ESFA as a separate part of the funding statement. It is calculated through a formula of prior attainment of GCSE mathematics and English, where all students who have not a grade 4 or above attract a payment of £480 per subject.
  - The Government recognises that some students require additional support to participate and achieve if students are to achieve full participation and improve attainment.
  - The principle is to create a single budget that Colleges use as they see fit
  - Learners with learning difficulties and/or disabilities must also be supported as a priority. The ESFA intends providers should be able to utilise both their general programme and their low cost ALS funding to support these ambitions.
  -
- High needs students:
  - For funding purposes, a High Needs Student is defined as a young person aged 16-18 who requires ALS costing over £6,000 and any young person aged 19-24 subject to an EHC Plan who required ALS costing over £6,000. Funding for such high needs students aged 16 to 24 consists of both place funding (Elements 1 and 2) and top-up funding (Element 3)
  - The student's LA and Group will work together to agree support package needed to enable the young person to participate effectively in their chosen study programme. The costs of their support package should be met through Elements 2 and 3
  - Colleges are not funded in the same way as schools for students who require ALS costing less than £6,000. Colleges do not receive Element 2 and 3 for these students and local authorities do not commission places or provide specific additional funding

- Element 1:
  - EFA funding for 16-19 year olds has changed from funding per qualification to funding per student. Element 1 is the first of two components known as 'place funding' and is paid by the Education and Skills Funding Agency (ESFA) to institutions (institution to be known as College for this Policy) to enable students to participate in a study programme. Element 1 represents the funding that students at the College attract for their basic programmes and <u>does not take into account the ALS costs of high needs students</u>

- Element 2:
  - Element 2 is the second component of 'place funding' and provides the first
    £6,000 of funding to meet the ALS costs for high needs students.

This element of place funding is not intended for meeting the needs of student who require a lower level support costing less than £6,000

- Currently Element 2 funding is allocated to Colleges on the basis of LA forecasts given the to the ESFA. From September 2016 EFA guidance stated that, unless the student has an EHC Plan, they cannot be classed as a high needs student on the ILR.
- Element 2 to be allocated to Colleges by the ESFA on a 'lagged' basis using data from the College's ILR census collections
- Element 2 funding placements are prioritised to students living in the Wakefield District, commissioned via the Wakefield Local Authority. Placements outside of the agreed ESFA Element 2 numbers are to have their Element 2 negotiated with College and the Wakefield LA. Other Local Authorities are to provide Element 2 in addition to ESFA placement numbers, unless the Wakefield LA does not commission the full allocation of placement numbers. In this event, the Head of the ALS Service will decide priority of Element 2 placements

- Element 3 (top-up funding):
  - Element 3 is the funding required over and above that provided by the place funding (Element 1 and 2) to enable a student with high needs to participate in education and learning. The ESFA makes an allocation to the LA for Element 3. This forms part of the LA high needs budget. The LA determines needs and uses their high needs budget to pay top-up funding to Colleges.

- Age 19+
  - For students age 19+ not subject to an EHC Plan, who self-declare learning difficulties and/or disabilities, their support will be dependent on support resources allocated by the ESFA through the Adult Education Budget Learning Support Fund.

- Apprentices:
  - the Group will support those with ALS needs on apprenticeships according to the guidelines set out by the SFA funding regimen.
  - The ESFA is also responsible for funding provision and support costs for apprentices who are subject to an EHC Plan for their learning programme. Therefore:
  - 16-24 year olds with or without and EHC Plan will have their additional learning support needs funded by the ESFA.
  - All learners on an apprenticeship who self-declare a learning difficulty or disability, or have an EHCP will have their needs assessed for levels of support required prior to any support commencing.

- Disabled Student Allowance (DSA)
  - support will be provided by the HE Department to complete and submit DSA applications for those students that need to apply.
  - students in receipt of DSA will receive ALS to the value of DSA allocated from Student Finance England.

Appendix One: Screening Tool

Public sector equality duty

The Public Sector Equality Duty requires The Group to have **due regard** for the need to:

- eliminate discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010;
- advance equality of opportunity between people from different groups; this involves considering the need to:
- remove or minimise disadvantages suffered by people due to their protected characteristics;
- meet the needs of people with protected characteristics;
- encourage people with protected characteristics to participate in activities where their participation is low; and to
- foster good relations between people from different groups - this involves tackling prejudice and promoting understanding between people from different groups.

Consequently, we need to assure ourselves that our policies will not have an adverse differential impact on any particular group. This pre-screening section will enable you to identify whether your policy is likely to have an adverse differential impact.

Please use the following template to help determine whether an equality analysis is required

Name of the policy	**Additional Learning Support Policy**
Author(s): Laura Lavender	

Author(s) of Equality Analysis:
Name: Laura Lavender
Job title: Director of Inclusion
Date: 05/01/22
Signature: Laura Lavender

In order to decide whether the policy requires further action, please complete the following questions:

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

- To ensure there is clarity and clear guidance on the ALS Service to staff and students
- 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	To inform the Group community of engaging equal opportunities to remove barriers to learning for those with learning difficulties and/or disabilities, and to give them advice on the tools to do so. 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?		As above.
eliminate harassment?		As above.
foster good relations between people from different groups?		As above.
tackle prejudice and promote understanding between people from different groups?		As above.

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

None, the policy focusses 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	x	x	x	none
Gender	x	x	x	none
Disability	x	x	x	none
Religion / belief	x	x	x	none
Sexual orientation	x	x	x	none
Gender reassignment	x	x	x	none
Pregnancy /maternity	x	x	x	none
Age	x	x	x	none
Marriage / civil partnership*	x	x	x	none

Evidence:

The ALS Policy is dedicated to removing barriers to learning for those with learning difficulties and/or disabilities. It sets out how college funding and practice is to be utilised to support equal access to learning. 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?

Communities and groups are likely to have learning difficulties and/or disabilities presented by a variety of means, which include:

- Commissioned placements by the Local Authority
- Deemed 'at risk' by partner schools or upon internal assessment
- Self-referral

Next steps

If your answers to these questions have identified potential negative impacts, then you should consider further consultation or action to minimise the differential impact. Please contact the Assistant Principal: Inclusion & Partnerships for support.

If no further action is required, please sign the declaration below and include with all published copies of the policy.

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: Laura Lavender
Job title: Director of Inclusion
Date: 05/01/22
Signature: Laura Lavender