**SOUTH & CITY COLLEGE BIRMINGHAM**

# 2023/24

# Additional Support Policy and Associated Procedures

## 1.      Context

1.1      The College is committed to inclusive learning and widening participation; the College also takes its responsibilities under the Equality Act 2010 very seriously. There is an increased public awareness of disability rights which have placed more demands on educational establishments. Consequently there are high expectations of the College, together with budget constraints.

1.2      Students will be supported to develop an insight into their personal barriers and to develop strategies and skills that will encourage them to become independent learners.

1.3      The College aims to be anticipatory in our readiness to support students. The College's focus is to provide a flexible, responsive service to meet the needs of the individual. We base our ethos around the 'social model of disability', aiming to be a fully inclusive college.

## 2.      Purpose

2.1      The College seeks to:

a)      Express its commitment to students with additional support needs;
b)      Clarify the scope of the Additional Support Service;
c)      Outline the roles and responsibilities of staff with regard to students with additional support needs;
d)      Involve students in the planning of the support they will need at College;
e)      Develop and maintain systems that encourage students to disclose their additional support needs before starting college so that their support can be planned and provided early in their programme of study;
f)      Improve the outcomes for students with additional support needs in terms of retention, achievement, success, progression to employment or higher education;

2.2      Promote the development of greater independent study skills of students with additional support needs.

## 3.      Aims

3.1      The implementation of the Additional Support Policy aims to ensure that the Additional Support Service:

a)      Enables students with additional support needs to have the same opportunities at College as students without those needs;

b)      Maximises the use of Additional Support funding and other funding streams in supporting students with additional support needs;

c)      Complies with the Equality Act 2010, the Data Protection Act 2018, Safeguarding legislation and the SEND Code of Practice: 0 – 25 years;

d)      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);

e)      Seeks ways to support students with additional support needs that promote their independence and prepare them for further study or employment;

f)      Meets the requirements of the current funding guidance and audit requirements.

3.2     This will be achieved through:

a)      Ensuring those in receipt of support from the Additional Support Team are eligible to receive that support;

b)      Additional support and adjustments provided by tutors, via one to one, or small group support;

c)      Shared in-class support from Teaching Assistants, where possible, when support has been allocated in class;

d)      One to one support in/outside class support according to needs identified by needs assessment and or an Educational Health Care Plan (EHCP).

e)      The use of assistive technology, adjustments by subject tutors or out of class support, where applicable, to enable the student's independence and to make economical use of resources;

f)      Providing information to all staff in College regarding their responsibilities under the Equality Act 2010 and the SEND Code of Practice: 0 – 25 years;

g)      Providing Continual Professional Development (CPD) opportunities and advice to staff that promote the understanding of students' additional support needs.

h)      Partnership work to provide specialist support in mental health, visual/hearing and impairment, and other identified agencies as necessary.

## 4.      Definitions

4.1     "Students with additional support needs" is a term used to describe students who need adjustments making for them at College due to a medical condition, disability, sensory or physical impairment or learning difference or because English is their second language.

4.2     "Additional Support" is the term used to describe a broad range of support on offer to students with additional support needs including:

a)      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);

b)      The assistive technology to be provided by the additional support team;

c)      One to one or small group support sessions provided by specialist learning support;

d)      The provision of in-class support by a member of the additional support team (e.g. A teaching assistant);

e)      The adaption of materials into braille or enlarged text;

f)      Access Arrangements (AA) and Reasonable Adjustments for Examinations

4.3    Teaching staff includes trainer and assessors who may support apprentices or work based learners.

## 5.    Scope

5.1    This procedure applies to all students.

5.2    For the purpose of this policy, funding and additional learning support, students with special educational needs will be defined as those students who have an Education Health and Care plan (EHCP)

5.3    For students without an Education Health and Care plan (EHCP) who make a disclosure of a disability, learning need or medical condition covered by the Disability Discrimination Act see Paragraphs 6.1 and 6.2 below.

## 6.    Entitlement and Rights to Additional Support

6.1    Additional Support will be available to all students with a disclosed medical condition, disability, sensory or physical impairment, or learning difficulty need if they meet the entry requirements of their chosen course, and can access their chosen course with the help of "reasonable adjustments" by the College.

6.2    All students with an additional support need that disclose their needs to the College are entitled to:

a)    A consultation with a member of the Additional Support Team/and or tutor to agree Recommendations of how they will be supported during their transition to College (interview, enrolment, orientation around College) and whilst at College;

b)    Their Recommendations being followed by teaching 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 of their Recommendations.

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.

## 7.    Advanced Learning Loans Bursary Fund statement

The Advanced Learning Loans Bursary Fund is a scheme to help support students who are eligible for an Advanced Learning Loan to study level 3 (19-23 years of age can exercise their right to funding for their first level 3 qualification), to level 6 qualifications for identified funded programmes. Additional Learning Support such as in class support, learning resources or necessary adjustments under the Equality Act 2010, can be funded through the ALLB bursary

element.  ALS will be available on a needs assessed basis, i.e. not related to income. Higher Education learners may also be in receipt of a Disability Allowance to fund specific area of support. Student Services will be made aware through the referral process to support and facilitate the requirements of the Disabled Students' Allowance.

**8.      Assessment for Examination Arrangements**

8.1     The College will only undertake a screening and/or assessment necessary to apply for Access to Examination Arrangements (AAE) on behalf of the student, if it is detrimental to the student's learning experience not to do so.

8.2     It is the responsibility of the student and/or their parent/carer to ensure that paperwork relating to access arrangements is still valid and up to date.

8.3     Access to examination arrangements can only be activated by the student or personal tutor by making a referral to the Additional Learning Support team at the start of the academic year.

**9.      Procedure for Assessment**

9.1     Where a student has a EHCP plan, assessment will be guided by the information contained in the plan.

9.2     The Managers of Student Engagement will liaise with previous educational providers and appropriate external agencies to support the interpretation of the students' EHCPin the context of new learning aims at college.

9.3     A member of the Additional learning support team identified by the Managers of Student Engagement will be responsible for working with the student to identify preferred methods of accessing learning support.  The scope of the support will be defined by the EHCP and/or assessment of need.

9.4     Where the student, parent, guardian or carer identifies a support need that has not previously been identified through the EHCP the Deputy/Assistant Directors of Student Engagement will liaise, as appropriate, with the Local Authority and appropriate external agencies to request an appropriate assessment and diagnosis.

9.5     Support requested which is not supported by the EHCP will only be provided following an appropriate assessment and diagnosis.

9.6     For the assessment process of students without EHCP, see section 10.

9.10    Reasonable adjustments permitted by the centre without the prior approval of the Awarding Body
The Exams Officer should determine whether prior approval to apply a reasonable adjustment is required, this should be broadly in line with JCQ guidelines.  The Centre Coordinator will ensure the relevant form produced by the Awarding body is completed and retained, along with evidence of need. This documentation will be made available to the Awarding body on request.

9.11    Reasonable adjustments requiring the approval of the Awarding Body
In cases where the prior approval of the Awarding Body is required, an appropriate member of the Additional Learning Support team should complete the relevant EAA (exam access

arrangement) form, which is then signed by the Student Engagement Assistant Director acting as SENCO.  All appropriate paperwork should then be shared with the Exam team for submission to the Awarding Body at the earliest opportunity. The college should hold the under-pinning evidence on file or short college assessment.

In all cases of applications for Reasonable Adjustment and Special Consideration the College will refer to the relevant Awarding Body's policy for support and guidance.

## 10.    Roles and Responsibilities

10.1    **Teaching Staff have the responsibility to:**

a)    Discuss and identify support needs, making a referral to the Additional Support Team for further assessment.
b)    Make reasonable adjustments for students with additional support needs;
c)    Pro-actively liaise with in-class support staff to ensure effective implementation of the recommendations;
d)    As far as possible, follow the advice provided by staff from the Additional Support Team either verbally or via a support plan;
e)    Seek advice or training from staff within the Additional Support Team to develop their skills and knowledge in making adjustments;
f)    As far as possible ensure that the Recommendations provided by the Additional Support Team is fulfilled;
g)    Respect the students' 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;
h)    If a student is requesting access arrangements a referral form must be completed and sent to the Student Engagement Additional learning Support team (ALS) with evidence or a picture of need before an assessment can be undertaken, the latter should allow for 6 to 8 weeks to gain an understanding of difficulties and/or any written or mock tests to have taken place.  The referral form can be found on EBS OnTrack. The student must be made aware of exam board deadlines for the application of Access to Examination Arrangements;
i)    Ensure that the normal ways of working is agreed and the completed EBS forms are submitted in a timely way to ensure that access arrangements are agreed promptly.

10.2    **Personal and course tutors have the responsibility to**:

a)    Ensure that they are familiar with their students' Recommendations identified on their support plans;
b)    Contact the Additional 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 Additional Support Team who have worked with their student when considering enrolment onto another new college course, progression onto Higher Education or employment opportunities.
d)    Consider the Outcomes in the students' EHCPs when setting out College Targets in their Individual Learning Plans (ILPs)
e)    Involve members of the Additional Support Team who have worked with their student when considering their progress and holistic development in advance of the student's Progress Review meetings.

10.3    **The Additional Support Team have a responsibility to**:

  a)    Liaise with teaching staff to ensure effective implementation of the Recommendations;
  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 Additional 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.
  f)    Liaise with teaching staff about the progress and holistic development of the student

10.4    **The Student Engagement Manager has the responsibility to**:

  a)    Advise staff and managers on appropriate strategies in making "reasonable adjustments";
  b)    Promote fair distribution across College of additional support resources;
  c)    Work with the Quality and Staff Development team to provide relevant CPD events that meet the needs of teachers and business support staff.

10.5    **College Managers have a responsibility to**:

  a)    Work with the Additional Support Team in making adjustments for students with additional 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 literacy and numeracy 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.

10.6    **The MIS Team have a responsibility to**:

Ensure that appropriate MIS arrangements are in place to make appropriate claims for additional learning support to Skills Funding Agency, Education Funding Agency or Local Authority.

Indicative special arrangements may include;

  - In class Support
  - Small groups
  - Support with differentiated materials
  - Technological Support
  - Out of Class support
  - Support with medical care in line with the College Policy
  - Reasonable adjustments for exam arrangements
  - Additional curriculum workshops
  - External specialist support

10.7    **The Senior Leadership team** will be responsible for ensuring the college has an inclusive culture in which each student's strengths and abilities are identified and nurtured.

## 11.    Procedure for Admissions

11.1    All students will be encouraged through the application form and at enrolment/induction to make a disclosure of special educational needs/additional learning/physical and medical needs. They are to discuss their needs with their personal and course tutors and attend appointments with the Additional Support Team promptly. They are to inform the personal Tutor and Additional Support Team of any relevant changes to their circumstances;

11.2    Where a disclosure is made on the application, the Admissions team will refer this to the Additional Learning Support Teams. Where applicable, Student Engagement will ensure that appropriate support is put in place for interview. This will include differentiation of any assessment which takes place. This referral will be made within two working days of the application being received.

11.3    Managers responsible for Additional Learning Support will be responsible for ensuring any additional resources or access needs are supported at interview e.g. communicators for hearing impaired students, induction loops, readers for assessment etc. Learners disclosing EHCP at interview stage will be offered a conditional offer and as part of the condition we add that any offer would be subject to an ALS Assessment to ensure the college can meet your needs this is on top condition on top of the course entry criteria being met. All other offers are also made on the same day of the interview from the Choice and Admissions Events we run (We run 9 of these events a year)

11.4    Managers responsible for Addition Learning Support will be responsible for briefing tutors on support needs and differentiation within learning and teaching which are identified as part of the admissions process and may need to be discussed at interview.

11.5    Where applicable and where an applicant has an EHCP the Deputy/Assistant Directors of Student Engagement will offer the student a separate interview with a member of the Additional Learning Support team to discuss their support needs to ensure that the college can meet their needs.

11.6    All students will be encouraged to discuss their additional needs at their interview and where no disclosure has been made they will be provided with the opportunity to do so.   The Admissions Team will be responsible for logging any additional disclosures and referring them to the Deputy/Assistant Directors of Student Engagement within two working days.

Failure to attend a Diagnostic Interview, screening for Access to Examination Arrangements or Assessment for Access to Examination Arrangements will mean that their name is removed from the relevant waiting list. It will be their responsibility to contact Additional Support to request a further appointment.

## 12.    Monitoring and Evaluation

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

a)    Improve the additional support provided;

b) Improve the procedures by which additional support is organised;

c) Ensure the effective use of resources allocated to the Additional Support Team;

d) Measure the retention, achievement, success and progression rates of students with additional support needs;

e) Improve systems and encourage disclosure of additional support needs.

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

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

## 13. Communication

13.1 The Additional Support Policy will be communicated to staff via: the Staff Portal and email.

13.2 Communication to students and stakeholders will be via the College web-site and Attain.

## 14. Supporting the policy

14.1 Students will be able to make complaints about the implementation of this policy through the usual college procedures.

14.2 The Director of Student Engagement ensures that a session on inclusion is included in the tutorial curriculum for full time learners, and that materials and strategies are available to tutors, through learning resources, to support inclusion.

14.3 Staff development on supporting students with special educational needs is offered to staff.

14.4 The college will liaise with a range of external agencies in support of the implementation of this policy and procedure including:

- Communication and Autism Team
- Birmingham City Council Sensory Services
- Birmingham SENAR
- Local mental health services
- NHS
- Soundswell Speech and Language Therapy

## 15. Equal Opportunities

15.1 The College's commitment to equal opportunities and social inclusiveness is demonstrated through its determination that every learner receives the high quality learning experience which will bring him/her success. All activities should incorporate differentiation techniques and a considered approach to each individual learner.

15.2 The College will ensure that the Policy and Procedure for Additional Learning Support operate within the spirit and letter of the Equality Strategy, actively promoting equality and aiming to minimise differences in success across groups.

### 16.    Safeguarding

16.1    The College will ensure that the Policy and Procedure for Additional Learning Support promote safeguarding of children and vulnerable adults.  In some cases, the provision of Additional Learning Support will be directly related to the need to safeguard the individual student.

### 17.    Manager responsible for policy

17.1    Director of Student Engagement

**Related Documents**

Admissions Policy
Exam Access Arrangements Policy
Teaching and Learning Policy
Equality Strategy
Safeguarding and Child Protection Policy
Data Protection Policy
Disciplinary Policy

**Appendices**
- 1. Links
    - Word Processor Policy
    - Exam Contingency Plan
    - Intimate Personal Care Policy and Procedure
    - Medicine Administration and Medical Requirements Procedure
    - Exams Policy
- 2. Online ALS Support Form Process
- 3. JCQ documentation storage
- 4. Mental Health Support

### 18.    Date for Review

September 2024

| Version | Date | Description of changes made | Changed by |
|---|---|---|---|
| 13. | Sep 2020 | Amended to reflect management | Samantha King |
| 14. | July 2021 | Annual review | Jane Linsell |
| 15 | April 2023 | Review | Donna Kelly |
| 16 | Sep 2023 | Annual Review | Donna Kelly |
| 17 | Jan 2024 | Review | Donna Kelly |

## Appendix 1 - Online ALS Support Form Process



Flowchart showing three entry points:

**SENAR Consultation** → Assessment of needs based on EHCP → GB Response Form
- GB Response Form → Cannot meet needs - SENAR informed
- GB Response Form → Can meet needs → Online Application

**Online Application** → Interview and Initial Assessment (EBS) → Enrolment → Support Plan (EBS)

**Tutor Referral** → Initial Assessment (EBS) → SpLD needs?
- No → Support Plan (EBS)
- Yes Dyslexia Screening → Support Plan (EBS)

**Support Plan (EBS)** branches to:
- Maths/English Exemption C.O.F EBS
- EHCP Processes → EHCP Outcomes in ILP (EBS) → TA/CSW/DT provide 6 week updates for PT for ILP → EHCP Careers Plan → Annual EHCP Review → EHCP Exit Interview
- In Class Support → ALS Timetabling → Support Cost Logging eSpirALS
- Equipment Loans (Heritage)
- Tutor Differentiation
- Exam Access Arrangements → Normal Ways of Working (EBS)
  - SpLD → Short College Assessment → Form 8
  - Other Need → Evidence Collected → Form 9
  - Form 8 and Form 9 → EAA Request (EBS) → Exams team make EAA formal applications

# *Appendix 2 - JCQ documentation storage 2023-24*

| Document | Stored by whom | EBS online |
|---|---|---|
| Data Protection Notice (New form) | Dyslexia Tutors<br>Assistant Directors<br>Learning Support Coordinators | x |
| NWOW (not signed by Student) | Lecturers<br>Learning Support Coordinators<br>Dyslexia Tutors | x |
| Form 9<br>BD25% | Assistant Directors<br>Learning Support Coordinators | x |
| Form 8<br>Form 8RF<br>BD25% | Dyslexia Tutors | x |
| Student Disclaimer form for non-completion of NWOW due to non-attendance | Assistant Directors<br>Learning Support Coordinators<br>Dyslexia tutors | x |
| Support Plan | ALS team | x |
| Supporting Documentation (Consultant, Therapist, Statement of Needs)<br>Any previous evidence from school/other educational institutions | Assistant Directors<br>Learning Support Coordinators | x |
| Education, Health and Care Plans (EHCP) | Assistant Directors<br>Learning Support Coordinators | x |
| Approval downloaded from AAO | College Exam Team | x |

## Appendix 3 – Mental Health Support for Further Education and Higher Education Learners

**Mental Health definition;** ''A state of wellbeing in which every individual recognises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her own community.''

## Support for Students

Students should be encouraged to disclose a known Mental Health condition in order to assess the level of support required.  This can be at any stage from, admissions, enrolment and during induction or at any stage through the course.  Students can also self-refer at any stage.  Where a disclosure is made a referral form should be completed.

Members of the Safeguarding Triage team in Student Services at each campus are Mental Health First Aid trained to support students and staff in accessing help and advice. The staff will assess the level of need and refer to specialist services.  A member of the support team will be allocated to mentor/and or monitor the student, liaising with external services and families.

Student Engagement can also arrange for workshops directed at student to help them manage their levels of Mental Health.  It is important that tutors and staff refer learners who either disclose a mental health or who present with concerns.

Resources and information is available on Attain and the Engage App

The college has also secured a number of external Mental Health agency services who offer sessions at each of the campuses. These can be accessed through Student Services via appointments/and or drop in sessions as well as workshops.

Useful websites;

- <u>24/7 helpline</u>

- Mind Helpline tel 0300 123 3393 [www.mind.org.uk](www.mind.org.uk)
- [www.rethink.org](www.rethink.org)
- Samaritans tel **116 123.** [www.samaritans.org](www.samaritans.org)
- [https://forwardthinkingbirmingham.org.uk](https://forwardthinkingbirmingham.org.uk)
- [www.papyrus-uk.org](www.papyrus-uk.org)

Students who disclose or exhibit mental health issues such as eating disorders, anxiety, self-harm and suicidal idealisation should be referred to a Safeguarding Officer via MyConcern (located on the College desktop) who will then assess the situation, and identify the appropriate course of action to take.  This may be a referral to the GP, Counselling or Mental health Services and in some cases support from a Pastoral mentor.

Where there is an immediate risk such as an overdose or serious self- harm, any member of staff can request an ambulance to attend before notifying a parent/and or next of kin. Once the student has been assessed by medical services you should then record the incident on MyConcern so that a member of the safeguarding team can follow up with the student and/ or the family where appropriate on their return.

[Mental Health Wellbeing Strategy](#)