

Additional Learning Support

Policy Document

2016-17

Responsible Officer: Head of Learning Support Services

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Introduction

"We are committed to widening participation by ensuring that the Integrated Learning Campus continues to help people of all ages and abilities achieve their aspirations by providing outstanding service in an innovative and inclusive learning environment." *Aylesbury College Vision 2014-2020*

Additional Learning Support (ALS) at Aylesbury College is firmly embedded within the vision and values of the College. ALS particularly reflects the following key values:

- Be energetic, innovative and demonstrate a passion for learning
- Respect each other internally and externally, and value differences, all in a culture of openness
- Work together as one College, one Team
- Achieve high standards

Aylesbury College is committed to inclusivity and widening participation.

Statement of Services

ALS is a support service for students with a range of additional needs. We can provide support for students with a learning difficulty, disability, medical condition or mental health condition.

ALS is available to all students with additional needs (subject to assessment and agreement of need, resources and funding).

Reasonable support adjustments will be made regardless of course or location to ensure that students with a learning difficulty or disability are not disadvantaged. Services are provided to students attending college campuses, and to students who attend or access learning programmes in the community, in the workplace and via distance learning provision.

ALS is arranged to fit in with individual students' timetables. Referrals to ALS can occur at any time during the academic year.

Our aims are:

- To assist the student to increase autonomy and become an independent student
- To assist the student to achieve their qualification aims
- To assist the student to access the curriculum
- To identify and meet the individual learning needs of the student

Range of Services

The Additional Learning Support Team will implement reasonable adjustment in order to meet the requirements of The Equality Act and the SEND Code of Practice: 0-25 years. This may include:

- In class support with reading, note taking or communication
- Out of class support with study skills and assignments
- Specialist equipment such as laptops or talking calculators
- Resource adaptations such as enlarged worksheets
- Liaison with teaching staff to ensure appropriate adjustments
- Referral to other agencies, including specialist teachers and therapies
- Break and lunchtime supervision and support
- Access arrangements for exams
- Use of the assistive technology centre

Where we do not have in-house expertise, we may subcontract to and seek advice from external specialist organisations such as Bucks Specialist Teaching Service, Bucks NHS, OXON NHS, Royal National Institute for the Blind (RNIB), British Dyslexia Association (BDA), MENCAP, MIND, Bucks Interpreting Servicing, MacIntyre, Talkback, the Vale Federation and Ranstad (HE students only).

All of the above will be dependent on the outcome of any diagnostic assessments carried out by the ALS team

The Referral Process

1. A referral is made to ALS by the student, parents, external agencies or the tutor. This can be done by ticking the appropriate box on the application form in CAMS, by phone, by email or in person. Students who apply to college with a Learning Difficulty Assessment or Education Health and Care Plan are automatically referred.
2. The student is offered an Initial Assessment interview
3. The Initial Assessment interview takes place during which a member of the ALS team discusses and agrees with the student the type of support which will take place. Support will be allocated with regard to the criteria included in this policy.
4. The student signs a Learning Agreement to say that they agree to receive support and a Disclosure Agreement to allow support related information to be passed on to relevant parties
5. Tutors are informed. Details of needs and support strategies are passed on in the form of the Learning Support Plan document
6. Support is arranged to fit in with the student's timetable
7. Support is reviewed on a termly basis and amended accordingly

The Initial Assessment

The Initial Assessment interview will be carried out by an experienced member of the Additional Learning Support Team at a time and location appropriate to the individual needs of the student.

The assessment consists of an interview during which Additional Learning Support will collate a history of support needs and gain an understanding of current difficulties. Additional Learning Support will ask for permission to take notes during the initial support assessment and request students to provide evidence of any prior assessment or statements of Special Educational Need(s).

During the initial assessment advice and guidance is provided on eligibility for support and the range of appropriate support options available. Further assessment such as a dyslexia screener may also be carried out. A referral for a full specialist teacher's assessment may be recommended.

No further action will be taken without the full agreement of the student and a signed disclosure.

Confidentiality Statement

Any personal information provided to, or discussed with staff will be treated in the strictest confidence.

Information provided will only be passed to curriculum and support staff when a student has signed a '*Consent to disclose*' form. However in order to meet the full developmental needs of the student it may be recommended that the disclosure is shared with all staff involved with their learning.

Criteria for the Allocation of Support

Our role is to provide support once it has been agreed that a student's qualifications and academic ability are at an appropriate level for the course.

All support needs will be assessed on an individual basis and will be agreed with students. Where a Learning Difficulty Assessment or Education, Health and Care Plan is in place the recommendations for support in Education and Care Needs will be followed in line with statutory requirements.

Where it is likely that a student's total support costs will exceed £6k discussion will take place with the student's local authority before support is agreed.

Our aim is to increase the autonomy of students in preparation for work and independent living. For this reason support may be reduced or amended as a student progresses through a course or when a student progresses from one course to another.

The Life Skills Centre

Where a student has been referred for courses at the Life Skills Centre the following procedures are in place:

- The student's Connexions Personal Advisor will write an Education, Health and Care Plan naming the Life Skills Centre as a potential placement
- The student's support needs and placement will be discussed at an initial transition panel meeting chaired by the LLDD Commissioner for Bucks County Council
- A full home and school assessment will be carried out by the relevant partner agency to identify support needs
- A series of Team Around the Adult meetings will be held in the summer term with the student, parent/carers, college and all other agencies to agree the student's individual timetable and support
- All support and support costs will be agreed in advance with the LLDD Commissioner for Bucks County Council
- Learning plans, targets and reviews will be set and carried out by the partner agencies and submitted to the college and Bucks County Council on a termly basis

Higher Education

For students with a learning difficulty or disability who are attending Higher Education courses the following procedures are in place:

- The student is offered an initial assessment interview with one of the Aylesbury College Learning Support team
- The Initial Assessment interview takes place during which a member of the ALS team discusses with the student the type of support they need.
- The student signs a Disclosure Agreement to allow support related information to be passed on to relevant parties
- If a student has a Disabled Student Allowance (DSA) in place then support is given to ensure the student can access the resources provided, including liaising with suppliers on the DSA funding letter
- Tutors are informed. Details of needs and support strategies are passed on in the college Learning Support Plan document. A copy of the DSA will also be passed on to the course tutor.
- Adjustments are made according to the support plan and DSA.
- Where a student needs specific resources but does not have a DSA, support will be given to apply for the DSA
- A dyslexia screener will be carried out if the student has no existing evidence of a learning difficulty. The college will liaise with the partner university to ensure that a full diagnostic assessment is carried out if required.

Examination & Assessment

Following liaison with the relevant examining body we may request reasonable adjustments for you to take an examination or accreditation.

We can organise:

- extra time for you to take an exam or assessment
- rest breaks during an exam
- specifically prepared papers on coloured paper or with enlarged print
- a reader or writer
- an interpreter of British Sign Language for oral listening examinations
- Use of a word processor

For all exam access arrangements evidence of your need from a suitably qualified professional is required. The access arrangement should be your normal way of working.

The process for establishing access arrangements is as follows:

1. The ALS team compile a list of students requiring access arrangements using referrals from tutors and initial assessments
2. Evidence for arrangements is collected from students, schools and outside agencies
3. Full specialist teacher assessments are carried out for students who do not have up to date evidence
4. Evidence and completed cover sheets are passed to the exams officer
5. Requests for access arrangements are sent off to the exam boards for approval by the exams officer
6. Curriculum teams inform the exams officer of the dates and times of forthcoming exams
7. The exam officer contacts ALS to request support staff to act as readers, scribes or prompts

Our Standards

ALS is committed to continuing development of its service and has set the following quality standards:

Initial Assessment Interviews

- Offer of an initial assessment interview with applicants within one month of a referral

Support Arrangements

- Agreed support is in place by the end of September for 100% of students who were referred and interviewed before August (subject to timetables remaining static)
- Feedback to all tutors is disseminated within 14 working days of the initial assessment, advising them of adjustments/actions required to teaching and learning of the individual

LS Records

- 100% of LS records (registers, record of support) are completed fully within 5 working days of event

ALS will support the student by meeting their individual needs and make any 'reasonable adjustments'. However the student must also be responsible in addressing the recommendations identified. All students in receipt of ALS will sign a learning support agreement form. Where students do not attend their allocated support sessions regularly the support session may be withdrawn in consultation with the Course Leader.

Procedures for ensuring that support is monitored, reviewed and embedded in the curriculum.

Student Feedback is positively encouraged via:

- Annual confidential ALS questionnaire
- Annual ALS exit interviews
- College Student Survey
- Learning Support termly review

Learning Support provision is monitored and reviewed via:

- Right Choice and termly curriculum progress reviews, undertaken by the Course Tutor
- Liaison with curriculum teams
- Completion and monitoring of Records of Support by all Learning Development Advisors
- Lesson observations of both student and teaching/ALS staff

Complaints Procedure

What will happen if I am not happy with the level of support that I receive?

If you are unhappy about any aspect of the support provided by Additional Learning Services please telephone or write to the address below:

Learning Support

Aylesbury College
Oxford Road
Aylesbury
Bucks
HP21 8PD
Tel: 01296 588522

If you are still unhappy once your complaint has been investigated please send your complaint in writing to the Deputy Director, Customer Services. To view the full complaints policy, please see Cloud or request a copy in writing.

We welcome your suggestions. We would also like to hear from you if you wish to compliment us on any aspect of our service. If you wish to comment on this policy or any aspect of our service please contact us in person, by telephone, fax or writing. Our contact details are as above.