



TyneCoastCollege

LEARNING SUPPORT POLICY

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- We will consider any request for this document to be made available in an alternative format or language. Please note that the College may charge for this. Please contact: Business Operations Manager
 - We review our schemes and policies regularly to update them and to ensure that they are accessible and fair to all. We welcome suggestions for improving the accessibility or fairness of this scheme.
 - All our schemes and policies are subject to equality impact assessments*. We are always keen to hear from anyone who wishes to contribute to these impact assessments. Please contact: Business Operations Manager

*Equality Impact Assessments are carried out to see whether the policy has, or is likely to have, a negative impact on grounds of: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

| Approved by: | Version: | Issue Date: | Review Date: | Contact Person: |
|--------------|----------|-------------|--------------|-----------------------|
| CMT/SMT | 4.1 | June 2019 | June 2022 | Head of ALS and SEND. |

Equal Opportunities: Impact Assessed

Review: 3 years

Policy Number 74

LEARNING SUPPORT POLICY

1. Policy Statement

- a. This policy has strong links with a number of our key policies and procedures. These include our Equality Scheme, Equality and Diversity Policy and the Learning and Teaching Policy. (Appendix A)
It emphasises the College's commitment to making learning and progression accessible to all individuals and to respond fully to current Equality legislation (Appendix B).
- b. The College is committed to enabling all learners to reach their full potential. We will meet individual learning needs by providing reasonable adjustments and promoting non-discriminatory practice across the functions of the organisation. This includes aiming to ensure the availability of a range of services and auxiliary aids to meet the needs of learners, who have a learning difficulty and/or a disability that may affect their ability to access provision.
- c. A learning difficulty and/or disability covers the definition of disability contained within the equality Act 2010. It includes sensory impairments, progressive disorders such as muscular dystrophy, impairments with fluctuating effects such as myalgic encephalitis (ME) dyslexia, dyspraxia, autistic spectrum conditions, mental health conditions, learning difficulties and conditions produced by injury to the body or brain (this list is not exhaustive)
- d. The College is also committed to supporting learners with the development of maths and English language skills to enable them to succeed on their programme of study and ensure they are well prepared for future study and career destination.

2. Aim

The overall aim of this policy is to ensure that the College is an inclusive and supporting environment where learning, achievement and progression are accessible for everyone.

3. Principles on which this policy and its associated practices are based

- a. Inclusive learning is based on providing the best match or fit between a learner's needs and the learning opportunities provided.
- b. For the College to be an inclusive learning environment there is a need to recognise and meet the wide range of support needs, including disabilities, and their impact on the way people learn.

- c. All learners have the right to work, study and progress in a College environment where they:
 - i. are fully respected;
 - ii. feel welcomed;
 - iii. are treated fairly;
 - iv. are encouraged to disclose additional learning needs;
 - v. have equality of opportunity for learning and training;
 - vi. have full access, wherever possible, to the range of College facilities and services
 - vii. feel confident that action will be taken to address any reported harassment or discrimination.
- d. Young people entering post-16 education and training at the college should be accessing provision which supports them to build on their achievements at school and which helps them progress towards meeting their aspirations and preparing them for adulthood.

4. Scope

This policy covers all learners at Tyne Coast College and their partner provision. We are committed to supporting all learners appropriate to their needs and the nature of their study programme.

The college recognises that all students have individual learning needs. Learning Support addresses these needs by:

- Assessment and information gathering at transition through links with Schools and other referral agencies
- Liaison with outside agencies
- Involvement at interviews following application if Learning Support needs are disclosed or identified
- Initial assessment via BKSB to determine the support required.
- Providing one to one or small group support for learners from a member of the ALS team

We as a college look to raise the career aspirations of our SEN students and broaden their employment horizons. They are provided with a network of SEN specialism and a curriculum that widens the range of work-based opportunities and imaginative approaches that they desire, such as taster opportunities, work experience, mentoring, and exploring entrepreneurial options such as social enterprise.

5. Staff Responsibilities

Staff should:

- a. comply with current legislation relating to equality and the Tyne Coast College Equality Scheme;
- b. review teaching styles and practices to ensure that provision is accessible and that reasonable adjustments are built in to anticipate likely support needs;
- c. ensure that recruitment, assessment and examination arrangements are flexible to the needs of identified learners and anticipate the need for likely adjustments;
- d. encourage learners to disclose a learning difficulty and/or disability where it would enable additional adjustments, exam/assessment arrangements or auxiliary aids to be put in place, whilst maintaining confidentiality to the level requested by the learner, wherever possible;
- e. ensure that support needs are identified and that support arrangements are in place to meet the identified need;
- f. maintain effective working links with learning support staff to maximise inclusive practice and to meet the additional support needs of learners;
- g. monitor the accessibility, and take anticipatory action, relating to College services, including: Student Services; Learning Resource Centre; refectory services and recreational facilities.

6. College Management Responsibility

College Managers should ensure that:

- a. Governors and the College Management Team are aware of the legal responsibilities relating to equality and statutory duties on post-16 institutions as specified under Section 41 of the Children and Families Act 2014:
 - The duty to co-operate with the local authority on arrangements for children and young people with SEN.
 - The duty to admit a young person if the institution is named in an Education Health and Care (EHC) plan.
 - The duty to have regard to this Code of Practice

- The duty to use their best endeavours to secure the special educational provision that the young person needs
- b. all staff receive training on their responsibilities under the requirements of the Equality Act;
 - c. sufficient resources are available to fund the anticipated reasonable adjustments to meet needs of learners who have a disability and to respond to individual cases;
 - d. all staff are fully conversant with this policy and the demands it places upon them;
 - e. effective systems and procedures are in place for the promotion, referral, identification and provision of additional learning support, including learning agreements, review of need and effectiveness and efficiency of the service;
 - f. the effectiveness of the support put in place and its impact on the student's progress should be reviewed regularly, taking into account the student's progress and any changes to the student's own ambitions and aspirations.
 - g. Student data is analysed as part of Equality monitoring.
 - h. Ensure that Confidentiality and Disclosure issues are addressed, particularly in dealing with people who have a learning difficulty and/or disability.

7. Learner Responsibility

Learners should:

- a. Disclose their disability and/or learning support needs as soon as possible e.g. at application or enrolment
- b. Attend support meetings to identify and review support needs
- c. Act on support strategies and recommendations agreed
- d. Inform staff of any changes to need
- e. Be aware that if support entitlement is via the discretionary learner support fund, this is subject to availability and allocated on a first come first served basis.

8. Standards by which the success of this policy can be evaluated

- a. The College attracts and retains learners who have a learning difficulty and/or a disability;
- b. Staff respond positively and confidently to the support needs of learners;
- c. Positive feedback is received from students who have a learning difficulty, disability or who need additional learning support;
- d. Students who have a learning difficulty, disability or who need additional learning support, achieve on their chosen course as well as other learners.
- e. Complaints are tracked with Equality and Diversity trends

9. Responsibility for implementing this policy

- a. All staff have an individual duty and responsibility to promote and implement this policy;
- b. The Manager of SEND and ALS, Heads of Department/Learning and Standards and Principals have overall joint responsibility for the implementation of this policy;
- c. The Manager of SEND and ALS will oversee the production of an annual monitoring report that addresses the issues outlined in this policy.
- d. As required in the Code of Practice the Manager of SEND and ALS is the named person in the college with oversight of SEND to ensure coordination of SEND and to contribute to the strategic and operational management in the college in this area.

10. Monitoring and Evaluation

- a. CMT is responsible for the periodic review of this policy (every 3 years)
- b. The next review is due in June 2022. This mechanism recognises the changes to legislation, good practice and may prompt a review before the date stipulated.
- c. The effectiveness of the policy will be monitored annually through consultation with students and staff and by monitoring the following:
 - student surveys

- complaints
- profiles of students with Learning Difficulties and Disabilities
- retention rates
- achievement/success rates
- student disciplinaries
- admissions
- student reviews
- Teaching and Learning observation reports
- EV reports
- OFSTED visits
- QAA visits

The college will ensure reasonable adjustments are kept under review in accordance to the Equality Act 2010 so that they have removed all the barriers to learning that they reasonably can.

All students with SEN or disabilities know how to access support and this will be reiterated at key transition points via the student and staff induction process.

The effectiveness of the support and its impact on the student's progress is reviewed regularly, taking into account the student's progress and any changes to the student's own ambitions and aspirations, which may lead to changes in the type and level of their support.

The ALS team and the student together plan any changes in support.

The ALS team will revisit their cycle of action, refining and revising their decisions about support and its processes as they gain a richer understanding of the young person, and what is most effective in helping them secure positive outcomes.

Support for all students with SEN are kept under review, whether or not a student has an Education, Health and Care Plan (EHCP).

Relevant linked policies

1. Race Equality Policy
2. Disability Equality Policy
3. Anti-Bullying Policy
4. Harassment Policy
5. Student Disciplinary Policy and Procedure
6. Gender Equality Policy
7. Safeguarding Policy
8. Admissions Policy
9. Assessment Policy, HE and FE
10. Equality and Diversity Policy
11. Learning and Teaching Policy

Legislation

- Sex Discrimination Act 1975 (SDA)
- Children and Families Act 2014 (SEND Reform)
 - Co-operating generally: local authority functions: Section 28
 - Co-operating generally: governing body function: Section 29
 - Children and young people with SEN but no plan: Section 34
 - Schools and other institutions named in EHC plan: duty to admit: Section 43
 - Using best endeavours to secure special educational provision: Section 66
 - Code of Practice: Section 77
- Race Relation Act 1976
- Race Relation (Amendment) Act 2000
- Disability Discrimination Acts of 1995
- Age Diversity in Employment: a code of practice 1999
- Human Rights Act 1998
- Special Educational Needs and Disability Act 2001 (SENDA)
- Autism Act 2009
- Equality Act 2010

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