

Additional Learning Support Policy



1. OVERVIEW

Grantham College is committed to inclusive learning, widening participation and high quality learning support, taking its responsibilities under the Equality Act 2010 very seriously.

This means that the College is committed to making reasonable adjustments to ensure that students with disabilities have access to education and other benefits, facilities and services provided, as far as is reasonable, to the same standard as students without additional needs.

Additional Learning Support (ALS) is any activity that provides support for learning to individual students, over and above that which is normally provided in a standard learning programme that leads to the achievement of their qualification.

2. PURPOSE

ALS is made available following assessment by the Learning Support team. In making this assessment, the College will exercise reasonable judgement on an individual basis.

This judgement, and the decision on support, will be determined by the Learning Support Coordinator (mainstream students and apprentices) and the SEND Manager (students within the Learning Development curriculum area). Support will be in liaison with college specialist support workers and, where appropriate, parents/carers and external agencies, for example, the Local Authority.

Where there is a requirement for reasonable adjustments to avoid a substantial disadvantage because of a disability, these will be provided. Reasonable adjustments may include the provision of ALS or equipment, or changes to teaching or assessment arrangements, depending on the circumstances of the individual student, as assessed by the Learning Support team.

Where the Learning Support team assessment recommends ALS to meet non-disability related needs, this will only be provided for



students on funded programmes. ALS is provided to help students gain access to, progress toward, and successfully achieve their learning goals. The need for ALS may arise from the following:

- a learning difficulty;
- behavioural, pastoral or welfare issues;
- support required to access a progression opportunity or employment;
- literacy, numeracy or language support requirements.

3. POLICY OBJECTIVES

Grantham College is committed to providing high quality Additional Learning Support.

To achieve this, the College will:

1. Establish a clear and promoted entitlement to assessment for Additional Learning Support for all students at all entry points;
2. Develop a range of services which reflect the support needs of all its students and are evaluated by the students;
3. Work towards ensuring that student support is fully integrated into all forms of curriculum delivery;
4. Target support to enable students to achieve their learning programme and progress.

4. FURTHER EDUCATION STUDENTS (FUNDED)

Additional funding may be claimed where an institution provides ALS to an individual and will include any activity that provides direct support for learning to individual students, over and above that which is profiled in a standard learning programme and which leads to their primary learning goal.



Support activities that can be claimed for (and thus provided) include:

1. In class and out of class support relating to learning;
2. Administration costs – relating directly to ALS claims;
3. Specialist software;
4. Transport between sites for students with mobility issues – but not from home.
5. Additional staffing costs for visits directly related to a student and/or a disability;
6. Specialist material preparation time;
7. Transition support from school to College.

5. APPRENTICES

The College may claim additional funding from the Skills Funding Agency (SFA) for apprentices who require ALS. However, only ALS support which is given in class can be offered to apprentices. It is not possible to provide support for the apprentice whilst in the workplace and this responsibility is that of the employer. Where transport support is required, ALS funding could support the apprentice in getting to one campus to another though could not support the apprentice in travelling into work. For financial support in work, the apprentice should be supported in applying for the access to Work funding, available from the Department for Work & Pensions. Access to Work funding can support apprentices, who are eligible, with:

1. adaptations to the equipment required in the workplace
2. special equipment
3. transport to work if the apprentice can't use public transport
4. a support worker or job coach to help the apprentice in the workplace
5. a support service if the apprentice has a mental health condition and they are absent from work or finding it difficult to work
6. disability awareness training for workplace colleagues
7. a communicator at a job interview
8. the cost of moving equipment if the apprentice changes location or job



Those students enrolled on to a Supported Internship may also apply for Access to Work funding to support them in their placement.

6. HIGHER EDUCATION STUDENTS

Students on Higher Education programmes will need to apply for a Disabled Student's Allowance (DSA) in order to receive support. Information, advice and support on the process are available from the Learning Support team and Dyslexia Specialist, but the process must be undertaken and managed by the students themselves. The College is quality assured through the DSA and provides a full list of Non-Medical Help (NMH) rates on its website. These rates are approved by the DSA and updated annually. The College does not have its own assessment centre and so students applying for this fund must make arrangements to be assessed in a centre, usually located in a University, local to them.

7. STUDENTS UNDERTAKING COURSES FROM ANOTHER PROVISION

Funding for ALS would be expected to come from other provision budgets.

8. STUDENTS UNDERTAKING 'FULL COST' COURSES

Funding for ALS is costed into the full cost provision. This is additional and based on assessment.

9. ACCESS ARRANGEMENTS FOR EXAMS

Specialist assessments/medical reports are necessary before any access arrangements for exams are made. All students regardless of course type will be eligible for access arrangements assessment for exams and then the agreed access arrangements.

Please see Examinations Accessibility Policy



10. DEFINITIONS

Disability - A person has the protected characteristic of disability under the definition of the Equality Act if they have a physical and/or mental impairment and/or learning difficulty which has 'a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities'.

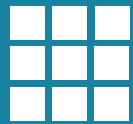
There is no need for the person to have a medically diagnosed cause for their impairment; what matters is the effect of the impairment on them, not its cause.

In relation to physical impairment the definition includes (but is not limited to):

- Conditions that affect the body such as arthritis, hearing or sight impairment (unless this is correctable by glasses or contact lenses), diabetes, asthma, epilepsy, conditions such as HIV infection, cancer and multiple sclerosis, as well as loss of limbs or impaired use of limbs.
- HIV infection, cancer and multiple sclerosis are covered from the point of diagnosis.
- Mental impairment includes, but is not limited to, conditions such as dyslexia and autism as well as learning disabilities such as Down's Syndrome and mental health conditions such as depression and schizophrenia.
- Severe disfigurement (such as scarring) is covered even if it has no physical impact on the person with the disfigurement, provided the long-term requirement is met (see below).

The other tests to apply to determine if a person is disabled are:

- The length the effect of the condition has lasted or will continue: it must be long term. 'Long term' means that an impairment is likely to last for the rest of their life, or has lasted at least 12 months or where the total period for which it lasts is likely to be at least 12 months. If they no longer have the condition but it is likely to recur, they will be considered to be a disabled person.



- Whether the effect of the impairment is to make it more difficult and/or time consuming for them to carry out an activity compared to someone who does not have their impairment, and this causes more than minor or trivial inconvenience.
- If the activities that are made more difficult are 'normal day-to-day activities' at work or at home.
- Whether the condition has this impact without taking into account the effect of any medication they are taking or any aids or assistance or adaptations they have, like a wheelchair, walking stick, assistance dog or special software on a computer. This is known as deduced effects. The exception to this is the wearing of glasses or contact lenses where it is the effect while they are wearing the glasses or contact lenses which are taken into account.
- Progressive conditions and those with fluctuating or recurring effects are included, such as depression, provided they meet the test of having a substantial and long-term adverse effect on the person's ability to carry out normal day-to-day activities.
- Past disabilities also fall within this protected characteristic.
- An individual student having one of the conditions outlined below may or may not have a disability, depending on the effect it has on them. However, people who are registered as blind or partially sighted, or who are certified as being blind or partially sighted by a consultant ophthalmologist, are automatically treated as disabled under the Equality Act.

1. SpLDs – Specific Learning Difficulty: Dyslexia, Dyspraxia, Dyscalculia, ADD/ADHD, Asperger's are also often classified as SpLDs.

2. General Learning Disability - the term general learning disability refers to someone who finds it more difficult to learn, understand and do things compared with other people of the same age. The degree of disability can vary greatly. General learning disability must be differentiated from specific learning difficulty (e.g. dyslexia) which means that the person has one difficulty such as



as in reading, writing or processing, but has no problem with learning in other areas.

3. Assessed Syndromes – could include Down's Syndrome, Prader Willi Syndrome, Rett/Rhett Syndrome, Tourette Syndrome, Turner syndrome etc.

4. Physical Disabilities could include Brittle Bone Disease, Cerebral Palsy, Muscular Dystrophy, Spina Bifida.

5. Sensory impairments – hearing impairment, visual impairment and deaf-blind – dual sensory impairment.

Common abbreviations used are:

- ASC/D - Autistic Spectrum Condition/ Disorder e.g. Asperger's.
- BESD - Behavioural, Emotional and Social Difficulties - may have conditions such as neurosis, childhood psychosis and/or Hyperactivity
- ADD - Attention Deficit Disorder
- ADHS - Attention Deficit Hyperactivity Disorder
- ODD - Oppositional Defiant Disorder
- CD - Conduct Disorder.

11. RELEVANT LEGISLATION

a) Children and Families Act 2014

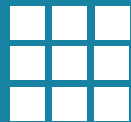
This act provides, from September 2014, for:

I. a clear and transparent 'Local Offer' of services across education, health and social care with children, young people and parents involved in preparing and reviewing it;

II. services across education, health and care to be jointly commissioned;

III. Education, Health and Care (EHC) plans to replace statements and Learning Difficulty Assessments (LDAs) with the option of a Personal Budget for families and young people who want one;

IV. new statutory rights for young people in further education, including the right to request a particular institution is named in their EHC plan and the right to appeal to the First-tier Tribunal



(Special Educational Needs and Disability);

V. a stronger focus on preparing for adulthood including better planning for transition into paid employment and independent living and between children's and adults services

b) Equality Act 2010

Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review.

Further education colleges, sixth form colleges, 16-19 academies and independent specialist colleges approved under Section 41 of the Children and Families Act 2014 have specific statutory duties. These duties are:

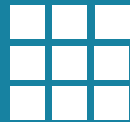
I. The duty to have regard to the 0-25 SEND (Special Educational Needs & Disabilities) Code of Practice;

II. The duty to co-operate with the local authority on arrangements for children and young people with SEN (as described earlier under 'Working together across education, health and care for joint outcomes' and 'The Local Offer');

III. The duty to admit a young person if the institution is named in an Education Health and Care (EHC) plan;

IV. The duty to use their best endeavours to secure the special educational provision that the young person needs. Colleges must fulfil this duty for students with SEN whether or not the students have EHC plans. It applies in respect of students with SEN up to age 25 in further education, including those aged 14-16 recruited directly by colleges;

Duties under the Equality Act 2010. Colleges must not discriminate against, harass or victimise disabled children or young people and must make reasonable adjustments to prevent them being placed at a substantial disadvantage. This duty is anticipatory – it requires thought to be given in advance to what disabled young people might require and what adjustments might need to be made to prevent that disadvantage



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12. RESPONSIBILITIES

Those with specific responsibilities for SEND within the College are:

- Deputy Principal
- Assistant Principal – Services for Students
- SEND Manager
- Learning Support Coordinator

All lecturers need to be aware of the availability of Additional Learning Support and the College procedure for making provision. They should be sensitive to previously unidentified needs, and in such cases they should help their students to recognise their needs and to request Additional Learning Support as early as possible. When the students are receiving Additional Learning Support there will need to be close liaison between teaching staff and the staff providing the Additional Learning Support, for example, access to lesson plans. Lecturers must make information freely available at the request of the SEND or Learning Support team for the purposed of annual reviews, and attend where it is feasible for them to do so. Finally, and of vital importance, if Additional Learning Support provision is to be effective, the students involved must take responsibility by recognising their needs and requesting support.

**Quality Assurance – version control**

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