



Additional Learning Support (SEND) Policy

| Policy Details | |
|----------------|---------------------------------|
| Policy Owner | Julie Snelling |
| Date produced | February 2024 |
| Approved by | Policies & Procedures Committee |
| Date approved | February 2025 |
| To be reviewed | Annually |
| Publication | MyUSP |

1. Introduction and Purpose

- 1.1** This policy has been put in place to establish the key principles, structures, systematic processes and monitoring arrangements which are embedded to ensure that all students with Additional Learning Support (ALS) needs have access to the support interventions that they need.
- 1.2** The policy additionally sets out how legislative requirements and good practice recommendations will be met with regards to Education Health and Care Plans, (EHCP), and High Level Funding agreements/contracts.

See Appendix 1 – Glossary of Terms

2. Statement of Intent

- 2.1** USP College is committed to equality of opportunity and strives to ensure that ALS is integrated seamlessly into everything that the college is and does. ALS needs are not seen as limiting factors and the strengths of students with ALS needs are recognised. Effective strategies, reasonable adjustments and processes are embedded to ensure that students' needs are met; giving everyone an equal chance of achieving their positive outcomes.
- 2.2** ALS is any activity that provides direct support for learning to individual students which is over and above that which is normally provided in a standard learning programme. ALS is made available throughout the student' journey. It enables students to gain access to learning and to progress towards and successfully achieve their holistic learning goals.
- 2.3** ALS arises from an individual profile of needs. These may relate to a learning difficulty and or disability, problems with skills acquisition, medical or social emotional needs.
- 2.4** ALS is provided through a social model. It is the nature of the educative environment which could become a barrier to achievement rather than the ALS need itself. With reasonable adjustments, barriers to achievement are mitigated against or removed. This enables students with ALS needs to have an equal chance of achieving their learning goals as do their peers without support needs.
- 2.5** ALS as an activity which will be driven by a longer-term theme for each individual student to build independence, self-efficacy and resilience for the future. Students will be taught strategies to build on strengths to overcome relative weaknesses across all skill sets, whether academic, problem solving or social interaction. ALS will be deemed successful when students with support needs achieve sustainable positive outcomes in line with their peers who do not have support needs.
- 2.6** ALS includes specialist career guidance, meaningful reviews and support to enable learners to access progression or employment placements; helping young people to envisage, plan and gain entry to a positive future.

3. Legislation and Guidance – Key Legislation

3.1 Special educational needs and disability code of practice 0-25 years July 2014.

Principles underpinning this Code of Practice are the participation of the young person and family in decision making, the early identification of young people's needs, collaboration between education, health and social care services to provide support and the provision of high-quality provision to meet the needs of children and young people with Special Educational Needs and Disabilities, (SEND). Amended June 2014.

4. Other Legislation and Guidance

- 4.1** The Equality Act 2010 sets out the legal obligations that post 16 institutions and local authorities have towards disabled young people.
- 4.2** Post 16 institutions must not directly or indirectly discriminate against, harass, or victimise disabled young people. They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- 4.3** The duty is anticipatory and requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent disadvantage.
- 4.4** In house specialist tutor assessments ensure that assessments are timely and the reports provided are recognised by The Joint Council for Qualifications.
- 4.5** Statutory obligations under the Children and Families Act 2014 and amendments 2015.

5. Related Policies and Principles

- 5.1** The following USP College policies relate to ALS activities: Administration of Medicines Policy, Infectious and Notifiable and Reportable diseases Policy and First Aid and Administration of Medicines Policy, Examination Policy, and Word Processor Policy.

6. The commitments of the College to individuals enrolled with Special Educational Needs and Disabilities

- 6.1** The college will put in place systematic processes and systems to ensure that all learners have an equal chance of receiving a support intervention. Learning support interventions will be effective, inclusive, individualised and appropriate.
- 6.2** The college will provide all students with multiple opportunities to disclose any learning difficulties/ disabilities on application and or at enrolment or any point along their learning journey. The college will make reasonable adjustments to ensure that students' needs are met at every stage of the learner journey from pre-entry, enrolment, on programme, and progression.
- 6.3** The college will review the individual student's needs that are identified at the start of the programme or on course and provide appropriate interventions, resources and or strategies to respond to those needs effectively.

- 6.4** Individuals currently enrolled at the college who disclose a support or medical need will have the opportunity to have a confidential support meeting or assessment and an individual support plan. Support plans outline learning strengths and weaknesses and recommend teaching strategies. Individual support plans are working documents which are accessible on the college system and are co-authored by the learner. They include guidance on work placements and the skill areas which may need to be developed to ensure the student is work ready.
- 6.5** For information relating to medical protocols please refer to The First Aid and Administration of Medicines Policy and Infectious and Notifiable and Reportable Diseases Policy.
- 6.6** Individuals with disclosed support needs prior to enrolment will have a planned transition into college with the opportunities to have taster day visits, virtual information opportunities and support interviews prior to starting college. Planned transition will be informed by information gathered through working closely with families, schools and other external partners.
- 6.7** The college will provide a range of additional learning support to students aged 16-25 with special education needs and disabilities. Where it is appropriate, applications will be made for High Level Funding, (HLF). The college will ensure that students with complex needs have their needs recognised and met through the HLF contract. Using systematic processes and working closely with external partners, students who receive high level funding will have regular meaningful reviews in which the young person's views are central to the process.
- 6.8** The college will ensure that systematic processes are in place to ensure that Education Health Care Plan, (EHCP), processes and legal commitments are managed effectively and appropriately, fulfilling legislative requirements.
- 6.9** The college will engage fully with external partners such as the Statutory Assessment Team and Local Education Authorities to ensure that EHCP documentation reflects changing needs within different settings and educational periods and hence continues to be an accurate and responsive representation of the young person's needs.
- 6.10** The college will work with external partners and families and through this collaboration provide individualised ongoing support, advice and guidance to support individuals with progression decisions. Alongside educational support, interventions will be put in place for students encountering difficulties with personal, emotional, and social issues so that the holistic needs of the young person are met. The college will monitor the learner's progress of achievement through assessment, planning and review.
- 6.11** All learners currently enrolled at the college who have disclosed ALS needs or who need exam access arrangements will have the opportunity to have a specialist assessment to identify and clarify the nature of support needs and recommend the appropriate support intervention or exam arrangement to meet their needs. It is the responsibility of the learner and parent to provide relevant documentation, such as JCQ access forms or support plans, which enables the college to understand needs and promptly respond to them appropriately. Exam arrangements will reflect the normal way of working in college. They will reflect new needs which are in the college setting as well as meeting needs which have already been recognised. It is students' responsibility to ensure they attend their assessment appointments and provide the relevant documentation and information to the college by the published deadlines. All students who have additional support or medical needs, sensory needs, fine motor skills difficulties or illegible writing will have the opportunity to use a laptop or computer in examinations if it is their normal way of working in the centre.

- 6.12** The college will ensure that all students with ALS needs have the timely information and guidance they need to make appropriate decisions for themselves about progression and employment opportunities.
- 6.13** The college undertakes to ensure that staff are well trained and have the professional knowledge, through planned Continued Professional Development, to make decisions relating to ALS. Specialised staff are trained appropriately to support students with their requirements. The college will work closely with external partners to ensure Personal Care Learning Support Assistants have individualised training to meet the learners' particular needs.
- 6.14** The college will provide a Learning Support Centre in each campus which will be utilised as an inclusive learning environment with an 'open door' policy. Students will be able to receive support to meet their individual needs and access additional enrichment activities.
- 6.15** The college will maintain accurate and detailed ALS records for auditing purposes. The college will regularly measure, review and reinforce the effectiveness of this policy through formal reviews with external partners, with students, families, tutors and governors, with the self-assessment process and through outcome data analysis.
- 6.16** The college will work collaboratively with Local Authorities to contribute to the Local Offer and ensure that a close partnership is maintained with Information, Advice and Support Services who work with students with Special Education Need or Disability, (SEND). This ensures that there is a good timely exchange of information which supports all parties with progression and transitions into college decisions for young people with SEND.
- 6.17** The ALS department will work collaboratively with colleagues within Higher Education, (HE), to support and facilitate applications approved by Disabled Students Allowance (DSA) certificate. The ALS will sign post and provide information concerning support issues to students on HE courses. The centre will be a resource or study area which is available to HE learners.
- 6.18** The ALS department will provide an assessment service for adult access students who may have ALS needs; including the provision of a support plan, access arrangements and a supportive study area if required.

7. Roles and Responsibilities

- 7.1** The Manager of ALS will ensure that the policy statement of intent is the driving factor which determines support decisions and strategies. The statement of intent will be communicated as a whole college commitment. It will be understood and acted upon by the support team working closely with curriculum tutors, managers, and the wider college community.
- 7.2** It is the responsibility of the Manager of ALS to lead the ALS support team by embedding processes and undertaking support work across college, with students, with external partners and families to ensure the college meets ALS commitments.
- 7.3** The Manager of ALS and LSA Leads, will oversee the support provided for students with Education Health and Care Plans and ensure that the college meets its statutory obligations under the Children and Families Act 2014 and amendments 2015.

- 7.4** The Manager of ALS and LSA Leads, will oversee the support provided for students with High Level Funding, (HLF), and ensure that the college's commitments are fully discharged with regards to HLF contracts with Local Education Authorities.
- 7.5** The Manager of ALS will ensure that ALS input is an integral part of the information and guidance given with respect to progression opportunities for students with support needs.
- 7.6** The Manager of ALS, working with the Curriculum Directors and managers 7 will ensure that Learning Support Assistants are deployed effectively in the classroom so that students with HLF and ALS needs have equal access to the curriculum and can achieve their positive outcomes.
- 7.7** LSA Leads will work under direction of the ALS Manager to provide a range of support including review work within the support centres to enable students to learn effectively, develop self-efficacy and attain their learning goals. LSA's working in the support centre will ensure that it is fully utilised as an inclusive learning environment which reaches out to all groups.
- 7.8** The ALS Centre Co-ordinators will provide an effective and efficient level of administrative support for the Learning Support Department by working collaboratively with the Manager of ALS, the support team and families, the college and external partners. The Centre Administrator will ensure that ALS records are maintained to an outstanding standard.

Equality and Diversity Statement & Impact Assessment

USP College is committed to equality of opportunity. The aim is to create an environment in which people treat each other with mutual respect, regardless of: age, disability, family responsibility, marital status, race, colour, ethnicity, nationality, religion or belief, gender, gender identity, transgender, sexual orientation, trade union activity or unrelated criminal convictions.

This form should be used by managers and policy owners within their area of responsibility to carry out Equality and Diversity Impact Assessments (EDIAs) in relation to protected characteristics including, but not limited to: Age, Disability, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion and belief, Sex, Sexual orientation. The word 'policy' is taken to include strategies, policies, procedures and guidance notes; both formal and informal, internal and external.

1. Name of Policy

Additional Learning Support Policy

2. Which of the following groups could be affected by this policy?

(Tick all that apply)

| | |
|----------------------------|---|
| Students | √ |
| Staff | √ |
| Wider Community | √ |

3. Complaints

Have complaints been received from anyone with one or more protected characteristic about the service provided? If yes then please give details.

N/A

4. The Impact

Four possible impacts should be considered as part of the assessment:

- a. **Positive Impact** - Where the policy might have a positive impact on a particular protected characteristic.
- b. **None or Little Impact** – Where you think a policy does not disadvantage any of the protected characteristics
- c. **Some Impact** – Where a policy might disadvantage any of the protected characteristics groups to some extent. This disadvantage may be also differential in the sense that where the negative impact on one particular group of individuals with protected characteristic is likely to be greater than on another.
- d. **Substantial Impact** – Where you think that the policy could have a negative impact on any or all of the protected characteristics. This disadvantage may be also differential in the sense that the negative impact on one particular protected characteristic is likely to be greater than on another.

Thought-provoking questions, which might help come to a decision about the impact of a policy on individuals with protected characteristics:

- e. Does policy outcomes and service take up differ between people with different protected characteristics?
- f. What key information do we have? Does data or engagement with people with protected characteristics give insights into areas of disadvantage, which relate to the policy area?
- g. If the policy is likely to have a negative impact on individuals, sharing particular characteristics what steps can be taken to mitigate these effects?
- h. Will the policy deliver practical benefits for certain groups?
- i. Does the policy miss opportunities to advance equality of opportunity and foster good understanding/ relationships between groups?
- j. Do other policies need to change to make this policy more effective?
- k. Are there any elements of the policy that could be unlawful under the Equality Act 2010?

Use the guidance provided above and complete the following table: **(Please Tick ✓)**

| Gender/Age | Positive Impact | No or Little Impact | Some Adverse Impact | Substantial Adverse Impact |
|---------------------------------|-----------------|---------------------|---------------------|----------------------------|
| Gender | | ✓ | | |
| Age | | ✓ | | |
| Disability | Positive Impact | No or Little Impact | Some Adverse Impact | Substantial Adverse Impact |
| Visually Impaired | y | | | |
| Hearing impaired | y | | | |
| Physical Disability | y | | | |
| Specific Learning Difficulties | y | | | |
| Global Learning Difficulties | y | | | |
| Autistic Spectrum Disorder | y | | | |
| Any other disability – Various | y | | | |
| Other Factors | Positive Impact | No or Little Impact | Some Adverse Impact | Substantial Adverse Impact |
| Race | | y | | |
| Culture | | y | | |
| Religious Belief | | y | | |
| Sexual Orientation | | y | | |
| Gender Reassignment | | y | | |
| Marriage/Civil Partnership | | Y | | |
| Pregnancy /Maternity /Paternity | | y | | |

Please comment on any areas where some or substantial impact is indicated. Any resulting actions must be added to the below action plan.

5. Is there anything that cannot be changed?

| What cannot be changed? | Can this be justified? | If so, how? |
|---|------------------------|-------------|
| Not applicable | | |
| E.g., Disabled people can be treated more favorably under the Disability Discrimination Act 2005. If a policy appears to treat disabled people more favorably than other equality groups, the disadvantage may be justifiable | | |

Please list the main actions that you plan to take as a result of this assessment in your area of responsibility. (Continue on separate sheets as necessary)

| |
|---------------------|
| Action Plan: |
|---------------------|

Appendix 1 – Glossary of Terms

Education, Health and Care Plan (EHCP): This is a statutory document. An EHCP details the education, health and care support that is to be provided to a child or young person who has a Special Educational Need or a disability (SEND). It is drawn up by the local authority after an EHCP needs assessment of the child or young person has determined that an EHCP is necessary, and after consultation with relevant partner agencies.

Information, Advice and Support Services (IASS): Information, Advice and Support Services provide impartial information, advice and support to children and young people with SEND, and their parents, about the SEND system to help them play an active and informed role in their education and care. Although funded by local authorities, Information, Advice and Support Services are run either at arm's length from the local authority or by an independent (usually voluntary) organisation to ensure children, their parents and young people have confidence in them.

Local Offer: The Local Offer is a comprehensive, accessible, and up-to-date online resource provided by local authorities. Local authorities in England are required to set out in their Local Offer information about provision they expect to be available across education, health and care for children and young people in their area who have SEND, including those who do not have Education, Health and Care (EHC) plans. Local authorities must consult locally on what provision the Local Offer should contain.

Special Educational Needs (SEN): A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.