

Additional Learning Support (ALS) and Special Educational Needs and Disability (SEND) Policy

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1. Introduction

- 1.1 Burton and South Derbyshire College (BSDC) is committed to providing a rich, challenging and differentiated Curriculum in which all learners including those with Special Educational Needs and Disabilities (SEND)* can achieve their maximum potential. Our Additional Learning Support (ALS) team aim to guide learners who have disclosed a disability, learning difficulty or medical condition. We will work together to remove barriers and ensure learners have the opportunity to develop their skills and become as independent and successful as is possible. Support will be organised and offered depending on each learner's individual requirements and needs and in line with available college resource.
- 1.2 BSDC is committed to ensuring all aspects of the journey a learner with SEND, starting at the enquiry point up to progression, is relevant, collaborative and supportive. In addition to the ALS team, BSDC operate a SEND group which includes Assistant Principal and Dean, Head of Services for Learners and Customer Experience, Director of Curriculum responsible for Foundation Learning, Head of Business Development, ALS Team Leader and Curriculum Team Leader for Foundation Learning. This group of staff meet regularly throughout the academic year and ensure that the College fulfil the requirements of the Special Educational Needs and Disability regulations including the SEND code of practice and any other relevant legislation.
- 1.3 * A definition of a disabled person is someone who has: *a long term mental or physical impairment which has significant impact on the person's ability to carry out normal day to day activities.*

Learning Difficulties can fall into one or more of the following categories, such as: communication and interaction, cognition and learning, social, emotional and mental health difficulties or sensory and/or physical needs.

2. Enquiry, Application and Transition

- 2.1 College staff will seek to identify learners who have SEND as early as possible. Potential learners and/or parents are encouraged to self-refer via our application form, at interview or by speaking to a member of ALS. The ALS team will also liaise with relevant external agencies, including previous school or college to gather as much information and evidence as possible to ensure we are aware of the needs of all future learners prior to the interview process beginning. ALS will expect to receive relevant information from Local Authority (LA), SEND professionals or parents regarding learners who have an Education, Health and Care Plan (EHCP) or are planned to be in receipt of High Needs funding (HNF) and who may require additional support. This is required in advance to ensure that an appropriate decision can be made, and plans put in place to offer the correct support for learners.
- 2.2 If significant support needs have been identified, ALS staff will arrange for an initial meeting, this may take place at interview, within an EHCP review or during a transition meeting. ALS will complete a disclosure and begin to gather all other relevant information and keep an individual file for each learner. This information will be transferred onto Promonitor once enrolment has taken place and relevant information will be shared with teaching and learning staff.
- 2.3 Transition events can be organised for individual learners and parents/support workers, small groups or as larger group sessions from schools/educational providers. The transition event will usually comprise of a tour of relevant areas and a taster or look around specific learning departments, Learning Resource Centre (LRC), Learner Hub including finance and Information, Advice and Guidance (IAG) and look at eating and social spaces. Key staff can be introduced,

particularly in the absence of learners being in receipt of HNF or those who do not have an EHCP. This will enable learners with other barriers in attending college, to have the opportunity to meet relevant support staff to aid their transition journey into the College such as the Safeguarding Team, progress coaches and /or teaching staff.

3. Admission, Course Information and College Life

- 3.1 ALS staff working with other college support staff and externals will aim to ensure learners are accepted onto curriculum courses, at the right level of which the learner is both interested and has the potential to achieve. Courses will be required to meet the needs of the learner and be suitable to enable each learner to have a planned progression pathway and become independent and work ready, this will include IAG about work experience, progression onto HE, supported internships, apprenticeships or other work opportunities.
- 3.2 ALS staff will ensure all relevant information is shared with curriculum staff to enable each learner to be successful on their chosen pathway. They will encourage all key staff to share information, assisting each learner to have the best possible chance of success and identifying solutions to any other barrier to learning an individual may be facing in a timely and positive manner.
- 3.3 Individual learning support plans (ILSPs) will be shared on Promonitor, this will enable key staff to observe the support required, confirm delivery and in addition track progress made by each learner. This information will travel with the learner throughout their entire time studying at BSDC and, when relevant, will be shared with parents/support workers and used as supporting evidence within EHCPs reviews and other support meetings.
- 3.4 All learners with SEND will be encouraged to take part in all activities and events that are provided for the wider college. It is with the help and specialised knowledge of the ALS and SEND teams that all such activities will be made accessible and relevant to learners with SEND and ensure all are able to participate and have every opportunity to contribute within wider college life. This will include Fresher's Fair, work experience, tutorial sessions, IAG, and trips etc. In addition, where necessary ALS and SEND teams may look to provide particular activities that meet the specific needs of individuals or groups of learners with SEND including learning sessions regarding various additional needs i.e. using a reading pen, British Sign Language or lunch clubs

4. Additional Learning and High Needs Support including support structure and funding

- 4.1 ALS, comprising of ALS Senior Team Leader and three Team Leaders responsible for separate areas across college, oversee the provision for all learners with SEND. This is provided in a three-layered approach and separated by:

High Needs Learners (HNL) – to include Andrew Philips Unit (APU), specialist staff including medical and personal care, 1:1 and small group support where necessary. High Needs Funding will be applied for in the form of element 2 and 3 (LA funding) which will provide the additional staffing and resource required to enable an HNL to participate in college life. Attendance and progress will be closely monitored and regular meetings between BSDC and the LA will take place to ensure that the funding is correctly supporting learners to meet their full potential and move onto relevant next steps.

Additional Learning Support (ALS) – to include all other learners who have an EHCP. Area ALS staff will be placed across the College within Directorates of Curriculum (DCs). They will oversee the support required by learners within their areas, liaising with all key staff to ensure the needs of individuals are met such as reading, note taking, learning aids such as coloured paper etc. are provided. They will also be responsible for communicating those requirements to curriculum staff

and keeping ILSPs updated, conducting individual reviews and attending or contributing to the EHCP reviews.

All other support needs – The ALS and SEND teams recognise that we have learners who will be studying with us who are not HNL and do not have an EHCP. Those learners may have varying requirements and additional needs or may experience times of difficulty where they need support with their learning. ALS will provide and oversee the provision of an ALS area within the LRC, where learners can either drop in or make an appointment to see ALS staff who can help with reading pens, proof reading and give advice on a wealth of additional learning needs. ALS staff in the LRC will also be able to assist with advising on positive strategies that can be utilised by the learner, or the curriculum staff, including progress coaches, to help overcome some of the barriers the learner may be facing.

4.2 ALS Staff structure (Please see appendix 1)

5. Education Health Care Plans (EHCP)

- 5.1 All ECHPs must in the first instance be received by the ALS team for a decision to be made and consultation with the LA initiated, if applicable. On occasion these plans are sent to other departments or directly to curriculum staff, these must be passed to the ALS team promptly to enable time to consider each request and reply in the given timeframe.

Once ALS have received the EHCP from the LA, SEND professionals or parents, the Team Leaders will read each plan in detail to determine if we are able to meet the needs of the learner. They will then complete the consultation form, confirming that this application is able to progress to interview/enrolment or are advising that we are unable to offer a place. If this is the case, the ALS team will ensure that reasons given refer to the SEND code of practice supporting the reason/s as to why.

If the EHCP has been sent in by parents or SEND professionals we would enquire into the individual's needs, contact schools and family to arrange a meeting prior to progressing to interview/enrolment. It may also be at this point that a transition meeting or sessions are discussed and organised to best support the learner.

- 5.3 All ECHP learners will be supported throughout the application, admissions and interview process by ALS staff, if requested. They will also have an ILSP which will show clear strategies which will be related to the outcomes in each individual EHCP.
- 5.4 Reviews will be completed by the ALS team each term which will show progression made within the provision; this can be used and shown as evidence in all relevant professional meetings. The EHCP review will take place once in each academic year. The meeting will be arranged by ALS team leaders with external professionals/agencies who work with the learner/families/curriculum and support staff. The review will give the opportunity for everyone working with the learner to contribute and discuss progress towards achievement of the outcomes outlined in the EHCP.

6. Medical support and Personal Emergency Evacuation Plan (PEEP)

- 6.1 BSDC is committed to ensuring that all learners are always safe and well, especially during their time spent with us at the College. All learners (or parents) are expected to take responsibility to share any specific issues, or requirements, relating to medical conditions or other health related complications. Learners (or parents) will be asked to complete a medical form detailing the condition or requirement and provide us with relevant health related details such as history, treatment and GP details. This information will then be transferred onto learner's individual Promonitor portal and a card will be issued that can be displayed in the learner's lanyard. ALS

staff and progress coaches should be on hand to advise and collect the relevant information to update on Promonitor and learners (or parents) should be responsible for updating or informing of any changes to needs.

- 6.2 In regard to the administration of medication, learners who are 16 + are encouraged, where possible, to self-administer over the counter medication safely and when required. Where possible staff should monitor and raise concerns if they become worried about overuse or that the learner may be putting themselves at risk.

There will be occasional need across the College to consider individual circumstances and plan for the administration of certain controlled drugs and/or emergency medication (Buccolam, epi-pens etc.) Where possible learners will be provided with suitable storage and also encouraged to administer in class or provided with a separate space, such as the first aid room. This should be encouraged to be carried out as discreetly as possible and causing minimal disruption to learning.

In addition, there will also be learners who will require medication to be administered at regular times and by competent trained staff members or externals. This will most likely be relevant to the APU and a separate medication policy will cover the details of this.

Any further issues relating to the health of a learner should be discussed with the ALS Team Leaders or the SEND team where individual needs can be discussed and solutions identified to ensure that any health requirements, wherever possible do not become a negative barrier to accessing learning.

- 6.3 BSDC takes its responsibility seriously in ensuring that all learners who may have issues with mobility, visual or hearing difficulties have a PEEP in place which is written and accessible via Promonitor. It is the responsibility of the learner (or parent) to make staff aware of any such issues and together they will complete the PEEP with area ALS staff and course leaders taking overall responsibility.

The PEEP will only be required if the learner would be unable to evacuate the building unaided, in a prompt manner, during an emergency such as a fire. The PEEP will detail arrangements made, such as a where a learner with a PEEP may be left in such emergencies i.e. where is the refuge point, if someone will be staying with them and any other relevant information. The fire sweeper will be informed in an emergency, and they will alert the evacuation lead/fire brigade who will arrange prompt and safe removal of the learner from the building.

7. Exam Access Arrangements (EAAs)

- 7.1 BSDC recognises that many learners require considerations being made to help them achieve their maximum potential during assessments and tests. These learners are not only those who are HNs or who have an EHCP in place. Therefore our specialist assessor will be available throughout term time, to meet with learners and assess any access arrangements following referral. A referral is required in the first instance from the tutor, at least 3 weeks prior to any exams being booked. Evidence will be required to support the request in the form of information on the learner's normal ways of working, from the learner and tutor. Once this information has been gathered, the ALS administrator will book an appointment for the assessment to take place with the specialist assessor. The learner and tutor will be informed of the outcome, which will be uploaded to Promonitor, and the specialist assessor will make arrangements with MIS for submission to the relevant exam board. More information is available to staff regarding the EAA process on the staff intranet, Learner Services section.

JCQ set strict guidelines regarding EAAs. Any previous entitlement requires reassessment at BSDC and does not guarantee the same outcomes. Should a learner not meet JCQs criteria the

learner and/or tutors may seek advice from the specialist assessor on other support strategies that they may find useful to help them to achieve under exam circumstances.

8. Additional Learning Support in Higher education (HE)

For most learners, we can at BSLC meet the support needs through our current support provision; this includes 16–19-year-olds, HNLs, Adults and Apprentices. However, regarding our learners requiring support, who are on HE programmes it may be necessary to apply for Disabled Students Allowance (DSA). ALS staff can advise and signpost for the learner to be able to apply for this support. This may result in the learner receiving additional student finance, enabling them to purchase specialist equipment, class support, extra travel or other disability related costs of studying. Please see our HE policy for more information.

9. Progression and next steps

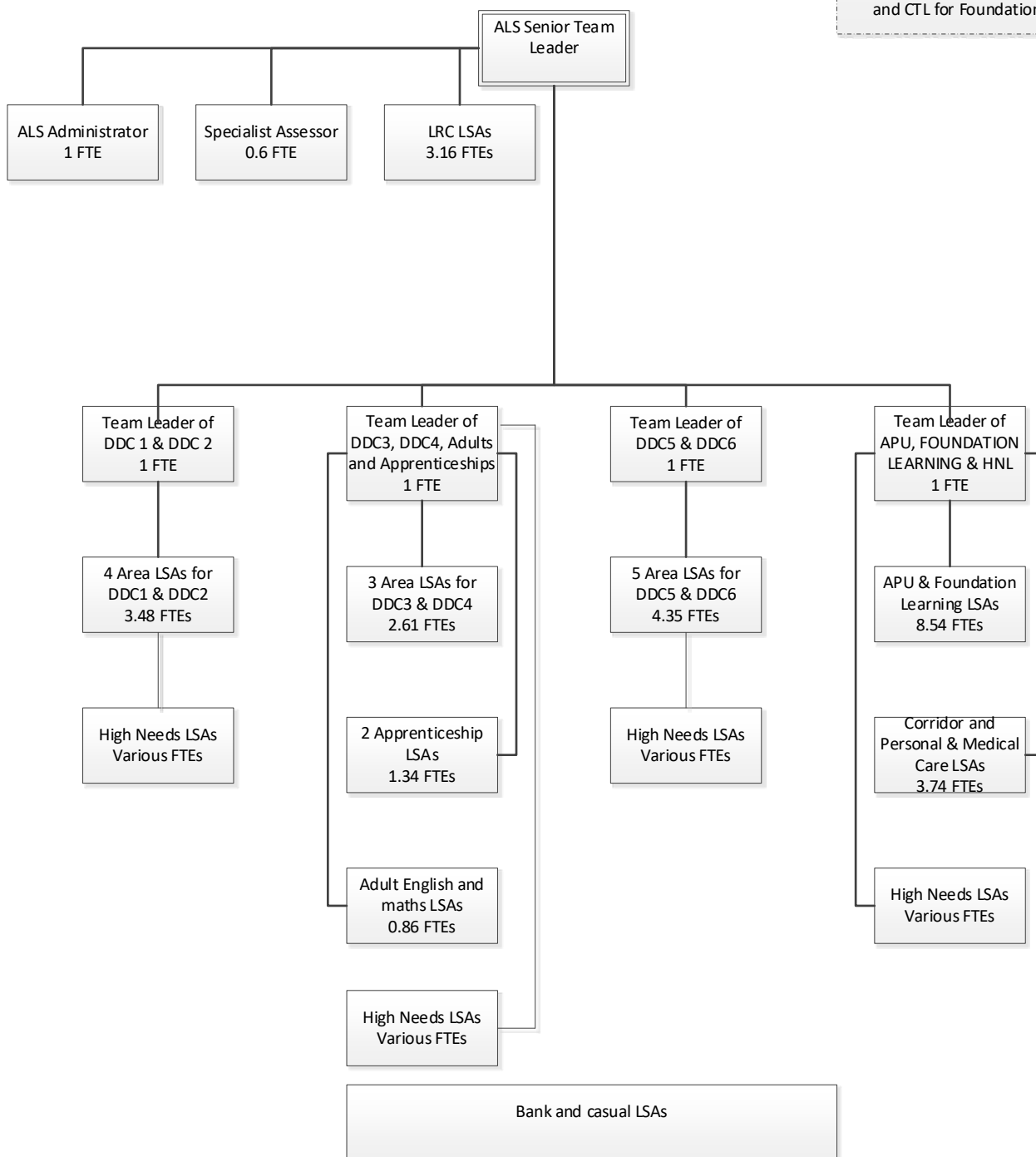
- 9.1 We are proud of all development our learners with SEND make at any time throughout their learning journey with us. We therefore aim to provide appropriate support and opportunity to make sufficient progress, access IAG and make appropriate decisions regarding their next steps. ALS staff will support learners with SEND to progress as successfully as possible onto next levels of their chosen curriculum areas. ALS will help the learner to identify opportunities to undertake relevant work experience, or prepare to become more work ready, this may be through supported internships (if the learner has an EHCP), apprenticeships or seeking part time work opportunities. The learner's skills, wishes and interests are very much at the centre of any next steps explored and will always be discussed at reviews or other professionals meeting to ensure that everyone is working together to reach the same goal and identifying all solutions to any potential barrier that may be faced by each learner.
- 9.2 The SEND team will also explore opportunities and links with externals to build on relationships with SEND professionals, local employers and other projects that may help us to create further opportunities for all our learners with SEND.

10. Reporting Concerns

- 10.1 Given the sensitive nature of the issues surrounding learners with SEND, any learner/parent/carer or support worker with a specific concern or complaint relating to the provision of support is welcome to address these directly with our ALS Team Leader or the SEND Team. They will note any complaints and arrange a suitable follow up meeting to discuss the situation. If this does not solve the issue or allay the complaint, then the individual is welcome to follow the procedures in the College Feedback Policy and will be advised of how to do so.
- 10.2 Learners (and families or support workers) will be advised and supported in the case of making an appeal to the Local Authority regarding decisions relating to an EHCP.
- 10.3 The College will take appropriate steps to notify the local authority of any relevant information associated to learners who may receive funding (Please see Appendix 3 for further information).

11. Appendix 1 – ALS Staff Structure

SEND GROUP
 Assistant Principal and Dean,
 Head of Services for Learners and
 Customer Experience, Director of
 Foundation Learning, ALS Co-ordinator
 and CTL for Foundation Learning.



12. Appendix 2 - Related Policies and Legislation

UN convention on the Rights of the Child	1989
Education Act	1996, 2002, 2011
Mental Capacity Act	2005
United Nations Convention of the Rights of Persons with Disabilities	2006
Single Equality Scheme	2013-2016
Support and aspiration: A new approach to special educational needs and disability: Progress and next steps	2012
Children and Families Act	2014
The Special Educational Needs (Local Offer) Regulations	2014
Supporting pupils at school with medical conditions	August 2017
Mental health and behaviour in schools	November 2018
Special educational needs and disability code of practice: 0 to 25 years	May 2015
Send gateway for advice and resources	http://www.sendgateway.org.uk/
Council for Disabled Children	http://www.councilfordisabledchildren.org.uk/
Local Support Organisations	
Entrust (Staffordshire)	Careers and Participation Services
Children and Younger Adults (CAYA) Derbyshire	Learning Difficulties and Disability Advisers
Connexions (Derby)	Careers advisers
ASSIST	Providers of specialist Autism and Sensory support in Staffordshire
Royal School for the Deaf [RSD]	Provide BSL signers and interpreters
Staffordshire S.E.N.D Family Partnership	Information, advice and support service for parents and carers of children and young people aged 0 -25 years with SEND
<ul style="list-style-type: none"> • Cosmic Education • Randstad 	Agencies who provide temporary support staff