

# Learning Support Policy 2021/2024



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## INTRODUCTION

At Hopwood Hall College we believe in a whole college approach to support for learners with inclusion needs. The Learning Support team supports learners to maximise their potential and to enable their progress to the next stage in their learning and career.

The Learning Support Policy details the vision and strategic overview of the College for learners with a learning difficulty and/or disability or Special Educational Need and Disability (SEND). Learners who are 16-18 and 19+ who require some extra help in their studies and accessing college and learning, and learners with an Education, Health and Care Plan (EHCP) in place.

All teachers are teachers of Special Educational Needs and Disability (SEND). Good quality learning support is underpinned by high quality teaching, learning and assessment. In addition, all college employees have a duty to make reasonable adjustments for students with learning difficulties and/or disabilities.

Hopwood Hall College is committed to making its learning environments accessible and inclusive to all learners and provides a Learning Support Team to promote this. We have a moral and legal duty to ensure accessibility to the College, its courses, and facilities in line with current legislation, The Children and Families Act 2014, SEND Code of Practice 2015, The Equality Act 2010.

## SCOPE

### **Policy Principles**

All learners have equal rights to access to education regardless of learning difficulty and disability.

The policy aims and purpose is to introduce a whole-college approach to inclusion and clarify the scope of the Learning Support Service. The policy seeks to:

- Express full commitment to supporting learners with additional learning needs on their programme of study;
- Clarify the scope of the Learning Support provision for learners with learning difficulties and/or disabilities;
- Outline the roles and responsibilities of all staff regarding learners with learning difficulties and/or disabilities;
- Describe the systems and processes in place to encourage early identification of learning difficulties and/or disabilities before learners commence their course at college;
- State the commitment to improve outcomes for learners with learning difficulties and/or disabilities in terms of retention, achievement, success, and progression in college and to employment or higher education;
- Promote partnerships and working together values to encourage the independence of learners with learning difficulties and/or disabilities;

- Continue to develop a culture of inclusive practice across all college services and functions;
- Ensure staff are informed of relevant legislation, college policy, guidelines, and procedures to enable them to meet their responsibilities;
- Ensure consistent best practice is followed thereby enabling staff respond appropriately and sensitively to learning support needs;
- Improve outcomes for students with learning difficulties and/or disabilities in terms of retention, achievement, and progression to employment or higher education;
- Promote the independence of students with disabilities and/or learning difficulties in preparing for adulthood.

The policy outlines how Hopwood Hall College will maintain teaching expectations for learners with learning needs. The following general principles apply:

- Reasonable adjustments and modifications will be made through high quality and personalised teaching and learning;
- The services delivered by the Learning Support team or external specialist services will enable learners to access learning where there are barriers or needs;
- Learners will have access to pastoral, welfare and student support including support for mental health and wellbeing;
- Adaptation to learning materials will be made by tutors, curriculum teams and support teams;
- If needed, learners will be assessed for Access Arrangements for Exams in line with tutor evidence of 'normal way of working' and the JCQ Regulations.

## POLICY STATEMENT

All learners have equal rights to protection regardless of protected characteristics. This policy will not discriminate either directly or indirectly against any individual on grounds of sex, race or ethnicity, sexual orientation, religion or belief, age, disability, inclusion need, gender identity, socio-economic status, or any other protected characteristic.

This policy will put in place any reasonable adjustments that are required on the college to support the needs of learners within its best capabilities and resources.

This policy must be read in conjunction with the Equality, Diversity, and Inclusion Policy, Bullying and Harassment Policy and the Safeguarding and Child Protection Policy which also includes arrangements for Learning Support.

The College offers a range of support to meet the needs of learners depending on their individual needs. The college is committed to removing barriers to learning and ensuring that everyone is enabled to reach their full potential and become as independent as possible. Types of support include personalised and inclusive teaching by all tutors in college and specialist support.

## AIM

### **The intent of Learning Support is to:**

- Work effectively with learners and tutors to remove barriers to learning in the classroom
- Use and develop person-centred strategies and approaches to learning to support individual needs
- Promote and develop skills for independence, life and work in preparing for adulthood
- Work towards SMART Targets and EHCP Outcomes to help learners to reach their longer-term goals and aspirations
- Build social skills, confidence and self-esteem and resilience to learn, work with others and attend college

### **We do this by:**

- Complying with the Equality Act, the Data Protection Act and Safeguarding legislation, the Children and Families Act and the SEND Code of Practice with the college making all reasonable efforts to secure appropriate provision as described within an EHCP and required provision;
- Maximising the use and effectiveness of High Needs Funding and other funding streams in supporting students with learning difficulties and/or disabilities;
- Support students with learning difficulties and/or disabilities that promote their independence and prepare them for the world of work and/or further study, and in preparation for adulthood;
- To ensure teaching and support roles are effectively working together to remove barriers to learning in the classroom for identified students, develop person-centred strategies and approaches to support individual needs;

## ROLES AND RESPONSIBILITIES

**Staff Member with Lead Responsibility** (Caroline Street) The College has a named senior member of staff and a member of the Senior Leadership Team with lead responsibility for Student Support (includes Learning Support). They are responsible for ensuring Learning Support arrangements are appropriately put in place, report to Senior Leadership Team and Corporation and oversee funding claims.

**Governor for Inclusion (SEND)**, the named Governor for Inclusion (SEND) is Jenifer Worsdale.

**Learning Support Manager** (Nicola Metcalfe) The Learning Support Manager has responsibility for the overall management of high-quality learning support and deployment of the Learning Support team in line with legislative responsibilities. The strategic and operational lead for Inclusion related to SEND or learning difficulties/disabilities, learners with an Education, Health and Care Plan (EHCP) and High Needs support requirements, and Funded High Needs allocated places. Implementing a whole college approach to inclusion to ensure support for learners is maximised, and learners are not disadvantaged.

- Has responsibility to develop effective partnerships with key statutory services including local education authorities, health, and social care services to respond to the EHCP consultations from local authorities creating bespoke support planning for identified learners and provide High Needs Reviews for relevant local authorities.

- Work with curriculum leads, the Senior Leadership Team (SLT) and SLT lead Executive Director to ensure that the college meets its responsibilities under statutory requirements and accountability.
- Ensure the college allocates resources efficiently and effectively in response to current priorities and the requirements of those learners with an EHCP and those with High Needs.
- Collaborate with the Local Authority positively to make its best endeavours to ensure learners with and EHCP receive the support required for learning and in preparation for adulthood.

**Learning Support Coordinators** oversee the day-to-day operation of Learning Support and coordinate provision for learners with and without an EHCP (learning difficulties/disabilities) and High needs:

- Attend Education, Health and Care Plan (EHCP) Review meetings in schools for prospective learners for early identification and to plan a smooth transition from school to college (cooperation and coproduction);
- Conduct and chair the person centred Annual EHCP Review meetings for current learners with an EHCP in place following statutory guidance to review progress, teaching and learning, and additional support in place;
- Advise staff and curriculum teams on a graduated approach to providing additional support and appropriate strategies in making reasonable adjustments and modifications to teaching and learning;
- Liaise with the Safeguarding, Pastoral and Welfare Team to best support learners;
- Promote fair distribution across college of additional learning support resources;
- Utilise the resources available for additional support to meet learner's needs effectively and appropriately;
- Alert the Learning Support Manager of the need for specific training and development needs of staff;
- To be a key point of contact for external agencies, particularly services in relation to support for learners with an Education, Health and Care plan in place;
- Liaise with parent/carers, schools and agencies including education, health, and social care professionals to promote successful transition of learners both in and out of college;
- Ensure a smooth transition for learners progressing to Higher Education studies and employment;
- Provide staff training and development.

**Learning Support Officers** is a key role linked to individual programme areas to ensure effective communication between curriculum and support teams to best meet learner needs:

- Will attend the weekly curriculum team meetings for early identification of concerns or issues related to supported learners including attendance and behaviours to avoid learners becoming disengaged from learning or their place at college becoming at risk;
- Will have responsibility for more than one programme area, influenced by the number of learners with an EHCP and High Needs, additional learning need and accessing support by programme area.
- Attend school meetings to carry out transition work with key staff in schools, gathering information to inform learning support, teaching and learning;
- Work closely with curriculum teams to group and timetable learners to ensure learners have access to the required support on programme, support for learners is maximised and learners are not disadvantaged;
- Work with the Learning Support Coordinators in mentoring and coaching Learning Support Assistants to ensure high quality learning support is taking place, learner needs are being met.

**Safeguarding learners with inclusion needs:** The Pastoral, Welfare and Safeguarding Manager is the Designated Safeguarding Officer and have a statutory duty to promote the safety and wellbeing of vulnerable young people and adults at college who have inclusion needs including those with learning difficulties/disabilities. They have responsibility to manage the processes and procedures relating to the protection of children under the age of 18 and those over 18 who are considered to be vulnerable to remain safe and free from harm. They provide a source of support, expertise and advice to colleagues, staff, and students.

**The EDI Manager:** will work closely with members of the Wider Management Team in the development of college policy, service the College Equality and Diversity Steering Group and reports directly to Senior Leadership Team and Governors including the Governor for Inclusion.

**Programme Managers and Centre Directors** have the responsibility to:

- Have accountability and responsibility of high Quality First Teaching and a graduated approach for learners with learning difficulties and/or disabilities (without and EHCP), with an EHCP in place and High Needs,
- Work with the Learning Support Team in removing barriers to learning, making the required adjustments and modifications for learners with and EHCP and specific learning needs;
- Ensure tutors and curriculum staff have read and understood the EHC plan for learners with an EHC plan in place, tutors are using identified required provision (Section F of the EHCP) strategies to meet support needs and requirements, targets and outcomes sought are being worked towards (Section E of the EHCP);

- Ensure the relevant curriculum staff take responsibility and contribute to the required (legislated) review of teaching and support in place for learners with an EHCP and High Needs learners;
- Provide advance notice of timetable changes that allows for support staff to be deployed efficiently and effectively to meet learner needs, and learners can be prepared for any changes to their timetable and their routine;
- Accommodation and the learning environment are safe and accessible for all learners in the classroom and in work placements, employers, trips and visits;
- Work with Learning Support to group learners so that required additional support can be deployed efficiently and effectively, to maximise access to support and ensure learners are not disadvantaged;
- Measure and monitor the retention, achievement, success, and progression of learners with learning difficulties/disabilities, with an EHC plan, through the self-assessment process;
- The curriculum offer is appropriate to learner needs, and consult with the Learning Support team if required;
- Learners with an EHC plan are not withdrawn from their course or college without consulting with the Learning Support team to meet individual learner needs and legislative requirements, appropriate support and provision identified is in place;
- Contact with parents/carers of learners as appropriate to provide updates for progression, discuss any concerns or issues;
- Make employers aware of any learning support requirements in agreement with the learner, and parent/carer if appropriate;
- Access to Work applications are made with learners with additional support requirements in the workplace that cannot be met by the employer making reasonable adjustments, or by the usual intervention of a college work-based Assessors or Job Coach (e.g., Apprenticeships and Supported Internships).

**Teaching & Learning staff** are responsible and accountable for the progress and development of all learners they teach, including learners who have identified additional learning needs, with/without an EHCP, access to additional support in the classroom.

To meet the requirements of legislation, teachers are required to deliver high quality inclusive, adapted teaching. When working with learners with learning difficulties or a disability, teaching staff have the responsibility to:

- Provide high quality teaching and a graduated approach to inclusive teaching and learning for all learners by way of tutor-led assessments;
- Make the required reasonable adjustments and modifications to learning and resources for learners with additional learning needs (with/without an EHCP);



- Enable learners to have access to appropriate technology and digital accessibility to maximise use of all different ways of learning, and promote independent learning;
- Read and have a full understanding of an EHC plan to ensure the required support strategies, adjustments and modifications are being implemented (Section F of the EHCP), planned for, EHCP outcomes being worked towards (Section E of the EHCP);
- Work effectively by planning for any in-class support resource (e.g. Learning Support Assistant or Communication Support Worker) to meet individual learner needs, direct support staff, ensuring they are made fully aware of the Scheme of Work/Topic Outline, lesson planning, learning materials and resources to be used;
- Read information provided on ProMonitor, including uploaded documents (e.g., EHCP, Exams Access Arrangement), the Integrated Student Support page, to inform teaching, assessments, planning and delivery;
- Undertake training internally and externally to develop skills and knowledge of teaching learners with additional learning support needs e.g., high quality teaching and learning, graduated approach;
- Support independent learning by way of accessible teaching and learning materials, e.g. visual supports, technology and digital accessibility;
- Provide relevant information to support the required (legislated) EHC review process, work with Learning Support to provide information for identified learners in terms of attendance, progress and achievement;
- Where appropriate complete the required Tutor Evidence Form (Normal Way of Working) for Exam Access Arrangements (EAAs) assessments and applications;
- Provide both learner and support staff with advance notice of timetable changes to be able to prepare learners for change and ensure resources remain efficient in meeting learner needs;
- Contact Learning Support if there is a concern for a learner in terms of learning and progress being made. Tutors will be asked to complete a referral form to provide Learning Support with the required detailed information to support this process.

**SpLD Advisor** has the responsibility to:

- Assess for Exams Access Arrangements (EAAs) and provide advice on strategies a learner can use in their studies, and updates college systems with assessment results via the Form 8 Assessment process;
- Carry out assessments for the required Access Arrangements for Exams with identified learners in line with the Joint Council for Qualifications (JCQ) Regulations and other relevant regulatory bodies;

- Work with curriculum teams and tutors to encourage inclusive teaching practice including delivery of awareness information to staff, promote the use of technologies for learners e.g., computer reading software;
- Attend the annual JCQ EAA refresher training with the Learning Support Manager.

**Learning Support Administrator** works closely with the Learning Support Manager in terms of EHCP administrative and legislative processes and Exams Access Arrangements.

- Supports the administration processes and procedures for the recording of learners with learning difficulties and/or disabilities, with an EHCP and High Needs support using college systems;
- Provides administration for the EHCP Review processes and ensuring Local Authority documentation is submitted in line with legislative timescales and provided to relevant external agencies;
- Coordinates the administrative processes and procedures for Exams Access Arrangements, ensuring learner information relating to requests and learner files have the necessary auditable evidence to meet the JCQ Regulations.

**Learning Support Staff** (Learning Support Assistants, Learning Support Officers, and Communication Support Workers) have the responsibility to:

- Work effectively with identified learners to fully understand support needs and requirements, implement strategies, set and review SMART targets to support learners to work towards outcomes sought;
- Ensure effective implementation of in class support for learning with identified learners, with/without an EHCP and High Needs, and to develop skills for independence and preparing for adulthood;
- Work effectively with tutors in the classroom to ensure learner needs are being met and progress is being made e.g., use of effective questioning techniques to assess understanding, promote independent learning;
- Provide timely feedback to tutors in the classroom, alert tutors and key staff in Learning Support of any concerns or issues e.g., attendance issues impacting on progress and achievement;
- Record the required information for individual learners to support their teaching and learning, including strategies and SMART targets, the How We Work Together and Person-Centred Review using college systems e.g., ProMonitor;
- Create and develop learning resources and visual supports alongside tutors to meet individual learner needs;
- Support and promote positive engagement in the classroom under the direction of the tutor, consistently set high expectations of learners and encourage independence;

- Attend and complete all relevant training for continuous professional development in line with learner needs.

## PROCEDURE

### **Access Routes to Learning Support**

Learning support will be made available to learners in line with their learning difficulty and/or disability, if they meet the entry requirements of their chosen course with the help of reasonable adjustments made.

Where appropriate, identified learners will be entitled to:

- Support for a smooth transition from school to college;
- Specialist support staff to act as a key contact and oversee their support;
- An individual learning plan (ProMonitor) outlining the recommendations to and tutors on how best to support learning;
- A review of the support plan in place by the way of personalised targets to support learning and progress, and preparing for adulthood;
- Speak in confidence to staff about learner support needs;
- Request Exam Access Arrangements (EAAs) with support from their tutor if appropriate evidence is available;
- Decline the support offered to them, unless there is a safeguarding risk;

A key aim is to support learners develop skills for independent learning and skills in preparing for adulthood. Support planning with learners must always include a plan to work towards independence.

### **PRIOR TO APPLICATION**

The college requires evidence to be available to be able to accurately assess the required additional learning support. The Local Authority must consult with college for learners with an EHCP in place to be able to assess if college can meet the person's needs.

Supporting evidence may include:

- Education, Health and Care Plan (EHCP)
- Progression Plan (Positive Steps)
- Medical report
- Educational Psychologist report
- Diagnostic or specialist assessment carried out by other professionals or agencies
- Information from previous education provider e.g., school.

Learning Support Team will:

- Liaise and meet with agencies, schools, health and social care providers to identify the additional support requirements of prospective learners;
- Plan transition meetings with relevant agencies involved e.g., attend Year 11 EHC review meetings in schools;

- Meet with prospective learners and their parents/carers and key workers;
- Attend college Open Day events;
- Work effectively with programme area leads and tutors in respect of any prospective students with additional needs;
- Liaise with the relevant Local Education Authority regarding the Education, Health and Care plan process and commissioning of places e.g., EHCP consultations and High Needs funding claims.

### **FOLLOWING APPLICATION:**

Learning Support Team will:

- Commence transition planning by working with prospective learners, and key agencies to gather the required information;
- Complete a screening assessment noting any follow up actions that may be required;
- Record the information on college systems in place for transition work e.g. EBS.

Conditional Offer of a Place:

Offers of a place at college are 'conditional if a place at college is reliant on receiving additional learning support. The Learning Support Team will assess all available evidence to ensure college can appropriately meet individual needs;

- Learning Support will keep details of applicants identifying an additional learning need, a record inputted into the college systems e.g. EBS;
- Transition work continues to support individuals in a smooth transition to college;
- Information gathering may include behaviour plans and risk assessments in response to any identified risks.

Risk Assessing

If there are concerns about the request for a new learner place at college, further information is required and the request for a place at college referred to the Senior Leadership Team. For example, the Education, Health and Care Plan or information shared with college may provide details of support needs which may be high risk (e.g., aggression towards others).

Information will be gathered by liaison with the school or current education provider and external agencies prior to a review meeting. Information requested includes a current risk assessment, a chronology of any incidents that may have occurred over a 12-month period and outcomes. This process involves the college and agency Safeguarding Teams.

- Information and supporting evidence will be gathered from key agencies and will form part of the assessment e.g., a current risk assessment and chronology of any incidents occurred in the last 12 months;
- Appropriate responses to the Local Authority EHCP consultation process and meetings arranged to discuss individual cases;

- Careful consideration will be made by a member of the college Senior Leadership Team as to whether the learner is able to access the college safely without risk of harm to themselves or others.

## ENROLMENT:

Learners are requested to tell college about any additional learning needs on the enrolment form and discussing this with Learning Support team at enrolment.

- If a learner tells college about a learning need during enrolment, a member of the team will carry out a screener and follow up with the learner on programme;
- Information will be recorded and shared as appropriate using college systems.

## ON PROGRAMME:

The Graduated Approach at Hopwood Hall College		
ALL STUDENTS	Can expect access to inclusive and high quality first teaching and assessment	Curriculum delivery teams and assessors, supported by Advanced Practitioners, and the student
SOME STUDENTS (very few will be High Needs or have an EHCP)	Will require an inclusive teaching plan (by the tutor), and possible personalised adjustments such as... <ul style="list-style-type: none"> <li>- Adjustments to their study programme</li> <li>- In class adjustments informed by the student/tutor inclusive teaching plan</li> <li>- Modifications and technology (low tech and equipment)</li> <li>- Exam Access Arrangements</li> </ul>	Curriculum delivery teams and assessors, supported by Advanced Practitioners, and the student
A FEW STUDENTS Will have an EHCP or High Needs Funding for more significant needs	In addition to the above, will also need a one of a mixture of the following: <ul style="list-style-type: none"> <li>- 1:1, 1:2 or small group in class support from LSA/LSO or CSW</li> <li>- 1:1, 1:2 or small group out of class support (study/social skills)</li> </ul>	Curriculum delivery teams and assessors, supported by Advanced Practitioners, and the student supported by the Learning Support Team and possibly specialist external services.

Additional support will be allocated to a learner in line with their support needs and requirements as laid out in the EHC plan and reviewed at regular intervals. Learning Support key staff will work closely with learners and curriculum teams. For learners with an EHC plan, an EHC Annual Review meeting will be arranged.

For learners who do not have an EHCP but have a learning difficulty and/or disability, then Learning Support will work with the learner and their tutor to produce a personalised support plan (ProMonitor) outlining the support required at college. Learners are asked to provide supporting evidence of a diagnosed need e.g., medical or diagnostic report, if they have this.

**Higher Education (HE) - Disabled Students' Allowance (DSA)** is additional funding for Higher Education students who are eligible. This is a government funded scheme designed to help with the costs incurred as the result of a disability, medical condition, Specific Learning difficulty (SpLD) such as dyslexia or mental health condition. DSA funding is allocated to the individual student and not the College. It is the student's responsibility to ensure they engage fully in the process of applying for DSA. The allowance can help pay for study related support, including specialist equipment.

The Student Loans Company (SLC) have a suite of British Sign Language (BSL) videos aimed at prospective students with deafness and hearing loss in England applying to study HE courses and for application to Student Finance England for DSA funding: <https://www.youtube.com/user/SFEFILM>

Advice and guidance for students and staff about the application process can be sought from the Learning Support Manager, Nicola Metcalfe.

### **Supported Internships and Apprenticeships**

Students requiring learning support on an apprenticeship programme should be referred into the Learning Support Team in the usual way for assessment.

Learners or Apprentices should be signposted to the Access to Work funding available should they require support in the workplace which is over and above the reasonable adjustments made by the employer and assigned college assessor. The Learning Support Team provide guidance and support to learners and curriculum teams for this process.

### **Maths and English**

Students will participate in a robust assessment of their literacy and numeracy ability upon course entry and placed in the most appropriate level of learning to support them to achieve. Tutors should refer students that require support with literacy and numeracy to the most appropriate support service available, e.g., maths and/or English support, or Learning Support for learners with identified learning difficulties and/or disabilities.

Learners undergo an initial assessment on entry at college. This ensures that learners are placed in the correct level of English and maths. Teaching staff also carry out assessments and provide tutor evidence of individual learning needs to support an application for Exams Access Arrangements for learners requiring this support.

The Head of the English and maths Department and Learning Support Manager will assess the need for GCSE English and/or maths exemptions for learners with an EHCP in place and in line with the 16 to 19 funding: maths and English condition of funding - GOV.UK ([www.gov.uk](http://www.gov.uk)).

### **Transition and Early Identification**

Learning Support staff carry out transition meetings with schools to obtain information about learners with additional learning needs, gathering details of support currently in place and the interventions being used to promote independent learning.

The EHC plan serves as a full assessment of a student's support needs and requirements. The Learning Support management team is responsible for responding to the EHCP consultations from Local Authorities. The consultation includes a copy of the

EHCP and related documentation e.g., the annual review paperwork from the latest review in school/education provider.

The Learning Support Coordinators attend Year 11 EHC annual EHCP review meetings in schools on request to obtain the most current information regarding support needs, and Child in Need (CIN) meetings with Social Care Services.

New learners are also provided with the opportunity to tell college about support needs at application, enrolment or on programme to their tutor. Learning Support staff carry out observations and assessments on programme for identified learners. Relevant information gathered is recorded on ProMonitor. The EHCP and annual review documents are uploaded to ProMonitor.

### **Statutory Annual EHCP Reviews**

For learners with an Education, Health and Care Plan in place, targets and outcomes are discussed and updated during the annual review. The EHCP annual review meeting is a statutory requirement for learners with an EHC plan in place looking at the needs and provision specified in an EHC Plan and deciding whether these need to change. The review will check the progress being made against the agreed outcomes (Section E of the plan) and the provision in place (Section F of the plan). A review is held within 12 months of the previous review meeting.

The Learning Support Coordinators conduct and chair the review meetings. The review must be supported by the relevant staff in curriculum. A copy of the completed review paperwork is required to be sent to the learner and family, any professionals involved and the relevant Local Authority within the legislated timeframe.

In addition to the annual review, an interim or early, or emergency review can be arranged when required to discuss concerns or issues (what is working well/not so well and needs to change) and formulate a plan of action with all relevant parties involved to remove barriers, prevent learners disengaging from learning, their course and college.

### **Accessibility**

Both college sites (Rochdale and Middleton) are accessible to learners with a physical disability. The main entrances are automated. There are lifts to provide access to lower ground and upper floors. There is a fully equipped personal care room and Learning Support Base Rooms at both sites. A College minibus is adapted with an internal tail lift for learners who use a wheelchair for mobility.

Evidence of adapted classroom organisation and reasonable adjustments are found across the curriculum, for example:

- Seating, lighting, and the provision of resources
- Alternatives to copying from the board and written work
- Collaborative learning and peer support
- Use of appropriate ICT to support learning
- Equipment and learning aids
- Promoting learner independence in lessons.

Social and Emotional aspects of learning are promoted through:

- Valuing the individual and their diversity
- Praise for effort and achievement

- Promoting strengths
- Providing opportunities for success
- Providing a stress-free learning environment
- Support to build on learning, social and communication skills
- Involving learners in decision making and helping them to understand their learning strengths and areas for development and to value their achievements
- Ensuring that emotional and behaviour needs are supported
- Assisting learners in finding their own learning strategies and helping them implement them
- Recording and sharing information
- Involving learners in assessing, planning and reviews
- Finding out about learners' interests, strengths, and areas for development
- Promoting a 'can do' culture

Hopwood Hall College offers a wide range of learning, from Entry Level to Higher Education courses. All prospective students are welcomed to apply for courses that they are interested in, that match their abilities and aspirations.

The college also offers courses which are specifically designed for learners with more complex learning needs who would like to concentrate on developing life skills, personal and social development. The Skills for Life provision at the Middleton Campus supports the educational needs of learners who require an entry or bespoke programme of study and offer a Supported Internship Programme. The Life Skills courses enable learners to focus on increasing independence skills and prepare for a vocational course to gain further qualifications for work. The courses are usually smaller class sizes with a greater degree of pastoral and learning support.

### **Learner/Parental Engagement**

Support, advice, and guidance from parent/carers is valued by the college. College have built trust, positive working relationships with schools and settings in close collaboration with parents and other practitioners, highlighting indicators of potential difficulty.

Learning Support arrange learner voice activities to enable learners with additional needs to have representation and inform developments of the Learning Support Team and wider college.

The College offer enrichment activities to ensure learners can form friendships and social opportunities.

A survey is carried out on an annual basis to obtain the views of learners who have accessed additional support from the Learning Support team. This helps to identify any areas which require improvements, celebrate success.

### **Learning Support COVID Arrangements**

During any period of remote working or distance learning, although the day-to-day environment may be different, support for learning will still be in place for learners. The following procedures apply:

- Learners with an EHC plan will have a dedicated point of contact with the learning support team.



- Learners who experience barriers to learning and need to access the college site will have the provision available following governmental guidelines and risk assessments. Support for learning will also be available for learners on site.
- Meetings with external agencies, Children's Social Care, Local Authority, EHCP and school meetings will all take place remotely.
- EHCP reviews and transition meetings will take place remotely.
- College Risk Assessments for COVID will include learning support considerations.
- Learning Support will ensure departmental risk assessment is in place and kept current, and individual risk assessments for learners with an EHCP are in place in collaboration with the relevant Local Authority.
- Learning Support will refer safeguarding and welfare concerns to the Pastoral, Welfare and Safeguarding Team.
- Close working with curriculum teams will be maintained including attendance to curriculum team meetings.
- The Designated Safeguarding Lead will work with the Learning Support Manager for any concerns for learners with learning inclusion needs.
- Communication for staff, professionals and parent/carers will be shared on the college website and social media channels.
- The college Professional Guidelines still apply during remote working.

### **Confidentiality and Sharing Information**

Information will be stored and used in line with General Data Protection Regulation (GDPR) 2018 principles. Full guidance can be found in the Colleges Data Protection and Information Sharing Policy.

Information is:

- processed for limited purposes;
- adequate, relevant, and not excessive;
- accurate;
- kept no longer than necessary;
- processed in accordance with the data subject's rights;
- secure.

## **MONITORING AND EVALUATION**

The provision for inclusion needs related to Learning Support will be monitored and evaluated through the college self-assessment process, updates to the Equality and Diversity Steering Group and reports to Senior Leadership Team to:

- Improve inclusion and learning support provision;
- Inform learning support procedures;
- Ensure the effective use of resources allocated to Learning Support;
- Measure the retention, achievement, success, and progression rates of learners with additional learning needs;
- Contribute to the college's self-assessment process;
- Improve the systems that encourage disclosure.

Learning Support work closely with the Quality Team for a consistent and high-quality teaching and support for learners with additional learning needs. Learning Support Staff will have advisory and formal walkthrough observations carried out by the Learning Support managers. The Learning Support Manager carries out observations of teaching

and learning as part of the Departmental Reviews in terms of learners with an EHCP and High Needs.

Feedback about Learning Support will be gathered from student surveys and employee surveys. Feedback will also be gathered by an annual Learning Support Student Survey. Learning Support provision will be monitored and evaluated as part of the College's self-assessment process and quality improvement planning to improve learning support and student success. The assessment, implementation and review processes relating to inclusion and learning support will be monitored via both internal audit and ongoing management discussion.

Any concerns should be reported to the Learning Support Manger, Nicola Metcalfe. For formal compliments, complaints, or suggestions the College Compliments and Complaints procedure must be followed.

This Policy will be communicated to staff via Net Consent and shared on the college intranet (HUB).

## DOCUMENTS ASSOCIATED WITH THIS POLICY

SEND Code of Practice 2015  
Children and Families Act 2014  
Equality Act 2010  
Working Together to Safeguard Children  
The Care Act 2014  
The Mental Capacity Act 2018

## DOCUMENT REVIEW INFORMATION

Policy Date: 23<sup>rd</sup> August 2021  
Policy Author: Nicola Metcalfe  
Date of SLT Sign Off: 2<sup>nd</sup> March 2022  
Equality Impact Assessment Completed? Yes  
Equality Impact Assessment Date: 31<sup>st</sup> August 2021  
Next Policy Review Date: 23<sup>rd</sup> August 2024

## APPENDICES

### Appendix 1 Inclusion Needs (SEND) Legal Framework

**The Children's and Families Act 2014** focuses on Special Educational Needs and Disability (SEND) and has made the legislative changes that underpin the wider reforms to support children and families. The act has transformed the system for children and young people with SEN, so that services consistently support the best outcomes for them. Government has created an improved, single system from birth to 25 for all children and young people with SEN and their families, through reforms including: simplifying the assessment system; improving cooperation between all services responsible for providing health or social care; and giving parents and young people greater choice and control over their support.

**SEND Code of Practice 2015** is statutory guidance from the Department for Education on duties, policies and procedures relating to Part 3 of the Children and Families Bill and

associated regulations. The code provides practical advice on how to carry out statutory duties to identify, assess and make provision for children and young people with special educational needs and disabilities (SEND). An educational provider, the college must have regard to it. This means that whenever decisions are taken relating to children with SEND, consideration must be given to what the code says. Organisations must fulfil their statutory duties towards children and young people with SEN.

**The Care Act 2014** is an act which made provision to reform the law relating to care and support for adults and the law relating to support for carers; to make provision about safeguarding adults from abuse or neglect; to make provision about care standards; to establish and make provision about Health Education England; to establish and make provision about the Health Research Authority; to make provision about integrating care and support with health services; and for connected purposes.

The **Local Offer** is a government requirement for Local Authorities. The purpose of the Local Offer is to enable young people with learning difficulties and/or disabilities and parents/carers to see more clearly what services are available in their area and how to access them. The Local Offer will include provision from birth to 25, across education, health and social care and developed in conjunction with children and young people, parents and carers, and local services, including schools, colleges, health, and social care agencies.

The college works closely with local authorities to increase transparency to lead to the development of a shared understanding of what is available at the college, its courses, and facilities, for learners with learning difficulties and/or disabilities who are planning to apply to study here. The college Local Offer can be accessed on the college website <https://www.hopwood.ac.uk/explore-14-18-students/student-support>

**The Equality Act 2010** protects and promotes equality for different groups of people and incorporates a range of protected characteristics covering age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. The act places a Public Sector Equality Duty consisting of a general and specific duty on FE institutions. The duty places a legal responsibility to have regards to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between different groups of people.

## Appendix 2: Key Definitions and Terminology

Student/Learner	Refers to all potential and current students, applied or enrolled at the college.
Staff	Staff refers to all those working for or on behalf of the College, full time, or part time, in either a paid or voluntary capacity.
Learning Support Team and Staff	Any staff members of the Learning Support Team that work with learners who have additional learning needs. Key staff in the team work closely with curriculum teams and include the Learning Support Coordinator and Learning Support Officer roles. Learning Support Assistant (LSA) and Communication Support Worker (CSW) roles support learning in the classroom.

QFT	Quality First Teaching – high quality inclusive teaching together with a whole college approach to Inclusion – assessing, planning, implementing, and reviewing (Graduated Approach).
Graduated Approach	Graduated approach: Plan, Assess, Do, Review process.
SEND	Special Educational Needs and Disabilities
SEN	Special Educational Needs - as defined in the Education Act 1996 and Children and Families Act 2014, if a learner has a learning difficulty which calls for special educational provision to be made for them.
LDD	Learning Difficulty and/or Disability - any clearly identified learning need, including medical and physical disabilities, sensory impairments, and specific learning difficulties. The existence of a medical diagnosis or a physical disability does not imply that a learner has learning needs or difficulties.
Learning Support (LS)	Support provided to a learner that is over and above the support that is provided to all learners within the educational setting. Learning support is a term used to describe several types of support including: <ul style="list-style-type: none"> <li>• Transitional support;</li> <li>• Support for learning;</li> <li>• Reasonable adjustments to access learning and the college environment;</li> <li>• Provision of in class and out of class support;</li> <li>• Personalised teaching methods;</li> <li>• Support for literacy and numeracy where learning support needs are identified;</li> <li>• Access Arrangements in Examinations;</li> <li>• Support on visits, work placements or residential activities;</li> <li>• Support for mobility, and for personal care;</li> <li>• Support with medical conditions that impact on learning.</li> </ul>
EHCP	Education Health & Care Plan.  An EHC Plan is a statutory document that covers children, young people and adults aged 0-25years in education and/or training. The plan describes education, health and social care needs and required provision, short term targets and outcomes sought. The EHC Plan is the responsibility of and written by the relevant local authority after a formal assessment process in line with an individual needs and requirements. Review meetings are held to review the support needs and progress being made on an annual basis. Section F details the required provision, and

	Section E of the EHC Plan details the outcomes being worked towards.
Support SMART Targets	Students at college are set meaningful SMART targets in relation to their education and these are recorded on the Individual Learning Plan (ILP)/ProMonitor. For learners with an identified need, support SMART targets are also set for specific aspects of support needs and working towards independence skills. SMART targets are reviewed regularly and at least once per term with the learner and relevant staff members. For learners with an Education, Health and Care Plan, targets and outcomes are also discussed and updated during the annual review.
HNL	High Needs Learner  For ESFA funding purposes, defined as: <ul style="list-style-type: none"> <li>• a young person aged 16 to 18 who requires learning support costing over £6,000</li> <li>• any young person aged 19 to 25 and subject to an EHC plan who requires additional support costing over £6,000</li> </ul>
Reasonable Adjustments	The education provider has a duty to make the required adjustments to make sure learners are not discriminated against.
CfC	Cared for Child
VG	Vulnerable Groups
EAA	Exam Access Arrangements (EAAs) are adjustments for learners based on evidence of need and normal way of working in the classroom. EAAs allow learners with special educational needs, disabilities, or temporary injuries to access the assessment without changing the demands of the assessment. These arrangements are implemented in line with the Joint Council for Qualifications (JCQ) guidelines.
RA	Risk Assessment/High Risk  Risk assessing or an identified high risk may be a cause for concern because of a wide range of circumstances. Further information is required and the request for a place at college referred to the Senior Leadership Team. For example, the Education, Health and Care Plan or information shared with college may provide details of support needs which may be high risk (e.g., aggression towards others). Careful consideration will be made by a member of the college Senior Leadership Team as to whether the learner is able to access the

	college safely without risk of harm to themselves or others.
LA	The Local Authority have responsibility for learners with an EHC plan residing in their local area. College work with several LA's each year in terms of learners with an EHCP and High Needs.
LO	Local Offer by a Local Authority on their webpage - provides information for children and young people with inclusion needs and their parents or carers in a single place for information. It shows families what they can expect from a range of local agencies including education, health, and social care.
ESFA	Education and Skills Funding Agency
DfE	Department for Education
ILP	Individual Learning Plan (ProMonitor)  The Integrated Student Support Page is completed by Learning Support to advise staff on the needs of learners with a learning difficulty/disability, and includes bespoke documentation for those students classified as High Needs, with/without an EHCP.
Access to Work Funding	Access to Work is a government grant scheme which supports disabled people in work e.g., learners studying an Apprenticeship or Supported Internship with a learning difficulty and/or disability requiring additional support in the workplace.

### High Quality First Teaching:

- High quality inclusive teaching together with a whole college approach to inclusion – assessing, planning, implementing, and reviewing (the Graduated Approach) to meet the learning needs of learners.
- Tutors have the highest possible expectations for learners.
- All teaching builds on what a learner already knows, can do, and understands.
- Lessons are accessible to all learners; different ways of teaching are in place so individual learners can access the lesson and is fully involved in their learning.
- Specific strategies identified (inclusive teaching and the Graduated Approach – assess, plan, implement and review) are in place to support individual learning needs.
- Ongoing assessment within the framework of the lesson of learner progress and identify any gaps in understanding/learning.
- Where a learner has access to in-class support, support staff work closely with teaching staff, so they are aware of lesson planning, Topic Outline, and the overall scheme of work. Support staff and tutors will ensure learners have access to the required support to help them to meet their targets and long-term goals.

- Learners have a clear progression route which is discussed and adapted depending on learner ability and choices. This is part of the whole college objectives to ensure that learners are on meaningful study programmes which will lead to potential employment – and includes provision for learners with additional learning needs.
- Learners can submit assessments in a variety of ways which best suits their needs. This can include verbal feedback, presentations, demonstrations, and video evidence as alternatives to traditional written coursework where appropriate.
- A diverse curriculum offer that includes the option of studying courses over a longer period should this be required. In addition, there are non-academic courses which learners can take as a more accessible option.
- Learners study literacy and numeracy to build skills up to GCSE level, rather than enforcing GCSE re-takes for learners who may not yet have the skills to achieve a GCSE.

**Graduated Approach** - The Graduated Approach ensures provision for a learner with a learning need is met by a whole college approach to Inclusion through high quality and inclusive teaching.

- All learners have access to high quality teaching, but where a learning need has been identified, the approach to teaching and learning becomes increasingly personalised, support becomes more targeted.
- Learners with more complex needs will move through the graduated approach towards more specified individual support.
- Similarly, a learner who has received a higher level of support can move the other way as they begin to require less support and can manage their learning more independently in the classroom.
- It is not to be assumed that learners with a learning difference will require learning support in the classroom (additional to the support from the tutor) or that a learner will always require a high level of support.

**Technology and Equipment** - Refers to technology for all, assistive software or equipment, maintain or improve accessibility to college networks, systems, and learning.

The college offers equipment for loan to support independent learning and accessibility. The college and Learning Support liaise closely with Local Authority teams and health services regarding any specialist equipment, for example, hearing technologies or learners requiring support with mobility. For learners with an EHCP in place, any requirement for specialist equipment would form part of the EHCP consultation process during the transition period from school to college. Coloured overlays are available from the Student and College Services at Reception at both campuses for learners who require these, and tutors can order any preferred coloured paper for learners from the college Print Shop.

**External Agencies** - Refers to the key organisations and services such as Positive Steps Careers Advisory Service, Rochdale Additional Needs Service (RANS), Children with Disabilities Teams, Healthy Young Minds, Adult and Children's Social Care, and Health Service (NHS).

**Positive Steps, Rochdale** - Positive Steps is a charitable trust that delivers a range of targeted and integrated services. The College has a Positive Steps Careers Advisory

linked to college for learners with inclusion needs who reside in the Rochdale Local Authority enrolled at the college.

**Inclusionists** – all college staff

**ASC** – Autistic Spectrum Condition

**ADD** – Attention Deficit Disorder AD(H)D

**ADHD**- Attention Deficit (Hyperactivity) Disorder

**GLD** – Global Learning Delay

**HI/Deaf** – Hearing Impairment or Deaf

**MLD** – Moderate Learning Difficulty

**PD** – Physical Disability

**SEMH** – Social, Emotional and Mental Health

**SLCN** – Speech Language and Communication Need

**SLD** – Speech and Language Disorder

**SpLD** - Specific Learning Difficulty (Dyslexia/Dyspraxia/Dyscalculia)

**VI/Blind** – Visual Impairment or Blind

**VG** – Vulnerable Group

**Four broad areas of need** identified by SEND Code of Practice 2014:

Area of need	Types of SEN
Communication and Interaction	ASC, SLCN, SEMH, SLD
Cognition and Learning	PMLD, SLD, MLD, GLD, SpLD
Social, Emotional and Mental Health	SEMH, ASC, SLCN
Sensory and/or Physical	HI/Deaf, VI/Blind, PD

### **Appendix 3: Personal and Intimate Care Policy and Procedure**

#### **Aim and Purpose**

The purpose of this policy is to:

- Safeguard the dignity, respect the rights and well-being of students
- Ensure students are treated consistently when they experience personal care in relation to their own wishes
- Provide guidance and reassurance to staff with regard to personal care expectations and safeguarding responsibilities
- Ensure parent/carers are involved in the planning of personal care and are confident any concerns and individual needs are considered
- Ensure health and safety guidelines are adhered to at all times and the requirements of each individual, in relation to personal care, are met appropriately.

This policy applies to students who require support with personal care, as identified through an Education Health Care Plan (EHCP) or by a Learning Support assessment. It should be read, understood and adhered to, by all managers and staff involved in the provision of personal care alongside the policies and procedures listed.

#### **Legislative/Quality Framework**

- Equality Act 2010
- The Care Act 2014
- Keeping Children Safe in Education 2022



- SEND Code of Practice 2015
- Children's and Family Act 2014

### **Definitions**

Personal or intimate care may be defined as any activity required to meet the personal care needs of an individual student. The student and parent/carers have the responsibility to advise college staff of any intimate care needs, and staff have a responsibility to work in partnership with students, external services and parent/carers.

Intimate care can include feeding, washing, dressing/undressing, toileting, supervision of a student during toileting, assisting a student requiring medical care.

This guidance refers to all students of any age who may require support for intimate/personal care from an adult on a daily basis and those who may require it occasionally or exceptionally.

Staff who work with students providing intimate/personal care requires them to be respectful of students' needs, dignity be preserved at all times and a high level of privacy, with choice and control provided to the student.

There are two fully equipped personal care rooms at the college, one at each site. Staff will provide personal/intimate care on a 2 staff to 1 student ratio in all occasions of care and will undertake their duties in a professional manner at all times.

The Learning Support Team have trained Moving and Handling (of people) Trainers and will provide relevant training to staff in college. The Learning Support Team also organise for external training specific to individual students and needs e.g. Occupational Health teams.

The Learning Support Team complete an individual Personal Care plan to be agreed with a student, parent/carer and Occupational Therapist (if involved). The agreement that a student's personal sling used for moving and handling is checked every 6 months by the student, parent/carer.

The College Health & Safety and Facilities Team check all moving and handling equipment to ensure it continues to be safe to use e.g. fixed and mobile hoists at each campus.

### **Roles and Responsibilities**

It is the responsibility of the Learner Support management team to:

- Make reasonable adjustments to ensure facilities are fit for purpose and appropriate to the students' age and individual needs liaising with relevant staff where appropriate e.g. Health and Safety and Facilities Team
- Ensure staff are provided with the appropriate guidance, training (including refreshers), supervision and reassurance to enable good working practices which comply with health and safety regulations, hygiene procedures and safeguarding procedures
- Ensure permission has been sought from parent/carers to support the student personal care routine
- Liaise with parent/carers to establish specific care routines for each individual student

- Complete the relevant forms with parent/carers
- Ensure support staff (e.g. Learning Support Assistants) are familiar with the personal care routines when undertaking this
- Ensure staff are made aware of the sensitivities around personal care and that the use of mobile phones (or recording equipment) is prohibited in personal care rooms.
- Staff to be provided with appropriate personal protective equipment such as aprons and gloves.

It is the responsibility of the support staff (e.g. Learning Support Assistants) or external agency staff if providing personal care to:

- Follow individual personal care routines by reading the care plans and liaising with the Learning Support Officer, Learning Support Coordinator
- Report any general concerns to the Learning Support Officer using appropriate communication procedures
- Record the delivery of personal care, including the name of the student receiving such support, the time and date and any relevant comments or concerns.
- Report safeguarding concerns in line with the College Safeguarding and Child Protection Policy
- Take part in training for aspects of personal care support
- Maintain confidentiality with students who discuss elements of their personal care, unless it is a safeguarding issue when concerns should be reported to in line with the College Safeguarding and Child Protection Policy.

### **Procedures for Providing Personal Care – Toileting**

Students who require support with toileting, as detailed in an Education, Health and Care Plan (EHCP) or assessment will be provided with the opportunity to negotiate an individual Personal Care plan which details:

- The reason for support
- Frequency of support
- Required equipment
- Strategies to promote independence
- Arrangements for offsite trips and visits

Two staff members will be present when a student is toileted. This will be agreed and recorded in the individual Personal Care plan.

### **Communication and Interaction**

Staff must:

- Allow students to care for themselves as far as possible and encourage them to carry out aspects of personal care to promote independence wherever possible.
- Communicate with the student at all times during personal care procedures, ensuring the student is consulted about routines and kept informed at all times.
- Show awareness of and be responsive to the student's reactions, their verbal and non-verbal communication and signifiers.

### **Procedures for Providing Personal Care – Feeding**

Students identified as requiring support with eating and drinking at lunchtimes and breaks, as detailed in an Education, Health and Care Plan (EHCP) or assessment will be provided with the opportunity to negotiate an individual Personal Care plan, which details:

- The reason for support
- Dietary requirements, including concerns and allergies
- Required equipment
- Strategies to promote independence
- Arrangements for offsite trips and visits

In circumstances where specialist equipment or support is required to facilitate feeding, advice will be sought from an appropriate professional, who will work with the Learning Support Team to ensure they are fully informed of expectations and are supported to gain the relevant or required training.

The Learning Support Team and other relevant staff who will be working with and supporting the student have a responsibility to ensure they familiarise themselves with the content of the care plan, seeking clarification or raising any issues or concerns with their manager in a timely manner.

#### Staff Must:

- Follow health and safety guidance
- Wear appropriate personal protective equipment as detailed in care plans
- Model safe and best practice, respecting difference
- Promote healthy eating choices, respecting individual choice and dietary needs
- Complete records, sharing relevant information with parents/carers to ensure efficient and effective communication
- Consult with colleagues where any variation from agreed procedure/care plan is necessary and share this information with the student and/or parent/carers

In the event of a student soiling their clothing while eating or drinking, staff are required to support the student to use appropriate facilities to wash and if necessary change into a fresh set of clothes, which should be provided by the student as detailed in individual care plans. Soiled items will be placed into a sealed bag and returned home with the student, and a record of such occurrences will be noted in the communication book so that parent/carers are aware.

If a student becomes distressed or unhappy about being cared for by a particular member of staff, the matter will be looked into by Learning Support and outcomes recorded. Parent/carers will be contacted at the earliest opportunity as part of this process in order to reach a resolution.

#### **Medical Conditions and Medication**

It is preferable that medication is administered at home before or after college.

If it is necessary for a student to receive medication during the college day parent/carers must fill out a permission form and discuss their child/young person's needs with a member of staff before the college agrees to help to administer medicines or medical care.

Any member of staff supporting a student with medication must check:

- The student name;
- Prescribed dose;
- Expiry date;

- Written instructions provided by parent/carer or doctor;
- Complete a medication administration form and have it counter signed by another member of staff.

Particular attention should be paid to the safe storage, handling and disposal of medicines. Medicines should be kept in a place not accessible to students. Arrangements must be in place to ensure that any medication that a student might need in an emergency is readily available to them.

The Learning Support Team will request a copy of a Healthcare plan from students and their families, Healthcare professionals e.g. Epilepsy Nurse.

### **Personal, Emergency, Evacuation Plan (PEEP)**

For supported students requiring a PEEP to be carried out and documented, staff in the Learning Support Team will complete with individual students, their tutor and support staff. The PEEP will be sent to the college Health and Safety Manager to be checked before being uploaded to ProMonitor (Uploaded Docs).

If the PEEP requires use of an Evac Chair, for example in the case of a fire whereby a lift to upper/lower ground floors cannot be used, the PEEP will have detail of this.

The Learning Support Team have trained Evac Chair Trainers and will provide relevant training to staff in college on request. The Learning Support Team also organise for external training specific to individual student and needs e.g. Occupational Therapy.

For a staff member requiring a PEEP in place, their line manager is responsible for completion of a PEEP document. The Learning Support Team will support the staff member and their manager with any training related to use of Evac Chairs.

### **Safety and Hygiene:**

Staff must:

- Wear protective gloves and aprons when supporting personal care routines.
- Wrap up any soiled personal garments appropriately and tie securely.
- Clean the changing bed with antibacterial wipes after each use.
- Place soiled pads, wipes, gloves and aprons in a sealed plastic bag and dispose of them in the appropriate bin.
- Engage in hand-washing procedures before and after all personal care routines, and encourage students to do the same, creating an ideal opportunity to discuss the importance of hygiene.

Supplies of the following will be available to staff undertaking personal care:

- Suitable cleaning materials
- Gloves and aprons
- Hot and cold running water
- Anti-bacterial handwash
- Disposal bags and wipes
- Labelled bins for the disposal of wet/soiled nappies or pads

Students requiring pads and nappies must bring their own, as detailed in their individual Personal Care plan. In the event of a student soiling their clothing, staff are required to

support the student to use appropriate facilities to wash and change into a fresh set of clothes, which should be provided by the student as detailed in individual personal care plans. Soiled items will be placed into a sealed bag and returned home with the student, and a record of such occurrences will be noted in the communication book so that parent/carers are aware.

### **Writing an Individual Personal Care Plan**

Where a routine personal care procedure is required, a care plan should be agreed in discussion with the student, parent/carers and relevant Health professional (if appropriate).

The plan should be signed by all who contribute and reviewed on an agreed basis.

Where college staff are expected to provide any level of personal care, permission for them to do so should be gained by the student and/or their parent/carer.

In developing the plan, the following should be considered:

- The importance of working towards independence
- Arrangements during trips, examinations etc.

### **Classroom management**

- The student's seating arrangements in class
- A system for the student to leave class without disruption to the lesson
- Avoidance of missing the same lesson all year due to medical or care routines
- Awareness of a student's discomfort which may affect learning

All plans must be clearly recorded to ensure clarity of expectation, roles and responsibilities.

Where personal care needs to be provided by staff of the opposite gender, this will be discussed and recorded.

### **Safeguarding**

Staff must:

- Follow the College Safeguarding and Child Protection Policy
- Report any concerns about physical changes in a student's presentation, e.g. marks, bruises, soreness etc. immediately to the College Safeguarding Team.

If a student becomes distressed or unhappy about being cared for by a particular member of staff, the matter will be looked into by Learning Support and outcomes recorded. Parent/carers will be contacted at the earliest opportunity as part of this process in order to reach a resolution.

### **Monitoring and Review**

The policy will be reviewed by College's Learning Support Manager.

### **Related Policies/Procedures**

Documents related to the policy are:

- Learning Support Policy
- Safeguarding and Child Protection Policy

## **Appendix 4: Examination Access Arrangements Policy and Procedure**

### **Aim and Purpose**

The purpose of this policy is to:

- Set out the procedure for Exam Access Arrangements in college.
- To provide a breakdown of Exam Access Arrangements (EAA) processes and responsibilities that sit within teams across the College.
- To ensure the procedures in place to make appropriate assessment and examination arrangements informed and guided by the legislation.
- To provide an overview of the specific procedures to ensure that all staff understand their involvement and that students are provided with a high-quality experience.

### **Legislator / Regulatory Compliance**

This document is written in line with requirements of the Children & Families Act (2014), the SEND Code of Practice (2015), the Equality Act (2010), and the Joint Council for Qualifications (JCQ) Adjustments for candidates with disabilities and learning difficulties: Access Arrangements and Reasonable Adjustments.

GCSE Examinations, and most academic exams, are governed and executed by JCQ regulations. However, Students entered for an examination set by an awarding body that is not regulated by JCQ, may find that the rules regarding access arrangements are different. The awarding bodies set their own rules regarding access arrangements and their use in specific Vocational subjects.

### **Scope and Purpose**

The procedure applies to all requests for Exam Access Arrangements (EAA) across college, including reference to Higher Education and Apprenticeships context where applicable.

Access arrangements are examination adjustments for candidates based on evidence of need and normal way of working. Arrangements fall into two distinct categories:

1. Those delegated to centres
2. Those requiring JCQ awarding body approval.

Access arrangements allow students with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands/integrity of the assessment. Access arrangements are the key way in which awarding bodies comply the duty under the Equality Act 2010 to make 'reasonable adjustments.'

The College is required by law to review the Exam Access Arrangements requested by students when considering whether they continue to be required at College or are first implemented in college.

The Learning Support Team will:

- Review student requests for EAAs based on the JCQ Regulations, the history of need evidence and history of provision evidence provided by the SENCO/Exams Officer at their previous educational setting.

- Ask the previous school or educational provider for a copy of the Form 8 assessment and details of Exam Access Arrangements.
- Contact students who have requested EAAs to provide relevant evidence in support. If a learning difficulty is declared, for example dyslexia, students will be asked to provide evidence.

If students do not provide the requested evidence required within the first 6 weeks of their study programme, or if the necessary assessment appointment is missed, it will result in EAAs being declined or not being in place in time for the exams.

If students do not continually make use of the agreed Exam Access Arrangements during assessments and examinations, the College may withdraw the provision of them.

**Whole-College Approach:** The College is committed to ensuring that all students are provided with the most appropriate level of support or reasonable adjustments (including EAAs) that will enable students to develop their independence, confidence and resilience, and reach their maximum potential.

It is acknowledged in this context that exams can be stressful, or result in student anxiety.

In the first instance the College will aim to develop resilience around exams, before the introduction of arrangements that may not be appropriate.

### **Identification of Exam Access Arrangement requirements**

All exam access arrangements are assessed based on the needs of the individual student, supporting evidence and what is considered reasonable by the College.

**Prior information relating to Exam Access Arrangements:** The Learning Support Team will endeavour to gather as much prior information regarding learning difficulties and any associated adjustments, such as EAAs as soon as they are made aware of support declarations (via application; enrolment or via direct referral).

Where other teams are in receipt of this information this should be passed onto the Learning Support Team at the earliest opportunity.

If the college has evidence/a picture of need a formal assessment will then be arranged. All referrals for Access Arrangements must initially be presented to the Learning Support Team through the following channels:

- Evidence of Normal Way of Working (NWoW) through teaching and learning assessments and observations, classwork, internal tests completed
- Tutor referral
- Student or parent/carer referral
- Previous school evidence
- Assessment with external Assessor
- EHCP which confirms the candidates learning difficulty/disability
- Letter/report from CAMHS or Medical Consultant

Please note:

- Formal Access Arrangements expire after 26 months, unless re-assessed.

- JCQ regulations quote that the Exams Arrangements process should start with Tutor referrals/evidence. Without a fully completed, detailed NWoW tutor evidence form, the Learning Support Team will not be able to submit EAA recommendations to the Exams Team.
- Where a student is studying English and/or Maths; a NWoW form should be completed by both the main curriculum or Vocational team AND the English/Maths tutor.
- For students with an EHCP, EAAs that can be processed without the requirement for a formal EAA assessment (Form 8), should be processed at the earliest opportunity, although should be reviewed by curriculum and Learning Support staff to ensure that they represent Normal Way of Working (NWoW). Once confirmed, a note should be added to the students' profile on ProMonitor that this action has been taken.
- Following initial assessment of English and Math's skills, if there are significant concerns regarding a student's ability to engage with an exam, the curriculum team may opt to refer the student for assessment.
- In all circumstances, the Learning Support team should receive a referral via a completed NWoW form for assessment if it is deemed appropriate. This begins the evidence base for assessment and will help with planning assessment caseloads.
- In all circumstances, a referral should consider whether the assessment is suitable i.e. does the student have exams that might require access arrangements?
- As part of the referral process, staff must complete all evidence requirements and evidence of NWoW, which supports the assessment team to establish the correct assessment battery, and is a formal requirement for the Exams Team to process the application.
- When formal access arrangements are determined and agreed these will become part of 'normal practice'. If a student chooses continually not to use the agreed access arrangement granted to them, e.g. extra time or the use of a word processor, then it is not their normal way of working. The arrangement should not be awarded for Examinations and will be withdrawn.

**Establishing Normal Way of Working (NWoW):** It is important that the College only assesses for, and implements, EAAs that are a true reflection of the barriers faced daily by a student. They must also reflect the support or reasonable adjustments that exist in their normal learning setting. Failure to follow this process can inadvertently create an unfair advantage for the student, rather than provide appropriate levels of support which provide equality. This applies whether or not the need for support is temporary or on-going.

- The referral will include a completed NWoW form. This should be completed with full detail, and offer a realistic picture of the needs of a student.



- Where a student is studying English and/or Maths; a NWoW form should be completed by both the main curriculum team, and the English/Maths tutor.
- Where a student has not been on programme for long enough to establish this need, it should be ascertained at the earliest opportunity through observation of student behaviours; time spent completing work; reading and writing ability; engagement; etc. Monitoring of the student in the lesson, along with engaging them in discussion regarding their own needs, will enable curriculum staff to populate the form and submit the NWoW form.
- Without a full, detailed NWoW form, the Learning Support Team will not be able to submit EAA recommendations to the Exams Team.
- Failure to comply with the completion of the form will potentially be the cause of a student not receiving the appropriate adjustments in their exam(s).
- Where a student may sit multiple exams (either in year, or from year to year), the curriculum team will not be required to complete the referral process again (EAAs once approved are valid for 26 months) until the EAAs have expired. At this point, student progress may mean that the EAAs are no longer required, or may need amending.

**Review of evidence to establish assessment requirements:** Once a referral/NWoW evidence has been compiled, the Learning Support Team will review the information and decide whether or not to proceed with an assessment, which will be conducted by an Assessor who is qualified to make recommendation to the Exams Team. This will take place via the following process:

- The decision is made by the Learning Support Team to proceed to a formal assessment for EAA, following a review of the identified needs, along with the classroom arrangements identified via NWoW.
- The Assessor will review the student timetable
- If the student does not attend an arranged appointment or is absent from college, an appointment can be re-scheduled.
- If a student fails to attend 3 appointments, no follow-up will be booked until the student (supported by relevant staff if applicable) contacts the Assessor to arrange this.

### **Access Arrangements for New Students**

For new students taking GCSE re-sits and examinations before December who require access arrangements and who have only joined the College in September:

College would advise students apply caution taking GCSE re-sits and examinations immediately as there may not enough time to for College to put access arrangements in place, establish their normal way of working in the classroom, and College may not have the required evidence to provide access arrangements in line with The JCQ Regulations.

Programme leads and tutors to discuss with their student groups and individual students.

**Assessment for Exam Access Arrangements:** Assessments for EAAs will be carried out by an appropriately qualified Specialist Assessor.

The assessment conducted will use standardised tests as part of an individual assessment battery. Normed scores are used as part of the assigned tests, which indicate whether or not a student is performing at the required level in that particular skill / activity. It is therefore important that a student is fit to take the assessment. If for some reason the EAA Assessor has reason to believe this is not the case, the appointment might be postponed.

- The assessment will be designed to take no longer than 1 hour, including an initial consultation.
- The assessment will begin with a consultation discussion regarding NWoW completed by tutors and gather the student's perception of their support and their needs. This activity will be used to construct the assessment battery, meaning that the student and assessor agree on the most suitable approach to the assessment e.g. if a student has nobody offering reading support in the classroom, nor would they use it in an exam, then the Assessor would not assess for reading capability at this time, as it would not constitute NWoW and would not be approved via the Exams Office (or external Exams Boards).
- Any test omitted at this stage of assessment can be re-visited at a later date, should support needs change (if within exam deadline time-frames).
- The assessment battery will be delivered in an appropriate order by the SpLD Advisor/EAA Assessor.
- Upon completion, the student will be advised of next steps along with any specific feedback which is relevant at that time.
- The Assessor will complete all scoring per test, and populate a 'Form 8' with scores, as well as any relevant assessment narrative, ready to submit to the Exams Team.
- The Assessor will maintain any notes or information relevant to the assessment, should they be required to write any context-based reports in the longer-term.
- The Learning Support Administrator enters information for individual students onto EBS Central.
- Applications will then be made to JCQ and awarding bodies by an Exams Officer in the Exams Team ensuring all deadlines set by awarding bodies are adhered to.
- The final outcome of an EAA assessment can be found on ProMonitor; Integrated Student Support page.

**Post-Assessment activity - Learning Support:** Will ensure that the following activity is complete in order to progress the application for EAA (if applicable):

**JCQ Form 8:** The 'Form 8' is a standard form approved by the Joint Council for Qualifications (JCQ). This is the only permitted form to use when making EAA recommendations. This form will be completed by the Assessor, and constitute the

report for the assessment, unless a more explicit report is required in exceptional circumstances. This form is submitted to the Exams Team as part of the submission for EAA recommendations.

**Data Protection Form:** The Assessor will explain to the student being assessed the process of submitting recommendations to the Exams Team, and obtain student permission during the EAA assessment to proceed via signature on a standard data protection form. This will be submitted to the Exams Team as part of the recommendation for EAA.

**Normal Way of Working Form:** This form MUST be completed prior to assessment by the tutor. It forms an essential component of the EAA application process to the Exams office, and no applications will be sent without this form being present. NWoW forms should be completed by the tutor(s) and English and Maths staff where the student is studying in both areas. This allows for comparison is a requirement by the JCQ regulator.

**Post-Assessment activity - Exams Team:** Once the recommendation for EAA is sent to the Exam Team, the following activities take place in order to establish whether or not the recommendation is supported by the Exam Awarding Body:

**Check all submitted paperwork:** Exam Officers will check all submitted paperwork for compliance and quality, before proceeding with making any applications to the Exam Awarding Body. There are specific responses required within the application that cannot be processed without the correct information.

**Check for active / eligible enrolments:** Exams Officers check the profile received against active enrolments on to ensure that the recommendations made will be acceptable within the rules of the exam. For example, a reader is not permitted for GCSE English Examination reading section.

**Issues with non-compliance:** If the above items are not satisfied, the Exam Officer will return details of any missing information to the Learning Support Team, who will work with the curriculum team and/or Assessor to rectify.

**Process application for EAA:** If the above items are satisfied, the Exams Officer will complete and process the application for EAA. The specific websites used will depend on the Awarding Bodies the students are registered onto.

**Authorisations:** The Exams Officer will receive a response to the application, which they will then process accordingly on internal systems.

**Communication of outcomes:** Learning Support will communicate all authorised outcomes via ProMonitor/EBS, including EAAs are permitted to be authorised internally, without Awarding Body approval. All staff can view individual student EAAs in place via ProMonitor. Learning Support will arrange for a letter is sent to each student stating the granted EAAs in place.

**Invigilation and Accommodation:** Invigilation, rooms and staff for access arrangements candidates, as defined in the JCQ access arrangements regulations, will be organised by the Exams Team with a whole college approach to support this process.

## **Post-Assessment Activity – Curriculum requirements**

**EAA under review:** The best student experience will be achieved through appropriate levels of support by the tutor. As support in the classroom is directly linked to EAA, it is important that teaching staff are aware of any changes in needs, and potential changes in required EAA.

**Bookings for specific exam arrangements:** Not all EAAs will be required in all exams. Based on a sound knowledge of student needs, it is the responsibility of the curriculum teams to apply only the appropriate arrangements for each exam booking. Bookings are made by contact with the Exams team by the Curriculum.

**Refusal of support recording:** In the event that a student decides they no longer wish to access any the recommended EAAs, a declaration form should be completed to maintain accurate records of need. Please refer to the Tutor Evidence of NWoW form.

**Higher Education:** Exam access arrangements are available to students who have registered a disability or specific need with the college, e.g. dyslexia, physical impairment or mental health condition. College is committed to ensuring that disabled students are appropriately assessed and not placed at a substantial disadvantage compared to students who do not have a disability.

The College must also ensure that exam concessions do not advantage one student over another and that academic standards are not compromised.

- A range of access arrangements are available, depending on the individual needs of the student, and in accordance with the relevant HE academic regulations.
- Evidence is required to support an application; a diagnostic assessment report from a psychologist or suitably qualified specialist, a report or letter from a qualified medical practitioner, e.g. GP, consultant or psychiatrist. A Normal Way of Working; the documentation must provide detailed information on how this may impact on the student's studies and/or daily life.

**Re-assessment for expired EAA:** The authorised EAAs per student will remain valid for 26 months from the date of authorisation, from an Awarding Body perspective. If these expire during a student's time at College, and there is still a requirement for the use of EAAs the assessment process should be revisited, along with all subsequent steps.

**EAA not required by the student:** If a student decides that they do not wish to adopt the recommended EAA, they can sign a disclaimer to this effect. This ensures that all parties understand and are aware of the position.

## **Organisational Responsibility & Quality Monitoring**

**Students:** Provide the Learning Support team with any relevant information and evidence of their specific need to at enrolment or within the first 6 weeks of the start of the programme of study. This evidence may include:

1. Information about exam access arrangements from their school or previous educational provider.

2. Evidence of the specific need – this will look different for different types of specific need:

**Learning difficulties:** Students should ask their school or previous educational provider for their Form 8 and details of their exam access arrangements.

**Physical, sensory, or mental health:** Students should provide their diagnosis letter/report or evidence from a medical professional or specialist.

**EHCP:** College should have been provided with a copy of the plan; students should ask their school or previous educational provider for details of their exam access arrangements.

- Inform the Learning Support team or their tutor or course manager if anything changes (e.g. new diagnosis of specific need or deterioration of condition) – this may have an impact on the recommended exam access arrangements.
- Attend exam access arrangement assessment appointments provided and sign the required data protection consent forms.

If students do not provide the evidence required within the first 6 weeks of their study programme, or if the necessary assessment appointment is missed, it will result in exam access arrangements being declined or not being in place in time for the exams.

### **Exceptional Circumstances/Temporary Arrangements**

Temporary arrangements may be required by students suffering from injury or illness. Students with an illness or injury that has a direct impact on their ability to access the examination should obtain a letter from a GP, consultant or other professional giving a brief outline of their condition and the access arrangements that are deemed to be necessary. For example, a right-handed student whose right arm is broken may need a scribe and some extra time, as it is not their normal way of working and dictating to a scribe may be difficult for them. A student with acute back pain may require supervised rest breaks in order to stand and move around.

In all cases where an access arrangement or a reasonable adjustment is needed, the college is entitled to expect reasonable notice to carry out its responsibilities. Where a need for access arrangements has been identified before an examination, the student should provide medical evidence in reasonable time. Temporary arrangements last for one examination session. If the condition persists another letter may be required for the next session.

**Learning Support:** The Learning Support Manager is responsible for quality assurance of Learning Support-related processes within this document. The Learning Support Manager, SpLD Advisor/EAA Assessor and Learning Support/EAA Administer are responsible for ensuring:

- The specialist SpLD/EAA Assessor has successfully completed a post graduate course at or equivalent to Level 7, including at least 100 hours relating to individual specialist assessment and/or a specialist assessor with a current SpLD Assessment Practicing Certificate, as awarded by PATOSS, Dyslexia Action or BDA and listed on the SASC website.

- That all referrals are responded to in a timely manner, with appropriate follow-up recommendations.
- That student records are maintained so all stakeholders are aware of their stage in the process.
- That EAA assessments only include tests that are appropriate in line with the referral, NWoW information, and relevant exam permutations.
- Comply with the current regulations as set out by JCQ Regulations, Access Arrangements, Reasonable Adjustments and Special Consideration, or other Awarding Bodies as required.
- Complete and submit relevant documentation required by JCQ Regulations and appropriate Examination Boards by the set college Internal Deadlines and/or JCQ/Awarding Body External Deadlines in order to allow the Exam Office to prepare for the exams.
- Explain and agree exam access arrangement recommendations with the student and inform staff via appropriate College systems.
- To administer standardised tests following evidence of NWoW received from tutors
- To assist the Learning Support Administrator and Learning Support Manager in the decision-making process about Access Arrangements.

**Exams Team/Officer:** The Exams Team overseen by the Exams/MIS Team Manager is responsible for quality assurance of Exams-related processes within this document. The Exams Officer and Assistants are responsible for ensuring:

- The processing of access arrangement requests through the relevant Awarding Organisation
- Ensuring approved access arrangements are available for students in accordance with the exam booking requests.
- Invigilation, accommodation and rooms and support for access arrangements candidates.
- Students are roomed suitably for their Access Arrangement and to ensure zero disruption for other students also sitting exams.
- Ensure that the agreed Access Arrangement provisions are in place for exams and are communicated to the invigilators
- Deal with any emergencies, such as accidents or medical conditions, on the day of the exam
- Manage any on the day questions and queries regarding Access Arrangement provision with a whole college approach to support this process

**Curriculum/Teaching Staff:** Programme Managers (PMs), or their assigned delegates, are responsible for quality assurance of student referral and exam booking processes within this document. They are responsible for ensuring:

- That all referrals are made based on a sound understanding of student needs, along with the examination requirements of the associated study programme.
- That NWoW forms are populated with factual information and are shared with Learning Support in advance of the EAA assessment.
- The booking of individual access arrangements per exam are made directly with the Exams Team in a time which allows for appropriate exam staffing and preparation.

- Course tutors and/or English and Maths tutors (as required) will document the normal way of working (the adapted teaching in place to support learning) within the first 6 weeks of the programme of study or apprenticeship.
- To provide relevant information/evidence of the candidate's persistent and significant difficulties.
- To show how the candidate's disability/difficulty has impacted on teaching and learning in the classroom.
- Provide evidence of this for the Learning Support team.
- Detail the candidate's normal way of working within the centre, the support given and how this relates to the proposed arrangement. For example, teaching staff must record any support regularly provided in the classroom.
- To ensure that the correct Access Arrangements are in place for controlled assessments.

**English and Maths/Teaching Staff:** The Head of English and Maths is responsible for quality assurance of English and Maths related processes within this document. English and Maths leads and tutors are responsible for ensuring:

- That any referrals which relate specifically to English and Maths are made based on a sound understanding of student needs, and consider the specific exam permutations.
- That NWoW forms are populated with factual information and are shared with the Learning Support team in advance of the EAA assessment, or upon request if the student has not yet become an established group member.
- To provide relevant information/evidence of the candidate's persistent and significant difficulties.
- To show how the candidate's disability/difficulty has impacted on teaching and learning in the classroom.
- Provide evidence of this for the Learning Support team.
- Detail the candidate's normal way of working within the centre, the support given and how this relates to the proposed arrangement. For example, teaching staff must record any support regularly provided in the classroom.
- To ensure that the correct Access Arrangements are in place for controlled assessments.

**Leadership and Management:** The lead staff are responsible for ensuring that this policy and procedure is:

- Consistently and effectively implemented.
- Having the intended impact for the benefit of students.
- Have a regard for the college Champions of Inclusivity Strategic Intention, in order to ensure all procedure, apply to our vision, mission and values, but importantly put the student first.

**Examples of Access Arrangements:**

Access Arrangement	Description
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Reader (or Computer Reader as the technological equivalent)	A trained adult reads the question and any relevant text for the student (but not where the skill of reading is being assessed e.g. the reading section of the English papers).
Scribe (or Speech Recognition Technology, or word Processor with the spell check on, as the technological equivalents)	A trained adult writes for the student. The student dictates their answers. The scribe writes <u>exactly</u> as the student dictates, the student must dictate spellings letter by letter in the relevant language.
Prompter	A trained adult can prompt the student with a few permitted phrases to: <ul style="list-style-type: none"> <li>• refocus</li> <li>• indicate how much time is left</li> </ul>
Read Aloud	When a student is reading difficult text, they may work more effectively if they can hear themselves read.
Separate Room within the centre	The student takes the examination in a separate room from the main exam room.
Modified Papers	Specially prepared papers, e.g. enlarged to a specific font size.
Supervised Rest Breaks	Students are permitted to stop for short break/s during the exam and the time taken is added to the finish time. Students are not permitted to have exam materials with them during rest breaks.
Extra Time	Students may be entitled to an allowance of 25%. Extra time between 26 and 50% may be granted in extraordinary circumstances. In very exceptional circumstances, a student may require more than 50% extra time in order to manage a very substantial impairment.
Language Modifier	An adult who has successfully completed accredited training may clarify the carrier language used in the examination paper when requested to do so by a student. The Language Modifier must not explain technical or subject-specific terms.
Bilingual translation dictionaries (with up to a maximum of 10% extra time in some cases)	For students who have English as an additional language. The bilingual dictionary must be held in the centre to ensure no unauthorised information e.g. notes/revision is enclosed or written inside.
Practical Assistant	Help with practical tasks such as turning the pages or holding a ruler in maths.
Laptop/Word Processor	Access to a word processor or laptop for an exam so the student could word process their answers. Spelling and grammar check to be disabled.



## **Monitoring and Review**

The policy will be reviewed by College Learning Support Manager.

## **Related Policies/Procedures**

Documents related to the policy are:

- The JCQ Adjustments for candidates with disabilities and learning difficulties Access Arrangements and Reasonable Adjustments
- Learning Support Policy