

## **CONTENTS**

<b>1. Introduction</b>	<b>2</b>
<b>2. Identification of support needs</b>	<b>2</b>
<b>3. Reporting Concerns and Complaints</b>	<b>3</b>
<b>Appendix 1 SEND Flowchart</b>	<b>4</b>
<b>Appendix 2 ALS Support Plan</b>	<b>5</b>
<b>Appendix 3 Access Arrangements Referral Form</b>	<b>8</b>
<b>Appendix 4 Risk Assessment Template</b>	<b>9</b>

## 1. INTRODUCTION

1.1 Additional Learning Support is a service that is provided to help students who have disclosed a disability, learning difficulty or medical condition, whilst they are studying HE at College. We aim to remove any potential barriers to learning to ensure that students develop their personal skills and confidence and become as independent as possible in their learning and achieve their learning goals, personal goals and employment ambitions. The Student Services Support staff, teaching teams and the colleges HE Support Tutor work closely to modify resources to make work accessible to the student/s.

### Aims

Shrewsbury Colleges Group is committed to providing a rich, challenging and differentiated Curriculum in which students with Special Educational Needs and Disabilities (SEND) can achieve their maximum potential and advertises this through the Local Offer publicised by the local authorities

The College aims to equip all students with the skills to enable them to achieve and progress. Support offered is student focused and is available across all areas of the College. The HE Student Support Tutor is available to provide general study skills support for HE students with additional learning support needs. If additional or specialist support is required it is the responsibility of the student to apply for Disabled Students' Allowance. The Student Support Tutor can assist with making these applications if required. To record and monitor the progress of students when named in receipt of a Disability Support Allowance report.

### Objectives

- to ensure that we are aware of students who may require additional support or access arrangements
- to ensure that students with special educational needs and disabilities are able to join in with all the activities of the College or appropriate differentiated activities that are advertised to Higher Education students
- to ensure that all resources such as assistive technology is available to promote independent learning
- to ensure that students express their views and are fully involved in decisions which affect their education
- to meet the training needs of all staff involved with learners who have support needs

## 2. IDENTIFICATION OF SUPPORT NEEDS

2.1 It is the student's responsibilities to declare any special educational needs and disabilities, this can be done through the following methods:

- Self-referral (on an application form, or at interview, or throughout their programme of study)
- Relevant outside agencies referrals, including previous school, College or other educational provider
- Consultation with Teaching Staff, HE Support Tutor and Support staff
- Disability Support Allowance applications (please ensure you inform the college about your application).

### **Medical Conditions**

2.2 College staff will complete a risk assessment (Appendix 3) for all persons who have disclosed a medical condition which may require support from the College or its staff. Such risk assessments are not usually required in the case of minor conditions which are well controlled. If the College needs to obtain further information from an individual's Doctor or other health professional, the individual will be notified and permission requested, as set out in the college's Fitness to Study Policy.

In all cases of a medical / first aid incident, the College arrangements for first aid will apply.

NB. The safe storage of medication will be considered in line with the College's Storage and Safe Administration of Student Medicines Policy.

The onus is on the individual with the medical condition to disclose information and, if there is a change, to ensure that the appropriate staff are made aware.

### **Fitness to Study Higher Education**

2.3 The College aims to support students' learning and academic achievements and will endeavour to make reasonable adjustments to enable students to access their course of study that is considered to be appropriate to their disability, learning difficulty or physical and mental ill-health.

The College provides a range of services to support students during the application and enrolment process and their time at the college, for example:

- The Counselling Service/ Health and Wellbeing Services
- HE Support Tutor
- Careers and Employability Team
- Welfare/ Safeguarding Team

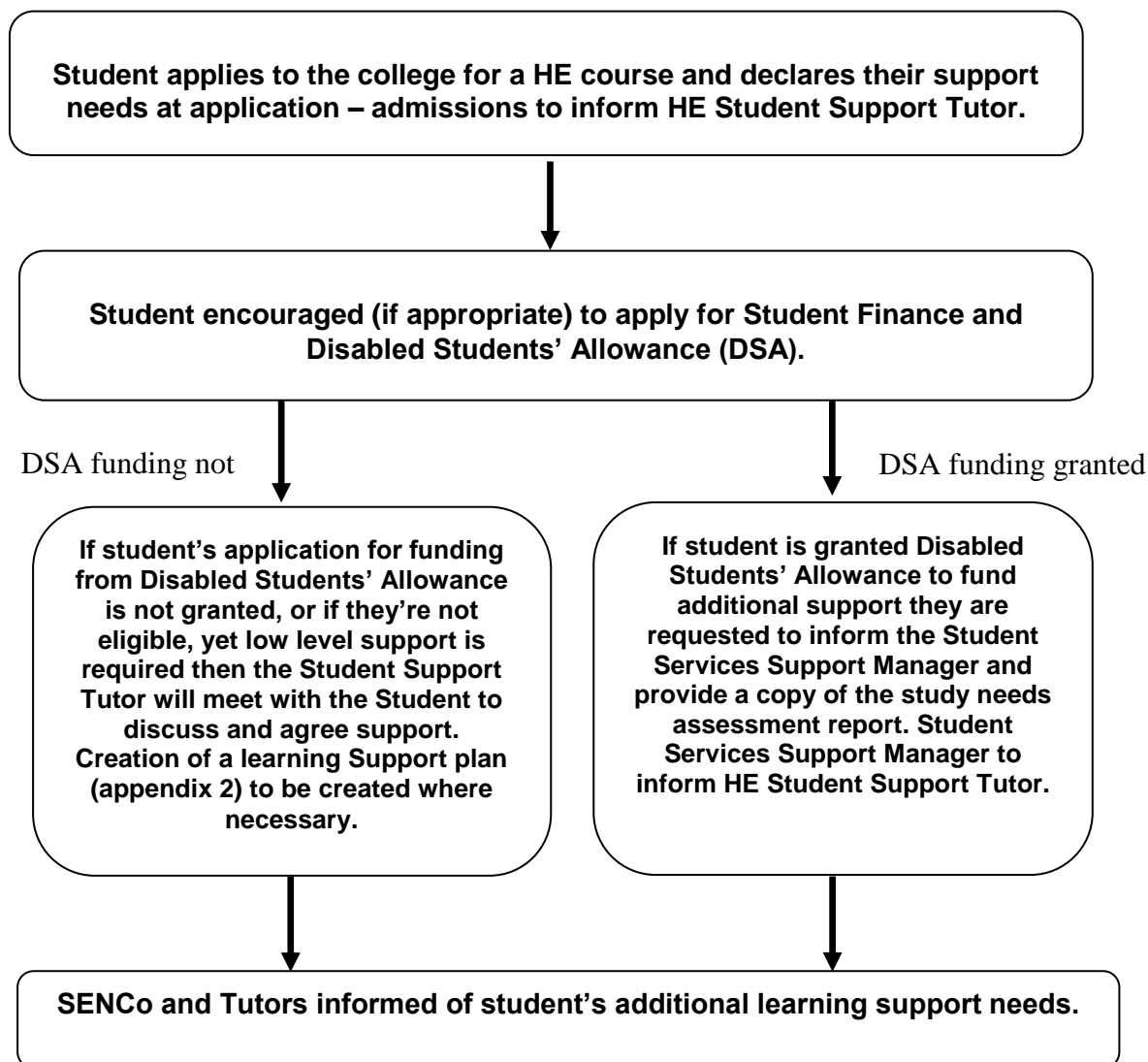
The College recognises that each case will be different and may require liaison with the student, and internal and external agencies in order to reach a decision, these decisions are made as part of the HE Fitness to Study Policy.

## **3. REPORTING CONCERNS/COMPLAINTS**

3.1 Given the sensitive nature of the issues surrounding students with support needs, any student with a specific concern or complaint relating to the provision of support is welcome to address these directly to our HE Lead or the Student Services Support Manager, who

will note any complaints and arrange a suitable follow up meeting to discuss the situation. If this does not solve the issue or allay the complaint, then the student is welcome to follow the procedures in the College's HE Complaints Policy.

**Appendix 1 – HE Support Process**





**Appendix 2: Support Plan**

Name:		Date of Birth:	
Student ID		Previous Education:	
Course:		Course Tutor:	
Interviewing staff:		Date:	
Reasons for referral: (tick those which apply)			
Application Form		Enrolment Form	Statement/EHC/MOP
Individual requirement form		Tutor	Self
Lecturer		Other (please specify)	
Previous support: (tick those which apply and give details)			
Statement/EHC		Help with?	
TA support in class		Help with?	
1:1 Support		Help with?	
Specialist support		Help with?	
Other support: (tick those which apply)			
Counsellor		Psychologist	CAMHS
Visual Support Service		Hearing Support Service	Probation Services
Rehabilitation Officer		Other (please specify)	
<b>Additional Support:</b>			
In which of the following areas do you need support in order to follow your learning programme?			
<b>Literacy:</b> (tick those which apply)			
Basic reading		Writing sentences/grammar	Handwriting
Understanding text		Taking notes	Following written instructions
Spelling		Writing assignments	Punctuation
Language support/ESOL		Other (please specify)	
<b>Numeracy:</b> (tick those which apply)			
Understanding basic maths concepts (+ - x ÷)		Averages	Tables, graphs, charts
Calculating mental maths problems		Fractions	Area, perimeter, volume
Formulae		Percentages	Money
Decimals		Other (please specify)	

**Communication:** (tick those which apply)

Hearing speech	<input type="checkbox"/>	Speaking English	<input type="checkbox"/>	Braille	<input type="checkbox"/>
Understanding what is said	<input type="checkbox"/>	Following spoken instructions	<input type="checkbox"/>	Speaking clearly	<input type="checkbox"/>
Remembering what is said	<input type="checkbox"/>	Other (please specify)			

**Personal/social**

Please tick those which apply and give details of the difficulties you have with:

Behaviour	<input type="checkbox"/>	
Concentration	<input type="checkbox"/>	
Memory	<input type="checkbox"/>	
Mental Health	<input type="checkbox"/>	
Emotional	<input type="checkbox"/>	

**Access Arrangements:**

Have you ever had support in exams? If so, what? Tick those which apply.

Extra time	<input type="checkbox"/>	Reader	<input type="checkbox"/>	Scribe	<input type="checkbox"/>
Prompter	<input type="checkbox"/>	Rest periods	<input type="checkbox"/>	Exams taken in a separate room	<input type="checkbox"/>
Exam papers in braille	<input type="checkbox"/>	Exam papers in large print	<input type="checkbox"/>		<input type="checkbox"/>

Other (please specify)

If you had exam concessions, did you use them? Please tick.	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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**Additional interview details:**


**Support plan:**

**I have agreed strategies which the Tutor/Lecturer can use to support me**

**I would like support from my Tutor/Lecturer**

**I have been advised to attend regular support sessions with my Support Tutor**

**I do not wish to receive support**

**Outcome of support interview:**

This is an accurate record of my difficulties and requirements. Learning Support has been explained to me and I agree to the plan outlined above.

**Signed Student:**

**Signed Tutor/Lecturer:**



**Referral for Exam Access Arrangements at Shrewsbury Colleges Group**

In order for students to qualify for access arrangements the Joint Council for Qualifications (JCQ) requires teachers to show how a student's learning difficulty (once assessed) has impacted on teaching and learning in the classroom. JCQ require teachers to be **fully involved in determining the proposed arrangement (s) and show that they have recorded any support regularly given / needed in the classroom. If a student NEVER uses the arrangement, then it will be withdrawn in that particular subject.**

It is not always possible to give **extra time in a lesson or a class test**. Could you please kindly fill in the questionnaire below based on the provision you **have tried to give or think is needed** for this student in the classroom (please write n/a if the suggestion is not applicable to your subject).

<b>DO YOU PROVIDE SUPPORT BECAUSE:</b>	<b>Yes</b>	<b>Not needed</b>
This student <b>is slow to complete work in class in either reading or writing tasks or both?</b>		
This student <b>tends to underperform due to lack of time?</b>		
This student appears to have <b>difficulties with memory and recalling information at speed?</b>		
This student has <b>difficulty handwriting legibly and handwriting is difficult to read?</b>		
This student <b>needs to use a laptop</b> as his / her normal way of working in this subject?		
This student has <b>difficulty with organisation of work related tasks</b> which <b>slow him / her down</b> e.g. planning and sequencing ideas / structuring essays / laying out work / time management in tests etc.?		
You have to prompt this student because he / she has a tendency to be <b>'dreamy / disengaged'</b> in class?		
You have to prompt this student because of he / she has a tendency to be <b>impulsive / 'hyper' / distracting / fidgety</b> in class?		
<b>Do you try to make accommodations for this student such as: reducing the need to copy from the board, allowing bulleted notes, allowing screenshots of the board, providing handouts?</b>		
<b>Do you support the need for this student to have 25% extra time in exams in this subject?</b>		
<b>Does the student need to have a small room/separate room for exams?</b>		
Has the student had previous exam access arrangements? State them here....		
Any other relevant comments / observations where you have given this student support / reader / scribe or extra time:		

**Name of Student:** \_\_\_\_\_ **Student ID:** \_\_\_\_\_

**Referring Tutor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Appendix 4 – Risk Assessment**

**SHREWSBURY COLLEGES GROUP – RISK ASSESSMENT FORM**

**TITLE:** \_\_\_\_\_ **LOCATION:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

<b>Step 1 What are the Hazards?</b>	<b>Risk Rating</b>	<b>Step 2 Who might be harmed and how?</b>	<b>Step 3 What are you already doing?</b>	<b>What further action is necessary?</b>	<b>Step 4 How will you put the assessment into action?</b>		
Spot hazards by: <ul style="list-style-type: none"> <li>Walking around your workplace;</li> <li>Asking your employees what they think;</li> <li>Visiting the <i>Your Industry</i> areas of the HSE website.</li> <li>Calling in the Workplace Health Connect Adviceline or visiting their website;</li> <li>Checking manufacturers instructions;</li> <li>Contacting your trade association.</li> </ul> Don't forget long-term health hazards.	Low/Medium/High	Identify groups of people. Remember: <ul style="list-style-type: none"> <li>Some workers have particular needs;</li> <li>People who may not be in the workplace all the time;</li> <li>Members of the Public;</li> <li>If you share your workplace think about how your work affects others present.</li> </ul> Say how the hazard could cause harm	List what is already in place to reduce the likelihood of harm or make any harm less serious.	You need to make sure that you have reduced risks 'so far as is reasonably practicable'. An easy way of doing this is to compare what you are already doing with good practice. If there is a difference, list what needs to be done.	Remember to prioritise. Deal with those hazards that are high-risk and have serious consequences first.	Action by whom	Action by when  Done (Date or tick when done) ✓

**Step 5 – Review date:** 00/00/0000

- Review your assessment to make sure you are still improving, or at least not sliding back.
- If there is a significant change in your workplace, remember to check your risk assessment and, where necessary, amend it.

<b>KEY</b>	<b>L</b>	<b>Low Risk/likelihood of serious injury</b>	<b>M</b>	<b>Medium Risk/likelihood of serious injury</b>	<b>H</b>	<b>High risk/likelihood of serious injury</b>
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