



New College Durham

# Learning Support Policy

**Reviewed and Approved by Academic Board  
February 2009**

This policy is available on-line at: [www.newcollegedurham.ac.uk](http://www.newcollegedurham.ac.uk)

- We will consider any request for this policy to be made available in an alternative format.
- We will review our policies regularly to update them and to ensure that they are accessible and fair to all.
- All policies are subject to equality impact assessments\*. We are always keen to hear from anyone who wants to contribute to these impact assessments and we welcome suggestions for improving the accessibility or fairness of the policy.

\*Equality Impact Assessments are carried out to see whether the policy has, or is likely to have, a different impact on grounds of race, gender, disability, age, religion or sexual orientation.

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## **1. Rationale**

- a. This policy supplements the Equal Opportunities Policy and has strong linkage with the Learning and Teaching Policy and the Assessment Policy. It emphasises the College's commitment to making learning and progression accessible to all individuals and to respond fully to disability legislation (Appendix A).
- b. The College is committed to anticipating the individual needs of learners, providing reasonable adjustments and promoting non-discriminatory practice across the functions of the organisation. This includes ensuring the availability of a range of services and auxiliary aids to meet the needs of learners, and potential learners, who have a learning difficulty and/or a disability that may affect their ability to access provision.
- c. The College is also committed to supporting learners with the development of literacy skills, numeracy skills and English for Speakers of Other Languages (ESOL) to enable them to succeed on their programme of study and to play a full part in society.

## **2. Aim**

The overall aim of this policy is to ensure that the College is an inclusive and supporting environment where learning, achievement and progression are accessible for everyone.

## **3. Principles on which this policy and its associated practices are based**

- a. Inclusive learning is based on providing the best match or fit between a learner's needs and the learning opportunities provided.
- b. For the College to be an inclusive learning environment there is a need to recognise and meet the wide range of support needs, including disabilities, and their impact on the way people learn.

## **4. Learner Entitlements**

- a. All learners and staff have the right to work, study and progress in a College environment where they:
  - i. are fully respected;
  - ii. feel welcomed;
  - iii. are treated fairly;
  - iv. have equality of opportunity for learning and training;
  - v. have full access, wherever possible, to the range of College facilities and services

- vi. feel confident that action will be taken to address any reported harassment or discrimination.

## **5. Staff Responsibilities**

Staff should:

- a. comply with current legislation relating to disability equality and the New College Durham Disability Equality Scheme;
- b. review teaching styles and practices to ensure that provision is accessible and that reasonable adjustments are built in to anticipate likely support needs;
- c. ensure that recruitment, assessment and examination arrangements are flexible to the needs of disabled learners and anticipate the need for likely adjustments;
- d. encourage learners to disclose a disability where it would enable additional adjustments, exam/assessment arrangements or auxiliary aids to be put in place, whilst maintaining confidentiality to the level requested by the learner, wherever possible;
- e. ensure that literacy and numeracy support needs are identified and that support arrangements are in place to meet the identified need;
- f. maintain effective working links with learning support staff to maximise inclusive practice and to meet the additional support needs of learners;
- g. monitor the accessibility, and take anticipatory action, relating to College services, including: Advice, Support and Careers; Learning Resource Centre; refectory services and recreational facilities.

## **6. College Management Responsibility**

College Managers should ensure that:

- a. Governors and the Senior Executive Group are aware of their legal responsibilities relating to equality;
- b. all staff receive training on their responsibilities under the requirements of Disability Discrimination Act;
- c. sufficient resources are available to fund the anticipated reasonable adjustments to meet needs of learners who have a disability and to respond to individual cases;
- d. all staff are fully conversant with this policy and the demands it places upon them;

- e. effective systems and procedures are in place for the promotion, referral, identification and provision of additional learning support, including learning agreements, review of need and effectiveness and efficiency of the service;
- f. Student data are analysed as part of Equality monitoring.
- g. Ensure that Confidentiality and Disclosure issues are addressed, particularly in dealing with people who have a disability.

**7. Standards by which the success of this policy can be evaluated**

- a. The College attracts and retains learners who have a learning difficulty and/or a disability;
- b. Staff respond positively and confidently to the support needs of learners;
- c. Positive feedback is received from students who have a learning difficulty, disability or who need additional learning support;
- d. Students who have a learning difficulty, disability or who need additional learning support, achieve on their chosen course as well as other learners.

**8. Responsibility for implementing this policy**

- a. All staff have an individual duty and responsibility to promote and implement this policy;
- b. The Director and Head of School with responsibility for Learning Support have overall joint responsibility for the implementation of this policy;
- c. The Head of School with responsibility for Learning Support will oversee the production of an annual monitoring report that addresses the issues outlined in this policy.

**9. Review**

- a. Academic Board is responsible for the periodic review of this policy
- b. The next review is due in February 2011.

### Legislation

- Sex Discrimination Act 1975 (SDA)
- Race Relation Act 1976
- Race Relation (Amendment) Act 2000
- Disability Discrimination Acts of 1995
- Age Diversity in Employment: a code of practice 1999
- Human Rights Act 1998
- Special Educational Needs and Disability Act 2001 (SENDA)

**Policies relating to Equal Opportunities**

- Race Equality Policy for Students
- Race Equality Policy for Staff
- Learning Support Policy
- Prevention of Harassment, Bullying and Victimisation in the Workplace
- Student Disciplinary Procedure
- Employment Equality (Age) Policy