



Policy on

Learning Support

Approved by

Senior Leadership Team

Policy Title	Learning Support Policy
Document Owner	Head of Student Support and Engagement
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New College Durham is committed to safeguarding and promoting the welfare of children and young people, as well as vulnerable adults, and expects all staff and volunteers to share this commitment.

If you require this document in an alternative format and/or language, please contact records@newdur.ac.uk

We 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 which are carried out to determine whether the policy has, or is likely to have, a different impact on those with protected characteristics. We are always keen to hear from anyone who wants to contribute to these impact assessments, and we welcome suggestions for improving the accessibility of fairness of this and all College policies.

Equality Impact Assessed: November 2022

Accessibility Impact Assessed: November 2022

To make suggestions or to see further information please contact:

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1. Policy Statement

This policy describes the College approach to supporting applicants and students with learning difficulties and/or disabilities.

New College Durham is committed to providing an environment in which there is equality of opportunity for all members of its community and visitors.

Our commitment for equality, diversity and inclusion (Single Equality Action Plan) ensures that all who learn and work at the College are treated fairly in response to the Equality Act 2010. It also aims to promote all other strands of equality and human rights.

2. Scope and aims

This policy covers all applicants and students in the New College Durham community. The aims of this policy are:

- Outline the statutory laws and guidance we follow
- Outline the New College Durham commitment to students with learning difficulties and/or disabilities
- Define the New College Durham approach to support

3. Legislation and related policies

- The Equality Act 2010
- Public Sector Equality Duty

- New College Durham Single Equality Scheme
- Prevention of Bullying Policy
- Student Disciplinary Policy and Procedure
- FE Admissions Policy

4. What is a disability?

The Equality Act 2010 defines disability as “a physical or mental impairment that has a substantial and long-term adverse effect on the ability to carry out normal day to day activities”. The Act provides a modern, single legal framework with clear, streamlined law to more effectively tackle disadvantage and discrimination.

The Public Sector Equality Duty 2011 provides a new way for colleges and other public authorities to deal with disability discrimination in a practical way by introducing policies and procedures that actively promote opportunities for disabled people and so prevent discrimination taking place.

In line with this legislation, the College will endeavour to meet all reasonable adjustments for staff, students and visitors where required.

5. New College Durham commitment

As well as following legislative guidance the college has a range of policies in place to ensure the best possible student experience. These are listed on the website and some are available to download, students, parents/carers can request copies of these policies from foi@newdur.ac.uk

The college has systems in place to make sure every student receives the same high level of service in and out of the classroom and that everyone's experience of college is positive. One of the ways in which the college does this is by responding to student feedback and listening to their ideas on how to improve.

6. New College Durham approach

New College Durham recognises that everyone's needs are unique, the college will work with students to identify any barriers that exist and make every effort to remove them. The College wants all students to have the best opportunity to achieve their full potential.

On application to the College all students are encouraged to disclose their disability to enable the right support in place from the beginning. The College offers several opportunities to do this prior the course starting, however if the request is made once the course has started the team will still provide a responsive service.

6.1 The College is able to:

Attend school leavers'/transition reviews

Liaise with school and careers staff

Arrange visits for students and parents/carers

Arrange guidance interviews

Carry out an assessment of individual support needs

Offer support at college admissions interviews/open events

6.2 The support offered is tailored to each student meet their individual needs, support can include:

Individual or small group learning support in and out of class

Access to communication support workers

Large print and Braille materials on request

Specialist support for dyslexic students

Mental health support

Assistance with personal care and support at meal-times

Adapting curriculum materials

Access to advice from external specialist agencies

A wide range of support resources and specialist assistive equipment

Help with travel planning

Dyslexia assessment and support

Support from a mentor

Additional English and maths support

All students who are supported by the College Learning Support Service will have a Student Support Plan which will describe the agreed support strategies. The plan will be developed together with the student and college staff to make sure the support received is appropriate. The plan sits within Pro-monitor which enables both staff and students live access.

6.3 Mental health support

The College has a dedicated team who work directly with students who have mental health issues affecting their access to learning and progression.

Support for mental health and well-being can be sought via a Personal Learning Coach or seeing one of the ASC team.

6.4 Support for examinations and assessments

The Learning Support team can provide assessments to determine additional support for exam such as extra time, a reader or writer, supervised rest breaks, specialist equipment such as a PC or laptop computer or enlarged print notes. Students can self-refer or ask their tutor to refer them to Learning Support for an assessment

6.5 Going on work placement

Most courses will require the completion a work placement. This is an exciting part of all students learning experience and will offer the opportunity to put in-class learning into practice. Some work placements may be in college and others will be with local employers. Work Placement Officers will work with course staff and the Learning Support team to find a placement that is suitable and make all necessary arrangements for support.

7. Responsibilities

College managers should ensure that:

- Governors and the College Management Team are aware of the legal responsibilities relating to equality and statutory duties on Post-16
- All staff receive regular training on their requirements under the Equality Act
- Sufficient resources are made available to fund the anticipated reasonable adjustments to meet the needs of students with disabilities and respond to individual needs
- All staff fully understand this policy and uphold the aims outlined within it
- Effective systems are in place for the promotion, identification and referral of students identified as needing support
- The effectiveness and impact of support is monitored

All College staff should:

- Comply with current legislation and the New College Durham approach to embedding equality
- Review teaching approaches to ensure provision is accessible and that reasonable adjustments are built into anticipate support needs
- Ensure recruitment, assessment and examination assessments are flexible to the meet the needs of identified students
- Maintain a partnership working approach with Learning Support

Students should:

- Disclose their disability and/or learning support needs as soon as possible
- Attend scheduled meetings to assess and review their needs
- Act on support strategies and recommendations

Inform staff of any changes.

8. Monitoring and evaluation

The effectiveness of this policy will be monitored annually and reviewed every three years in light of experience and best practice. This mechanism recognises that

changes to legislation may prompt a review of the policy before the three years stipulated.