



Additional Learning Support Policy

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1. Introduction

1.1 The Chichester College Group (hereafter referred to as the Group) is an inclusive organisation and believes every learner has the right to success. Access to the appropriate support is an integral element of the ethos and values of the Group.

1.2 For learners who require additional support beyond that which is provided by their course team, Additional Learning Support (ALS) is accessible to provide support, strategies and intervention in order to develop confidence and independence.

1.3 This Policy links with our Equality, Diversity and Inclusion Policy and our Mission Statement.

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3. **Scope of this Policy**

3.1 We will be proactive in assessing and identifying appropriate support for learners entering the Group. This allows us to provide timely and effective support which is enabled in a number of ways:

- Liaising with young people, families, schools and Local Authorities through attendance at Annual Reviews for young people with Education, Health and Care Plans (EHCP) or Statements of Special Educational Needs
- EHCP Governor Consultation Form (GCF) referrals, which are delegated to SEND managers at local colleges
- Course interviews
- Through disclosure on course application form
- Through open days and transition fairs
- Direct referral from feeder schools, through the schools links programmes
- Attendance at a transition day or activity for Additional Support or course area
- Self-referral through completion of a Support Enquiry Form
- Referral from Lecturer and/or Tutor
- Referral after English and maths initial assessments
- Referral after free writing exercise during induction



- 3.2 Once a learner has referred/been referred to ALS, they will meet with a member of the ALS team to discuss their support needs. An Assessment of Need form is completed and passed on to the Learning Support Manager and Senior LSAs to identify the appropriate type of support to enable the learner to succeed. In the majority of cases, this will be the recommendation of strategies and adjustments with the learning environment through our Ordinarily Available Support Provision (OAP): Universal Design for Learning.
- 3.3 UDL is a framework that guides the development of flexible learning environments that accommodate individual learning differences. It focuses on:
Multiple Means of Representation: Providing information and content in diverse ways.
Multiple Means of Action and Expression: Offering learners various options for demonstrating their knowledge and skills.
Multiple Means of Engagement: Stimulating learners' interest and motivation in learning.
- 3.4 If direct support and intervention is required, support can be provided in one or a combination of the following formats:
- In class support
 - Out of class support
 - Social skills
 - Mentoring
 - Life and independence skills
 - Travel training
 - Employability skills
 - Exam Concessions Assessment
 - Supported work experience
 - Communication Support Worker (CSW)
 - Exam support
 - SpLD/dyslexia support
 - Assistive technology
 - English as Another Language (EAL) support
 - Speech, language and communication support
 - Portfolio-building support



- 3.5 All forms of support mentioned are personalised around the outcomes of each learner. Alongside these personalised sessions, we also offer group sessions focussing on:
- Functional Skills maths and English development
 - Additional English language development
 - GCSE English and maths development
 - Study skills
 - Revision techniques
- 3.6 Once support has been identified and agreed with the learner, this is reviewed three times throughout the year using a person-centred reviewing process. These reviews take place each term. The learner is at the centre of their support provision and set their own targets. The learner reviews these targets weekly to reflect on the progress they feel they are making. This person-centred approach gives the learner ownership over their own development.
- 3.7 The Group is committed to adhering to the Equality Act (2010) and the Children's and Families Act (2014) and use its "best endeavours" to provide the appropriate support to enable learners to succeed. There is also an expectation on learners to attend the additional sessions and/or activities offered. If a learner does not attend a support session for three consecutive weeks, the session will be offered to another learner. It is always possible to reapply for support at a later date, which will be allocated when a session becomes available.
- 3.8 An inclusive college group, the ALS team will work with course teams to ensure strategies are applied within the learning environments. We have adopted the Graduated Approach (assess, plan, do, review) to ensure that support is appropriate and relevant to the different learning environments and experiences the learner undertakes.
- 3.9 For learners who have specialist support included within their EHCP, beyond which the Group can provide internally, it may be necessary for it to commission external services, such as Occupational Therapy or Speech and Language Therapy. This is commissioned on an individual basis and subject to availability.



- 3.10 For learners undertaking examinations for their courses, we can administer Exam Concession Assessments and make applications to the relevant examination boards. Assessments or updates to reports are completed in-house by our team of Assessors.
- 3.11 The Group supports the use of recording equipment to enable our learners to record their lessons in order to review them at a later date as a reinforcement tool. If a learner wishes to record a lesson, they are required to seek express permission from their lecturers. Permission can be sought with the support of the ALS team. Where permission is not given to record lessons, alternative forms of retaining information will be discussed. No lessons are to be recorded covertly or without the express permission of the lecturer.
- 3.12 This policy is also applicable for learners who have a medical condition that can impact on their learning.

4. Attendance

- 4.1 Expectations on learner attendance and engagement with their specific support package will be made clear at the point of support confirmation. It is expected that learners attend the sessions identified for them. Any concerns about attendance is closely monitored. Personal/Student Tutors and the ALS team will liaise over any concerns and if absence persists will trigger a review. ALS support may be withdrawn if learners do not meet attendance expectations.

5. Additional Learning Support in Higher Education

- 5.1 For most learners, the Group can meet their support needs through our Ordinarily Available Support (OAP) approach. However, where support needs are more extensive, it may be necessary to apply for Disabled Learners' Allowance (DSA).
- 5.2 Disabled Students' Allowance (DSA) provides support for learners with disabilities, long-term health conditions, mental health conditions, or specific learning difficulties (for example, autism/ASC, anxiety, depression, dyslexia, dyspraxia, or ADHD). It is not based on household income and does not need to be repaid. Learners must provide evidence of their condition to be eligible.
- 5.3 Learners can get help with the costs of: A DSA award is intended to reduce study-



related barriers and may include a range of agreed support, such as:

- Specialist equipment, including computers, assistive software (such as text-to-speech, lecture recording, mind-mapping tools), and ergonomic equipment
- Non-medical help, including study skills support, specialist mentoring, note-taking support, and communication support such as BSL interpreters
- On-campus facilitator support where required
- General allowances to support study-related requirements
- Travel arrangements where a learner's disability makes standard public transport unsuitable

5.4 DSA support is focused on enabling effective participation in study and does not cover needs that are unrelated to a learner's course or that would apply to all learners regardless of disability.

More information can be found on the following website:

DSA Information for Learners

<https://www.gov.uk/government/publications/disabled-students-allowance-application-forms-and-notes-for-2026-to-2027>

4.8 For HE learners studying at Northbrook College, the HE_ALS Procedure stated within the Addendum below states the forms of support accessible.

6. High Needs Funding Guidance

6.1 For the vast majority of young people attending the Group and following a funded programme, their additional support is funded through Base Funding (also known as Elements 1 and 2 Funding), which the Group receives directly from the Education Skills Funding Agency (ESFA).

For a very small number of young people in the Group who have exceptional needs requiring more support above Elements 1 and 2, a case can be made by the ALS team to the Local Authority SEN Panel to obtain High Needs Top-Up Funding (Element 3), the amount of which will vary according to the assessed need.



6.2 **Base Fund (Elements 1 and 2)** - planned places are agreed each year between the College and Local Authority taking into account the current places and estimated place numbers required in the following September.



- 6.3 **High Needs Top-Up Funding (Element 3)** - the Group can apply for top-up funding for an agreed number of young people. The top-up is funded by the Local Authority in which the young person lives. For the majority of Local Authorities, the young person must have an EHCP in order for the College to apply for this funding.

If the number of young people requiring High Needs Top-up Funding exceeds the agreed number, individual requests can be made, at any point in the year, to the Local Authority for additional funding. In these cases, there must be substantial evidence of need to support these requests.

7. Exam Support

- 7.1 Some learners may require additional support when undertaking exams. For the majority of exam concessions, an assessment must take place in order to assess an underlying learning difficulty and recommend appropriate concessions to accommodate for this, such as extra time, a reader or a scribe. If a learner has had exam concessions previously or they feel they may have a learning difficulty that affects their ability to perform to their full potential within an exam, they can request an assessment through their Tutor, Lecturer and/or Learning Support by completing a Support Enquiry Form. It is vital that any reports stating previous access arrangements are shared with the college as these are not automatically carried over from another Centre, for example from secondary school to college.
- 7.2 **Normal Way of Working** - In some cases, exam concessions, such as use of a laptop/word processor, separate/smaller shared room, read aloud, etc. can be considered without the need for a full exam assessment. In order for these concessions to be granted, there must be clear evidence that shows that this is the learner's normal way of working within the College. In the case of the use of a laptop/word processor, the learner will need to use this throughout their studies as their main method of note taking and course work.



7.3 **Separate Room** - In order for a smaller or separate room to be granted for medical purposes, there must be evidence from a Health Care Professional to state that this is a requirement in order to enable the learner to undertake the exam. Without this evidence, a smaller or separate room will not be permitted. Alternative options will be explored, but we are unable to grant a separate room without significant supporting evidence from a Health Care Professional.

7.4 More information can be found on the following website:

<https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>

8. Apprentices

8.1 Due to the nature of the flexible delivery models, ALS assessment through our ALS Apprenticeship Co-ordinators, are undertaken at the time of appointment/ enrolment, whichever is the earliest engagement.

8.2 For workplace delivery, 1:1 support is provided by a qualified ALS Apprenticeship Co-ordinators who records progress against the identified need on the progress cycle reviews. For day release apprentices at college, a weekly flexible drop-in service is factored into the programme. This strategy is in place to further encourage attendance to support individuals who have historically been resistant. This is evidenced through the apprentice's timetable, a parallel register system and progress tracking.

9. Data Protection

9.1 The Group recognises the requirements under Data Protection to clearly identify and secure consent for what personal information and data will be collected and how it will be used and stored. Learners are asked to give their consent to the sharing of information on application and enrolment. Learners requiring access arrangements are asked to complete Data Protection Notices.



10. Status of this policy

- 10.1 This Policy has been approved by the Group Leadership Team.
- 10.2 This Policy has been impact assessed to ensure that it does not adversely affect staff or learners on the grounds of their disability, gender or race.
- 6.3 The operation of this Policy will be kept under review by the Executive Principal. It may be reviewed and varied from time to time by the Director of ALS and SEND and approved by the Group Leadership Team.

Date Approved:

Approved by: Group Leadership Team

Implementation date: 14/05/2026

Date for Review: 14/05/2027



11. Addendum: SEND Parent Carer Involvement

“Parent programs and interventions work best when the strategies respect the needs of families.

When staff engage in caring and trusting relationships with parents that recognise parents as partners in the educational development of children, these relationships enhance parents’ desire to be involved and influence how they participate in their children’s educational development.”

Henderson & Mapp, 2002

Why we value your involvement

Here at Chichester College Group (CCG) we value parent engagement and strive for mutual support between our staff and the parents of all of our young people, including those with Special Educational Needs and/or Disabilities (SEND). We aim to provide parents and carers with a wide range of opportunities to be involved and play an active part in engaging with the supportive provision for their young person.

Parent carers and families are the most important influence on young people’s lives. We recognise that by actively listening to parent carers, college staff can learn valuable information from their expertise and knowledge including the strengths and interests of these young people; strategies that work for them; how they prefer to communicate and what/who are important to them.

This involvement document has been developed with parent carers to support their engagement in the education journey for their children with SEND. Perhaps most importantly, it is to ensure that our young people with SEND feel emotionally and socially confident to share their strengths and to seek help if they feel they need it.

Recognising all parent carers have different preferences for getting involved with college

We recognise that parent carers are as individual as their children and that their needs, hopes and priorities may vary. This may mean that their level of involvement with college may also vary over the time their child attends this college. Equally, parent carers will have preferred ways of getting involved with, and communicating with, our college. We will be guided by our parent carers for their preferred means of communicating (e.g. emails, letters, virtual meetings or in person meetings).

How you can be involved?

Parent carers of young people with SEND have shared their experiences of involvement with education and this policy is intended to reflect their feedback and nurture mutual positive relationships.

CCG’s parent carers of young people with SEND will be welcomed at all events open to all parent carers and in addition will be offered the opportunity to attend:

- Reviews of Learner Passports and support provision
- Annual reviews for Education and Health Care Plans (EHCPs)
- Meeting with our Learning Support staff to share any specific concerns you may have and/or to hear about specific emotional wellbeing or academic support planned and reviewed for your child
- Inclusion in the college SEND parent carer forum which allows parent carers of young people with SEND to share their experiences, host outside speakers who can share information or



support which is relevant for young people with SEND and to feedback to college any ideas for building parent carer relationships.

GLOSSARY OF TERMS AND ABBREVIATIONS

*SEND - Special Education Needs and Disabilities. A child or young person with SEND is likely to need extra help that is additional to or different to their peers. The extra or different help is known as special educational provision. The SEND Code of Practice 2015 gives a legal definition of Special Educational Needs. You can learn more about the guidance in the SEND Code of Practice at <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

SENCO/SENDSCO - Special Educational Needs Co-ordinator/Special Educational Needs and Disabilities Co-ordinator. This is a qualified teacher who has had extra training about SEND. They support teachers to arrange extra support for children and young people with SEND and are responsible for the day-to-day operation of the college's SEN policy (available on college website).

ASCT - Autism and Social Communication Team (advisory teachers and learning support assistants). The ASCT supports maintained and mainstream colleges and academies promoting the educational, social and emotional development of autistic children and young people and children and young people with Social Communication Differences (SCD) through individualised advice, support and consultation.

Ed Psych or EPS - Educational Psychologists or Educational Psychology Service. This team support assessments of CYP's SEN and disability including EHCP assessments, advice to colleges and pre-college planning and reviewing.

SENDIAS - Special Educational Needs and Disabilities Information Advice and Support Service. West Sussex SENDIAS provides impartial and confidential information, advice and support to children and young people who have SEND. They also offer this service to their parent carers.

EMTAS - Ethnic Minority Traveller Achievement Service supports full access to education and aims to raise the attainment learners from minority ethnic backgrounds, particularly those with English as an Additional Language (EAL) and those from Gypsy, Roma & Traveller backgrounds (GRT). The team offers advice and guidance to colleges and families, supports parental and community engagement and delivers a range of training.

EHCNA (Education, Health and Care Needs Assessment) - If a child or young person has been receiving SEN support for a while and is **not** making expected progress, the educational setting, parent carer or young person, if they are over 16, may consider requesting an assessment to see whether an Education, Health and Care Plan is needed.

EHCP (Education Health and Care Plan) - This is a legally-binding document which sets out the education, healthcare and social care needs of a child or young person for whom extra support is needed in college, beyond that which the college can provide through its Ordinarily Available Inclusive Practice (For WSCC OAIP see - <https://colleges.local-offer.org/send-toolkit/ordinarily-available-inclusive-practice/>).

SENAT - Special Educational Needs Assessment Team is responsible for children with Special Educational Needs who have an Education Health and Care Plan (EHCP), are requesting one, or



who are going through the process of an Education Health and Care Needs Assessment. We also process the monitoring and review functions of EHCPs (the Annual Review process).

Addendum: HE_ALS Procedure: Northbrook College

1. Introduction

This document outlines the procedures for the HE_ALS (Higher Education Additional Learning Support) team at Northbrook College, focusing on anticipatory inclusive practice and Universal Design for Learning (UDL) to ensure equitable access and success for all learners, particularly those who may benefit from additional provision.

2. Policy Statement: Inclusive Practice and Universal Design for Learning (UDL)

HE_ALS is committed to fostering an inclusive learning environment that embraces diversity and promotes equitable access for all learners. We adopt the principles of Universal Design for Learning (UDL), which aims to proactively design learning experiences that are accessible and engaging for all individuals, regardless of their learning styles or abilities.

3. Phases of Transition and Support

HE_ALS provides support throughout the learner journey, from pre-enrolment to graduation.

3.1 Pre-enrolment Phase

- **Communication:** HEALS utilises various communication channels, including virtual, telephone, email, and face-to-face meetings, to engage with prospective learners and their support networks.
- **Open Days and Early Engagement:** HE_ALS actively participates in open events and engages with learners and their support networks to provide information and support.
- **College Liaison:** HEALS maintains strong relationships with-colleges and other HEP's to facilitate smooth transitions.
 - High Needs (HN) learners may inquire early (3-4 years in advance).



- Internal referrals require clear expectations of the available provision, the difference between FE and HE support and effective communication.
- Personal Assistant (PA) referrals are facilitated through social care.
- Formal Transition: Formal transition activities commence in the year preceding study.

3.2 Application and Interview Phase

- Learners are encouraged to disclose any additional needs during the application process.

3.3 Enrolment Phase

- The HE_ALS team contacts learners to discuss enhanced transition support, including visits, discussions about support strategies, and the transfer of relevant information and documentation.
- HE_ALS conducts initial meetings with learners to discuss support strategies, disclosure, and potential Disabled Students' Allowance (DSA) referrals.

3.4 In-Year Phase

- Support Plans are developed and then shared with lecturers to ensure consistent implementation of support strategies.
- Regular reviews are conducted to evaluate the effectiveness of support strategies and make necessary adjustments, as well as discussing transition and progression into the following academic level.

4. Tiers of Support

HE_ALS utilises a tiered support system based on individual learner needs, assessed by Disability Advisor.

4.1 Tier 1: Practical/Mobility Support

- Tier 1 prioritises learners with physical or mobility **impairments** who require support to access the full college learning environment.



- Personal Emergency Evacuation Plans (PEEPs) are developed by the curriculum area together with the learner, HE_ALS, and Health and Safety.

4.2 Tier 2: Disabled Students' Allowance (DSA) Support

- Provides support based on recommendations outlined in DSA Needs Assessment Reports (NARs).
 - Support recommendations then assessed, and level tiered to -
 - SS = 1:1 Study Skills
 - MT= Mentoring
 - ESA = Enhanced Support Assistant
 - SA = Support Assistant
 - N = Notetaker
 - SC = Social & Communication
- Ensures the implementation of recommended provisions in various learning environments.
- Develops Support Plans to communicate recommended adjustments to lecturers and delivery teams.

4.3 Tier 3: Tutor Referrals/Structured Support Sessions

- Offer structured support sessions to learners referred by curriculum teams.
- Process for Accessing Tier 3 Support:
 - Tutor referral and/or self-referral to HE_ALS.
 - Assessment by HE_ALS.
 - Development of a Support Plan.
 - Provision of support offered.
- This process can take up to six weeks.

5. Structured Support Sessions

- HE_ALS offers weekly small groups sessions, both face-to-face and virtually via MS Teams.



- Sessions focus on developing independence and study skills and are structured around the academic schedule.
- Learners will bring along their own work to apply the study skills to
- Access to sessions is by referral only, and must follow the tier 3 process.

6. Assistive Technology

HE_ALS will evaluate the benefit and application of appropriate technology. Support and training will be provided as required.

7. Review and Evaluation

This policy and procedure document will be reviewed annually to ensure its effectiveness and alignment with best practices in inclusive education.

8. Contact Information

For further information or assistance, please contact Simon Brown - Director of ALS and SEND.