



Additional Learning Support Policy

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1. Introduction

- 1.1 The Dō University Group (hereinafter, the Group) is an inclusive organization that believes every student has the right to success. Access to appropriate support is an integral part of the Group's philosophy and values.
- 1.2 For students who require additional support beyond the provided by your course team, Additional Learning Support (ALS) is available to provide support, strategies and intervention in order to develop confidence and independence.
- 1.3 This Policy links to our Equality, Diversity and Inclusion Policy and our Mission Statement.

2. Scope of this Policy

- 2.1 We will be proactive in assessing and identifying appropriate support for students who join the Group. This allows us provide timely and effective support, which is made possible through various means ways:
- Establish links with young people, families, schools and authorities local by attending annual reviews to young people with Education, Health and Care Plans (EHCP) or Declarations of Special Educational Needs.
 - EHCP Governor's Consultation Form (GCF) references, that are delegated to administrators of SEND in local schools
 - Course interviews
 - Through disclosure in the course application form
 - Through open days and transition fairs
 - Direct referral from schools of origin, through school linkage programs



- Attendance at a transition day or activity for Additional Support or course area
- Self-referral by completing an assistance consultation form
- Recommendation from the teacher and/or tutor
- Referral after initial English and math assessments
- Derivation after the free writing exercise during Induction

2.2 Once a student is referred to SVA, they will meet with a team member to discuss your support needs. complete a Needs Assessment form and send it to the Learning Support Manager and Learning Support Advisors Higher Learning (LSA) to identify the right type of support to enable you to achieve success. In most cases, strategies and adjustments to the learning environment through our Disposition of Support Usually Available (PAO).

23 If direct support and intervention is required, support can be provide in one or a combination of the following formats:

- Class support
- Support outside of class
- Social skills
- Mentoring
- Life skills and independence
- Travel training
- Employability skills
- Evaluation of exam concessions
- Supported work experience
- Communication Support Worker (CSW)
- Exam support
- Support for people with intellectual disabilities/dyslexia
- Assistive technology



- English as Another Language (EAL) support
- Speech, language and communication support
- Support for portfolio creation

2.4 All the above forms of support are customized according to the results of each student. In addition to these sessions personalized, we also offer group sessions focused on:

- Development of functional mathematical and English skills
- Additional development of the English language
- GCSE English and Maths Development
- Study skills
- Review techniques

2.5 Once support has been identified and agreed upon with the student, it is reviewed three times a year using a person-centered review process. These reviews take place every term. The student is the focus of their support and sets their own goals. They review these goals weekly to reflect on their progress. This person-centered approach gives the student the responsibility for their own development.

2.6 The Group is committed to making every effort to provide appropriate support to enable students to achieve success. They are also expected to attend any additional sessions and/or activities offered. If a student misses a support session for three consecutive weeks, it will be offered to another student. Support can always be re-applied for at a later time, and it will be assigned when a session becomes available.

2.7 As an inclusive university group, the ALS team will collaborate with individual course teams to ensure the strategies are implemented in the learning environments. We have adopted the Graded Approach (assess, plan, implement, review) to ensure that support is appropriate and relevant to the students.



different environments and learning experiences that the student lives.

- 2.8 For students who receive specialized support from their EHCP, in addition to what the Group can provide internally, it may be necessary to contract external services, such as occupational therapy or speech therapy. This is arranged on an individual basis and is subject to availability.
- 2.9 For students taking exams for their courses, we can administer Examination Award Assessments and submit applications to the appropriate examination boards. Our team of assessors conducts the assessments or updates reports internally.
- 2.10 The Group supports the use of recording equipment so that our students record their lessons and can review them later as a reinforcement tool. If a student wishes to record a lesson, you must request express permission from your teacher. This permission is You can apply with the support of the ALS team. If permission is not granted To record lessons, there are alternative methods to preserve the information.
It will be discussed. No covert recording of any will be allowed.
lesson or without the express permission of the teacher.
- 2.11 This policy also applies to those students who have a medical condition that may affect your learning.

3. Attendance

- 3.1 Expectations regarding student attendance and engagement with their specific support program will be clarified upon confirmation of support. Students are expected to attend their assigned sessions. Any concerns about attendance will be closely monitored. Personal/student tutors and the ALS team will contact them to resolve any issues.



concern, and if the absence persists, a review will be initiated. ALS support may be withdrawn if students do not meet attendance expectations.

4. Additional support for learning in higher education

- 4.1 For most students, the Group can meet their support needs through our Ordinarily Available Support (OAP). However, if support needs are greater, it may be necessary to apply for Disability Student Benefit (DSA).
- 4.2 Students can apply for a Student Aid Scheme (DSS) to cover some of the additional costs due to a mental health condition, a chronic illness, or any other disability. If the student is dyslexic or has other specific learning difficulties, they may be eligible for a DSA to help with the additional costs of studying in higher education. This aid is paid in addition to any other student financial aid claimed and does not need to be repaid. To be eligible, the student must provide evidence of their disability.
- 4.3 Students can get help with the costs of:
- specialized equipment, for example, a computer
 - non-medical assistants
 - additional trips
 - other disability-related study costs
- 4.4 The DSA does not cover disability-related costs that students would have if they did not attend a course, nor the costs that any student could have.
- 4.5 If the student is dyslexic, they must submit a full diagnostic report after the age of 16 to apply. The assessment consists of various tests to evaluate academic achievement, spelling, reading, writing, arithmetic, working memory, phonological awareness, processing speed, and underlying ability.



4.6 If a student has not previously been diagnosed as dyslexic, but identifies with the statements in the definition of dyslexia in 3.10, they may wish to speak to a specialist within the Group to discuss the difficulties they are experiencing and identify the best course of action.

4.7 Rose Report definition: "Dyslexia is a learning difficulty that primarily affects the skills involved in reading and spelling words accurately and fluently."

- The characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and speed of verbal processing.
- Dyslexia occurs across the full range of intellectual abilities.
- It is best considered as a continuum, not as a distinct category, and there are no clear cut-off points.
- Coexisting difficulties may be observed in aspects of language, motor coordination, mental calculation, concentration and personal organization, but these are not, in themselves, markers of dyslexia.

You can find more information on the following website:

DSA Information for Students

[Application forms and notes for disability benefits city for students on time](#)

[Full \(2024-2025\) - GOV.UK \(www.gov.uk\)](#)

5. **Guidance on financing for high needs**

5.1 For the vast majority of young people attending the Group and following a funded program, their additional support is funded through Foundation Funding (also known as Element 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 that require more support than



Elements 1 and 2, the ALS team can present a case to the Local Authority SEN Panel to Obtain Funding High Needs Supplement (Element 3), whose amount will vary depending on the assessed need.

5.2 **Base Fund (Elements 1 and 2)**–The planned places are agreed upon each year between the College and the Local Authority taking into account the current places and the estimated number of places needed in the month of the following September.

5.3 **Supplementary financing for high needs (Element 3)**–The Group may request additional financing for a certain number of young people. This funding is finances the Local Authority where the young person resides. In most Local Authorities, the young person must have a Health and Intensive Care Plan (PHE) so that the College can apply for it.

If the number of young people who require financing Complementary for High Needs exceeds the number agreed, individual applications may be submitted, in any time of the year, to the Local Authority to obtain additional financing. In these cases, a conclusive evidence of the need that justifies such requests.

6. **Exam support**

6.1 Some students may need additional support when taking exams. For most exam grants, a assessment to evaluate an underlying learning difficulty and recommend appropriate concessions for this, such as time additional, a reader or a scribe. If a student has had concessions



in previous exams or consider that you may have one learning difficulty that affects your ability to perform maximum in one exam, you can request an evaluation through your tutor or Learning Support by completing a form support consultation. Prior access grants are not automatically transferred from another center, for example, from the high school to college.

- 6.2 **Normal way of working** –In some cases, exam concessions may be considered, such as the use of a laptop or word processor, a smaller or separate shared room, reading aloud, etc., without the need for a full assessment. For these concessions to be granted, there must be clear evidence that this is the student's usual way of working at the College. If a laptop or word processor is used, the

student must use it throughout their studies as their main method of notes and coursework.

- 6.3 **Separate room** –To be granted a separate room for medical purposes, a statement from a healthcare professional is required stating that this is a requirement for the student to take the exam. Without this statement, a separate room will not be permitted. Alternatives will be explored, but we cannot grant a separate room without significant supporting documentation from a healthcare professional.

- 6.4 You can find more information on the following website:

[https://www.jcq.org.uk/exams-office/
accessarrangements-and-special-consideration](https://www.jcq.org.uk/exams-office/accessarrangements-and-special-consideration)

7. Apprentices

- 7.1 Due to the nature of flexible delivery models, ALS assessment through our ALS Learning Coordinators takes place at the time of appointment/ enrollment, whichever is the earliest.



7.2

For workplace implementation, a qualified ALS Learning Coordinator provides individualized support, tracking progress based on needs identified in progress cycle reviews. For college-based day apprentices, the program includes a

Flexible weekly walk-in service. This strategy

seeks to promote assistance and support people who

They have historically been reticent. This is evident

through the apprentice's schedule, a parallel registration system and the progress tracking.

8. Data protection

- 8.1 The Group recognizes the requirements of the Data Protection Act (G) to clearly identify and obtain consent regarding what information and personal data will be collected, and how it will be used and stored. Students are asked to provide their consent to share information upon application and enrolment. Students requiring access agreements must complete Data Protection Notices.

9. Status of this policy

- 9.1 This Policy has been approved by the Group Leadership Team. The impact of this Policy has been assessed to ensure that it does not adversely affect staff or students for reasons of disability, gender or race. The Executive Director will periodically review the operation of this Policy. The Director of ALS and SEND may review and amend it periodically, and the Group Leadership Team will approve it.

Approval date:

March 2025