



LEARNING SUPPORT POLICY 2023-24

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LEARNING SUPPORT POLICY		
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Summary/Description:		
This document defines the procedure for supporting all students with disabilities, long-term health conditions or learning difficulties on all courses at All Nations Christian College including those validated by The Open University. This document was revised for the sake of clarity. No changes in policy have been made.		
The following documents have shaped this Policy: Stirling University <i>Learning Support</i> ¹ ; Spurgeon's College <i>Disability Statement and Special Educational Needs Guidelines</i> ² ; University of Southampton <i>Guidance on Making Reasonable Adjustments for Students and Staff</i> ³		
Aug 23: review resulting in: addition of page numbers, amendment of related policies section, amendment of typos/formatting and where College nomenclature or hyperlinks have changed. None of these amendments required approval.		

¹ <https://www.stir.ac.uk/about/professional-services/student-academic-and-corporate-services/academic-registry/academic-policy-and-practice/quality-handbook/learning-support/#one>

² https://www.spurgeons.ac.uk/wp-content/uploads/Documents/Policies_Procedures/Disability_statement_and_special_educational_needs_guidelines_-_2015.pdf

³ University of Southampton *Guidance on Making Reasonable Adjustments for Students and Staff*
https://www.southampton.ac.uk/assets/imported/transforms/content-block/UsefulDownloads_Download/17638B67308943AB90B106ACCB78E867/Guidance%20on%20making%20reasonable%20adjustments%20for%20students%20and%20staff.pdf

ALL NATIONS CHRISTIAN COLLEGE

LEARNING SUPPORT POLICY

To train and equip men and women for effective participation in God's mission to His multicultural world.

1 CONTENTS OF POLICY

1. Contents of Policy
2. Introduction
3. Legislative Framework
4. Definitions
5. College Commitment
6. Provision and Access Responsibilities
7. Disclosure of Need
8. Assessment and Verification of Need
9. Consideration of Reasonable Adjustments
10. Internal Learning Support
11. Assessment and Examinations
12. External Learning Support
13. Learning Support Agreements
14. First Point of Contact and Areas of Responsibility
15. Complaints and Appeals
16. Equality and Data Protection
17. Staff Training
18. Roles, Responsibilities, Policy Approval and Review
19. Policy Communication
20. Related Documents

2 INTRODUCTION

All Nations Christian College is committed to an inclusive approach to education. This policy has been written to enable those who need support with their learning to receive it, as far as is practicable and reasonable (e.g. within the College's resources). The College is committed to assisting those with learning difficulties, including disabilities and/or long-term health conditions), to participate without disadvantage in all aspects of College life.

3 LEGISLATIVE FRAMEWORK

This policy has been written to enable the College to comply with its legal obligations under the Equality Act (2010) to make reasonable adjustments for those with recognised learning difficulties so that they can study and access the College's facilities and services on an equal basis with their peers.

4 DEFINITIONS

- 4.1 **Additional Need (AN)** (For the purposes of this document, AN is used to describe **any** disabilities, long-term health conditions or learning difference that impact a student's ability to learn and/or access the College's facilities and services on an equal basis with their peers. It is not used to describe cognitive disabilities alone or to refer to a general lack of academic attainment.
- 4.2 **Disability:** Under the Equality Act 2010 - a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on a person's ability to do normal daily activities. A disability might include: visual or hearing impairment; autistic spectrum disorders; specific learning difficulties such as dyslexia and dyspraxia; chronic illnesses and progressive

conditions (including cancer and conditions relating to its treatment); mental health conditions and physical or mobility impairments.

- 4.3 Physical or Mobility Impairment:** For the purposes of this document a physical or mobility impairment is any long-term physical condition which makes it difficult for a person to carry out the requirements of their programme of study
- 4.4 Long-term Health Condition:** For the purposes of this document, this is a condition that cannot at present be cured but can be controlled by medication and therapies.⁴
- 4.5 Competency Standard:** A particular level of competence or ability that a student must demonstrate to be accepted onto, to progress within and to successfully complete a programme of study.
- 4.6 Reasonable Adjustments:** The measures that the College puts in place to enable a student with a recognised learning difficulty, disability or long-term health condition to study and access the College's facilities and services on an equal basis with their peers. Such measures are intended to fulfil the legal obligation under the Equality Act 2010 to overcome any disadvantage experienced by a person as a result of having an AN. |In the context of higher education, a reasonable adjustment may be defined as 'any action which is taken arising out of the legal obligation to overcome disadvantage experienced by a person as a result of having a disability. Disadvantages may be caused by 'physical features' or by 'arrangements' and employers are required to take such steps, as it is reasonable for them to have to take in all the circumstances in order to remove that disadvantage.'⁵.
- 4.7 A Learning Support Agreement (LSA):** A two-way contract between a student and the College. It is designed to record the necessary processes and adjustments to be implemented by both parties in order to facilitate the achievement of the learning objectives for the student's programme of study.
- 4.8 A Summary of Reasonable Adjustments (SoRA):** Records the reasonable adjustments (see above) that any educational institution is legally obliged to put in place for a student with a recognised disability, long-term health condition and/or learning difficulty, in order to study and access the college's facilities and services on an equal basis with their peers. The College incorporates the SoRA into a Learning Support Agreement.
- 4.9 Learning Services (LST, Head of Learning Services and other members of the Team):** This is the learning support team of the College. The Learning Services Team (LST) is available to assist all students at the College. The team is led by the Head of Learning Services, who is supported by the Learning Support Facilitator (LSF) (appointment pending), and other members of the team (including Library, ICT and technology enhanced learning support).
- 4.10 Disabled Students Allowance (DSA):** Eligible students from the UK may apply for funding to cover the cost of specialist mentoring or study skills support, assistive technologies and other expenses. See section 12 for further information.

5 COLLEGE COMMITMENT

- 5.1** The College welcomes students with ANs, and is committed to supporting them during their period of study.
- 1.1** The College is committed to applying the same admissions criteria for all applicants, and to considering applicants with ANs without discrimination.

⁴ 'Long-term Health Conditions.' 2023. NHS Employers <<https://www.nhsemployers.org/articles/long-term-health-conditions>>

⁵ University of Southampton. 2018. 'Guidance on Making Reasonable Adjustments for Students and Staff'. 7. <https://cdn.southampton.ac.uk/assets/imported/transforms/content-block/UsefulDownloads_Download/E3AE21BF33774050A6CF0D6533A111D3/Guidance%20on%20making%20reasonable%20adjustments%20for%20students%20and%20staff.pdf#_ga=2.216699797.201936421.1680773140-1835188889.1680773086>

- 5.2** The College is committed to enabling students with a sensory or physical disability to access all College and study facilities as safely and easily as possible, through all reasonable and possible means. However, it should be noted that the College is limited in the physical adjustments it is permitted to make to our Grade II Listed Building site.
- 5.3** The College is committed to supporting all prospective and enrolled students pastorally and academically.
- 5.4** The College is committed to treating all students equally and therefore no support provided should put any student at an unfair advantage over their peers. Support is provided to enable a student to overcome, as far as possible, the difficulties that would otherwise prevent them being able to access the course fairly. It should never be used to put a student at an unfair advantage over their peers.
- 5.5** The College recognises that each student has unique needs that will manifest themselves differently in each case. They may also occur at any time during their period of study. The College therefore is committed to providing personal support to each individual, both, through the general teaching and learning frameworks of the College, the personal tutorial system and through the services of the Learning Services Team (LST).
- 5.6** The College recognises that some students require additional support outside these general teaching and learning frameworks. The Learning Support Team (LST) are available to assist all students with advice and help and extra support if deemed necessary.

6 PROVISION AND ACCESS RESPONSIBILITIES

See also section 18.

The College:

- 6.1** Under the Equality Act (2010), the duty to make reasonable adjustments for those with an AN arises when the College becomes aware that a person with an AN applies for admission to a course of study or where a student's AN becomes apparent during their period of study.
- 6.2** Under the Equality Act (2010), the College has a duty to make reasonable adjustments without receiving a request for them to be made. However, it should be noted that learning support and reasonable adjustments can only be implemented effectively for specific students if the College is aware that the student has a learning difficulty, disability or long-term health condition.
- 6.3** The College also has an anticipatory duty to act in advance and make adjustments so as to remove any disadvantage that might reasonably be foreseen as likely to affect students with an AN.
- 6.4** The College has a responsibility to provide additional learning support for those with ANs; this support includes:
- Non-Medical Help Band 1: Providing practical support around the campus; Providing practical support in the library, laboratory or workshop/studio etc.; Reading aloud; Scribing; Text checking (pointing out errors but not providing corrections)⁶
 - Non-Medical Help Band 2: Supporting students to develop their independence and autonomy in higher education, for example by providing support with issues such as time-keeping, organisational skills, supporting a disabled student during examinations etc.⁷

⁶ 'Disabled Students' Allowance (DSA) Guidance'. 2023. Version 1.0: 47.
<<https://www.practitioners.slc.co.uk/media/1982/dsa-guidance-2324-v10.pdf>>

⁷ Ibid.: 51.

The Head of Learning Services:

- 6.5** When a student discloses, or a member of staff raises a concern, that a student might have an AN that may affect their ability to study, it is the responsibility of the Head of Learning Services to:
- Assist the student in identifying the precise nature of their AN and how it affects their ability to learn and access the College's facilities and services on an equal basis with their peers.
 - Determine, in consultation with other staff and/or specialist advice, the level of support required in discussion with the student concerned.
 - Draw up a Student Learning Contract/Learning Support Agreement in consultation with the student.
 - Inform, with the student's permission, all those who need to know the terms of the agreement and the support required.
 - If appropriate, assist the student to:
 - Apply for and access external support (e.g. Disabled Student's Allowance)
 - Apply for College funds to help towards the cost of obtaining a formal diagnosis or needs assessment
 - Utilise to best effect support provided by the College and/or external bodies
 - Arrange training for colleagues on best practices to support students with AN s
 - Ensure that all personal data, diagnostic and/or needs assessment reports and LSAs are kept securely and confidentially, with information only being shared with the student's permission on a 'need to know basis'.
 - Work with other members of the LST to provide support to students with AN .

The Student:

- 6.6** Although some limited funding may be available from the College to assist with the costs of obtaining a formal medical diagnosis and/or educational needs assessment, it is the responsibility of the student to bear these costs if they are not funded by external bodies.
- 6.7** The College is committed to providing high quality adult learning that develops proactive, independent learners and reflective practitioners. It is therefore the role of the student to raise any concerns they have about their learning with their Personal Tutor, the Head of Learning Services and/or another appropriate member of staff.
- 6.8** The student is also responsible for:
- Engaging effectively and constructively with the learning support process and the support provision provided by the College and external bodies.
 - Complying with attendance and engagement requirements.
 - Planning their workload and endeavouring to complete assignments within the specified timeframe.
 - Highlighting difficulties with completing assignments well ahead of the deadline (see also Assignments, Section 11 below).

7 DISCLOSURE OF NEED

- 7.1 'The Equality Act 2010 assumes that disclosure of a disability by a student to any member of staff constitutes disclosure to the institution.'⁸ All disclosures of disability from applicants or students to any member of staff should be referred to the appropriate programme Recruitment and Training Administrator and the Head of Learning Services.
- 7.2 Disclosure of any AN that may affect a student's ability to learn and/or access the college's facilities and services on an equal basis with their peers may be made at any stage:
- applicants are asked, although not obliged, to disclose AN s on their application form;
 - interviewees are asked, although not obliged, to disclose AN s after the conclusion of their interview;
 - students may disclose an AN at any stage during their period of study;
 - a member of staff may raise a concern that a student may have an AN at any stage during a student's period of study.
- 7.3 Should a disclosure be made during the admissions process, it will not be made known to the admissions panel so that the knowledge cannot influence the decision whether ~~or not~~ to offer the applicant a place on their chosen programme of study. In this case the information will not be passed on to the Head of Learning Services until after they have accepted a place.
- 7.4 When an AN is disclosed, it must be investigated by the Head of Learning Services before **any support can be put in place**. No additional learning support or reasonable adjustment should be implemented without discussion with the Head of Learning Services and the appropriate Programme Leader.
- 7.5 When a student's AN(s) is highlighted, prior to their arrival at College, discussions will take place with the student regarding the level of support needed and any necessary reasonable adjustments. This conversation may involve the programme Recruitment and Training Administrator along with the Head of Learning Services and/or other members of the LST.
- 7.6 If a student does not wish to access support or have an adjustment made, the College will respect this decision. The student will be advised by the Head of Learning Services/LST that they can change their mind at any time. A record of this decision will be retained on their student file.

8 ASSESSMENT AND VERIFICATION OF NEED

- 8.1 The College needs to verify that a student has a recognised AN and assess the student's level of needs before it can effectively implement additional support and/or reasonable adjustments
- a. **New students:** If a new student has a previously identified AN that may impact a student's ability to learn and/or access the College's facilities and services on an equal basis with their peers, they must provide evidence of that condition before or shortly after the commencement of their studies.

Acceptable evidence would include, but is not limited to:

- A report from a medical practitioner outlining:
 - the condition(s) and its symptoms;
 - details of medications;
 - information on what to do and who to contact in an emergency;
 - details of the conditions impact upon learning and college community life;

⁸ University of Stirling. 2023. *Learning Support*. Procedure for Staff in Responding to Disclosure of Disability. <<https://www.stir.ac.uk/about/professional-services/student-academic-and-corporate-services/academic-registry/academic-policy-and-practice/quality-handbook/learning-support/>>

- recommendations for particular adaptations to the College environment e.g., hearing loops, assistive technologies, physical adjustments such as ramps etc.);
- recommendations for academic support.
- A report from an Educational Psychologist, Needs Assessor or equivalent, indicating:
 - the nature and severity of the AN;
 - information on previous support;
 - recommendations for future support for learning and assessment.

b. **Students with a newly identified condition:** If a student has an AN identified during their course of study, they will be required to provide evidence of their condition before the College can put additional learning support and/or reasonable adjustments in place.

- 8.2** If the evidence outlined in the previous bullet point is unavailable, a student may supply other proof of their condition (e.g. previously marked assignments, school reports). If approved, the student will be offered additional learning support/reasonable adjustments on the basis of that alternative evidence whilst they obtain a formal diagnosis and/or needs assessment. The LST will provide guidance for those for whom this is necessary.
- 8.3** It should be noted that students with newly identified conditions will not be eligible (if applicable) for DSA additional support unless they have provided Student Finance England (or their regional funding body) with formal medical evidence of their diagnosis.
- 8.4** It may be that a student requires a formal educational needs assessment in order to determine the most appropriate support and reasonable adjustments. The LST will provide advice and guidance to students for whom this is necessary but the College cannot conduct formal (e.g. DSA Quality Assurance Group approved) assessments itself.
- 8.5** If a student is eligible for, and successfully applies for DSA, the costs of a needs assessment are generally funded by Student Finance England or the equivalent regional funding body. If students who are not eligible for DSA require a formal needs assessment, they may apply to the College Learning Support Fund. Since the Fund only has limited resources, it can only make a contribution towards the full cost of an assessment. Students should discuss any application with the Head of Learning Services prior to submission.
- 8.6** The College is committed to supporting students with ANs in a timely fashion. However, it should be recognised that the process of diagnosing a learning difficulty and assessing learning needs (whether internally or externally) can take time. Whenever possible, the College will endeavour to put in place interim academic and pastoral support for students during this process.
- 8.7** The LST and other relevant staff are committed to supporting students with ANs to the best of their abilities. However, it should be noted that they are unlikely to be specialists in specific conditions or able to (and cannot be expected to) diagnose, assess or provide specialist high level support.

9 CONSIDERATION OF REASONABLE ADJUSTMENTS

- 9.1** There is no official, legal definition of what is reasonable or a checklist against which judgments can be made to determine what is reasonable. Responsibility for determining what is reasonable, or unreasonable, lies therefore with the College on careful consideration of resourcing implications.
- 9.2** In light of the previous paragraph, the consideration of whether an adjustment is 'reasonable' is judged against:
- **The effectiveness** of the adjustment in preventing the disadvantage.
 - The extent to which it is **practicable** for the College to make the adjustment.
 - The **cost and availability of resources** including external assistance and finance (see next paragraph).

- The extent to which making the adjustment would **disrupt** the College's activities and therefore have a negative impact on the learning of peers.

- 9.3** Reasonable adjustments will be unique to individual student's circumstances. See *How to Access Learning Support Services* for further information.
- 9.4** No reasonable adjustments can be put in place until a review of the student's academic performance, diagnosis and assessment of needs has been conducted by the Head of Learning Services /LST.
- 9.5** Whilst the implementation of a reasonable adjustment aims to allow students to access higher education without disadvantage within a framework of academic standards, there is however no legal duty to adjust a learning outcome to make allowance for an AN.
- 9.6** No reasonable adjustments should be put in place, other than those agreed by the College.
- 9.7** Decisions regarding reasonable adjustments will be communicated, with the permission of the student, to the relevant departments/staff by the Head of Learning Services.
- 9.8** All reasonable adjustments must be recorded by the Head of Learning Services in a Learning Support Agreement (LSA) (see below).

10 INTERNAL LEARNING SUPPORT

- 10.1** The College is committed to providing learning support for all students with ANs through the LST, the personal tutorial system and the assistance of module tutors.
- 10.2** The level of learning support required and available for students with ANs depends on the nature and severity of their condition and is tailored to their specific needs.
- 10.3** When determining the level and nature of support to be provided by the College, The LST will take account of any pre-existing needs assessments and the student's academic history.
- 10.4** The College is committed to putting in place learning support that aims to ensure that students can pursue their studies on a 'level playing field' with their peers. However, it should be noted that students with ANs, despite such measures being in place, may still find themselves performing at a lower level than students who do not have ANs.
- 10.5** Students who do not meet or are in the process of gathering evidence to meet the criteria for having an LSA put in place (See LSA section below) will usually be offered support either through the general teaching and learning frameworks of the College, including the personal tutorial system and/or through extra assistance from the LST and/or module tutors.
- 10.6** Although students may have met the English requirements for programme of study, it is appreciated that those who have English as a second or other language may require additional language support. These students may request guidance from the LST on how to improve their grammatical skills and should discuss their needs with the Head of Learning Services.
- 10.7** No additional internal support should be put in place, other than those agreed by the College.
- 10.8** Decisions regarding the implementation of additional learning support will be communicated, with the permission of the student, to the relevant departments by the Head of Learning Services.
- 10.9** All additional learning support must be recorded by the Head of Learning Services in an LSA (see below).

11 ASSIGNMENTS AND EXAMS

- 11.1** If required and practical, students with ANs may, as a reasonable adjustment, be granted extensions to certain assignment deadlines provided that this has been recorded in an LSA. It is the student's responsibility to request any extension from the appropriate Programme Leader at least one week before the original deadline and complete the extension request form stating the reason 'Learning Support Agreement'.

- 11.2** Students with LSAs in place continue to be responsible for their own workload planning and endeavouring to complete coursework within deadlines.
- 11.3** Should a student with an AN fail to meet their learning outcomes and fail a module, despite having support and/or reasonable adjustments in place, the usual procedure for failed modules will be applied.
- 11.4** Students with ANs who require an amanuensis or additional time when sitting exams are required to request these services **at least one month** before the exam date. The amount of additional time allowed for an exam will be determined by the LST in consultation with the Programme Leader and must not exceed 25% of the time originally set.
- 11.5** Any considerations of a student's AN can only apply to assessments taking place **after** their condition has been noted by the College and an LSA put in place.

12 EXTERNAL LEARNING SUPPORT

- 12.1** Students with ANs may be eligible for externally funded specialist learning support depending on the severity of their condition, and their student status. The LST can provide advice on eligibility for such support.
- 12.2** Eligible students from the UK may apply for Disabled Student Allowance (DSA). For information, please see the relevant web link:
- England: <https://www.gov.uk/disabled-students-allowances-dsas>
 - Scotland: <https://www.saas.gov.uk/>
 - Wales: <https://www.studentfinancewales.co.uk/>
 - Northern Ireland: <https://www.studentfinancenir.co.uk/>
 - Jersey: <https://www.gov.je/Working/Careers/16To19YearOlds/EnteringHigherEducation/pages/studentfinancehighereducationfunding.aspx>
 - Guernsey: <https://www.gov.gg/studentfinance>
 - Isle of Man: <https://www.gov.im/student-grants>
 - See also the College guidance document: [*How to Access Learning Support Services*](#):
- 12.3** The LST can assist students with applications for DSA and/or other external funding and locating sources of external learning support.

13 LEARNING SUPPORT AGREEMENTS

- 13.1** A Learning Support Agreement (LSA) is a two-way contract between a student and the College. It records the necessary processes, learning support and reasonable adjustments to be implemented by both parties to help the student to access the College's facilities and services on an equal basis with their peers and achieve the learning objectives of their programme of study.
- 13.2** LSAs 'facilitate the College in meeting its legislative duties under the Equality Act 2010'⁹, and are tailored to the needs of the specific student and will differ in content and action, taking into account, both the student's needs and the learning outcomes of their programme of study.
- 13.3** LSAs 'set out the specific adjustments that have been agreed, including details of accommodation-related adjustments, ensuring that the document is holistic and not only

⁹ University of Stirling. 2023. *Learning Support*. Agreed Record of University Access Adjustments (ARUAA) and Common Reasonable Adjustments <<https://www.stir.ac.uk/about/professional-services/student-academic-and-corporate-services/academic-registry/academic-policy-and-practice/quality-handbook/learning-support/>>

focused on academic adjustments.’¹⁰ It also records the student’s commitment and responsibilities in relation to the support process.

13.4 An LSA will be put in place if:

- a. The College has verified that the student is in need of additional learning support due to having a recognised AN.
- b. The student requires – or is likely to require – more learning support than that which can be provided through the personal tutorial system or general study skills assistance from the LST
- c. The student is committed to working with the College to prepare the LSA and engage with the support and/reasonable adjustments recommended therein.

13.5 The student is willing to have – and to pay for – a formal diagnosis and/or needs assessment, if the College feels that this is necessary, in order to gain a full picture of their condition and the support needed.

13.6 If desired, students with a prior diagnosis of an AN will have an LSA put in place either at the beginning of their studies or as soon possible after the diagnosis is made.

13.7 Students with undiagnosed ANs are encouraged to discuss their needs with the Head of Learning Services to determine whether an LSA is necessary. If their needs do not warrant an LSA, they may nonetheless be offered some additional assistance with study skills from the LST.

13.8 On occasion, an LSA may be drawn up for a student without a disclosed AN in order to ensure that they meet the learning objectives of their programme. This could be as part of the College’s Fitness to Study or Student Disciplinary Process. In such instances, an LSA will only be drawn up in discussion with the appropriate Programme Leader and Training Team and/or Senior Leadership Team.

13.9 It should be noted that the process to draw up an LSA may take several weeks to complete, depending on the complexity of the student’s condition and/or situation.

13.10 All LSAs will be reviewed regularly by the Head of Learning Services /LST and amended as appropriate.

13.11 ‘The student may decide at any time to disengage from an LSA. Where the College is advised by a student that they no longer wish to have the agreement maintained, reasonable adjustments and additional support agreed through the LSA support process will cease’.¹¹

14 FIRST POINT OF CONTACT AND AREAS OF RESPONSIBILITY (see also Section 6)

Supporting students with an AN is a shared staff and student responsibility. However, certain staff will be the first point of contact for a student who wishes to disclose an AN. Where necessary, the following staff/teams will be informed, with the student’s permission, to fulfil the following responsibilities :

- **Recruitment and Training Administrators:** Identifying potential students with special needs at the application stage and notifying the **Head of Learning Services, Programme Leaders**, and relevant departments (e.g. Housekeeping) of students with special needs who have been accepted for study; notifying Personal Tutors of students with special needs in their groups.
- **Head of Learning Services:** Contacting new students with ANs to assess the level of support needed; assisting new and current students with the assessment of their

¹⁰ University of Stirling. 2023. *Learning Support*. Agreed Record of University Access Adjustments (ARUAA) and Common Reasonable Adjustments <<https://www.stir.ac.uk/about/professional-services/student-academic-and-corporate-services/academic-registry/academic-policy-and-practice/quality-handbook/learning-support/>>

¹¹ Ibid.

conditions and preparation of an LSA; co-ordinating the provision of additional learning support (internal and external).

- **Learning Support Facilitator:** Provision of one-to-one non-specialist study skills support and assistance with the co-ordination of the delivery of learning support.
- **Librarian:** Provision of extended loan periods as required; support with photocopying materials, audio-recordings, assistance using the library, obtaining course content in alternative formats.
- **Personal Tutors:** Monitoring the progress of those with disabilities, long-term health conditions or learning difficulties and providing pastoral care and guidance as part of the tutorial process. Notifying the Head of Learning Services and/or relevant department of those needing additional support.
- **Housekeeping:** Provision of suitable accommodation for those with disabilities.
- **Premises:** Modifications to improve access to college and study facilities.
- **ICT:** support with assistive technology and other technical issues.

15 COMPLAINTS AND APPEALS

Should a student feel:

- That the provision made by the College is inadequate
 - The College's refusal to provide more support is unreasonable
 - They wish to complain about the handling of their case
 - They wish to appeal against a decision reached,
- they may complain using the college Complaints Policy or the [Academic Appeals Policy](#) depending on the nature of their complaint.

16 EQUALITY AND DATA PROTECTION

16.1 All students and staff at the College will be dealt with impartially in accordance with the College [Equality and Diversity Policy](#).

16.2 All student records, past and present, are kept in accordance with the Data Protection Act 2018, UK GDPR and the College's [Data Protection Policy](#). For details of how we process student data please see the College website www.allnations.ac.uk and insert 'Privacy at All Nations' in the search engine. This includes information about data subject rights and how a student may exercise them.

17 STAFF TRAINING

17.1 The College is committed to providing training that will enable all staff to be able to support those with an AN effectively.

17.2 The LST will produce guidelines on particular conditions as required and where appropriate, with the student's permission, staff will be provided with guidance concerning the student's particular condition in order to enable the staff member to support the student appropriately.

18 ROLES, RESPONSIBILITIES, POLICY APPROVAL AND REVIEW

18.1 The Board of Trustees have legal oversight and responsibility for all College policies, but have delegated to the Academic Board the authority to ensure fit-for-purpose policies and procedures related to academic provision are in place. The **Board of Trustees** are responsible for ensuring:

- Academic provision at the College is adequately resourced.

- They receive details from the **Vice-Principal (Academic)** of any serious incident or one which could be of reputational risk to the College which should be reported to either the Open University, the Office for Students and/or the Charity Commission.

18.2 The Academic Board, who is also authorized by the Open University through its accreditation process, acts on behalf of the Board of Trustees on all academic matters. They are responsible for:

- Ensuring that the academic activities of the College support its mission statement and values.
- Ensuring that a fit-for-purpose learning support policy is approved by them and complies with all relevant legislation and regulations (e.g. the regulations of The Open University).
- Overseeing the effective implementation of this policy and ensuring it is satisfactorily managed.
- Ensuring that the principles of this policy are:
 - Considered, when managing and planning academic matters in line with the strategic direction of the College.
 - Reviewed, by exploring what can be learned from appeals/complaints when they occur.
 - Reviewed in consultation with academic staff, students and The Open University, as a means of constantly seeking to improve the College's academic provision.
- Ensuring they receive details from the **Vice-Principal (Academic)** of reported incidents and outcomes of cases (particularly where a significant impact on someone has occurred or lessons need to be learned), or details of a serious incident or one which could be of reputational risk to the College.

18.3 The Head of Learning Services and the **Quality Assurance Committee** are jointly responsible for the annual monitoring and review of this policy and recommending approval to the **Academic Board** for all changes.

18.4 Further specific responsibilities of the **College, the Head of Learning Services** and **Students with Learning Difficulties** are to be found in section 6 of this policy above.

18.5 The Vice-Principal (Academic), Programme Leaders and the Head of Learning Services are responsible for providing leadership for all academic provision of the College and for leading the college's learning support provision, policy and practice by:

- Implementing this policy.
- Managing the complaints and appeals process.
- Ensuring that decision making complies with College and Open University regulations and is applied consistently to all applicants for and those in receipt of this support.
- Reporting to the **Academic Board** and **Senior Leadership Team** incidents and outcomes of cases (particularly where a significant impact on someone has occurred or lessons need to be learned), or details of a serious incident or one which could be of reputational risk to the College.
- Ensuring the College and its staff comply with any appeals process undertaken by an outside agency (e.g. The OU or the OIA).

18.6 The Student Academic Representatives are responsible for:

- Raising academic issues on behalf of their cohort with the **Vice-Principal (Academic)**.
- Reporting back to their cohort on the resolution of issues raised by the students or one of the academic committees.

18.7 All academic staff and students are responsible for:

- Familiarising themselves with this policy on appointment/at induction/orientation.
- Taking a pro-active role in improving the College's learning support policy and practice.
- Promoting and implementing/complying with this policy.
- If **involved in an academic appeal** in any capacity:
 - ensuring they present their case with integrity and in a timely fashion and/or
 - ensuring they comply with any investigation and the procedures in this policy.

18.8 The Recruitment and Training Administrators are responsible for processing a learning support application in accordance with the procedures in this policy and any complaint or appeal in accordance with the relevant policy.

19 POLICY COMMUNICATION

19.1 This policy and any other policies mentioned in this document can be found in the student area on the College VLE and on the College website [here](#).

19.2 The College General Administrator will make every effort to respond to any request to provide this policy in a different format. Such requests should be sent to info@allnations.ac.uk

19.3 This policy will be included in staff and student induction.

20 RELATED DOCUMENTS

The following College documents are related to this policy:

- All Nations Christian College [How to Access Learning Support](#)
- All Nations Christian College [Admissions Policy](#)
- All Nations Christian College [Bullying, Harassment and Sexual Misconduct Policy](#)
- All Nations Christian College [Academic Appeals Policy](#)
- All Nations Christian College [Student Disciplinary Policy](#)
- All Nations Christian College [Complaints Policy](#)
- All Nations Christian College [Equality and Diversity Policy](#)
- All Nations Christian College [Data Protection Policy](#).