



# **LEARNING SUPPORT POLICY 2021-22**

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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> <sup>1</sup> ; Spurgeon's College <i>Disability Statement and Special Educational Needs Guidelines</i> <sup>2</sup> ; University of Southampton <i>Guidance on Making Reasonable Adjustments for Students and Staff</i> <sup>3</sup>		
Feb 2022: Amended <i>Roles Responsibilities, Policy Approval and Review</i> section to bring it into line with all other College policies and addition of the word 'practicable' in section 2 line 3		

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

<sup>2</sup> [https://www.spurgeons.ac.uk/wp-content/uploads/Documents/Policies\\_Procedures/Disability\\_statement\\_and\\_special\\_educational\\_needs\\_guidelines\\_-\\_2015.pdf](https://www.spurgeons.ac.uk/wp-content/uploads/Documents/Policies_Procedures/Disability_statement_and_special_educational_needs_guidelines_-_2015.pdf)

<sup>3</sup> 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](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.

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### 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 Learning Difficulties (LD):** For the purposes of this document, LD is used to describe **any** disabilities, and/or long-term health conditions 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 Competency Standard:** A particular level of competence or ability that a student must demonstrate to be accepted onto, progress within and successfully complete a programme of study.
- 4.4 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 disadvantage experienced by a person as a result of having an LD. In the context higher education, a reasonable adjustment may be defined as "an accommodation or alteration to existing admission arrangements, academic programmes, learning and teaching, student services, examination arrangements and rules relating to qualifications where these contain inherent barriers for students with disabilities".<sup>4</sup>
- 4.5 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.
- 4.6 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 student Learning Support Agreement.
- 4.7 Learning Services (LST, Head of Learning Services and LSF):** 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 Learning Services Manager (Head of Learning Services), who is supported by the Learning Support Facilitator (LSF), and other members of the team (including Library, IT and technology enhanced learning support).
- 4.8 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 13 for further information.

## 5 COLLEGE COMMITMENT

- 5.1** The College welcomes students with LDs, 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 LDs without discrimination.
- 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.

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<sup>4</sup> University of Southampton *Guidance on Making Reasonable Adjustments for Students and Staff* . 7. [https://www.southampton.ac.uk/assets/imported/transforms/content-block/UsefulDownloads\\_Download/17638B67308943AB90B106ACCB78E867/Guidance%20on%20making%20reasonable%20adjustments%20for%20students%20and%20staff.pdf](https://www.southampton.ac.uk/assets/imported/transforms/content-block/UsefulDownloads_Download/17638B67308943AB90B106ACCB78E867/Guidance%20on%20making%20reasonable%20adjustments%20for%20students%20and%20staff.pdf)

- 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 ROLES AND RESPONSIBILITIES**

### **The College:**

- 6.1** Under the Equality Act (2010), the duty to make reasonable adjustments for those with an LD arises when the College becomes aware that a person with an LD applies for admission to a course of study or where a student's LD 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 LD.
- 6.4** The College has a responsibility to provide additional learning support for those with LDs; 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)<sup>5</sup>
  - Non-Medical Help Band 2: Supporting students to develop their independence and autonomy in HE, for example by providing support with issues such as time-keeping, organisational skills, supporting a disabled student during examinations etc.<sup>6</sup>

### **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 LD, it is the responsibility of the Head of Learning Services to:
- Assist the student in identifying the precise nature of their LD and how it affects their ability to learn and access the College's facilities and services on an equal basis with their peers.

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<sup>5</sup> Student Finance England Guidance Document for New DSA Students, 42.  
[https://www.practitioners.slc.co.uk/media/1338/sfe\\_dsa\\_guidance-document-for-new-dsa-students\\_pdf\\_1617\\_d.pdf](https://www.practitioners.slc.co.uk/media/1338/sfe_dsa_guidance-document-for-new-dsa-students_pdf_1617_d.pdf)

<sup>6</sup> Student Finance England Guidance Document for New DSA Students, 47.  
[https://www.practitioners.slc.co.uk/media/1338/sfe\\_dsa\\_guidance-document-for-new-dsa-students\\_pdf\\_1617\\_d.pdf](https://www.practitioners.slc.co.uk/media/1338/sfe_dsa_guidance-document-for-new-dsa-students_pdf_1617_d.pdf)

- 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 Contact/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.
  - Assist, if appropriate, 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 LDs
- Ensure that all personal data, diagnostic and/or needs assessment reports and LSAs\ Learning Support Agreements are kept securely and confidentially, with information only being shared with the student's permission on a "need to know basis".

**6.6** It is the role and responsibility of the LSF to work with the Head of Learning Services to support all students with LDs, including the delivery of one to one support sessions (including those activities listed in 6.4 above).

### **The Student:**

**6.7** Although some limited funding may be available from 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.

**6.8** "Encouraging independent student learning is a key principle within the College's commitment to providing high quality adult learning that builds resilience and personal growth. It is vital, therefore that students understand the need to take responsibility for their own learning and associated support."<sup>7</sup> 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.

**6.9** 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 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."<sup>8</sup> 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.

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<sup>7</sup> University of Stirling, *Learning Support* <https://www.stir.ac.uk/about/professional-services/student-academic-and-corporate-services/academic-registry/academic-policy-and-practice/quality-handbook/learning-support/#one>

<sup>8</sup> University of Stirling, *Learning* <https://www.stir.ac.uk/about/professional-services/student-academic-and-corporate-services/academic-registry/academic-policy-and-practice/quality-handbook/learning-support/#one>

- 7.2** Disclosure of any LD 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, LDs on their application form;
  - interviewees are asked, although not obliged to disclose, LDs after the conclusion of their interview;
  - students may disclose an LD at any stage during a student's period of study;
  - a member of staff may raise a concern that a student may have an LD 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 where 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 LD is disclosed, it must be investigated by the Head of Learning Services before **any support be put in place**. No additional learning support or reasonable adjustment should be implemented without discussion between the Head of Learning Services and the appropriate Programme Leader.
- 7.5** When a student's LD (s) is highlighted, discussions will take place with the student prior to their arrival at College regarding the level of support needed and any necessary reasonable adjustments. This conversation may involve the Programme Recruitment and Training Administrator and/or the LST/ Head of Learning Services.
- 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 LST/ Head of Learning Services 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 LD 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 LD 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;
  - recommendations for particular adaptations to the College environment e.g. guiding, 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 LD,
  - Information on previous support
  - Recommendations for future support for learning and assessment

- b. **Students with a newly identified condition:** If a student has an LD 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 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 and 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 LDs 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 LDs 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 LD.
- 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 LDs through the LST, personal tutorial system and the assistance of module tutors.
- 10.2 The level of learning support required and available for students with LDs 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 LDs might, despite such measures being in place, may still find themselves performing at a lower level than students who do not have LDs.
- 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 and/or 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 LDs may, as a reasonable adjustment, be granted extensions to certain assignment deadlines provided that this has been recorded in a 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 LD 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 LDs 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 LD 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 an LD 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/Pages/default.aspx>
- Guernsey: <https://www.gov.gg/article/152744/Policies>
- Isle of Man: <https://www.gov.im/student-grants>

See *How to Access Learning Support Services* for further information.

**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"<sup>9</sup>, 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 focused on academic adjustments."<sup>10</sup> 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 LD
- 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

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<sup>9</sup> University of Stirling, *Learning* <https://www.stir.ac.uk/about/professional-services/student-academic-and-corporate-services/academic-registry/academic-policy-and-practice/quality-handbook/learning-support/#one>

<sup>10</sup> University of Stirling, *Learning* <https://www.stir.ac.uk/about/professional-services/student-academic-and-corporate-services/academic-registry/academic-policy-and-practice/quality-handbook/learning-support/#one>

- 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 a LD 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 LDs 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 LD 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 LSA s 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".<sup>11</sup>

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

Supporting students with an LD 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 LD. With the student's permission, these staff will be informed of their condition and fulfil the following responsibilities:

- **Recruitment and Training Administrators:** Identifying potential students with special needs at the application stage and notifying those conducting interviews; 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 LDs to assess the level of support needed; assisting new and current students with the assessment of their 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.

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<sup>11</sup> University of Stirling, *Learning* <https://www.stir.ac.uk/about/professional-services/student-academic-and-corporate-services/academic-registry/academic-policy-and-practice/quality-handbook/learning-support/#one>

- **Housekeeping:** Provision of suitable accommodation for those with disabilities.
- **Premises:** Modifications to improve access to college and study facilities.
- **IT:** support with assistive technology.

## 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 [Academic Appeals Policy and Procedure](#).

## 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 and the College's [Data Protection Policy](#). For details of how we process student data please see the College website [www.allnations.ac.uk](http://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 LD effectively.

**17.2** The LST will produce guidelines on particular conditions as required.

**17.3** Where appropriate, and 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 on the College website: [www.allnations.ac.uk](http://www.allnations.ac.uk) and in the student area on the College VLE.

**19.2** The College 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](mailto: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 [Admissions Policy](#)
- All Nations Christian College [Equality and Diversity Policy](#)
- All Nations Christian College [Harassment Policy](#)
- All Nations Christian College [Academic Appeals Policy](#)