

ITALIA CONTI

Additional Learning Support Policy (FE and HE)

Approved by: Senior Leadership Team	
Reviewed by	SEN Co-ordinator
Checked by:	Head of Quality Assurance.
Next review due:	31 st August 2024.

This policy will be reviewed and approved by the Senior Leadership Team annually.

Italia Conti

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1. Purpose

To outline the additional academic focused support that all students can benefit from, regardless of a formal diagnosis or disability.

2. Inclusion statement

Italia Conti recognises not all students with additional needs can provide evidence to support a disability: this is often due to finance. Italia Conti and UEL will not provide financial support to cover the cost of a diagnostic assessment. Any student at any point can access support from the Additional Learning Support department and benefit from anticipatory adjustments for all. Students with Additional Learner Needs will be offered proportional levels of personalised support.

3. Aims and Objectives

Our *ALS Policy* sets out:

- how Italia Conti will support and make provision for students with barriers to learning, learning differences, and non-diagnosed disabilities;
- the roles and responsibilities of everyone involved in providing for students with ALS;
- the policy is designed to ensure that all students receive the support they require in a fair and timely manner and are not unreasonably disadvantaged or advantaged.

4. Context

This policy has been informed by the DfE paper [Inclusive Teaching and Learning in Higher Education as a route to Excellence](#)¹.

5. Definitions

Any student who finds themselves faced with a barrier to learning can require ALS. This can include (but is no means exhaustive):

- English as an additional language;
- identifying as having a particular learning need/ difference (with no formal diagnosis);
- personal challenges with academic study;
- personal challenges with mental health;

¹ Department for Education. (2017). *Inclusive Teaching and Learning in Higher Education as a route to Excellence*. London: UK Gov.

- short term illnesses (leading to absence);
- students with alternative qualifications.

For our FE students, an ALS student should appear on the SEN 'monitoring list' and move to the SEN register if awarded a formal diagnosis.

6. Teaching and Learning

Italia Conti will aim to provide an inclusive learning environment at all times. This is the greatest provision in supporting students with ALS needs. Using quality first teaching as a grounding for support, will provide personalised learning through differentiation. This will always be the first step in supporting students with ALS needs.

7. Additional Support

Outside of the classroom/ studio, support will be provided through 1:1 or small groups and delivered temporarily and/or at pressure points. [All students are asked to complete a Study Skills questionnaire \(see Appendix 1\)](#) and relevant data is collected to make sure support is provided in an anticipatory way. [All students are also made aware of key support staff when starting their new course, and have at least 1:1 meeting with the Academics/SEN Support Tutor.](#)

8. Accessibility for all

Support or and adjustments provided should not impact on any competency outcome. Adjustments made to enhance an inclusive learning environment benefit all students. For example: all BA/CertHE students' written deadlines automatically include 25% extra time. Students are encouraged to explore free 'Accessibility' Software such as, speech-to-text and text-to speech programmes and mind-mapping software.

9. Referrals

Any student who needs extra support at FE or HE level, should be referred to the ALS department directly, or through the course administrators. Students often come through the Well-being Team, as the impact of not fully accessing learning can result in anxiety or low mood. Once the student has met someone from the ALS department, they are asked to go through a survey of need where more specific questions are asked in terms of gathering a bigger picture. A plan of support is created from here. There is a department email address on the website and in student handbooks available for students to self-refer.

10. Wellbeing Team

[Italia Conti's Wellbeing team can provide advice and support outside of the teaching, learning and assessment relationships of the Course. Guidance \(or signposting to those better suited to provide support\) can also be given to students with disabilities on the DSA and other awards\). The Wellbeing Team can also assist with locating additional support with external bodies if necessary \(e.g., low-cost counselling services, speech therapy etc\).](#)

11. Disabled Student's Allowance (DSA)

HE students may be able to apply for a Disabled Student's Allowance (DSA) from Student Finance England if they have an eligible condition which affects their ability to study. Details of the eligibility criteria can be found at: <https://www.gov.uk/disabled-students-allowance-dsa/eligibility>. The Wellbeing team can also provide advice and support on the DSA. General information about the DSA can be found at <https://www.gov.uk/disabled-students-allowance-dsa>.

12. Partner universities

Further help with Additional Learning Support needs is also available from our partner universities. Information about this support is provided at the students' induction and can be obtained from Italia Conti's ALS department.

13. Links to Policies

This policy links to:

Accessibility Plan

Assessment

Bullying and Harassment Policy (FE & HE)

Disability (HE) Policy

Disciplinary Policy

Equal Opportunities Policy

Exams Entries and Appeals Policy

Safeguarding and Child Protection Policy

SEND Policy and Information Report (FE)

Support through Studies

Appendix 1

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**Special Educational Needs and Disabilities &
Additional Learner Support (Autumn 2023)**

We are here to support you in fulfilling your potential within all aspects of learning. Helping us find out a little about support you think you may need or have previously accessed, will help us coordinate the right provision for you. Please fill out the questions below as best you can. Please note, if you have a 'diagnosis' of a condition, you will be asked to provide evidence. Not having a 'diagnosis' does not mean you cannot access Additional Learner Support.

Personal details

Details	Please answer here
Name	
Course (commencing September 2023)	

Do you have any additional learner needs or disabilities?	Please tick:
A: I do not have any additional learner needs/requirements or disabilities	
B: I have an additional learner need or a disability, therefore I wish to register with the SEND and ALS department. I am aware I will be asked to provide evidence (medical, diagnostic etc) to support my disclosure.	
C: I wish to disclose that despite having no formal diagnosis of a disability or additional need, I previously received extra support during my studies such as extra time, LSA support. 1:1 intervention etc. Therefore, I may need some extra support in accessing elements of learning. I understand I will be offered proportional levels of personalised support on a case-by-case basis.	

If you answered B, please tick the following that are relevant to you:

I have a social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder	
I am blind or have a serious visual impairment uncorrected by glasses	
I am deaf or have a serious hearing impairment	
I have a long-standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy	
I have a mental health condition, such as depression, schizophrenia or anxiety disorder	
I have a specific learning difficulty such as dyslexia	
I have a specific learning difficulty such as dyspraxia	
I have a specific learning difficulty such as dyscalculia	
I have a specific learning difficulty such as ADHD/ADD	
I have physical impairment or mobility issues, such as difficulty using your arms or use a wheelchair or crutches	
I have a disability, impairment or medical condition that is not listed above	
I have two or more impairments and/or disabling medical conditions	

If you answered B or C please complete the following:

In the event of an evacuation (e.g. Fire emergency), would your disability prevent you from leaving the building unaided?	
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Please explain below what reasonable adjustments were made in order for you to fully access your previous studies (including any 1:1 support, use of coloured overlays, specialist technology, teacher strategies that helped you etc.)?	
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Language

Details	Please answer here
Is English your first language?	
If No, what is your first language?	
In which language were you educated?	

School education

Please answer whether you experienced difficulties with any of the following at school.

Details	Please answer:
Learning to read	Yes / No
Learning to spell	Yes / No
Structuring your ideas in writing	Yes / No
Handwriting	Yes / No
Reading aloud	Yes / No
Mental arithmetic	Yes / No
Concentration and focus	Yes / No

Details	Please answer here
Did you miss long periods of school? (including for professional performance work)	Yes / No More info:
Did you get any extra support at school? For example, did you have intervention with a TA or have private tuition?	Yes / No More info:
Did you regularly run out of time in written examinations?	Yes / No More info:

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Did you receive any special exam arrangements? E.g. additional time, scribe, reader, etc.	Yes / No More info:
Have you ever used coloured overlays/tinted glasses?	Yes / No More info:

Reading

Details	Yes or No - (Add more detail if needed)
Do you read for pleasure?	Yes / No
Are you a slow reader compared to other students?	Yes / No
Do you dislike reading long books?	Yes / No
Do you dislike reading aloud?	Yes / No
Do you often forget what you have just read?	Yes / No
Do you re-read paragraphs several times to understand and absorb the meaning? Think about this in the context of academic texts as well as a novel/newspaper.	Yes / No
Do you find it hard to pick out relevant information (e.g. do you find it hard to know what to highlight or note down)?	Yes / No
Do you sometimes misread words?	Yes / No
When you have a choice, do you tend to avoid activities that involve a lot of concentrated reading?	Yes / No
Are you able to spot mistakes when proofreading your own work?	Yes / No
Do you tend to move your lips and speak words quietly to yourself when you are reading?	Yes / No
When you are reading, do you often lose your place on the page?	Yes / No
Do the words sometimes blur or move?	Yes / No
Do you find it difficult to pronounce unfamiliar words?	Yes / No

Writing

Details	Yes or No - (Add more detail if needed)
Do you make spelling mistakes (if no access to spellcheck)?	Yes / No
Do you sometimes confuse homophones (e.g. their/there/they're)?	Yes / No
Is your handwriting difficult to read?	Yes / No

Can you re-read and make sense of your personal notes from lectures?	Yes / No
Do you have problems with sentence structure?	Yes / No
Do you have problems with grammar or punctuation?	Yes / No
Do you have problems structuring essays?	Yes / No
Do you have problems writing meaningful notes in lectures?	Yes / No

Memory and concentration

Details	Please answer: Yes or No
Do you think you have a poor short-term memory?	Yes / No
Do you often forget names?	Yes / No
Do you have to write things down so as not to forget them?	Yes / No
Do you often lose things or forget where you put them? E.g. keys, phone etc.	Yes / No
Do you find it difficult to remember facts or examinations?	Yes / No
Are you easily distracted?	Yes / No
Do you lose track of conversations?	Yes / No
Do you interrupt people?	Yes / No
Do you 'zone out' or day dream in lectures?	Yes / No
Do you fidget/find it hard to keep still?	Yes / No

Time management and organisation

Details	Please answer: Yes or No
Do you procrastinate and put off starting a piece of work?	Yes / No
Do you find it hard to meet coursework deadlines?	Yes / No
Do you find it hard to keep your work organised?	Yes / No
Are you generally disorganised and untidy?	Yes / No
Are you often late for appointments?	Yes / No

Numbers and maths

Details	Please answer: Yes or No
Do you find it difficult to do sums in your head?	Yes / No
Did you find it hard to learn your multiplication tables?	Yes / No

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Do you often confuse or mix up certain numbers?	Yes / No
Do you find formulas confusing or difficult to learn?	Yes / No

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