

# St Padarn's Institute Learning Support Policy



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ST PADARN'S INSTITUTE

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# St Padarn's Institute Learning Support Policy

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## 2. Introduction

This policy should be read along with several other policies, especially the St Padarn's Disability policy, the Church in Wales Equal Opportunities Policy, and the St Padarn's Equality and Diversity Policy.

This policy applies to all learners at St Padarn's whether they are enrolled for academic study, are applying for enrolment for academic study, or are undertaking

programmes of non-accredited study. Some elements of the policy apply differently for learners registered with the University of Wales, Trinity Saint David and those learners registered with Cardiff University. The Institute is committed to ensuring that this policy is operated in an easily accessible, fair, transparent and consistent way. St Padarn's will seek specialist advice and guidance when necessary.

### **3. Policy Framework**

This policy has been developed in accordance with the following regulations, policies and procedures. This list is not exhaustive:

- St Padarn's B.Th. Student Handbook
- St Padarn's Admissions Policy and Procedure
- The Church in Wales Equality Policy
- St Padarn's Equality and Diversity Policy
- The Church in Wales Data Protection Policy
- St Padarn's Disability Policy
- Cardiff University Academic Regulations
- University of Wales, Trinity Saint David Academic Quality Handbook
- The Equality Act 2010

### **4. Policy**

**4.1** St Padarn's is committed to supporting learners who have Learning Support needs in line with the requirements of the Equality Act, 2010.

**4.2** The Equality Act 2010 places a positive duty on all public bodies, to eliminate discrimination and harassment and to promote equality of opportunity for people with disabilities. The Act includes a new public sector equality duty (the 'general duty'), replacing the separate duties on race, disability and gender equality. This came into force on 5 April 2011.

**4.3** The Equality Act 2010 continues the existing duty upon higher education institutions to make reasonable adjustments for learners. These adjustments apply where a disabled person is placed at a substantial disadvantage in comparison to

non-disabled people. It is important to note that with regard to direct discrimination, an institution can treat a disabled person favourably compared to a non-disabled person, and this would not amount to direct discrimination of a non-disabled person.

#### **4.4 Definition of Disability and Scope of the Policy**

Under the Equality Act a person is disabled if: *"they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. People who have had a disability within the definition are protected from discrimination even if they have since recovered. Impairment covers physical or mental impairment which includes sensory impairment such as affecting sight or hearing"*.

- 'Substantial' is defined as 'more than minor or trivial'
- 'Long-term effect' is defined as lasting more than a year (12 months or more)
- Physical and sensory impairments: Specific learning differences, Autistic spectrum disorders, Mental health issues, Severe disfigurements, anyone with an HIV infection, cancer or multiple sclerosis, Progressive conditions that affect normal day-to-day activities, including long term physical health issues are all covered by the Act.

**4.5** St Padarn's will put in place procedures to ensure that all disabled learners are treated fairly. It will make reasonable adjustments to support learners in their study environment and so far as is reasonable remove or reduce barriers which prevent disabled learners from successful participation in their studies.

**4.6** Applicants are asked to disclose on their application form any known disability, health condition or additional learning support need that may affect their ability to benefit from the learning at St Padarn's. Such applications are considered without discrimination, using the same criteria as are applied for all learners.

**4.7** Information disclosed is only shared in confidence with those with the responsibility for ensuring that the learner receives the support that they need. Other needs might come to light during the course of the learner's time at St Padarn's.

**4.8** St Padarn's is committed to support all learners pastorally and academically throughout their studies and has measures in place to ensure that those with additional needs receive the help they need to be able to participate without disadvantage in all aspects of college life.

- 4.9** St Padarn's policy is to provide all learners with equal access to all aspects of our community life including the teaching and learning programmes, and to provide the support that each individual needs for this to take place.
- 4.10** St Padarn's recognises that each learner has unique needs and that in the case of those with a specific disability, health condition or additional learning support needs, this will manifest itself differently in each case. St Padarn's therefore aims to provide personal support to each individual as required. In many cases, this support takes place within the general teaching and learning frameworks of St Padarn's. However, some learners will require additional support outside these frameworks.
- 4.11** We encourage learners to disclose if they have a disability, health condition, or additional learning support need but it is up to the individual learner to make the disclosure.
- 4.12** Learners should feel confident that any information they give will be treated with respect and only made available to others if they have specifically consented to such disclosure, or if there are exceptional circumstances that override confidentiality.
- 4.13** The measures in place to support those learners who need support with their learning are laid out in this document.

## **5. Establishment of Needs**

### **5.1 New Learners**

If a new learner has a previously identified condition that may impact upon their learning experience, they will be asked to provide details. If appropriate, this may include medical evidence before their arrival at St Padarn's. This could include (but is not limited to):

- **Sensory Impairments:** Information on the nature and level of impairment and previous support; recommendations for particular adaptations to the college environment (e.g. guiding, hearing loops, assistive technologies) and future support (including learning and assessment).
- **Mobility Difficulties:** Information on the nature and level of impairment and previous support; recommendations for particular adaptations to the St Padarn's learning environment (e.g. physical access, rails, assistive technologies) and

future support (including learning and assessment).

- **Health Conditions:** Evidence from a medical practitioner of 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 community life; recommendations for future support (including learning and assessment).
- **Dyslexia:** Report from an educational psychologist or equivalent indicating the nature and level of the dyslexia; information on previous support; recommendations for future support for learning and assessment.

## **5.2 Learners with Newly Identified Conditions**

If during their period of study at St Padarn's a learner considers that they may have a disability, health condition or additional learning support need which means they require learning support, they will be asked to provide details and evidence as above (as appropriate).

## **5.3 Learners Registered with University of Wales, Trinity St David**

Learners registered with University of Wales, Trinity Saint David will, upon the declaration that they have, or may have a specific disability, health condition or additional learning support needs, be directed to the member of St Padarn's staff with responsibility for providing learning support.

## **5.4 Learners Registered with Cardiff University**

Learners who are undertaking a programme of study with Cardiff University will, upon the declaration that they have, or may have a specific disability, health condition or additional learning support needs, be directed to the Student Support Centre at the University.

## **5.5 Learners Registered on Non-Accredited Courses**

Learners who are undertaking non-accredited courses with St Padarn's will, upon the declaration that they have, or may have a specific disability, health condition or additional learning support needs, be directed to the member of St Padarn's staff with responsibility for providing learning support who will explore with them what reasonable adjustments can be made to support their study.

## **6. Types of Learning Support for Learners**

**6.1** Depending on the identified needs of the learner, additional support is available

to assist with:

- Accessing learning materials for classes
- Accessing facilities
- Accessing medical facilities
- Accessing external support
- Individual learning needs
- Study Skills
- Assessment procedures
- Using Information Technology (including assistive technologies)
- Using the library. If learners with additional learning support needs require a study desk every effort will be made to provide one.

**6.2** As far as possible, particular needs should be disclosed and discussed at the time of the learner's application and acceptance onto a programme of study, so that necessary preparations can be made ahead of their arrival. The Learning Support Advisor will then communicate those requirements to the relevant department(s).

**6.3** If this is not possible, learners needing additional assistance are encouraged to speak to the Learning Support Advisor as soon as possible after arrival, so that they receive the support they need as soon as possible. The Learning Support Advisor will communicate the requirements to the relevant department(s).

**6.4** Learners who have English as a second or other language may request guidance on support available to improve the grammar and sentence construction of their assignments from the Programme Leader.

## **7. Appeal against the Decision to Recognise a Disability, Health Condition or Additional Learning Support Need or to put in place Reasonable Adjustments**

### **7.1 For Learners Registered with University of Wales, Trinity Saint David**

If a learner disagrees with the decision of the Learning Support Advisor to either recognise a disability, health condition or additional learning support need or disagrees with the reasonable adjustments offered then the learner has the right of

appeal to the Principal of St Padarn's. Learners should explain in writing why they believe the decision of the Learning Support advisor was either incorrect or did not properly take into account supporting evidence in reaching his/her decision. Learners should write to the Principal within 30 working days of receiving the written outcome from the Learning Support Advisor. The Principal, or a nominated member of staff, will respond to the appeal within 15 working days. The decision of the Principal is final. Learners may have the opportunity to seek an external appeal with the University of Wales, Trinity Saint David or with the Office of the Independent Adjudicator. Learners will be provided with details of how to access external routes of appeal in the response from the Principal.

## **7.2 For Learners Registered with Cardiff University**

Learners should, in the first instance, raise their concerns with the Disability and Dyslexia Service. The Disability and Dyslexia Service can liaise with Academic Departments on the implementation of reasonable adjustments.

## **8. Learning Support for Learners with Particular Needs**

### **8.1 Physical and Sensory Disabilities:**

St Padarn's is committed to enabling learners with a sensory or physical disability to access all learning opportunities. St Padarn's, Cardiff teaching buildings are accessible via ramps for wheelchair users, a lift, and accessible toilet facilities are also available. When we allocate learners to their learning groups, we will always consider those with particular needs when deciding upon the venue.

We are working towards being fully inclusive. We endeavour to arrange events in fully accessible locations. However, we would appreciate your co-operation in meeting specific requirements and ask that you inform us if you require additional facilities or any other personal requirements. To make events as inclusive as possible we may need to pass on information to a third party about your support requirements. If we are not able to reveal these details this may affect the accessibility arrangements, we are able to provide. If you do not want us to pass on this information, please inform the Learning Support Advisor.

Additional support may include:

- Allocation of appropriate and accessible accommodation
- Provision of furniture and equipment



- Support with using assistive technologies
- Provision of learning materials in alternative formats - e.g. recordings
- Extended loan periods for library resources
- Assistance with using library facilities

### **8.2 Short and Long-Term Health Conditions:**

Those with short and long-term health conditions will be given practical and emotional support in coping with their conditions. Support may include:

- Provision of pastoral care through the Personal Tutors
- Access to counselling and health assessments
- Assistance in accessing medical facilities
- Exemption from certain types of learning tasks (e.g. off-site visits)

### **8.3 Dyslexia and other Learning Disabilities:**

Those with learning support needs such as dyslexia are encouraged to discuss their individual needs with the Learning Support Advisor in order to draw up a learning support plan that is appropriate to their individual needs. This may include:

- Study Skills classes
- One to one support with studies
- Guidance on accessing proof-reading services
- Provision of lecture notes and presentations ahead of classes
- Support with using assistive technologies
- Provision of learning materials in alternative formats - e.g. recordings
- Extended loan periods for library resources
- Assistance with using library facilities
- Guidance on accessing external support

## **9. Assessment of Learners with Disabilities, Health Conditions or Additional Learning Needs**

### **9.1 Additional Support:**

Learners may be eligible for additional support with assignments and exams, depending on the nature of their disability, health condition or learning support need (See St Padarn's Extenuating Circumstances Policy). Assessment support may include:

- Changes to submission deadlines
- The provision of an amanuensis for exams or assignments
- Additional time for exams
- Consideration of the learner's learning support needs in the assessment of spelling and grammar
- Consideration of the learner's learning support needs in the assessment of the formatting of references, bibliographies and other citation

### **9.2 Regulations:**

Additional support with assignments and exams and other consideration in relation to assessments will be offered if the following conditions are met:

- Learners must have officially recorded with the Learning Support Advisor as having a recognised disability, health condition or additional learning support need in order to be eligible for additional support and/or exemption from certain assessment criteria. The types of additional support and/or exemption will be decided by the Learning Support Advisor.
- Eligible learners are required to submit their assignments using the normal method(s). Learners will be provided with a statement by the Learning Support Advisor that they can include at the beginning of their submissions. The statement will set out the reasonable adjustments that should be taken.
- These considerations can only apply to assessments taking place after the learner has been recorded by the Institute as having a recognised disability, health condition or learning support need.
- St Padarn's will arrange for additional time or an amanuensis for learners who are sitting exams where there is an approved statement of needs granting this.

## **10. Assistance with getting External Support**

**10.1** Learners requiring external support with their studies should discuss this with the Learning Support Advisor.

**10.2** Learners with disabilities, health conditions or needing additional learning support may be eligible for external funding. This may include:

- Funding for accessibility tools, photocopying costs etc through the Disabled Student's Allowance (DSA) - UK learners only - see [www.disability.gov.uk](http://www.disability.gov.uk)
- and National Bureau for Learners with Disabilities [www.skill.org.uk](http://www.skill.org.uk)
- Assessment for additional learning support.

**10.3** St Padarn's is unable to provide these facilities itself but will assist learners with applications for funding and locating external support e.g. assessment of additional learning support needs.

## **11. First Point of Contact and Responsibilities**

Supporting learners with disabilities, health conditions or learning support needs is a shared responsibility. However, certain staff will be the first point of contact and have particular responsibilities as listed below:

### **11.1 Learning Support Advisor**

- Identifying potential learners with additional needs at the application stage and notifying those conducting interviews
- Notifying the Programme Leaders, and relevant departments (e.g. Accommodation) of learners with special needs who have been accepted for study
- Notifying tutors of learners with additional needs in their groups
- Contacting new learners with learning support needs to assess the level of support needed
- Assisting new and current learners with the assessment of their conditions and preparation of a learning support plan
- Induction of new staff in this policy

## **11.2 Library Team**

- Provision of extended loan periods as required
- Support with photocopying materials, using the library, obtaining course content in alternative formats

## **11.3 Tutors**

- Supporting the progress of those with disabilities, health conditions or additional learning support needs and providing pastoral care and guidance as part of the pastoral care process

## **11.4 Accommodation**

- Provision of suitable accommodation for those with disabilities

## **11.5 Facilities**

- Modifications to improve access to college and study facilities

## **11.6 ICT**

- Advice about assistive technology

## **12. Staff Awareness**

**12.1** St Padarn's is committed to training that will enable all staff to be able to support those with Disabilities, Health Conditions or Additional Learning Support Needs.

**12.2** Information on this policy will be included during new staff induction.

**12.3** Refresher sessions, relevant to individual staff roles, on this policy will be provided during all-staff meetings.

## **13. Responsibilities, Policy Approval and Review**

**13.1** This document, as well as all other policy, procedure and guidance documents relating to learners studying at St Padarn's will be available to all, monitored regularly and reviewed and evaluated periodically.

**13.2** The Principal, Director of Operations, and the Learning Support Advisor have overall joint responsibility for the implementation of this policy.

- 13.3** The Learning Support Advisor will oversee the production of an annual monitoring report that addresses the issues outlined in this policy.
- 13.4** The Learning Support Advisor has responsibility for reviewing the policy annually.
- 13.5** All staff have an individual duty and responsibility to promote and implement this policy.

#### **14. Policy Communication**

- 14.1** This document can be found in the St Padarn's 'Policy and Procedures' document which is located in the learner area on the St Padarn's VLE and on the St Padarn's website.
- 14.2** Every effort will be made to respond to any request to provide this policy in a different format.
- 14.3** This policy will be included in staff and learner induction.