

College Manual/Share Point Section:	<b>Additional Support</b>		
Responsibility (job role/staff initials):	Additional Support Manager: SH	Date doc. created: October 2012	
E&D Impact Assessment date:		Review date of doc.: January 2019	
<b>ADDITIONAL SUPPORT PROCEDURES FOR HIGHER EDUCATION</b>			

## 1. Aim

The aim of this procedure is to provide clear information on how students on Higher Education programmes at New College can access Additional Support to overcome barriers to their participation and success on higher education courses. It also identifies the process by which additional support can be accessed.

## 2. Additional Support Procedures for Higher Education

- 2.1 If a student is applying for a degree level course and has a disability, medical condition, sensory or physical impairment, mental ill health or specific learning difference i.e. dyslexia, they may be entitled to Disabled Students Allowance (DSA). DSA provides extra financial help for students on higher education courses for individual disability related support, resources and/or equipment.
- 2.2 Every student with a disability is entitled to a DSA Assessment of Need before they attend a degree level course. This assessment which is fully funded by the government, recommends enabling support and assistive software to help with the demands of a degree level course.
- 2.3 Students need to apply via Student Finance England for this allowance and the form DSA1 can be downloaded from [www.direct.gov.uk/dsas](http://www.direct.gov.uk/dsas)

## 3. How do students on a HE programme at New College access Additional Support?

- 3.1 If a student discloses a learning or medical need at application or before the course begins advise the student to apply for the DSA by downloading the Form DSA1 from [www.direct.gov.uk/dsas](http://www.direct.gov.uk/dsas)
- 3.2 If a student discloses a learning need or physical/sensory impairment or mental ill health once the programme has started, arrange for a Diagnostic Interview with the Additional Support team. They can be found in the Skills Development Centre (BG06).

## 4. What happens next?

If the students suspects that there may be a Specific Learning Difference (SpLD);

- 4.1 The student will be given the opportunity to meet with a Specialist Learning Support Tutor where an initial screening will be completed (Dyslexia Adult Screening Test). If the screening suggests that there may be an 'at risk' indicator of a SpLD i.e. dyslexia, they will be advised to seek an Educational Psychologist Report or Specialist Teachers Report to inform an application for DSA. Additional Support hold a list of potential assessors which can be shared with the student; the reports have been vetted by the team who deem them to be of a suitable professional standard.

*It has to be noted that the outcome of an any professional report cannot be guaranteed.*

- 4.2 The student **must** be advised that the College **may not** fund the Educational Psychologist Report or Specialist Teachers Report.

If the student has a medical condition or disability, the College Nurse or the Additional Support team will contact the student to discuss their requirements and what evidence they will be required to submit as evidence for a DSA.

## 5. What can the DSA pay for?

- 5.1 There are four allowances to cover different areas of need,
- specialist equipment allowance,
  - non-medical helpers' allowance,
  - general/other expenditure allowance,
  - travel costs.
- 5.2 DSAs are not paid in set amounts, but are needs based. You will receive a grant to cover the cost of specific items of equipment, specific support workers costs etc. However, there are maximum amounts for each allowance.
- 5.3 DSAs are not means-tested, so you may get them regardless of the income of you and your family.
- 5.4 Non-medical helpers allowance. Examples of study support include:
- Sign language interpreters,
  - Note takers,
  - Mobility enablers.
- 5.5 If specialist tutorial support is required which is specifically related to your disability (e.g. study skills support for dyslexic students, you may be able to claim the costs from this allowance.

## 6. How to apply for the Disabled Student Allowance (DSAs)

- 6.1 **Fill in the application form**  
If the student has completed an application form for student finance and indicated that they want to apply for DSAs, SFE will send DSA application form to the student. Or a form can be download from [www.direct.gov.uk/dsas](http://www.direct.gov.uk/dsas)
- 6.2 **Find out if you qualify**  
SFE or the NHS will assess the application and send a letter to let the student know if they qualify
- 6.3 **Attend a needs assessment**  
If the student is eligible for DSAs they will need to arrange a needs assessment to identify the support available to them
- 6.4 **Receive the needs report**  
A report will be sent which identifies the equipment and other support needed, how much it will cost and where to get it from
- 6.5 **Find out what the DSAs can pay for**  
The funding body will send a letter to the student informing the student whether any equipment and other support that has been recommended in the needs assessment can be paid for from DSAs. Instructions will also be given on how to order equipment or arrange other support
- 6.6 **The support**  
Funding will be paid direct to the supplier of the equipment or service

**7. Further information can be obtained from;**

- *Skill: - The national Bureau for students with disabilities.* [www.skill.org.uk](http://www.skill.org.uk)
- [www.aimhigher.ac.uk](http://www.aimhigher.ac.uk)
- *'Bridging the Gap - a guide to the Disabled Students Allowances (DSAs) in higher education 2012/2013', which can be downloaded from* [www.direct.gov.uk](http://www.direct.gov.uk)
- *The British Dyslexia Association* [www.bda-dyslexia.org.uk](http://www.bda-dyslexia.org.uk)
- *Royal National Institute of the Blind (RNIB)* [www.rnib.org.uk/student](http://www.rnib.org.uk/student)
- *Royal National Institute for Deaf People (RNID)* [www.rnid.org.uk](http://www.rnid.org.uk)

**For more information and advice on this process please contact,**

Additional Support on 01793 732857 or [additionalssupport@newcollege.ac.uk](mailto:additionalssupport@newcollege.ac.uk)

Cleeve Jenkins; Manager of Higher Education on 01793 611470 or [cleeve.jenkins@newcollege.ac.uk](mailto:cleeve.jenkins@newcollege.ac.uk)

Sarah Merrifield; Administration Assistant on 01793 611470 or [sarah.merrifield@newcollege.ac.uk](mailto:sarah.merrifield@newcollege.ac.uk)

**Linked Policies:**

- Student Disclosure – Passing on Information and Confidentiality Policy

**NEW COLLEGE EQUALITY IMPACT ANALYSIS**

**DATE: 17/12/2014**

**Function: Enter the topic of the policy, procedure or plan**

This policy, plan, procedure, process has been examined for equality impact, i.e., the impact that this function will have on different groups of actual and potential learners, service users and staff taking account of the protected characteristics of the Equality Act 2010 (**age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation**).

1. **If Equality Impact Analysis is not relevant to this function, give reasons and proceed to section 5 below.**

N/A

2. **In what ways could this function have a negative impact on any of the groups above? What actions have been taken to eliminate these?**

None. These procedures are aimed at providing guidance to students on higher education programmes at New College and staff on how to access additional support with their course, equalizing opportunity and eliminating potential barriers to learning.

3. **In what ways could this function have a positive impact on any of the groups above? How will this function be used to eliminate discrimination, advance equality of opportunity and foster**

**good relations between different groups? Are there plans for the future which will further advance equality?**

The guidance in these procedures is intended to ensure that all staff teaching on higher education programmes at New College are aware of the support that could be available to students who are either known to have an identified learning need, sensory or physical impairment or medical condition or those that declare a need after enrolment of how to access additional support on their course.

**4. What evidence supports your judgment e.g. consultations, observations, expert opinions, quantitative or qualitative surveys? If the evidence is in the form of an additional document, where is it stored?**

The impact of ALS provision is measured by tracking the retention and achievement of learners and by collecting staff and student opinions.

**5. Name and job title of manager responsible: Sarah Howes; Additional Support Manager**