

**TITLE: Learning Support SOP**

**Summary of Contents:**

- Learning Support Services and Additional Support Funds for FE students; and
- Learning Support Services for HE students and TFS trainees.

**Date Created:**

November 2016

**CMT Approval Date:**

15 September 2015

**Responsible Owner:**

Learning Support Manager

**REVIEW INFORMATION**

Reviewed: August 2017

Next Review Due: May 2018

Requires CMT Approval (yes/no): Yes

Previous Reference (for control purposes):

*082-01-2014 Learning Support Services for FE SOP  
083-01-2014 Learning Support Services for HE SOP  
084-01-2014 Learning Support Services for TFS SOP  
111-04-2014 Additional Support Funds SOP  
010-2014 Disability (Student) Policy*

**Equality of Opportunity and Good Relations Screening Information (Section 75):**

Date Screened: October 2016

## 1.0 Background

- 1.1 Under Section 49A of the Disability Discrimination Act 1995 (DDA) (as amended by Article 5 of the Disability Discrimination (Northern Ireland) Order 2006), the College is required, when carrying out its functions, to have due regard to the need to promote positive attitudes towards people with a disability, learning difficulty or long term medical condition; and encourage participation in public life ('the disability duties').
- 1.2 SERC acknowledges that people with disabilities have the right to equal access to its courses and facilities and to be provided with reasonable resources and adjustments to cater for their needs. The College is committed to both potential and existing students who have a recognised disability, learning difficulty or long term medical condition.
- 1.3 SERC defines a disability, learning difficulty or long term medical condition as it is defined in the DDA: a physical or mental impairment, which has a substantial (more than minor or trivial) and long term (12 months or more) adverse effect on a person's ability to carry out normal day-to-day activities.
- 1.4 The College's Learning Support Unit provides both advocacy and information: advice and guidance on support needs, assessment and examination arrangements to students who have a disability, learning difficulty and/or long term medical condition that could be deemed as a barrier to learning. The Learning Support Unit provides a range of additional support.

## 2.0 Scope

- 2.1 The procedures outlined in this SOP apply to students and trainees who declare a disability and staff, primarily Learning Support, Health and Safety, and academic staff.

## 3.0 Process

- 3.1 This document outlines the **different procedures** in relation to learning support for FE and HE students and TFS trainees.

Learning Support for FE  
Learning Support for HE  
Learning Support for TFS  
Additional Support Fund (for FE)

## 4.0 Learning Support Unit Provision for Further Education (FE)

### 4.1 Classroom Support

The Learning Support Unit provides non-medical classroom support to FE students (the Unit cannot provide medical, intimate care support or non-classroom supervision to any student).

#### 4.2 Additional Learning Support

The Learning Support Unit provides non-medical additional 1:1 tuition to FE students (the Unit cannot provide subject specific 1:1 tuition, or 1:1 tuition as an alternative to classroom tuition).

#### 4.3 Technical Support including Equipment/Furniture Loans

The Learning Support Unit provides equipment, assistive technologies and specialist furniture etc. to FE students. (All technical support provided to students must be returned to Learning Support Unit by the student by the end of the academic year in which the loaned equipment was provided. If equipment is not returned or is returned damaged, the student will be held liable for this and the College may seek to recover the cost of the equipment.)

#### 4.4 Additional Exam Arrangements

The Learning Support Unit, in collaboration with SERC Examinations Unit, will ensure that any additional exam arrangements required are provided in accordance with the awarding bodies' joint agreement. The Learning Support Unit is not responsible for the application, approval or organisation for arrangements, only for the passing on of recommendations to the Examinations Unit.

#### 4.5 Further Assessment of Educational Needs

The Learning Support Unit provides an initial assessment of needs for FE students enrolled on a SERC programme of study who make an application for additional learning support. The scope of this assessment is to identify educational need; it does not include assessments that would constitute a diagnosis of any disability, learning difficulty or long term medical condition. It is the student's responsibility to provide evidence of a creditable diagnosis.

If the needs of the student cannot be assessed objectively by the Learning Support Unit

Team and an Educational Psychologist report is required for a learning difficulty, the Learning Support Team can arrange for a Further Assessment of Needs.

### **5.0 Procedure for FE**

#### 5.1 Disclosure

All FE students making applications to the Learning Support Unit MUST have completed an application form to attend SERC.

#### 5.2 All Students are given the opportunity to disclose disabilities as follows:

- On the SERC enrolment form
- At induction via the E-ILP
- Self-referral via the E-ILP during the academic year
- Via the Learning Support Questionnaires circulated to students
- By contacting the Learning Support unit via telephone, email or 'drop in'
- By referral from a Lecturer or member of staff during the year.

### 5.3 Eligibility

The table below gives a summary of the support definitions for each of the DfE codes for

Students with Disabilities and/or Learning Difficulties (SLDD). Eligibility for Learning Support is defined as SLDD code 02 as defined by the DfE, Additional Support Fund (ASF) Circular.

<b><u>CATEGORY/ CODING</u></b>	<b>SLDD 01</b>	<b>SLDD 02</b>	<b>SLDD 03</b>	<b>SLDD 04/ Non – SLDD 99</b>
<b>TYPE OF STUDENT</b>	<b>Mainstream</b> in College but who <b>do not require an extra level of support</b> for learning	<b>Mainstream</b> in College who <b>require an additional level of support</b> for learning (including students where additional technical and human support is provided by ASF)	<b>Discrete</b> in College or College Outreach Centre	<b>Day Centre/ Hostel/ Nursing Homes/Homes for the Elderly</b>
<b>FUNDING STREAM</b>	FE Recurrent Funding Formula	FE Recurrent Funding Formula + ASF if appropriate	FE Recurrent Funding Formula + ASF if appropriate	FE Recurrent Funding Formula
<b>SLDD LEARNING AGREEMENT REQUIRED</b>	No	Yes	Yes	No

### 5.4 Initial Assessment

All students declaring a disability on the enrolment form, who wish to have learning support, must undergo an initial assessment by one of the College's Access and Support Officers at the relevant campus. The Learning Support Team will assess the support needs of the student or where necessary, arrange for an appropriate Educational Psychologist assessment to be carried out.

### 5.5 Evidence

All students requesting learning support **MUST** provide documentary evidence that confirms the diagnosis of their disability, learning difficulty and/or long term long term medical condition. It is the student's responsibility to provide this evidence.

### 5.6 Supplementary Learning Agreement

A Supplementary Learning Agreement Form must be completed for all students identified as requiring learning support for their course. Students enrolled on discrete courses, who do not directly respond to the Learning Support Unit, should have this form completed by those responsible for their course.

This Agreement should detail:

- The extent / history of the disability presented

- The impact the disability will have on the student's College experience/learning
- The reasonable expectations of the outcomes of course participation
- The identification of progression routes for the student
- The type and likely duration of any additional support to be implemented
- Advice and guidance for the teaching team
- Additional information required by DfE for monitoring purposes

It is recommended that a student is not recorded on the College MIS as SLDD until the Supplementary Agreement form has been completed, and the requirement for an additional level of support has been clearly identified and approved by the Learning Support Manager.

#### 5.7 Support Needs Recommendation

A Support Needs Recommendation is forwarded to all members of the student's teaching team along with advice and guidance to support the student during their course.

When an additional level of support has been identified during any part of an academic year the student will be regarded as SLDD for the entire academic year.

Where the course spans more than one year and the disability only requires support during a single academic year; for funding purposes the student will be regarded as SLDD only for the academic year during which the support is required.

#### 5.8 Learning Support Reviews

All students supported by the Learning Support Unit should have their support needs reviewed twice yearly by an appropriate College representative. The information gathered is noted in the student record held by the Learning Support Team e.g. progress on action taken to date; future action required etc.

#### 5.9 Learning Support Evaluation

All students supported via Learning Support Unit are requested to participate in an evaluation of the support service they availed of whilst at College. This evaluation is part of the College Quality Improvement strategy and the information gathered is used and stored in accordance with the College Data Protection Policy.

#### 5.10 Financial Procedures & Accountability

These are set out in the Additional Support Fund section.

#### 5.11 MIS Reporting

All FE students with evidence of a disability, learning difficulty or long term medical condition are recorded on the Learning Support Information System (LSIS) and coded appropriately, i.e.

- **01** Disability disclosed, no support requested
- **02** Disability support requested and implemented (e.g. exam arrangements, 1:1 support, support needs recommendation etc.)
- **03** Discrete group, with support (e.g. classroom support) requested

This information is updated to the College Knowledge Management System in real time and submitted to DfE in accordance with SERC procedures.

## 6.0 Learning Support Unit Provision for Higher Education (HE)

For HE students any extra costs of studying, arising from a disability, such as travel costs, additional non-medical support and equipment are funded by Disabled Students Allowance (DSA) provided by the Education Authority [www.studentfinancenl.co.uk](http://www.studentfinancenl.co.uk) DSA is not based on financial circumstances and there is no age limit. Part-time HE students are also eligible for DSA.

If DSA funding is approved, SERC Learning Support will carry out a DSA Needs Assessment and forward recommendations to the Education Authority's DSA Officer. Recommendations fall into the following categories: Non-Medical Personal Helper, Specialist Equipment Allowance, General Allowance and Travel Allowance.

### 6.1 Classroom Support

Non-medical support (including BSL interpreters, classroom support, 1:1 mentors etc.) is sourced privately by the student or via the Register of Support Providers at Queens University Belfast, the Register of Support Providers at the Ulster University or other recognised support provider. Payment is administered by the Education Authority. Neither the Education Authority nor SERC can cover the costs of any personal support including medical or intimate care of non-classroom supervision.

### 6.2 Technical Support Including Equipment/Furniture Loans

Following a Needs Assessment carried out at SERC (or at any other recognised Assessment Centre) DSA can be used to purchase assistive technologies, specialist furniture, access solutions, computer equipment, warranties, insurance etc. The equipment purchased by DSA is the student's own property and the student is responsible for its maintenance and repair. SERC can provide students with limited support in this category, for example an orthopaedic chair to be used exclusively in College or a swipe card for blue badge holders. These are reasonable adjustments.

### 6.3 Additional Examination Access Arrangements

Learning Support Services, in collaboration with SERC examinations department, ensure that additional exam arrangements are provided. The Learning Support Unit is not responsible for the application, approval or organisation of arrangements, only for the passing on of recommendations to the exams office.

### 6.4 Further Assessment of Needs (Educational Need Only)

HE students who do not apply for DSA are encouraged to make an appointment with SERC Learning Support to discuss their support needs. While the College cannot provide equipment, non-medical or travel support, Learning Support can produce a Support Needs Recommendation outlining reasonable adjustments (including examination access arrangements) that should be made. HE students must provide the College with appropriate evidence of a disability to enable any adjustments to be made. The College cannot fund any diagnostic assessments, including Educational Psychology assessments, for HE students.

## 7.0 Procedure for HE

This section sets out the processes to identify, authenticate and implement additional learning support for HE students applying for DSA from the Education Authority.

### 7.1 Disclosure

All HE students making applications to the Learning Support Unit **MUST** have completed an application form to enrol on a Higher Education programme at SERC.

All Students are given the opportunity to disclose disabilities as follows:

- On the enrolment form
- At induction via the E-ILP
- Self-referral via the E-ILP during their course
- Via the Learning Support questionnaires
- By contacting the Learning Support unit via telephone, email or 'drop in'
- By referral from a Lecturer or member of staff during their course

### 7.2 Eligibility

The table below gives a summary of the support definitions for each of the DfE codes for Students with Disabilities and/or Learning Difficulties (SLDD).

Eligibility for Learning Support is defined as SLDD code 02 as defined by the DfE Additional Support Fund Circular.

<b>CATEGORY/ CODING</b>	<b>SLDD 01</b>	<b>SLDD 02</b>	<b>SLDD 03</b>	<b>SLDD 04/ Non – SLDD 99</b>
<b>TYPE OF STUDENT</b>	Mainstream in College but who do not require an extra level of support for learning	Mainstream in College who require an additional level of support for learning (including students where additional technical and human support is provided by ASF)	Discrete in College or College Outreach Centre	Day Centre/ Hostel/ Nursing Homes/Homes for the Elderly

### 7.3 Evidence

All HE Students applying for learning support must produce documentary evidence of their disability/learning difficulty or long term medical condition before support can be arranged.

### 7.4 Supplementary Needs Recommendation

A Supplementary Needs Recommendation must be completed for all students requiring an additional level of support for learning.

This Recommendation should detail:

- The extent / history of the disability presented
- The impact the disability will have on the student's College experience/learning
- The reasonable expectations of the outcomes of course participation

- The identification of progression routes for the student
- The type and likely duration of any additional support to be implemented
- Advice and guidance as to for teaching team.

It is recommended that a student is not recorded on the College MIS as SLDD or any ASF funding claimed until steps 8.1 to 8.4 have been completed and the requirement for an additional level of support has been clearly identified.

**HE** students should be **recorded** on the College systems as **01**

HE students must apply for DSA to enable funds to be released to purchase non-medical support, equipment or travel. **Irrespective of making a DSA application, additional learning support is available to HE students**, with appropriate evidence. Support includes examination access arrangements and other reasonable adjustments including a swipe card, furniture etc. to be used exclusively in College. These can be arranged through the Learning Support unit.

#### 7.5 Support Needs Recommendation

The Support Needs Recommendation is forwarded to all members of the student's teaching team along with advice and guidance to support the student during their course.

#### 7.6 Learning Support Reviews

All HE students have their support needs reviewed by the Learning Support Unit. If amendments to their support is required under DSA, Learning Support will forward recommendations to the relevant Education Authority's DSA Officer.

#### 7.7 Learning Support Evaluation

All students supported via the Learning Support Unit are requested to participate in an evaluation of the support service they availed of whilst at College. This evaluation is part of the College Quality Improvement strategy and the information gathered is used in accordance with the College Data protection policy.

## 8.0 Financial Procedures for HE

8.1 The Learning Support Unit are not funded to provide support for HE students other than arranging reasonable adjustments. For any HE student applying for the DSA funding formula, SERC Learning Support Unit, if requested, can conduct a DSA needs assessment and send an invoice for this assessment to the relevant regional office of the Education Authority. The Funding received from all DSA assessments is remunerated into the Learning Support College budget.

## 9.0 Accountability for HE

#### 9.1 MIS Reporting

All HE students, with evidence of a disability/learning difficulty or long term medical condition, are recorded on the Learning Support Information System (LSIS) and coded appropriately, i.e.

- 01 – Disability disclosed, no support requested

- 02 – Disability, support (e.g. exam arrangements, 1:1 support, support needs recommendation etc.) requested and implemented
- 03 – Discrete group, with support (e.g. classroom support) requested

## **10.0 Learning Support Service Provision for Training for Success (FS)**

The learning support provided to TFS trainees is funded directly by the Training Organisation within SERC. This funding formula is earmarked, limited and discretionary; and provided to supplement the SLDD provision as detailed in the Current TFS Operational Guidelines. Whilst the main purpose is to provide additional administrative, technical and/or human support necessary for individual SLDD Trainees (e.g. General Study Support Workers, specialist software, BSL Interpreters etc.), it may also be used to provide access to discrete provision where the needs and support are specific to any one individual.

On instruction from the Head of Learning Support the SERC Learning Support Unit can, where appropriate, provide the following services to participants on the Training for Success (TFS) Programme.

### **10.1 Classroom Support**

Learning Support can arrange Non-Medical Classroom Support to TFS Trainees enrolled on SERC College programmes who may require support. The Unit cannot provide medical, intimate care support or non-classroom supervision to any trainee.

### **10.2 1:1 Additional Learning Support**

Learning Services can arrange Non-Medical Additional 1:1 tuition to TFS Trainees with disabilities, learning difficulties and/or long term medical conditions. The Learning Support Unit cannot provide subject specific 1:1 tuition, or 1:1 tuition as an alternative to classroom attendance.

### **10.3 Technical Support including Equipment/Furniture Loans**

The Learning Support Unit provides a range of assistive technologies, specialist furniture and other equipment to trainees enrolled on TFS programmes, on a loan basis. All technical support provided to trainees must be returned to the Learning Support Unit by the trainee, by the end of their TFS programme. If equipment is not returned or is returned damaged, the trainee will be held liable for this and the College may seek to recover the cost of the equipment.

### **10.4 Additional Exam Arrangements**

The Learning Support Unit, in collaboration with SERC Examinations Department, ensure that, where applicable, additional exam arrangements are provided. The Learning Support Unit is not responsible for the application, approval or organisation of the arrangements, only for the passing on of recommendations of the arrangement to the Examination Unit.

### **10.5 Further Assessment of Needs (Educational Need Only)**

The Learning Support Unit can provide an initial assessment of needs for all trainees enrolled on a SERC programme of study who requests additional learning support. Further assessment of educational needs is provided only if the needs of the student cannot be assessed objectively by the Learning Support Unit Team. The Scope of the assessments is to identify educational needs; it does not include assessments or diagnosis of any physical, long term medical or mental health conditions. It is the

trainee's responsibility to provide written evidence of their disability, learning difficulty or long term medical condition.

## 11.0 Eligibility

11.1 The table below gives a summary of the support definitions for Students with Disabilities and/or Learning Difficulties (SLDD).

<b>CATEGORY/ CODING</b>	<b>SLDD 01</b>	<b>SLDD 02</b>	<b>SLDD 03</b>	<b>SLDD 04/ Non – SLDD 99</b>
<b>TYPE OF STUDENT</b>	Mainstream in College but who do not require an extra level of support for learning	Mainstream in College who require an additional level of support for learning (including students where additional technical and human support is provided by ASF)	Discrete in College or College Outreach Centre	Day Centre/ Hostel/ Nursing Homes/Homes for the Elderly

## 12.0 Procedures for TFS

### 12.1 Disclosure

Trainees requiring support **MUST** be enrolled on a College training programme. All Trainees are given the opportunity to disclose disabilities as follows:

- At the Job Centre
- To their Training Support Officer
- At induction via the E-PTP
- Self-referral via the E-PTP during their course
- To their teaching team
- Self-referral to the Learning Support Unit.

### 12.2 Evidence

Any trainee requesting learning support **MUST** provide documentary evidence that confirms the diagnosis of their disability, learning difficulty and/or long term medical condition. It is the student's responsibility to provide this evidence.

### 12.3 Initial Assessment

All Trainees declaring a disability, learning difficulty or long term medical condition on a College TFS programme and need additional support will, so far as is possible, be placed in one of the programmes that has a lower student count in order to facilitate greater support from the teaching staff. They may alternatively be placed in a class that has a General Studies Support Worker allocated to the class.

Where support over and above this is required, a member of the Learning Support Team will assess the support needs of the trainee and make recommendations to the Head of Learning Support.

### 12.4 Support Needs Recommendation

Details of any additional support approved by the Head of Learning Support will be forwarded to all members of the trainee's teaching and training teams along with advice and guidance to support the trainee during their programme.

### 12.5 Learning Support/Training Organisation Collaboration

All trainees receiving additional support for their training programme will have their support needs reviewed regularly by means of the College Case Conference procedure. The information gathered by this process will be noted accordingly against the records held by both the Training Organisation and the Learning Support Unit.

### 12.6 Learning Support Evaluation

All trainees supported via the Learning Support Unit will be required to participate in an evaluation of the support service they availed of whilst at College. This evaluation is part of the College Quality Improvement strategy and the information gathered is used in accordance with the College Data protection policy.

## 13.0 Financial Procedures for TFS

### 13.1 Support Expenditure

All trainees assessed by the Learning Support Team will be coded on the LSIS; this code will refer to the SLDD type and support expenditure, periodical reports are drawn from the LSIS to assist the monitoring of any expenditure by the Training Organisation.

## 14.0 MIS Recording (TFS)

14.1 All TFS students in receipt of learning support are recorded on the Learning Support Information System (LSIS) and coded appropriately, i.e.

- 01 – Disability disclosed, no support requested
- 02 – Disability, support provided requested and implemented
- 03 – Discrete group, with support (e.g. classroom support) requested

## 15.0 Additional Support Fund (Basic)

15.1 Funding through the Department for the Economy (DfE) Additional Support Funds (ASF) is available to provide additional support to **FE** students who have a disability, learning difficulty or long term medical condition and require additional support.

15.2 The ASF is earmarked, limited and discretionary funding provided to supplement the SLDD in the FE Funding Formula for **all** FE SLDD students. Whilst it's main purpose is to provide additional administrative, technical and/or human support necessary for individual FE SLDD students who are in mainstream provision. It is also used to provide for students in discrete provision.

15.3 Students are given the opportunity to disclose disabilities as follows:

- At College open days/evenings and enrolment days
- On the enrolment form
- At induction via the E-ILP
- Self-referral via the E-ILP throughout in the academic year
- Via referral from Case Conferences
- By contacting the Learning Support Unit
- By referral from a Lecturer or member of staff throughout the year.

## 16.0 Procedure for ASF

- 16.1 All FE students declaring a disability on the College course enrolment form will be contacted by the College's Learning Support Team in the relevant campus.
- 16.2 The Learning Support Team (or in the case of Discrete Provision, the relevant College officer) should assess the support needs or arrange for an appropriate objective assessment to be carried out.
- 16.3 A SLDD Supplementary Learning Agreement (SLA) must be completed for all students identified as requiring an additional level of support for learning.
- 16.4 SLAs can be maintained in either paper or electronic format. Records maintained electronically should highlight student involvement in the process, including signature evidence.
- 16.5 The following conditions apply to all FE students (both full-time and part-time), for whom ASF Basic is being claimed:
- An enrolment form must be completed.
  - All FE students, declaring a disability, learning difficulty or long term medical condition at enrolment should be contacted and where support is needed/requested, interviewed by a member of the College's Learning Support Team.
  - The Learning Support Team should assess the student's support needs or arrange for a further assessment to be completed.
  - An **individual** SLA must be completed for each student, for whom ASF Basic is being claimed.
- 16.6 The minimum data requirements to be retained, in respect of each student, in addition to normal enrolment data, include:
- Nature of disability and/or learning difficulty.
  - Details of additional needs/level of support required (this should include details of ASF personal and/or technical support, and associated costs).
  - Evidence of eligibility to support funding (e.g. educational psychologist's report, Statement of Educational Needs, GP letter etc.).
  - Expected duration of support.
  - Agreed progression route/action plan.
- 16.7 A minimum of two reviews must also be carried out in respect of each student. Details of reviews should be recorded and where possible signed and dated by, both, an appropriate College representative and the student (It may not be possible to get

signatures on electronic records). It is important that records are maintained for those reviews arranged for which students failed to attend.

**All agreements must be signed by, both, the appropriate College representative and the student.**

- 16.8 Students should not be recorded on the College MIS as SLDD or any ASF funding claimed, until steps 1 to 8 set out in Section 6 above have been completed and the requirement for additional support has been identified.

## **17.0 Support Needs Recommendation for ASF Assisted Students**

- 17.1 A Support Needs Recommendation (ASF) is forwarded to all members of the student's teaching team with strategies to support the student during their course. An individual file is created for each student and the student's support needs are reviewed twice yearly by an appropriate College representative and noted accordingly e.g. progress on action taken to date; future action required (reviews in the form of the case conference will be recorded electronically).

## **18.0 Additional Funding for Discrete Provision**

- 18.1 When delivering Discrete Provision to FE SLDD code 03 students only, DfE will make funds available to enable SERC to meet the additional related costs of reduced classroom sizes/additional lecturer contact time, classroom assistants etc.

## **19.0 Financial Procedures (FE)**

- 19.1 The Department will request a NICIS report from SERC in or around November, February and June to determine the number of FE SLDD code 03 provision on those dates. It is anticipated that this additional Discrete Provision funding will then be distributed based on the same level of funding as a Funded Learning Unit (FLU). **It is imperative that SERC code these students on the NICIS system correctly and immediately.**
- 19.2 This funding is earmarked, limited and discretionary and it is provided to supplement the SLDD in the FE Funding Formula for all FE SLDD students. Whilst the main purpose is to provide additional administrative, technical and/or human support necessary for individual FE SLDD students who are in mainstream provision (e.g. General Study Support Workers, specialist software, BSL Interpreters etc.), it may also be used to provide additional support for students in discrete courses where the support required by an individual student is greater than the normal provision.
- 19.3 Review of ASF Spend  
At year-end, all **FE** students are coded again in relation to **ASF spend** only i.e.

- 01 – No ASF Spend
- 02 – ASF Spend (e.g. equipment, 1:1 support, dyslexia assessment etc.)
- 03 – ASF Spend on Discrete groups (e.g. classroom support)

This information is reconciled with Finance Department and a Monitoring Form is submitted to DfE outlining the summary of expenditure.

## **20.0 Accountability for FE**

- 20.1 SERC must submit an annual report to DfE detailing the use of ASF against the specified purposes. This is submitted by 30<sup>th</sup> September and relates to the preceding year ending 31<sup>st</sup> July. The format of the report has been set out by DfE
- 20.2 Within the College annual returns, DfE requires SERC Learning Support Services to include an appropriate note within the audited accounts, indicating the funding drawn down from the ASF.

## **21.0 Communication**

- 21.1 This SOP will be available to all staff via the Learning Engine on the College intranet. Students will be made aware of it through the student induction process and new members of staff will be informed during staff induction. In addition, information on learning support will be communicated via E-ILP and E-PTP, student and staff circulars, the College website and prospectus, and other media including College plasma screen advertising on campus.

## **22.0 Review**

- 22.1 Learning Support procedures will be reviewed annually or sooner (and updated as necessary) to reflect changes in legislation or circumstance.