



Student Support Policy

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Statement of policy

The purpose of this policy is to ensure that all students receive the necessary advice, guidance and support in order to achieve their potential and receive support appropriate to their needs.

Greenbank College believes that all students should have access to appropriate learner support and where support is limited it should go to those in greatest need.

The values which underpin this policy are:

- Equal value and respect for all
- Equal opportunity for all regardless of their background or their lifestyle
- Recognition of individual differences with special regard for students with additional or special educational needs
- Continuous improvement in the quality of support provided

Objectives

The policy's aims and objectives are to:

- Ensure the expectations and achievements of all students will be raised through high quality teaching
- Enable individual differences to be identified and celebrated
- Work in partnership with local schools, local authorities and specialist SEND services to establish the needs of a young person before they start College
- Identify as early as possible the needs of all students, especially the most vulnerable, and work with them to meet those needs in an effective and supportive manner through a whole response, whilst making the best use of available resources. Support is directed to the areas of greatest additional need
- Ensure that during enrolment students with additional support needs are identified and programmes are modified where appropriate
- Provide clarity around how and when agency learning support assistants might be used and accommodated.

Where a student has an Education, Health and Care Plan (EHCP), the nature of their special educational needs and disability, how their needs affect learning and effective learning and support strategies will be made available for all relevant staff. Support plans will be put in place and regularly reviewed.

Additional support for students can be provided via a learner support worker/communication support worker/intervener and associated services, such as speech and language therapy, occupational therapy or Teacher of the Deaf.

Student views about the nature and level of support are actively sought and recorded and form an integral part of assessment.

Meeting students' additional or special educational needs is a shared responsibility. Overall responsibility for the implementation of this policy lies with the SEND Manager.

The College recruitment and admission staff will undertake initial assessments to determine additional or educational learning needs. They will refer for support where needed.

Additional needs include:

- Learning Difficulties and/or disabilities
- Physical disabilities and/or mobility problems
- Medical conditions
- Sensory impairments (vision/hearing loss)
- Specific learning difficulties e.g. Autism Spectrum Disorder, emotional and behavioural difficulties
- Dyslexia or dyspraxia
- Disaffected, excluded or those at risk of offending

Support available includes:

- Small group teaching
- 1:1 or small group support
- Additional guidance support
- Job coach or placement support
- Reviews of learning
- Support with access and mobility
- Interpreters or note takers
- Specific technology/equipment
- Individual therapy and/or specialist teaching
- Medical and/or access to personal care support
- Specialist tutorials
- Exam access arrangements
- Drop in sessions

The College will also work with other agencies e.g. to facilitate medical appointments. There are good working relationships with many external agencies including:

- Child and Adolescent Mental Health Services (CAMHS)
- Social Services
- Independent travel team,
- Sensory team
- Physiotherapy services
- Benefits advice

Greenbank works closely with the young person's school, parents and careers advisor to ensure that transition is as smooth as possible.

How College resources are allocated and matched to young people's special educational needs

A young person's Education, Health and Care (EHC) plan will state what type of education programme and support is needed and this is considered when allocating resources.

Termly individual reviews will look at how effective the programme and support is and whether changes need to be made.

The College will complete the High Needs Funding Form to outline the support the student needs and this will be submitted to the local authority for a panel to agree.

Monitoring

Greenbank data will be used to monitor the progress of students with additional or educational support needs.

Managers will monitor use of funds, additional support documentation in line with funders audit procedures.

The effectiveness of this policy will be monitored on a regular basis through the quality assurance processes.

Statement on the use of agency staff in learning support settings

There could be several reasons why the Greenbank Project might restrict agency learning support assistants from working:

- **Consistency and quality assurance:** By employing permanent learning support assistants, Greenbank can maintain consistency in the level and quality of support provided to students. Permanent staff members are more likely to be familiar with policies, procedures, and student needs, resulting in a more consistent and reliable service.
- **Training and development:** Permanent staff have the opportunity for ongoing training and **professional** development, which can enhance their skills and effectiveness in supporting students. In contrast, agency staff may not have the same level of training or investment in their professional growth, potentially impacting the quality of support they provide.
- **Continuity of care and support:** Building relationships with students and understanding their individual needs often requires time and continuity. Permanent learning support assistants can provide ongoing support and continuity of care, fostering trust and rapport with students over time.
- **Security and compliance:** Employing permanent staff allows Greenbank to ensure compliance with relevant regulations, such as background checks, safeguarding requirements, and confidentiality protocols. This helps to mitigate potential risks associated with allowing external agency staff, whose backgrounds and qualifications may not be as thoroughly vetted, to work directly with students.
- **Cost-effectiveness:** While agency staff may offer flexibility in staffing arrangements, relying heavily on them can be costly in the long run due to higher hourly rates and administrative fees charged by agencies. Employing permanent staff can be more cost-effective in the long term, as Greenbank avoids recurring agency fees and may benefit from economies of scale in terms of salaries and benefits.
- **Organisational culture and values:** Hiring permanent staff who align with Greenbank's values and mission can contribute to a positive organisational culture. Permanent staff members are more likely to be invested in Greenbank's goals and ethos, fostering a sense of belonging and commitment among employees.

Overall, restricting agency learning support assistants from working within the Greenbank Project can help ensure consistency, quality, security, and cost-effectiveness in the provision of educational support services. It also aligns with the organisation's commitment to providing the best possible support for its students while upholding its values and legal obligations.

Policy Statement: This policy aims to regulate the employment of agency staff within learning support settings of the College. The purpose is to maintain the quality, consistency, and security of educational support services provided to students while ensuring compliance with relevant regulations and standards.

Scope: This policy applies to all learning support settings within the College, including but not limited to classrooms and facilities used for the internship programme.

Definition of agency staff: For the purpose of this policy, agency staff refers to individuals who are employed or contracted through external agencies to provide temporary or supplementary services within the College's learning support settings. This includes tutors, mentors, counsellors, aides, and other personnel engaged in educational support and personal care roles.

Restriction parameters: Agency staff are prohibited from working directly within learning support settings of the College, except under exceptional circumstances approved by the management team. Exceptions may include instances of critical staffing shortages or specialized expertise not available within the College's permanent staff.

Implementation guidelines:

Communication: The policy shall be communicated to all staff and relevant stakeholders.

Approval process: Requests for exceptions to the restriction must be submitted in writing to the management team, providing justification and supporting documentation.

Monitoring and compliance: The College shall establish mechanisms for monitoring compliance with this policy, including regular audits, performance evaluations, and reporting procedures.

Training and awareness: Training sessions or materials shall be provided to educate relevant stakeholders about the policy and its implications. This includes informing agency staff about their roles and responsibilities regarding compliance with the policy.

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Agreed by Greenbank Board of Trustees

A handwritten signature in blue ink, appearing to read 'Alan Irving', is written over a light blue circular stamp.

Dr Alan Irving, Chairman