

**Subject:**

**Circular Number:** FE08 /14

**FUNDING FOR STUDENTS WITH A LEARNING  
DIFFICULTY AND/OR DISABILITY -  
ADDITIONAL SUPPORT FUND**

**Date of Issue:**  
27 June 2014

**Target Audience:**

- Principals/Directors/Chief Executives of Further Education Colleges
- Chairs of Governing Bodies
- FE College Finance Officers
- Colleges NI
- College Learning Support Co-ordinators
- College Student Support Officers
- College Discrete Provision Managers

**Summary of Contents:**

This circular consolidates existing guidance on eligibility and funding arrangements for the Additional Support Fund (ASF) (Basic and Discrete) for the academic year 2014/15.

The following key points should be noted:

- increase in ASF Basic from £2 million to £2.5 million for 2014/15;
- **a new Supplementary Learning Agreement (SLA) template is attached and must be used from 2014/15. An individual SLA must be completed for all ASF Basic and Discrete students;**
- reminder that ASF Basic is to be directed at all qualifying students, whether in mainstream Further Education (FE) or Discrete programmes;
- ASF Discrete provision will be audited in the context of the individual student's SLA.

**Enquiries:**

Any enquiries about the contents of this circular should be addressed to:  
Further Education Policy and Strategic Development Branch  
Department for Employment and Learning  
Adelaide House  
39 – 49 Adelaide Street  
BELFAST BT2 8FD

**Status of Contents:**

Information

**Related Documents:**

**Superseded Documents:**  
FE 08/13

**Expiry Date:**  
N/A

**DEL Website:**

[www.delni.gov.uk](http://www.delni.gov.uk)

Tel: 028 90 257578  
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## INTRODUCTION

1. Article 13(2) of the Further Education (Northern Ireland) Order 1997 requires that 'the Governing Body of an Institution of Further Education shall have regard to the requirements of persons over compulsory school age, who have learning difficulties'. Colleges are also required to 'comply, fully, with the Equality Commission's Disability Discrimination Code of Practice for Further and Higher Education.'
2. ASF funding is targeted at **all** further education (FE) students, enrolled in FE college provision, who have declared a learning difficulty and/or disability. It is intended to help colleges to meet the necessary additional cost of provision for these students.

## OBJECTIVE OF THE ASF

3. The key objective of the ASF is to widen access and increase participation of SLDD in FE provision.

## ASF: 2014/2015 ARRANGEMENTS

4. During the academic year 2014/15, the Department will provide colleges with £4.5 million ASF funding, broken down as follows:

£2.5 million, under **ASF Basic** to help meet the cost of technical and personal support for all SLDD, both in mainstream provision and on discrete programmes. This will be allocated, as outlined in Appendix 4.

£2 million under **ASF Discrete** to help meet the extra costs associated with offering courses for SLDD, for whom mainstream provision is not suitable. This funding will be paid to colleges in three stages and will be based on the number of FE SLDD code 03 students recorded on colleges' MIS systems in November 2014, February 2015, and June 2015.

5. All ASF expenditure should be based on objective assessment of need and supported by professional assessment, where deemed necessary. Further guidance is available in the Equality Commission's Disability Discrimination Code of Practice for Further and Higher Education.
6. All support should be in the form of additional, technical and/or personal support, purchased by the college, as set out in Appendix 1, paragraphs 5 and 6. The ASF

can also be used to meet any additional salary costs incurred by the college to support ASF students.

7. Only those students who attend a college campus or college outreach centre are eligible to receive support through the ASF. (See also Appendix 2, paragraph 6).
8. ASF cannot be used to support:
  - provision delivered by a third party or sponsored providers;
  - students enrolled in Higher Education (HE) in FE colleges, who are in receipt of Disabled Students' Allowance under the FE Awards arrangements;
  - students in receipt of assistance under any other DEL-funded programmes, such as Training for Success, ApprenticeshipsNI, EU-funded programmes, or full-cost recovery provision; or
  - provision, which is not delivered in a college campus or outreach centre (coded 04 on NICIS).
9. ASF cannot be used to cover student travel costs (for example, taxi/bus hire,) or any notional costs associated with providing additional support.
10. Detailed guidance on funding, recording and administration of ASF is set out in the attached Appendices:
  - ASF Basic - Appendix 1
  - ASF Discrete - Appendix 2
  - Audit and Accountability Arrangements - Appendix 3
  - Allocation and distribution of 2014/2015 ASF Basic - Appendix 4
  - ASF Monitoring form - Appendix 5
  - Sample declaration form - students coded 03 (Discrete) - Appendix 6
  - SLA Template - Appendix 7
  - Summary table of funding eligibility - Appendix 8

## **ASF BASIC**

1. This funding applies to all FE SLDD students, who have enrolled in FE mainstream provision (coded 02 on NICIS), **and** those in discrete provision (coded 03 on NICIS), for whom an additional support need has been identified (see Appendix 8 for coding breakdown).
2. The ASF Basic is earmarked, limited, and discretionary and can be provided as an enhancement to the funding available to colleges for SLDD, under the FE Funding Formula. The purpose of this funding is to provide additional technical and/or personal support for individual students, who are in mainstream provision (e.g. braille, specialist software, signer) and those students undertaking discrete provision, as mentioned above.
3. **It is imperative that colleges code these students, correctly, on the NICIS system, following assessment.**
4. To help meet the cost of technical and personal support for all SLDD, £2.5 million ASF Basic will be allocated, as outlined in **Appendix 4**. Definitions of personal and technical support are detailed below.

## **Personal Support**

5. Personal support is categorised as follows:
  - **Specialist Tutor/Adviser**, such as hearing or visual impairment tutor, IT consultancy, speech therapist or counsellor;
  - **Lecturer** or IT adviser (including technician);
  - **Interpreter** (for students with a hearing impairment);
  - **Support Worker/Classroom Assistant**, such as examination support or reader;
  - **Notetaker**, such as shorthand notetaker and/or typist, for assistance with student notes;
  - **Assessment**: one-off assessments, (for example, by an educational psychologist), where the assessment is considered necessary, and is in addition to the college's standard assessment and enrolment procedure. (Colleges should take all reasonable steps to ensure a student provides evidence of a disability, before progressing any assessment); and
  - **Staff time** for specific meetings in relation to a SLDD.

### **Technical Support**

6. The ASF may also be used to purchase specialised enabling equipment, such as braille, Reading Edge equipment, IT adaptations, specialist software and related licences and IT hardware and hearing loops.
7. Colleges may give consideration to leasing specialist equipment, if it is required for a short period of time and is the most cost-effective option.
8. Technical support does not include photocopying, books, printers, general software, and capital expenditure, such as lifts or items which will become the personal property of students.

### **Assessment Guidance**

9. In order to ensure that ASF supports as many students as possible, it is imperative that funding is specifically targeted to widen SLDD participation in FE. In doing so, it is important to ensure equality between students undertaking FE provision and those undertaking HE provision in FE Colleges (via the Disabled Student Allowance (DSA)). As such, it is recommended that the following general guidance should be considered for all needs assessments:-
  - assessment should be carried out, taking into consideration the evidence base, course structure, reasonableness and student capabilities, to justify the level of support agreed; and
  - a parameter of £20,000 per student, per annum should be considered, in line with HE (DSA) allocation, with 'exceptional' circumstances applicable, only where a strong evidence base exists to justify additional funding above this level. This will require a higher level of college authority.

### **Supplementary Learning Agreement (SLA)**

10. In order to ensure that the student is actively involved in the process of making any appropriate adjustments, colleges should complete and retain a SLA. **A new SLA template is attached at Appendix 7 and must be used from 2014/15. An individual SLA must be completed for all ASF students, both in mainstream provision and those in Discrete programmes**
11. SLAs can be maintained in either paper or electronic format. Records maintained electronically should highlight student involvement in the process, including signature evidence.
12. The following conditions apply to all FE students (both full-time and part-time), for whom ASF Basic is being claimed:

- a) An enrolment form must be completed.
- b) All FE students, declaring a learning difficulty and/or disability at enrolment, should be interviewed by the college's Learning Support Co-ordinator (or other appropriate member of staff).
- c) The Learning Support Co-ordinator should assess the student's support needs or arrange for an assessment to be completed.
- d) An **individual** SLA must be completed for each student, for whom ASF Basic is being claimed.

13. 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; and
- agreed progression route/action plan.

14. A minimum of two reviews must also be carried out in respect of each student. Details of reviews should be recorded, signed and dated by, both, the college representative and the student. 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.**

15. Students should not be recorded on the College MIS as SLDD nor any ASF funding claimed, until steps a) to d) (as set out in paragraph 12) have been completed, and the requirement for additional support has been identified..

### **Progression**

16. Upon enrolment, students, for whom basic funding is being claimed, should be actively involved in decisions relating to their course of study, support needs and educational and developmental progression. Progression routes must, as a minimum, ensure that the student has a clear pathway identified for future study, training provision or potential employment.

### **KEY POINTS TO NOTE**

- **Where additional support has been identified during any part of an academic year, the student will be entitled to that support for the entire academic year.**
- **Where the course spans more than one year, but the additional support is required for one year only, the student will be entitled to support for that academic year only.**
- **It is mandatory for colleges to complete an SLA form for each individual student for the purposes of claiming ASF Basic.**
- **Failure to comply with these terms and conditions could result in recoveries being sought by the Department from the college concerned.**

**ASF DISCRETE**

1. This funding applies to all FE SLDD enrolled in discrete provision in an FE college or college outreach centre (coded 03 on NICIS).
2. ASF (Discrete) funding is a compensatory payment to colleges to help cover the additional costs of teaching students, who, as a result of their particular learning difficulty and/or disability, are unable to participate in mainstream provision. This funding is earmarked to provide additional lecturers and / or classroom assistants to facilitate smaller class sizes to maximise the opportunities for these students to learn and complete their studies.
3. Any extra personal and / or technical support for students on discrete provision (e.g. one to one support) **must** be funded through ASF Basic.
4. The ASF Discrete budget for 2014/15 will provide colleges with £2 million to meet any additional costs arising from the provision of discrete courses for **FE SLDD (code 03 students only)**.
5. Funding will be paid to colleges in three stages and will be based on the number of FE SLDD code 03 students, recorded on colleges' MIS systems in November 2014, February 2015 and June 2015. Discrete funding will be distributed on the same basis as a Funded Learning Unit (FLU). Colleges will be notified of their ASF (Discrete) funding allocation, following each lift of the relevant data.
6. Discrete provision can **ONLY** be delivered in, either, a college main campus or college outreach centre. For the purpose of this exercise, college outreach centres are defined as any venue other than a FE main campus, which is under the control of the college and used to deliver provision. This includes (but is not limited to) church halls, community halls, schools, and outreach FE campuses.

**SLA – ASF Discrete Full-time or Substantive Part-time FE students (five hours per week or more)**

7. The following conditions apply to all FE students, for whom ASF Discrete is being claimed.
  - a) An enrolment form must be completed.
  - b) All full-time and substantive part-time FE students, enrolling in a discrete course, should have an assessment carried out to determine their course of study and any additional support required.
  - c) An assessment form must be completed and agreed by both parties.
  - d) An **individual** SLA must be completed for each student, for whom ASF Discrete funding is being claimed.



**All agreements must be signed by, both, the appropriate college representative and the student or an appropriate third party.**

8. 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 (including details of any ASF Basic support required – this should include details of ASF personal and/or technical support, and associated costs);
  - evidence of eligibility for support funding (e.g. educational psychologist's report, Statement of Educational Needs, GP letter etc.) or signed Learning difficulty and/or disability declaration form (see Appendix 6); and
  - agreed progression route/action plan.
9. It is recognised that students participating in discrete provision, due to the nature of their learning difficulty and/or disability, are likely to be subject to continuous assessment by the college. Colleges should, therefore, retain evidence of such assessments/reviews in order to meet the review requirements for the fund. These details should be recorded and must be signed and dated by a college representative and the student (or an appropriate third party).
10. SLAs can be maintained in either paper or electronic format. Records maintained electronically should highlight student involvement in the process, including signature evidence.
11. These records should be signed, as agreed by both parties, and retained for audit purposes. Where reviews are not completed, the reason should be noted on the SLA.
12. It is recommended that steps a) to d) (as set out in paragraph 7) should be completed for each student and recorded on college MIS by the end of October 2014 or within four weeks of enrolment date for part-time students.

### **Assessment Guidance**

13. In instances where a student is on a course lasting more than one year, the final review may be used as the initial baseline assessment for the following year.

### **SLA – ASF Discrete Part-time students (less than five hours per week)**

14. The following conditions apply to part-time FE students, for whom ASF Discrete is being claimed.
- a) An enrolment form must be completed.
  - b) Students enrolling on a discrete course should be assessed to determine their needs for their course of study and any necessary additional support required, through ASF Basic.
  - c) An assessment form must be completed and agreed by both parties.
  - d) An **individual** SLA must be completed for each student, for whom ASF Discrete is being claimed.
15. 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 (including details of any ASF Basic support required – this should include details of ASF personal and/or technical support, and associated costs); and
  - evidence of eligibility to support funding (e.g. educational psychologist's report, Statement of Educational Needs, GP letter etc.) or signed Learning difficulty and/or disability declaration form (see Appendix 6); and
  - agreed progression route/action plan.
16. It is recommended that steps a) to d) (as set out in paragraph 14) should be completed for each student and recorded on college MIS by the end of October 2014 or within four weeks of enrolment date.
17. SLAs can be maintained in either paper or electronic format. Records maintained electronically should highlight student involvement in the process, including signature evidence.
18. Given the nature of these shorter part-time courses, for the purpose of this circular, there is no **formal** requirement to review the SLAs, unless there is a change in provision or progression route.

## **Monitoring arrangements**

19. Colleges should maintain a record of the number of students on Discrete provision who are in receipt of support through ASF Basic and the cost of that provision. Information should be retained and submitted to the Department, using the table below. This information should be provided in November, February and June (in line with 03 payments).

| 2014/15  | Number of 03 students in receipt of support through ASF Basic. | Total amount of ASF Basic funding allocation spent on 03 students. |
|----------|--|--|
| November |  | £  |
| February |  | £  |
| June     |  | £  |

**\*Note: The figure in the total amount column should be cumulative.**

## **Provision outside FE campus or outreach centre (coded 04 on NICIS)**

20. This applies to those undertaking provision, which is not being delivered in an FE campus or outreach centre (coded 04 on NICIS). A college outreach centre is defined as a centre which is under the control of the college.

ASF funding cannot be drawn down for provision being delivered in:

- day centres (including Social Educational Centres);
- hostels;
- nursing homes; or
- homes for the elderly.

## **Progression**

21. Upon enrolment, students, for whom discrete funding is being claimed, should be involved in decisions relating to their course of study and developmental progression. Progression routes must ensure that the student has a clear developmental pathway and is not repeating any previously undertaken qualifications or similar levels of qualifications.

### **KEY POINTS TO NOTE**

- **It is mandatory for colleges to complete an SLA form for each individual student for the purposes of claiming ASF.**
- **Failure to comply with these terms and conditions could result in recoveries being sought by the Department from the college concerned.**

**AUDIT AND ACCOUNTABILITY ARRANGEMENTS**

1. Colleges are required to ensure that SLAs are completed for all students being assisted through the ASF Basic and Discrete.
2. ASF Discrete will be audited in the context of the number of student enrolments aligned with the individual student's Supplementary Learning Agreement (SLA).
3. In addition, the Director of each FE college shall:
  - ensure that, for the purposes of administering receipts from the fund, the college maintains and operates an adequate system of record-keeping, financial management and internal controls (including safeguards against fraud), and shall require the college's external auditors to report on the adequacy, or otherwise, of that system;
  - ensure that the college uses ASF in a manner consistent with its intended purpose and complies with all terms and conditions attaching to the award; and
  - provide such returns as may be required by the Department and comply with any audit/inspection arrangements.
4. In addition to standard annual returns, the Department requires each college to include a note with its audited accounts, indicating the funding drawn down from the ASF. Auditors will be required to certify that funds provided by the Department have been applied in accordance with the Financial Memorandum, and any other terms and conditions applied to them, including those set out in this circular.
5. If, at any time, a college considers that it will be unable to spend any or all of the funds allocated, or identifies a possible overspend, it should declare this to the Department at the earliest possible date. The Department may then redistribute these funds, where possible. Redistributions in any given year need not compromise the subsequent year's allocation. However, it is important to note that it is the responsibility of each college to manage its individual ASF budget allocations, as there is no guarantee that overspends will be covered. In addition, colleges should be aware that the ASF budget allocations are provided to **help** colleges meet the cost of providing additional support.
6. Each college shall, **by 30th September of each year**, provide the Department with a report on the use of ASF funding for the previous academic year. The

format of the report is set out at **Appendix 5**. The completed form should be returned to: FE Finance Branch, Department for Employment and Learning, Room 203, Adelaide House, Adelaide Street, BELFAST BT2 8FD. The Department shall require each college to declare any grant for the purpose specified in this circular, remaining unpaid at 31st July of the following year.

7. Colleges must retain auditable evidence of the use of the funding, categorised into Technical and Personal Support, as described, including a direct cross-reference between each expenditure item and the name of the student to whom the expenditure applies.

|   |
|---|
| <b>ALLOCATION AND DISTRIBUTION OF 2014/2015<br/>ASF BASIC</b> |
|---|

A sum of £2.5 million for the ASF Basic is being allocated to colleges in the 2014/15 academic year. The table (below) sets out the breakdown on a college-by-college basis, which is based on the total number of each college's FE SLDD student types 02 and 03 in the 2012/13 academic year.

These allocations may be adjusted by the Department in due course to take account of any under/overspends from the 2013/14 allocations. Unspent funds should not be returned to the Department, but the Department should be notified of any potential underspends or overspends immediately. These amounts will be used to adjust in-year allocations. Colleges, which seek to carry over surpluses into the new year, must seek written approval from the Department. Colleges should ensure that the figures are consistent with those recorded in the college accounts. **The Department cannot guarantee that it will be able to cover the costs of any additional funding, which a college may require, beyond its original allocation.**

| College                               | 1 Aug 2014 – 31 July 2015<br>Allocation |
|---------------------------------------|---|
| <b>Belfast Metropolitan College</b>   | <b>£453,507</b>                         |
|                                       |   |
| <b>Southern Regional College</b>      | <b>£672,709</b>                         |
|                                       |   |
| <b>North West Regional College</b>    | <b>£250,516</b>                         |
|                                       |   |
| <b>South West College</b>             | <b>£214,780</b>                         |
|                                       |   |
| <b>Northern Regional College</b>      | <b>£366,564</b>                         |
|                                       |   |
| <b>South Eastern Regional College</b> | <b>£541,925</b>                         |
|                                       |   |
| <b>TOTAL</b>                          | <b>£2,500,000</b>                       |

|   |
|---|
| <b>ADDITIONAL SUPPORT FUND<br/>MONITORING FORM FOR THE PERIOD<br/>1<sup>ST</sup> AUGUST 2014 TO 31<sup>ST</sup> JULY 2015</b> |
|---|

College Name: \_\_\_\_\_

Contact Name: \_\_\_\_\_

**Summary of Expenditure**

(The figures in this section should match those which are in your final accounts)

|  | TOTAL |
|--|-------|
| ADDITIONAL SUPPORT FUNDS ALLOCATION        |       |
| INTEREST EARNED                            |       |
| TOTAL ADDITIONAL SUPPORT FUNDS AVAILABLE   |       |
| TOTAL ADDITIONAL SUPPORT FUNDS EXPENDITURE |       |
| AMOUNT SPENT ON AUDIT                      |       |
| SURPLUS/DEFICIT                            |       |
| TOTAL NUMBER OF STUDENTS RECEIVING ASF     |       |

**Signature:** \_\_\_\_\_  
(Principal/Director/Chief Executive)

**Date:** \_\_\_\_\_



**LEARNING DIFFICULTY AND/OR DISABILITY DECLARATION FORM  
2014/15 - FOR STUDENTS CODED 03 (DISCRETE)**

Completion of this form is necessary, in the absence of other evidence, to secure funding for learners, enrolling on a discrete learning programme, consisting of students with a learning difficulty and/or disability [e.g. smaller class sizes].

This form must be associated with the learner's Supplementary Learning Agreement.

The form must be signed by a 'designated person', who can confirm the declared learning difficulty and or disability. A list of examples of designated persons, who may qualify, is provided below.

Student's Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Course Title: \_\_\_\_\_

Course Code  
(NICIS): \_\_\_\_\_

Telephone Contact: \_\_\_\_\_

Declared Learning Difficulty and/or Disability: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name of designated person, declaring the learning difficulty and/or disability:

\_\_\_\_\_

Designated position of person, declaring the learning difficulty and/or disability on behalf of the above student:

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Signature of person, declaring the learning difficulty and/or disability:

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Date: \_\_\_\_\_

College Representative Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Examples of designated persons, who may be deemed qualified to declare the learning difficulty and or disability, stated on this form:**

- School representative [e.g. special school or special unit within a school],
- Health Trust Representative,
- Doctor [GP/ Specialist],
- Psychologist,
- Psychiatrist,
- Social Worker.

**NB:** The above list is not exhaustive and any other person, who deems themselves qualified to declare a learning difficulty and/or disability on behalf of a learner, should record their position.

**This will not, however, guarantee that the declaration can be accepted by the college.**

**INDIVIDUAL SUPPLEMENTARY LEARNING AGREEMENT (SLA)**

An SLA form must be completed, updated and retained for each individual student in order to qualify for funding from the Additional Support Fund (ASF). All sections of the SLA must be completed.

|   |
|---|
| <b>FE Provision Mainstream or Discrete (please specify below)</b> |
|   |

|                                   |  |
|-----------------------------------|--|
| <b>Academic Year:</b>             |  |
| <b>Campus:</b>                    |  |
| <b>Outreach Centre:</b>           |  |
| <b>Student Name:</b>              |  |
| <b>Student Number:</b>            |  |
| <b>Address:</b>                   |  |
| <b>Date of Birth:</b>             |  |
| <b>Contact Telephone Number:</b>  |  |
| <b>Mobile Telephone Number:</b>   |  |
| <b>Emergency Contact:</b>         |  |
| <b>Emergency Contact Number:</b>  |  |
| <b>FE Provision Course Title:</b> |  |
| <b>Course Code:</b>               |  |

|   |                  |                |                  |                  |               |
|---|------------------|----------------|------------------|------------------|---------------|
| <b>Course Start Date:</b>                 |                  |                |                  |                  |               |
| <b>Course End Date:</b>                   |                  |                |                  |                  |               |
| <b>Course Duration - Number of Weeks:</b> |                  |                |                  | <b>Year 1</b>    | <b>Year 2</b> |
|   |                  |                |                  |                  |               |
| <b>Number of Hours per week:</b>          | <b>Part-time</b> |                |                  | <b>Full-time</b> |               |
| <b>Days per Week:</b>                     | <b>Monday</b>    | <b>Tuesday</b> | <b>Wednesday</b> | <b>Thursday</b>  | <b>Friday</b> |
|   |                  |                |                  |                  |               |

|   |            |  |           |  |
|---|------------|--|-----------|--|
| <b>Confirmation that the student is <u>not</u> in receipt of assistance under any other DEL-funded programmes, such as, Training for Success, ApprenticeshipsNI, EU-funded programmes, or full-cost recovery provision.</b> | <b>Yes</b> |  | <b>No</b> |  |
|---|------------|--|-----------|--|

|   |            |  |           |  |
|---|------------|--|-----------|--|
| <b>Disability Stated:</b>   |            |  |           |  |
| <b>Disability Evidence Provided:</b>  | <b>Yes</b> |  | <b>No</b> |  |
| <b>Disability Evidence Provided:</b><br>Educational Psychologists' Report;<br>Statement of Educational Needs;<br>GP Letter Signed Learning Difficulty and/or Disability Declaration Form;<br>Others – please specify. |            |  |           |  |
| <b>Copy of Evidence Attached:</b>   | <b>Yes</b> |  | <b>No</b> |  |

| <b>Assessment of Needs</b>  |            |  |           |  |
|---|------------|--|-----------|--|
| <b>Date Assessment of Needs Completed:</b>  |            |  |           |  |
| <b>Name of Person Completing Assessment of Needs:</b>   |            |  |           |  |
| <b>Position in College:</b>   |            |  |           |  |
| <b>Copy of Assessment of Needs Signed by Student or Student Representative and Copy Attached:</b> | <b>Yes</b> |  | <b>No</b> |  |

| <b>Additional Support Requirements From ASF Basic</b>  |                             |                         |
|--|-----------------------------|-------------------------|
| <b>Personal Support – Please Specify: (Classroom, Additional Tuition; Examination Access Arrangements, etc.)</b> | <b>Duration of Support</b>  | <b>Cost of Support</b>  |
|  |                             |                         |
|  |                             |                         |
|  |                             |                         |
| <b>Technical Support / Equipment:</b>  | <b>Duration of Support:</b> | <b>Cost of Support:</b> |
|  |                             |                         |
|  |                             |                         |
|  |                             |                         |

| <b>Individual Learning Plan<br/>(Add as Necessary)</b> |                |                         |
|--|----------------|-------------------------|
| <b>No:</b>   | <b>Actions</b> | <b>Completion Date:</b> |
| <b>1</b>   |                |                         |
| <b>2</b>   |                |                         |
| <b>3</b>   |                |                         |
| <b>4</b>   |                |                         |

| <b>Progression Aim:</b> |
|-------------------------|
|                         |

| <b>Individual Supplementary Learning Agreement</b>  |                       |                   |              |
|---|-----------------------|-------------------|--------------|
| <p>Confidentiality Agreement<br/>           Certain details on this form will be stored by the college for administrative purposes. Personal data will be held in accordance with the provisions of the Data Protection Act. Some information will be forwarded to college staff, the Department for Employment and Learning and agents appointed by them.</p> <p>I realise that if I choose not to disclose a disability it may hinder my progress on a course. If support provided, I agree to respond appropriately. Failure to do so may cause the support to be withdrawn.</p> |                       |                   |              |
| <b>Student Signature:</b>   |                       | <b>Date:</b>      |              |
| <b>Student Representative (if appropriate):</b>   | <b>Name/Position:</b> | <b>Signature:</b> | <b>Date:</b> |
|   |                       |                   |              |
| <b>Course Co-Coordinator:</b>   | <b>Name:</b>          | <b>Signature:</b> | <b>Date:</b> |
|   |                       |                   |              |

**Progression Reviews for FE Students under ASF Basic and FE Students under ASF Discrete (Full-time or Substantive Part-time (five hours per week or more)).**

|                                |   |                       |                   |              |
|--------------------------------|---|-----------------------|-------------------|--------------|
| <b>1</b>                       | <b>Details</b>                                  |                       |                   |              |
|                                | <b>Student Signature:</b>                       |                       | <b>Date:</b>      |              |
|                                | <b>Student Representative (if appropriate):</b> |                       |                   |              |
|                                |   | <b>Name/Position:</b> | <b>Signature:</b> | <b>Date:</b> |
| <b>Course Tutor Signature:</b> |   | <b>Date:</b>          |                   |              |
| <b>2</b>                       | <b>Details</b>                                  |                       |                   |              |
|                                | <b>Student Signature:</b>                       |                       | <b>Date:</b>      |              |
|                                | <b>Student Representative (if appropriate):</b> |                       |                   |              |
|                                |   | <b>Name/Position:</b> | <b>Signature:</b> | <b>Date:</b> |
| <b>Course Tutor Signature:</b> |   | <b>Date:</b>          |                   |              |

## SUMMARY TABLE OF FUNDING ELIGIBILITY

| CATEGORY/<br>CODING  | SLDD 01   | SLDD 02   | SLDD 03   | SLDD 04/<br>Non – SLDD 99                                      |
|--|---|---|---|--|
| TYPE OF<br>STUDENT   | Mainstream in college, but <b>who do not require an extra level of support</b> for learning | <b>Mainstream</b> in college, <b>who require an additional level of support</b> for learning (including students where additional technical and/or personal support is provided by ASF) | <b>Discrete</b> in college or college outreach centre, which is under the control of the college. | <b>Day Centre/ Hostel/ Nursing Homes/Homes for the Elderly</b> |
| FUNDING<br>STREAM  | FE Recurrent Funding Formula  | FE Recurrent Funding Formula & ASF Basic, if appropriate  | FE Recurrent Funding Formula & ASF (Discrete) & ASF Basic, if appropriate                         | FE Recurrent Funding Formula                                   |
| SLDD<br>SUPPLEMENTARY<br>LEARNING<br>AGREEMENT<br>REQUIRED | No  | Yes   | Yes   | No   |