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Policy:

Learning Support

Date approved:	June 2021	Review Date:	June 2022		
Approved by:	Senior Management Team				
Relevant to (please ✓):	<input checked="" type="checkbox"/> Vocational	<input checked="" type="checkbox"/> A Level	<input checked="" type="checkbox"/> HE	<input checked="" type="checkbox"/> NETA	<input checked="" type="checkbox"/> WBL
Signed (Lead Manager):	Jason Faulkner				
Print Name:	Jason Faulkner				

1. Purpose

The Learning Support Policy is written in context of the Group Mission, Vision and values. To ensure that learning support needs are identified, addressed and supported effectively across the Education Training Collective (Etc.) One process exists to address learners with learning difficulties/disabilities at Stockton Riverside College, Redcar and Cleveland College, NETA, Bede and the Skills Academy.

2. Scope

As defined by the Education Skills Funding Agency, additional learning support is, 'any activity that provides support for learning to individual students, over and above that which is normally provided in a standard learning programme which leads to their learning goal. The additional learning support is required to help students gain access to, progress towards and successfully achieve their learning goals. The need for additional support may arise from a learning difficulty or disability, or from literacy, numeracy or language support requirements.

- Additional Support is acknowledged as an entitlement to be provided where possible for all students with a learning difficulty and/or disability, where the adjustments are deemed reasonable, in line with The Equality Act 2010, Child Protection Legislation, Safeguarding and the Data Protection Act *and* the Group's assessment process.
- Students studying in the Higher Education provision need to confirm they are receiving Disabled Students' Allowance (DSA) before the commencement of their course. The Additional Support Team at the Group will support this process.
- Students taking up 19+ loans will need to apply for a 19+ Bursary to fund any support for their learning difficulty / disability.

3. Statement of action

The Group is committed to ensure it provides learning support to those that are identified. The infrastructure is designed to enable staff to undertake appropriate assessment of students' needs and deploy appropriate support in a timely manner that aims to meet students' needs enabling them to achieve their programme of learning in line with their peers.

4. Linked policies

- Exams Policy
- Laptop Use Policy
- Learning Support High Needs Learner Journey
- Learning Support Process

5. Location and access

The Learning support policy and associated documentation is located on the gateway under policies and processes.



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Procedure:

Learning Support

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Examples of learners within scope:

- Learners may have an Educational Health Care Plan (EHCP).
- Learners may have disengaged from school and/or may have displayed behaviour which has to date affected their ability to achieve their potential.
- Learners may have coped at school without receiving support for an identified or unidentified learning difficulty.
- Learners may not have been assessed or diagnosed previously but returned to learning as adults and been identified as needing support.
- Learners may have been identified by HEI partners.
- Learners may be identified by Group staff or self-declaration at any stage of their application or learning programme.

3.0 REFERENCES AND RELATED DOCUMENTATION

- Learner support pack
 - Learning Support Process
 - High Needs Learner Journey
 - JCQ guidance
 - Action sheet
 - Assessment plans
 - Support plan and agreement

- Educational Health Care Plan (EHCP) documentation
- ILP and Review
- Laptop Use Policy

4.0 STATEMENT OF ACTION

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4.1 Stages of Learning Support

- Referral to the Group Head of Learning Support Services and/or Group High Needs Manager prior to application (campus dependant):
- Local authority may refer learners who have an EHCP plan.
- Any of the services for young people may refer a learner.
- The school SENCO can refer learners.
- Parents or learners themselves may make a formal referral directly.
- Learners may have been assessed by the HEI partner during their Higher Education enrolment or induction. The HEI partner will make the referral.

4.1.2 Application stage

All learners must complete an application form. Alternative versions of the application form are provided on request.

For learners who have an EHCP plan, the local authority must inform the Group prior to application regarding information about the learner's needs and previous history.

Where learners have indicated they have a learning difficulty or disability the learner recruitment team must arrange a supported interview for the student.

Learners will be given a further optional appointment for a learning support assessment. The assessment report must be completed and agreed by the learner before the start of the course.

An agreement for support does not mean that the learner has an automatic place on a course. Interview and acceptance on the course will follow the normal Group processes with learning support provided if appropriate.

Where learners have stated they do not want an assessment their details will be logged on the support database and used to contact them after 6 weeks to check progress and satisfaction.

4.1.4 Interview stage

Learners who are known to have a learning difficulty or disability must be offered support at each stage of their transition into post 16 or adult learning. Where a learner is known to have a learning difficulty or disability they must be offered a supported interview.

Learners with an EHCP plan must not be offered a place at interview stage; up to date EHCP and other relevant documentation must be obtained and reviewed by Learning Support services before a place is confirmed.

Tutors must inform the Learning Support of the interview time for a learner with a learning difficulty or disability to ensure that the appropriate arrangements are made.

Examples of arrangements might be:

- One to one interview for learners with Autism or heightened sensitivity to groups
- Attended interview with braille documentation for blind learners
- Signed interviews for learners with hearing impairment
- Short periods of familiarisation for anxious learners
- Transport to interview for learners who require assisted transport

If a learner attends an interview and asks for support at that stage the tutor must request a support assessment and also alert the Learning Support Administrator in all cases, even if a learner subsequently refuses the assessment.

4.1.4 Enrolment stage

Before enrolment, all support needs must have been assessed and a support plan agreed with the learner and family or external agency involved if appropriate. This support must include any requirements for enrolment and induction activity. Where a learning difficulty or disability is identified at enrolment the tutor must inform the Learning Support who will ensure the appropriate assessment of need is carried out.

4.1.5 Induction stage

Before induction and in preparation for teaching, tutors will receive information on any learners in their class who have a learning difficulty or disability. This information includes:

- An individual action sheet for the learner
- A learning difficulty/disability information sheet giving general information about the disability or learning difficulty and advice or guidance for those working with the learner.
- This information is supplemented by additional details held by the Learning Support Administrators who can be accessed via the Learning Support offices at Teesdale and Redcar campuses.
- As part of the induction programme, tutors must ensure that learners are assessed for English and maths proficiency appropriate to their course. If the tutor believes at any time during the year that any learner is at risk and may require learning support, the tutor must contact Learning Support who will make the necessary arrangements.

4.1.6 In-programme support stage

Definition of support:

Support for learners is arranged to meet the individual needs of the learner, their current level of autonomy and independence and consideration for any personal or physical support needs.

Examples include:

- Support for personal care such as assistance with personal hygiene and the toilet, meals, mobility and comfort.
- Support for learning and progress either in small groups or on a one to one basis to enable learners to become more independent, achieve their goals in each lesson and overall on their programme. This might include support with social interaction, engaging with peers, assistance with written or other work and working with the class teacher to adapt and develop the content to support achievement. Support might include lunchtime supervision or engagement in wider Group activities.
- Specialists work with learners to help them adopt strategies to learn effectively when they have a learning difficulty and to promote independence and autonomy.
- Support for tutors with information on their learners including a support plan and class list of leavers with learning difficulties and/or disabilities.

4.2 Timescales for support

Where the learner has a known disability or will not be able to engage in learning without support this must be arranged and in place before the start of the programme.

Support must be in place within two weeks of the support assessment taking place unless there are exceptional circumstances.

Support may be specific and time limited, for example identifying and explaining how to use coloured overlays to be self-supporting; or over an extended period of time as planned on the support agreement.

Support can be requested at any point during the year where a need has been identified by a tutor or an individual learner.

The Learning Support Administrator must collate a list of names of all students with a learning difficulty or disability and their exam needs to the Group Head of Learning Support Services who will liaise with the Examinations Manager; appropriate assessment for exam concessions will be carried out and recommendations made.

4.3 Reviews of progress

The Learning Support team contributes to the ongoing development of the support package for the learner's success. For example, at review stage, the Learning Support team must contribute to the review. The review outcomes must be shared with the Learning Support Administrator who will collate the information and share the

summary with the support team. This information will be used to inform funding claims, future support and transition/progression support.

The Learning Support teams will carry out three reviews each year for learners who have declared a learning difficulty/disability; this process ensures that learners who declined support are followed up with their tutors to ascertain if support interventions are required.

4.4 Adapting teaching to support learning

As well as support for learners, the Learning Support team can provide information and support for tutors on differentiation within lesson planning and classroom practice in response to specific needs. The Group exams section will provide information on exam concessions and adjustments to assessment. The Group Teaching and Learning Development Manager provides an on-going programme of CPD and will provide guidance and assistance on request.

4.5 Assistive technology and resources

The current lists of resources are available from the Learning Support team and the Group campuses LRCs; additional resources can be sourced if required and added to the list. Information on where to get these resources and how to use them is available via the LRC Manager or Group Head of Learning Support Services.

4.6 Engaging in wider activities

Learners must be actively encouraged to engage with Group activities such as trips, visits and scheduled events as well as to take part in learner involvement activities such as learner ambassador and the learner union.

4.7 Assisted transport

Learners who use assisted community transport to get to and from Group must remain on site all day, including break and lunchtime, unless they are involved in planned trips or events.

4.8 Wider Group services

Learners may require support in to access Group services such as finance or careers advice. Access to these services must form part of the learner support package, be included in their assessment and recorded on their support plan. Examples:

- Named support within the LRC
- Support and assistance to access financial benefits

4.9 Timetable changes

Supported learners require their support when they are in class or taking exams. Where there are any proposed timetabling changes, or changes to exam or assessment schedules, Learning Support Administrators and exams section must be informed immediately.

4.10 Dealing with concerns

The responsibility for learners within a department, including those receiving support, lies with the department. Learners receiving support or in need of support are more likely to need an extended support package. Tutors and departments can contact the Learning Support team for guidance and assistance.

The Learning Support and Group High Needs Manager (campus dependant) must be notified immediately regarding any learner with an EHCP plan for whom there are any attendance, leaving, behaviour concerns. Interim reviews with the local authority will need to be arranged regarding the learner.

4.11 Potential Mid-Course Leavers

Tutors must contact Learning Support immediately if a learner receiving support appears to be at risk e.g. if there are attendance issues, or work is not completed on time or appropriately. An in-year adjustment can be made to their support plan to mitigate any risk factors, an additional or alternative transition plan may be considered by the team.

4.12 Review of Support

Learners will be asked to provide feedback on the quality of support they are receiving during and at the end of the programme. This will be conducted via the Learning Survey and reported via the appropriate Group quality monitoring channels.

Tutors, referral agencies and parents may be asked to provide feedback on the quality of support and information received and provided during the programme and at the end of the programme. This feedback will be conducted by the Learning Support Administrator.

Learners who have refused support are contacted six weeks from the start of the programme to offer further support and remind them of the options available.

4.13 Progression and Exit

The next steps of all learners must be planned and well supported. The possible routes available for progression for supported learners must be discussed at each review stage.

The High Needs Officer will contact all tutors before the end of the high needs learner's programme to capture and record intended destinations and ensure support is tracked appropriately.

Learners intending to progress internally must have their support plan updated to reflect the next stage of learning. The tutor must complete the internal progression form at the earliest possible stage and copy this to the Learning Support Administrators who will facilitate a support plan review.

Learners intending to progress externally must be supported in their transition. The Learning Support team will provide this support/required information based on the individual's needs.

Tutors are asked to promote their learners' successes to provide positive examples to other learners and raise aspirations in new learners.

5.0 Roles and Responsibilities

Additional Learning Support is the responsibility of all staff at the Education Training Collective.

5.1 Group Head of Learning Support Services

The Group Head of Learning Support Services is responsible for the implementation of the Additional Learning Support procedure.

The Group Head of Learning Support Services will evaluate the effectiveness of learning support services for learners who are in receipt of low- level learning support.

The Group Head of Learning Support Services will have budgetary responsibility for all learners in receipt of learning support.

The Group Head of Learning Support Services is responsible for ensuring the systems and processes relating to the assessment and support services being provided by the learning support are implemented in a timely manner.

The Group Head of Learning Support Services will lead on the process for the conducting of exam concessions across the Group.

The Group Head of Learning Support Services will lead on the monitoring and tracking of Adult learners who are in receipt of support either through learning support staff and or staff deployed in the departments.

The Group Head of Learning Support Services will monitor and audit support provided by departments to ensure it is of the required standard to comply with funding guidance.

5.2 Group High Needs Manager

The Group High Needs Manager will evaluate the effectiveness of support for learners who are designated as High Needs and or learners with an EHCP across the group.

The Group High Needs Manager will track learner progress and ensure learners have targets for raising achievement for High Needs learners and or learners with an EHCP.

The Group High Needs Manager will provide support and develop colleagues in relation to SEN through advice, guidance and organisation of in-house training.

The Group High Needs Manager will manage the High Needs Officer and Progress coach.

The Group High Needs Manager will lead on the review process for learners with an EHCP ensuring effective timely completion and evidencing of clear progression routes to employment, volunteering and or further training.

The Group High Needs Manager will lead on the submission of Annex 1's to the relevant LA ensuring evidence is of high quality to secure funds to support learners.

The Group High Needs Manager will participate in and complete exam concessions as detailed by the Group Head of Learning Support Services.

5.3 Special Education Needs Coordinator (SENCo) RCC

SENCo will track learner progress and ensure learners have targets for raising achievement for High Needs learners and or learners with an EHCP.

SENCo will provide support and develop colleagues in relation to SEN through advice, guidance and support

SENCo will line manage the Learning Support Administrator.

SENCo will lead on the review process for learners with an EHCP ensuring effective timely completion and evidencing of clear progression routes to employment, volunteering and or further training.

SENCo will lead on the submission of Annex 1's to the relevant LA ensuring evidence is of high quality to secure funds to support learners.

SENCo will participate in and complete exam concessions as detailed by the Group Head of Learning Support Services.

SENCo will work in collaboration with the Group High Needs Manager and provide information as requested to ensure compliance with systems and processes internally and externally

SENCo will be the key contact with the Local Authority for learners located at Redcar and Cleveland College.

5.4 High Needs Officer

The High Needs Officer will lead the process for the submission and approval of Annex 1 applications.

The High Needs Officer will coordinate the EHCP review process ensuring all EHCP reviews are scheduled and planned in across the Group.

The High Needs Officer will create a central tracking system to accurately record the status of learners funding and reviews.

5.5 Learning Support Staff

All members of the Additional Learning Support team have a direct responsibility to ensure set procedures are followed as detailed in this document.

All support staff have the responsibility to ensure the eligibility of students in receipt of additional learning support and provide feedback to managers and lecturers in relation to student progress and achievement.

All support staff have the responsibility to ensure that all ALS records are completed in line with audit requirements and funding regulations.

5.6 Heads of Department

Heads of Department will ensure that students identified as requiring additional support have access to the agreed support.

Heads of Department will ensure that support staff are made aware of any timetable changes to ensure that support staff can be redeployed efficiently.

5.7 Teaching Staff

All Tutors have a responsibility to ensure that students with potential or actual support needs are identified and referred to the ALS service for further assessment and identification of needs.

All Tutors have a responsibility under The Equality Act 2010 to ensure that all learning takes account of individual differences. This involves making reasonable adjustments to teaching and learning materials, respecting confidentiality, promoting and fostering inclusion and proactively engaging with discriminatory conduct by others.

Tutors and support staff have the joint responsibility to communicate and provide for the students' support needs in line with any support plans.