

Learning Support Procedures

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1. Purpose

This policy applies to support provided to learners with learning difficulties and/or disabilities, those in need of English and/or mathematics support, to ensure they have the opportunity to access the full range of provision at the college.

2. Scope

All learners funded by the Education Funding Agency (EFA) / Skills Funding Agency (SFA) will be able to access Learning Support, regardless of mode of study, at any time during their learning programme.

The college receives LS funding to provide learning support staff and specialist equipment. This funding will be used strategically to ensure that the greatest number of learners can receive support to access college courses.

3. Introduction

The framework for the SEND policy is provided by: The UN Convention on the Rights of the Child 1989, The Children and Families Act 2014, The Education Act 1996, The Single Equality Scheme 2013-16, The Special Educational Needs and Disability Regulations 2014 and key regulations and circulars on the organisation of special educational provision (see Appendix 2). Changes in policy or practice will be updated as new legislation emerges.

Learning Support is a service that is provided to help learners who have disclosed a disability, learning difficulty or medical condition, whilst they are studying at College. We aim to remove any potential barriers to learning to ensure that learners develop their personal skills and confidence and become as independent as possible in their learning and achieve their learning goals, personal goals and employment ambitions.

Support for learners is provided by a team of Learning Support Officers, Specialist Assessors, the Transitions Coordinator and a team of Learning Facilitators who are directly employed by the College, supported on occasion, by agency staff. Support is delivered in a variety of ways, tailored to meet an individual's needs. This may be classroom, small group or one to one support in a study session.

Support may involve mobility support, note-taking, explaining/clarifying tasks, helping to develop organisational/time-management skills, support with Maths, English and language skills. LS staff work closely with teaching teams to modify resources to make work accessible to the learner/s. Support may also be needed to help a learner to remain calm, to behave appropriately, or to be able to deal with changes in routine.

LS is learner focused and support is provided across all areas of the College including discrete programmes for learners with LDD and Higher Education programmes. Support for HE programmes is funded through the Disabled Learners Allowance (DLA). LS staff will support learners through the DLA application process including the Study Needs Assessment.

HE learners without DSA, can access digital support through google classroom and support to help build study skills for help with assist with research and referencing techniques, assignment support, organisation/time management tools and assistive software, where appropriate. In addition, to study skills, a screener is available to identify learners with possible Specific learning difficulties such as dyslexia and dyspraxia. Specialist LS staff can conduct the screener for learners and then suggest possible routes to follow.

A definition of a disabled person is someone who has: *a long term mental or physical impairment which has a significant impact on the person's ability to carry out normal day to day activities.*

Learning difficulties can fall into one or more of the following categories:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

4. Responsibility

The Student Support Director, College SENCO and Lead Safeguarding Officer will have responsibility for strategic management and implementation.

The Transition Co-ordinator will lead on transition meetings, observations and assessments of learners. The Transition Co-ordinator will plan transition visits to the college in collaboration with the curriculum team.

The Education, Health and Care Plan Administrator will be responsible for planning and chairing Annual Review Meetings and will liaise with local authority EHCP Teams to ensure all information and contributory evidence is provided for the plans.

5. Outcomes

- To identify learners with special educational needs and disabilities to ensure that their needs are met or to further signpost learners whose needs cannot be met by existing College resources
- To ensure that the relevant LA is aware of learners who may require an Education, Health and Care needs assessment plan (EHCP)
- To ensure that learners with special educational needs and disabilities are able to join in with all the activities of the College or appropriate differentiated activities
- To ensure that all learners make the best possible progress
- To ensure that parents/carers/guardians are kept informed (where relevant) of their child's special needs and that there is effective communication between parents/carers/ guardians, College and other relevant agencies
- To ensure that learners express their views and are fully involved in decisions which affect their education
- To promote effective partnerships and involve outside agencies when appropriate

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- To develop effective links with partner school SENCOs and local authorities
 - To provide equal access to a broad and balanced curriculum, inclusive of all equality groups and regardless of personal circumstance or special educational needs and disabilities
 - To develop the whole learner; physically, socially, emotionally and intellectually
 - To recognise the importance of each learner's self-esteem and self-value and enhance this wherever possible
 - To provide learners who have SEND with independent careers advice and guidance
 - To meet the training needs of all staff involved with learners who have SEND

6. Procedures for Achievement of Outcomes

- Implementing clear systems for identifying and assessing learners who have SEND
- Compilation and maintenance of a database of learners with disclosed SEND
- Regular monitoring and review of each learner's progress
- Ensuring all learners with a Support Plan have clear and achievable targets
- Where relevant, learners will have a Medical Protocol and / or Personal Emergency Evacuation Plan [PEEP] completed by Health and Safety Team.
- LS staff will participate in the Local Authority reviews of learners with SEND who have an Education and Health Care Plan (EHCP)
- Encourage learners to have high aspirations for employment, independent living and community participation
- Work with the learner and their parents/carers/guardians (where relevant) and other education/training providers to ensure a smooth transition (where appropriate) for the learner's aspirations
- Collaborative working between; Tutors, LS Team and College Examinations Officer to establish robust Exam Access Arrangements (EAA) for individual learners.
- Ensure that the College fulfils the requirement of the Special Educational Needs and Disability Regulations 2014 and other relevant legislation, codes of practice and guidance
- A member of the Governing body will be the nominated SEND lead for Governors
- The SENCO will co-ordinate provision for learners with SEND, liaise with parents/carers/ guardians, staff and external agencies
- The SENCO will advise parents/carers/ guardians and learners on the appeals process in order to gain an EHC Plan for the learner
- The SENCO will be responsible for regular review of the SEND provision and contribute to improving the quality of our provision
- The SENCO will make recommendations for the training needs of staff
- Consult with SENCOs from other providers to ensure effective use of resources and the dissemination of best practice

7. Reporting Concerns

Given the sensitive nature of the issues surrounding learners with SEND, any learner/parent/carer/guardian with a specific concern or complaint relating to the provision of support is welcome to address these directly to the Students Support Director, who will note any complaints and arrange a suitable follow up meeting to discuss the situation. If this does not solve the issue or allay the complaint, then the

learner/parent/carer/guardian is welcome to follow the procedures in the College Complaints Policy.

Learners will be advised and supported in the case of making an appeal to the Local Authority for an EHC Plan

8. Identification of support need

Learners and other agencies can alert the college to an additional learning support need via a number of routes:

- A need can be identified in the relevant section of the college application form.
- Learners can disclose a need during the admissions interview.
- All learners will be encouraged to state where they have received previous Exam Access Arrangements
- Learners can disclose a need at any time during the admissions process.
- The learner's school reference may indicate support that was in place during the learner's compulsory education.
- The Local Authority may alert the college to a potential need.
- Learners may indicate a support need on the college enrolment form
- Tutors / Progress Coaches may refer learners to support at any time during the course, and particularly after Student Performance Reviews.
- Learners may be classified "at risk", and therefore may be identified as needing extra support to ensure they stay on programme.
- Prospective learners are initially identified and assessed for a potential additional learning support need through:
 - The college's links with local high schools and special schools where ongoing assessment will take place to assess the needs of those prospective learners hoping to progress to further education.
 - An LS interview will take place to ascertain the learning needs of each learner who has declared on the application form that they have a learning need or disability. A Member of the ALS team will attend all open events, interview evenings and parents' evenings to interview learners who have learning difficulty or disability and where appropriate conduct an LS interview.
- Discussions with learners and parents/carers.

All data collected will be linked to the LS database EBS Support Manager to ensure that all requests for support and equipment are recorded in a central area. ProMonitor is the college's central reporting system to ensure that Tutors / Progress Coach can access information about their learners via the learner's profile page and Group Profile.

9. Assessment of requirements

During the summer term, Director of Student Support and Inclusion, the Transition Co-ordinator, Learning Support Officers and the Learning Support Manager (SENCO) will meet to discuss support requirements that have been identified. Discussions will take place to determine the level of support provided 1:1 for high needs learners and in-class support for the majority of learners and whether any further assessments are required.

All High Needs Learners, who have declared they have an EHCP on application, will be invited to attend transition visits to the college.

An agreed Support Plan will be created along with a Risk Assessment, Medical Protocol (for learners with medical care needs), a Personal Emergency Evacuation Plan (for learners who are incapable of following instructions or whose physical disabilities require them to have support to leave the building). Any exceptional support needs that will require specialist support or equipment (e.g. for complex medical needs) will be discussed with the relevant Local Education Authority and the Assistant Principal: and the Deputy Principal: Finance & Resources to explore ways of accommodating those needs so that, wherever possible, the learner can attend the college. This may include requesting additional funding.

After this process, support can be confirmed so that learners can enrol knowing that their support needs will be met. Unless in exceptional circumstances, all learners identified for LS through their application form, SpLD assessment or those referred for support by their Tutor / Progress Coach will be required to participate in support.

Once course timetables are set, support can be planned. Staff development will take place to address training needs based on the support needs of the prospective learners. Any specialist equipment needed will be purchased. This will ensure that, wherever possible, support is provided from the first day of the academic year.

Directors of Quality and Curriculum, Senior Tutors, Progress Coaches and curriculum teams will be informed of learners receiving additional learning support during the first week of term, and they will be able to access any assessment results. This information will be available on ProMonitor.

All learners identified as having a learning support need will have a teaching and learning adjustment statement prepared and uploaded to Pro-Monitor. The statement will inform pastoral and curriculum staff of a learner's support needs and offer guidance on delivering differentiation to create an inclusive classroom environment.

10. Access

All learners will be able to apply to access additional learning support at any time during their programme, through self or tutor referral. Wherever possible, support will be provided, however this will depend on the learner's individual needs.

Should the student be required to work from home during Covid 19 or other major event, support will continue while learning online.

Targets will be set and reviewed termly for all high needs learners. Learners receiving in-class support will have their support need reviewed in line with the college progress reviews. Learning Facilitators who provide in-class support are expected to regularly review the support provided, record this on ProMonitor and to report to the Learning Support Officers any concerns about a particular learner.

Extra assessments for a specific learning difficulty (e.g. Dyslexia, etc.) will be conducted at the discretion of the Learning Support Manager (SENCO).

11. Timing

Additional learning support will only be available for the amount of time that is in the best interests of the learner. If a learner is assessed as no longer requiring support, this will be withdrawn (only after prior consultation with the learner). It is important that wherever possible, learners achieve independence and do not become dependent on the support they are receiving.

Appropriate staff development will be available to enable all staff involved in LS to support learners' needs.

Adequate resources will be allocated to enable additional learning support to be delivered in an innovative, contextualised and relevant way.

12. Costing

EBS Support Manager software will be used to cost the support for every learner who is identified as needing LS. This data will be used to generate the LS ILR return for each academic year. Documented evidence for each individual learner is available within the LS records, to demonstrate the accuracy of all LS costings.

Applications for High Needs Funding support will be made to the relevant Local Authority within agreed timescales.

The preparation for the LS ILR return is undertaken by the Director of MIS. The Learning Support Manager and Director of Student Support and Inclusion in collaboration with the LS Administrator checks all costings. This activity is planned to take place in a timely way to fit within the ILR returns schedule communicated by the Skills Funding Agency (SFA).

13. Standardisation

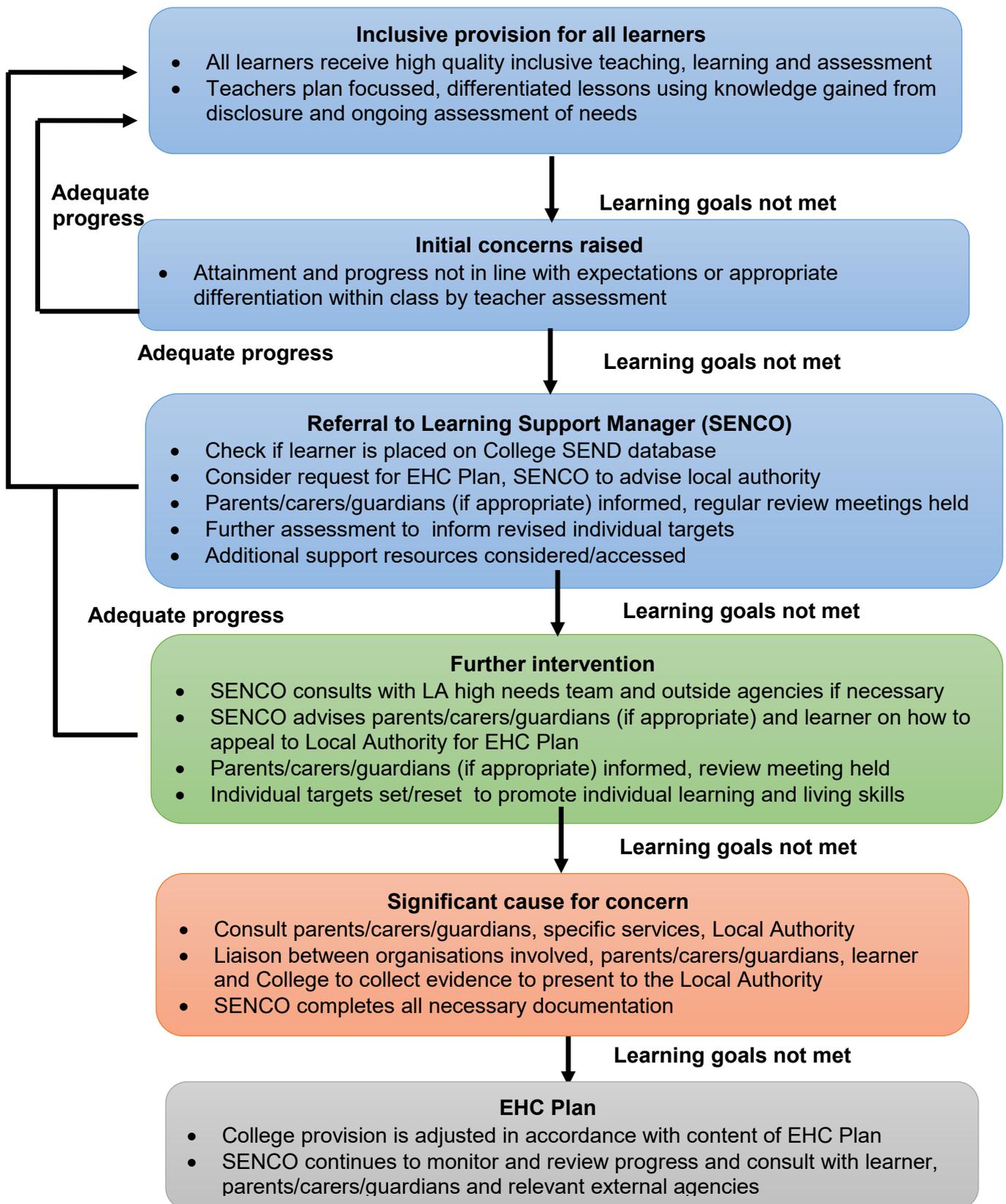
Quality systems will be used across the college to ensure standardised documentation and recording systems. Where in-class support has been requested, tutors must detail the role of the support within the lesson. During any internal inspection process the teaching and learning assessment team or the ALS manager will ensure that the role of the support is being used and directed effectively.

The Learning Support Manager (SENCO) will conduct learning visits as part a wider QA activity of LS staff.

14. Monitoring

The policy will be monitored by the Executive Leadership Team, the College Management Team and the Learning Support Manager (SENCO) at appropriate intervals through their meetings and will be reviewed on a regular basis.

Appendix 1 - SEND Flowchart for provision, intervention and review



Appendix 2 – DSA process flowchart



Appendix 3 – Legislation and guidance relevant to this policy

UN convention on the Rights of the Child	1989
Education Act	1996, 2002
Mental Capacity Act	2005
United Nations Convention of the Rights of Persons with Disabilities	2007
Single Equality Scheme	2015
Support and aspiration: A new approach to special educational needs and disability: Progress and next steps	2012
Children and Families Act	2014
The Special Educational Needs (Local Offer) Regulations	2014
Supporting pupils at school with medical conditions	April 2014
Mental health and behaviour in schools	June 2014
Special educational needs and disability code of practice: 0 to 25 years	July 2014 (Revised January 2015)
Send gateway for advice and resources	http://www.sendgateway.org.uk/
Council for Disabled Children	http://www.councilfordisabledchildren.org.uk/
Ambitious About Autism	http://www.ambitiousaboutautism.org.uk
<u>Local Support Organisations</u>	
Warrington LA local offer	https://askollie.warrington.gov.uk/localoffer/
Warrington SEND information and advice team	http://www.warringtonsendiass.co.uk/
Careers Advice	Careers adviser based in learner services
Warrington Disability Partnership	http://www.disabilitypartnership.org.uk/
Cheshire Autism Practical Support	http://www.cheshireautism.org.uk/database/local-groups-services/