UXBRIDGE COLLEGE

LEARNING SUPPORT POLICY

Subject:	Learning Support Policy
Origination Date:	September 2004
Date of Approval:	May 2016
Effective date:	May 2016
Person responsible:	Vice Principal - Curriculum & Standards
Approved by:	SMT
For action by:	All staff **Policy No: C5/04**

1.0 Background

1.1 This Policy sets out the commitment, duties and procedures that relate to learning support in the College.

1.2 The key purpose of the learning support policy is to ensure that the College operates as an inclusive organisation seeking to ensure that all students achieve their learning goals in accordance with the College's corporate objectives.

1.3 Uxbridge College is committed to treating everyone equally in all aspects of college life. The College recognises that people with learning difficulties, disabilities, literacy, language and numeracy needs and those for whom English is not their first language may require reasonable adjustments and/or additional learning support in order to help them achieve their goals, and will support and encourage disclosure of these.

1.4 The principles and practices of equality of opportunity underpin all areas of college work, either within the College or within the community it serves. Such policies and practices are valued as essential in encouraging, supporting and helping all students and staff to reach their full potential.

1.5 The College is committed to delivering the statutory requirements of the 2014 SEN and disability code of practice.

2.0 Scope

2.1 All staff and students are subject to the Policy and will be informed of its content on the college intranet site.

2.2 All college lecturers and Learning Support Staff are responsible for identifying students' individual needs and offering appropriate teaching and learning strategies to match the needs of their students. However, the College accepts that in order for some students to achieve their learning goals they will require additional support.

2.3 The College therefore provides a Learning Support Service which aims to identify and deliver the additional support required by the individual learner, at all stages of their time at College. This support once agreed with the student will form part of their learning agreement to enable them to reach their goals.

2.4 Learning Support sessions and in class support will adhere to conditions and regulations as set out in the College's Attendance Policy.

3.0   Intent

3.1   The intent of this Learning Support Policy is to ensure that;

3.1.1 Every student will have the opportunity to be referred or to refer themselves for assessment to ascertain whether learning support is needed to help them achieve all elements of their programme of study including an apprenticeship framework.

3.1.2 Every student who is referred to the Learning Support Service will receive an individual assessment of their additional support needs.

3.1.3 The Learning Support Service will provide relevant support wherever possible, within available resources this could include individual support for a specific learning disability, communication support, support in class by a Learning Support Assistant, exam access arrangements/assessment concessions or assistive technology.

3.1.4 Support will be provided across a student's programme of study; however it may vary for different aspects. For example, a student with high needs may require a higher ratio of individual support during a work experience placement or internship than is required in the classroom.

4.0   Performance Standards

The Learning Support Service will;

4.1   Pre-Entry and Induction

4.1.1 Liaise with the Marketing, Guidance Service and Course Enquiries teams to ensure that information is provided to prospective students, and if appropriate their parents and carers, and other appropriate external agencies regarding the support available and assist them in making an informed choice about their college course, and to welcome disclosure.

4.1.2 Provide an assessment of Learning Support needs at pre-entry following identification of need by staff or by the student, parent/carer, school or other agency.

4.1.3 Provide the necessary support during the application, interview and admissions process where the student, parent/carer, school or other agency identifies a need.

4.1.4 Work with course lecturers/teams to encourage students to identify and discuss their needs during the recruitment process.

4.1.5 Request any relevant information and associated supporting evidence from internal and external bodies to assist in the assessment of the student's additional support needs. This will enable the associated Additional Learning Support (ALS) funding to be claimed from and monitored for Local Authorities. HE students who meet requirements can apply for DSA (Disabled Students allowance).

4.1.6 Administer Education Health and Care Plan EHCP applications according to the statutory guidelines in the SEN code of practice and seek to provide support to enrolled students with EHCPs in line with the outcomes listed within their plans.

4.1.7 Agree costs and contracts for High Needs learners with local authorities.

4.1.8 Analyse test results to ensure the most effective deployment of resources to meet learner needs.

4.2 On Programme

4.2.1 Liaise with the local authority, the student and tutor to agree an appropriate programme of support to meet the needs within the available resources and draw up a learning support learning agreement between the student and College.

4.2.2 Where a student has an EHCP, provide support to meet the outcomes listed in the EHCP including as far as is reasonably possible the provision of specialist support or care

4.2.3 Offer feedback and advice to Course Teams as part of the programme of support.

4.2.4 Review the programme of support on a regular basis with the student and course tutor/lecturer.

4.2.5 Liaise as appropriate with external agencies and parents / carers.

4.2.6 Provide an annual review for all students with an EHCP in line with SEN code of practice.

4.2.7 Make recommendations with regard to special arrangements for examinations and liaise with the College Examinations Officer and Awarding Bodies.

4.3 Progression

4.3.1 Provide guidance and support to students to assist their progression within the College in liaison with academic and vocational course tutors

4.3.2 Review support required to enable successful progression, including providing information for students that require an EHCP review or transition.

4.3.3 Liaise with the careers advisers, guidance service, and other agencies to assist students to progress from their college courses.

5.0 Quality Assurance

5.1 The College will review on an annual basis, along with ethnicity and diversity Data, the performance of theses learners receiving support, and put in appropriate remedial actions, where achievement gaps versus national benchmarks/college averages are identified.

5.2 Learning Support is evaluated as part of the College's quality assurance process, including graded observations of staff and service review.

5.3 The Learning Support Team will also undertake their own evaluation of their service with its users.

5.4 The procedures and outcomes of this Policy are reviewed by the Learning Support Team and an action plan for improvement is produced annually.

5.5 The Learning Support Team will be selected and trained to meet the increasingly diverse range of needs requiring support.

5.6 Learning support activities will be monitored and evaluated against these performance standards.

5.7 The Head of Learning Support is responsible for ensuring the review of the Policy and the resources for its implementation.

6.0 Review and Consultation

6.1 This Policy will be reviewed on a regular basis in accordance with legislative developments and the need for good practice, by the College Equality & Diversity Group.

7. General

7.1 This Policy should not be read in isolation, but cross-referenced with all relevant College employment and student policies and relevant legislation.