

CC CLEVELAND COLLEGE OF
AD **ART & DESIGN**

Title	FE Learning Support Policy		
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DRAFT

The policy or procedure will be reviewed by the date shown on the front cover sheet, or sooner if a change in legislation, best practice, or other circumstances indicate that this is necessary. If, for whatever reason, the policy or procedure is not reviewed by the date shown, the policy or procedure shall stay in force until formally reviewed.

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Policy Statement

1. The college is committed to helping students make a success of their studies on their chosen course.

AIMS

2. The College aims to:

- a. Help all students with Learning Disabilities and/or difficulties (SLDD) reach their full
- b. potential in their academic studies and improve their life skills
- c. Offer access and give entitlement to all students wishing to enrol at the College
- d. Offer additional support to those students identified as having a proven and appropriate need

Operational objectives

3. The College is committed to providing learning support for all students where there:

- a. is a proven need, to allow them to make progress towards their primary learning goal and ensure quality of opportunity.
- b. The College will provide a system of assessment and review that will benefit students receiving learning support.
- c. College representatives will approach students in need of Learning Support, whether through learning difficulties or disability, with sensitivity, care and support and, where appropriate, confidentiality
- d. The Learning Support service will be publicised to potential students, existing students and college personnel through tutorial visits, posters, tutors' handbook etc.

IDENTIFICATION

4. Every opportunity will be taken to ensure that the learning support needs of students are identified at:

- a. The pre-entry stage, Through liaison with partner schools and other external agencies e.g.
- b. CAMHS, MIND, Alliance Psychological Services etc
- c. The entry stage through interviews and enrolment, during induction Initial assessment using a recognised assessment method with Personal and subject tutors being made aware of the result.
- d. On-programme ensuring that all tutors are aware of the referral to Learning Support.

- e. Diagnostic assessment, using appropriate diagnostic methods, to assess the specific needs of the students. Information provided by parents, Self-referral throughout the students' time at college.

PROVIDING LEARNING SUPPORT

- 5. Following the establishment of need by assessment and identification, a specific additional support interview with Marianne Craven, SEND/ALS Coordinator, will be offered with the student (and other appropriate carers) and learning support provided.
- 6. **This will involve, as appropriate:**
 - a. Additional teaching, especially for literacy and numeracy difficulties
 - b. Additional staffing if relevant for students with High Needs
 - c. Other additional specialist support e.g. dyslexia, dyspraxia
 - d. Specialist equipment needs e.g. laptops and spellcheckers, listening loop, voice recorders.
 - e. Specialist examination requirements
 - f. Support for additional qualifications aims e.g. Functional Skills
 - g. Appropriate auditable evidence will be kept by relevant College staff at all times.

MONITORING AND EVALUATION

- 7. The retention and achievement of all students is of prime importance. An Individual Learning Support Plan will be used for every student requiring learning support. This plan will be reviewed every six weeks. Progress and feedback will be forwarded to Personal and subject tutors on a regular basis. Evidence of learning and achievement will be recorded on a standardised Record of Support on ILP. Learning Support is reviewed annually.

RESOURCES

- 8. The College Disability policy indicates the resources that are available to SLDD.
- 9. Resources are also in place to provide extra support during examinations e.g. readers, amanuensis etc.

CURRICULUM

10. As part of their departmental plan, subject areas are required to indicate their approach to the equality and diversity agenda and as part of their review are asked to comment on the effectiveness of their approach.

PERSONNEL

11. Key personnel involved in learning support are:
- a. Assistant Principal – Curriculum, Jill Fernie-Clarke
 - b. SEND/ALS Coordinator – Marianne Craven
 - c. Learning Support Assistants
 - d. Personal Tutors
 - e. Subject Tutors
 - f. Additional Learning Support Tutors
 - g. Exams Officer
 - h. Student Support Advisers

DELIVERY AND ENVIRONMENT

12. Learning Support will be delivered:
- a. On a one to one basis
 - b. Within a small group
 - c. Within a drop-in workshop
 - d. By Subject Tutors assisting learning support
 - e. Classroom support in some subject areas
 - f. Research support in the LRC

13. Every effort will be made to ensure that skills are developed in conjunction with the students' course of study and within an environment that is supportive, welcoming and promotes achievement.

COMPLAINTS

14. The college complaints procedure is explained to all students by their Personal Tutor in the Induction Period at the start of term is accessible to every student by request via the Heads of School, John Waddington or Michael Wheaton.

CPD

15. The Learning Support Team are actively engaged in training and development. Staff training in this area is through Professional Development Days and staff meetings.

EXTERNAL PARTNERSHIP

16. The SEND/ALS Coordinator has extensive links with local schools SENCOs and is engaged in dialogue with other colleges in the area.

LINKS WITH PARENTS

17. After the Initial Assessment and the offer of support, if the student chooses not to accept the support, then their parents/guardians are contacted by letter/e-mail to inform them of the situation. Contact between the parents and the Learning Support Team and teaching staff is continual throughout the year.

TRANSITION

18. Students leaving the College have extensive support and guidance in making progression choices and a summary of support received is available to the student if required. Support in completing the Disabled Students' Allowance and other necessary documentation for Higher Education is also given where necessary.

