

Learning Support Policy

For the attention of: All Staff
Produced by: Principal
Approved by: SLT
Date of publication: January 2022
Date of review: January 2024





Our Mission

Inspire ambition and make a positive difference to lives through learning.

Our Values

Learners First - placing the learner at the heart of all we do

Community - working collaboratively to achieve

Empowering - enabling all in a caring environment to achieve their full potential

Excellence - a culture of creativity, high expectations, ambition and aspiration

Diversity - celebrating diversity and inclusivity as a key to our success

Integrity - honesty, openness and trust at the heart of College life

Respect - showing fairness, courtesy and mutual respect

Learning Support Policy

Contents

1. Policy Statement	4
2. Guiding Principles	4
3. Scope	5
4. Policy & Statement of Intent.....	6
5. Commitment to Staff Training & Development	7
6. Compliance & Monitoring.....	7
7. Confidentiality & Disclosure	7
8. Prescription Medication	8
9. Monitoing, Review & Dissemination	9
10. Roles & Responsibilities	9

1. Policy Statement

- 1.1 This policy outlines how The Windsor Forest Colleges Group (TWFCG) will maintain standards for learners with disabilities and/or learning difficulties. As defined by Education Funding Agency and Skills Funding Agency funding guidance, 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 learning support is required to help students gain access to, progress towards and successfully achieve their learning goals. The need for learning support may arise from a learning difficulty or disability, or from literacy, numeracy or language support requirements.'
- Learning 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 Special Educational Needs and Disability Code of Practice 2015, The Children and Families Act 2014, The Equality Act 2010, Child Protection Legislation, Safeguarding and the Data Protection Act and the College'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 Learning Support Team will support this process.
 - Students taking up 24+ loans will need to apply for an Advance Learner Loan Bursary Fund (Previously known as 24plus Bursary) to fund any support for their learning difficulty / disability.
 - As defined within the 0-25 Special Educational Needs and Disabilities (SEND) Code of Practice we co-operate with the local authorities on arrangements for children and young people with SEN including those aged 14-16 recruited directly by colleges.
- 1.2 TWFCG feeds into, develops and reviews the 'Local Offer' taking into account the needs and aspirations of children and young people with Special Educational Needs and Disabilities (SEND) and their parents and carers .

2. Guiding Principles

- 2.1 Through this policy, TWFCG will:
- Facilitate access to a wide range of lifelong learning opportunities, promote values and diversity, oppose discriminatory practices and provide a personalised educational experience which is supported by staff who are knowledgeable and who value individual learning needs.
 - Ensure that the systems and procedures relating to learning support meet the needs of students and that all students are able to fully engage with the service.
 - Improve the positive outcomes for students in relation to their studies, onward progression and independence .
 - Ensure that the deployment of learning support resources are appropriate, guided by assessment and utilise college funds to the best effect for the benefit of students with additional support needs.

- Learning Support will be effectively deployed and ensure that students are encouraged to be independent and that academic standards are maintained. The support facilitates the removal of barriers to learning and that students undertake their studies as independently as possible. This will be achieved through a process of monitoring and review.
- Endeavour to secure the special educational provision that the young person needs whether or not the students have Educational Health Care Plans (EHCP). It applies in respect to students with SEND up to age 25 in further education.

3. Scope

- 3.1 This Policy refers to the Learning Support Team, including language, literacy and numeracy support function. These teams provide adaptive technology and personal support to students with learning difficulties and/or disabilities or those students with literacy, numeracy or language support requirements. This Policy also refers to other members of the College staff who have a shared responsibility for the inclusion and welfare of all students, including delivering learning support if needed. This learning support enables students to achieve their primary learning goal.
- 3.2 The term Learning Support at The Windsor Forest Colleges Group refers to the following:
- The adjustments made by teaching staff and tutors to ensure that students with additional support needs are fully included and able to take full advantage of the learning experience on offer (this may include: providing copies of handouts before lessons and ensuring they are formatted in line with the individual needs)
 - The adjustments made for examinations including extra time, readers, separate rooms, provision of technology etc.
 - Assistive and adaptive technology provided by the Learning Support Team, the Learning Resource Centres and other support services
 - The provision of in-class support by a learning support assistant, communication support worker or note-taker to support literacy or numeracy needs
 - The provision of additional out-of-class support in small groups or 1-1 by specialist, literacy, numeracy or language or vocational teaching staff to ensure that students with support needs are given every chance to succeed
 - The adapting of materials into a variety of formats, e.g. enlarged text
 - The adjustments to be made by staff in service areas (e.g. student services and library).
 - The reduction of class sizes for students with learning difficulties on discrete programmes
 - The intervention of counselling services where this is required to enable students to engage with their studies
 - Access arrangements in examinations (the provision of extra time, scribe, reader etc)
 - Support on compulsory educational visits or work placements

- Specialist teaching support for students with specific learning difficulties, language, literacy and/or numeracy needs as identified through initial and diagnostic assessments.

3.3 This policy needs to be read in conjunction with TWFCG Safeguarding & Child Protection Policy, Equality and Diversity Policy, Disability Statement and Admissions Policy.

4. Policy & Statement of Intent

4.1 The Windsor Forest Colleges Group (TWFCG) will provide reasonable levels of Learning Support for those students assessed as requiring Learning Support on all learning programmes, in line with the following points:

- TWFCG will offer an assessment for all students who declare a learning difficulty and/or disability on enrolment. This assessment process will form the basis of any additional learning support interventions.
- TWFCG recognizes that some barriers to learning or support needs may not be declared or recognised at enrolment or through the admissions process. Learning Support needs may also be identified through initial and/or diagnostic assessment, through progress monitoring by the curriculum or other means. This includes mental health issues that present barriers to learning. If this is the case, in year learning support will be arranged as soon as possible.
- All students receiving Learning Support will have a thorough initial or diagnostic assessment to determine the best type of support for them to achieve their learning goals. TWFCG uses a range of tools for this depending on best fit including BKSB, LUCID, paper based initial assessment and diagnostic assessment, free writing, interview etc.
- Once a need is identified, the provision of support will be allocated as soon as possible.
- Where necessary, further specialist assessment will be arranged.
- Additional learning support will be available on all college sites.
- Students receiving additional learning support will have targets monitored and reviewed at regular intervals.
- Students receiving assistive or adaptive technology support will receive guidance in the use of the equipment.
- Students who receive individual budgets or other funding/support from Social Care to support their daily living needs may be requested to provide their own personal care/support for learning.
- Ensure that students and tutors are made aware of the access arrangements for examinations and that the potential requirement for assessment for arrangements is timely and evidence based in line with exam board guidance.

5. Commitment to Staff Training & Development

- 5.1 All TWFCG staff will be provided with opportunities and encouraged to take part in staff training activities relating to Learning Support and their commitments to The Equality Act 2010.
- 5.2 TWFCG Governing Body ensures that all staff interact appropriately and inclusively with students who have SEN or a disability and provide opportunities to enable curriculum staff to develop their skills and awareness of effective practice and keep their knowledge up to date.

6. Compliance & Monitoring

- 6.1 All learning support needs, plans and activity, will be recorded on a Learning Support Form for each individual.
- 6.2 Appropriate information will be disseminated to relevant managers to ensure that student/learning needs can be adequately met within a programme.
- 6.3 All activities will take place in line with the current Equality and Diversity Policy, Disability Statement, Health and Safety and other college policies with reference to The Equality Act 2010.
- 6.4 All learning support will meet the requirements of the Education and Skills Funding Agency (ESFA), Local Authority for high needs, other funding bodies and internal and external audit compliance requirements.
- 6.5 Appropriate levels of learning support will be provided where a student's mental health needs are associated with a barrier to learning.
- 6.6 Where the student has a disability or illness which has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities, the WFCG must ensure compliance with The Equality Act 2010 in accordance with the WFCG Disability Statement. This may include the making of reasonable adjustments.
- 6.7 Ensure relevant staff are advised of additional learning support and/or other adjustments required to enable students to undertake the course and achieve their potential.
- 6.8 Where deemed appropriate, students may need to go through a Risk Assessment procedure

7. Confidentiality & Disclosure

- 7.1 In line with The Equality Act 2010, prospective and existing students will be given opportunities and encouraged to disclose the existence and/or nature of a disability and/or learning difficulty/impairment or barriers to learning on the following occasions:
 - On initial contact with the College
 - On application
 - At Interview
 - During enrolment
 - When arranging work placements and/or attending field trips

- When using the Careers Service, Counselling Service or accessing Student Support Funds
- Events and examinations
- During tutorials or Core Studies
- During class
- During additional support interviews / assessment.

- 7.2 Students have the right to confidentiality and information about a student's disability cannot be processed without the student's explicit consent. Students should be made aware that this request may impact on adjustments that can be made.
- 7.3 It is recognised that once a student has disclosed a disability and the student is happy for the information to be shared, the information will be shared with relevant staff on a need to know basis only. The initial interview/assessment will provide the opportunity for this and this will then be formally recorded. However see 9.4 below.
- 7.4 Students who disclose and are identified with an Additional Support need will have the opportunity to decline any offer of support. However, in such cases if this constitutes a health and safety risk to the College, other students or staff, the College may, through the Risk Assessment procedure, deem that it is in the student's best interest to take up the support on such grounds. This may affect any decisions relating to the students continued course of study. If support is declined, students will have the opportunity to re-apply for support in the future.

8. Prescription Medication

- 8.1 In line with The Equality Act 2010 prospective and existing students will be given opportunities and encouraged to disclose the existence and use of prescribed medication that has to be taken while on college sites.
- 8.2 All students taking prescription medication on College premises will be expected to be able to take such medication unaided and will be responsible for the safe keeping of the medication whilst on College property.
- 8.3 Where the failure to take such prescribed medication would be potentially life threatening or would result in such an adverse effect on the student or others that they would be severely restricted in their access to their programme, the WFCG will provide suitable facilities for the taking of such medication.
- 8.4 In a minority of cases where failure to take medication would have a profound adverse effect on the student or their peers, and only following a full Assessment of Risk (student), the taking of medication may form part of a student's learning agreement.
- 8.5 Subject to student agreement and disclosure, and in line with the WFCG Confidentiality and Data Protection procedures, appropriate College staff will be made aware of the use of prescribed medication on the College premises.
- 8.6 Where prescribed medication that college staff are aware of is lost on College premises, security staff and the health and safety team will be alerted.

9. Monitoring, Review & Dissemination

- 9.1 The effective implementation of the policy will be reviewed by the Equality and Diversity Committee through:
- The creation of statistical reports
 - Analysis of retention and success data
 - Annual self assessment

10. Roles & Responsibilities

- 10.1 Learning Support is the responsibility of all staff at the WFCG .
- 10.2 The Vice Principals Sixth Form and FE are responsible for the implementation of the Learning Support policy.
- 10.3 All support staff and specialist tutors have the responsibility to ensure the eligibility of students in receipt of learning support and provide feedback to managers and co-ordinators in relation to student progress and achievement.
- 10.4 All support staff and specialist tutors have the responsibility to ensure that all ALS records are completed in line with audit requirements and funding regulations.
- 10.5 All Academic staff have a responsibility to ensure that students with potential or actual support needs are identified, referred to the Learning Supportservice for further assessment and identification of needs and/or that learning support is put in place, monitored and recorded accurately.
- 10.6 All academic staff 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.
- 10.7 Academic staff and support staff have the joint responsibility to communicate and provide for the students' support needs in line with any support plans.
- 10.8 The Vice Principals Sixth Form and FE will ensure that the policy is effectively implemented in terms of:
- Systems and procedures
 - Ensuring appropriate methods and assessment tools are utilised
 - Analysis of assessment results and feedback to students
 - Co-ordination of appropriate support for individual students
 - Monitoring effectiveness of support
 - Monitoring the effective dissemination of information to appropriate tutors and course co-ordinators
 - Dissemination of general information regarding specific learning difficulties and/or disabilities
- 10.9 Directors/Heads of Department will ensure that students identified as requiring additional support have access to the agreed support.

- 10.10 Directors/Heads of Department will ensure that support staff are made aware of any timetable changes to ensure that support staff can be redeployed efficiently.
- 10.11 Directors/Heads of Department will ensure that any potential support needs identified through the course review process are collated and referred to the appropriate support service.