LEARNING SUPPORT POLICY

HARROW, RICHMOND AND UXBRIDGE COLLEGES POLICY AND PROCEDURES

HRUC

Policy No:	C5
Subject:	Learning Support Policy
Origination date:	September 2004
Last approved:	November 2020
Effective date:	October 2024
Person responsible:	Assistant Principal – Supported and Targeted Learning
Approved by:	Senior Leadership Team
For action by:	All Staff
For information to:	All Staff

Overview

HRUC is committed to providing equal opportunities for learners and to eliminating discrimination. The college group understands and appreciates the benefits of a diverse workforce/college community and strives to create and maintain an inclusive environment. We welcome applicants, learners and visitors with learning, difficulties, disabilities, medical conditions, mental health issues and other learning needs. We are committed to removing barriers so that all learners can reach their true potential. We intend to provide a high-quality learning experience for all learners including those with additional support needs.

The Group seeks to provide an atmosphere and culture, where everyone feels valued and adjustments are in place so that every learner has the opportunity to achieve their learning goals and excel in their chosen pathway. We require all Colleagues within the organisation to demonstrate high standards in relation to the treatment of visitors, applicants and learners with inclusive support needs.

The College Group works in partnership with Local Authorities to provide a Local Offer to meet the needs of young people who have Special Educational Needs and Disabilities (SEND) and support them on their journey to adulthood. The Group is committed to using its best endeavours to put reasonable adjustments in place for all learners with inclusive and additional needs.

Support offer

Learners with inclusive support needs have access to the following types of specialist support, depending upon their assessed level of need:

- Exam access arrangements
- Specialist teachers
- Specialist Sensory Support for VI/HI
- BSL Communication Support
- Speech and language, Physio and OT therapy
- Specialist software
- Adapted equipment
- In class support
- Study skills workshops
- Mentoring

Summary

1. The Learning Support Service provided by HRUC aims to identify and deliver the additional support required by individual learners, at all stages of their time at the College. This support, once agreed with the student, will form part of their learning agreement to enable them to reach their goals. The service provides individual support for learning difficulty and/or disability, communication support, support in class by a Learning Support Assistant, exam access arrangements/assessment concessions or assistive technology.

2. The Learning Support Policy ensures equality of opportunity for all students by committing 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 to help them achieve their goals and will support and encourage disclosure of these. The principles and practices of equality of opportunity underpin all areas of college work, either within the College or within the community it serves.

3. The conditions and regulations outlined in the Attendance Policy regarding learning support sessions and in-class support are not specified in the context provided but should be read in conjunction with this policy.

1.0   Background

1.1   This Policy sets out the commitment, duties, and procedures that relate to learning support in HRUC (Harrow, Richmond, and Uxbridge College group).

1.2   The key purpose of the learning support policy is to ensure that HRUC 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   HRUC 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 to help them achieve their goals. HRUC will support and encourage disclosure of these needs.

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   HRUC is committed to delivering the statutory requirements of the 2015 SEND and disability code of practice.

2.0   Scope

2.1   All staff and students at HRUC are subject to this 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, HRUC acknowledges that some students may require additional support to achieve their learning go

2.3   HRUC provides a Learning Support Service that aims to identify and deliver the additional support required by individual learners 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 go.

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

3.0   Intent

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

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

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

3.1   The Learning Support Service at HRUC will provide relevant support wherever possible, within available resources. This support may include individual support for learning disabilities, and, or difficulties communication support, support in class by a Learning Support Assistant, exam access arrangements/assessment concessions, or assistive technology.

3.1   Support will be provided across a student's program 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 in the classroom.

4.0   Performance Standards

4.1   Pre-Entry and Induction

To meet the requirements of the SEND Code of Practice, HRUC has implemented a process to allow fair and equal access for all potential students to the wider college curriculum. The Learning Support Service will:

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

4.1.2   Provide an assessment of Learning Support needs at pre-entry following identification of needs by staff, students, parents/carer, school, or other agencies.

4.1.3   Provide the necessary support during the application, interview, and admissions process where students, parents/carer, school, or other agencies identify 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 help assess the student's additional support needs. This will enable the associated Inclusively Learning Support (ILS) funding to be claimed from and monitored by Local Authorities. Higher education (HE) students who meet requirements can apply for DSA (Disabled Students' Allowance). Further details on how to apply can be viewed at https://www.gov.uk/disabled-students-allowances-dsas.

4.1.6   Administer Education Health and Care Plan (EHCP) consultations according to the statutory guidelines in the SEND Code of Practice and provide support to enrolled students with EHCPs in line with the outcomes listed within their plans.

4.1.7   Agree on costs and any required contracts for high-needs learners with the local authorities as a priority action.

4.1.8   Analyses assessment results to ensure the most effective deployment of resources to meet learner needs.

4.1.9   Make recommendations that are in the best interest of the student. If HRUC assesses during the application process that it cannot meet the needs of a learner with an EHCP, or that the local authority will not fund the required support, it will communicate this outcome with the local authority.

5.0   On Programme

5.1   The Learning Support team will Liaise with the local authority, the student, and tutor to agree on an appropriate program of support that meets the needs within the available resources.

5.2   Where a student has an EHCP, provide support to meet the outcomes listed in the EHCP, including specialist support or care to the extent possible.

5.3   Offer feedback and advice to Course Teams as part of the program of support.

5.4   Regularly Review the program of support with the student and course tutor/lecturer on a termly basis.

5.5   Liaise with external agencies and parents/carers parents and guardians as appropriate.

5.6   Provide an annual review for all students with an EHCP in line with the statutory requirements of the SEND Code of Practice.

5.7   Make recommendations regarding special arrangements for examinations and liaise with the College Examinations Officer and Awarding Bodies.

5.8   Ensure that all students with special needs and disabilities at HRUC can access the college facilities by making reasonable adjustments.

5.9   Ensure that students with SEND are able to express their views and are fully involved in decisions that affect their education and support.

5.10   Provide equal access to a broad and balanced curriculum and enrichment activities and, where funding and reasonable adjustments allow, provide adaptive equipment and IT support for learners.

5.11   Support learning for students who are in the hospital or absent due to ill health by sending work electronically where appropriate.

6.0   Progression

6.1   Together with the Careers team, provide careers guidance and support to students to assist their progression within HRUC in liaison with academic and vocational course tutors.

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

6.3   Liaise with the career advisers, guidance service, and other agencies to assist students in progressing from their college courses. Identifying their appropriate next steps.

7.0   Quality Assurance

7.1   HRUC will review, on an annual basis, the performance of learners receiving support, along with ethnicity and diversity data. Appropriate remedial actions will be taken where achievement gaps versus national benchmarks/college averages are identified.

7.2   earning Support will be evaluated as part of HRUC's quality assurance process, including graded observations of staff and service reviews.

7.3   The Learning Support Team will conduct their own evaluation of the service with its users.

7.4   The procedures and outcomes of this Learning Support Policy will be reviewed by the Learning Support Team, and an annual action plan for improvement will be produced.

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

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

8.0   Review and Consultation
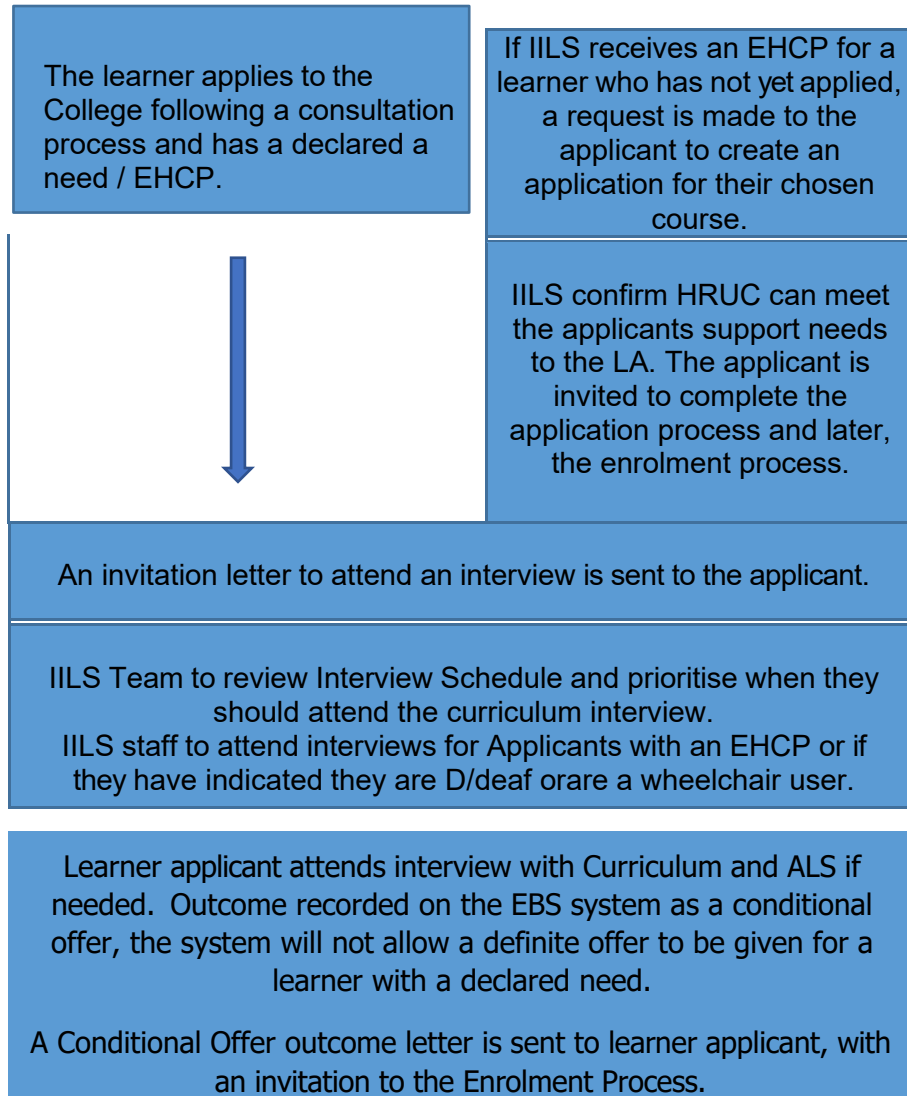
8.1   This Learning Support Policy will be reviewed regularly in accordance with legislative developments and the need for good practice.

9.0   General

9.1   This Learning Support Policy should be cross-referenced with all relevant HRUC employment and student policies and relevant legislation and should not be read alone and is inclusive of the Equality Act and SEND Code of Practice

Appendix 1

Application and Enrolment Process

The learner applies to the College following a consultation process and has a declared a need / EHCP.

If IILS receives an EHCP for a learner who has not yet applied, a request is made to the applicant to create an application for their chosen course.

IILS confirm HRUC can meet the applicants support needs to the LA. The applicant is invited to complete the application process and later, the enrolment process.

An invitation letter to attend an interview is sent to the applicant.

IILS Team to review Interview Schedule and prioritise when they should attend the curriculum interview.
IILS staff to attend interviews for Applicants with an EHCP or if they have indicated they are D/deaf orare a wheelchair user.

Learner applicant attends interview with Curriculum and ALS if needed. Outcome recorded on the EBS system as a conditional offer, the system will not allow a definite offer to be given for a learner with a declared need.

A Conditional Offer outcome letter is sent to learner applicant, with an invitation to the Enrolment Process.

Enrolment Process

Learner applicant attends Enrolment.

ALS meet the learner and record the support decision on EBS.

If decision is set to either Low or High Approved the learner progresses onto the Curriculum Enrolment Interview queue.

If unable to meet support the enrolment process ends, with a 'Do Not Enrol' note on EBS – can be subject to further information requested.