

Policy and Procedure Title	Learning Support Policy and Procedure
Date Approved	
Approved by	
Date of Equality Impact Assessment	
Next Review Date	September 2019
Executive Lead	VP Curriculum, Quality and Learner Experience
Applicable to:	Staff/Learners
Accessible to:	Staff/Learners

1. Scope and Purpose

Loughborough College is committed to making reasonable adjustments and offering additional support to ensure that learners, who may otherwise be disadvantaged due to learning difficulties and disabilities and medical conditions, including mental health have an equal chance of completing their programme of learning and achieving successful outcomes. This will be done whilst promoting independence and maintaining dignity. The college recognises learning difficulties and disabilities as defined within the Equality Act 2010.

2. Policy Statement

Loughborough College has an inclusive culture whereby the needs of learners are promoted and supported throughout their learning. Reasonable adjustments will be made by those overseeing teaching and learning within the learning environment. Additional support can be offered based on an assessment of individual need.

The College will promote independence by reviewing learners' needs and making adjustments to levels of support offered.

The college has strong links with local authorities and complies with current SEND (Special Educational Needs and Disabilities) legislation to ensure best endeavours are applied throughout a learner's journey. The college has regard for the SEND Code of Practice (2015) and fulfils its statutory duty towards children and young people (0-25) with SEN or disabilities.

The college is committed to eliminating discrimination, promoting equality of opportunity and fostering good relations between disabled and non-disabled children and young people.

The college has a published local offer in line with The Special Educational Needs (local offer) Regulations 2014 for more information on services and support.

3. Definitions

The college recognises that often words are abbreviated; below are a list of some useful definitions.

The reasonable adjustment duty

The duty is 'to take such steps as it is reasonable to have to take to avoid the substantial disadvantage' to a disabled person caused by a provision, criterion or practice applied by or on behalf of a college, or by the absence

of an auxiliary aid or service. In the Equality Act 2010 as a whole, there are three elements to the reasonable adjustments duty that relate to:

- Provisions, criteria and practice
- Auxiliary aids and services
- Physical features

Best Endeavours

Some children and young people need educational provision that is additional to or different. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less

LDD

Learning difficulties/disabilities

SEND

Special education needs and disabilities

EHCP

Education health and care plan

SPLD

Specific learning difficulties

4. Legislation

The college complies with disability and SEND legislation, further guidance around special educational needs and disabilities, within education, can be found within the following legislation. (This is not an exhaustive list)

- Children and Families Act 2014
- SEND Code of Practice 2015
- Special Educational Needs and Disability regulations 2015
- Equality Act 2010
- Mental Capacity Act 2005
- Education Act 1996, 2002

5. Procedure

Potential learners are encouraged to declare learning difficulties/disabilities at the earliest opportunity to ensure that the college is able to put in place reasonable adjustments and use best endeavours to allocate the right support at the right time. Learners have the opportunity to declare any support needs, learning difficulties or disabilities from the application stage.

Once an application form has been received the Additional Learning Support Team, located within the Learner Services team are able to make contact with potential learners and/or their parents to be able to arrange a needs assessment. The Additional Support team will make contact via telephone, email and letter. The college addresses emails and letters in the name of the applying candidate to the addresses provided.

If potential learners, parents/carers have not had an opportunity to make contact with the Additional learning Support Team prior to starting their programme, the team liaises with the curriculum staff to ensure that support needs can be reviewed at the earliest opportunity at the beginning of term. Whilst curriculum staff will encourage and support learners to book and attend an assessment, the responsibility for this is placed upon the learner/parent/carer.

For more information about support relating to exam concessions, please see the exam access arrangements policy.

For learner that have not declared a learning difficulty or disability at the application stage but present as requiring additional support within their studies, observed by their tutors, learners will be encouraged to make an appointment with the Additional Learning Support Team. The curriculum staff will discuss this with the learner in the first instance.

The support recommended may not always be exactly the same as what learners have received at previous schools. At college our aim is to support learners to be as independent with their learning as possible, which includes reviewing and looking at alternative support mechanisms that allow them to learn, and not be disadvantaged, whilst developing independent learning skills.

Learners have the right to refuse any additional support suggested and offered at any time.

6. Key partners

The college works with (but is not limited to working with) the following local authorities in relation to learners with Education health and Care plans/SEND Support Plans, for those that require further element 3 top up funding from the local authority (“High Needs” learner);

- Leicestershire County Council
- Leicester City Council
- Nottinghamshire County Council
- Nottingham City Council
- Derbyshire County Council
- Derby City Council

The College maintains a strong working relationship and creates joint provision opportunities for learners, with the RNIB College Loughborough. RNIB College Loughborough offer specialist advice and support to the college. The college also has strong links with a range of further education colleges within the county and East Midlands area as well as other specialist provision.

7. College Services

Headed up by the Learner Services Manager, the Additional Learning Support Team comprises of the following specialist support staff:

Role	Key Function (not exhaustive)
SPLD Tutors	Specialist within specific learning difficulties such as dyslexia, dyspraxia, dyscalculia (list not exhaustive) the SPLD Tutors provide a range of support including; Initial Assessments, psychometric testing, exam concessions assessments, 1:1 specialist teaching, liaising with local authority, annual support reviews.
Learning Support Coordinators	Specialist within a range of learning difficulties and disabilities including, autism spectrum disorders, social and emotional difficulties, Attention deficit hyperactivity, disorder, physical disabilities including moving and handling practices, medical conditions, the Support Coordinators provide a range of support including, initial assessments, deploying Learning Support Assistants, writing and reviewing risk assessments, liaising with the local authority and key partners (e.g. RNIB) annual support reviews.
Learning Support Assistants	Learning Support Assistants are deployed cross college working with learners at all levels within the classroom, providing support such as note taking, 1:1 support, reading, scribing and exam support.
Study Skills Support	Study skills support is offered to all learners of all levels at Loughborough College. Learners are supported to understand assignments, structuring and planning essays, understanding academic writing expectations, preparation for exams, presentation skills, time management and organising workload, understanding and preventing plagiarism in work and Harvard referencing. Support is offered either in whole class tutorials (arranged by the tutor) or on a 1:1 basis as a one off or as frequently as the learner wishes (subject to availability).

The Welfare and Development Team

Mental Health Coordinators	The Mental Health Coordinators provide support to learners with poor mental health or mental health illness. Support provided includes; initial assessments and strategies for learning, 1:1 support, small group work, acting as an advocate and liaising with curriculum staff internally. The Mental Health coordinators can also liaise with external agencies that are involved with a learners support. The team will also liaise with the local authority and provide annual support reviews.
Wellbeing Mentors	The Wellbeing Mentors offer a range of support services such as; those with low level welfare concerns, e.g. low level anxiety, substance abuse related concerns, sexual health, including those displaying unhealthy relationships. Working closely with the rest of the Additional learning support team and Welfare and Development Team the

	Wellbeing Mentors can provide 1:1 mentoring support, small group interventions and sign post to other services both internally and externally.
Inclusion Mentors	The Inclusion Mentors provide a central point of contact for learners who are in care, care leavers, young carers, young parents, those with criminal convictions and those who are vulnerably housed. The Inclusion Mentors provide 1:1 mentoring and advocacy support where identified. Working closely with external agencies they support learners to engage in appropriate external services, as well as communicating with curriculum staff on key strategies and interventions to implement to support the learners progress.

8. Offsite Delivery

Loughborough College has an inclusive culture whereby the needs of learners are promoted and supported throughout their learning. Reasonable adjustments will be made by those overseeing teaching and learning within the learning environment, whether onsite or offsite. Additional support can be offered based on an assessment of individual need at the college. Specialist support staff will liaise with curriculum delivery staff to ensure support is provided as appropriate.

9. Location and Access to the Policy and Procedure

SharePoint

10. Persons Responsible for the Policy and Procedure

Head of Learner Services

11. Linked Policies and Procedures

Exam Access Arrangements Policy and Procedure

Safeguarding Policy

12. Change log

Date	Version number	Details of change	Review / Revision by	
24/07/2018	1	Section 7 – Study skills support, added that frequency requested is subject to availability.	Name Heather Clarke	Title Head of Learner Services, Adult and Community

				provision, Designated Safeguarding Lead
24/07/2018	1	Section 4 – wording changed to “from the application stage” rather than “at the application stage – as this is not the only opportunity for them raise/declare support needs	Heather Clarke	Head of Learner Services, Adult and Community Provision, Designated Safeguarding Lead