



Learning Support Policy

September 2021

Review: September 2023

1 Introduction

- 1.1 The purpose of this policy is to provide clear information and underline the College commitment to Learning Support for students with special educational needs and disabilities (SEND) and the wider student body when applicable.
- 1.2 The aim is to ensure equal opportunities for all students, enabling them to access a broad and varied curriculum and achieve their potential.
- 1.3 The College recognises the importance of study skills and techniques, and uses Learning Support to actively promote these to students making the transition from Secondary education/GCSEs to Sixth Form/A Levels, BTEC. This focus aims to equip students with tools to help prepare them for progression to university, employment or other desired routes.

2 Learning Support Across the College

- 2.1 The College recognises its statutory duties with regard to the SEND Code of Practice (2015) for all students and uses its best endeavours to secure and provide the special educational provision the individual student needs.
- 2.2 The College offers an inclusive approach to teaching and learning, with high quality teaching which is differentiated for individuals where the course content and teaching allows.
- 2.3 The College recognises that Learning Support requires a whole College approach. Staff are made aware of the specific needs of students through the College Information Database (CID), with differentiated teaching in the classroom to accommodate those needs as a result.
- 2.4 Focus for SEN students is on supporting learners to reach positive destinations in adult life. These destinations include higher education, further training or employment.
- 2.5 The ethos of Learning Support at Reigate College is to enable all students to work as independently as possible in fulfilling their potential, by providing strategies and techniques that can be practised and honed to achieve this.
- 2.6 At their enrolment, the College will screen all identified Level 2 students, plus any student who does not have a grade 4 (and above) in English Lang GCSE, for any literacy needs or difficulties that may have an impact on their studies.
- 2.7 Students who have disclosed needs are familiarised with key Learning Support Staff. They will meet someone from the Learning support team at enrolment and some students will be invited into College pre enrolment.

3 Roles and Responsibilities

- 3.1 The Head of Learning Support is responsible for all aspects of learning support in the College covering the identification of, processing of and application of appropriate support. The Head of Learning Support liaises with appropriate departments such as Exams, Student Services, Admissions, Mentoring and teachers. The department also deliver training to staff through College inset.
- 3.2 Teaching staff are responsible for accessing all Learning Support notes for their students via CID and responding to their needs appropriately in the classroom.
- 3.3 The Learning Support Team operate in an area (room P103), where drop in and one to one or small group timetabled lessons take place. This space is also available for SEN students to use and access study materials or specific support and advice. The space is shared with our Mentoring department.

4 Learning Support

- 4.1 The College requests all documents relating to an individual need prior to commencement of the course, in order to ensure a smooth transition and best inform the teaching staff prior to teaching. Students are encouraged to discuss needs with the Head of Learning Support or delegated alternate upon interview and enrolment, to ensure the appropriate measures are put in place.
- 4.2 The College offers:
- One to one timetabled sessions
 - One to one drop in sessions
 - Dyslexia and literacy support
 - Revision technique advice and strategies
 - Essay writing and planning support
 - Time management and organisational support
 - Assessment for exam access arrangements
 - Advice on Learning difficulties
 - Advice on ADHD/Aspergers and support available
 - Liaison with LEA with regards to students with an EHCP
- 4.3 In-class support is provided as a requirement of an Educational Health & Care Plan, and ongoing reviews will be made to help with student independence.
- 4.4 Where possible, the use of assistive technology is encouraged to promote independence. Reading Pens & reading software are provided as the College's normal way of working and a student requiring a reader will be expected to use one of these options unless agreed with the Associate Director (Learning Support & Welfare) or Head of Learning Support. Voice recognition software are also encouraged where appropriate for specific needs and individuals.
- 4.5 There are some PCs available in room P103 for both class work and private study within the College. Some laptops are available to loan from the ILC. Students may wish to bring their own laptop in from home at their own risk.

5 Educational Health Care Plans

- 5.1 The College has a duty to admit students with Education, Health & Care Plans (EHCP's) if Reigate College is named in the plan as the Post-16 Placement, dependent on a successful consultation having taken place with the relevant Local Authority, **and whether the College can meet need**. All EHCP students are required to achieve the College entry criteria as set out in the College Admissions Policy. EHCP students should apply to the College using the College application process.
- 5.2 Reigate College must be consulted on all EHCP applications by the relevant Local Authority. Local Authorities should be in contact throughout all stages of the application and enrolment process. Any final place at Reigate College is dependent on the Local Authority completing the consultation as directed by the SEND Code of Practice 2015 and the student achieving the College entry requirements. In the event that a student enrolls without disclosing possession of an EHCP plan, the College cannot ensure that the appropriate support will be provided.
- 5.3 The College publishes its SEN Information Report on its website as required by Surrey County Council.

6 Reasonable Adjustments

- 6.1 The College will make 'reasonable adjustments' to prevent a student being placed at a substantial disadvantage.

7 Exam Access Arrangements

- 7.1 Please see Exam Access Arrangements Policy.

7.2 The Joint Council for Qualifications (JCQ) state that a College is under no obligation to accept a privately commissioned report. Such reports are not sufficient evidence to initiate exam access arrangements and the recommendations within them do not have to be acknowledged.

8 Student Identification & Referrals

8.1 Students can be referred to, or refer themselves to Learning Support through a number of channels. Students can make themselves known at various stages such as at College interviews, enrolment or upon commencement of their course. Students can be referred by a subject teacher at any point in the year to Learning Support, who will then assess and action any support needed.

8.2 A student may make themselves known to the Learning Support Team by dropping into room P103 anytime during the College day.

8.3 The College records all disclosures formally via CID (College database) so that information can be shared with staff that need to know. Every effort will be made to accommodate late referrals or disclosures regarding students and support, but Exam Access Arrangements will not be possible past the deadline.

9 'Plus' Classes

9.1 Each course operates Plus classes to provide subject specific support to nominated students. This support is different to that offered by Learning Support, which focuses on serving the learning need of a student.

10 Physical/Mental Health

10.1 Please see the Health, Wellbeing and Fitness to Study Policy.

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