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Learning Support Policy

Updated:	**July 2026**
Approval:	**August 2026**
Implementation:	**September 2026**
Review:	**June 2027**

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SIXTH FORM EDUCATION AT ITS BEST

• RIGHTS
• RESPECT
• RESPONSIBILITY

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 to post-16 education. This focus aims to equip students with tools to help prepare them for progression to university, employment, apprenticeship or other desired pathways.

1.4 The SEND code of Practice 2015 defines a disability as *a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.*

1.5 It is important to remember that not all learners with disabilities have SEN and not all learners with SEN meet the definition of 'disability'. This policy covers all learners.

1.6 The College listens to the voice of the young person and respects their aspirations. The learner's consent will always be sought when views are recorded or shared. The wishes and thoughts of parents and carers are also taken into consideration, where appropriate.

2 Learning Support across the College

2.1 The College recognises its statutory duties regarding 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 that is adapted 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), which informs adaptive

teaching in the classroom to accommodate those needs.

2.4 The focus for students with SEN is on supporting learners to reach positive destinations in adult life. These destinations include higher education, further training or employment.

2.5 The College's Learning Support ethos is to enable all students to work as independently as possible to fulfil their potential, by providing strategies and techniques that can be practised and honed to achieve this.

2.6 Students who have disclosed needs at enrolment are familiarised with key 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 SENCO is responsible for all aspects of learning support in the College, covering the identification, processing and application of appropriate support. The SENCO liaises with appropriate departments such as Exams, Safeguarding, Pastoral, Student Services, Admissions, Mentoring and Academic teams. The Department also deliver training to staff through College INSET.

3.2 Teaching staff are responsible for accessing all Learning Support notes, including Teaching Guidance, for their students via CID and responding to their needs appropriately in the classroom.

3.3 The Learning Support Team operate in the Student Support Hub, where drop in, one to ones and small group timetabled lessons take place. This space is available for students with SEN to use and access study materials or specific support and advice. The space is shared with the Mentoring Department.

4 Learning Support

4.1 The College requests all documents relating to an individual need prior to commencement of the course, to ensure a smooth transition and best inform the teaching staff of the student's need. Students are encouraged to discuss needs with the SENCO 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 specific learning needs and support available
- Liaison with LA with regards to students with an EHCP
- ELSA
- Wellbeing mentoring based on need

4.3 In-class support is provided as a requirement of an Educational Health and Care Plan (EHCP) 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 and 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 SENCO. Voice recognition software is also encouraged, where appropriate, for specific needs and individuals.

4.5 There are some PCs available in the Student Support Hub for both classwork and private study. Laptops are available to loan per day. Students may wish to bring their own laptop in from home at their own risk.

5 EHCPs

5.1 The College has a duty to admit students with EHCPs if:

- Successful consultation has taken place with the relevant Local Authority by the 31 March deadline as outlined in the SEND Code of Practice
- The College can meet need
- Reigate College is named in the plan as the Post-16 Placement
- An application has been made by the College application deadline

5.2 All students with an EHCP are required to achieve the College entry criteria as set out in the College Admissions Policy. Students with an EHCP should apply to the College using the College application process by the College deadline.

5.3 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 and have named the College by the 31 March deadline. 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. If a student enrols without disclosing possession of an EHCP plan, the College cannot ensure that the appropriate support will be provided.

5.4 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 and referrals

8.1 The College offers an inclusive approach to teaching and learning, with high-quality teaching which is adapted for individuals where the course content and teaching allows.

8.2 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 adaptive teaching in the classroom to accommodate those needs as a result.

8.3 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.

8.7 The College supports all students through the 'Graduated Approach' of 'assess, plan, do, review cycles.' Each stage takes a minimum of 6 weeks.

8.8 Students can be referred to or refer themselves to Learning Support. Students can make the Department aware throughout the application process including the initial application, College interviews, enrolment and upon commencement of their courses. 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.

8.9 A student may make themselves known to the Learning Support Department by dropping into the Student Support Hub during the College day.

8.10 The College records all disclosures formally via CID 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 published deadline.

9 Plus classes

9.1 Each course normally 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.

9 Physical/Mental Health

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

10 Reigate Learning Alliance (RLA) Trust

10.1 The RLA is responsible for ensuring the College has appropriate policies in place and that these are regularly reviewed and updated.

10.2 The RLA is collectively responsible for ensuring arrangements to meet the needs of the student are fully embedded within the College and reflected in practice.

10.3 The RLA ensures The College processes are in place to support staff to understand and execute their role and responsibilities as set out in the SEND Code of Practice.