

**HARLOW  
COLLEGE**

**LEARNING SUPPORT POLICY**

## **1. Introduction**

- 1.1 Harlow College is committed to providing high quality support to individuals with learning difficulties or disabilities, or other additional needs (emotional, social or behavioural).
- 1.2 Harlow College is committed to achieving excellence for all learners in order that they may fulfil their potential.
- 1.3 Harlow College aims to provide sensitive advice and guidance prior to entry to raise aspiration and to assess any additional needs in a timely and comprehensive manner.
- 1.4 Harlow College recognises the importance of the Equality Act 2010 and, more recently, the Children and Families Act 2014 – SEND Reforms. Their implementation is integral to this policy.

## **2. Scope and Purpose of Support**

- 2.1 The college recognises that all students have individual learning needs. Learning Support addresses these needs by:

- Assessment and information gathering at transition through links with Secondary Schools and other referral agencies
- Liaison with outside agencies
- Involvement at interviews following application if Learning Support needs are disclosed or identified
- Initial assessment via BKSB and Exact to determine the support required.
- Providing one to one or small group support for learners from a Learning Support Practitioner
- Providing advice and guidance to staff in Direct Delivery teams

(See Appendix 1 for Learning Support processes)

- 2.2 Support available (see Appendix 2 - Disability Statement)

- Access arrangements for learners with physical/sensory disability.
- Assessment and reports for special exam considerations.
- Dyslexia screener
- Loan of specialist equipment
- Adapted resources
- Differentiated and inclusive learning materials and delivery methods
- Provision of specialist staff e.g. Communication Support Workers
- Specialist provision for 'exceptional entry' learners with high level needs
- 1:1 study skills support for HE learners who have applied through the Disabled Students' Allowance (DSA) process
- Transition support from students from school to college
- Providing whole college staff development on learning support issues

### **3. Related documents**

- 3.1 Children and Families Act 2014 (SEND Reforms)
- 3.2 Equality Act 2010 (Incorporating SENDA and DDA)
- 3.3 Learning and Skills Act 2001 (colleges should have 'regard' for students with learning difficulties or disability)
- 3.4 Tomlinson Report 2004
- 3.5 LSC Learning for Living and Work 2007 (Improving Choice, Close to Home)

### **4. Accountability**

- 4.1 Harlow College has a named person responsible for the planning, co-ordination and implementation of Learning Support for College students with Learning Difficulties and/or Disabilities. Currently this is the Head of Department - Learning Support - accountable to the Assistant Principal - Student Services and the Deputy Principal of Harlow College. The Head of Department is supported by a dedicated Learning Support Assessor.

### **ALS Provision**

#### 4.2 Aims to:

- Assess need by liaising with schools, outside agencies, specialist providers, parents
- Action plan learners detailing their support needs
- Allocate named support staff to ensure that measures positively impact on the learners' progress, recognise personal barriers and reduce dependency
- Liaise with direct delivery teams to share information and facilitate support
- Maximise funding to ensure support will provide a positive outcome for the learners
- Develop strategies and skills for the students to become independent learners
- Track students with Education Health and Care Plans and High Needs through termly reviews

## **5. Quality/monitoring**

Quality is monitored by the college core observation team, audits, informal observations of staff and students, peer observations of support staff.

### 5.1 Documents:

- Logs from support staff
- Observations
- Evaluations from students, parents and staff

### 5.2 Maintaining Quality

- Rolling programme of staff awareness/training sessions.
- Providing updated documents and guidelines as appropriate.

### 5.3 Effectiveness

- Will be measured through analysis of data, evaluations, feedback and retention and achievement rates of learners who have accessed support
- Policy will be reviewed annually

## TRACKING and REFERENCE INFORMATION

**Date Approved:** 8<sup>th</sup> October 2015

**Review Date:** October 2016

**Author/Responsibility:** Assistant Principal - Student Services

**Equality Impact Assessment:** TBA

### **List of related policies, procedures and other documents:**

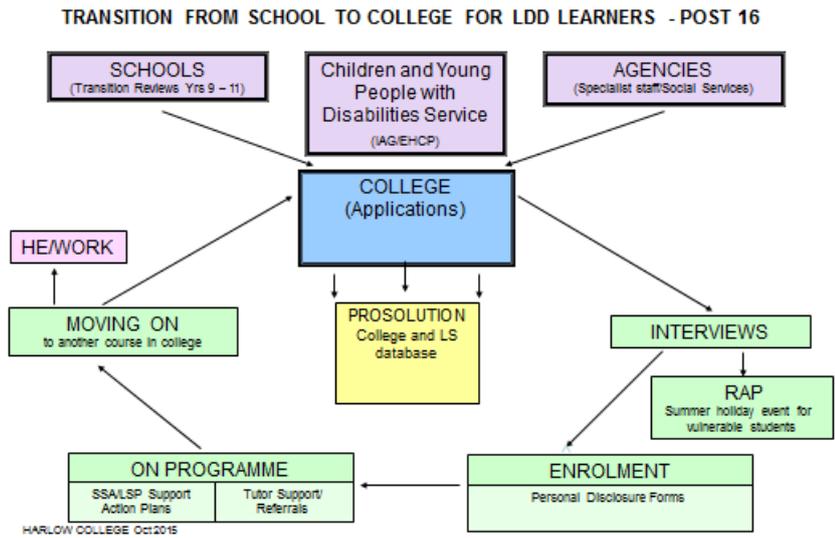
Equality & Diversity Policy  
Equality and Diversity Scheme  
Data Protection Policy  
Safeguarding Policy

**Complaints:** If you wish to submit a complaint about the application of this policy or the procedure of it, please send your request in accordance with the provisions of the Grievance Procedure.

**Monitoring:** The application of this policy and associated procedure will be monitored by HR Services

**Easy reading:** To receive this policy/procedure in a different format, please contact HR Services

# Appendix 1



# Appendix 2 – See Disability Statement