

Procedures Manual

04.16.01

LEARNING SUPPORT POLICY

PURPOSE

To ensure identified students are provided with Learning Support.

SCOPE

Students identified with recognised Special Education Needs or a Learning Difficulty and or Disability which may present a barrier in terms of their learning and progression within their agreed individual study programme.

RESPONSIBILITY

Executive Director- Inclusive Learning, Inclusive Learning Manager & Learning Support Manager

LEARNING SUPPORT POLICY

- West Suffolk College is committed to supporting all of its students, including those with additional needs, in achieving their educational and personal goals, and strives to provide appropriate and effective support to reflect this.
- Learning Support provided by West Suffolk College will reflect the requirements laid out in the latest SEND reforms guidelines and the SEN code of practice. See SEND Policy (01.23.01)
- All students have learning needs and some have additional learning needs, regardless of level of study. The majority of students will have their needs met within Teaching, Learning and Assessment frameworks, but a significant number will require Learning Support (LS).
- Learning Support provision is most effective when based on an early identification of need. Students will be provided with a series of opportunities to disclose learning support needs and every disclosure made will be followed up.
- The Learning Support Team will follow up disclosures of need and referrals and will work with students in assessing their needs and determining appropriate support measures.

Date	Author	Impact Ass.	Issue	Review Date	Quality App	Section	Page
Jan 20	Calvin Marshall			Aug 20			1 of 2

- All students receiving LS will have in place a Learning Support Plan (LSP) which will document the outcome of the needs assessments and arrangement of support measures.
- The student themselves will always be regarded and treated as a central figure in the drawing up, agreeing of and the reviewing of their LSP.
- LSPs will be formally reviewed with the student at least once per term and informally on an on-going basis as required.
- In some cases it will be essential that students provide relevant and up-to-date documentary evidence or supporting information in relation to their additional needs in order to allow reasonable adjustments to be made and support put in place. Students will be advised of the nature of the evidence/information as soon as possible and generally during preliminary discussions.
- Where appropriate and with the agreement of the individual student, the Learning Support Team will work in partnership with colleagues in other sectors, institutions and agencies to confirm the nature of the individual's need and relevant details of support measures previously in place.
- The College's core working relationship will remain with the student and as such communications will be directed to or through the student. Parents and Carers will also be involved fully where there is a need to reiterate or underpin important information.
- LS will be evaluated and provided within the college on a team basis involving the SENCo, Learning Support Manager, Learning Mentors, Personal Support Tutors, Learning Support Assistants, Course Directors and Curriculum Staff. A cross-college, team approach is essential in ensuring robust, effective support is provided to all students who require it.
- Recording processes will be in place for all learning support activities and in particular to enable the identification of students that have high needs and those that attract extra funding. The process will include evaluation of needs, planning of support to be provided, estimated and actual costs, regular reviews of progress made and the impact of the support in relation to progression and achievement.
- The Learning Support Handbook (04.16.02) contains the detailed information and guidance for all staff.

Date	Author	Impact Ass.	Issue	Review Date	Quality App	Section	Page
Nov 19	Calvin Marshall			Nov 20			2 of 2