

# LEARNING SUPPORT AND SEND POLICY

## **1) Aim of the Policy**

Woking College aims to ensure equality of opportunity and a wide and varied curriculum for each student in order that they can become an effective learner, who is able to achieve their maximum potential.

This document sets out how this will be achieved and is informed by the following legislation and statutory framework: [The SEND Code of Practice: 0-25 years \(2015\)](#), [The Children and Families Act \(2014\) Part 3](#) ) and the [Equality Act 2010 \(legislation.gov.uk\)](#)

The College seeks to identify learners with specific educational needs and / or disabilities (SEND) as early as possible in order to provide appropriate support.

## **2) Policy Statements**

The Learning Support Department aims to provide the most appropriate individual support for each student so that they can access and benefit from the educational provision at Woking College.

All students are able to access additional learning support according to need, regardless of diagnosis or assessment. As part of the wider College induction processes, all students are screened for literacy needs and are contacted to offer support and all students can access 1-2-1 or group support in the Learning Support hub in B09 at any point during their studies.

Learning Support is not viewed as a single teaching approach, rather a whole College approach. Staff throughout the College are aware of the individual needs of those learners with specific learning issues. The College understands that effective Learning Support is underpinned by good information, understanding and positive support from all teaching staff.

The College recognises its statutory duties in relation to the SEND Code of Practice for all students between the ages of 16-25 and the Children and Families Act 2014. As such...

- The College will co-operate with the Local Authority to identify and meet the needs of young people with SEN.
- The College must use its best endeavours to secure the special educational provision that the young person needs.
- The College has a duty to admit students if the institution is named in an EHC plan following consultation with the College and provided that the young person's 'age, ability,

aptitude or SEN” does not make it “incompatible with the efficient use of resources of the efficient education of others.”

- The College will publish its ‘local offer’ on the College Website.
- The College is required to meet its statutory duties as outlined in the Equality Act 2010 to make reasonable adjustments so that disabled students are not placed at a substantial disadvantage, compared with persons who are not disabled.
- The DFE defines making reasonable adjustments as “reasonable steps to try and avoid students being disadvantaged by something the school/College does”. The College is expected to provide an auxiliary aid or service for a disabled student when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the student faces in comparison to non-disabled students.
- The College aims to anticipate the likely needs of disabled learners.
- Students have the right to confidentiality, so written agreement is required before passing on any information regarding SEND or Learning Support.

### **3) The Learning Support Department**

The Learning Support concept promoted at Woking College is one of a “scaffolding nature”. This enables students to perform to their full potential. The Learning Support Drop-in Centre, where one-to-one and small group timetabled lessons take place, is situated in B09 on the ground floor of the B building and is available for students to use throughout the week. Some ‘in class support’ is given along with many other strategies found to be helpful for sixth form students. Departmental staff are available to help and advise and all students are encouraged to use the resource during their time at Woking College.

#### **Learning Support includes:**

- small group work
- individual tuition
- study skills
- essay writing
- ESOL support
- dyslexia support such as colour overlays
- time management & organisational support

#### **Additional Support is given in the form of:**

- 1:1 support
- small group support
- in class support (teacher)
- in class support (LSA)

#### **Further Additional Support may be offered for:**

- Basic skills (communication and numeracy)
- ESOL
- Study Skills – time management, essay writing, revision skills, exam technique, etc.

### **Examination Concessions**

The department, together with the College Examinations Officer, is involved with special examination arrangements including extra time, the use of a reader or scribe and word processing requirements. Refer to JCQ documentation: "Access Arrangements & Special Considerations" / [www.jcq.org.uk](http://www.jcq.org.uk)

All concessions have to be applied for in plenty of time and need to be approved by the Awarding Bodies. The College have two qualified assessors who assess students throughout the year to determine what access arrangements are required by individual students.

Staff should not make any promises about examination concessions, and should ensure that the student makes contact with the Learning Support Department or Exams Officer.

### **Student Referrals**

There are a number of ways a student can be referred or can self- refer themselves to the Learning Support Department. Students may be identified pre-enrolment, at interview, during induction or at any stage of their course. The approach is flexible and allows individual requirements to be matched. Alongside screening assessments, students or staff have a number of opportunities to refer, including:

- Declaring a learning need on the College application form
- During the year 11 pre-enrolment interview (parent/carer or student)
- Previous school referral
- Personal Tutor referral
- Subject Teacher referral
- College Counsellor referral
- Student self- referral, by approaching a member of the Learning Support team

### **Nature of support/ task**

- additional tutorial help
- photocopying e.g. enlargements
- telephone calls
- contact with parent or support worker
- personal care
- mentoring
- 1-2-1 lesson support

### **Support Facilities and Assistive Technology**

- laptops
- voice recognition software
- reading pens

**Further Information and Guidance for Staff**

- Student Records in Student Registry office
- Learning Support Room where students and staff can ‘drop in’ (B09 ground floor in B building).
- Ask or contact Department staff:
- Chris Draper – Head of Learning Support ([cdr@woking.ac.uk](mailto:cdr@woking.ac.uk))
- Jo Nicholls– Assistant Head of Learning Support ([jni@woking.ac.uk](mailto:jni@woking.ac.uk))
- Ruth Dunford – Access Arrangements Assessor ([rdu@woking.ac.uk](mailto:rdu@woking.ac.uk))
- Laura Allum – Access Arrangements Administrator ([lal@woking.ac.uk](mailto:lal@woking.ac.uk))
- Any Learning Support Assistant
- Speaking to the students Personal Tutor or Subject Teacher

Were changes made to the Policy when received? If YES complete the Partial Equality Analysis table.

Questions for all Policies Is it likely that the Policy Revision could have a negative impact:-		Please Tick Box	
		YES	NO
1.	On minority ethnic groups?		X
2.	Due to gender?		X
3.	Due to disability?		X
4.	Due to sexual orientation?		X
5.	Due to their religious beliefs (or none)?		X
6.	On people due to them being transgender or transsexual?		X
Additional questions for Policies relating to Staff Is it likely that the Policy Revision could have a negative impact:-			
7.	On people due to their age?		X
8.	On people due to their marital or civil partnership status?		X
9.	On people with dependants/caring responsibilities?		X

Date of Review      January 2024

Did you make  
changes?

x	
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If YES please speak with The Assistant Principal as a full Equality Analysis may be required.

HCL/Learning Support & SEND: Jan 2024

Last reviewed HCL: Jan 2024

Next review: Jan 2027

Approved by the Board of Trustees: 31.01.24