

# 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 he/ she can become an effective learner, who is able to achieve his/her maximum potential.

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

## 2) Policy Statements

During their induction at Woking College, all students are screened for literacy needs. In addition, those students who have declared learning support needs/ SEND are invited to meet with the Learning Support departmental team at enrolment, or at any time throughout their studies.

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

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 new SEND Code of Practice for all students between the ages of 16-25.

- 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.
- The College will co-operate with the Local Authority to identify and meet the needs of young people with SEN.
- The College will 'have regard to' the new SEND Code of Practice.
- The College will publish its 'local offer' in the format of answers/responses to fourteen key questions, as determined by the Surrey Local Authority. These 14 responses are published to all parents and students on the College website.
- The College is required to meet its statutory duties as outlined in the Equality Act 2010.
- It is our duty 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 Room 47 on the first floor of the main college 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. Any of the 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
- 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)

#### **Additional Support is offered for:**

- Basic skills (communication and numeracy)
- ESOL
- Dyslexia
- 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. External assessments may need to be arranged by the Learning Support Manager.

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 on the College application form
- During the year 11 pre-enrolment interview (parent 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

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

- laptops
- portable note-takers
- dictaphone use
- voice recognition software

### **Further Information and Guidance for Staff**

- College Counsellors have additional information which can be shared with staff
- Student Records in Student Registry office
- Learning Support Website (under Student Life)
- Learning Support and Personal Tutor Staff Handbook
- Learning Support Room where students and staff can 'drop in' (Room 47- first floor)
- Ask or contact Department staff:
  - Ruth Dunford – Head of Learning Support ([rdu@woking.ac.uk](mailto:rdu@woking.ac.uk))
  - Chris Draper – Learning Support Manager ([cdr@woking.ac.uk](mailto:cdr@woking.ac.uk))
  - Any Learning Support Assistant
  - Speak to your 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	Jan 2018	Did you make changes?	X

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

NRA Learning Support & SEND: Jan 2018  
 Last reviewed: Jan 2018  
 Next review: Jan 2021