



<b>Policy number:</b>	LS194	<b>Originator:</b>	Support Staff Team Leader ALS
<b>SharePoint:</b>	Policies and Procedures:      Learner Services		
<b>EIA Meeting Date:</b>	10 January 2019	<b>EIA Required:</b>	YES
<b>Approved by:</b>	SMT	<b>Date:</b>	25 January 2019
<b>Review Frequency:</b>	2 years		
<b>Review Date:</b>	December 2022		
<b>External Web Site appropriate:</b>	NO		
<b>Linked policies/College documents:</b>	Accessibility Statement Single Equality Duty Policy SEND Policy and Procedures		
<b>Summary available:</b>	NO		

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## Learning Support Policy

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**This document can be made available in other formats,  
on request**

**If you require help in understanding this policy,  
please contact Information Services**

## Learning Support Policy

Newbury College is committed to creating a supportive learning environment for all our students. We aim to provide an appropriate level of support that will allow individuals to access College, achieve their courses and reach their full potential.

Newbury College aims to do this by:

- a) identifying and responding to the needs of our students and by actively promoting and working within the organisation's commitment to promote equality for all and working confidentially and treating students with respect
- b) supporting curriculum staff to enable them to meet individual needs
- c) encouraging students to take advantage of the support offered to them and to help them become independent and successful
- d) regularly reviewing and evaluating the effectiveness of the support and student progress. (Personal targets are set for students and reviewed through their Student Action Plans).
- e) regularly reviewing and evaluating the effectiveness of the agreed support and increasing, changing or removing the support as appropriate

This is achieved by:

- a) encouraging applications from those with physical or learning difficulties and disabilities.
- b) assessing an applicant's suitability for their chosen course based on their potential to achieve
- c) providing staff and students with information and training on equality and diversity related matters needed for an inclusive environment within the College.
- d) effective transition planning (visits to schools/providers by support staff/visits to College by applicants).
- e) effective use of pre-entry information (interview records, references, Education Health and Care Plans (EHCPs) and LDAs, assessment reports)
- f) effective initial screening and assessment of need (including Maths & English)
- g) offering a varied, inclusive and accessible curriculum
- h) effective and differentiated teaching and learning
- i) supporting literacy, language and numeracy through specialist 1:1 tuition
- j) supporting students with Learning Difficulties and/or Disabilities as per their EHCP
- k) supporting students at risk, such as those struggling to attend Maths and English classes regularly.
- l) sharing information with the curriculum staff ie teachers and Heads of Department – Learning.

All students identified as being in need of learning support will be assigned a Progression & Academic Support Coach (PASC) who will review the progress of the student at regular intervals and communicate the outcomes with all relevant parties that support the student. Any student with an existing EHCP will be allocated a PASC or Learning Support Tutor (LST) who will report regularly on progress.

Following in-house assessment by the Access Arrangements Assessor, there may be provision of access arrangements such as extra time, readers, scribes and modified resources.

Support is available to students in a variety of ways:

Physical Support:

- a) Adjustable height tables, work benches and accessible classrooms and work shops, reading pens, read back and voice to text technology.

Bespoke Support:

- b) Offer additional 1:1 or small group sessions for students who have an additional learning need.

Personal Support:

- c) Students are encouraged to use the support services available within College such as the Wellbeing Mentor and chaplaincy.

External Support:

- d) Retention, achievement and progress of students with learning difficulties and disabilities are closely monitored by the Student Support and High Needs Manager and the team of PASCs and LSTs. We aim to work in partnership with support and health services to provide effective support.

Support is communicated in a variety of ways:

- Regular reviews are carried out with students by the PASCs and LSTs and revised targets recorded in the Student Action Plan. . The Student Action Plans are shared with students, course tutors and other relevant stakeholders.
- PASCs and LSTs are in regular contact with parents/carers/supporters.

## **Disciplinary Procedures**

Students who receive support for their learning will be entitled to have their allocated PASC/LST present to support them in Code of Conduct hearings.

The Vice Principal or Head of Department – Student Experience & Quality must attend the Stage 3 Code of Conduct hearing, if students with an EHC plan are at risk of losing their place. The Student Support and High Needs Manager must also be present at this hearing.

Date: December 2014

Reviewed: Dec 2016, Dec 2018, April 2021

Review Date:

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