



KMS 034 Learning Support

KMS034 Appendix A Learning Support Student Guidance



Created by:	Assistant Principal Student Experience & Progression	Review Date:	October 2022
Approved by:	Senior Management Team	Responsibility for Review:	Assistant Principal Student Experience & Progression
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POLICY STATEMENT

The Learning Support Policy explains the arrangements for Learning Support across the College for all students.

The College is committed to inclusive learning and widening participation and committed to providing reasonable adjustments to support students with additional needs as far as this is reasonable to do so.

The Learning Support Team is committed to working with learners on courses at any level who are identified as having additional needs and supporting staff in helping to meet these needs. The Learning Support Team includes teaching assistants and specialist learning support tutors and where appropriate, the College may bring in other specialists such as speech and language therapists.

Each year there are many students who, with the help of Learning Support, leave college with the qualifications and skills they need to fulfil their ambitions.

REASONS FOR THE POLICY

The key purpose of this document is to set out our strategy to ensure that all Kingston Maurward College students receive appropriate and good quality support to enable them to learn and achieve their potential, cope with the demands of their vocational learning programmes, work placements and prepare for employment and independent living.

The policy also outlines what type of learning support can be made available and how to access Learning Support.

WHO SHOULD KNOW ABOUT THIS POLICY

All students and staff in the College and also, where appropriate, parents / guardians and any other adult responsible for our students.

Equal Opportunities, Special Educational Needs and Disability Students

At Kingston Maurward College we believe that everyone, regardless of whether they are on college premises or away from them, have the right to be valued as individuals and the equality of opportunity regardless of age, race, sex, gender reassignment, sexual orientation, pregnancy and maternity, disability, religion or belief and that they will not be disadvantaged by any conditions or requirements that cannot be shown to be justified.

In addition, the College recognised that there may be additional needs for students who are carers, ex-offenders, who are from the gypsy, Roma and travelling community, who have a medical or mental health condition, or whose first language or language spoken at home is not English or any other vulnerable group.



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We like to think that the learners play an active role with the staff in supporting equal opportunities by treating everybody with respect and in reporting discriminatory behaviour.

Some students may need additional support in order to pursue their course and the College seeks to provide this wherever possible.

The College wishes to ensure that it complies with the requirements of the Equality Act 2010, the Special Educational Needs and Disability (SEND) Code of Practice 2015 and the Prevent Duty.

If the student has any additional needs, we ask that they ensure that we know what they need as soon as it is possible to advise us so that we can make all reasonable adjustments to help them succeed.

The Learning Support Team work closely with the Student Welfare Team to ensure that we support all aspects of a student's difficulties, including learning, welfare and emotional wellbeing.

We also often work in partnership with outside agencies to ensure the learning experience is as successful as possible.

We aim to treat each student as an individual.

Available Support

A range of support is available and can include the following:

- Specialist one-to-one tuition
- Specialist dyslexia tuition
- Small group teaching
- In-class support (teaching assistant or other specialist assistant)
- Assistive technology
- Mobility aids and adjustments for accessibility
- Examination Access Arrangements

Learning Support aim to deliver an individually tailored programme of support which will help students to develop the skills they need to be successful on their chosen course.

These may include:

- English and maths skills
- Communication skills
- Study skills
- Confidence building
- Planning and structuring work
- Time management/Organisation strategies
- Reading and Research methods



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- Note taking
- Revision techniques and examination skills
- Information and Communication Technology (ICT) skills
- Use of Assistive Technology

Advice and support is also available for Higher Education Students, including advice on the Disabled Students' Allowance (DSA) which may provide funding for additional support needs.

Teaching Assistants (TAs) play a key role in supporting students and teachers in the classroom environment.

TAs will be assigned usually to one or two individual students but may also support other students in the group who may be experiencing difficulties.

Support takes place in the classroom which may be in a conventional classroom or in the Farm, Animal Park, around the Estate, in the Construction Centre or the Learning Resource Centre (LRC).

TAs can support students in the following ways:

- Explaining points and repeating instructions given by the teacher
- Checking work that students produce and helping them to correct their own mistakes
- Explaining words and encouraging use of dictionaries
- Guiding computer-assisted activities
- Observing how a student manages a task and intervening if he/she cannot do it independently
- Keeping the student(s) on task
- Helping to supervise practical tasks
- Reporting back to the teacher, especially problems or successes
- Contributing to review meetings where appropriate
- In some circumstances, they may be asked to act as a scribe, reader or invigilator

TAs help students to develop the skills and confidence that they need to succeed by:

- Promoting independence
- Inspiring confidence and trust
- Valuing the students
- Fostering peer group acceptance
- Encouraging and giving positive feedback
- Enabling the students
- Being non-judgmental and avoiding active promotion of their own beliefs in terms of religion, politics etc
- Being in tune with the student's learning needs
- Promote and exemplify British Values



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It is encouraged that TAs build strong working relationships with teachers as they value highly the support provided by TAs:

- Engaging fully with the session
- Negotiating with them how they will carry out their responsibilities
- Focusing on the individual(s) who need help
- Being punctual
- Avoiding being the 'overgrown learner' – i.e. joining in the class beyond seeking clarification on behalf of a student
- Communication with the teacher – for example, discussing any concerns; giving them specific information about a student's progress

We emphasise that teacher's support and co-operation with TAs is key:

- Provide lesson plans and brief TAs at the start of a lesson
- Make clear, realistic and appropriate requests
- Provide TAs with sufficient information to meet students' needs
- Manage the class as a whole in terms of behaviour and lesson delivery
- Not leave TAs on their own with a class
- Be punctual
- Discuss any concerns directly with the TAs

Staff Training

Regular training is provided to all staff to develop awareness of special educational needs and disability, and the strategies to support these. Specialist CPD is also accessed for the Learning Support Team.

Identifying Needs

The College encourages students to disclose any additional needs and disabilities as soon as they are able to, and identifies these through:

- Disclosure on enrolment forms and at course interview
- Learning Support interview available at enrolment
- Self-referral to the Learning Support Team at any time
- Teacher observation and tutorials
- Liaison with local authorities, schools and other providers
- Liaison with parents, guardians and carers
- Liaison with other agencies

The College asks students to provide any details and copies of Education, Health and Care Plans (EHCP), specialist report or other relevant documents or other specialist contacts as soon as they are able to.

This also includes evidence of any previous Exams Access Arrangements.



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Records

Records of Learning Support delivery are completed by TAs and Learning Support tutors, together with delivery records from the counselling service. This information is retained by the Head of Learning Support and / or the HNS & Learning Support Co-ordinator.

Information collated here is used by the Assistant Principal SE&P, the Head of Learning Support and the Finance Manager to support funding requirements from the ESFA and Local Authorities.

Individual Learning Support requirements are recorded on the student's Staff Portal record.

Loan of Equipment to Students

Should a student wish to borrow a LS laptop or tablet, this can be requested from the HNS & Learning Support Co-ordinator.

A form is filled out stating the reason for the loan; the return date and IT Team are contacted to ask them to prepare a laptop. A time is then agreed for collection.



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