



# Learning Support

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Acculearn Training Limited

T/A

Cranbrook College

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ACCULEARN

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# Learning Support

As an Acculearn student you will have an initial assessment to identify if you need support with literacy or numeracy. Support given could include:

- One-to-one help with a learning support specialist
- Assignment planning
- Work in small groups with basic skills/essential skills

## 1. Tutorial Support

As part of all full-time courses offered, you will have a personal tutor who will provide pastoral support and academic guidance throughout the period of your programme, as well as help set your goals and monitor your progress from day one.

## 2. Provision for Students with Disabilities

Acculearn to its best capacity can make arrangement to welcome students with physical and/or learning disabilities. To discuss individual need please contact the Learner Support officer.

## 3. Admissions Arrangements

### Application form

If you have a disability we would like you to complete the disability question in the application form. This will ensure you are contacted before your interview about any support needs that you may have.

### Self-assessment

At your Admissions interview you will have the opportunity to discuss your support needs. You may wish to involve your parents or other adults at this stage.

### Centre assessment of need

In addition to your own self assessment, with your agreement, we may also involve physiotherapists, occupational therapists and advisors for the sensory impaired to carry out an assessment of need in relation to the Centre environment.

#### 4. Identification

Every opportunity will be taken to ensure that the learning support needs of students are identified at:

- The pre-entry stages
  - Through liaison with partner Training Centre and other external agencies.
- The entry stages
  - through interviews and enrolment
- During induction
  - Initial assessment using a recognised assessment method with Personal and subject tutors being made aware of the results
- On-programme
  - ensuring that all tutors are aware of the referral to Learning Support.
  - diagnostic assessment, using appropriate diagnostic methods, to assess the specific needs of the students.
  - Information provided by parents
  - Self-referral throughout the students' time at Centre.

#### 5. Providing Learning Support

Following the establishment of need by assessment and identification, a specific additional support interview will be offered with the student (and other appropriate carers) and learning support provided. This will involve, as appropriate:

- Additional teaching, especially for literacy and numeracy difficulties
- Additional staffing if relevant for students with High Needs
- Other additional specialist support e.g. dyslexia, dyspraxia
- Specialist equipment needs e.g. laptops and spellcheckers, listening loop, voice recorders.
- Specialist examination requirements
- Support for additional qualifications aims e.g. IELTS, Functional Skills

Appropriate auditable evidence will be kept by relevant Centre staff at all times.

#### 6. Monitoring and Evaluation

The retention and achievement of all students is of prime importance. An Individual Learning Support Plan will be used for every student requiring learning support. This plan will be reviewed every six weeks. Progress and feedback will be forwarded to Personal and subject tutors on a regular basis. Evidence of learning and achievement will be recorded on a standardised Record of Support form. Learning Support is reviewed by the centre annually.

## **7. Resources**

The Centre Disability policy indicates the resources that are available

Resources are allocated to Learning Support in line with the Centre Resource Policy that operates a zero-budgeting process, i.e. resource allocation is not based on historical amounts, but each year is dealt with according to perceived requirements. Resources are also in place to provide extra support during examinations e.g. readers, amanuensis etc.

## **8. Curriculum**

As part of their departmental plan, subject areas are required to indicate their approach to the equality and diversity agenda and as part of their review are asked to comment on the effectiveness of their approach.

## **9. Personnel**

Key personnel involved in learning support are:

- Centre Manager - Student Services
- Learning Support Mentors (sometimes external specialist)
- Personal tutors
- Subject tutors

## **10. Delivery and Environment**

Learning Support will be delivered:

- On a one to one basis
- Within a small group
- Within a drop-in workshop
- By Subject Tutors assisting learning support

- Classroom support in some subject areas

Every effort will be made to ensure that skills are developed in conjunction with the students' course of study and within an environment that is supportive, welcoming and promotes achievement.

### **11. Complaints**

The Centre complaints procedure is explained to all students by their Personal Tutor in the Induction Period at the start of term.

### **12. External Liaisons**

The Centre can provide access to other professionals as required, for example:

- Specialist careers officers
- Disability employment advisers
- Educational psychology service
- Advisers for hearing impaired
- Advisers for visually impaired
- Physiotherapists
- Occupational therapists
- Community team for learning disabilities
- Independent Advocacy Service

### **13. Transition**

Students leaving the Centre have extensive support and guidance in making progression choices and a summary of support received is available to the student if required. Support in completing the Disabled Students' necessary documentation for course is also given where necessary.