

Learning Support Policy & Procedures

1. Introduction

At Shockout Arts, our framework aims to level the playing field for all current and potential learners with an additional learning need by providing appropriate and timely interventions and support. The Shockout Arts actively encourages those learners with additional support needs to disclose their requirements as early as possible so that we can endeavour to meet them as soon as possible.

Shockout Arts is committed to providing additional support to learners by meeting their individual needs as far as is reasonably practicable and in accordance with current legislation, to help them succeed in their main learning programme.

2. Aims and Supporting Principles

- 2.1 The Shockout Arts has in place arrangements for Additional Support provision which is supported by a highly trained and qualified team.
- 2.2 The Vice Principal Students, SEND Lead, Learner Support team and Programme Leader work in collaboration to meet the individual needs of the learners
- 2.3 For learners who have a Disability Needs Assessment Report (DSA/ NAR), the plans are received and acted upon in a timely manner according to legislation. Shockout will liaise with all parties as early as possible to ensure the correct programme of study and package of support is provided for each learner.
- 2.4 Learners are provided with an opportunity for assessment and disclosure at application, entry, induction and on-programme. **(See Appendix at the end of this policy)**
- 2.5 For learners who declare a need or present with a need for support but who do not meet the criteria for an NAR, a full support assessment is available, and they will be provided with a measured package of support to suit their needs where reasonably practicable.
- 2.6 All learners are entitled to have their additional support needs met as far as is reasonably practicable.

3. Framework Implementation

- 3.1 Learners who require additional support are identified as early as possible, can be referred by their tutor or self-refer through the SST.
- 3.2 Referral is made when the University of Bolton / Shockout is named on the NAR, on the completion of the application form, during the interview process, in the Individual Learning Plan, online and by asking at Student Services.
- 3.3 Referrals are assessed by the SEND/Learner Support team in a timely manner and all referrals are acknowledged.

4. Responsibilities

- 4.1 The Head of SEND has overall responsibility for Learning Support
- 4.2 Teaching and support staff have a responsibility to assist learners to access assessment for support
- 4.3 Teaching staff have a responsibility to liaise with the SEND/Learner Support team, ensuring effective communication of needs, changes to timetables, trips, and cancellation of classes as far in advance of the event as possible.
- 4.4 Teaching staff have a responsibility to ensure where there are learning support workers working in the class that they include that role in their lessons plans and provide support staff with a scheme of work
- 4.5 Teachers and Head of SEND have a responsibility to plan together to best meet the needs of the learners.
- 4.6 The Head of SEND is responsible for ensuring quality, organising training across the college and meeting the audit requirements of relevant funding bodies.
- 4.7 The Head of SEND is responsible for overseeing the academic support provided to learners in their curriculum area, advising the curriculum teachers on support matters and providing a point of contact for learners.

5. Equality and Diversity:

- 5.1 Shockout Arts commitment to equality, diversity and social inclusion is demonstrated through its determination that every learner receives the high-quality learning experience which allows them to be successful in their studies. All additional support activities should incorporate differentiation techniques and a considered approach to each individual learner.

Appendix

1. Before You Start

- Support at Welcome/Open Day
- Interviews/meeting with Vice Principal Students, Programme Leader and Head of SEND and Student Support team
- Support at induction week
- Support at enrolment day

2. Once you are a Shockout Arts Students there are Interventions Available

- 1:1 support sessions with module tutor and Head of SEND and student Support, either on a weekly basis or specifically adapted to the students needs.
- in-class support from a Teaching Assistant
- meeting on arrival in Shockout Arts and support at the end of the day
- support in unstructured time, such as break, lunch time and independent study periods
- a quiet place to go to if 'time out' is needed
- peer to peer learning opportunities
- exam access arrangements – e.g. extra time, a reader and separate room for examinations where appropriate
- Specialist educational assessments – in order to find specific special educational needs such as Dyslexia and to provide evidence for access arrangements
- Termly reviews of progress
- 2-week extensions when appropriate

You might need a different level of support and/or a different type of support at different stages of your time at Shockout Arts.

We deliver weekly Learning Support sessions, to provide further support or to discuss student's needs.

In addition, support is available from:

- Shockout Arts SEND and Learner Support team
- The University of Bolton Counselling Service and Big White Wall
- Symbolic Dyslexia test for all students in induction week using www.beatingdyslexiaonline.com
- A University of Bolton sourced consultant
- DSA report (for Disability Support Allowance)
- DSA report learner support interventions and possible funding towards Dictaphone, laptop, assistive software etc.

6. Safeguarding

- 6.1 Implicit in this policy is the commitment from the Shockout Arts to ensure that teaching, learning and support fully embraces the Shockout Arts safeguarding policies.
- 6.2 Shockout Arts will ensure that the Additional Support Framework promotes safeguarding of children and vulnerable adults.

Safeguarding Team Key Contacts:

Designated Safeguarding Officer/Head of SEND & Learner Support/Student Services

Cordelia Joseph on - 0161 833 9937

email: cordeliajoseph@weareshockout.com

Head of Year 1 (LDSO) Dannielle West - 0161 833 9937

email: danniellewest@weareshockout.com

Head of Year 2 (LDSO) Rennae Wilson - 0161 833 9937

email: rennaewilson@weareshockout.com

7. Manager responsible for Framework

Head of SEND and Learner Support / Student Services

8. Related Documents

Safeguarding Policy

Fitness to Study policy