SHOCKOUT

Learning Support Policy & Procedures

1.   Introduction

At Shockout Academy, 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. Shockout Academy 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 Academy 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 Academy has in place arrangements for Additional Support provision which is supported by a highly trained and qualified team.

2.2   The SEND Co-Ordinator, Student Co-ordinators and Head of Programmes 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.

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 or are adults 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 Students are made aware of their entitlement to additional support at key stages; college/university transition meetings, enquiry, open evenings, during interview, enrolment, induction and on programme.

3.2 Learners who require additional support are identified as early as possible, can be referred by their tutor or self-refer at Learner Services.

3.3 Referral is made when the University of Greater Manchester 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.

3.4 Referrals are assessed by the SEND co-ordinator in a timely manner and all referrals are acknowledged.

4. Responsibilities

4.1 The SEND co-ordinator has overall responsibility for Learning Support.

4.2 The SEND co-ordinator has responsibility for ensuring the learners with high needs are funded correctly from the local authorities, that their support needs are identified and that their annual reviews are conducted in a timely and person-centred manner.

4.3 Teaching and support staff have a responsibility to assist learners to access assessment for support.

4.4 Teaching staff have a responsibility to liaise with the SEND co-ordinator, ensuring effective communication of needs, changes to timetables, trips, and cancellation of classes as far in advance of the event as possible.

4.5 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

4.6 Teachers, Academic tutors and the SEND co-ordinator have a responsibility to plan together to best meet the needs of the learners.

4.8 The SEND co-ordinator is responsible for ensuring quality, organising training across the college and meeting the audit requirements of relevant funding bodies.

4.7 Academic tutors are 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 Academy 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.

Before you Start at Shockout Academy

- Support at Welcome/Open Day
- Interviews/meeting with the SEND co-ordinator, Student co-ordinators and Senior management
- Support at induction week
- Support at enrolment day

Once you are a Shockout Academy Student there are interventions available

- 1:1 support sessions with Academic Tutors, the SEND co-ordinator and student co-ordinator's either on a weekly basis or specifically adapted to the student's needs.
- in-class support from a Teaching Assistant
- meeting on arrival in Shockout Academy 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 in the SEND and Learning Support office.
- peer to peer learning opportunities.
- exam access arrangements – e.g. extra time, a reader and separate room for examinations.
- Specialist educational assessments – in order to find specific special educational needs such as Dyslexia and to provide evidence for exam 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 Academy.

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

In addition, support is available from:

- Shockout Academy SEND and Learner Support team.
- The University of Greater Manchester Counselling Service
- Symbolic Dyslexia test for all students in induction week using
  www.beatingdyslexiaonline.com
- A University of Greater Manchester 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 Academy to
ensure that teaching, learning and support fully embraces the Shockout
Academy safeguarding policies.

6.2   The Shockout Academy will ensure that the additional support
framework promotes safeguarding of children and vulnerable adults.

Safeguarding Team Key Contacts:

Designated Safeguarding Lead
Lisa Norris
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0161 833 9937

Designated Safeguarding Officer
Dannielle West
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Designated Safeguarding Officer
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Designated Safeguarding Officer

Kyra Walters
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7. Manager responsible for Framework

SEND Co-Ordinator Lisa Norris lisanorris@weareshockout.com

8. Related Documents

Safeguarding Policy
Fitness to Study policy
SEND Policy
Study Policy