



SENDTAC LTD
SEND Training and Consultancy

Title	Date of Issue	Date to be reviewed	Written by (name/role)
Learner Support Policy 2020	Sept 2020	Sept 2021	Sharon Davies and Kate Gillespie

Sendtac Ltd 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 learning, achieve their courses and reach their full potential.

Sendtac Ltd 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 by the end of induction and these are reviewed three times in the year using a Red, Amber, Green rating system.
- 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 company.
- d) effective transition planning (visits to schools/providers by support staff/visits to the company by applicants.
- e) effective use of pre-entry information (interview records, references, S139as / Education Health and Care Plans (EHCPs) and LDAs, assessment reports)
- f) effective initial screening and assessment of need (Maths & English BKSB, Learning Styles)
- 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 S139a / 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 curriculum managers

All students identified as being in need of learning support will be assigned a learning mentor 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 Learning Support Mentor who will report regularly on progress. Following in-house assessment by the dyslexia 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 workshops.

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 the company such as the counsellor, health zone and chaplaincy.

External Support:

- d) Retention, achievement and progress are closely monitored by the Learning Support Team Leader and the team of Learner Support Tutors. We aim to work in partnership with agencies such as Adviza, CAMHS and health services to provide effective support.

Support is communicated in a variety of ways:

- e) Retention, achievement and progress are monitored by support staff whether or not the students have a learning difficulty or disability.

- A review is carried out at the end of induction which looks at how the student has settled into company and whether the level of support that has been provided is correct.
- A second review is carried out in March to ensure that the student is on track to achieve and looks at their progression plans. These reviews coincide with the company Progress Evenings to encourage input and collaboration with parents/guardians/supporters

Disciplinary Procedures

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

The Company Director must attend the Stage 3 Code of Conduct hearing, if students with an EHC plan are at risk of losing their place.

The Additional Learning Support Programme Leader must also be present at this hearing.