



What I learn today, prepares me for tomorrow.

Learner Support Policy

Policy Location:	Written:	Review Due:	Person Responsible:
Staff Share -> Policy Library	September 2022	September 2023	Mark Phillips, Headteacher All staff



Learner Support Policy

Policy Statement

Barndale House is committed to actively promoting equality of opportunity ensuring that all students reach their learning potential and achieve success on an appropriate course of study. Barndale House aims to provide sensitive advice and guidance to all students prior to entry to raise aspiration and to assess any additional needs in a timely and comprehensive manner.. Barndale staff uses a range of strategies to design an appropriate and flexible support programme to reduce significant barriers to learning.

It regularly reviews the impact of its interventions to ensure that available funding is used to the best effect and impacts positively on student achievement.

It is recognised that barriers to learning can be caused by physical, mental, social, emotional and communication factors.

Students are supported to develop insight into personal barriers and develop strategies and skills that will encourage them to become independent students. This policy therefore applies to admissions, induction, on programme activity and all sites, off site activities and assessments.

Purpose and Objectives

The purpose of this policy is to ensure that all students achieve their learning potential and understand their entitlement to support.

All staff must be aware of our obligations and responsibilities to:

Promote equality and participation

Ensure that individualised strategies are in place to support learning

Monitor the impact and quality of the learning support that is delivered

Coverage and Scope Disclosure and Confidentiality

Barndale House has a duty to anticipate needs wherever possible, to make reasonable adjustments accordingly and to treat all students equally.

Information on a disability cannot be passed on to third parties without explicit informed consent from the student.

Definition of Need - A student is said to have additional support needs where, for whatever reason, they need additional support with their education. This applies whether the need for additional support is temporary or ongoing.

Definition of Additional Learning Support -The term "additional support" simply means some kind of educational provision that is over and above (or significantly different to) the education normally provided to students. Additional support is provided in order that students with additional support needs can benefit from their education, which is directed to the development of the personality, talents and mental and physical abilities of that student to their fullest potential.

Identification of Need at each stage of the student's journey, they are encouraged to disclose any learning needs. It is made clear that this will not affect their chances of being offered a place on a course. Every effort is made to make use of pre-entry information provided by schools or agencies in a timely manner to support effective enrolment and induction and to



impact on retention and achievement. Literacy and numeracy needs are assessed routinely. Teaching and support staff may also identify a potential support need and ask for a referral for their students.

Additional Learning Support is provided, but not limited to the following Learning Disability:

- Visual Impairment
- Hearing Impairment
- Disability affecting mobility
- Other physical condition
- Other medical condition (for example epilepsy, asthma, diabetes)
- Emotional/Behavioural difficulties
- Mental health difficulty
- Temporary disability after illness (for example post-viral) or accident
- Profound complex disabilities
- Multiple Disabilities
- Other Learning Difficulty
- Moderate Learning Difficulty
- Severe Learning Difficulty
- Dyslexia
- Dyscalculia
- Other specific learning difficulty
- Autism Spectrum Condition
- Multiple learning difficulties
- Other

Provision of Support

The programme will be designed to develop the student's own strategies to recognise personal barriers and reduce dependency.

All teaching and support staff involved in the delivery of learning are provided with information that facilitates support. Support strategies include:

- ensuring that teaching is differentiated in terms of times and delivery methods
- learning materials are inclusive
- provision of learning support assistance in the classroom fields provision of additional learning support
- rolling programme of study skill strategy support
- provision of physical support
- provision of assistive equipment or adaptations

Staff Training

Barndale House is committed to ensuring that all teaching and support staff are appropriately trained and that teaching practice/strategies are inclusive. It is committed to ensuring that all staff is aware of their responsibilities and can integrate inclusive learning into their own delivery.

Barndale House will provide information for staff in a range of media and will ensure that training is available on a regular basis.



Organisation and Responsibility

This policy is the responsibility of the Full Governing Body.
Teachers are responsible for the management of the support in the classroom and are required to ensure that where support is provided reference is made in the Schemes of Work and in the Lesson Plans.

Monitoring arrangements

This policy will be reviewed every 12 months but can be revised as needed.