

Additional Learning Support – Service Level Agreement

The College Additional Learning Support [ALS] Team are committed to providing an outstanding service to our learners, both internal and external to the College.

To ensure that we deliver on our commitments we will:

- Be pro-active in identifying potential barriers to learning in order to establish appropriate support packages to enable learners to realise their potential
- Provide a central point of contact for College staff and users regarding advice and guidance on disability issues and available support
- Negotiate, agree, review and improve service levels with service users on a systematic basis.
- Maintain involvement with local and national initiatives regarding the SEND agenda
- Provide an efficient and effective service adhering to budgetary guidelines
- Commit to further developing excellent communication links with internal and external partners.
- Share best practice through training and development
- Strive for clarity and simplicity in our processes and procedures.
- Resolve any issues or conflicts promptly and efficiently.

SERVICE LEVEL AGREEMENT TARGETS BETWEEN 2015 and 2016

The ALS Team is led by the Co-ordinator, supported by 3 Team Leaders and a dedicated administrator. Financial support is provided by the Learner Services Finance Support Co-ordinator. The ALS Team support learners with disclosed or identified needs, from Pre-Entry to HE levels of study.

We will provide a high quality and efficient service to meet the reporting requirements of our customers both internal and external that includes:

1. Maintaining a database of all learners who have disclosed a support need.
2. Developing Individual learner Support Plans [ILSPs], available to the Course Leader and in each learning session. Distribution of additional relevant learner assessment information to appropriate curriculum staff e.g. EHCPs / LDAs/other relevant reports.
3. Maintaining detailed and confidential information files for individual learners.
4. Maintaining an accurate data record on SPIRALS in order to generate monthly financial reports and authenticate the ALS claim.
5. Completion of PASI reports for the Local Authority for High Needs Learners [HNL]
6. Provide additional screening and subsequent reports for learners where need has been identified e.g. for Dyslexia and Exam Access Arrangements [EAA]

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ALS Process
Pre-enrolment

College receives an application form with disclosure of support needs (please see College Disclosure Policy on the intranet)

Stage
1

- Database entries created for all disclosures
- Links established with relevant external services/schools/personal advisers/Local Authorities

Stage
2

- Initial support planning meeting depending on level of disclosure or outside agencies involved
- Familiarisation and transition visits negotiated and supported by ALS
- Assessment of needs based on documentary evidence e.g., EHCP/LDA

Stage
3

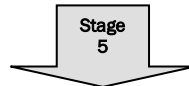
- Subsequent or initial interview in HUB – supported by ALS
- Taster day – organised by curriculum – supported by ALS
- ILSP's initiated

Stage
4

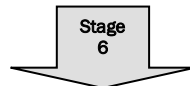
- Interpreters arranged as appropriate, informed of complex issues prior to meeting with learner
- Curriculum timetables shared with ALS
- Additional specialist resources requested by ALS as required

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Post enrolment



- Curriculum timetabled induction – supported by ALS
- Classroom support arranged, small group or 1 to 1



- Ongoing signposting and support with finance, transport etc.
- Exam access arrangements (EAA's) to be put in place if required

N.B. The additional finance for ALS support is included in the EFA allocation. However, learners with significant support needs are classed as high needs learners (HNL) and these learners are likely to require additional resources. Where learners are identified as having, or potentially having, high levels of support need it is imperative that discussions take place with the Local Authority PRIOR to any curriculum offer being made. Advice should be sought as soon as possible from the ALS Co-ordinator.

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In order to achieve a highly responsive and outstanding service for learners with identified support needs, we shall require collaborative working with curriculum staff to ensure that the following is in place in a timely manner:

1. Course timetables for each new academic year to be with the ALS Team as soon as produced and by the end of the preceding academic year latest.
2. Individual learner timetables to ALS and learner **as soon as possible** once a course offer has been made to learners who are identified as requiring ALS support [to include room numbers and curriculum staff names]
3. Following Literacy and Numeracy screening and allocation to GCSE or Functional Skills programmes, adjusted timetables to be sent immediately to the ALS Co-ordinator.
4. Any subsequent proposed changes to timetables for supported learners **MUST** take into account the learner support needs and ALS staff should be consulted to check the availability of support /cost implications, prior to implementation of changes.
5. Observed learning difficulties [i.e. those not previously disclosed] need to be referred to the ALS team as soon as identified.
6. Normal Way of working – If the learner has any identified or disclosed support need e.g. Scribe, Signer, reader, use of P.C., extra time, coloured paper/ overlays, individual space, modified scripts, modified P.C. screen, rest breaks/ time out etc.
These MUST be entered onto a request for Exam Access Arrangement [EAA] form by the relevant Course Leader as soon as this is identified. Late completion of these forms will not meet Awarding Body deadlines for submission and thereby deny the learner appropriate support arrangements.

FORMAL MONITORING AND REVIEW:

We will monitor performance against the above targets regularly through the quality cycle and through self-assessment and the Quality Improvement [QIP] process, at least three times a year.

The ALS team will endeavour to work collaboratively and responsively with all partner agencies and curriculum staff to ensure an outstanding service is provided to each individual learner. Where issues arise these will be prioritised by The ALS Co-ordinator and a speedy resolution sought.

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Department Contact Details

Location: Learner Hub (MB048)

| Name | Title | Areas of Responsibility | Tel. Ext No. |
|-----------------|------------------|---|--------------|
| Sandie Lawton | ALS Co-ordinator | Responsible for the day to day management of LSA's, Team Leaders and Dyslexia Co-ordinator. To work closely with external providers and Team Leaders to assess a learner's needs and implement appropriate adjustments/training requirements etc. To prepare and maintain regular reports, statistics and other documentation relating to ALS. Identify and implement appropriate staff development opportunities. Dealing with complaints and compliments. | X 4546 |
| Elaine Kaminski | ALS Team Leader | To provide ALS support to learners with an identified learning difficulty/disability. To manage a team of LSAs to ensure that support to learners is co-ordinated and effective providing feedback to the ALS Co-ordinator. To work closely with teaching staff to ensure that appropriate documentation is sent and received, including lesson plans, to enable ALS and tutors to effectively support learners. To ensure that all documentation relating to the learners is up to date and is inputted onto the relevant systems. Areas <ul style="list-style-type: none"> - Engineering - Computing - Motor Vehicle - All Courses at SDC - | X 4601 |

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| Lucy Sharratt | ALS Team Leader | <p>To provide ALS support to learners with an identified learning difficulty/disability. To manage a team of LSAs to ensure that support to learners is co-ordinated and effective providing feedback to the ALS Co-ordinator. To work closely with teaching staff to ensure that appropriate documentation is sent and received, including lesson plans, to enable ALS and tutors to effectively support learners. To ensure that all documentation relating to the learners is up to date and is inputted onto the relevant systems.</p> <p><u>Areas</u></p> <ul style="list-style-type: none"> - Professional Studies - 6th Form - All Pathways Programmes - Foundation Learning - Access to HE - Pre Access - Adult Maths & English - Learning Teaching & Development - Hair & Beauty - Community Courses - Animal Care | x4637 |
| Jane Millar | ALS Team Leader | <p>To provide ALS support to learners with an identified learning difficulty/disability. To manage a team of LSAs to ensure that support to learners is co-ordinated and effective providing feedback to the ALS Co-ordinator. To work closely with teaching staff to ensure that appropriate documentation is sent and received, including lesson plans, to enable ALS and tutors to effectively support learners. To ensure that all documentation relating to the learners is up to date and is inputted onto the relevant systems.</p> <p><u>Areas</u></p> <ul style="list-style-type: none"> - Health & Social Care - Childcare - Sport & Public Services - Catering & Hospitality | X 4637 |

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|---------------|----------------------------|--|--------|
| | | <ul style="list-style-type: none"> - Art Design & Craft - Digital Media - Performing Arts - Travel & Tourism - Music Technology | |
| Aanisah Evans | ALS Team Administrator | Responsible for maintaining the records of learner disclosures and applications including the centralised spreadsheet of 139a forms / EHCP or other educational statements (LDA) and resource requirements. To set up support programmes on Spirals and to maintain them. Maintain staff absence records and monitor against staff hourly claims. Attending ALS meetings, recording and distributing minutes. To liaise with external contacts relating to learners and documentation. To work closely with the ALS co-ordinator and team leaders to maintain learner records and files. | X 4601 |
| Lynda Jetten | Dyslexia Co-ordinator | Following initial learner interviews, to conduct initial diagnostic assessments and produce reports i.e. dyslexia/dyscalculia. To identify exam access arrangements as appropriate and to complete relevant assessments and form 8. To liaise effectively with curriculum staff, ALS team and the College Exams Officer. Identify and order appropriate additional learning resources. | X 4685 |
| LSA's | Learning Support Assistant | Responsible for providing additional learning support to learners who have been assessed as requiring support, to enable them to actively access and effectively participate in learning. To work closely with teaching staff to ensure that appropriate documentation, including lesson plans and schemes of work are shared. To keep thorough and accurate records of all support activities and to attend regular meetings to share information for review and evaluation purposes. | X 4601 |