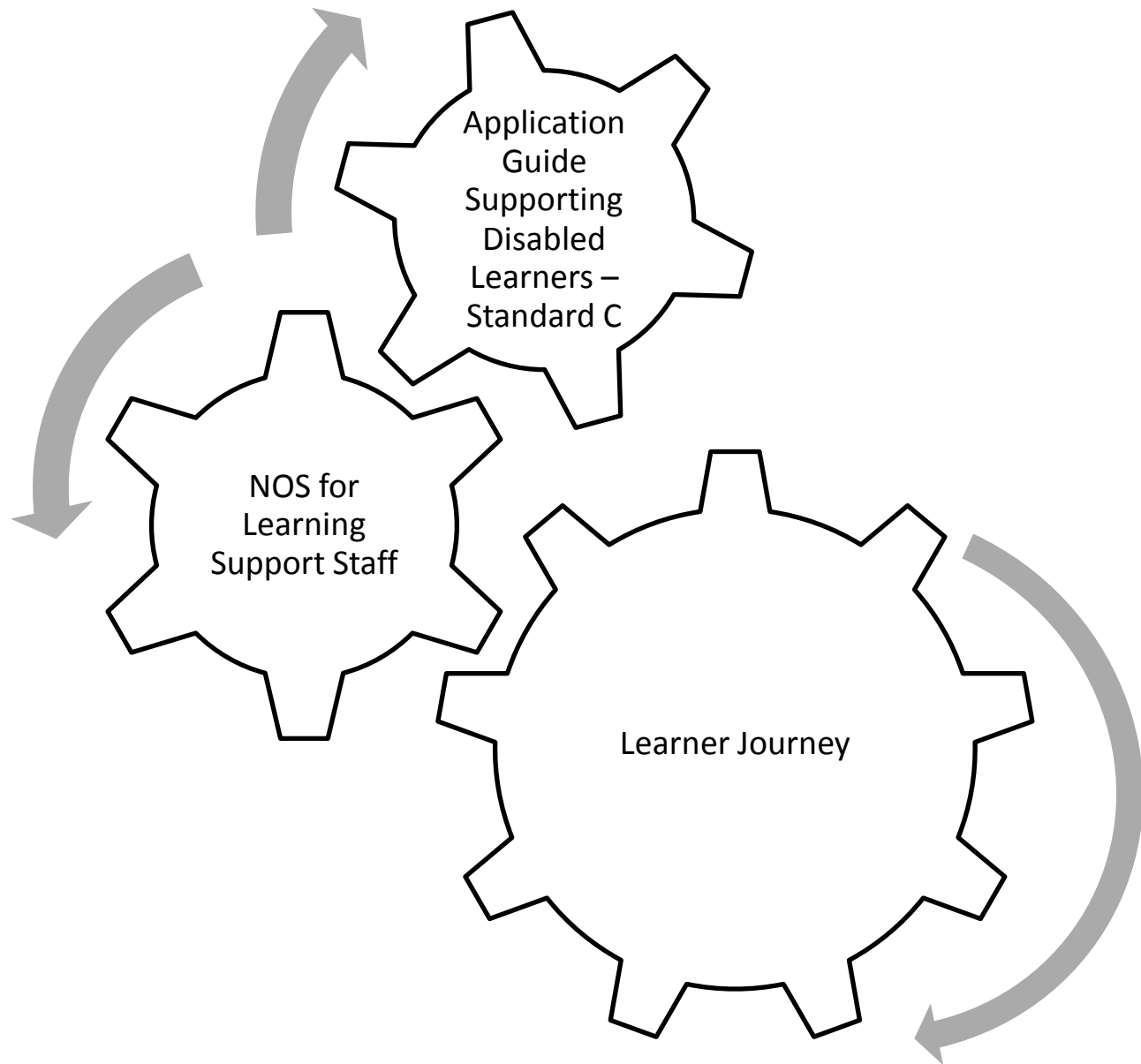


Learning Support

Raising Aspirations by Involving
Learners in Directing their Own
Support



Learner Journey

- Application
- Enrolment
- Initial Assessment
- Induction
- Teaching and Learning
- Assessment
- Achievement
- Progression



National Occupational Standards for Learning Support Staff

- **Standard A** Providing Learning Support to individuals or groups of learners
- **Standard B** Planning and Assessing for Learning Support
- **Standard C** Providing Specialist Learning Support



Application Guide Supporting Disabled Learners – Standard C

- CP1**-Use knowledge of learning support in their specialist area to provide high quality learning support
- CP2** - Use their specialist knowledge to identify and address individual learners' support needs
- CP3** – Use learning support activities relevant to their specialist area(s)
- CP4**- Evaluate learner response to specialist learning support and use this information with colleagues in the planning of further support
- CP5** – Support learners , colleagues and others in the selection, development, use and evaluation of resources in providing specialist support
- CP6** – Engage in professional development, in specialist area(s) and in relevant learning support
- CP7** – Support Progression and the transition of the learner in the contact of the specialist area



Learning Support

Learner Journey	Support Journey	Learning Support Standards	Application Guide for Standard C
Application	Pre entry	Standard B Planning and Assessing for Learning Support	CP1, CP2
Enrolment Initial Assessment	Entry	Standard B Planning and Assessing for Learning Support	CP1, CP2
Induction Teaching and Learning	On Programme Support	Standard A Providing Learning Support to Individuals or groups of learners	CP1, CP3, CP4, CP5
Assessment & Achievement	Assessment & Achievement	Standard B Planning and Assessing for Learning Support	CP4
Progression	Progression	Standard B Planning and Assessing for Learning Support	CP7

Involving Learners in Directing Support for their Learner Journey



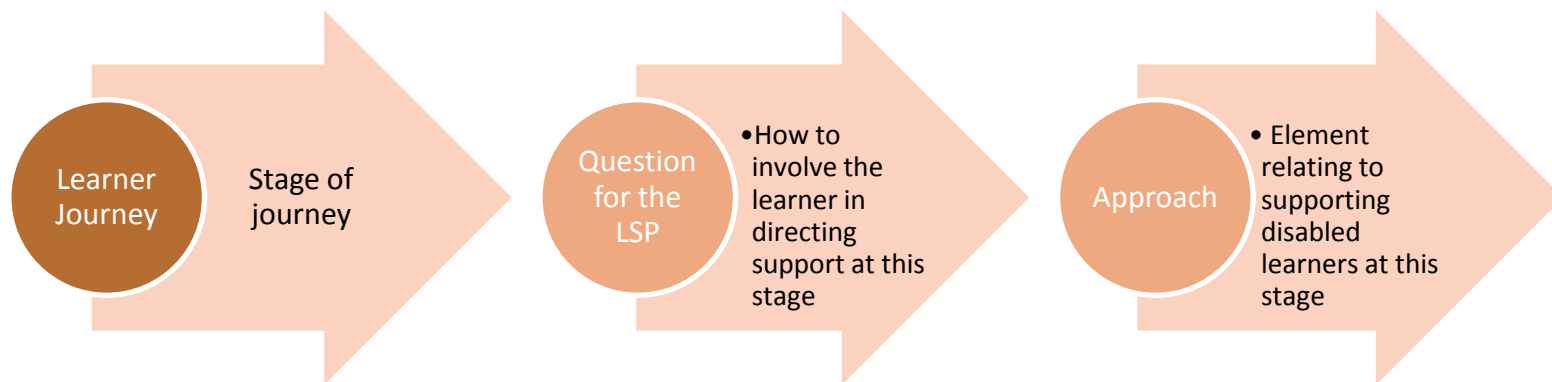
Learner Journey	Questions for learners
Recruitment	How can I access support and let people know what support I need?
Initial Assessment	How can I be involved in the assessment of my support?
Induction	How can I be involved in identifying who and where I can find support to help me settle in at college?
Learning Plans	How can I be involved in the planning of my support?
Teaching and Learning	How can I manage the support I receive? What approaches and resources support my learning?
Progress Reviews	How can I be involved in reviewing my support and make changes if required?
Assessment	How can I prepare for exams and assessment?
Achievement	How can I be involved in making sure I reach my goals and succeed?
Progression	How can I ensure that future support arrangements will continue to meet my needs?

Involving Learners in Directing Support for their Learner Journey

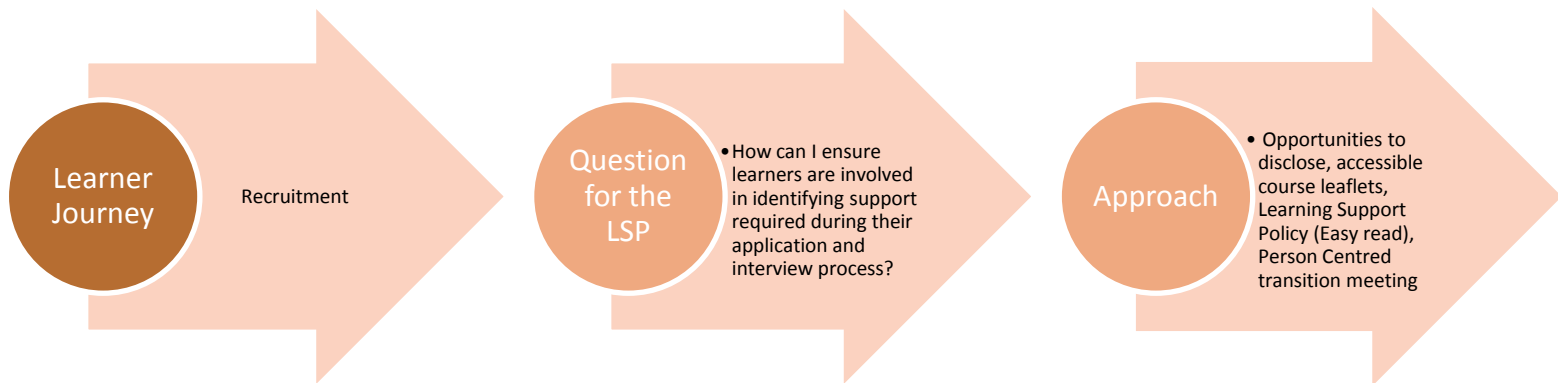


Learner Journey	Questions for Learning Support Practitioners
Recruitment	How can I ensure learners are involved in identifying support required during their application and interview process?
Initial Assessment	How can I involve learners in the initial assessment of their support needs?
Induction	How can I provide learners with information which raises their awareness of what support they might need and where to find it?
Learning Plans	How can I involve learners in the planning of their support?
Teaching and Learning	How can I promote learners' independence so that support enables them to take ownership of their learning?
Progress Reviews	How can I facilitate the review process so that learners take responsibility for reviewing their support and are fully involved in agreeing changes to their support plan?
Assessment	How can I involve learners in preparing for exams and assessment?
Achievement	How can I support learners to take responsibility for reaching their goals and to succeed ?
Progression	How can I work effectively with learners to ensure that future support arrangements will continue to meet their needs?

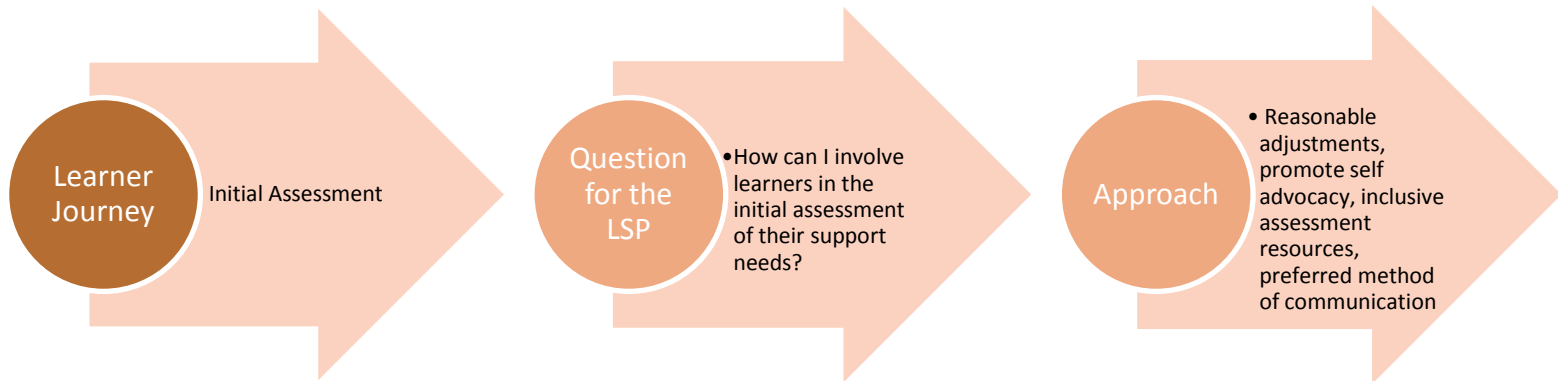
Using the Application Guide to Underpin a Model for Involving Learners in Directing their Learning Support throughout their Learning Journey



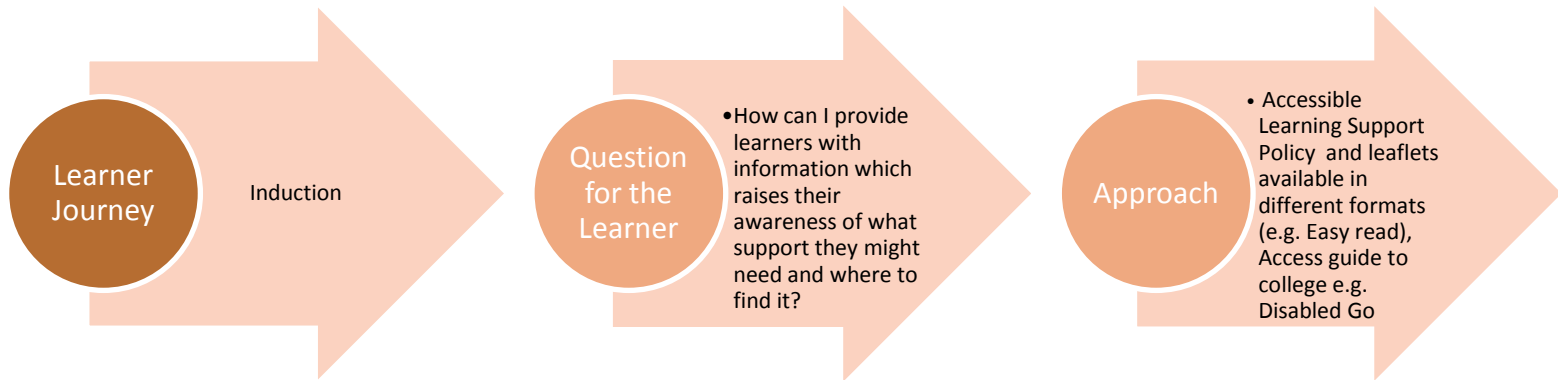
Model for Involvement



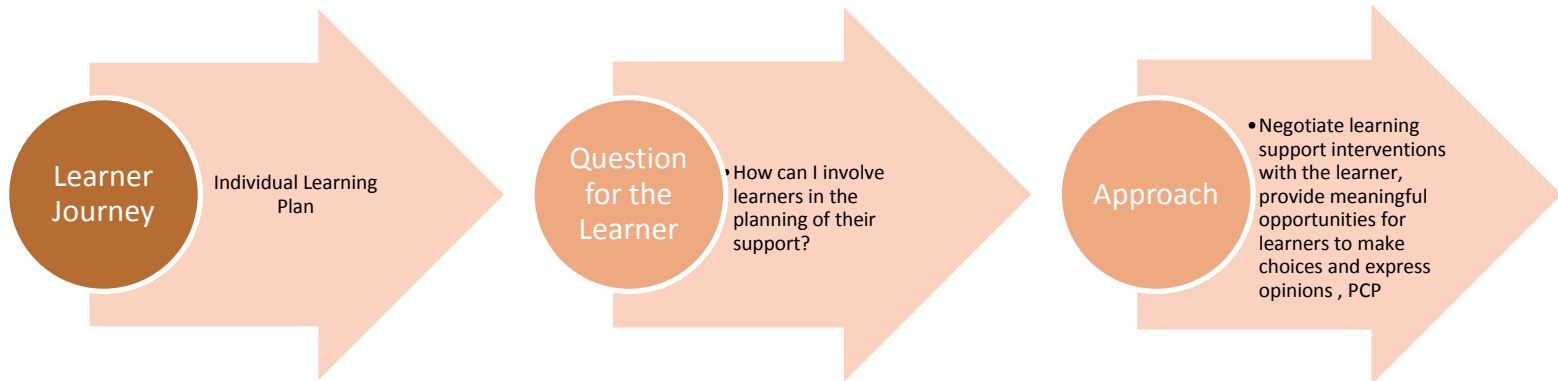
Model for Involvement



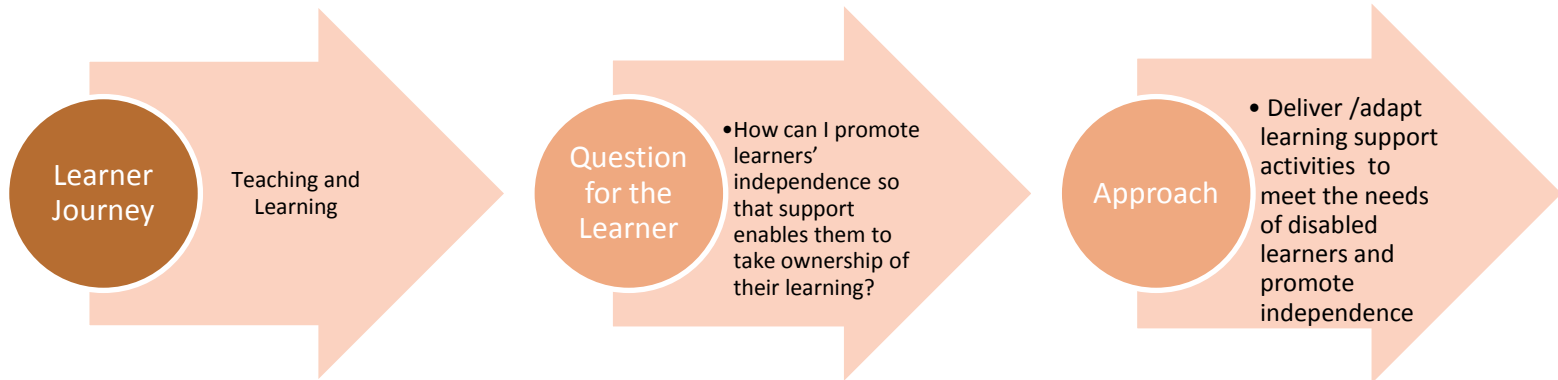
Model for Involvement



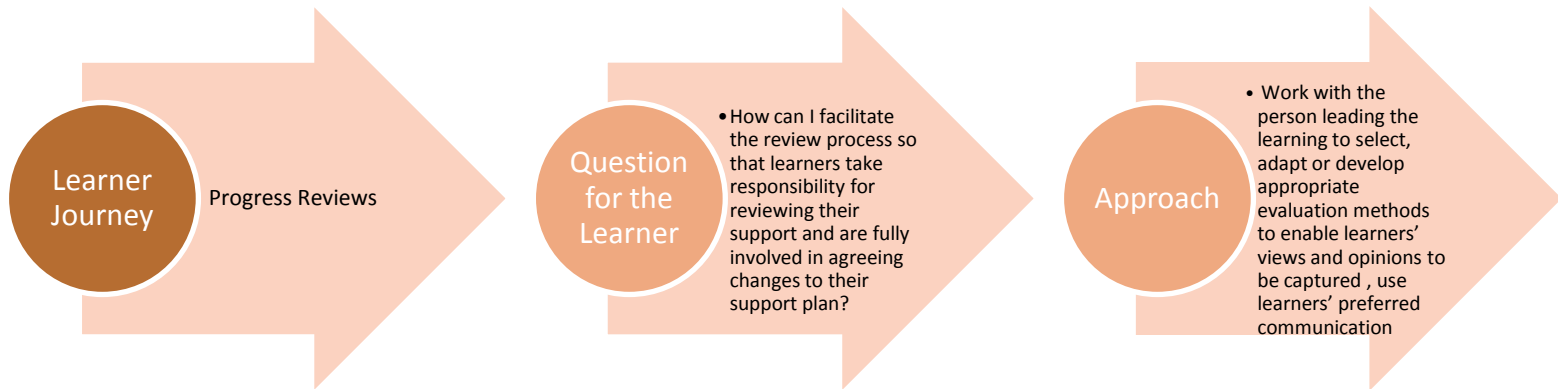
Model for Involvement



Model for Involvement

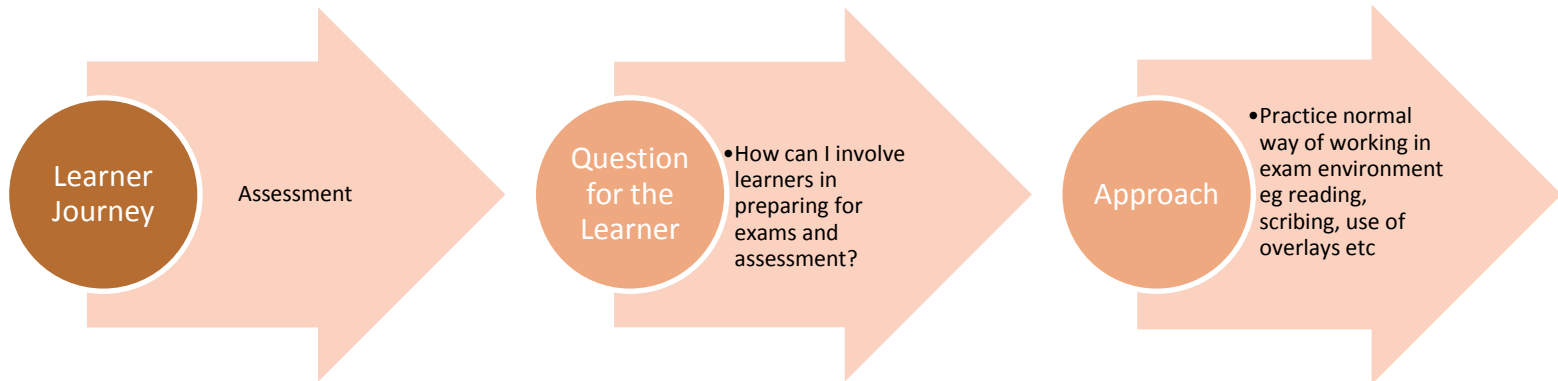


Model for Involvement

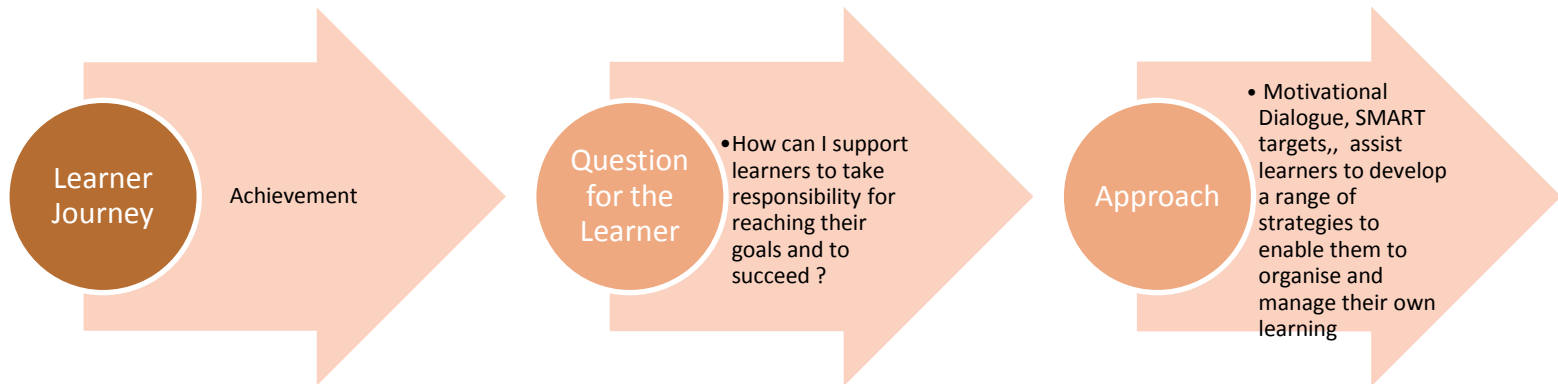


Model for Involvement

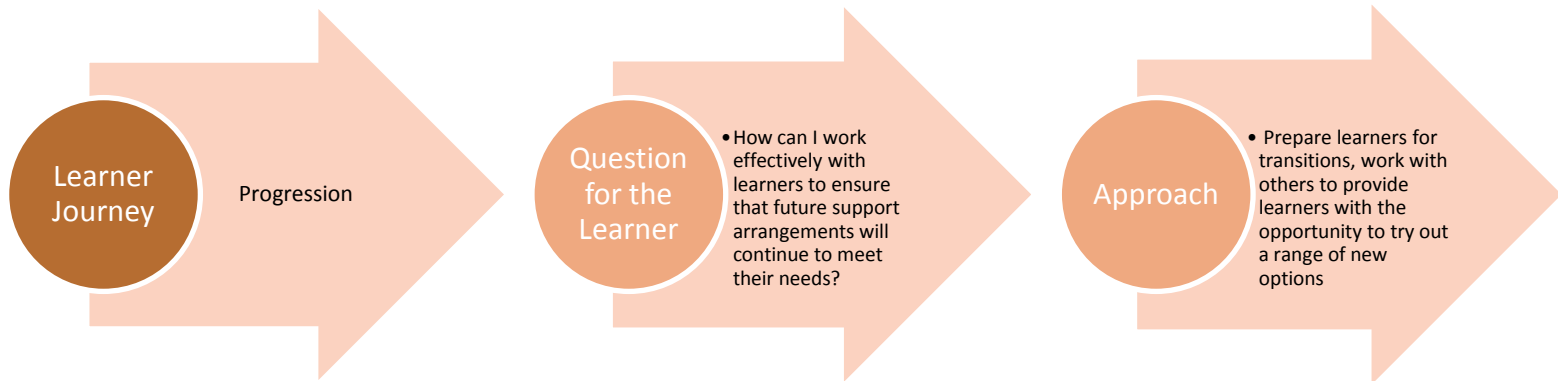
Support learners to access exams,
assignments and assessment tasks



Model for Involvement



Model for Involvement



Learner Involvement at Guernsey College of FE

- Aim – review current SEN Policy and update to a learner friendly policy
- Underpinned by - NOS and Application Guide for Supporting Disabled Learners

What we did

- Converted existing policy to Easy Read
- Held first meeting with learners to review existing policy
- Held second meeting to gain learner feedback
- Used resources to promote participation – easy read documentation, learner journey cards, post it notes, support strategy charts, body chart

Our learners said...

We want choices
and to make
choices about what
to learn

We need easy read
information to help
us make choices

We want team
building activities
with other disabled
learners during
induction

We need to know
what else we still
need to do to reach
our learning goals – to
be told what we need
to improve on

We want regular
feedback and
update on progress

Help in class on
higher level courses

Regular
communication
about my support
needs and how I
can cope in class

So we have...

- Drafted new Inclusion and Support policy
- Drafted Table Showing connection between learning support and Learner Journey
- Provided Easy Read version of new policy – with learner involvement
- Produced learning support posters – with learner involvement
- Our learner involvement in learning support is underpinned by NOS and Application Guide for Disabled Learners (see previous slides showing model of involvement)

Sustainability

- Produce a Learning Support Handbook for Staff
- Provide curriculum staff development on raising aspirations for learners with learning difficulties
- Continue to work with a newly convened multi disciplinary transition group to turn raised aspirations into reality.