

SUPPORT FOR ALL

AN ACCESSIBILITY STATEMENT

FOR

STRODE COLLEGE

March 2012

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College Contact

Mandie Holloway
Deputy Head of Team (DHOT)
– Equality and Diversity Manager
Strode College, Church Road, Street, Somerset. BA16 0AB
01458 844433 (Direct Line and Minicom)

Dear Student

Strode College is fully committed to Equality and Diversity, which includes ensuring that our provision is accessible.

This document tells you about access to the College, courses, and the different types of support available to people who have a disability or learning difficulty. Each section can be read separately. I hope you will discuss it with family, friends and others who support you.

In recent years Strode has invested a lot of money in providing more accessible campus. The campus is now 100% accessible.

Strode College wants everybody in the community to use and have access to its facilities. The College values the contribution each individual makes to College life. The College has adopted fully the principle of inclusive learning.

The College welcomes comments about the information included here, as the document is up-dated on a regular basis.

I hope that you find the statement informative and useful when planning for your future. The College will do all it can to support you in realising your ambitions.

James Staniforth
Principal and Chief Executive

PEOPLE YOU CAN CONTACT ABOUT SUPPORT

If you would like some advice and guidance about your support needs when applying to College please contact:

| | | | |
|---|--------------------------|--------------|--|
|  | Telephone and Minicom | 01458 844433 | Mandie Holloway DHOT Equality and Diversity Manager |
| | | 01458 844454 | Bill Scott Student Support Manager |
| | | 01458 844449 | Admissions and Marketing |
| | | 01458 844469 | Emma Rawlings Study Skills |
| | | 01458 844444 | Joanna Boughten Admissions Administrator |
| | | 01458 844615 | Debbie Russell Learning Support Co-ordinator |
| | | 01458 844454 | Mandy Greville Financial Advisor |

 Fax 01458 844411

 Email mholloway@strode-college.ac.uk

All the above people will be pleased to help with your enquiries.

2. MAKING ARRANGEMENTS FOR ENROLLING AT STRODE COLLEGE.

FIRST STEPS

Step 1

- What you would like to study at College?
- Talk to your school teachers and/or Connexion advisors
- Invite Mandie Holloway to your transition review.
- What are your options? Talk to your Personal Advisor from Connexions or, talk to Mandie Holloway
- Adult returners can talk to Chris Harvey the College's Adult Education Guidance Worker.

Step 2

- Visit the College - see what it has to offer. Come along to one of the open days or evenings.
- Alternatively you can make an appointment with Mandie Holloway for an informal visit and she will be happy to discuss the course and any support needs you may have.
- Mandie Holloway can also visit you in your current environment.

Step 3

- Complete a college application form this can be found in the prospectus
- On the form you can indicate any additional needs or disability you may have. Send in copies of any documentation or information you may have with regard to this to Mandie Holloway.
- When you have your interview with a tutor please let him know about your needs.
- Part-time courses can enrol by telephone, post or in person.
- You will need to tell Admissions that you may need support with your studies or in accessing the college. Ask to speak to Mandie Holloway.
- If you have any questions about the admission process, please ask for Sheila Burden-Leahy.

Step 4

- We will need a copy of any recent assessments that you have had or a letter from a professional such as a medical practitioner. This will help with exam concessions.
- Arrangements for transport can be made with the Local Education Authority for full time students. This will be discussed at your interview. The Admissions Administrator will help you to access this service.

Step 5

- Only in exceptional circumstances will you be able to do a course for which you do not have the official entry requirements. You will be asked to meet the academic standards required for your chosen course. You will need to discuss this with the interviewing tutor.

Step 6

- At enrolment we will confirm that the arrangements made are appropriate. A Support Plan will be created - (Appendix One)
- You will also be contacted periodically before the course begins, to inform you of the preparations being made and to answer any other questions you may have.
- If you are in receipt of certain benefits and wish to study full or part-time you may be entitled to full fee remission. Talk to Admissions about this.
- Students aged 16-18 on full and part time courses do not pay any tuition fees unless they come from outside the European Union. However you may be required to pay a registration and certification fee for part-time courses.

Throughout the application, interview and enrolment process it is essential that you tell us about your needs and disabilities, and keep the College informed about changes in your needs. You will also need to discuss how you want this information disseminated with Mandie Holloway. This will help us to make reasonable adjustments to support you whilst at Strode College. If you are unable to disclose the nature of your disability then this may have an adverse effect on your progress and achievement. Please discuss this Mandie Holloway.

3. EDUCATIONAL FACILITIES AND SUPPORT

The College prospectus gives you general information about the services and courses available to all students. Additionally we are able to provide the following equipment and facilities:

- ◆ Laptop computers
- ◆ Dictaphones/tape recorders/CD players
- ◆ Mincom's for the telephone
- ◆ Specialist software: Hands Off, Luna, Supernova, pen friend XP, Drag 'n' Dictate, Widget (Writing with Symbols)
- ◆ iPads and Tablets
- ◆ Hardware, switches, big keyboards, lower case keyboards,
- ◆ Hoist
- ◆ Shower facilities and bed
- ◆ Personal Care Room
- ◆ Accessible toilets
- ◆ Therapy roll and floor mats for physiotherapy
- ◆ Specialist chairs
- ◆ Recording facilities
- ◆ Sensory Equipment
- ◆ Braille embosser machine
- ◆ Infra Red Loop, radio aid for use by individual learner
- ◆ Access to equipment to enhance sensory skills
- ◆ Height adjustable workstations

If you need any further equipment not mentioned above, please contact Mandie Holloway with your needs for the end of March if possible.

Study Skills

The aim of Study Skills is to provide you with the help you may need to successfully complete your course at Strode. This service is provided in timetabled workshops. It can help you with Numeracy, Maths, Communication, English, Information Technology and Study Skills. These sessions are where you will receive specialist individual support.

The Team of Study Skills Tutors will be pleased to advise you about the most appropriate support programme, which can be provided for you whilst you are studying at Strode.

For many students attendance at Study Skills has enabled them not only to successfully complete their course, but also to gain the skills, examination results, and confidence to move on to higher level courses or rewarding employment.

Learning Centre

Strode College is developing a reputation for having an extensive Learning Resource Centre, including educational 'state of the art' multimedia, which spans several floors and buildings. There is access to all floors. All students have access to this exciting facility in addition to the more traditional educational resources. The Learning Centre is staffed at all times, so whatever your needs, please ask.

The Professionals

There are teams of teaching and learning support staff across the College campus that are experienced and appropriately qualified in areas of disability and provide for most support needs. Support staff are available to help with in-class support, work experience, (in some situations), signing, note taking, study skills and some personal care needs. Learning Support Assistants are available to provide this support. First Aid is available across the College, via the first aid team. In addition, we liaise with Vine Surgery in Street who are able to provide further support. Please make sure you advise us of your needs beforehand or at the time of your enrolment. These teams are constantly updating their skills. Examples of these skills are:

Signing using Somerset Total Communication and British Sign Language
Deafblind issues
Multi Sensory Approaches for Specific Learning Difficulties (Dyslexia)

Study Skills Team to help with English, Maths, Essential Skills and Study Skills

Note takers

Diverse Teaching Strategies

Counselling services to support emotional and behavioural issues

First Aid Team and Occupational Health agencies to advise on physical and medical support

Trained teaching and support staff to support individuals with their general learning

In addition to the College staff we are able to call upon professionals in the community for further consultation to support your education:

Educational Psychologist

Speech and Language Therapy

Connexions personal Advisors

Transition Workers

Disability Employment Advisers

Royal National Institute for the Deaf

Royal National Institute for the Blind

MENCAP

NADP

The Equality and Diversity Action Group meet regularly to address student issues within Strode College. Bill Scott, Student Support Manager, works alongside Mandie Holloway to find opportunities to increase understanding and to raise awareness of other people's needs. If you would like to talk about your disability, Strode would welcome your contribution in this process.

Other Educational Support

Note takers are able to work with those students who need this service. We also have access to readers who can be employed to work with a student in class and/or in examinations. Scribes and computer literate staff can be employed to work in the classroom and/or in examinations for word processing purposes.

- Handouts and other printed information can be enlarged.

- Signs and Symbols are used around the College campus
- Other services can be commissioned accordingly
- Specialist training around your personal needs

The above services will be available on the recommendation of either, an Educational Special Needs Report, a Section 139a report or an assessment by an Educational Psychologist, Teacher of Specific Learning Difficulties or a Medical Practitioner.

4. ON PROGRAMME REFERRAL FOR SUPPORT OF PREVIOUSLY UNIDENTIFIED NEEDS

If student's needs have not previously been identified and the tutor indicates that it would be beneficial for further investigation into any underlying issues, then a referral is made by the tutor to the Additional Support Team. A Referral Form can be found on the College Intranet and is completed providing evidence and sent to Mandie Holloway for further action. (Appendix Two) Following this investigation a Support Plan will be raised to determine the most appropriate support if any in agreement with the student.

5. EXAMINATION ARRANGEMENTS

The Exams office at Strode College will ensure that you have what you need in terms of the recommendations made to the College by an Educational Psychologist, or Teacher of Specific Learning Difficulties or by a medical practitioner. However you must disclose your disability or learning difficulty as soon as you can so that we are able make the necessary arrangements to ensure that you receive the support you need during your exams and whilst on your course.

The examination boards are very strict about assessment of need. In order to have a reader, scribe, use of a computer, enlarged examination paper, extra time in GCSE or A level, GNVQ test paper and other exams, we will need to arrange for an 'Access Arrangements Assessment'. These are not transferrable from one organisation to another. The assessments are carried out by an external assessor qualified to carry out diagnostic assessments or if appropriate by an Educational Psychologist.

It is the college's decision whether to carry out these assessments and will be based on whether a need has been identified by the course team, personal tutors or support team. Should you wish to have a learning need investigated which we do not support we are happy to make the necessary arrangements. There will be a 10% administration charge for this service.

We do not however carry out assessments for Student England's Disabled Student's Award, for employers, University or progression to another organisation. However we can arrange for you to access this and charge you accordingly. There will be a 10% administration charge for this service.

6. PHYSICAL ACCOMMODATION AND ACCESS

At the end of the statement there is a map to help you find your way around the campus. For those students who use a wheelchair you will find that the campus is 100% accessible with the use of lifts and automated doors. Special arrangements can be made for students to access the whole campus. If you have difficulties accessing any area of the campus please contact Mandie Holloway.

In addition:

- ◆ All staff must to return the rooms to the original layout to aid room orientation and other needs.
- ◆ Some areas of the College are crowded at times. If this causes you any difficulties then please do contact Mandie Holloway, Equality and Diversity Manager, or Bill Scott, Student Support Manager who will show you quiet designated areas.
- ◆ Accommodation and priority access is given to those enrolled students with additional needs. However re-rooming may not always be possible if the course requires fixed equipment.

Transport and Parking

- ◆ Accessible car parking spaces have been designated for the use of disabled people only. These are in the service road between A and C Block and in the M and E Block car park.
The small car park on Strode Road also has a space for disabled people. There are also disabled bays on Church Road and in front of the Theatre.
- ◆ Transport to College can be arranged applying for a bus pass and sending it to the Admissions Team. If you are under 19 and a full-time student, you may be entitled to

transport from the nearest bus stop to College County Bus Pass fees change annually please ask for information from the admissions team for further information. If you need special transport and are between 16 and 21, the college will arrange this with the Local Education Authority. Bus Buddy scheme is available for those that need support with travelling. This will be arranged with the Local Authority.

7. ACCESS ACROSS STRODE COLLEGE

| | Car Parking | Toilets | Ramp | Level entrance | Lift | Changing Facility | Automatic Doors |
|-----------------------------------|-------------|---------|------|----------------|------|-------------------|-----------------|
| A Block Student Support | √ | √ | | √ | √ | | √ |
| B Block | √ | √ | | √ | √ | | √ |
| C Block | √ | √ | √ | | √ | | √ |
| E Block Additional Support | √ | √ | √ | √ | √ | √ | √ |
| J Block | √ | √ | | √ | √ | √ | √ |
| M Block | √ | √ | | √ | √ | √ | √ |
| Sports Hall | √ | √ | | √ | | √ | √ |

8. SOURCES OF FUNDING

If you start a course at Strode College it is important that you tell us your needs. Should you need extra items of equipment and/or physical support, the College may need to employ extra staff and/or buy other aids so that you can access your course. We will endeavour to make reasonable adjustments to accommodate your individual needs.

In order to bid for additional funds so that we can support you, you must let us know your needs as soon as possible. If you can let us know by the end of January before your September start date this would be very helpful and enable us to make all the necessary arrangements.

The College will bid for the additional funding either from the Young People's Learning Agency, for extra staffing, or internally from the main College budget for capital items. In exceptional situations the College may not always be able to afford certain pieces of equipment, as it has to work within the funding guidelines. However, the College will try to meet the needs of each student wherever possible.

Despite our best efforts, the College may not be able to provide everything you may need. If this is the case we will help you in approaching other agencies that may be able to help.

9. OTHER RELEVANT FACILITIES AND SUPPORT

There are a number of cross college services on offer to all students:

Refectory

Study Skills

Additional Support

Student Support Centre

Careers and Higher Education Guidance

Connexions

Personal Guidance

Educational Guidance for Adults

Learning Centre and Information Technology

Nursery

Learner Support Funds

Transport, Subsidised travel for students aged 16-18

Partnerships with outside Agencies

There are a number of external agencies, which can help you with your studies. These include:

Speech therapy and physiotherapy (if available)

Specialist tutors (if available)

Social Services and other residential centres

Voluntary organisations

Specialist Careers Officers

The Disability Employment Adviser

Medical Support

There is a team of First Aiders on campus who are on a duty rota. Although there is a recovery room, we do not have a nurse on site. Any medical procedure, which may need to be carried out, will be under the guidance of the medical policy. There is also a young person's clinic.

Should you have special dietary needs then these can be arranged on an individual basis with the Catering Manager through your personal tutor.

10. OTHER INFORMATION

Strode College works with many agencies within the region.

MENCAP MENCAP supports by creating leisure programmes for people attending Social Services day provision.

Social Services

Social Services support courses for people with additional needs by making it possible for keyworkers to attend courses with the students. These courses are designed and modified with the support of other agencies. They are also an important for accessing specialist equipment.

Local Education

The Local Education Authority (LEA) funds leisure activities through Adult Learning and Leisure. These are available in your local community.

Young People's Learning Agency (YPLA)

The YPLA supports courses by providing the funding for all students, 16-18,

Ground Floor
Kingston House
Blackbrook Business Park
Taunton
TA1 3EN
Tel: 0845 0194161

People in College Who Can Help

| | | |
|----------------------------------|---|---|
| Mandie Holloway 01458 844433 | Deputy Head of Team (Equality and Diversity Manager) | Based in E Block Ground Floor (E009) |
| Bill Scott 01458 844454 | Student Support Manager | Based in A Block Ground Floor |
| Emma Rawlings 01458 844469 | Study Skills Manager | Based in E Block Ground Floor |
| Debbie Beard 01458 844615 | Learning Support Co-ordinator | Based in E Block Ground Floor (E009) |
| Jo Boughen 01458 844453 | Admissions Administration | B Block Ground Floor |
| Dawn Wreford 01458 844413 | Senior Examinations Officer | B Block Ground Floor |
| Chris Harvey 01458 844458 | Careers Adviser/ Adult Education Guidance Worker | Learning Resource Centre |
| Debbie Cummings 01458 844417 | Head of Continuing Education | Based in E Block Ground Floor (E009) |
| James Staniforth 01458 844402 | Principal | B Block First Floor |
| Shonagh Butler 01458 844543 | Head of Quality and Staff Development | B Block Ground Floor |

COMPLAINTS AND APPEALS PROCEDURE

Your personal tutor will provide you with information about how to appeal against a decision and/or assessment concerning your studies that you may be unhappy with.

You will also receive a College Charter, which clearly sets out what you can expect from the College and what we can expect from you. Further advice about both of these issues can be gained from Bill Scott, Student Support Manager and Shonagh Butler, Head of Quality and Staff Development.

Should you wish to complain about some aspect of the College, related to your disability, and then you should speak to Mandie Holloway, Bill Scott, or Shonagh Butler and/or your personal tutor. They will help you through the procedures in order to investigate the appeal and/or complaint fully.

The Learning and Skills Council fund most of the courses at College, and, if you still feel the College is not doing what it sets out to do within this document, you may write to the Learning and Skills Council. The address can be found in section 10.

11. FUTURE INTENTIONS

The College will endeavour to:

- Review current policies and procedures in pursuit of the achievement of its commitment to equal opportunities
- Investigate alternative formats for its marketing and publicity materials (including Accessibility Statement)
- Improve signs around the campus
- Conduct an internal/external audit on current resources and facilities for people with learning difficulties and disabilities from which a plan of action will be developed.

Build modern educational facility, which will accommodate the needs of our students.

This statement applies to all provision within Further Education. If you are a Higher Education student or a student following a non-vocational course, different support arrangements apply. For further information please contact Mandie Holloway in E Block.

12. LINKS WITH OTHER POLICIES

- Equal Opportunities
- Medical Needs Policy

- Vulnerable Adults
- Child Protection
- Admission
- Health and Safety
- Staff Development Policy
- Complaints Policy

13. REVIEW DATE AND RESPONSIBILITY

Responsibility for implementing arrangements for providing appropriate disclosure arrangements for disabled students rests with the DHOT-Equality and Diversity Manager.

This policy should be reviewed annually in March.

14 COLLEGE MAP AND APPENDICES

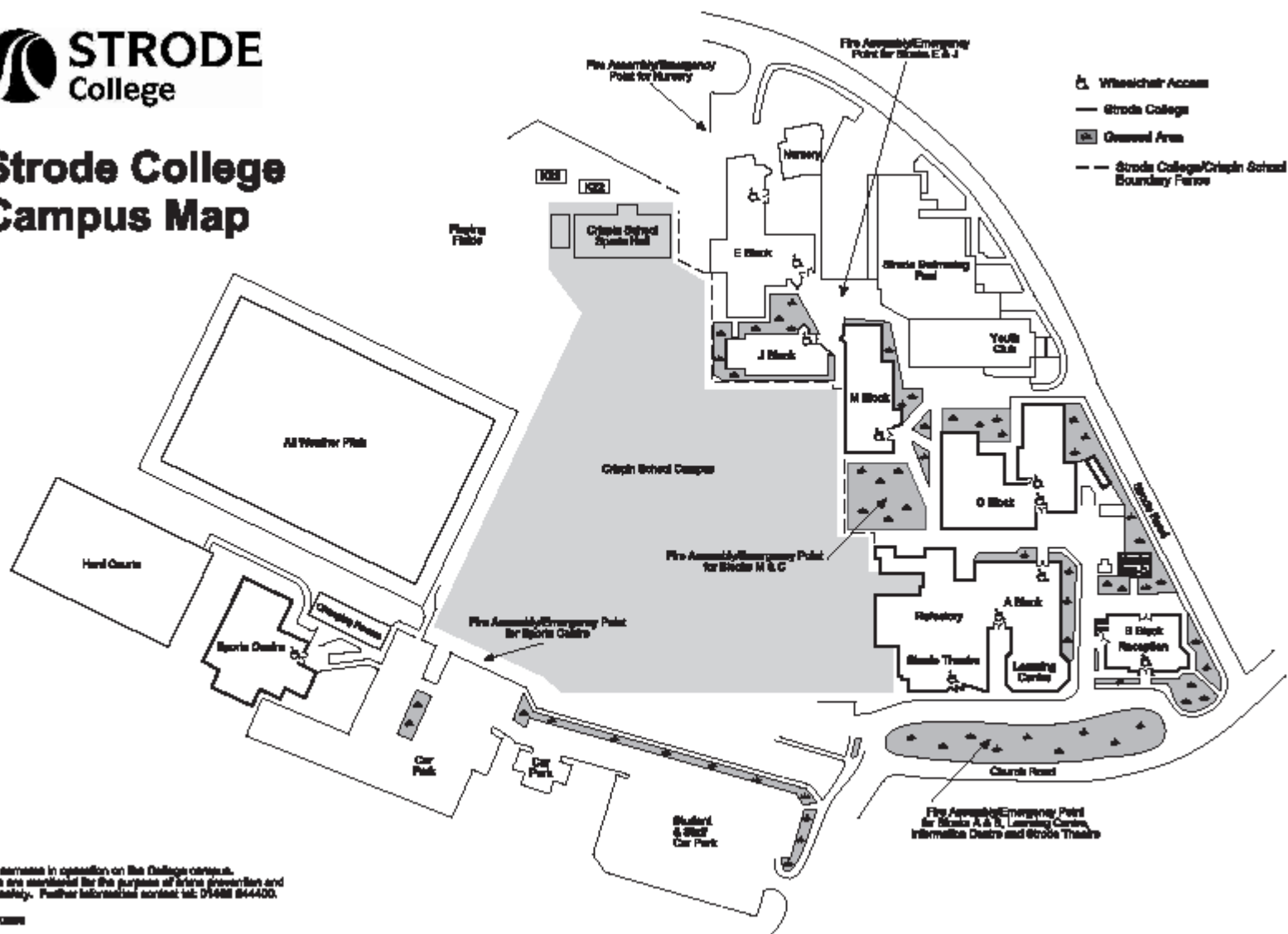
College Map

Appendix One Support Plan

Appendix Two Process for Referral to Additional Support



Strode College Campus Map



APPENDIX ONE

Confidential

LEARNER SUPPORT PLAN 2011 - 2012

Learner Name _____

Support Worker _____

Course Name _____

Course Code _____

Personal Tutor _____

KEY

| | | | |
|--------------|---------------------------------------|----------------|---------------------------------------|
| SPLD | Specific Learning Difficulties | M | Medical |
| ASD | Autistic/Aspergers | S | Sensor |
| MH | Mental Health | VI | Visual Impairment |
| SD | Social Difficulties | HI | Hearing Impairment |
| EBD | Emotional Behavioural | PH | Physical |
| PEEPS | PEEPs to be prepared | ENR | Would like to see at enrolment |
| DOC | Documents received | BS | Refer to Bill Scott |
| REQ | Documents requested | PER TUT | Personal Tutor to action |

CONFIDENTIAL – Additional Support Assessment

Initial Interview

We use this information to help us plan and inform those involved in your learning. This information will be treated with respect. Additional information may be added to this assessment sheet after the date stated below.

| | | |
|---------------------|-------------------|---|
| Length of interview | Date of Interview | Name of Assessor: Mandie Holloway Equality and Diversity Manager Tel: 01458 844433 |
|---------------------|-------------------|---|

Section 1: Personal Information

| | | | | | |
|--|-------------------------------------|--|--|---|------------------------------------|
| Learner's name: | | Date of Birth: | Sex: | Date of entry to college: | |
| Ethnic origin (please tick) | Bangladesh <input type="checkbox"/> | Black African <input type="checkbox"/> | Black Caribbean <input type="checkbox"/> | Black Other <input type="checkbox"/> | Chinese <input type="checkbox"/> |
| | Indian <input type="checkbox"/> | Pakistani <input type="checkbox"/> | White <input type="checkbox"/> | Other <input type="checkbox"/> | Not Known <input type="checkbox"/> |
| Course(s) | | Tutor: | Department: | Dates: | |
| Address: | | | | Telephone Number: | |
| | | | | Post code: | |
| Nature of need(s) <input type="checkbox"/> Learning Difficulties <input type="checkbox"/> Dyslexia <input type="checkbox"/> Mental Health Problems <input type="checkbox"/> Disability <input type="checkbox"/> Medical | | | | Statement/Ed.Psych Report: Date Date received | |
| Previous placement(s): | | | | Date(s): | |
| Details of assessments taken, with results: | | | | | |
| Name(s) of Assessor(s): | | | | Date(s) of Assessment(s): | |
| Copies of this assessment have been passed to: | | | | | |

Disclosure / Summary Support Plan

Name: _____ Date: _____

Time Spent: _____ Previous Org: _____

It has been explained to me why the following roles should be given information about my support needs and therefore I give my consent to them being informed:-

- | | |
|---|---|
| <input type="checkbox"/> Equality and Diversity Manager | <input type="checkbox"/> Finance |
| <input type="checkbox"/> Work Experience | <input type="checkbox"/> Student Support Manager |
| <input type="checkbox"/> Placement Co-ordinator | <input type="checkbox"/> Student Finance |
| <input type="checkbox"/> Premises | <input type="checkbox"/> Study Skills |
| <input type="checkbox"/> Apprenticeships | <input type="checkbox"/> Health and Safety Officer |
| <input type="checkbox"/> Exams | <input type="checkbox"/> SLT |
| <input type="checkbox"/> Social Services | <input type="checkbox"/> School |
| <input type="checkbox"/> Personal Tutor | <input type="checkbox"/> Educational Psychologist |
| <input type="checkbox"/> Course Team | <input type="checkbox"/> Home Tutor |
| <input type="checkbox"/> Admissions | <input type="checkbox"/> Doctor |
| <input type="checkbox"/> Learning Resource Centre | <input type="checkbox"/> CIS |
| <input type="checkbox"/> SpLD Specialist | <input type="checkbox"/> First Aid / Occupational Nurse |
| <input type="checkbox"/> Additional Support Team | <input type="checkbox"/> Others (please specify) |
| | MT/PRU/Home Tutored |

Summary of Support Plan

| SPLD | ASD | MH | SD | EBD | M | S | VI |
|------|-----|-------|-----|-----|-----|----|---------|
| HI | PH | PEEPS | DOC | REQ | ENR | BS | PER TUT |

Learner Statement

I have read this initial assessment and agree to the support that has been negotiated.

| | |
|-------------------|-------|
| Signed (learner) | Date: |
| Signed (assessor) | Date: |

Section 2 (A – H)

A Does the learner have a literacy, numeracy or ESOL difficulty? Yes ☐ No ☐

Please tick and fill in the details in the space provided.

| Literacy Difficulties | Tick | Numeracy Difficulties | Tick | ESOL Difficulties | Tick |
|-----------------------------------|------|------------------------|------|----------------------|------|
| Basic reading | | Basic calculations | | Basic spoken English | |
| Reading textbooks etc. | | Use of money | | Oral discussions etc | |
| Basic writing | | Decimals | | Writing in English | |
| Writing assignments, reports etc. | | Fractions | | English grammar | |
| Spelling | | Graphs and charts | | Reading English | |
| Punctuation and grammar | | Equations | | | |
| Verbal communication | | Complex maths problems | | Any other need | |

B Does the learner have a medical condition affecting their learning? Yes ☐ No ☐

Please tick, give year of occurrence and fill in the details in the space provided.

| Condition | Tick | Condition | Tick | Condition | Tick |
|--------------------|------|-----------------|------|-----------------------|------|
| Anaemia | | Asthma | | Skin disease | |
| Epilepsy | | ME | | Back or spine disease | |
| Meningitis | | Hepatitis B | | Diabetes | |
| Multiple Sclerosis | | Rheumatic Fever | | HIV | |
| Glandular fever | | Bronchitis | | Muscular dystrophy | |
| | | Heart condition | | Any other illness | |

C Does the learner have a disability? Yes ☐ No ☐

Please tick and fill in the details in the space provided.

| Disability | Tick | Disability | Tick | Disability | Tick |
|----------------------|------|------------------------------|------|----------------------|------|
| Blind | | Mental health problems | | Physical disability | |
| Partially sighted | | Moderate learning difficulty | | Personal care needs | |
| Deaf | | Severe learning difficulty | | Mobility problems | |
| Hard of hearing | | Specific learning difficulty | | Wheelchair user | |
| Any other disability | | Acquired brain injury | | Writing difficulties | |

D Has the learner had any previous support? Yes ☐ No ☐

Please tick and fill in the details in the space provided.

| Support provided | Tick | Support provided | Tick | Support provided | Tick |
|------------------------------|------|----------------------|------|--------------------------|------|
| Special exam arrangements | | In-class support | | Special equipment | |
| Extra time in examinations | | SCSI support | | Lap top computer | |
| Amanuensis | | Communicator support | | Computer adaptations | |
| Medical/nursing support | | Reader support | | Radio hearing aid | |
| Speech & Language therapy | | Note taker | | CCTV | |
| Extra tuition | | LSA support | | Technician support | |
| Tutorial support | | Braille | | Bliss symbols | |
| Attended special school/unit | | Any other support | | Behavioural difficulties | |

E Does the learner need pre-entry support? Yes ☐ No ☐

Please tick and fill in the details in the space provided.

Please indicate with a "P" if permission is given to request information and/or reports

| Documentation | Tick/P | Documentation | Tick/P |
|-------------------------------|--------|-------------------------------|--------|
| Dyslexia Assessment | | School records | |
| Ed. Psychologist report | | Statement of Educational Need | |
| Annual review(s) of Statement | | Course Timetable | |
| Screening test | | Care Plan | |
| Literacy Assessment | | Numeracy Assessment | |
| Annual school report(s) | | Any other – please state | |
| IEP | | ROA/NRS | |
| Transition Plan | | Doctors Assessment | |

| Support needed | Hrs/wk | Weeks | Support needed | Hrs/wk | Weeks |
|--|--------|-------|---------------------|--------|-------|
| Home/school/centre visit | | | Extended assessment | | |
| Guidance for a disability or learning difficulty | | | Entry guidance | | |
| Any other support | | | | | |

F Does the learner need support at entry? Yes ☐ No ☐

Please tick and fill in the details in the space provided.

| | | |
|--|--------------------------------------|--|
| <i>Fire/lift regulations have been explained and understood from Accessibility Statement</i> | | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| <i>Blue Badge Scheme Holder</i> | | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| <i>Lift Key issued</i> | | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| <i>Information given on :-</i> | | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| Welfare <input type="checkbox"/> | Counselling <input type="checkbox"/> | Other Learner Service _____ |

| Support needed | Hrs/wk | Weeks | Support needed | Hrs/wk | Weeks |
|--|--------|-------|-------------------|--------|-------|
| Initial assessment | | | Entry Guidance | | |
| Diagnostic assessment | | | Home/centre visit | | |
| Guidance for a disability or learning difficulty | | | Any other support | | |

G Does the learner need on-programme support? Yes ☐ No ☐

Please fill in the details in the space provided.

| Support needed | Hrs/wk | Weeks | Support needed | Hrs/wk | Weeks |
|--------------------------------|--------|-------|--------------------------|--------|-------|
| Literacy support | | | Literacy workshop | | |
| Numeracy support | | | Numeracy workshop | | |
| ESOL support | | | ESOL workshop | | |
| Dyslexia support | | | Dyslexia assessment | | |
| Tutorial support | | | Diagnostic assessment | | |
| LSA support | | | Literacy assessment | | |
| Personal LSA Support | | | Numeracy assessment | | |
| LSA work experience support | | | Home/centre visit | | |
| Tutor work experience support | | | Additional tutor support | | |
| Monitoring/guidance and review | | | Any other support | | |

H Does the learner need support when their achievement is assessed?

Yes ☐ No ☐

Please fill in the details in the space provided.

| Support needed | Hrs/wk | Weeks | Support needed | Hrs/wk | Weeks |
|----------------------------------|--------|-------|----------------------------|--------|-------|
| Special examination Arrangements | | | Communicator support | | |
| Reader Support | | | Adapted examination papers | | |
| Amanuensis | | | Personal invigilation | | |
| Special equipment | | | Extended invigilation | | |
| Special mode of assessment | | | Any other support | | |

Notes

Please enter any additional comments or notes (additional sheets can be added):

Notes

Name: _____ **Date:** _____

Time Spent: _____ **Previous Org:** _____

Please enter any additional comments or notes (additional sheets can be added):

Signed _____

Interviewer

Student

| | | | | | | | |
|-------------|------------|--------------|------------|------------|------------|-----------|----------------|
| SPLD | ASD | MH | SD | EBD | M | S | VI |
| HI | PH | PEEPS | DOC | REQ | ENR | BS | PER TUT |

Student Name _____ **D.O.B.** _____

Lecturer

Personal Tutor

Subject

Please give a written outline of the student to include both strengths and concerns

What is this student's general level of attainment in your subject, compared to the rest of the group?

Predicted grades or other examinations

Please give test results with dates, if available (including assessments):

Can you suggest any reason for this student's difficulties? What previous assessments are there? (please attach):

Please rate the student's performance, where appropriate in the following areas, using the scale shown.

1= Very Poor 2= Poor 3= Average 4=Good 5= Very Good

| | | | |
|------------------------|--------------------------|----------------------------------|--------------------------|
| Reading | <input type="checkbox"/> | Apparent understanding of lesson | <input type="checkbox"/> |
| Spelling | <input type="checkbox"/> | Completion of homework | <input type="checkbox"/> |
| Handwriting | <input type="checkbox"/> | Interest/enthusiasm | <input type="checkbox"/> |
| Output of written work | <input type="checkbox"/> | Independent working | <input type="checkbox"/> |
| Oral Contribution | <input type="checkbox"/> | Cooperative Working | <input type="checkbox"/> |
| Organisational skills | <input type="checkbox"/> | Study Skills | <input type="checkbox"/> |

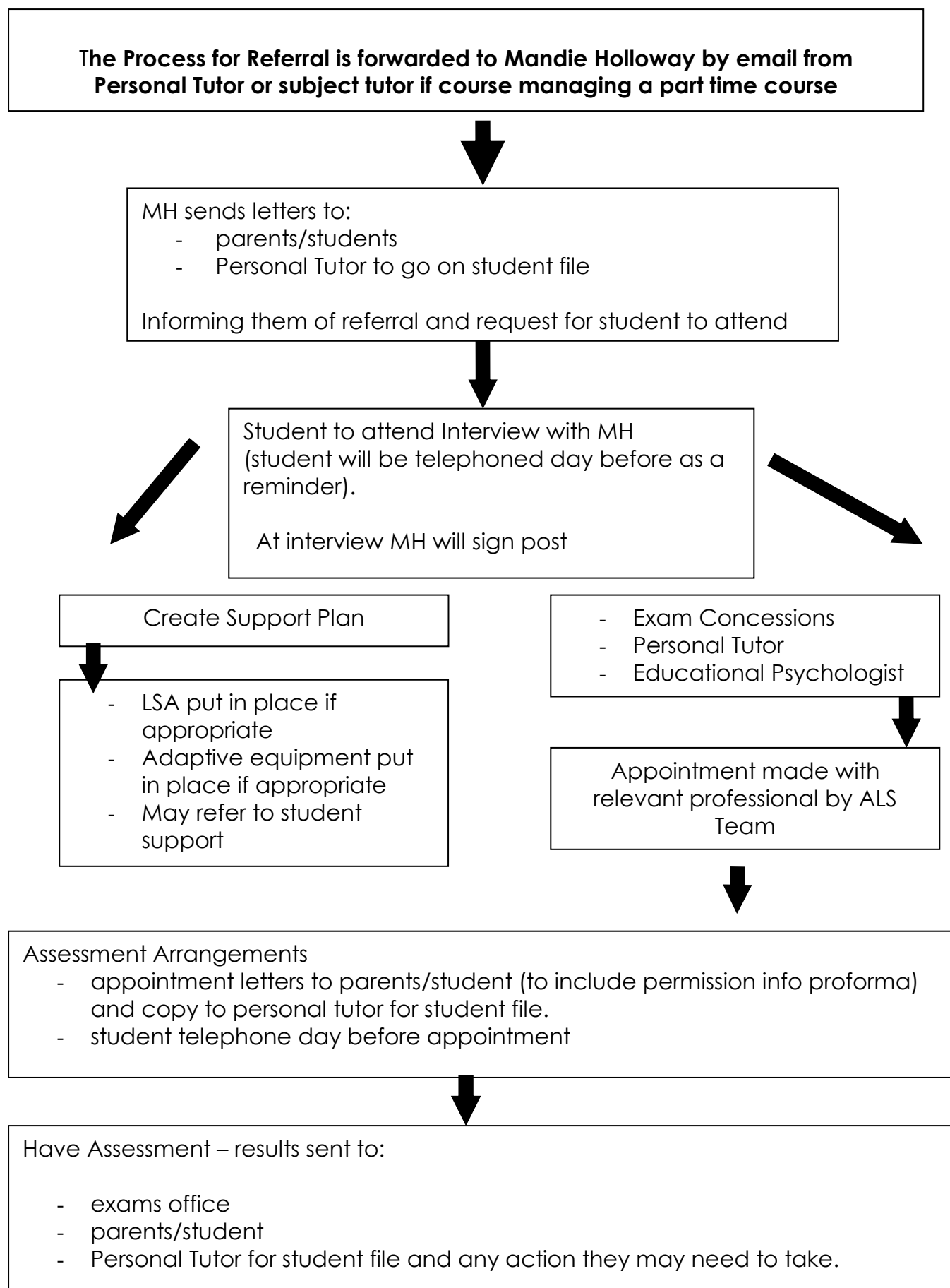
What supporting strategies have been tried? What have you found to be unsuccessful?

Please write any further comments below

Signature _____ **Date** _____

mholloway@strode-college.ac.uk
Please return to Mandie Holloway, Equality and Diversity Manager

Process for Referral



Outcomes

- No further action taken or
- No further action taking place but access arrangements put in place
- Access arrangements and additional support plan raised
- Exam arrangements put in place and support plan and more in depth diagnostic assessment appointment made.
- Letter written to Parents/students and copy sent to Personal Tutor for student file

Referral to Ed Psych.

- Initial interview with MH
- Appointment with Ed Psych.
- Letters send to parents/students and Personal Tutor for information and put on student file.
- Student telephoned day before appointment
- Diagnostic assessment
- Month later report published – copy sent to Personal Tutor for student file, to parents/students and to ALS Team.
- If report states exams concessions copy sent to exams by ALS Team

Medical

- Student advised to see doctor, counsellor, key worker for information letter
- When documents arrive, copies sent to exams, personal tutor for student file and ALS Team
- Support plans written and put in place
- Letter written to parents / students and copy sent to Personal Tutor for student

NB The case may be referred to other support services within the College and they will take responsibility for it ie Back up or Student Support.

All information is subject to Data Protection and student disclosing as advised. Some students do restrict access to information. Staff need to be aware of this – please ask Mandie Holloway.