

Wakefield Adult and Community Education Service

Policy for Working with Learners With Learning Disabilities and/or Disabilities

Purpose

The remit of the Adult & Community Education Service (ACES) is to widen participation, encourage non-traditional learners and support success for all learners on all programmes.

Principles

Every effort will be made to support learners appropriately on their chosen programme. A number of sources of information contribute to identifying any individual support needs (see below). Please refer to sections of the quality manual relating to additional learning support for further information and guidance.

Procedures

1. General

- 1.1. Environment – Every effort is made to ensure that learners feel confident enough to disclose a disability and express a need for support.
- 1.2. Enrolment form - All learners are asked to say whether they consider themselves to have a disability and whether they feel they need support. This information is given to the tutor who will consider the content when undertaking their lesson planning, room lay out, etc.
- 1.3. Risk assessment form for practical workshop provision – All learners are asked to complete a short form relating to any physical constraints which could affect their learning and activities in class. (See appendix....) People enrolling in person for this type of course should be asked to complete the form by centre staff. This information is given to the tutor who will consider the content when undertaking their lesson planning, room lay out, etc.
- 1.4. Tutor initial assessment – All tutors undertake an initial assessment during the 1st couple of weeks of class (course file for further details).
- 1.5. Ongoing assessment – Tutors encourage learners to disclose disabilities and/or support needs during their learning programme, for example, when setting activities and/or assignments.
- 1.6. Examination entry form – All learners are given a further opportunity to identify any additional support needs when completing an examination/accreditation entry form.
- 1.7. Occasionally learners with specific needs are introduced to the centre by a support worker or other professional and their needs can be highlighted at the point of enrolment. It is crucial that information about possible support worker attendance (other than ACES employees) is collected as early as possible.

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- 1.8. Where a learner intends to bring a support worker to class with them, the centre should ask to be informed in writing. A learner can only be accompanied by one support worker unless specific permission is negotiated with the centre manager (with specific reasons) Any extra person in class should be entered on the bottom of the register as present in the event of a fire alarm or other emergency.
- 1.9. Where support is being provided by another professional or representative from, for example, a residential home, a short agreement needs to be signed by learner/tutor/and support worker which includes guidelines for good practice for support. (see appendix ...)

2. Recommended Time Line Through Programmes (learners)

2.1 Pre course

- 2.1a Centres and tutors risk assess the accommodation itself in order to determine safe numbers. This transfers to the course file holding the enrolments and should provide a guideline about numbers in a particular class. The maximum number for enrolments needs to take into account the declared support worker attendance.
- 2.1b Where more than one learner in a group will be accompanied by a support worker, and the constraints of the room mean actual learner numbers in class will be reduced as a result, the centre organiser will approach their link A&CEO for advice. Every reasonable adjustment will be made, but ACES reserves the right to limit the number of non-learners in any one class on health & safety grounds.
- 2.1c Centres and tutors should make every effort to encourage learners to provide information (on a need to know basis) prior to the first class. This will enable support to be arranged in good time wherever possible.
- 2.1d Careful use of course information leaflets will enable learners to self-select for appropriate subjects and levels.

2.2 On course

- 2.2a Tutors plan sessions – including assessments, appropriate teaching strategies, adaptation of materials, etc. - in the light of the above in order to maximise each individual learner's success. This is monitored through the OTL and appraisal processes, moderation and learner feedback.
- 2.2b The 5 stages of RARPA will be used and moderated as a means of measuring and recording success and achievement, particularly on non-accredited courses.
- 2.2c The register will continue to be the mechanism for notifying achievements to the Aqua management information system for recording and benchmarking.

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2.3 End of Course

- 2.3a Assessments of learning and “distance travelled” will be undertaken by the tutor and the learner (with tutor support) in an appropriate format.
- 2.3b Individual achievement relates to the learner’s individual learning goals as agreed with the tutor early in the course.
- 2.3c Achievements are celebrated appropriately.

2.4 Other General Proposals:

- 2.4a Do not plan to have a fire practice during the first couple of weeks. This has created problems for some learners with mental health problems and/or medication because of the extra stress.