

Case Study:**Developing an holistic approach for learners with additional support needs**

'Assessment and learning: involving the learner'. LSC funded project.

The context:

Middlesbrough Adult Education Service offers a range of courses both vocational and for leisure. We have a strong focus on the development of literacy, numeracy and ICT skills for all our learners and staff. There are currently approximately 4000 learners who are supported by 12 full time co-ordinator/ tutors and up to 100 part time tutors.

The service mission is

"To provide a comprehensive programme of learner-centred lifelong learning opportunities for Middlesbrough residents of all abilities and educational achievements"

The challenge:

We are experiencing a growth in referrals and enrolments of LDD learners and therefore need to change our approach. The current procedure does not adequately meet learner needs, leading to some learners being enrolled to courses before their suitability for the course has been assessed.

We also need to formalise the learner input into this process, and support staff in their programme planning.

What we did:

- Attended the Assessment and learning workshops
- Consulted with the team of staff who are directly involved September 09
- Reviewed the existing documentation September 09
- Amended the procedure and documentation October 09
- Worked in partnership with representatives from Social Services to develop appropriate approaches October 09
- Piloted the new system with representatives from Social Services November 09
- Collected feedback from learners, tutors, managers, key workers and carers November/December 09
- Made further amendments to the process and documentation December 09
- Disseminate to all staff and partners planned for January 2010

The outcomes:

As a result of this project we were able to

- Implement a referral and recruitment procedure that involved the learners, key workers, tutors and administrators.
- Work in partnership with referral agencies to develop suitable routes for learners
- Develop a better understanding of learners' individual needs, and their motivations

The impact:

Implementing the project enabled us to make the following impacts

- We now have an agreed Additional Support Procedure
- Clarification of the roles and responsibilities within Learning Support
- Active support from our partners and referral agencies
- Garnered feedback from partners, learners and tutors
- Amended the learner centred initial assessment referral form

Learners have said, *"I liked filling out the form before I came to class, so the tutor knew all about me."*

A partner from Social Services said, *"Learners and staff have found the referral form easy to complete."*

Tutors have said, *"The referral information enabled me to prepare suitable resources and equipment and tailor the learning to the individual."*

Supporting DRAFT documentation:

- Draft procedure
- Example initial assessment document

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Middlesbrough Adult Education Service
Private and Confidential
(Draft) Initial Assessment

Name:

Name of course:

Date of Birth:

Tel no:


Referral made by:


Keyworker:


Tel No:


Emergency Contact:


When I go to a class I would like my tutor to know that:

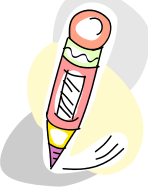
		Yes	No
 Reading	I will need support with reading		
	I like handouts to be in the picture		
	I like handouts to be in large print		
	I can read handouts		

 Communicating		Yes	No
	I like to be asked questions		
	I feel a bit shy		
	I like to ask questions		
	I enjoy talking		

 Moving around		Yes	No
	I can move around on my own		
	I use a wheel chair		
	I need support to move around		

 Equipment		Yes	No
	I need to use big brushes, pens and scissors		
	I need support to use equipment		
	I can use all equipment without help		

 <p>Computers</p>		Yes	No
	I can use a computer		
	I need to use a big keyboard and mouse		
	I need help using a computer		

 <p>Reading and Writing</p>		Yes	No
	I can read and write on my own		
	I can write my own name and address		
	I need help with reading and writing		

(Draft) Referral System for Adults with Learning Difficulties and/or Disabilities

(Draft) Learner Support Procedure

The Learning Support Co-ordinator arranges support for learners who are eligible for reasonable adjustments to be made for them to access MAES classes because of a specific disability or difficulty. Support is available to learners on enrolment or if a support need has not been identified prior to the class starting on our being made aware by the learner, a carer or the tutor. This disclosure of information however **must** only be done with the **full agreement** of the individual learner and on the understanding that such information will **only** be used to support teaching and learning.

Disclosure at Enrolment Stage

- Students are asked to declare any disabilities or impairments or learning support needs on their initial enrolment form. Once identified Coordinator is informed and enrolment form copied and forwarded
- Coordinator contacts learner via appropriate methods, i.e. face to face initial contact meeting or telephone at the convenience of the learner to discuss support needs in more detail. **(ALS1 form completed)**
- Once needs are identified and agreed by learner, Tutors are given the opportunity to meet with the learner, if appropriate, or informed via the Coordinator of the students needs and how they will be met within the course
- Individual learning plans should include details of any support arrangements agreed
- Coordinator to review learner progress whilst on course by means of one to one meeting, feedback from tutor or telephone conversation with learner. **(ALS 2 form completed)**

Disclosure whilst on programme/course

- Tutor referral form is completed **(ALS 3)** with the learner and referred to Learning Support Co-ordinator to take necessary action and implement support
- Tutor must include within the learners Individual learning Plan supporting evidence to show reasons why additional support is required within the course.
- Support then reviewed throughout course

Undisclosed disability

- If a learner indicates on enrolment form that they have a disability (disability ticked) but no further information is provided then administration team refer copy of enrolment to Coordinator
- LS Coordinator sends out a courtesy letter to learner, giving opportunity for further disclosure and introduction to the Learning support service **(ALS 4)**
- If further disclosure is obtained from the above contact, LS Coordinator to update Management information system with agreement of learner

Referral system for Adults with learning difficulties and/or disabilities

- All requests to be forwarded to ALS Coordinator as a first point of contact
- ALS Coordinator to send out Referral procedure (ALS 5) and Referral form (ALS6)