

Guide to Learning Support



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(including Exam Access Arrangements)

Learning Support

All colleges follow a **graduated approach** to ensure that students can access their learning with equity. This includes a broad Universal offer of support focussed on inclusive lessons with adaptive teaching strategies that benefit all and a range of additional Targeted/ Specialist support for some.

The **Truro and Penwith College's graduated approach** includes but is not limited to:

- High quality inclusive lessons with adaptive teaching
- Learning Support SharePoint
- Revision/support workshops
- 1:1 maths/English or study skills tuition
- Calm spaces
- Exam Access Arrangements (EAA)
- Learning Support Mentor input
- Extensive staff training and continued professional development
- Training and use of assistive technology
- Adjustments/personalisation in lessons.
- Staffed social spaces
- Skills development sessions e.g. travel training

In most cases our Universal offer such as our accessible environments and adaptive teaching provided by the lecturers and curriculum teams, effectively meets students' needs. Where students need more Targeted or Specialist support, we review:


- The information we currently have for students e.g. diagnoses, history of support, Education, Health & Care Plan (EHCP), school Form 8/Form 9.
- What strategies and support they use in college lessons (known as 'Normal Way of Working').
- Contextual information provided by the 'referrer' and student.

Contact us

How to get in touch:

In most instances, contact with the pastoral tutor or a lecturer is the best way to identify any curriculum related difficulties or in-class approaches that would benefit. You can also ask a curriculum team member to signpost to the relevant college support team.

Additionally, you can:

- Email us learningsupport@truro-penwith.ac.uk
- Call us on 01872 305708/01736 335020
- Complete our [Learning Support referral form](#) 

Our Team

We understand that often students/next of kin are sharing sensitive information with us, so we want you to know that your contact goes to 'real humans' who have extensive experience working with students with learning needs/medical conditions and their next of kin.

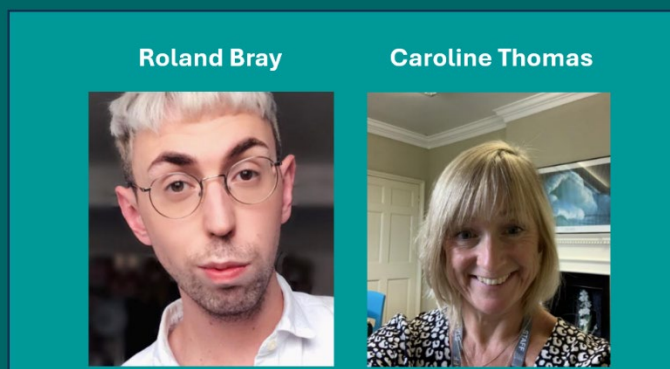
Here are the friendly, dedicated team of administrators/coordinators who monitor and manage all incoming contact, every college day 8:30-4:30. They are based in Mylor Learning Centre (Truro) and Lamorna Learning Hub (Penwith).



They will review the information you have given and signpost your enquiry to the relevant team member (within faculty or Learning Support). We will let you know who your enquiry has been passed on to.

Within Learning Support, follow-up with you may come from:

- Senior Learning Support Mentors (SLSMs).
- Inclusive Practitioners (if you have an EHCP).
- Learning Support Managers Roland Bray or Caroline Thomas.



Important things you need to know

We are happy to provide advice and information and recommend that you contact us before proceeding with any private diagnoses.

Provision in place at school does not automatically transfer to college. Please do share relevant information and documentation with us as soon as possible.

Communication and collaboration are key – your input is valuable to us.

Exam Access Arrangements (EAA) are just one form of support that the college may be able to provide, and should be considered as part of a wider support approach.

For any EAA, evidence gathering and the application process takes a minimum of 6 weeks. JCQ/awarding body deadlines apply. Where information is not received in time, we will consider for the next deadline.

Request support [here](#)



We cannot apply for EAA without evidence of normal way of working within the College classroom.

Exam Access Arrangements
[Frequently Asked Questions](#)



We are aware that:

- Students often believe that College is a 'fresh start' and are not always aware that it is important they continue to use strategies that helped them to succeed at school.
- Students can have difficulties that emerge/change as the level of study increases.
- Students may have needs that have not previously been identified.
- Students may be reluctant to talk about difficulties in a new setting with people they don't know very well.

We will...

- Provide regular training and support for lecturers to support them to identify and evidence needs.
- Encourage lecturers and students to trial different strategies in a graduated approach to see what works best e.g. assistive technology.
- Ensure that students are made aware of the support on offer via the tutorial programme.
- Provide a responsive, tailored and understanding service.

Get in touch!

- Whatever the case is for you/your student please do get in touch early.
- Early identification is key and proven to have a significant, positive impact on student outcomes.
- Your feedback is important. Please do let us know if there is anything you think we do well, or that we could do better.

