

Additional Learning Needs at Esher Sixth Form College



Additional Learning Needs Team

- 12 Learning Mentors
- 2 Specialist Assessors
- 2 Access Arrangement Coordinators

Additional Learning Needs Centre



Welcome to ALN Study Hub

Open daily from 8.30am to 4.45pm

Drop in space to work or get
support from a Learning Mentor.



Welcome to ALN Quiet Zone

Please come in and use the space to
complete silent work or to
decompress.

Open daily from 8.30am to 4.45pm



Quality First Teaching

Evidence-based teaching practice creates an **inclusive and accessible** environment for **all students** in a mainstream setting

Basic tenets of **good-quality teaching** best support learners with SEND and, in turn, benefit everyone in the class: **Quality First**

Every teacher is a teacher of SEND

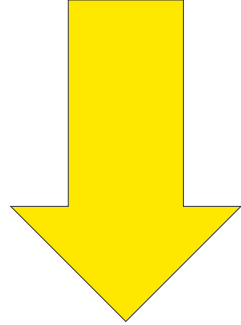


Esher Sixth Form context

- Main needs:
 - Dyslexia
 - ADHD
 - Autism
- Around 40% of the cohort have an Access Arrangement

Students with Access Arrangements

1. A **Form 8** or **9** from school is required to 'roll forward' Access Arrangements
2. We gather evidence of ongoing need from teachers
3. We gather assessment evidence from all subjects



**Application to
JCQ**

New diagnosis?

We accept ADHD / ASD /
OCD diagnoses. But
please speak to us before
seeking a new dyslexia
diagnosis

Additional or new Access Arrangements?

- All decisions and changes start with a teacher referral
- Evidence of need required from all subjects
- Holistic decision based on student needs



Support available for students

ALN Student Support

ALN Study Hub – open daily

ALN quiet zone – open daily

One to one Learning Mentor support via self referral

Group sessions

Demonstrations covering study skills,
revision techniques and using access arrangements

Weekly ALN activity



How do teachers know?

- Registers show support needs and Access Arrangements
- Additional Learning Needs Overview, similar to 'learning passport at school' for students with a diagnosis.

What is different about SEND at Sixth Form?

- No general in-class support (TAs, LSAs)
- No formal SEND register
- No termly meetings with parents
- Focus on independence and the student's own voice
- Preparation for next steps

SEND **Special Educational** **Needs and Disability** **Code of Practice:** **0 to 25 years**

Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities

January 2015

Support for students with an EHCP

- Weekly one-to-one support from a named Learning Mentor (OTO)
- Priority Progression Guidance meetings
- Feedback from teachers on Section E outcomems that feeds into the Annual Review



How to contact us

1. The first point of contact is always your **child's tutor**
2. aln@esher.ac.uk – general additional learning needs queries
3. aa@esher.ac.uk – Access Arrangement queries

Website > Additional Learning Needs Policy

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ADDITIONAL LEARNING NEEDS

Our dedicated Additional Learning Needs Department works with subject teachers to ensure that the individual learning needs of all students including those with SEND and EHCPs are identified and met.



Identification of need begins with applicants disclosing their Special Educational Needs/ Disability (SEND) on their application form, or at enrolment. The Additional Learning Needs Department is then able to provide targeted support for students with additional needs such as; physical and sensory disabilities, dyslexia, Developmental Co-ordination Disorder, Autistic Spectrum Disorders (ASDs), Attention Deficit Disorder (ADD) and other mental health diagnoses. Where appropriate, and subject to the timely disclosure of need, we will ensure that examination access arrangements are investigated.

In this section:

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[Learning Resource Centres](#)

