

# **Service Level Agreement for the Learner Support Team**

## **Bolton College Aims**

Our aims are set out in the College's Strategic Framework and are:

1. To be outstanding in all we do
2. To be highly responsive in meeting the needs of individuals, businesses and communities in Bolton
3. To provide excellent service to our customers and colleagues
4. To be financially stable with the ability to invest in the future

## **Bolton College Customer Service Objectives**

- 3.1 To be the first choice provider of education and training in Bolton
- 3.2 To ensure we deliver an excellent experience to all
- 3.3 To develop measurable service standards for all areas of our operation
- 3.4 To ensure the community of Bolton feel part of and make full use of the College

## **Objective of this Service Level Agreement (SLA)**

The purpose of this Service Level Agreement is to describe the key services we provide and the quality standards we have in terms of service delivery:

### **This agreement sets out**

- The services we provide to our customers including internal departments
- The overall standard which we aim to achieve in the provision of our key services
- A mechanism for resolving any problems relating to the delivery of the service and listening to customer feedback

As with all such agreements, standards have been set to reflect normal circumstances and they may not always be met in periods of high levels of staff sickness or vacant posts or during periods of extreme activity such as the start of an academic year.

## **Future reviews and amendments to this Service Level Agreement**

This agreement will be reviewed annually as part of our College development planning and Self-Assessment process.

## **Objectives of the Learner Support Team (LST)**

- The College has in place arrangements for Additional Support provision which is supported by a highly trained and qualified team.

- The Additional Support team and curriculum areas work in collaboration to meet the individual needs of the students
- For students who have a statement of special educational needs or who have additional support in school we receive Learning Difficulty Assessments and/or transition review reports and liaise with all parties as early as possible to ensure we have the right course and support package for each student.
- Students are provided with an opportunity for assessment at entry, induction and on-programme.
- All students are entitled to have their additional support needs met as far as is reasonably practicable.

### **Service Users**

- Learners
- Parents/Guardians
- Tutors
- Curriculum Areas
- Student Services

## Who we are, What we do, How to contact us

### Head of Learner Support and HE Disability Officer – Janet Prescott

- Tel: 01204 482654
- E-mail: [janet.prescott@boltoncc.ac.uk](mailto:janet.prescott@boltoncc.ac.uk)
- Base: Room AG.18a, Deane Road, Bolton. BL3 5BG

### Transition and Support Leader – Gillian Lonsdale

- Tel: 01204 482579
- E-mail: [gillian.lonsdale@boltoncc.ac.uk](mailto:gillian.lonsdale@boltoncc.ac.uk)
- Base: Room AG.18b, Deane Road, Bolton. BL3 5BG
- Liaises with schools, Connexions, Health, Education & Social Services, pupils and parents to design support packages for learners who experience learning difficulties and/or disabilities or for learners who have been excluded from mainstream secondary education. Also provides pastoral support and transition advice and guidance to Looked after Children and those young people who are classed as in the process of leaving care. Will also arrange support packages for those learners who experience complex medical conditions that may impact on their learning and life at college.

### Specialist Inclusion Co-ordinator (Dyslexia) – Karan Leslie

- Tel: 01204 482652
- E-mail: [karan.leslie@boltoncc.ac.uk](mailto:karan.leslie@boltoncc.ac.uk)
- Base: Room AG.18, Deane Road, Bolton. BL3 5BG
- Liaises with support tutors and lecturers about the support needs of students with dyslexia. Undertakes access and DSA assessments for examination arrangements and progression onto HE provision. Supports students with dyslexia and co-ordinates the work of small dyslexia team. Also offers staff development on dyslexia and links with the TTRS team and promote it to students who would benefit from it.

### Specialist Inclusion Co-ordinator (D/deaf) – Rachael Whittaker

- Tel: 01204 482602
- E-mail: [Rachael.whittaker@boltoncc.ac.uk](mailto:Rachael.whittaker@boltoncc.ac.uk)
- Base: Room AG.18, Deane Road, Bolton. BL3 5BG
- Liaises with schools, Connexions, Health, Education & Social Services, pupils and parents to design support packages for learners who are D/deaf or hard of hearing. Also provides language tutorials and other support for D/deaf learners on mainstream courses.

### Specialist Inclusion Co-ordinator (VI) – Lynn D Roberts

- Tel: 01204 482669
- E-mail: [lynn.D.Roberts@boltoncc.ac.uk](mailto:lynn.D.Roberts@boltoncc.ac.uk)
- Base: Room AG.18, Deane Road, Bolton. BL3 5BG
- Liaises with schools, Connexions, Health, Education & Social Services, Blind societies, learners and parents to design support packages for learners who have visual impairments. Can also provide support and advice and organise equipment and software for learners on mainstream courses.

### Specialist Inclusion Co-ordinator (Mental Health) – Gay Ryder

- Tel: 01204 482589

- E-mail: [gay.ryder@boltoncc.ac.uk](mailto:gay.ryder@boltoncc.ac.uk)
- Base: Room AG.18, Deane Road, Bolton, BL3 5BG
- Liaises with schools, Health Services, parents and other agencies to provide the best support packages for learners who have mental health issues. Can provide advice and guidance to tutors and runs staff development sessions on mental health awareness.

Senior Communication Support Worker – Stella Slessor

- Tel: 01204 482674
- E-mail: [stella.slessor@boltoncc.ac.uk](mailto:stella.slessor@boltoncc.ac.uk)
- Base: Room AG.22, Deane Road, Bolton. BL3 5BG
- Co-ordinate support for deaf learners and manage CSW team. Provide support in class.

Senior Communication Support Worker – Maresa Kellett

- Tel: 01204 482673
- E-mail: [maresa.kellett@boltoncc.ac.uk](mailto:maresa.kellett@boltoncc.ac.uk)
- Base: Room AG.22, Deane Road, Bolton. BL3 5BG
- Co-ordinate support for deaf learners and manage CSW team. Provide support in class.

Senior Learning Support Worker – Chris Eccles

- Tel: 01204 482685
- E-mail: [chris.eccles@boltoncc.ac.uk](mailto:chris.eccles@boltoncc.ac.uk)
- Base: Room AG.42, Deane Road, Bolton. BL3 5BG
- Co line manages Learning Support Workers team and Volunteers. Pre-entry guidance/assessment interviews.

Senior Learning Support Worker – Carol Pearson

- Tel: 01204 482672
- E-mail: [carol.pearson@boltoncc.ac.uk](mailto:carol.pearson@boltoncc.ac.uk)
- Base: Room AG.42, Deane Road, Bolton. BL3 5BG
- To input data in order to generate ALS funding. Co line manages Learning Support Workers team and Volunteers. To co-ordinate appropriate support with learners.

## Service Availability

The services are available throughout the college day according to students need.

## Key Services and Standards

Service	Standard
<p>Assess effectively students needing learning support</p>	<p>When a special school sends their list of prospective learners, initial contact will be made with the SENCO within four weeks of receipt.</p> <p>When a 16—19 year old student has identified a disability or difficulty on the application form then the feeder school will be contacted within 2 weeks of support receiving the application form from admissions.</p> <p>When a prospective student applying for an adult course, either FE or HE, has identified a disability or difficulty on the application form then the student will be contacted within 2 weeks of the support department receiving the application form from admissions.</p> <p>Where appropriate, prospective students with complex needs will be offered taster sessions in their chosen areas so that a support plan can be made available by the end of June before the student starts their course in September.</p> <p>Initial assessment will be offered to all full time and substantial (&lt;216 hours) part time FE students prior to their enrolment. The results of the initial assessment will be available to the student on the day of the assessment.</p> <p>The results of initial assessment will be available to teachers by the second week of the course.</p>
<p>Use an extensive range of support strategies.</p>	<p>Students will be provided with a support plan to suit their individual needs</p> <p>This may include elements of the following support strategies.</p> <ul style="list-style-type: none"> <li>Assessment</li> <li>Support worker in class</li> <li>Support tutor in class</li> <li>One to one support tutor time</li> <li>Student mentor</li> <li>A place on the Touch Type Read and Spell programme</li> <li>Communication support worker</li> <li>Material modification</li> </ul>
<p>Create guides and facilitate training sessions to support teachers;</p>	<p>Ensure that the Access for All sites on Moodle is up to date with information updated regularly and at least annually.</p> <p><a href="http://www.boltoncc.ac.uk/course/view.php?id=34370">http://www.boltoncc.ac.uk/course/view.php?id=34370</a></p> <p>Draw attending to the Access for All sites through entries in Stop press termly.</p>

	<p>Provide individual coaching for personal tutors who have learners with complex needs at least two weeks before the start of their course.</p> <p>Provide Autism Awareness, Visual Impairment Awareness, Deaf awareness and Dyslexia Awareness annually through the Staff Development unit.</p>
Provide a named link person for each curriculum team who attends team meetings;	<p>Key support tutors (KSTs) will develop an overview of all the supported learners in a curriculum area and be the link person for that area for any queries, advice and guidance that is needed.</p> <p>KST to liaise with the curriculum team at team meeting where possible and through email between meetings.</p>
Work with students to empower them to become independent learners;	<p>All support is focused on working toward independence where possible; all targets for the learners guide them towards independence.</p>
Support the exam team to facilitate examination access arrangements	<p>Access arrangement assessments will be sent to the exam team within the time frames of the examination bodies to ensure arrangements can be agreed.</p> <p>Support staff will keep records of 'usual way of working' to be handed to the exam team when required as evidence for the exam boards.</p> <p>Key support tutors will support curriculum tutors to ensure exam access arrangements are requested and tutors can work within the student's 'usual way of working' and document that work.</p>

## What we need from our service users

For all services the College expects:

- That all service users will treat one another with dignity and respect
- Internal teams will work co-operatively and understand that others may have different demands and priorities to manage
- That internal customers (staff) will check that information required is not readily available on the intranet or other source such as Access for All on Moodle before contacting Learner Support
- That internal teams will share details of events, visitors and other such information which will enable others to provide accurate information and advice to customers

Service	What we need from our service users
General provision of support	<p><b>Managers</b></p> <p>Ensure that Learner Support is informed with two weeks' notice of changes to curriculum which may affect the provision of support including collapsed curriculum, trips and visits, general changes to timetable.</p>

	<p>Work with the Key Support Tutors to identify the most appropriate sessions for in class support.</p> <p>Report on Learner Support in the department SAR including in success rate statistics.</p>
Initial assessment	<p><b>Managers</b> Identify opportunities during keep warm events for Learner Support to conduct the 90 minute initial assessment process.</p> <p><b>Interviewing tutors</b> For 16-19 learners and adults with previous qualifications use the BKSB initial assessment results only as an identification of support needs. Do not use it to decide on the level of course for the learner.</p> <p><b>Tutors and Personal Tutors</b> Work with the key support tutors to ensure that the initial assessment results are used in conjunction with other assessments to provide the best fit of support for the learner.</p> <p><b>Admissions</b> Send invitation letters to learners with conditional offers for initial assessment.</p> <p><b>ICT</b></p>
Support assessments	<p><b>Admissions</b> Ensure that Learner Support are aware of any disclosure of disability or learning difficulty on the application form as soon as possible after receipt of the form.</p> <p><b>College staff</b> Inform Learner Support by email within 48 hours if any student discloses a difficulty that may need support services.</p> <p><b>Tutors</b> Take seriously the information we send you in access assessments, baseline assessments and student profiles and implement the recommendations in your teaching.</p> <p><b>Learners</b> Attend your assessment on time. Involve yourself actively in the assessment. Ensure that you get feedback and make sure you understand the recommendations.</p>
In-class support	<p><b>Tutors</b> Share your scheme of work and lesson plans with support staff. Direct the support staff in your planning as one of the</p>

	<p>resources at your disposal.  Keep the Learner Support team up-to-date with any room changes or other alterations to the course including trips and cancellations?  Collaborate effectively and respect our role as learner support for students.</p> <p><b>Learners</b>  Use the support you have been offered, whether it is in-class and/or a workshop, as part of your learner journey to help you achieve your potential and learning goals.  Share your targets and objectives with support staff so that they can ensure they provide the correct support.  Contribute your comments to the support paperwork and surveys regarding support during the year.</p>
Mentor Support	<p><b>Curriculum staff</b>  Complete a referral form with as much information as possible to help the student mentor to be more effective.  Work with the student mentor regarding any contact with parents/guardians.  Arrange for a member of staff to be available to support the mentor where a home visit is required.</p> <p><b>Learners</b>  Contact the student mentors if you have any worries or concerns that are interfering with your college work.  Be as open as possible with the mentor to get the best possible support for your situation.  Understand that the mentor service is a confidential service but that the mentors may have to pass on any concerns regarding your safety or the safety of others.  Understand that the mentors work in partnership with your tutors to help you succeed in your studies.</p>

## Monitoring Success

We will monitor our performance against this Service Level Agreement using:

- Student surveys
- Student comments on support paperwork.
- Staff surveys
- Student success and retention rates
- Student progression

## Complaints

If the complaint is made by a student undertaking a higher education course: HNC / HND /Foundation Degree, then please refer to the Higher Education Complaints Policy and Procedures that can be found via:

<http://www.boltoncollege.ac.uk/content/3/681/key-strategies-amp-frameworks-he>



- Customers can complain by phone, e-mail or letter to the Customer Services Manager or, via a Complaints Form available on the College website or from the Main Reception.

The College Complaints Policy & Procedure is also available on the College website and intranet (staff only) or from the Main Reception.

- Customers who make a complaint may be asked to undertake a survey about the service they received from the College relating to their complaint.

### **Suggestion Scheme**

- All customers are encouraged to make use of the College's Suggestion Scheme. Forms are available on the College website or from the Main Reception.
- Customers can also contact the Customer Services Manager directly by phone, e-mail or in writing to provide feedback about the services detailed in this SLA, or any College service, and how it might be improved.

We will review this Service Level Agreement on an annual basis to inform future development.

### **Complaints**

Bolton College values the views of all its customers and we aim, therefore, to manage complaints in a way that is sensitive to the needs of individuals and groups and supportive of the College's objective to provide excellent service to our customers and colleagues

We will use feedback received through formal and informal complaints to help improve the quality of the service we provide our customers within the resources available.

Customers can make an official complaint about the services detailed in this SLA or, about any other College service, by phone, e-mail or letter to the Customer Services Manager or any member of College staff. Alternatively, they can complete a Complaints Form available on the College website or from the Main Reception.

The College's full Complaints Policy & Procedure is available on the College website and intranet (staff only) or from any Main Reception.

If the complaint is made by a student undertaking a higher education course: HNC / HND /Foundation Degree, then please refer to the Higher Education Complaints Policy and Procedures that can be found via:

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