

Learner Support Policy and Procedure

Learner Support Policy

ADE Management and staff are committed to providing enrolling and enrolled students with Language Literacy and Numeracy (LL&N) needs and/or learning difficulties, with advice and support options to assist with the student's ongoing learning and progress through ADE's courses.

Learner Support Procedures

Pre-Enrolment

- Students are asked a series of pre-training review questions at the booking stage to ensure individual students are suitable to enrol into the training program. Questions are tailored according to the training program and are used to determine any support that may be required for each student through the course.
- At this stage, students that are considered unsuitable for the training program are referred to an external organisation for additional language, literacy and numeracy support.

At enrolment

- ADE staff will request that all students undertake an LL&N assessment. Results from the assessment will be used to review the appropriateness of the course enrolled in.
- ADE trainer assessor staff must be advised of all LL&N assessment results that identify significant learner support needs of enrolling students.
- Students identifying learner support needs during the enrolment process will be advised by ADE staff of the support measures available to them and whether they are allowed to proceed with training with support.

Post enrolment

- Following enrolment ADE training staff will be available to provide Learner Support to enrolled students, and may request students to attend specially convened classes.
- Learner Support provided by ADE staff may include specific classes to address the training needs for individual learners.

Pre assessment

- All ADE Trainer and assessor staff must review the specific support requirements of all students with learner support needs prior to each assessment event.
- Reasonable adjustment applied to any assessment must be recorded, signed by the student and the trainer and maintained on a student's enrolment records.

Learner Support Review

Where student support needs are identified as part of the pre-training review and/or LLN assessment ADE may decide to make "reasonable adjustment" concerning the assessment process for individual students, or offer one-on-one support for the interpretation of course material. This will depend on the level of support required and the outcomes of the pre training review.

The level of support to be provided to individual students and/or any reasonable adjustment to be made to the assessment will be documented and information passed on to the individual student's trainer assessor to ensure that appropriate support is provided throughout the delivery and assessment period.

A copy of the documented evidence will be kept in the student file.

ADE Management will monitor its ongoing Learner Support measures within its Continuous Improvement Systems and within the Internal Audit process. Monitoring will include post course survey of students receiving Learner Support assistance at ADE.

Please refer to the following list of available support agencies.

- **AUSPELD** supporting people with learning disabilities www.auspeld.org.au
AUSPELD, The Australian Federation of SPELD Associations, responds to the needs of children and adults with Specific Learning Difficulties/Disabilities, such as the learning disability dyslexia, and those who care for, teach, and work with them, through the dissemination of information, advocacy, research, and support.
- **Learning Difficulties Australia** www.lidaustralia.org
Learning Difficulties Australia is an association of teachers and other professionals dedicated to assisting students with learning difficulties through effective teaching practices based on scientific research, both in the classroom and through individualised instruction.
- **Australian Council for Adult Literacy** www.acal.edu.au
The Australian Council for Adult Literacy promotes adult literacy and numeracy policy and practice.
The council exists to:
 - provide leadership in Australian debate on adult literacy and numeracy practices and policy
 - build understanding of adult literacy and numeracy issues
 - advocate on behalf of equitable adult literacy and numeracy provision for all Australians
 - build links between people, organisations and systems; the participants and stakeholders in the adult literacy and numeracy field
 - Work with other organisations on issues of mutual concern.

Reasonable Adjustment Policy

Students will be provided with reasonable adjustments wherever possible and where reasonable adjustments will not cause unjustifiable hardship to ADE.

An adjustment is reasonable if it meets the needs of the student with a disability or special circumstances without impacting on other students or staff at ADE. To determine if an adjustment is reasonable, the following must be considered:

- the student's disability and / or any barriers or challenges that affect that student
- the views of the student (or the student's advocate) about the potential adjustments required

- whether the adjustment will impact on the academic standards or requirements of the training package
- what advantages or disadvantages the adjustments may create for the people affected by it
- the costs and benefits of making the adjustment.

The following standard arrangements may be recommended after considering the student's special needs:

If the learner has difficulty with	Recommended adjustments to be made
Concentration	Rest breaks Additional time Variety of assessment methods Separate venue for assessment if learner becomes too distracted by movement and other learners
Hearing verbal information	Facing the learner and speaking clearly Producing all relevant information in writing Assistive technology Sign language interpreter
Spelling and/ or Grammar	A scribe Additional time A computer with spelling and grammar checks or any literacy software Alternative assessment methods
Numbers of numerical concepts	Additional time A calculator Assistive technology
Reading standard sized print	Assistive technology Oral assessment or recorded questions/ answers A reader Enlarge font printouts Special lighting
Anxiety or exam related stress	Additional time Separate venue for assessment Online assessment Presentations recorded instead of presenting in front of a class
Writing quickly	Rest Breaks Additional time A scribe Provide student with notes
Oral communication	Additional time An interpreter
Mobility	Suitable furniture Adequate space for equipment and support personnel

All reasonable adjustments made to a particular student's assessment will be documented and evidence kept in the student file.