

Aiming High? Aim Higher for Disabled Learners -

A training and support programme for staff working in Further Education

Participants

12

Price Band

B

No of days

2

Extra Costs

None

This motivating two day programme invites participants to explore the existing structures, policies and practice that may prevent disabled students from participating fully in their local college. It is an ideal way for a college to ensure it meets its obligations under the Disability Equality Duty.

FEATURES

- The programme looks at how learning support staff can embrace Self Directed Support in a learning environment.
- It introduces successful ways to design an inclusive curriculum.
- It focuses on learners with learning difficulties and complex health needs.
- It invites participants to consider the implications of Individualised Budgets for disabled young people.
- It explores existing barriers faced by disabled learners and ways to overcome these.

LEARNING OUTCOMES

- Explore the place of Self Directed Support in a learning environment.
- An understanding of Individualised Budgets and their implications.
- Consider ways that the curriculum can be better inclusive of learners with learning difficulties and complex health needs.
- Participants will be able to identify existing barriers faced by disabled learners and look at mechanisms to develop local solutions.

WHO IS THE COURSE FOR?

This unique two day course is aimed at learning support staff, educational care officers, tutors and curriculum leaders

working in Further Education. It is also aimed at staff who have equality responsibilities.

OUTLINE PROGRAMME DAY 1

- How person centred is your college? - an exploration of the principles and values within Self Directed Support along side the policies and practice within the post 16 setting.
- Choice and Control - the context and background for individual budgets; implications for learning environments.
- Making Self Directed Support work in a learning environment - Attitudes, values, communication, planning and reviewing.
- Keeping on track - How can we promote quality and better outcomes; where are we starting from, what will we monitor and evaluate?

OUTLINE PROGRAMME DAY 2

- Identifying current barriers for disabled learners, looking for solutions.
 - Developing a curriculum for learners with complex health needs and learning difficulties.
 - Training and developing great support staff.
 - Recommendations and action planning.
- Each session will have opportunities for participants to explore the issues being addressed.