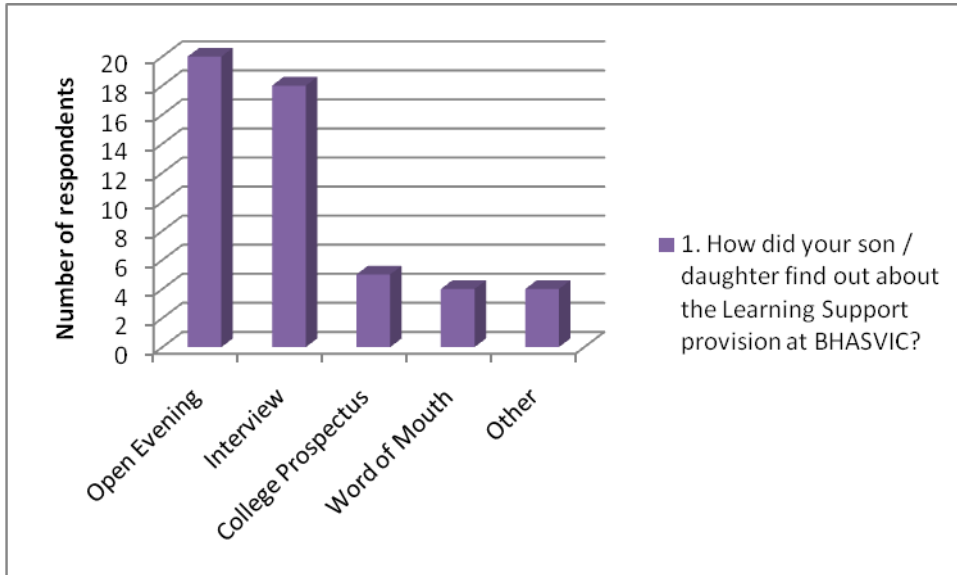


## Learning Support: Parents' Questionnaire

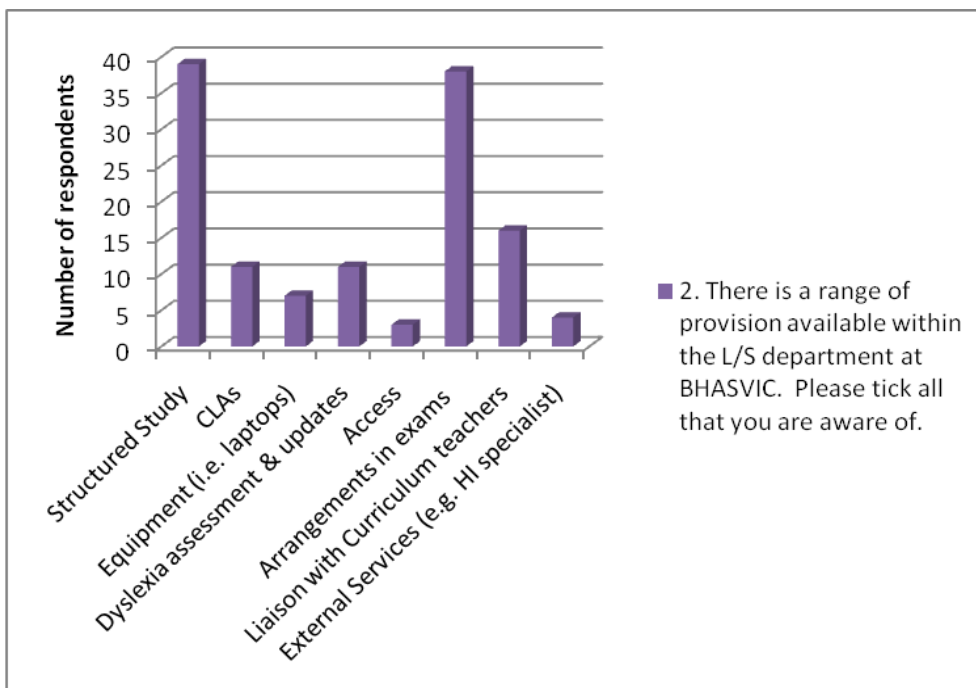
### Analysis of Responses

#### Question 1



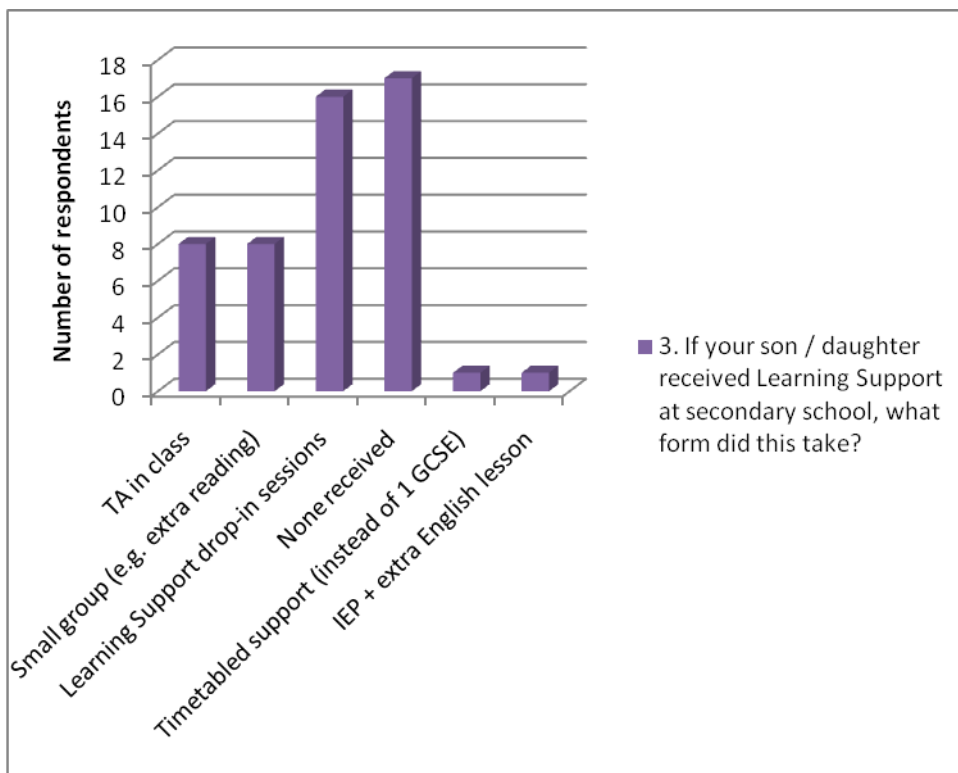
- The majority of respondents said that they found out about BHASVIC's Learning Support provision at Open Evenings (20), with the interview stage being the next most common response (18).
- Some respondents ticked more than one answer
- Under 'other', one respondent noted that they were aware of this provision via their son/daughter's secondary school.

#### Question 2



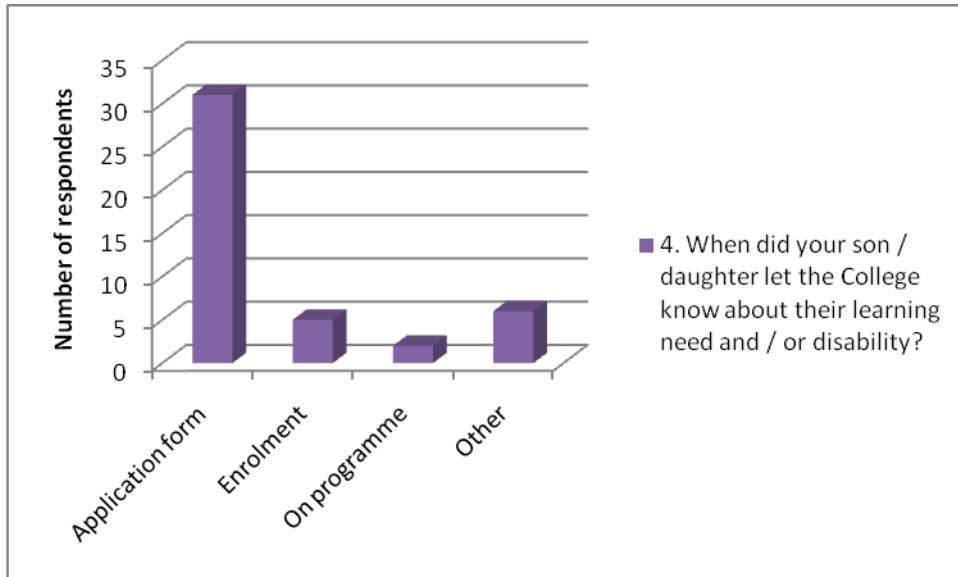
- Most parents were aware of Structured Study and exam arrangements (39 and 38 respectively)
- There was least awareness of access (3) and external services (4). This is unsurprising as these areas of provision are not an issue for the majority of students receiving learning support.
- 11 respondents were aware of Classroom Learner Assistant provision. This is to be expected as 10 students currently receiving support from a CLA.
- A relatively low number (7) were aware of equipment provision and one respondent noted that a laptop would be useful.

### **Question 3**



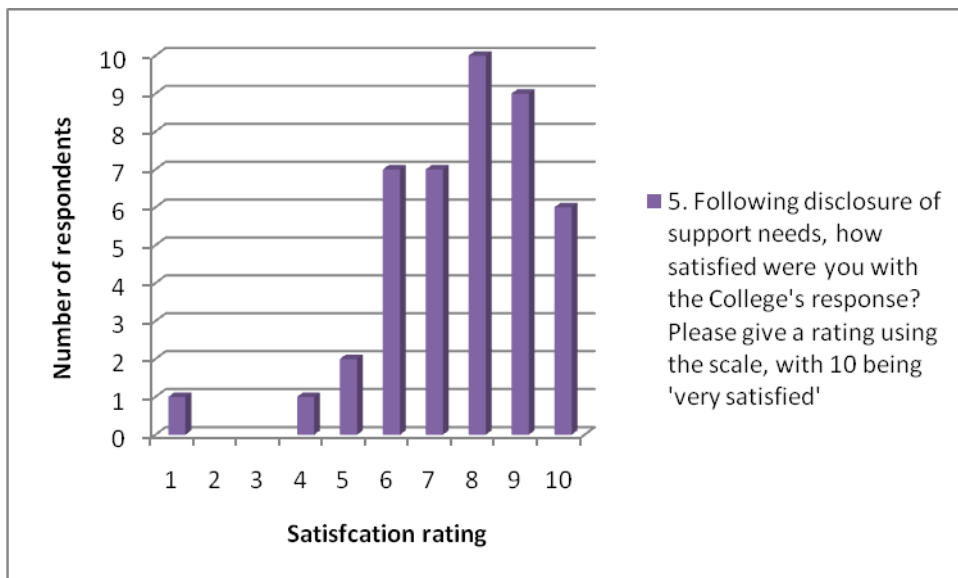
- 16 students attended Learning Support drop-in sessions at school
- 17 students did not receive any learning support provision at school
- Of the 8 students who had support from a Teaching Assistant, 2 used these 'when needed only' / 'very occasionally'
- 1 student received timetabled learning support at school in place of 1 GCSE
- 1 student had an Individual Education Plan and extra English lessons at school.

#### **Question 4**



- The majority of students informed BHASVIC of their learning need / disability at the applications stage (31)
- 5 disclosed at enrolment and 2 on programme.
- 6 informed BHASVIC at another stage, including one at the interview stage and one at Open Evening. The latter noted that discussions with staff at Open Evening influenced the decision to come to BHASVIC.

#### **Question 5**



- Satisfaction with the College's response following the student's disclosure of a learning need / disability was relatively high with 72% of respondents grading this at 7 or above.
- Only two responses gave a rating under 5. It is not clear from one response, which gave a rating of 1, whether this is an anomaly, as the respondent did not complete the second side of the questionnaire and made no other comments on the questionnaire suggesting they were dissatisfied or otherwise.

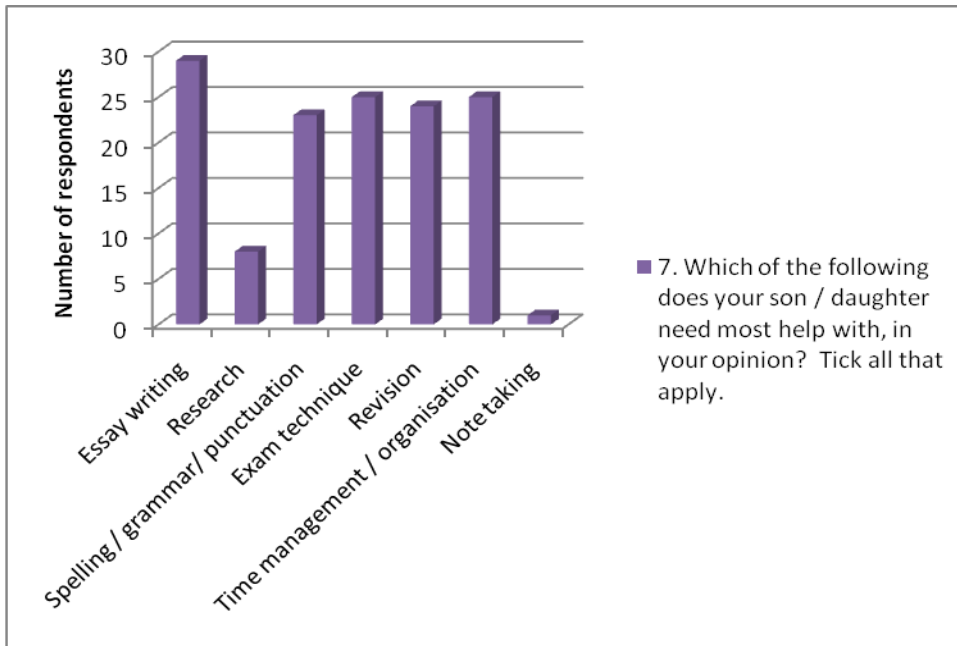
- One respondent commented that there had been poor communication about the support available.

### **Question 6**



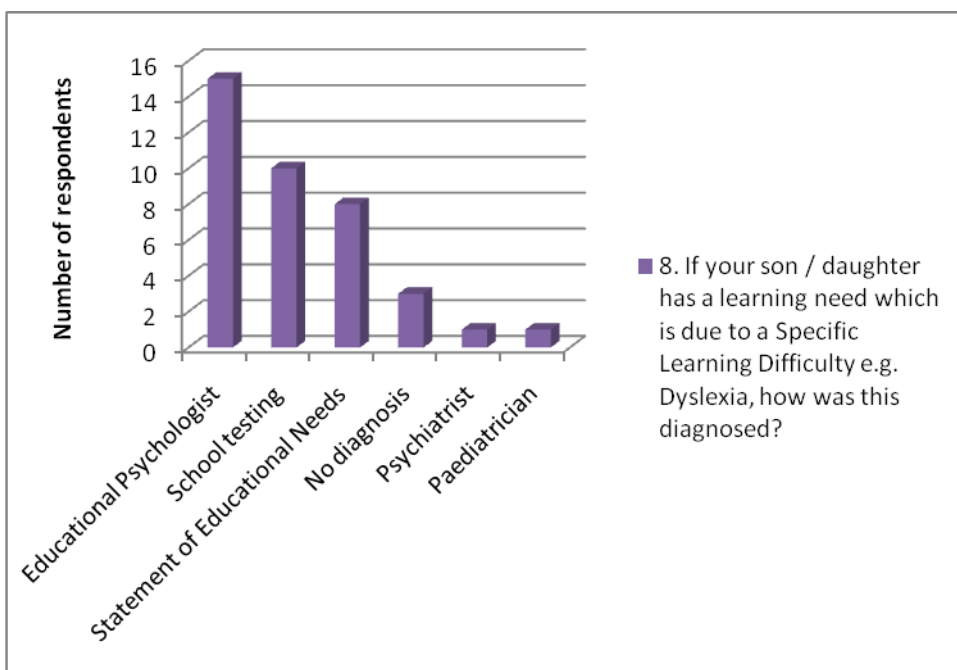
- Those responding to this question were generally happy with the delivery of the discussion with learning support staff at the interview stage, with 71% of respondents rating this 8 or above.
- There were positive comments about this stage: 'we were very encouraged– sounded excellent' and 'very approachable staff'.
- Others noted that:
  - They found the interview useful, but were disappointed that their daughter didn't meet up with the same member of staff in September for continuity / confidence
  - One student felt that unrealistic conclusions were drawn without proper assessment
  - One respondent said that a lot was offered at this interview, but that their son had only received Structured Study once he attended College.

## Question 7



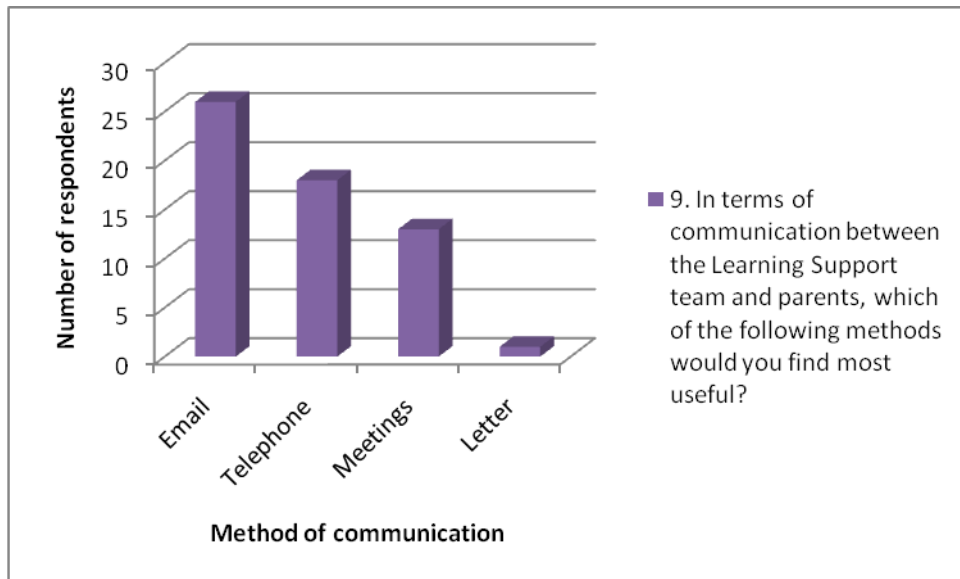
- Many respondents ticked all of the possible options for this question.
- One added 'note-taking' to the range of options
- Support with essay writing was the most common response (29).
- Time management and exam technique were the second most common response (25 each)
- The respondents also felt that support with revision strategies and spelling, grammar and punctuation were important for their son / daughter (24 and 23 respondents ticking these areas of support)
- One respondent commented that motivation / inspiration to approach learning was the support that was needed above all.

## Question 8



- Of those responding to this question, 39% of students had their Specific Learning Difficulty diagnosed following a private assessment with an Educational Psychologist.
- 26% were diagnosed following school testing and 21% had a Statement of Special Educational Needs.
- Two respondents added that their son / daughter's diagnoses was via the health service (Psychiatrist / Paediatrician)

### **Question 9**



- Some respondents ticked more than one option for this question, two noting that the preferred method of communication would depend on the circumstances.
- Email was the most popular method of contact overall with 26 of respondents ticking this option.
- One respondent added 'letter' as a preferred method of communication.