

THE C&M
COLLEGE
NETWORK.

THE
CHEADLE
COLLEGE.

MARPLE
SIXTH FORM
COLLEGE.



INFORMATION AND ADVICE

'SEN College Offer'

Level 1, 2 and 3 Provision
(Mainstream)

CHEADLE & MARPLE COLLEGE NETWORK IS COMMITTED TO SUPPORTING THE LEARNING OF ALL STUDENTS

CHEADLE & MARPLE college network aims to be an 'inclusive college'.

What is Learning Support?

Learning support is the additional support that a student may require if they are to learn effectively.

Learning Support refers to a learning support programme that addresses an assessed, specific learning need.

Learning Support is intended to help students cope with the demands of their chosen programme of study and demands of college life.

What are the aims of Learning Support?

- To make the learning demands of courses more explicit and to make learning skills development a conscious and integral part of course provision.
- To help individual students to cope more effectively with the study skill demands of their courses.
- To improve student performance on course and in examinations by providing specialist support and arrangements that meet individual need.
- To enable all students to be included in the learning opportunities of the college.
- To share specialist strategies (including use of ILT) that are relevant to needs identified and enhance learning potential whilst promoting independent learning.

WHO TO CONTACT

If you:

- require further information about the learning support available
- wish to make a referral for an assessment
- would like to discuss the learning needs of an individual student
- need to discuss a student with special considerations in examinations

- would like to arrange a visit to discuss the support available for students enrolling on Level 1, 2 and 3 programmes across the college.

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PRIOR TO ENTRY

Identifying a need / making a referral

The college has a comprehensive school links programme and we can attend school reviews in order to plan for transition arrangements and support required prior to starting at college. We also arrange visits and sampling to college so that a learner can meet staff and familiarise themselves with the college environment. Many learners have an LDA (Learning Disability Assessment) or an EHC Plan, which is prepared by Services for Young People for any learner that has had substantial support in school and this is passed to the college in order to plan for any support required and build up a detailed picture of need.

The college arranges a variety of Open Evenings / Mornings where students can visit to have a look around the campus, meet curriculum staff, receive advice and guidance on specific programmes of study and discuss support needs with Learning Support staff. These events are advertised annually on the college website. Many students, parents/carers like to make contact with us directly to arrange a separate meeting at a convenient time to come into college for a visit to discuss support available.

When an application is submitted to the college please remember to indicate any support needs on the college application form and this will be then sent through to the Learning Support Team to be made aware of and follow up with any necessary arrangements.

Students will then be invited to a curriculum interview and at this stage any support required or specific learning needs can be discussed. An offer will then be sent to the student and this is accepted either as a first choice or second choice acceptance.

All students that have accepted a place at College will be invited to a Welcome Day. Here we can meet and greet learners and provide any support if needed during this time. Most students that receive support come with their TA from school and this is an opportunity for the LSA's at college to share strategies in relation to the methods of support used for individual learners.

All learners identified with a SEN need prior to starting college are contacted and invited to come and see Learning Support at enrolment. Here support plans are agreed and further information can be collated in relation to student need. Any learner that has indicated a medical need and/or a need for a Personal Evacuation Plan should also discuss this at enrolment so the necessary arrangements can be made.

The following table represents a summary of activities that can take place prior to entry to the college in order to ensure that detailed information regarding learning needs is gathered and the appropriate support can be considered.

ACTIVITY	METHOD
School Links - Mainstream	<ul style="list-style-type: none"> • Attendance at Transitional Reviews - SEN • Attendance at school open evenings • LSF (Learning Support Facilitator) responsibility developed in the team • Gathering/sharing information on need - EHCP's
Open Mornings - College	<ul style="list-style-type: none"> • Parent/learner interviews
Application Process	<ul style="list-style-type: none"> • Record of learners indicating a specific need • Follow up of high support need learners
College Curriculum Interviews	<ul style="list-style-type: none"> • Discussion of support needs during individual curriculum interviews • Referrals made
Multi-Agency Development	<ul style="list-style-type: none"> • SYP links and sharing of EHCP's. • TAC (Team around the Child) meetings • SSS (Sensory Support Service) - Access Assessments, sharing of information for Sensory Impaired learners • Other providers - sharing of information CAMHS etc.
Children In Care - (C.I.C)	<ul style="list-style-type: none"> • PEP (Personal Education Plan) Meetings • LAC (Looked after Child) Meetings • Support plans devised • Sharing of information
Direct Contact	<ul style="list-style-type: none"> • Learner / Parent / Carer visits • Sampling
Welcome Days	<ul style="list-style-type: none"> • Supported by LSA's and Tutors • Use of and links with School TA's. (Sharing of support strategies) • Observations made

STARTING AT COLLEGE

Screening - Literacy and Numeracy

During the induction period, all students will complete an initial screening test. Results from this initial assessment will identify students who need support with basic language/number skills.

These students are referred to Learning Support and a package of support will be planned, designed and implemented in agreement with the student. This screening information is also sent to all teachers and this helps them make sure that these skills are being developed through lessons and that appropriate differentiation is in place when delivering teaching and learning.

Students with Support Needs

When learners start college, information regarding the student's individual learning requirements is summarised in an "Information for Course Tutors" pro-forma and with learner agreement, this is sent to all relevant staff involved with the student. This will give details of equipment used, special exam requirements and teaching considerations to be made in class. Students receiving 1:1 specialist support will also receive a support 'strategy plan' and this will also be forwarded to teaching staff electronically using the college 'pro-monitor' system.

This information will assist teams and tutors in understanding the needs of the students in their classes with particular requirements and allow teachers to adopt the appropriate teaching and learning strategies that will meet these needs.

Learning Support Assistants also provide induction sessions for learners and teachers regarding the appropriate use of in-class support and agree the strategies to use in class to support learning.

What Support is Available?

Once information has been received from external sources the Learning Support Team will meet with the learner and agree their support at college. This is tailored to meet individual need and can include a combination of the following :-

- Specialist 1:1 Learning Support sessions outside of class time with students to provide them with relevant learning strategies in light of their need, review progress regularly, liaise with course teachers to promote awareness and advise on inclusive practice.
- Drop in and small group support.
- Use of quiet study area.
- In-class support from an LSA either on a 1:1 or group basis.
- Notetaking support.
- Support from external agencies - e.g. Sensory Support Services, Occupational Health, Self Help Services, Epilepsy/Diabetic Nurse, CAMHS, ASD Partnership Project, SALT etc.
- Behavioural support.
- Provision of modified resources and adapted materials.
- Supporting learning through the use of accessible equipment and technology - including use of specialist software.
- Support during break and lunchtimes and/or study periods if needed.
- Social, emotional and well-being support through a dedicated Safeguarding and Wellbeing Team - Counsellors, Student Mentors.
- Support during examinations and tests.
- Specialist advice and guidance.

Equipment

The following equipment is available for Learning Support students.

- Laptops
- Media Players
- Electronic voice recorders / MP3 players
- Digital cameras / video cameras
- Hearing loop / digital radio aid.
- CCTV / magnifiers
- Spell checkers
- Reading / scanning pens
- Electronic Notetaking devices
- Pen drives
- Various specialist equipment used for physical disabilities e.g. rise and fall tables, hoists, adapted keyboards etc.
- Specialist software and accessibility tools - Dolphin Super Nova, Access Apps etc.
- Overlays etc.

Equipment is available on short or long term loan once student need has been assessed. Many students choose to use their own equipment during their time at college and Learning Support can advise on any specific software or accessibility tools that can enhance use. The Team are very committed to developing the use of ILT across the support provision and we have established a number of external links that enable us to keep up to date with good practice and changes in technology used.

The above list is a summary of equipment available. Please liaise with Learning Support with regard to further details or requests for specialist equipment not listed.

Exam Access Arrangements

Exam provision in the form of extra time, a reader, amanuensis, use of a laptop, bilingual dictionaries, separate room, rest breaks, enlarged or modified papers, transcript, prompter, oral language modifier and practical assistant may be required by individual students during test and examinations.

Up to date documentary evidence is required in each case. The Department will liaise with school or previous educational provider to gather previous evidence and reassess if needed.

Students requiring examination considerations should submit the evidence required to Learning Support as early in the academic year as possible.

Confirmation of exam arrangements will be sent to students once the relevant evidence is in place and the arrangement applied for has been agreed. Students will be expected to provide further evidence throughout the academic year that the arrangement agreed is their usual way of working.

Coping with exam stress

- Relaxation technique and anxiety management support is available through the wellbeing team.
- Specialist 1:1 Learning Facilitators can provide strategies for revision and techniques for coping with examinations.

Group Support / Individual Support Sessions

Study support sessions, either individually or in small groups are available for students with specific learning needs. Types of learners that the Team support include:

- Dyslexia
- Dyspraxia / Dysgraphia
- Physical disabilities
- Autistic spectrum disorders
- English as an additional language
- Deaf and Visually Impaired learners
- ADHD/ADD
- MLD
- Social / Emotional Needs
- Mental Health
- Literacy and Numeracy difficulties

Before any individual or small group support is agreed the student will be interviewed and assessed by the Learning Support Team. Support sessions will be arranged individually with the students concerned. They will not appear on the student's timetable. Individual support session will concentrate on the skills required for successful learning and be related to the individual student's learning needs.

Teaching staff and Personal Tutors will receive detailed information on learners supported by means of 1:1 strategy plans and 'information to course tutors.' Support will be reviewed as part of the college Progress Review systems.

In-Class Support from a Learning Support Assistant (LSA)

Some learners may require the support of a Learning Support Assistant in the classroom to assist them in accessing the lesson and to ensure that they achieve their full potential in the classroom. All LSA's are provided with detailed information on the learners they are supporting, including specific strategies to use with them in the classroom. There are opportunities for school support staff to pass over this information at pre-entry stage or during the college Welcome Day in July before the students start in the September.

LSA staff liaise closely with teachers and other Learning Support staff to review and modify support provided to ensure that it is meeting individual need and is effective. There is an expectation that in-class support is reduced (where possible) as the learner becomes more confident and independent with their own learning, however this will be discussed with the teachers and learners beforehand to ensure that this is not detrimental to their progress.

We can also provide a learning Support Assistant to meet and greet learners in the morning if needed and also to provide support over the lunch and break

times. Some support is 'group support' and the LSA will work across the group with a number of learners and some work 1:1 with learners depending upon their need. Support is provided discretely so that minimal attention is drawn to the learner and so that peer interaction is not hindered.

Support for severe medical needs

The college records any medical needs during the enrolment process through the completion of a 'medical matters' form. This ensures that all staff are aware of any medical needs and how these are to be supported if required. Care plans can be drawn up and risk assessments generated in more severe cases and support can be provided to ensure that the effects of this on learning potential are minimised. We liaise with medical professionals and training is given to key staff members working with the learner in relation to supporting their medical need. E.g. the specialist epilepsy nurse giving training on seizure plans and procedures to follow in the event of the learner having a seizure.

Some learners may need to take specific medication during the college day and this should be discussed at enrolment and suitable arrangements will then be made regarding the procedures to use in college in order to do this.

Well-being and Safeguarding

The college have a dedicated Well-being and Safeguarding Team. The main aim of this team is to ensure that learner's social, emotional and well-being are being supported at college, so that they are able to fully engage in their learning and are given every possible chance of success. Here students can access counselling support and also support from a Learning Mentor. Staff within the team work closely with external agencies and can make referrals and advise learners to ensure that they are being supported fully outside of college if needed. The team can also attend any external agency meetings if required e.g. TAC/LAC meetings etc. and can liaise with other external professionals as required.

Examples of issues that the Well-being Team can support are as follows:-

- Persistent bad behaviour in class.
- Self-esteem and confidence building
- Social / relationship issues.
- Poor attendance.
- Having problems out of College which affect academic performance.
- Help with organisation skills.
- Social / emotional issues.
- Anxiety.

- Depression / mental ill health.
- Help you with anger management & personal issues.
- Providing information on other support services outside of college.

Teaching and Learning

All teaching staff are required to consider 'equality and diversity' when delivering lessons and this includes the consideration and inclusion of any adaptations or specific strategies that would ensure equality of access to the lesson for all learners in the group. All teachers are informed of this through detailed information that is generated and sent by the Learning Support Team. This information advises on any specific strategies that the teacher needs to adopt in the classroom and also provides them with any further additional information that they may need in order to support the learner whilst in lessons. E.g. consideration of extra time in internal tests and exams, EHCP outcomes etc.

Consideration of need in the classroom is reviewed regularly with the learner so that any reminders or reinforcement can be provided to teachers where needed.

Accessibility

The college is committed to compliance with the Building Regulations and Disability Discrimination Act (accessibility). All current buildings are assessed with regard to accessibility for disabled learners and a range of options considered leading to best solutions being implemented that meet individual need. New buildings and building alterations will be fully compliant in relation to inclusivity and access.

Parking allocation for disabled people is available near the entrance to buildings and accessible toilets are made available on each campus (including hoisting facilities if required). Safe evacuation areas are in place in the event of an emergency evacuation and Personal Emergency Evacuation Plans are developed and agreed with learners so that staff are aware of the evacuation procedures to follow.

Quality Monitoring

Quality monitoring is an important part of supporting learners in order to make sure that support meets individual need and is delivered at the highest standard. The team review support regularly through internal monitoring systems and welcome the input and involvement of parents/carers in discussing and evaluating the effectiveness of the support provided. Parents/carers can

discuss (in agreement with the learner) support provided during college consultation evenings or individual meetings can be arranged throughout the academic year as required.

Learners that have an EHC Plan participate in a formal annual review of their outcomes and any amendments to plans can be made and processed by the Local Authority. For further information regarding EHC Plans and requests can be found at

https://stockport.fsd.org.uk/kb5/stockport/fsd/service.page?id=UTXLiyp5o_Y&familychannel=999

OFSTED regularly inspect the college and the specialist support for learners with specific needs has always been highlighted as a 'strength' over recent years. Comments made in recent inspections include the following:

- Students in receipt of additional learning support achieve as well as their peers.
- Students benefit from thorough initial assessment and staff use the results well to provide discrete and well-integrated learning support for those with additional needs; they perform as well as their peers. Students with specific learning disabilities and/or difficulties are assessed before they enrol so that support can be put in place quickly. Support is very good for the more vulnerable students and those with complex needs, for example, young people with mental health problems and those on the autism disorder spectrum.
- Good transition planning supports the more vulnerable to move successfully into the college.
- Care, guidance and support are good. Teaching and specialist support staff provide highly flexible and responsive individual care and support. Vulnerable learners and those with moderate learning difficulties benefit from the provision of good additional resources and specialist support.
- Additional learning support is effective in enabling those learners that access the service to succeed and achieve their learning targets.
- Good additional learning support and particularly one-to-one or individual sessions with tutors.
- Additional learning support needs are identified quickly and information on support needs is promptly fed back to teachers. However, not all teachers and tutors use this information well in lesson planning.
- Teaching and specialist support staff provide highly flexible and responsive individual care and support. Vulnerable learners, and those with moderate learning difficulties, benefit from the provision of good additional resources and specialist support.

- Links with external agencies to identify and provide additional support for vulnerable young people are very good.

Staff are monitored regularly and specialist training is provided annually in order to develop skills in light of learner needs supported. Specialist training has been provided in relation to support for autistic learners, ADD/ADHD, behaviour support, dyslexia, epilepsy and medical needs, mental health, sensory impairments etc.

In 2015/16 we participated in an Achievement for All / DFE Review of SEND and the implementation of the Code of Practice across the college. The review was very successful and highlighted many areas of good practice across the college in relation to the expectations of the new framework.

EXIT

On completion of studies at college, Learning Support staff can support transition in a number of ways. Learners progressing onto further study at a higher level with a different institution will receive guidance and support in relation to the UCAS application, DSA (Disabled Students Allowance) and completing their personal statement. Once a placement has been secured, we will liaise with the new provider to ensure that all the relevant information regarding learning needs and support requirements is passed on. Some learners will have an Exit Review where transition plans for leaving the college will be agreed with other external agencies that may be involved with the young learner.

WHERE TO FIND US

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CHEADLE CAMPUS

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