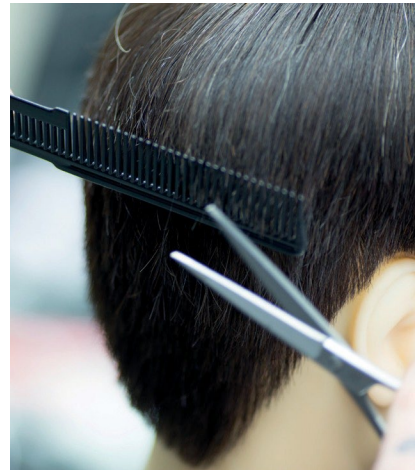
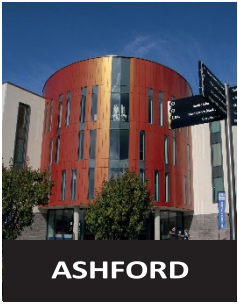


Inclusive Learning Support

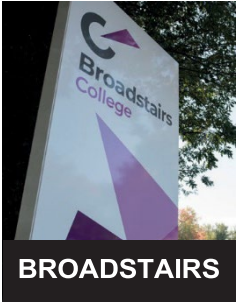


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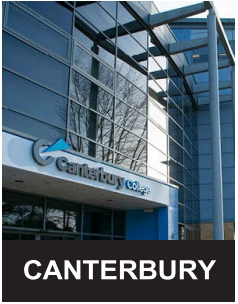
Enabling students to learn in their local community



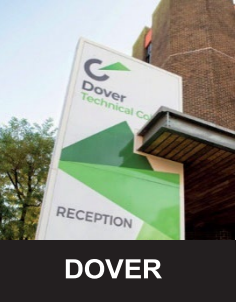
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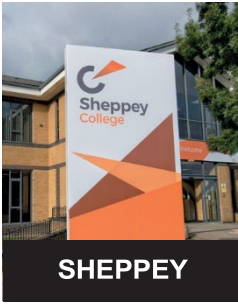
CANTERBURY



DOVER



FOLKESTONE



SHEPPEY

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MEETING NEEDS

The following information explains the range of support and services available for students with learning support needs at EKC Colleges.

EKC provides students with the opportunity to gain independence, be stretched and challenged, make friends while developing personal and work-related skills within an adult learning environment.

EKC provides a universal level of teaching and support at each of its six colleges which is available for all students. Short term targeted teaching and support interventions can be provided to meet a student's specific needs. Specialist teaching and support is provided for students with a higher level of need who require specific interventions from college staff, therapists, and specialist services. Group support may be provided for vocational, maths and English classes. Broadstairs, Folkestone and Canterbury Colleges provide life skills and prevocational Entry level programmes in the Inclusive Learning Departments. Provision for students with Profound and Multiple Learning needs is offered at Folkestone and Canterbury Colleges.

The colleges provide experienced teaching and support for students with a range of conditions and needs with extensive provision for students with a higher level of need. It is important that students who require support are identified at an early stage so that support is planned to ensure a smooth transition into college.

TRANSITION

The transition from school to college starts at Year 9 with students' parents/carers visiting college open days. The support team, work in partnership with schools to provide the appropriate level of support and to understand the applicant's needs before starting college. This enables the college to make any necessary reasonable adjustments and to put resources in place. Staff attend annual reviews in schools for those students with a higher level of need. This provides an opportunity to get to know the student and to plan transition activities into college, which may include attendance at the College's Welcome Day in July, subject taster sessions and regular visits to get to know the college staff and facilities. Staff also meet with therapists in school to become familiar with a student's personal care needs.

ASSESSMENT

Assessments are undertaken in maths and English where appropriate, as well as life skills and language and communication to identify the student's starting point.

If a student's needs change a re-assessment will be undertaken and where feasible support will be adapted.

REVIEW OF SUPPORT

A review of progress for all students takes place within the programme.

In addition, students with an Education Health and Care or Personalised Plan will have an Annual Review meeting. This is the student's meeting, which provides an opportunity for the student with their parents, carers, and staff to discuss progression and attainment of outcomes within their Plan.

Students aged 16-18 with a high level of need will typically be with us for four years and three years if starting at 19 years, if their assessment identifies that they are continuing to progress in their learning. The pathways of learning are to social care, supported work provisions, vocational training, Supported Internship, and employment. Phased attendance at college will support those students who progress to a range of social care provisions.



FUNDING SUPPORT FOR STUDENTS WITH A HIGH LEVEL OF NEED

Funding support for students with a high level of need is managed by EKC. This applies to students with an Educational Health and Care Plan up to the age of 24 years if the student is continuing to progress in their learning.

Staff, in collaboration with the student, will write a Personalised Plan for a young person who has no Education Health and Care Plan but requires a high level of support up to the age of 19 years.

Funding the support for students on higher education courses will be through an external assessment of need and an application for a 'Disabled Students Allowance' and funding from Student Finance England.

The DWP (Access to Work) funds Job Coach Support in the workplace for those students with an Education Health and Care Plan who are on a Supported Internship programme.

PARTNERS

We work with professionals who provide specific advice and support; Kent Association for the Blind, physiotherapist, Speech, and Occupational Therapists CAMHS, STLS for Sensory, PD, SEMH services Education Psychology Service, Communication Assistive Technology (CAT) service, KCC Independent Travel Training.

STAFF KNOWLEDGE AND SKILLS

Teaching and support staff have specific qualifications, experience, and understand the service required to meet the range of students' needs. Staff regularly attend training to update their knowledge and skills.

Speech and Language Therapists provide a range of therapies for students who have language and communication needs.

SUPPORT PROVIDED

Physical / Mobility Support

- Escort available if required including beginning and end of day
- Note-taker
- Exam support
- In-class support
- Specialist equipment
- Access to learning materials
- Physical access to most parts of the college
- Support on field trips and external visits
- Support on work placement/s
- Adaptations to materials
- Move Training

Medical Needs

- On site rota of First Aid staff
- Trained staff in the administration of medication including rescue medication
- Access to a quiet room for those who need rest during the day



Blind/Visual Loss

- Qualified Teacher for Visual Loss
- Tutorials
- Access to specialist equipment
- Converted reading materials using Braille, Hot Spot software
- Assistance in class
- Mobility and route learning via Kent Association for the Blind
- Assistance Dog Facilities
- Magnifiers to aid visual impairment

Deaf/Hearing Loss

- Teacher of the Deaf
- Communication Support Worker
- Note-taker
- Tutorials
- Adaptations of materials
- Technical aids - loop, radio aid, Hearing Aid batteries
- Exam access arrangements – signer, extra time, direct and indirect support
- Assisted Learning devise

Learning Needs

- Dyslexia
- Dysgraphia
- Dyscalculia
- Dyspraxia
- Autistic Spectrum Conditions (ASC)
- Attention Deficit (Hyperactivity) Disorder (ADHD)
- Social Emotional & Mental Health (SEMH)
- Global Learning Delay
- Profound and Multiple Learning Difficulties

SUPPORT SERVICES AVAILABLE

- Study skills, maths, and English practice
- Adaptations made to learning resources and materials
- Support in class
- Exam access arrangements
- Specialist equipment
- Strategies to support behaviour needs, access to time out and sensitive handling of issues when they arise.
- Note-taker as required
- Help with personal organisation may include time keeping, self-study and sequencing events
- Group travel training is part of life skills training and will prepare a student for travel training in real time
- Independent travel training is undertaken in partnership between the student, parents/carers, and with Kent Independent Travel Trainers
- Support to develop relationships and make friends
- Administration of medication
- Support for transition into college and moving on from college
- Support at break, lunchtime, beginning and end of day
- Support in supported work placements in college and out in the community
- Personal Care facilities include access to a hoist
- The Speech and Language Therapist, qualified Teacher for Visual Loss, Teachers of the Deaf and other specialist tutors work with students: in class, small groups or on a one-to-one basis dependent on individual needs. Programmes are created for support staff to implement with students and work with lecturers to enable them to meet students' needs.



ASSISTIVE TECHNOLOGY

This may include any of the following:

- Laptops loans may be provided
- Specialist computer software to aid dictation, note taking
- Support for students to use personalised communication aids
- Speech recognition software
- 'Read and Write,' screen reading software

PROVISION OF SPECIALIST EQUIPMENT

This may include any of the following:

- Supportive chairs and back rests
- Sloping writing tables and adjustable desks
- Anti-glare computer screens
- Coloured overlays
- Trackball mice

EXAM ACCESS ARRANGEMENTS

Students may require exam access arrangements to provide the same opportunity as others to sit an assessment or an exam. Arrangements may include extra time, reader or use of screen reading software, scribe or use of laptop computer, exam questions printed on coloured paper, separate room, enlarged font or use of software. These need to be organised well in advance of exams to ensure the Student Support and Assessment team are aware of student's needs early in the academic year.

METHODS OF TEACHING AND SUPPORT

- Learning support staff provide information for teachers on a student's needs to enable them to plan and deliver teaching to enable their students to access learning
- Targeted allocation of support staff
- Support provided will vary per student with the aim of reducing reliance on staff and to promote independence
- Structured Visual Communication methods of teaching and support are provided to enable students to access learning. Where required pictorial support may be used. Communication in print software is used throughout the Inclusive Learning departments.
- MOVE interventions are used where appropriate for students with mobility needs

PERSONAL SOCIAL ACHIEVEMENT (PSA)

For those students, whose EHCP or Personalised Plan identifies outcomes which are beyond that which will be provided in the study programme the college offers Personal Social Achievement activities. Topics may include study skills, maths, and English practice, language, and communication skills. Life skills which may include budgeting, cooking, shopping, travel training and preparation for work.

PSA activities will focus on preparing for employment by building confidence, the development of forming friendships and relationships, personal social skills, communication and managing challenging situations.

Students who attend PSA classes will have additional time in college; this will be planned, negotiated with the student, and added to their timetable.

FACILITIES

A Wellbeing Centre is available with activities provided to calm and support re-engagement with learning. Referral can be provided to a counselling service and Cognitive Behaviour Therapy may be available.

A designated area known as the Hub, provides a retreat for students who have sensory needs and who may find the business of college life challenging. Students accessing the Hub are supported to become more independent to move on from using the Hub and to progress onto using wider college facilities. Students accessing the Hub are supported to manage their ongoing progression beyond college into other training, higher education, or the world of work.

The staff in the Hub provide support for students to develop friendships, accessing the community, travelling independently, improving social skills, completing independent assignments and deadlines.

THE WIDER COLLEGE EXPERIENCE

The Student Support Service provides advice to students on student funding, programmes, exams, bursaries, careers, and welfare support.

All students have access to the Learning Resource Centre where support is available to help with studies, including books, magazines, DVDs, specialist software and the internet. This can be accessed out of class time.

The Student Centre is a fully staffed student recreation area with pool tables, table tennis, X-Box games, board games and much more. The Student Union organise leisure-based trips: Thorpe Park, Go Ape, London, and other events.

At enrolment students will be given an ID badge which they must always wear.

Each student is allocated a mentor who provides pastoral support and liaises with home and college to support welfare needs.

SAFEGUARDING

The colleges have robust safeguarding measures in place with annual update training for all staff.

Processes are in place for more vulnerable students, this may include: a support plan travel training, strategies to support behaviour a health care plan which will include details of medical and personal care needs.

CONFIDENTIALITY

Students with learning needs will have a written pen picture which outlines the strategies that will meet their support needs. This will be stored on ProMonitor which staff and only the respective student can view. Education Health and Care and Personalised Plans will be stored in the same way. The purpose of sharing this information is to enable staff to know their students' needs.

Any highly confidential information will be saved separately and will only be accessible to appropriate staff.

All information disclosed is treated as confidential and only shared with professionals within the college, consent to share information will be obtained from the student at the start of their training. Where necessary information will be obtained from previous educational providers prior to the student starting at EKC.

EQUALITY AND DIVERSITY

The colleges celebrate an inclusive culture and aim to be responsive to meet needs, providing everyone with the same opportunities to embrace college life.

The colleges regularly monitor data relating to the students' experience. This helps to identify areas for improvement and development.

Any breach of our Equality and Diversity Policy is taken very seriously. The safety and welfare of our students is paramount.

RECOGNISING RIGHTS

The colleges understand the challenges faced by parents and carers of young people with a high level of need and seek to work as partners with families in the best interest of the young person. Recognising that students above 16 years have the right to make their own decisions about whether they want their parent/ carer to attend their annual review or to apply for an Educational Health and Care Plan, this may place restrictions on college staff communicating with parents.

Parents and carers can access student learner records from the parent portal for students up to the age of 18 years.

The colleges, with the agreement of students, will endeavour to work with parents as partners, and keep them informed of pending curriculum events and specific activities.

LEARNING SUPPORT STAFF

Each college has an Inclusive Learning Support Team.

The first point of contact for applicants, parents/carers and partners is the college's Inclusive Learning Support Team if they have support needs.

HOW TO APPLY FOR A PROGRAMME AT EKC

Applicants who have support needs should apply for a programme by following the 'online' application process through the college website. It is necessary to identify any support needs so that an interview and support meeting can be organised.

For a student with an Educational Health and Care Plan in their last year at school the Local Authority will consult with EKC to requesting if EKC can meet the student's support needs. On receipt of the final Education Health and Care Plan EKC will plan transition activities for the young person.

Any person with a support need is welcome to phone the college for a visit and to discuss needs and the support that the college can offer.

Following interview, a conditional offer will be made, subject to the specific entry requirements being achieved and the college being able to meet the applicant's support needs. If it is felt that the programme choice is inappropriate, a further guidance interview will be arranged to discuss alternative options.

Contact details:

EKC Ashford College

Elwick Road, Ashford,
TN23 1NN

Tel: 01233 743100

EKC Dover College

Maison Dieu Road, Dover,
CT16 1DH

Tel: 01304 244332

EKC Training

Ramsgate Road,
Broadstairs, CT10 1PN

Tel: 01843 605045

EKC Broadstairs College

Ramsgate Road,
Broadstairs, CT10 1PN

Tel: 01843 605040

EKC Folkestone College

Shorncliffe Road,
Folkestone, CT20 2TZ

Tel: 01303 858216

EKC Canterbury College

New Dover Road,
Canterbury, CT1 3AJ

Tel: 01227 81111

EKC Sheppey College

Bridge Road,
Sheerness, ME12 1HL

Tel: 01795 581581

