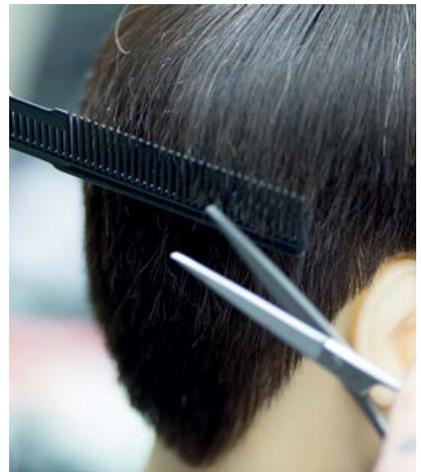


# ADDITIONAL LEARNING SUPPORT



## Accessibility Statement

Providing support for students to learn locally in the communities we serve.





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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 Group's Colleges.

Our aim is to support students to learn the skills to manage personal challenges and to enable students to have greater independence in their learning and personal lives. EKC Group provides students with the opportunity to be stretched and challenged, to learn new skills, make new friends while developing personal and work related skills within an adult learning environment.

EKC Group provides a universal level of support at each of its five colleges which is available for any student with additional needs. Support will be targeted to meet a student's specific needs. Personalised support will be for students with a higher level of need who require specific interventions from college staff or therapists. Support is available in vocational, Maths and English classes and Supported Employment programmes. Broadstairs, Folkestone and Canterbury colleges provide life skills and prevocational Entry level courses in the Supported Learning Departments. Provision for students with Profound and Multiple Learning difficulties is offered at Folkestone and Canterbury Colleges.

The colleges provide a high level of experienced support for students with a range of conditions and needs with extensive provision for students with a higher level of need. It's 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 with year 9 pupils with parents/carers visiting college open days. The support team work in partnership with schools in order to provide the right level of support and to understand the applicant's needs before the course begins. This enables the college to make any necessary 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 will include attendance at the College's Welcome Day in July, subject taster sessions and regular visits to become familiar with the college staff and facilities. Staff also meet with therapists in school to become familiar with a student's personal care needs. Support is provided for students who progress within the college.

## ASSESSMENT

Assessments are undertaken in Maths, English and where appropriate 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 LEARNING SUPPORT

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

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

## PROGRESSION

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 supported living, vocational training and employment. Phased attendance at College will support those students who will be going into a range of social care activities.



## FUNDING FOR SUPPORT FOR STUDENTS WITH A HIGH LEVEL OF NEED

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

Staff with the student will write a personalised plan for a young person who has no Education Health 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 funds Job Coach Support in the work place for those students with support needs who are on a Supported Internship programme.

## PARTNERS

We work with professionals to provide specific advice and support for young people: Kent Association for the Blind, physiotherapists, Occupational Therapists, CAMHS, Teacher of the Deaf or Hard of Hearing, Qualified Teacher for Visual Impairment, MOVE trainers, Education Psychology Service.

## STAFF KNOWLEDGE AND SKILLS

Supported Learning teaching and support staff have specific qualifications and 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 therapy for those young people who have a language and communication need written into their EHCP.

## SUPPORT PROVIDED

### Physical / Mobility Support

- Escort available at all times if required including beginning and end of day
- Note-taker
- Exam support
- In-class support
- Specialist equipment required for course
- 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 Buccal
- Access to a quiet room for those who need rest during the day



## Blind/Visual Loss

- Additional tutorial support
- Access to specialist equipment
- Converted course reading materials using Braille, Hot Spot software
- Assistance in class
- Mobility and route learning via Kent Association for the Blind
- Guide Dog Facilities
- Magnifiers to aid visual impairment

## Deaf/Hearing Loss

- 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
- British Sign Language tuition
- Portable hearing loop to assist with hearing impairments
- Sound Field System (in one building)

## Learning Difficulties and Disabilities

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

## SUPPORT SERVICES AVAILABLE

- Study skills, Maths and English practice
- Adaptations made to learning resources and materials
- Support in classes may include one or two support in a group depending on student need
- Exam access arrangements
- Specialist equipment
- Strategies to support behaviour may include specific programmes to address behaviour needs, support for the teaching team, 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 and carers and in liaison 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 and lunchtime and the beginning and end of day
- Support in supported work placements in college and out in the community
- Personal Care facilities include: hoist, shower and changing trolley
- The Speech and Language Therapist and qualified Teacher for Visual Impairment work with students: in class, in small groups or on a one to one basis dependent on the needs of the student. They establish programmes for support staff to implement with students and work with lecturers to enable them to adapt their teaching



## ASSISTIVE TECHNOLOGY

This may include any of the following:

- Laptops loans may be provided to help with note-taking for anyone who has dyslexia or other learning difficulties
- Specialist computer software to aid dictation, note taking
- Support for students to use personalised communication aids
- 'Dragon dictate', 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

## ACCESS ARRANGEMENTS FOR EXAMS

Some students may require exam access arrangements in order for them to have 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 so students need to make sure the Student Support and Assessment team are aware of students needs early on in the academic year.

## METHODS OF TEACHING AND SUPPORT

- Where the subject allows teaching staff are supported to adapt the curriculum to ensure students can access learning
- Targeted use 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 used with students who are working at pre and entry levels 1 & 2. Where required pictorial support may be used to support students learning. Communication in print software is used throughout supported learning.
- MOVE interventions are used where appropriate for students with mobility needs
- Breaking tasks into smaller activities

## 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 to prepare for adulthood. Example topics include: study skills, maths and English practice, language and communication skills and life skills which may include budgeting, cooking, shopping, travel training and preparation for work.

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

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

## FACILITIES

The Wellbeing Centre is available to all students who have mental health needs. A counsellor is available and activities are provided to calm and support re-engagement with learning. Cognitive Behaviour Therapy may be available.

A designated area known as the Hub, provides guidance to students who present with autism, high anxiety and associated characteristics. The Hub provides personalised support for students that may find college life a challenge thus allowing time to settle. This service is seen as a retreat for those who may become overwhelmed or need support during unstructured times. Students accessing the Hub are supported to become more independent to move on from using the Hub and to progress onto using the 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 in developing friendships, accessing the community, travelling independently, improving social skills, completing independent assignments and deadlines.

## THE WIDER COLLEGE EXPERIENCE

The Student Support services provide advice to students on student funding, courses, exams, bursaries, careers and welfare support.

All students have access to the Learning Resource Centre and computing facilities where support is available. 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 lots more. The staff organise leisure based trips: Thorpe Park, Go Ape, London and other events.

At enrolment students will be given an ID badge which they must wear at all times.

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

## SAFEGUARDING

The college has robust safeguarding measures in place with annual update training for all staff.

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

## CONFIDENTIALITY

Students with additional needs will have a written support profile which provides a pen picture of the student and outlines the strategies that will meet their support needs. This will be stored on the college management information system which lecturers, support staff and only the respective student can view. Education Health Care and Personalised Plans will be stored in the same way. The purpose of sharing this information is to enable staff to adapt their teaching and support to meet the student's needs.

Any highly confidential information will be saved separately and 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 East Kent College.

## 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. While recognising that students above 16 years have the right to make their own decisions with regard to whether they want their parent/carer to attend their annual review or to apply for an Educational Health Care Plan. This may place restrictions on college staff communicating with parents.

Parents and carers are able to access student learner records from our pro-monitor portal for students up to the age of 18.

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.

## ADDITIONAL LEARNING SUPPORT STAFF

Each college has an Additional Learning Support Team.

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

## HOW TO APPLY FOR A COURSE AT EKC GROUP

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

For a young person with an Educational Health Care Plan, who is in their last year at school the Local Authority will consult with the college to see if the college can meet the young person's education and support needs. On receipt of the final Education Health Care Plan the college 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 course choice is inappropriate, a further guidance interview will be arranged to discuss alternative options.

Contact details:

### **Broadstairs College**

Ramsgate Road,  
Broadstairs CT10 1PN  
Tel: 01843 605040

### **Canterbury College:**

New Dover Road,  
Canterbury CT1 3AJ  
Tel: 01227 811111

### **Dover College**

Maison Dieu Road,  
Dover CT16 1DH  
Tel: 01304 244332

### **Folkestone College**

Shorncliffe Road,  
Folkestone CT20 2TZ  
Tel: 01303 858216

### **Sheppey College**

Bridge Road,  
Sheerness ME12 1HL  
Tel: 01795 581581



