



## Sussex Coast College Hastings

### Local Offer for students with special educational needs and disabilities (SEND)

#### Introduction

Your child has been at school and is now moving on to college. Moving from school to college is a step towards the world of work and/or greater independence.

It is an exciting time but we understand that you and your child may feel anxious about the change. We know that parents, carers and young people often have questions about how colleges can support them. Local colleges have looked at the most common questions we are asked and provided answers below.

It may help you to know that there are a few main differences between college and school:

- A *full-time* programme at college may be less than five days a week and the times may vary.
- Funding for colleges is different from the way that schools are funded and may also vary between different types of colleges. Because of these differences, it may be that some of the support given to a young person at college will not be the same as it was in school.
- College is not just about delivering education and training, it is also helping young people progress into adulthood by developing their personal, social and employability skills and encouraging greater independence.

If you have any questions that are not answered below or you would like to discuss any of the answers please get in touch and we will be happy to talk to you.

#### **1. How does the college know if young people need extra help and what should I do if I think my child/young person may have special educational needs?**

- Through information given on the application form, reference from school and at the interview.

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Reviewed by: Director of Student Support Services



- Through contact with parents and carers, and with the previous school. Additionally, for those with more complex needs, we have contact with the Transition Service or other professionals involved with the young person (<https://www.eastsussex.gov.uk/childrenandfamilies/specialneeds/becoming-an-adult/transition/about/>) and/or the ISEND Assessment and Planning team (<https://www.eastsussex.gov.uk/childrenandfamilies/specialneeds/sen/ehc-assessment/asking/> )
- All students will have a form of initial assessment. Additionally, for those with more complex needs, specialist assessments are available through the Learning Support team.
- At any point in the year concerns can be raised with course, or personal tutors, or the At Risk team by the parent/carer or the young person.

## **2. How will college staff support my child/young person?**

- All young people at Sussex Coast College will be allocated an academic tutor who will meet with them on a 1:1 basis, every 4-6 weeks. Academic tutors are allocated during the Induction period.
- There is an Attendance & Intervention Officer who monitors and supports young people to remove barriers that may impact on their attendance.
- During the initial assessment for additional support, young people have an opportunity to identify the type of support they feel will be most helpful - this could be in the form of access to a teaching assistant, 1:1 tutor, or assistive technology, and this will be discussed with the student.

## **3. How will the curriculum be matched to my child's/young person's needs?**

- The curriculum offer includes a range of courses and pathways to suit the needs and aspirations of individual learners. Initial advice and guidance is available to help appropriate choices to be made.

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- Differentiation, which is adapting lessons to suit individual learning styles, enables support for students who need it and greater challenge for high achieving students.
- Other reasonable adjustments can be made on an individual basis, including assessment arrangements. Please contact the College to discuss.
- We aim to provide approaches that meet the need of all students, whether this is modified language for those with communication difficulties or to ensure young people are stretched and challenged. Alternative methods of assessment are available, including the use of aural or pictorial methods.
- We aim to ensure that curriculum delivery is matched to learning styles, taking into account individual preferred learning styles.

#### **4. How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?**

- All students will have an individual learning plan (ILP) which provides key information about targets, attendance and progress with their studies. We are currently looking into introducing a parent portal which will enable parents to have electronic access to their child/young person's ILP.
- The college has a range of reporting processes which involve parents/ carers and learners; these provide feedback on a young person's progress.
- Students with an Education, Health and Care Plan have an annual review of their progress and support needs.
- Students with an SEN Support Plan will have at least one review per year of their plan and progress.
- Parents/carers of students under the age of 18, and over 18s (where the learner has given permission) will be contacted if there are any concerns.

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- If parents are concerned about their young person's progress they are invited to contact the College at any time.

## **5. What support will there be for my child's/young person's overall well-being?**

- A range of staff are available to support your young person's time at College. Staff may include personal tutors, course tutors, additional support teams, safeguarding officers and attendance monitoring.
- The College has a Behaviour Policy and Fit to Study process which is applicable to all students
- In addition to our Attendance & Intervention Officer who supports young people to improve their attendance at college, we have a team of Intensive Personal Advisers (IPA). This team helps young people to overcome barriers to education including social and economic issues. This includes 1:1 support, anger management courses and support with benefit claims etc.
- We have a specialist Learning Support Assistant for young people requiring personal care or the administration of medicine – a meeting would be arranged as part of the initial assessment process to ensure all relevant information is shared. A risk assessment and/or Personal Emergency Evacuation Plan will also be completed, as required.

## **6. What specialist services and expertise are available at or accessed by the College?**

- A range of services are available for young people and College staff can sign-post these services.
- Colleges can access some services, for example the Service for Children with Sensory Needs team at East Sussex County Council.
- We have a team of specialist staff who are qualified in the following:
  - Level A registration with British Psychological Society for Educational Testing

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- Inclusive education
- Specific learning difficulties (SpLD) Level 5 & 7
- Hidden disabilities
- Autistic spectrum condition
- Personal care support
- Speech & Language therapy
- Intensive personal support
- Makaton
- Supporting dyslexia in a classroom setting
- Supporting ADHD in a classroom setting
- Mental health
- Epilepsy
- First Aid at Work Level 3 (including administration of Epipens)

## **7. What training have the staff supporting children and young people with SEND/ LDD had or are having?**

- All staff at College are trained in Health and Safety, Equality & Diversity and Safeguarding which is regularly updated.
- A range of training sessions are offered at the College for teaching and support staff throughout the year, as well as external training.
- Specific training is organised as needed.
- Expert help and advice is sought where necessary.
- We have a regular programme of continuing professional development (CPD) to ensure on-going awareness of SEND. CPD can, and will, be arranged in response to identified needs.
- All teaching staff are required to attend CPD sessions each year

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- All staff within our Supported Education department have received specific training in support for students with ASC including Team Teach. We are accredited by the National Autistic Society.
- We have achieved the Dyslexia Quality Mark from the British Dyslexia Association. Regular training on specific learning difficulties is available to all staff, including new staff as part of the Corporate Induction.

### **8. How will my child/young person be included in activities outside the classroom including college trips?**

- All activities both inside and outside the classroom, where reasonably possible, take into account the individual needs of students and the help of parents/carers is sought to ensure the special needs of their son/daughter are catered for.
- If trips are an integral part of the individual's course then reasonable adjustments will be made to ensure all young people are able to participate. Parents/carers are notified of all trips, and feedback is welcomed. Parental consent for trips is requested as part of our enrolment process. Trips and visits are arranged in line with the College's Health & Safety Policy and the Single Equalities Policy.

### **9. How accessible is the College environment?**

- Equipment and facilities to support young people with specific needs will be explored on a case by case basis.
- The estates team at College monitor the site to ensure that the facilities are accessible for all young people with or without a disability.
- All College sites are fully wheelchair accessible. There are disabled changing and toilet facilities at all sites. At Ore Valley and Station Plaza we have a number of automatic door openers.

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- The catering department has a work area specifically adapted for use by wheelchair users.
- Provision for personal care support (including hoists) is available at both Station Plaza and Ore Valley.
- Please take the time to view our accessibility video filmed in 2014 and available on the website.

### **10. How will the College prepare and support my child/young person to join the College, transfer to a new setting or the next stage of education and life?**

- Meetings are held with pastoral teams/Head of Year 11 of feeder schools to identify needs and strategies.
- There are a range of opportunities for potential students which include open events, taster days and college visits.
- Sussex Coast College Hastings has a Vulnerable Student Transition Project which supports young people during their transfer to, and out of, college. Support includes:
  - Informal orientation visits
  - Supported interviews
  - Pen portrait for information sharing
  - Summer activities program

We also offer:

- Get to Know You days
- Invitations to relevant curriculum events, e.g. fashion show, art show
- Talk & tours

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- Subject specific taster days

### **11. How are the College's resources allocated and matched to children's/young people's special educational needs?**

- Allocation of resources is arranged on an individual basis according to need, enabling young people to achieve alongside their peers. Students requiring a high level of need will be assessed and a bespoke program of support put in place.

### **12. How is the decision made about what type and how much support my child/young person will receive?**

- The decision about type and how much support a young person is given is made on an individual basis, according to needs and support identified through Education, Health & Care Plans along with our initial assessment and any other relevant information.
- The view of the young person and their parents/carers is central to this process. Information will also be requested from relevant staff in the secondary school and other support services.
- The College will regularly monitor the student's progress to assess the impact the support is having and identify whether any appropriate adjustments are necessary. Where appropriate an SEN Support Plan will be written to aid in this process.
- Retention and achievement information both identify the impact of support.

### **13. How are parents involved in the College? How can I be involved?**

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- Parents/carers are encouraged to maintain regular formal and informal contact with the College and the student's personal tutor. The College values this contact and involvement in decision-making as it ensures the student's changing needs are appropriately met during their college career.
- A range of opportunities are available for parents/carers to discuss their child's progress and parents are welcome to request a meeting at any time throughout the year.
- We also have parent forums and regular parent information/consultation evenings.

#### **14. Who can I contact for further information?**

Director of Student Support Services: Vicky Chainey  
01424 458386  
[vchainey@sussexcoast.ac.uk](mailto:vchainey@sussexcoast.ac.uk)

Learning Support Manager: Michelle Flux  
01424 458493  
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Additional Learning Support: 01424 458530  
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ALS High Needs Co-ordinator: Angie Fox  
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This offer is accurate now, but services are regularly reviewed and could change. All information will be updated as soon as possible to reflect any new service offer. Updated August 2017 by Michelle Flux, Learning Support Manager.

### **An invite for feedback**

This offer is intended to give you clear, accurate and accessible information.

If you would like to comment on the content of the offer, or make suggestions to improve the information, please email ([vchainey@sussexcoast.ac.uk](mailto:vchainey@sussexcoast.ac.uk)).

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