



THE  
**TRAFFORD**  
**COLLEGE**  
GROUP

**Special Educational  
Needs and Disability  
(SEND)  
Policy**

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## 1. Purpose

The purpose of the SEND Policy is aimed at improving outcomes for students. It is to support students with Special Educational Needs and Disabilities to make good progress, enabling them to live, learn and work within their communities.

The Trafford College Group (TCG or the Group) will:

- Ensure decisions are informed by the students (and parent/carers where appropriate)
- Have high ambitions and set stretching targets for them.
- Track their progress towards these goals
- Keep under review the additional or different provision that is made for them.
- Promote positive outcomes in the wider areas of personal and social development and ensure that the approaches used are based on the best possible evidence and are having the required impact on progress.

The TCG SEND Policy aims to:

- Set out how the Group will support and make provision for students with special educational needs and disabilities.
- Explain the roles and responsibilities of everyone in providing for students with SEND.

TCG is a high quality, leading edge education provider. It uses its resources and knowledge capital to foster and generate economic and social benefit. Moreover, it seeks to act in all circumstances with responsibility and accountability to the community it serves.

The vision for young people up to the age of 25 with special educational needs and disabilities is the same for all learners in that they will achieve well and make good transition to adulthood; leading contented and fulfilled lives.

The vision for adult students with additional needs is the same for all other students in that education is accessible to them for self-improvement and career progression.

TCG, as a post 16 Education Provider, makes a valuable contribution to this.

TCG will:

- Provide education and training that is inclusive, accessible and relevant to our community.
- Provide support and/or reasonable adjustments to enable access to the learning environment.
- Support learners to overcome barriers to learning and to become as independent as possible.
- Offer provision that promotes social and ethical values.
- Develop partnerships that support sustainable relationships within our community.
- Make available our knowledge and resources for the community benefit.
- Engage with our community to evaluate our provision and services.

## 2. Legislation, Guidance & Statutory Duties

This Policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out providers' responsibilities for students with SEN and disabilities. (Appendix B)
- The Special Educational Needs and Disability Regulations, which set out providers' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.
- The Equalities Act 2010 which legally protects individuals from discrimination in the workplace and wider society.

The framework for the SEND Policy is also provided by:

- The UN Convention on the Rights of the Child 1989, The Single Equality Scheme 2013-16, and The Education Act 1996.
- The Children and Families Act 2014 Section 41 sets out statutory duties for colleges

These duties are:

- The duty to have regard to the 0-25 SENCO Code of Practice.
- The duty to co-operate with the local authority on arrangements for young people with SEN (as described under 'Working Together across education, health and care for joint outcomes and 'The Local Offer').
- The duty to admit a young person if named in an Educational Health and Care Plan (EHC)
- Duty to use our best endeavours to secure the educational provision that the young person needs. Colleges must fulfil this duty for students with SEN whether the students have an EHC Plan or not.
- The Equality Act 2010 sets out our legal obligations towards disabled young people stating that we:
  - Must not directly or indirectly discriminate against or harass or victimise disabled young people.
  - Must not discriminate for a reason arising in consequence of a young person's disability.
  - Must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled young people might require and what adjustments might need to be made to prevent that disadvantage.
  - A young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she will be taught is different from the language spoken at home.

### 3. Definitions

#### **Special Educational Need (SEN):**

A student has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream providers

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other students of the same age in mainstream providers.

### **Disabled Students:**

Many students who have SEN may have a disability under the Equality Act 2010 – that is a physical disability or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities. (Long term is defined as a year or more and substantial is defined as more than minor or trivial).

This definition includes sensory impairments and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Students with such conditions do not necessarily have SEN, but there is a significant overlap between disabled individuals and those with SEN. Where a disabled student requires special educational provision, they will also be covered by the SEN definition.

## **4. Roles and Responsibilities**

### **The Governing Body:**

- Work with the TCG Leadership Team to determine the strategic development of the SEND policy and provision.
- As outlined in the SEND Code will ensure that all staff interact appropriately and inclusively with students who have SEN or a disability and should ensure that appropriate expertise is provided within the workforce.
- Ensuring curriculum employees are able to develop their skills, are aware of effective practice and keep their knowledge up to date.
- Ensuring there is a named person with oversight of SEND provision to ensure co-ordination of support.
- Through the appointment of a designated governor, will ensure that the Group complies with relevant legislation under the banner of SEN and the national SEN Code of Practice
- The designated governor will meet at least annually with the Head of Inclusion to ensure adequate reporting back to the Board of the Corporation.
- Provide support and direction as a governing body for any tribunal or appeal hearings as required.

### **Executive Leadership Team:**

- Work with the Heads of Inclusion and the SEN Governors to determine the strategic development of the SEND Policy and provision.
- Have overall responsibility for the provision and progress of students with SEN and / or a disability.

### **The Heads of Inclusion (Effectively the SENCOs):**

- Work with the Executive Leadership Team and SEND Governor to determine the strategic development of the SEND policy and provision.
- Have day to day responsibility for the operation of the SEND Policy and the coordination of specific provision made to support individual students with SEN, including those who have EHC plans.
- Coordinate the activity of all members of the Inclusion Team in carrying out learning support activities in line with the requirements of the SEND Policy.

- Provide professional guidance to colleagues, and work with employees, parents/carers and other agencies to ensure that students with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support.
- Advise on the deployment of the Group's budget and other resources to meet students' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with schools and other providers of education to ensure smooth transition arrangements are in place.
- Work with the Leadership Team and Governing Body to ensure that the Group meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the Group keeps the records of all students with SEN up to date.

#### **Inclusion Leads/Head of Learning Support:**

- Working with the Heads of Inclusion to ensure learning support meets the needs of students with additional needs.
- Responsible for deploying support delivered by colleagues both in and out of class in group or 1:1 sessions.
- Responsible for maintaining accurate records of support delivered on the ILP.
- Communicating to curriculum teams and ensuring relevant information is made available.
- Review of support and holding review meetings.
- Managing the EHCP Review process and reporting to Local Authorities as required.

#### **Colleagues Delivering Support for Students:**

- Carrying out initial assessments of needs.
- Delivering high quality and personalised support for students.
- Setting support SMART targets which relate directly to supporting learners towards being as independent as possible.

#### **Heads of Studies / Curriculum Managers:**

- Ensuring that students with SEND are offered a study programme in line with their qualifications on entry and future aspirations.
- Ensuring the progress and development of every student in their department.
- Ensuring that they and their teachers work closely with support teams to plan and assess the impact of support and interventions, and how they can be linked to curriculum delivery.
- Working closely with the Heads of Inclusion and the Support Teams to review each student's progress and development and decide on any changes to provision.
- Ensuring that they and their teachers follow the SEND Policy.

#### **Teaching Colleagues:**

- Have due regard to the additional needs of students in their classes and tutor groups.
- Apply differentiated teaching methods and classroom strategies to provide an inclusive learning environment.
- Apply reasonable adjustments as recommended by the Inclusion Team or as detailed in EHC Plans/Specialist Reports.
- Work with the Inclusion Team to deliver co-ordinated support and teaching.

## **5. Assessment of Student Needs**

- TCG works in partnership with local schools and other providers, and through transition planning so we can prepare to meet the students' needs and ensure successful transition into college life.
- TCG provides all applicants with the opportunity before or at early entry and at subsequent points, to declare whether they have a learning need, a disability or a medical condition which will affect their learning.
- TCG will carry out an initial assessment of need at the earliest opportunity after a student has made a disclosure.
- Transition Support will be offered to students where required. This may include personalised visits and taster sessions at College.
- TCG will liaise with school's LEA's and previous providers to collate further information to support the initial assessment.
- TCG will carry out risk assessment for students deemed as posing a high risk to themselves or others as part of the initial assessment.
- TCG will respond to LEA EHCP consultations based on information gathered.
- Some needs may emerge after a student has begun a programme. Teaching colleagues with specialist support skills are available to identify where a student may be having difficulty which may be because of SEN.
- Support will be evidence based in line with effective practice in the sector and elsewhere and personalised for the individual.
- Information within an existing Education Health and Care Plan (Appendix A) will be provided by the relevant local authority, along with the most recent review information to paint a picture of student need.

## **6. Support Offer**

TCG will use its best endeavours to put appropriate support in place to meet students' educational needs. The support will be centred around individual needs and aspirations, and to promote as much independence as possible. Full details are provided in the Local Offer (Appendix C) which is also available online.

Preparing for adulthood is key; supporting students achieve best outcomes in employment, independent living and health and community participation.

The Local Offer can be found in Appendix C.

TCG also works with several specialist agencies to commission support as required – particularly for High Needs learners or those studying at HE. For example, Speech and Language Therapy, Teachers of the Deaf, Educational Psychologists.

## **7. Recording Support**

- Support interventions will be recorded on the student's ILP along with recommended teaching and differentiation strategies.
- Support SMART targets will be set following the initial assessment of need – relating directly to skills areas, student profile and EHCP outcomes where applicable.
- Support hours will be recorded on the ILR to ensure that an auditable record of support delivered is available, as well as allowing for the draw-down of support funding from the appropriate source.

## **8. Reviewing Support**

The effectiveness of the support and its impact on student progress will be reviewed regularly, taking into account the students' progress and any changes to the student's own ambitions and aspirations, which may lead to changes in the type and level of support.

Progress against support SMART targets will be reviewed regularly (at least once per half term) in conjunction with the student and curriculum colleagues.

If a student has an EHC Plan, the Group will work with the local authority to review the plan in accordance with the statutory framework and the college's legal obligations to the student and the process.

## **9. Evaluating the Effectiveness of SEN Provision**

TCG evaluates the effectiveness of provision for students with SEN by:

- Reviewing students' individual progress towards their SMART targets.
- Monitoring student performance through the Inclusion Strategy Group.
- Carrying out lesson observations on support colleagues.
- Using student questionnaires to obtain feedback.
- Monitoring of retention and achievement by the Head of Inclusion.
- The Inclusion Team follows the Group Quality Cycle – Self Assessment Review and Team Improvement Plan (SAR and TIP) carried out on an annual basis.

## **10. Dealing with Complaints**

Wherever possible, the Inclusion Team will endeavour to resolve issues at a local level. However, should a matter be escalated to a formal complaint the Group Complaints Procedure applies.

## **11. GDPR/ Data Protection**

To enable TCG to comply with its statutory obligations under GDPR it is necessary for us to collect, store and process sensitive personal data. The Group is committed to full compliance with the applicable data protection legislation. This Policy should be read in conjunction with the Group's Data Protection Policy and Information Security Policy. These policies provide more detailed guidance on the correct handling of personal data including sensitive personal data. In the collection, storage and processing of personal data for equality and diversity monitoring purposes we will comply with the following principles:

- We will process personal data lawfully, fairly and in a transparent manner.
- We will collect personal data for specified, explicit and legitimate purposes only, and will not process it in a way that is incompatible with those legitimate purposes.
- We will keep accurate and up to date personal data and take reasonable steps to delete or correct inaccurate personal data without delay.
- We will keep personal data in a form which permits identification of data subjects for no longer than is necessary.

We will take appropriate technical and organisational measures to ensure the security of personal data and protect against unauthorised or unlawful processing and against accidental loss, destruction or damage.

## **12. Monitoring Arrangements**

Departmental procedures will be held at local level and reviewed regularly to ensure they are effective and fit for purpose.

This Policy will be reviewed by the SEND Strategy Group annually. It will also be updated if any changes to the information are made during the year.

It will be approved by the Board of the Corporation.

### **Appendix A: Education, Health and Care Plan**

A student's EHC Plan contains:

- Their views, interests and aspirations.
- Details of their special educational needs.
- Health needs which are related to their SEN.
- Social care needs related to their SEN or disability.
- Outcomes sought, including those for adult life.
- Special educational provision required.

EHC Plans should be focused on education and training, health and care outcomes that will enable the young person to progress in their learning and as they get older be well prepared for adulthood.

EHC Plans can also include wider outcomes such as positive social relationships and emotional resilience and stability.

EHC Plans must specify the special educational provision required to meet each of the young person's special educational needs. The provision should enable the outcomes to be achieved.

- The young person or parent / carer has the right to request a college be named in their EHC plan.

The institution requested must be named unless:

- It would be unsuitable for the age, aptitude or SEN of the student.
- The attendance of the young person would be incompatible with the efficient education of others, or the efficient use of resources.

Institutions are required to support the formal review of the EHC Plan with other agencies at least annually.

## Appendix B: Relevant Legislation

The following sections of the Children's and Families Act 2014:

- Co-operating generally, local authority functions – section 28
- Co-operating generally, governing body function – section 29
- Children and Young People with SEN but no plan, Section 34
- Schools and other institutions named in EHC plan, duty to admit, section 43
- Using best endeavours to secure special educational provision, section 66
- Code of Practice, section 77

The Equality Act 2010

### Regulations:

The Special Educational Needs and Regulations 2014

## Appendix C: Trafford College Group Local Offer

### Introduction

As part of the Children's and Families Act, a SEND Local Offer is a requirement for schools, colleges and local authorities to publish the provision available to children and young people with special educational needs (SEN) or disabilities.

At Trafford College Group we are committed to meeting the needs of all our students. Our offer describes how we support the special educational needs and disabilities of young people and adults.

Trafford College Group consists of:

<b>Stockport College</b>	<a href="http://www.stockport.ac.uk">www.stockport.ac.uk</a>
<b>Trafford College</b>	<a href="http://www.trafford.ac.uk">www.trafford.ac.uk</a>
<b>The Cheadle College</b>	<a href="http://www.cmcnet.ac.uk">www.cmcnet.ac.uk</a>
<b>Marple Sixth Form College</b>	<a href="http://www.cmcnet.ac.uk">www.cmcnet.ac.uk</a>

This local offer relates to all colleges and all campuses.

### Telling College about your needs

It is important to tell us about your needs as soon as possible so that we can plan your support. You can do this in many ways:

- At open days or open evenings
- At school careers events
- On your application form
- At your interview
- On New Student Welcome Day
- When you enrol with us

- At any time during your course
- By contacting the Inclusion/Learning Support Teams directly

## **Transition to College**

We understand that coming to college can be a new challenge for some students. The Transition Co-ordinators work closely with schools and partner agencies so that we can plan transition to college at the earliest opportunity. Transition Co-Ordinators attend Year 11 reviews in order to support the EHC review process and identify how we can support your needs at College.

Transition Co-ordinators will work with you to put together the transition support programme you need. This may include meeting with you at school reviews, arranging personalised visits to college and supporting you at interview to ensure everything is in place from your first day with us.

## **The Curriculum**

Trafford College Group has an inclusive approach and setting, working in partnership with students, their parents/carers and teaching and support teams in order to remove barriers to learning. This ensures everyone can participate successfully, achieve their learning goals and maximise their potential.

### **How will the curriculum be matched to my needs?**

As part of our application, interview and assessment procedures, we will endeavor to enroll you on the most appropriate course of study. If you have an EHCP, we will be consulted on whether we have the right curriculum for you and can meet your support needs.

When students start at college, information regarding the student's individual learning requirements is summarised and with learner agreement, this is shared with all relevant staff involved with the student. This will give details of equipment used, special exam requirements and teaching considerations that need to be made by classroom teachers in order to ensure that specific needs are met through quality, differentiated teaching and learning strategies in the classroom.

In Foundation Learning, all lessons have differentiated learning outcomes according to their students' needs and starting points, and the curriculum can be adapted depending on learning needs.

All teachers plan for individual needs. All students have an ILP for English & math's. Students set SMART targets with support from their Personal Tutor.

## **Foundation Learning**

Foundation Learning provides an opportunity for students who may need additional learning to access further education courses. As there are no formal entry requirements, acceptance on a course is subject to an assessment and interview. To help prepare students for a higher-level course, the Foundation Learning courses combine the following topics:

1. English (GCSE and Functional Skills)
2. Math's (GCSE and Functional Skills)
3. Employability

#### 4. A Professional and Technical Option

We also deliver a generic Entry Level 3/Level 1 Vocational Skills provision based at The Cheadle College which provides students with the necessary skills to progress onto higher level programmes within the Trafford College Group.

A supported Internship is also offered by the Foundation Learning Team.

#### **CHOICES Specialist Provision**

CHOICES is available at The Cheadle College and Marple Sixth Form College for LDD students working at Pre-entry/Entry Level with a focus on developing skills for independent living and/or work.

The provision is a well-supported and delivered in small groups of 6-8 students. It benefits from a varied curriculum that is designed around the needs of individual students. This will include a focus on developing independent life skills, personal safety, travel training, managing money, literacy, numeracy, ICT and work skills.

There will also be opportunities to take part in an annual residential visit, drama productions, enterprise activities (including a college shop and various fundraising activities), work experience and a number of college and inter-college sporting events.

The aims of the CHOICES provision are to:

- To help students with learning difficulties and disabilities improve and develop their independent life skills and prepare for working life.
- To enable students to develop their social and personal skills within a discreet provision, while also being part of the wider college community.
- To enable all students to be included in the learning opportunities of the College.
- To help students fulfil their aspirations and prepare for a worthwhile next step for example, into employment/supported employment.

#### **Supported Internship Course**

This is a full-time programme for Entry Level students on a Supported Internship course, in partnership with Pure Innovations, Stepping Hill Hospital and Trafford General Hospital.

A Supported Internship is a type of study programme specifically aimed at young people aged 16 to 24 who have a statement of special educational needs, a Learning Difficulty Assessment, or an EHC plan, who want to move into employment and need extra support to do so.

The course features classroom-based learning, delivered in a classroom onsite at the hospital, designed to identify and develop skills needed for employment such as; interview techniques, communication skills and team building and an individually tailored and on-going work placement in which students will be supported in a job role with a local employer (including Stepping Hill Hospital and Trafford General Hospital).

Students will receive a nationally recognised qualification in employability skills and will gain valuable experience of working in an appropriate job role with a view to progressing on to paid employment at the end of the course.

## Mainstream Curriculum

The Trafford College Group provides study programmes at Levels 1, 2 and 3.

All young people enrolling on a full-time course at The Trafford College Group will be placed on an appropriate Study Programme. The level of study offered is dependent on specific academic entry requirements. (Please refer to individual course entry details for each programme's specific requirements)

The Study Programme will consist of the following key elements:

- A substantial core qualification in an academic or vocational discipline that leads to good progression outcomes into higher education, further study at the next level or sustainable employment
- English and Maths courses for all students without a grade 4 or above in these subjects at GCSE level
- Careers education, advice and guidance including work experience, employability skills, enterprise capability and other opportunities to engage with the world of work
- Enrichment opportunities, pastoral support and a tutorial programme focused upon academic and personal development

All the above components are compulsory.

## Apprenticeships

Apprenticeships give you the opportunity to work and study at the same time. There are entry requirements, and you need to be 'work-ready'. For more details on Apprenticeships, phone **0161 886 7461** or email [apprenticeships@tcg.ac.uk](mailto:apprenticeships@tcg.ac.uk).

## Higher Education / Community Education

The University Centre offers a wide range of courses for school leavers and adults looking to learn new skills to enhance their careers, people in the community interested in leisure courses, and those looking to return to work. Our courses include technical and professional courses, A Levels, degree level courses and Apprenticeships in Greater Manchester.

## Support for All Students

### Wellbeing

- Course Tutor – at the start of the course, the student will be teamed up with their tutor who will see the student regularly to discuss their progress, along with any issues or problems that may occur.
- Pastoral Support Mentor – if there are issues that are hindering your progress such as attendance, punctuality, motivation, problems outside of College then a Pastoral Support Mentor will provide extra support to help you improve. There are also trained Peer Mentors that can support students to help them integrate into college life and help with social integration.
- Careers and Guidance – the professional team, along with careers services will assist in the planning for the student's next step.

- Counselling – if you want to talk in confidence about any unexpected difficulties, worries or problems then the approachable counsellor is available for you to speak to privately
- Contraceptive and sexual health service and FE Chaplains.

## **Campus Accessibility**

The Trafford College Group 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.

The following is available for students:

- Lifts
- Evacuation Chairs and personal emergency evacuation plans (PEEPs)
- Accessible parking spaces
- Accessible toilets (automatic or freestanding hoists available)
- Hearing loops (fixed and portable)
- Rise and fall tables

## **Behaviour**

The Trafford College Group has a strict policy on behaviour. Students are asked to sign up to the College Charter and Code of Conduct when they enrol and this applies to all students.

If a student with additional needs is placed on a disciplinary, the Inclusion Team will provide advice and guidance to the disciplinary team and some may be provided with specific behaviour support to help them integrate and cope with the demands and expectations of the college code of conduct.

## **Parents/Carers**

All 1<sup>st</sup> year parents/carers receive a Parent Guide and a covering letter from the Principal. The Trafford College Group has a focus on continuous improvement and the views of both students, and their parents are highly valued.

Formal reports and Parents Evenings are provided throughout the year. However, parents are welcome to contact the College at any point. The Trafford College Group is committed to working with parents/carers and provides many opportunities to meet staff throughout the year. These include Open Events, Welcome Evenings, Parents' Nights and Award Evenings.

Feedback is requested at all events in order that the service to parents / carers can be continually improved.

Online surveys focus groups and representative groups are planned into each College year and feedback is compared to previous years to identify areas for improvement.

## Support for Additional Needs

### Planning your support

We will use our best endeavors to put appropriate learning support in place to meet student's educational needs, including those without Education, Health and Care (EHC) Plans.

Before support is put in place, we will carry out an initial assessment of students who have disclosed an additional need. This may be followed up with an observational assessment carried out in the classroom. We may also ask if we can contact your previous provider for information from them.

If you have an EHCP, we will work with you, and external agencies if required, to ensure you are being supported towards the short-term targets and longer-term outcomes. We will coordinate your annual review where progress towards outcomes set are reviewed, any amendments to plans made, and the support provided in College considered to make sure that you are being supported in the best possible way to help you achieve. These will adopt a multi-agency approach and all professionals working to meet the requirements of the plan will be invited.

Support will be reviewed regularly, taking into account your individual progress and any changes to your ambitions and aspirations, which may lead to changes in the type and level of support.

### Risk Assessments

There may be occasions when we need to carry out a risk assessment before an offer of a course and support can be made. This may be because there is evidence that there may be a risk to you or others at college due to additional support needs.

If required, a risk assessment will be carried out by the Head of Inclusion with all relevant information and signed off by the Executive Leadership Team prior to a decision being made. It is important that you share as much information as possible with us so that a fair decision can be made.

### On course support

Our dedicated Learning Support Team will work with you to design a personalised support package. We also work with partner agencies to ensure you can access the help you need. This could include any of the following:

- In class support
- Out of class support
- Study skills support
- Dyslexia support
- Modified materials
- Communication support
- Support from Sensory Support/SALT specialists and other external agencies
- Exams Access Arrangements
- Drop in and small group support
- Workshops
- Use of quiet study area
- Notetaking support

- Behavioural support
- Inclusive technology
- Support during break and lunchtimes if needed
- Specialist advice and guidance

## **Specialist Assessment and Support**

We have a highly qualified team of Specialist Assessors to support students who have, or think they have, a Specific Learning Difficulty, e.g. Dyslexia. The team will carry out specialist assessments to design and deliver a personalised 1:1 support programme – giving you a variety of different skills to try out in lessons.

If you require other specialist services e.g. Speech and Language Therapy, Sensory Support, we will work with local agencies to arrange a support package for you.

## **Access Arrangements**

Arrangements in the form of extra time, a reader, scribe, 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 assessments and examinations.

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

Students requiring access arrangements should submit the evidence required to the Learning Support Team as early in the academic year as possible.

Confirmation of 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.

## **Assistive Technology**

At College, we embrace the opportunities that technology can bring to your studies and encourage you to use it wherever possible. The College has a range of assistive software available for all students which may include:

- Adapted keyboards and computer equipment
- Specialist software including Widgeit and symbol software.
- Augmentative communication devices including Dynavox and iPods/iPads.
- Communication aids such as now and next boards, communication key rings and eye gaze technology.

We can also lend you equipment such as laptops and digital voice recorders, or even better, show you how to make the most of your own kit.

## **Medical Needs and Personal Care**

We do not have on-site College Nurses. However, we have access to trained staff to offer personal care support.

The college records any medical needs during the enrolment process and you are encouraged to tell us about your medical needs on the enrolment form, or when you first apply for a course. This enables your Tutors and Support staff to be aware of your medical needs.

Care plans and/or risk assessments will be written as required, and support can be provided to minimise any potential disruption to learning. We liaise with medical professionals and training is given to key staff members working with the learner in relation to supporting their medical needs.

Some students 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. We can offer storage for medication if you are able to administer this yourself.

We have some personal care facilities should you wish to use them and access care from an external agency. We will need to assess whether the facilities meet your needs and plan this with you and your personal care provider.

## **Preparation for Adulthood**

We will work with you to support you to be as independent as possible at College to prepare you for employment and independent living. The Inclusion Team will set SMART targets which relates specifically to your support and any barriers you are experiencing to enable you to develop your skills and abilities.

You will have opportunities to take part in work experience placements, trips and visits. Support will be offered as identified in your EHCP or support plan.

The College holds regular careers events to help you plan your progression in college, or beyond to higher education or employment.

## **Enrichment Activities**

The Trafford College Group offers an enrichment programme for its students which includes:

- Curriculum specific enrichment
- National Citizen Service
- Duke of Edinburgh
- Health and wellbeing activities
- Sport and active leisure
- Student Ambassador scheme
- Student Leadership Team
- Equalities Council
- Student Representatives

## Useful Links

### Stockport Area

Council Local Offer: <https://stockport.fsd.org.uk/kb5/stockport/fsd/localoffer.page>

Careers Service: <https://www.stockport.gov.uk/groups/national-careers-service>

Parent Partnership:

<https://stockport.fsd.org.uk/kb5/stockport/fsd/service.page?id=1Ql6RnyNP1E&familychannel=999>

EHCP advice:

<https://stockport.fsd.org.uk/kb5/stockport/fsd/site.page?id=iDqCIHNNZPI>

### Trafford Area

Council Local Offer:

<https://www.trafforddirectory.co.uk/kb5/trafford/fsd/localoffer.page?newlocalofferchannel=0>

Careers Service: <http://www.traffordeducation.co.uk/careers>

Trafford SENDIASS: <https://sendiass.trafford.gov.uk/Home.aspx>