

Hull College

(part of the Hull College Group)

Local Offer



1. What are the following contact details for your college?

	Special Educational Needs Coordinator (SENCO)	Special Educational Needs (SEN) Governor	Who should you contact if you have a compliment, concern or complaint.
Name	Zailie Barratt	Emma Palmer	Zailie Barratt – Director of Learner Services Gemma Walker – SEND Co-ordinator David Greenway – Safeguarding Officer
Contact number		01482 329 943	01482 329 943
Contact email		Emma.Palmer@hull-college.ac.uk	zailie.barratt@hull-college.ac.uk gemma.walker@hull-college.ac.uk david.greenway@hull-college.ac.uk
Address		Hull College Group Queens Gardens Hull HU1 3DG	Hull College Group Queens Gardens Hull HU1 3DG

2. What is the ETHOS of the college regarding Children and Young People with Special Educational Needs and Disabilities (SEND)?

Hull College Group is committed to providing excellent support for learners with SEND. The support provision is designed to enable every learner to develop their independence with individualised support within a class room setting and around the college campus (depending on individual assessed need), but at all time working to raise aspirations of young people and prepare them for adulthood through education. Learners with SEND can benefit from our advice, assessment and continuous support.

3. Provide the link to the following policies on the website of college

<https://www.hull-college.ac.uk/the-college/safeguarding/safeguarding-policy-guidance>
Safeguarding Policy & Guidance

4. What is the standard admissions numbers?

Numbers of Hull College Group (Hull & Goole College)

2019/2020		14-16	16-18	19-24 SEND
Total Learners		263	2158	35
Of which	Learners with a declared Learning Difficulty and/or Disability	112	586	35
	Learners with an EHCP or Learning Difficulty Assessment	5	101	35

5. How does the college:

- **Identify and assess Children and Young People with SEND?**

- SEND Transition information passed from previous educational settings including local authorities, Connexions, parents and carers
- Enrolment, Interviews, Open Events and Applicant Days
- SEND Transition team works alongside SEND Co-ordinator, Curriculum and Careers Advisors to liaise with the young person to identify appropriate course of study and assess support need on an individual basis; this support may be different to the support offered at a previous setting, with the discussion of support being centred on the young person's opinions and wishes.
- Hull College require sufficient details of learners with SEND needs who intend to study at the college as their first choice. This will enable the college the necessary time to plan and prepare and to have discussions with learners and parents around the support which can be put in place in a timely manner.
- Each young person's needs, will be assessed and the College will aim to support identified needs in accordance with the reasonable adjustment guidance.
- Initial Assessment and Diagnostic Assessment for English and Maths.
- On course referral from tutor for those learners showing dyslexic tendencies; in this instance a screening assessment will take place to highlight if a full Educational Assessment is required.
- Educational Assessments are carried out by a specialist team qualified to carry out these assessments; these reports indicate if exam concessions are recommended and if additional support is recommended via a specialist support workshop.

- **Evaluate the effectiveness of provision for Children and Young People with SEND?**

- Pen Portrait for all young people receiving 1-1 support. This document summarises the young person's needs and what support is required. The pen portrait stays with the young person throughout their Hull College journey and is reviewed depending on need.
- Annual monitoring and review of Learner progress against Key Performance Indicators i.e. Attendance, Progression etc.
- Annual Learner Perception of Support surveys are completed to assess and evaluate support provided.
- College Self-Assessment Reports are completed as part of the annual Quality cycle, along with course reviews and evaluation.
- Praise and complaints procedure.

- **Assess and review progress of Children and Young People with SEND?**
 - Individual Learning Plans are updated regularly and reviewed twice termly within curriculum areas including the setting of SMART targets.
 - Progression reviews for all young people with a Pen Portrait, reviewing the support throughout the year
 - Continued dialogue with young people and tutors through ProMonitor
 - I.A.G. information is provided to help support progression and independence.
 - Annual EHCP reviews.
 - In year tracking of support

6. Who are the best people to talk to in your college about a Child or Young Persons difficulties with learning/ Special Educational Needs or disability (SEND)?

Learners with Disabilities and or Learning Difficulties – Group SEND Co-ordinator – **Gemma Walker**

Learners with Disabilities and or Learning Difficulties - SEND Team Leader – **Laura Wiles (Hearing Impairment)**

Learners with Disabilities and or Learning Difficulties - SEND Team Leader – **Paul Sumpter (Hidden Disabilities)**

Learners with Disabilities and or Learning Difficulties - SEND Team Leader – **Maggie Gregory (Visual Impairment)**

Learners with Disabilities and or Learning Difficulties - SEND Team Leader – **Maria Hanson (Supported Learning)**

Learners with Disabilities and or Learning Difficulties - SEND Team Leader – **Carrie Leah (14-16, Apprenticeships)**

Transition and Progression Team (supporting new learners with SEND) – **Lisa Youlton and Lynne Holland**

English and Maths – Learner Service English and Maths Co-ordinator – **Sue Usmar**

Dyslexia Support – Group Dyslexia Co-ordinator – **Joy Bottery**

Curriculum Information:

Director of 14-16 – **Suzanna May**

Trainee SENCO 14-16 – **Clare Rusher**

Assistant Director of Curriculum, Foundation & Specialist SEND, NEET Provision and BSL – **Deborah Norman**

Director of Curriculum – **Steve Goddard**

7. What are the different types of support available for Children and Young People with SEND in college?

All support offered to individual learners is offered as an individual package and can be one or more of the following support strategies:

- 1-1 Learner Support Assistant in class or a ratio of support depending on need
- 1-1 Learner Support Assistant to assist with study/organisation of work load and clarification of current work
- 1-1 support mentoring learners with additional needs helping with issues such as anxiety/lack of confidence/monitoring progress and intervention if needed
- Advocacy service to assist with liaising with curriculum or other services
- Pastoral support linking learners to external service or regular contact with learner's parents/carers if sanctioned by the learner (16+)
- All Specialist courses i.e. Supported Internship; Core foundation vocational pathways are currently group supported by SEND support team staff
- Specialist Job Coaches to support within the Supported Internship programme
- Specialist tutors with experience teaching SEND groups including visual impairment, hearing impairment and learners on the Autistic spectrum
- Lunch and Breakfast club for learners who have complex needs
- Transition support - taster days and orientation visits
- Access to specialist visual impairment resources and support

- Access to specialist hearing impairment resources
- BSL communicators
- Disability Awareness for staff and learners
- Personal care can be offered but is agreed on an individual basis depending on level of need. All learners needing personal care will need risk assessing by SEND support staff if manual handling is needed. Additional care packages may need to be negotiated with learners to ensure their needs are fully met.
- Placement in English and Maths workshop.
- Visual stress materials provided following assessment – coloured rulers, overlays and coloured writing pads.
- Classroom support provided via team of subject specialist Learning Advisors for English and Maths.
- Student Support Officers – offering pastoral and curriculum support.
- Access to Hull College Group counselling team.

8. How will the college ensure ALL staff are aware and understand a Child or Young Person's SEND?

- Staff development sessions, including areas on staff intranet updating all relevant contacts and reference documents.
- Staff Disability awareness sessions including Dyslexia Awareness, Mental Health, Hidden Disabilities, Visual Impairment and Hearing Impairment.
- Support from specially trained staff.
- Transitional documentation shared with curriculum staff, with support guidance available from the SEND support and SEND Transition team if required.
- Attend Local, Regional and National conferences and seminars regarding best practice and research.
- Teaching strategies and information provided via the EILP

9. How will the college let a parent/ carer know if they have any concerns about their Child or Young Person's learning?

- Phone calls/ Letters to parents
- Individual reviews with a personal tutor who will feedback any concerns.
- Parents/carers will receive reports, alongside invitations to parents/carers evenings.
- Parents/carers will be given a telephone contact of a personal tutor and student support officer at the start of the academic year.
- Annual Reviews if a young person has an Education, Health and Care Plan

10. How is support allocated to Children and Young People?

- Support is assessed and allocated following a review of support need, this will be from discussions with the young person, parent/ carer, curriculum tutor and relevant documentation e.g. Education Health Care Plan (E.H.C.P) and/or medical evidence
- Support is allocated with the agreement of the young person (support cannot be forced on young person if they do not want it).
- Support for English and Maths is allocated to learner need, this can take the form of support within class as small group support or through a specialist workshop.
- Support for Dyslexia is allocated following an Educational Assessment or review of current Dyslexia Assessment from prior educational setting. Additional Support is available within a specialist workshop or through curriculum tutors

11. How does support move between the key stages?

- Support is assessed throughout and at the end of the academic year, and deployed on need between year 10 and 11 within the 14-16 College.

- Within Further Education young people do not move between key stages; however, support is available for young people with SEND progressing from secondary school to college. This can take the form of mentoring until the young person has settled into college or group support within Foundation school groups.
- The college promotes progression at all stages and is aware of the implications of moving from Level 1 to Level 2 courses to Level 3 and beyond and support is reviewed and changed accordingly to support those specific challenges whilst encouraging independence as a young person progresses.

12. Which other people and organisations provide services to Children and Young People with SEND in your college?

- Connexions
- East Riding of Yorkshire's Youth and Family Support Service (YFS)
- Local Authority Social Care
- Primary Care Services
- IPaSS
- IGEN – National Careers Service
- Hull College Group – IAG / Careers / Learner Service Team
- Throughout the academic year the college receives regular visits as part of the Study Programme and 14-16 College examples are: - National Local Democracy Week (Question Time for Learners, visits from local authorities and businesses, Aspirations (including English and Maths for Employability), Careers Week, guest speakers and Equality, Diversity and Citizenship (visits from health organisations, volunteer groups including Guide Dogs for the Blind).

13. What training have staff received to support Children and Young People with SEND?

- Braille.
- British Sign Language.
- Hoist and Manual Handling.
- Level 2 / Level 3 City & Guilds in Learner Support or Teaching Assistant.
- Vocational area training i.e. Basic Food Hygiene.
- Child Protection / Safeguarding Training / Equality and Diversity / PREVENT face to face or on-line training (mandatory for all staff).
- English and Maths Learning Advisors qualified to Level 3 subject specialist support.

14. How will teaching be adapted for a Child or Young Person with SEND?

- Curriculum will be adapted to a young persons need. These changes will be discussed at interview and through-out the transition process prior to commencement of study.
- Teaching will be tailored to individual requirements i.e. adaptation of materials, provision of specialist equipment and additional individual reviews.
- All courses within the Foundation School are designed for young people with learning difficulties and or disabilities.
- Specialist tutors who have additional qualifications to teach young people with visual impairments, mental health issues and those on the Autistic Spectrum and can also offer advice and training to staff on mainstream courses.

15. What support is available for parents/ carers of a Child or Young Person with SEND?

- SEND Transition team / SEND Co-ordinator / SEND Team Leader work particularly closely with parents/carers of learners with complex needs and vulnerability issues and offer support, advice and guidance when appropriate.
- The SEND support team often sign post parents and carers to other services if external support is needed.

- Parents/Carers are welcomed and encouraged to contact any member of staff and personal tutor who will hopefully support theirs and the young person's needs or signpost those to the relevant agency who can offer appropriate support.

16. How is college's physical environment accessible to Children and Young People with SEND?

- Disabled parking spaces identified.
- All sites are accessible to wheelchair users.
- Large disabled toilets with hoist at Queen's Gardens campus.
- Lift access to all floors.
- Dedicated Transport/Mini bus bays
- Automatic Toilet
- Deaf Alert system
- Hearing Loops are available.
- Dedicated Specialist Learning Centre that can be accessed by all learners who are visually impaired and/or hearing impairment that offers training and loan of the latest adaptive technology.

17. What facilities are available for Children and Young People with SEND on the college site e.g. special quiet room, lunchtime club?

- Hull College Group is an open access mainstream General Further Education provider located in the heart of the city centre. Support packages will be discussed with individual learners when they apply, and some private care solutions may compliment the support for some young people. The college has a duty of care to all learners, especially those with SEND and health and safety of all learners is paramount.
- The SEND support team are based in the specialist Learning Centre
- Study centre for learners wanting study skills/homework support with hidden disabilities.
- Quiet room.
- SEND Room within 14-16 College
- Supervised breaks during the day.
- Supervised lunch and breakfast clubs for young people needing monitoring across breaks.
- Guide dog pound / sensory garden.
- Transport team also monitor learners arriving and leaving college who are transported in by Local Authority.
- IT Software is available for Visually Impaired young people and young people with Dyslexia

All support is in accordance with the Hull College Group reasonable adjustment policy and associated guidance.

18. How will Children and Young People be supported during transitions? (when moving to another setting/ school/ college or between classes/ groups in the college)

- The college acknowledges that any change or new start can feel uncomfortable to most young people but for a young person with SEND change to routines and environments can be overwhelming and cause great anxiety. To relieve this, visits and taster days are arranged when the college is quiet, young people will meet the tutor and have a tour of the college environment to familiarise themselves with the area.
- Staff will try to prepare the young people in advance for any room changes, day trips or staff changes.
- Communication between the parents/carers and the personal tutor is needed to alert of any anxiety due to changes at home or at college to ensure the young person's needs are met.
- A dedicated SEND Transition team who work in transiting learners in and out of college.

- The team works with curriculum staff to determine suitable progression routes. The Transition team send relevant information to other educational settings observing data protection and ensuring permission is given by the young person involved.
- Dedicated and supportive 14-16 interview process and admissions policy.