



East Sussex College Group

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

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.

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.

- Through contact with parents and carers, and with the previous school. Additionally, for those with more sensory and/or multiple inclusion needs, we have contact with the Transition Service or other professionals involved with the young person [Transition Service – East Sussex County Council](#) and/or the ISEND Assessment and Planning team [ISEND Services - ISEND Assessment and Planning - What is the Assessment and Planning Team? - Czone \(eastsussex.gov.uk\)](#)
- All students will have a form of initial assessment. Additionally, for those with more sensory and/or multiple inclusion needs, specialist assessments are available through the Learning Support team.
- At any point in the year concerns can be raised with course, or Study Programme Tutors, or direct with the Learning Support Team.

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

- Each student will have a Study Programme Tutor.
- During the initial assessment for additional support, young people have an opportunity to identify the type of support they feel will be most helpful.

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 students. Initial advice and guidance are available to help appropriate choices to be made.
- High quality teaching, 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 inclusion needs or to ensure that young people experience education which challenges them. Alternative methods of assessment are available, including the use of aural or pictorial methods.

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.
- The college has a range of reporting processes which involve parents/ carers and students; 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 at the start of the academic year, and over 18s (where the student has given permission) will be contacted if there are any concerns.
- Parents can access a ParentPortal to view attendance, targets, and reports.
- 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.
- The College has a Student Management Policy and Procedure which is applicable to all students
- We can support young people requiring personal/intimate 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 which College staff will signpost.
- Colleges can access some additional services, for example the Sensory Needs Service at East Sussex County Council.
- We have a team of specialist staff in the following areas*:
 - Specific learning difficulties (SpLD)
 - Hidden disabilities
 - Autistic Spectrum
 - Personal care support
 - Intimate care support
 - Speech & Language therapy
 - Occupational Therapy
 - Intensive personal support
 - Makaton
 - British Sign Language
 - Visual Impairment
 - Supporting dyslexia in a classroom setting
 - Supporting ADHD in a classroom setting
 - Mental Health and Emotional Wellbeing
 - Assistive Technology and software
 - Exam Access Arrangements
 - Epilepsy

*Not all services are available at all College sites, please contact the Learning Support team for clarification

7. What training have the staff supporting children and young people with SEND/Inclusion needs had or having?

- All staff at College are trained in Health and Safety, Equality, Diversity and Inclusion and Safeguarding and Prevent 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 and 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/inclusion needs.
- All teaching staff are required to attend CPD sessions each year.
- All staff within Inclusive Learning provision receive specialist training in areas such as Autism, Team Teach and communication. The Hastings provision has been accredited by the National Autistic Society.
- We have achieved the Dyslexia Quality Mark from the British Dyslexia Association in Hastings.
- 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, consider the individual needs of students and the help of parents/carers is sought to ensure the inclusion needs of their son/daughter are respected and met.
- 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.

9. How accessible is the College environment?

- Equipment and facilities to support young people with specific needs will be explored on an individual 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.
- The majority of College sites are wheelchair accessible. There are disabled changing and toilet facilities at all sites. All sites have automatic door openers.
- Provision for personal and intimate care support (including hoists) is available at all sites.

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.
- Transition support includes:
 - Informal orientation visits
 - Supported interviews
 - Student profile for information sharing
 - Bespoke programmes when required

We also offer:

- Get to Know You days
- Invitations to relevant curriculum events, e.g., fashion show, art show
- Talk & tours: individual and/or group
- 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 their inclusion 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 their individual inclusion 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?

- Parents/carers are encouraged to maintain regular formal and informal contact with the College and the student's Study Programme 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?

Eastbourne

Room 314, Grove House

Tel: [030 300 38211](tel:03030038211)

Email: Eastbourne.ALS@escg.ac.uk

Hastings

Student Central, Station Plaza

Tel: [01424 458332](tel:01424458332)

Email: Hastings.ALS@escg.ac.uk

Lewes

Room 131, Cliffe Building

Tel: [030 300 39498](tel:03030039498)

Email: Lewes.ALS@escg.ac.uk

This offer is accurate when written, but services are regularly reviewed and could change. All information will be updated as soon as possible to reflect any new service offer. Updated October 2021

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 Hastings.ALS@escg.ac.uk.