



Universal and Additional Learning Provision Offer

(January 2021)

Introduction

The purpose of this document is to present the scope of the universal and additional learning provision available at Coleg Sir Gar and Coleg Ceredigion, to local authorities, schools and prospective learners, parents and carers. It is designed to support a better and shared understanding of further education and training provision between colleges and local agencies.

Inspire Learners, Fulfill Potential and Achieve Excellence Through a Culture of Inclusivity

Coleg Sir Gar and Coleg Ceredigion has a dedicated team of specialist teachers to support learners with additional learning needs, disabilities and medical needs.

The college is committed to providing a full range of accessible further education and training within the community it serves. Through its universal and additional learning provision, it aims to ensure that all enrolled learners are able to make excellent progress within the courses offered. Each of our campuses offers courses designed to prepare young people for further study and/or employment. For full details of the programmes offered, please refer to our website – www.colegsirgar.ac.uk / www.colegceredigion.ac.uk.

Our campuses have been designed or adapted to provide an accessible environment for all of our learners, including those with physical and sensory conditions.

Learning Support staff are available on every campus to support learners with their studies. We embrace and celebrate neurodiversity and, as a college, welcome learners with diverse ways of learning to our inclusive learning environment. The team works closely with curriculum and Independent Living Skills (ILS) teaching staff to ensure that teaching and learning is accessible for all learners. All support is designed to build learner independence in the college environment and beyond.

We have a **person-centred approach** – the young person’s learning, aspirations and wishes are at the heart of the educational journey at Coleg Sir Gar and Coleg Ceredigion. The learner will be included in the process of planning and discussing support, decision making and reviewing support interventions. Each campus has a Study Zone where learners can work in a quiet and supportive environment.

Our inclusive approach to teaching and learning means that we are able to meet the needs of most learners and we take all reasonable steps (with due regard to the Equality Act) to ensure that we provide high quality teaching and appropriate support, based on a person-centred assessment of each learner’s needs.

Admissions

When considering learner applications from young people (16 to 25) with additional learning needs, the following criteria are used:

- Can the college provide the curriculum, expertise and environment that will enable the Young Person to reach their potential?
- Will enrolment on a course at the college prevent the Young Person from accessing therapies and services that are deemed necessary for them to make reasonable progress towards their education and training goals?
- Can the college meet the needs of the Young Person without negatively affecting their well-being or the wellbeing of other learners or staff?

Principles

A college course, for many of our learners, offers an important education and training opportunity prior to employment and/or adult life. We believe that it is essential to encourage young people to become as independent as possible, both in their learning and in their skills for life. Our approach, while supportive, is designed to encourage independence and to equip learners with skills and strategies they can use both in college, employment and in adult life.

Learning Provision

Coleg Sir Gar and Coleg Ceredigion provide education and training for young people and adults of all ages. It has an open environment and is likely to suit the needs of young people who are able to manage their behaviour and well-being within this type of setting. While we aim to support the education and training needs of all our learners, we are unable to offer therapies or highly specialised services such as:

- Speech and language therapy
- Physiotherapy
- Occupational therapy
- Specialist talking therapies
- Hydrotherapy
- Rebound therapy

However, we are happy to work with other providers, such as health and social services, where this promotes the wellbeing and/or progress for a learner.

Universal Learning Provision (ULP)

The college offers a wide range of support services for **all** learners. This is likely to meet the needs of the vast majority of our learners and includes the following:

Service	Likely to meet the needs of...	Comments
Inclusive teaching and learning, which includes classroom differentiation	Most learners	Our staff have received training in inclusive practice and have access to additional advice and guidance from our ALN team.
In-class group tutorials	Most learners	Our tutorial sessions include a range of topics to encourage personal development and preparation for adult life.
Personal tutorials	Most learners	Learners have the opportunity for a one-to-one tutorial interview with their personal tutor. Discussions include setting and reviewing learning targets, academic or career progression, UCAS applications, and support referrals (academic and/or pastoral).
Assist Technology	Most learners, including those who access Learning Support provision	All PC computers within the college have the following software: <ul style="list-style-type: none"> • Google learning tools (including an immersive reader and screen masking) • TextHelp Read & Write (provides text-to-speech and planning support tools) • Basic magnification tools

		<ul style="list-style-type: none"> • Mind mapping software.
Temporary loan of equipment such as chromebooks, laptops and Dictaphones	Some learners, including those who access Learning Support provision	Learners can request the loan of equipment from course tutors, depending on availability and specific college criteria.
Neurodiversity Learning Support Questionnaire Screening Tool	Most learners	Learners can complete the Learning Support Neurodiversity Screening Tool during the College Induction process. The screener enables learners to reflect on their individual learning profile to identify potential academic support requirements during their course.
Assessment for and provision of exam access arrangements (EAA)	Any learner whose learning profile and normal way of working qualifies them for exam access arrangements. Learners who are recently or temporarily disadvantaged by an accident, issue or medical condition may also qualify for EAA	Reasonable adjustments include: <ul style="list-style-type: none"> • Extra time • A reader and/or scribe • Rest breaks • Use of a computer to complete an exam • Enlarged or adapted papers.
Transition support	Most learners	<p>All learners who may find the move to college a difficult process, e.g. learners that have anxiety or other issues for which they may require support with transition.</p> <p>Arrangements can be made to offer visits at quiet times, campus visits, orientation, supported interviews and engagement with summer transitional activities.</p>
Wellbeing team coaches, coordinators, counsellors and finance liaison officers	Available to learners who are experiencing personal challenges with: <ul style="list-style-type: none"> • Personal wellbeing • Mental health • Financial constraints 	Tutor or independent referral process.

	<ul style="list-style-type: none"> • Other concerns 	
Access to literacy and/or numeracy sessions	Most learners	Learners can access literacy and numeracy sessions (WEST or Essential Skills) as part of their college programme.
Drop-in support within the Learning Resource Centres (LRC)	Most learners	<p>Our LRC Librarians can provide help with:</p> <ul style="list-style-type: none"> • Research skills • Sourcing information • Referencing • Advice for study skills • Well-being resources • Purchase consumable items e.g. pens.
Access to a quiet space	Most learners	Available in the Learning Resource Centres.
Enrichment activities	Most learners	<p>Activities include:</p> <p>Tutorial programme</p> <p>Student Union</p> <p>Be active</p> <p>Sporting activities</p> <p>Clubs, groups and societies</p> <p>Cross-campus online communities</p> <p>Student Ambassadors</p> <p>Class representatives and Learner Council.</p>
Employability skills and Careers Advice	Most learners	Learners can access employability and career development support, advice and guidance to develop entrepreneurial skills from the Employability Team.
Access to Digital / ICT support	Most learners	Learners are able to access technical advice and support from tutors and the MIS Help Desk.

Additional Learning Provision (ALP)

Learners studying at the college in further education and training, whose needs are not met by the available universal learning provision, may require additional learning provision. Coleg Sir Gar and Coleg Ceredigion are able to offer the following range of support, to learners with qualifying medical or diagnostic evidence:

ALP	Likely to meet the needs of...	Available at...							
		Aberystwyth Campus	Cardigan Campus	Ammanford Campus	Gelli Aur Campus	Graig Campus	Jobs Well Campus	Pibwrlwyd Campus	WBL Provision
Access to specialist and qualified Level 5 or 7 SpLD teaching and assessor support staff	<p>For learners who have an Additional Learning Need and who require support with academic studies and study skills. The specialist teacher delivers support through a Person-Centred Practice approach, assists with writing One-Page Profiles and offers training with specialist software.</p> <p>In addition, specialist teachers offer bespoke development of independence, confidence building, written and oral presentations skills, interview preparation, career development and working towards personal aspirations.</p>	✓	✓	✓	✓	✓	✓	✓	✓
Shared support in class	To provide additional support for learners with Additional Learning Needs (ALN). The shared	✓	✓	✓	✓	✓	✓	✓	✓

	support provision enables learners to develop academic skills to reach their potential. The LSAs adopt the 'Maximising the Practice of Teaching Assistants' (MPTA) framework to promote and develop learner independence.								
Close support in class	Young people who have profound or highly complex additional learning needs that require support for most of their time in class in order for them to make reasonable progress. This is allocated on a person-centered basis.	✓	✓	✓	✓	✓	✓	✓	✓
Support from an ASD-trained Learning Support teacher and assistant	Autistic learners can access support from trained specialist teachers and in-class LSAs.	✓	✓	✓	✓	✓	✓	✓	✓
BSL signer/ communication support worker (Level 1 and 2)	For learners with a hearing impairment.	✓	✓	✓	✓	✓	✓	✓	✓
BSL Interpreter (Level 3 or above)	For learners who are profoundly deaf and rely on BSL in order to communicate.								
Communication support	Learners can access support from a person experienced and trained in communicating with people with specific communication needs.								
Personal care support	For learners who have physical/medical conditions that require support with personal care.			✓		✓			
Enhanced Transition support	All learners who may find the move to college a difficult process, e.g. learners that have anxiety or other issues for which they may require support with transition. Arrangements can be made to offer visits at quiet times, campus visits, orientation,	✓	✓	✓	✓	✓	✓	✓	✓

	supported interviews and engagement with summer transitional activities. Learners can access campus-based videos to support orientation.								
Access to a designated space	For learners who have Additional Learning Needs and/or high levels of anxiety and need regular access to a safe space to enable them to cope with college life.								
Support to and from class and/ or transport	For learners who are physically unable to transfer from transport to classroom without support.	✓	✓	✓	✓	✓	✓	✓	✓
Access to timetabled learning support	For learners who require higher levels of individual support with learning than are available through ULP and for whom in-class support is not appropriate.	✓	✓	✓	✓	✓	✓	✓	✓
Behaviour support strategies	For learners who require additional support to self-manage their behaviour, where applicable, in conjunction with specialist external advice and guidance agencies.	✓	✓	✓	✓	✓	✓	✓	✓
Sighted guide	For registered blind learners to navigate around campuses.	✓	✓	✓	✓	✓	✓	✓	✓
English support for deaf students	For deaf learners whose first language is BSL and who are unable to express their ideas in writing without this additional support.	✓	✓	✓	✓	✓	✓	✓	✓
Note-taker or recorder	For deaf learners who are unable to take notes due their need to be lip-reading the tutor.	✓	✓	✓	✓	✓	✓	✓	✓

Loan of specialist equipment	<p>For young people who require specialist equipment in order to make reasonable progress on their course. Equipment is provided on a Person-Centred Practice basis in conjunction with specialist external consultation.</p> <p>Equipment available includes:</p> <ul style="list-style-type: none"> • Radio aids which are sourced on an individual learner basis, based on medical evidence guidance. 	✓	✓	✓	✓	✓	✓	✓	✓
Transport provision	For young people who find travelling on mainstream transport challenging and meet the eligibility criteria for applying for additional transport, e.g. taxi provision.	✓	✓	✓	✓	✓	✓	✓	✓
Travel training	For young people who have the potential to achieve independence in travelling to and from college.								

Discrete Provision

We have a range of discrete programmes for young people who are unable to access mainstream programmes due to their learning difficulties and who are usually school-leavers (post-16 or post-19).

Coleg Ceredigion

Programmes aimed at...	Course title	Duration	Days/week	Aberystwyth	Cardigan
Learners with moderate learning disabilities and difficulties.	Vocational Access (Full Time) This is a learner centre course designed to support development of Independent Learning Skills, Communication and Numeracy Skills, Healthy Living Skills, Skills for Work, and Community Participation. Learners frequently progress to further FE courses, volunteering or work (supported or unsupported). Where it is appropriate, learners will undertake a qualification.	1-3 years	3	✓	
Learners of all ages from the local community with profound and moderate learning disabilities and difficulties.	Vocational Access (Part Time) This course is designed to enable learners to further develop their independent Living skills, Communication and Numeracy Skills, Healthy Living Skills, Skills for Work (volunteering and where appropriate, supported work), and Community Participation based on their interests and individual needs.	1-3 years	1	✓	

<p>Learners of all ages from the local community with profound and moderate learning disabilities and difficulties.</p>	<p>Vocational Access - Arts and Crafts (Part Time) This course is designed to enable learners to use their creative skills to foster independence.</p>	<p>1-3 years</p>	<p>0.5</p>		
<p>Young people with profound and multiple difficulties who are likely to need support throughout their lives.</p>	<p>Camu 'Mlaen (Full Time) This is a non-accredited, person-centred course with an holistic and practical approach to learning. Learners are active participants in creating and reviewing their own individual learning targets and working towards their future goals. The aim is to prepare learners for adult life and to support each individual to achieve their potential and take an active part in their community after college. The learning programme is based around the four pillars of ILS learning:</p> <ul style="list-style-type: none"> • Health and Wellbeing • Community Inclusion • Independent Living • Employability 	<p>1-3 years</p>	<p>3</p>		

Coleg Sir Gar

Programmes aimed at...	Course title	Duration	Days/week	Ammanford Campus
For young people who are likely to require a great deal of support throughout their lives and are unable to live independently	<p>Introduction to College– This course is individually tailored to meet the needs of the learner and derived from a baseline assessment carried out prior to starting. This is a non-accredited target based Course. It includes:</p> <ul style="list-style-type: none"> • Self care • Communication and making choices • Social interaction • Developing areas of independence • Positive use of time 	1 year	3	✓
For young people who are likely to require a great deal of support throughout their lives and are unable to live independently	<p>Introduction to Employment – This course is individually tailored to meet the needs of the learner and derived from a baseline assessment carried out prior to starting. This is a non-accredited target based Course It includes:</p> <ul style="list-style-type: none"> • Self care • Communication and making choices • Social interaction • Developing areas of independence • Positive use of time • Supported work placement 	1 Year	3 (4 with CS funding)	✓
For young people who are working towards living independently or semi-independently and need to focus on life skills	<p>Personal & Social development Entry 2– This course is individually tailored to meet the needs of the learner and derived from a baseline assessment carried out prior to starting. It includes:</p> <ul style="list-style-type: none"> • Eating well • Life Skills • Budgeting • Living in the community • Leisure activities • Confidence Building • Personal Skills 	1 year	3	✓

	<ul style="list-style-type: none"> • Cultural Identity 			
For young people who aspire to achieve employment but require additional training and support to reach this goal.	<p>Skills for Independence & Work Entry 2 – This course is made up of a range of modules that include:</p> <ul style="list-style-type: none"> • Careers • Vocational skills • Literacy and numeracy in work • Finding and gaining employment • Preparing to work • Health & Safety • Communications at work • Dealing with problems at work • Improving Independence • Lifestyles 	1 year	3	✓
For young people who aspire to further their education or seek voluntary opportunities but require additional training and support to reach this goal.	<p>Personal & Social Development Entry 3-This course is made up of a range of modules that include:</p> <ul style="list-style-type: none"> • Careers • Lifestyles • Literacy and numeracy in work • Finding and gaining employment • Preparing to work • Health & Safety • Communications at work • Dealing with problems at work • Extended work experience • Practical assignments 	1 Year	3 (4 with CS funding)	✓
For individuals who want to study on a part time basis	<p>Part Time Adult Learning Programme- The Course is made up of modules that include-</p> <ul style="list-style-type: none"> • Lifeskills • Wellbeing • Communication • Social Skills • Confidence 	1 year	0.5	✓

	<p>Life skills - This is covered in sessions such as cooking, safety in the kitchen, health eating, shopping and personal choice.</p> <p>Wellbeing- Through art, craft and music learners are able to express themselves, communicate and build up confidence.</p> <p>Communication- Is a part of all sessions, encouraging the learner to make their own choices, communicate with others and express their feelings. Communication can be through spoken word in Welsh and English, Pecs communication tool, sign language and visual aids.</p> <p>Social skills- This again is embedded as part of all sessions. Developing learners' social skills is key in helping them form friendships and bonds with others.</p> <p>Confidence- the whole ethos of the course is to improve the learners confidence, self esteem and life skills.</p>			
--	--	--	--	--