



Universal and Additional Learning Provision Offer



Introduction

Coleg Cambria 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 progress in line with their aspirations and abilities within the courses offered. Each of our campuses offer 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.cambria.ac.uk

Our campuses: Deeside, Northop, Yale, Bersham Road and Llysfasi have been designed or adapted to be as accessible as possible for all of our learners, including those with physical and sensory conditions.

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 2010) 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 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 enrollment 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 impacting negatively on their own or others' well-being?

Principles

College courses, for many of our learners, offer the education and training opportunities necessary to prepare them for 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, whilst supportive, is designed to discourage dependence on others by focusing on self-scaffolding, equipping learners with the skills and strategies they can use both in college and in adult life.

Learning Provision

Coleg Cambria provides education and training for young people and adults of all ages. With the public and open nature of our campuses the environment is likely to best suit the needs of young people who have developed the skills and strategies necessary to self-manage their behaviours and well-being. Whilst we aim to support the education and training needs of most 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

We are however happy to work with other providers, such as health and social services, where this promotes the well-being and/or progress for a learner.

Universal Learning Provision



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

| Service/Support Type | Further Information |
|------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Differentiated teaching and learning | Our staff have received training in inclusive practice and have access to additional advice and guidance from our Inclusion Team. |
| Personal Tutorials | All learners have the opportunity for: <ul style="list-style-type: none"> • One-to-one tutorial meetings with their personal tutor every term. • One-to-one meetings with a Progress Coach at least once a term. |
| Access to literacy and numeracy sessions | All learners can request an assessment and have access to targeted sessions as part of their college programme including: <ul style="list-style-type: none"> • Specialist study skills • ALN strategies • Planning work • Time-management • Specialist Software • Literacy/Numeracy targeted sessions |
| Access to Study Skills Support | Our Library/Learning Zone based staff can provide help with: <ul style="list-style-type: none"> • Academic skills • Researching • IT skills |

| Service/Support Type | Further Information |
|----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Assessment for and provision of exam access arrangements (EAA) | <p>Reasonable adjustments include:</p> <ul style="list-style-type: none"> • Extra time • Computer reader • A reader • Rest breaks • Word processing • Enlarged or adapted papers • A scribe • A prompt • Access to a smaller/ separate room |
| Access to Assistive Technology | <p>All computers within Coleg Cambria have the following software:</p> <ul style="list-style-type: none"> • Assistive learning tools • Read/Write (provides text-to-speech and planning support tools) • Basic magnification tools • Access to some of these resources from home |
| Temporary loan of equipment: chromebooks, laptops, dictaphones | <p>All learners can access:</p> <ul style="list-style-type: none"> • Temporary loans of chromebooks |
| Access to Counselling | <ul style="list-style-type: none"> • College-based counsellors |
| Wellbeing support | <p>All learners can access:</p> <ul style="list-style-type: none"> • Well-being information on the College intranet • Active Cambria sessions • Learner Services for information and guidance. • Chaplaincy Services • Resilience coach |

| Service/Support Type | Further Information |
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| Access to quiet and inclusive spaces | <p>Each of our sites has a designated space which learners may find more comfortable to spend free time in.</p> <p>NGAGE - An alternative space for neuro-diverse learners.</p> <ul style="list-style-type: none"> • Well-being areas • Bespoke arrangements • Library Services |
| Support with grant applications | <p>All learners can access information, advice and guidance on Fees & Finances from Student Services</p> |
| Generic, in-class support | <p>All learners can access support from inclusion support staff to enable them to self manage their learning, behaviour and well-being including those learners who have high levels of social anxiety; or who have physical and/or medical conditions.</p> <p>Entry 3 - Class-based Learning Support</p> <p>Level 1 - Class-based Learning Support</p> |

Additional Learning Provision

Learners at Coleg Cambria whose needs are not met by the available universal learning provision, may require an additional learning provision. The following can be offered to those with qualifying supporting evidence of an additional learning need.

| Service/Support Type (dependent on individual person centred needs) | Likely to meet the needs of... | Further Information |
|----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Bespoke and targeted support | For learners with additional learning needs who present with risk to learning, communication or well being. | 1:1 or shared, targeted support from Support Staff providing targeted and specific timetabled sessions which may include: acting as a reader, prompter, checking for understanding, scaffolding learning, notetaker, recorder, scribe, encouraging social interaction and/or participation in learning activities. Regular, individualised learning support in addition to course timetable. |
| Personal care support | For learners with physical, medical or cognitive needs who require support to stay healthy and clean. | Targeted support to ensure dignity is maintained and independence facilitated with feeding, dressing, toileting and general hygiene. |
| Lunch and break supervision (dependent on individual person-centred needs) | For learners who require support to manage risk or those who are unable to access universal areas due to extreme anxiety. | Targeted support from a Learning Assistant, Communication Support Worker or Care and Independence Support Worker. |

| Service/Support Type (dependent on individual person centred needs) | Likely to meet the needs of... | Further Information |
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| Communication Support | For young people who may have communication related difficulties due to: Selective Mutism, Autism and/or other learning difficulties, disabilities or communication deficits. | Targeted support from a Communication Support Worker to support verbal and non-verbal communication and understanding, reinforcing communication (scripts), and speech and language activities. |
| ASD Specialist Support Worker | For learners leaving school who have complex social communication needs that require personalised support in order for them to stay safe, socialise, maintain good well-being and/or to access learning opportunities. | Targeted support from an Autism Mentor to support social communication and understanding, reinforcing communication (scripts), and speech and language activities. |
| Support to and from transport | For learners who are subject to a risk assessment or physically unable to transfer from transport to classroom without support. | Targeted support to transfer safely from the college bus or taxi to the classroom. |
| Access to specialist Assistive Technology (e.g Jaws, SuperNova, etc.) | For young people who require specialist equipment in order to make reasonable progress on their course. Equipment available includes: bespoke laptops/ computers loaded with specialist software and radio aids. | Sole access, specialist equipment as deemed necessary following assessment. |

| Service/Support Type (dependent on individual person centred needs) | Likely to meet the needs of... | Further Information |
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| Bespoke transition | For learners who have complex learning difficulties or disabilities, Autism or physical/medical conditions, who require a bespoke, extended transition. | <p>Arrangements can be made to offer bespoke transition visits at quiet times, additional visits, orientation training, supported interviews, etc.</p> <ul style="list-style-type: none"> • Additional College visits for individual learners, parents/carers which can be offered at quiet times (this could also include orientation training). • Taster in-class sessions provided as needed. • Additional opportunities to meet individual staff (Tutors and Support Staff) • Support with college/course interviews. |
| Bespoke, personal care/mobility support (dependent on individual person centred needs) | For learners who have complex learning difficulties or disabilities and or physical/medical conditions which impact on independence and compromise dignity. | Help with daily living skills such as assisting feeding, dressing, toileting and general hygiene. |
| Communication Support (dependent on individual person centred needs) | For learners with complex communication needs. | Support from a suitably trained/qualified Communication Support Worker. |
| BSL Signer/Communication Support Worker | For learners who are profoundly deaf and rely on BSL in order to communicate. | Support from a suitably trained/qualified Communication Support Worker e.g. BSL Signer as recommended by Specialist Teachers of the Deaf. |

| Service/Support Type (dependent on individual person centred needs) | Likely to meet the needs of... | Further Information |
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| Interpreter (BSL) | For learners on higher level courses (or courses with a high level of technical language) who are profoundly deaf and rely on BSL to communicate. | Bespoke support from a suitably trained/qualified BSL Interpreter. |
| Orientation training | For learners with visual impairments. | As recommended by Specialist VI Teachers and offered as part of a bespoke transition plan. |
| Sighted guide (for a blind student) | For learners with a severe visual impairment. | Bespoke support from someone suitably trained/qualified. |
| Physical/mobility exercises led by the individual | For learners with physical/mobility needs. | Where necessary, staff can support learners with the self management of recommended Occupational/Physiotherapy programmes. |

| Service/Support Type (dependent on individual person centred needs) | Likely to meet the needs of... | Further Information |
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| Discrete provision | For learners leaving school who aspire to progress to greater independence, supported living, and a variety of work-related contexts. | <p>We offer Life Skills and Neurotech Courses for young people moving on from specialist schools who are unable to access mainstream programmes.</p> <p>Average class size: 6-11.</p> <p>Additional Learning Support in every class.</p> <p>Each learner will have an Individual Development Plan (IDP) that records their personalised goals, targets and outcomes.</p> <p>Students receive regular 1:1 support from their personal tutor to review their progress.</p> <p>Individualised targets and RARPA assessment ensure progress is personalised and supports long term adult destinations:</p> <ul style="list-style-type: none"> • Health & Well-being • Community Inclusion • Independent Living • Employability and Communication • Embedded Numeracy and digital literacy skills • Basic literacy and numeracy skills • Individual target led • Confidence and self-esteem activities • Specific learning-based classroom • Small class numbers • Visual Timetable • Learner Voice • Mindfulness sessions • Summer school |

Specialist Learning Provision



Where a learner's education and training needs require high intensity, specialist learning, therapeutic and training facilities where teaching and support is provided by specially trained staff. **In these cases, the college will be unable to meet the education or training needs of the learner.**

| Service/Support Type | Likely to meet the needs of... | Coleg Cambria Cannot Provide |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| High intensity, specialist trained teaching and support staff; specialist equipment and/or therapeutic support as recommended. | Learners with low incidence, complex learning difficulties or disabilities who require a high level of specialist teaching and support as well as regular therapeutic interventions and support teachers (VI/HI). To be embedded in the day to day curriculum. | <p>Staff specifically trained to deliver:</p> <ul style="list-style-type: none"> • High intensity, bespoke, specialist therapeutic and medical interventions <p>Provision:</p> <ul style="list-style-type: none"> • Residential provision • Bespoke curriculum <p>Environment & Resources:</p> <ul style="list-style-type: none"> • Closed environments • Sensory & Relaxation Suites • Hydrotherapy Pool • Physiotherapy Suite • Occupational Therapy Suite <p>Interventions:</p> <ul style="list-style-type: none"> • Physical restraint • Bespoke behaviour support • Respiratory support & management • Pain or posture management • Home-to-college travel training <p>Therapies:</p> <ul style="list-style-type: none"> • Speech and Language Therapy • Occupational Therapy • Physiotherapy • Bespoke, Music/Drama/Aquatic or Rebound Therapy etc |
| High intensity, specialist behaviour trained teaching and support staff; bespoke behaviour provision; and/or therapeutic interventions as recommended. | For learners with low incidence, complex behaviours needs, who present with behaviours of concern that are a significant risk to self and others who may require physical constraint strategies. | |
| High cost, bespoke, specialist equipment and/or training as recommended. | For learners who require further education or training in order to use specialist resources, equipment or assistive technology e.g. eye gaze technology, Braille support, hydrotherapy pool. | |