



Learning Support Provision



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.

Ordinarily Available (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.
Literacy and Numeracy Support	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
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
Generic and 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	<p>All learners can access:</p> <ul style="list-style-type: none"> • Temporary loans of chromebooks, laptops and dictaphones
Wellbeing, Coaching and Counselling support	<p>All learners can access:</p> <ul style="list-style-type: none"> • Well-being support and information on the College intranet • Active Cambria sessions • Learner Services for information and guidance. • Chaplaincy Services • Resilience coach • Counselling



Service/Support Type	Further Information
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> <ul style="list-style-type: none">• Well-being areas and hubs• Inclusion Areas• 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>Foundation learners can access support from class-based learning support staff to enable them to self manage their learning, behaviour and well-being.</p>

Additional Learning Provision

Learners whose needs are not met by the ordinarily 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
Targeted Learning Interventions	For learners with additional learning needs who present with barriers 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, personalised learning support in addition to course timetable.
Personalised Lunch and break supervision	For learners who require support to manage risk or those who are unable to access universal areas due to extreme anxiety.	Targeted, personalised support from a Learning Assistant, Communication Support Worker or Care and Independence Support Worker.
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.

Service/Support Type (dependent on individual person centred needs)	Likely to meet the needs of...	Further Information
Autism Mentor Support	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, personalised support from an Autism Mentor to support social communication and understanding, reinforcing communication (scripts), and speech and language activities.
Personalised Support to and from college transport	For learners who are subject to a risk assessment or physically unable to transfer from transport to classroom without support.	Targeted, personalised support to transfer safely from the college bus or taxi to the classroom.
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.
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.

Service/Support Type (dependent on individual person centred needs)	Likely to meet the needs of...	Further Information
Personalised Care and/or Mobility Support	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 eating, dressing, toileting and general hygiene.
Targeted Mental Health Risk Management	Learners experiencing mental health difficulties which may put them at risk of harm.	<ul style="list-style-type: none"> • Risk Action Plan • Support from a suitably trained and/or qualified wellbeing support worker or mental health professional
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.
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.	Personalised support from a suitably trained/qualified BSL Interpreter.



Service/Support Type (dependent on individual person centred needs)	Likely to meet the needs of...	Further Information
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 learners with a severe visual impairment.	Personalised support from someone suitably trained/qualified.
Physical/mobility support 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
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 schools who are unable to access traditional 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.	