Additional Learning Support

Additional Learning Support (ALS)

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Local Offer….

Additional Learning Support

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Additional Learning Support

Local Offer: Barnsley College.

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What is the Local Offer?

From September 2014 every Local Authority will be required to publish information about services they expect to be available in their area for children and young people, from birth to 25, who have Special Educational Needs and/or Disabilities (SEND); and also services outside of the area which they expect children and young people from their area will use. This will be known as the '**Local Offer"**. The Local Offer will pull together all the information about education, health and care services, leisure activities and support.

What is Barnsley College's Local Offer?

Barnsley College is a large mainstream college of further education offering a vast range of courses covering many vocational and academic areas. We have 2 curriculum departments that offer discreet provision for learners who have learning difficulties and disabilities (Learning for Living and Work).

Barnsley College has a long, proud and distinguished history in the education and support of learners with additional learning requirements.

The Additional Learning Support department is committed to helping individuals with learning difficulties and disabilities to overcome barriers to learning in order for them to progress educationally, personally and socially and to fully integrate into the college community.

Who does Barnsley College's educational provision provide for?

We will provide exceptional opportunities and inspirational learning experiences for young people aged 16-18, adults, Work Based Learners and the diverse communities we serve.

The Additional Learning Support Service (ALS) is available to all students at all levels and aims to help them achieve success in their education and careers. This includes support for:

* Physical difficulties
* Sensory impairments
* Medical conditions
* Emotional support/Mental health
* Autism/Asperger's Syndrome
* Specific Learning Difficulties including Dyslexia, Dyspraxia, Dyscalculia
* Literacy/Numeracy/Language support
* A temporary disability

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What is the size of Barnsley College's education provision?

* Mainstream Provision

We have approximately 7,500 students that are currently enrolled on full time and part time courses. Of these, we have assessed and support approximately 1,000 learners. We have 164 16-24 year old learners who have a high level of learning support, 70 of which do not have a Learning Disability Assessment or Education Health and Care Plan (EHCP).

* Additionally Resourced Provision

Foundation Learning currently have 274 learners accessing their courses. 20 of these learners have a high level of support and have an LDA.

Learning for Living and Work (LfLW) currently have 130 learners accessing their courses, the majority of which are high needs and have an LDA.

What are the admission criteria for Barnsley College?
How can young people access any specialist provision?

a) Entry point (Mainstream and Foundation Learning)

Each course that is offered at Barnsley College has different entry requirements and you can find details about these in the college prospectus or by contacting the college directly.

When learners make an initial application to college there is an opportunity to tick on the application form to let us know that they have a learning difficulty or disability. This information is then sent to the Additional Learning Support Team and we will make contact with you to arrange for you to come into college for an initial support assessment. If you would prefer not to disclose a need on an application form you can talk to any of the tutors in college when you come in for a course interview, or you can contact ALS directly to discuss your needs with us.

Once we have met with you we will put together a recommended support package. If you meet the criteria for high needs support, your support package will be put in place by the Additional Learning Support Team. If not, your support package will be put in place by the curriculum team.

b) In-year admissions

Learners can come and see us in the ALS department at any point during the college year to discuss their support needs. Alternatively, they can talk to their tutors or other staff members who will contact us on their behalf.

In short we have processes in place to ensure that when and however you tell us about your additional learning need we will act quickly to get you the support you need.

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What support/ services can I expect to receive at Barnsley College?

Please be aware that we are using the new terminology of EHC plan in place of what are currently called LDA's, statements, S139a's, High Needs refers to a learner who is assessed by their home Local Authority as High Needs and where a commissioned place has been agreed.

Type of Support Available

Autistic Spectrum Condition

Additional Support Need	Learning Difficulty / and or Disability	Universal	Additional SEND Need (with or without EHC plan	High Needs with EHC plan (or equivalent during transition)
Communication and Interaction Needs:	**Autistic Spectrum Condition**	In class differentiation. Individualised plan and strategies. Mentor support Laptop	Small group support 4:1+ Assistive technology Exam concessions Peer mentoring Independent time out Tangle	1:1 in class / out of class support 2:1, 3:1 in class / out of class support Specialist assistive technology Orientation Meet and greet Familiarisation of route to College / rooms. Support taster sessions Lunchtime supervision Supervised time out Individualised / reduced Timetable Personal care Tablets Apps Low stimulus room Sensory room Makaton

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Type of Support Available

Speech, Language and Communication Needs

Additional Support Need	Learning Difficulty / and or Disability	Universal	Additional SEND Need (with or without EHC plan	High Needs with EHC plan (or equivalent during transition)
Communication and Interaction Needs:	**Speech, Language and Communication Needs**	In class differentiation. Individualised plan and strategies. Mentor support Laptop Dictionary	Small group support 4:1+ Assistive technology Read and write gold software Exam concessions Peer mentoring Independent time out Dragon software	1:1 in class / out of class support 2:1, 3:1 in class / out of class support Specialist assistive technology Meet and greet Lunchtime supervision Supervised time out Individualised / reduced timetable Tablets Apps Low stimulus room Sensory room Makaton

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Type of Support Available

Moderate Learning Needs

Additional Support Need	Learning Difficulty / and or Disability	Universal	Additional SEND Need (with or without EHC plan	High Needs with EHC plan (or equivalent during transition)
Cognition and Learning Needs	**Moderate Learning Needs**	In class differentiation Individualised plan and strategies Mentor support Laptop	Small group support 4:1+ Assistive technology Read and write gold software Exam concessions Peer mentoring Independent time out	1:1 in class / out of class support 2:1 / 3:1 in class / out of class support Specialist assistive technology Orientation Meet and greet Familiarisation of route to College / rooms Support taster sessions Supervised time out Personal care Individualised / reduced timetable Tablets Apps Low stimulus room Sensory room Makaton

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Type of Support Available

Specific Learning Difficulties

Additional Support Need	Learning Difficulty / and or Disability	Universal	Additional SEND Need (with or without EHC plan	High Needs with EHC plan (or equivalent during transition)
Cognition and Learning Needs	**Specific Learning Difficulties**	In class differentiation Individualised plan and strategies Mentor support Laptop Dictionary	Small group support 4:1+ Assistive technology Read and write gold software Exam concessions Peer mentoring Independent time out Overlays Reading rulers Coloured paper Dragon Dictate Software Tangle Dictaphone	1:1 in class / out of class support 2:1 / 3:1 in class / out of class support Specialist assistive technology Orientation Meet and greet Familiarisation of route to College / rooms Support taster sessions Lunchtime supervision Supervised time out Individualised / reduced timetable Tablets Apps

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Type of Support Available

Social Needs

Additional Support Need	Learning Difficulty / and or Disability	Universal	Additional SEND Need (with or without EHC plan	High Needs with EHC plan (or equivalent during transition)
Social, Emotional and Mental Health Needs	**Social Needs**	In class differentiation Individualised plan and strategies Mentor support Laptop Access to College counselling services	Small group support 4:1+ Assistive technology Exam concessions Peer mentoring Independent time out	1:1 in class / out of class support 2:1 / 3:1 in class / out of class support Specialist assistive technology Orientation Meet and greet Familiarisation of route to College / rooms Supervised time out Lunchtime supervision Individualised / reduced timetable Tablets Apps Low stimulus room Sensory Room Makaton

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Type of Support Available

Emotional Needs

Additional Support Need	Learning Difficulty / and or Disability	Universal	Additional SEND Need (with or without EHC plan	High Needs with EHC plan (or equivalent during transition)
Social, Emotional and Mental Health Needs	**Emotional Needs**	In class differentiation Individualised plan and strategies Mentor support Laptop Access to College counselling services Referral to external agencies – CAMHS etc	Small group support 4:1+ Assistive technology Exam concessions Peer mentoring Independent time out Tangle	1:1 in class / out of class support 2:1 / 3:1 in class / out of class support Specialist assistive technology Orientation Meet and greet Familiarisation of route to College / rooms Support taster sessions Supervised time out Individualised / reduced timetable Tablets Apps

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Mental Health Needs

Additional Support Need	Learning Difficulty / and or Disability	Universal	Additional SEND Need (with or without EHC plan	High Needs with EHC plan (or equivalent during transition)
Social, Emotional and Mental Health Needs	**Mental Health Needs**	In class differentiation Individualised plan and strategies Mentor support Laptop Access to College counselling services Referral to external agencies – CAMHS etc	Small group support 4:1+ Assistive technology Exam concessions Peer mentoring Independent time out Tangle	1:1 in class / out of class support 2:1 / 3:1 in class / out of class support Specialist assistive technology Orientation Meet and greet Familiarisation of route to College / rooms Support taster sessions Lunchtime supervision Supervised time out Individualised / reduced timetable Tablets Apps Low stimulus room Sensory room

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Type of Support Available

Hearing Impairment Needs

Additional Support Need	Learning Difficulty / and or Disability	Universal	Additional SEND Need (with or without EHC plan	High Needs with EHC plan (or equivalent during transition)
Sensory and Physical Needs	**Hearing Impairment Needs**	In class differentiation Individualised plan and strategies Mentor support Laptop Personal Emergency Evacuation Plan (PEEP)	Small group support 4:1+ Assistive technology Exam concessions Peer mentoring Independent time out Hearing loops Radio aids Note taker	1:1 in class / out of class support 2:1 / 3:1 in class / out of class support Specialist assistive technology Orientation Meet and greet Familiarisation of route to College / rooms Support taster sessions Supervised time out Signer Interpreter Communication support worker Pre and post teaching Individualised / reduced timetable Tablets Apps Low stimulus room Sensory room

Additional Learning Support

Type of Support Available

Visual Impairment Needs

Additional Support Need	Learning Difficulty / and or Disability	Universal	Additional SEND Need (with or without EHC plan	High Needs with EHC plan (or equivalent during transition)
Sensory and Physical Needs	**Visual Impairment Needs**	In class differentiation Individualised plan and strategies Mentor support Laptop Personal Emergency Evacuation Plan (PEEP)	Small group support 4:1+ Assistive technology Exam concessions Peer mentoring Independent time out Adapted resources Dolphin software Magnifiers Dictaphones	1:1 in class / out of class support 2:1 / 3:1 in class / out of class support Specialist assistive technology Orientation Meet and greet Familiarisation of route to College / rooms Support taster sessions Lunchtime supervision Supervised time out Mobility support Braille embosser Braille note Braille tutor Braille resources JAWS software Individualised / reduced timetable Tablets Apps Sensory room

Additional Learning Support

Type of Support Available

Multi-Sensory Impairment Needs

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Additional Support Need	Learning Difficulty / and or Disability	Universal	Additional SEND Need (with or without EHC plan	High Needs with EHC plan (or equivalent during transition)
Sensory and Physical Needs	**Multi-Sensory Impairment Needs**	In class differentiation Individualised plan and strategies Mentor support Laptop	Small group support 4:1+ Assistive technology Exam concessions Peer mentoring Independent time out Hearing loops Radio aids Note taker	1:1 in class / out of class support 2:1 / 3:1 in class / out of class support Specialist assistive technology Orientation Meet and greet Familiarisation of route to College / rooms Support taster sessions Lunchtime supervision Supervised time out Individualised / reduced timetable Tablets Apps Low stimulus room Sensory room Gastro feed Personal care Makaton

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Type of Support Available

Physical Needs

Additional Support Need	Learning Difficulty / and or Disability	Universal	Additional SEND Need (with or without EHC plan	High Needs with EHC plan (or equivalent during transition)
Physical and Medical Needs	**Physical Needs**	In class differentiation Individualised plan and strategies Mentor support Laptop Personal Emergency Evacuation Plan (PEEP) Health and Wellbeing Centre	Small group support 4:1+ Assistive technology Exam concessions Peer mentoring Independent time out Dragon Dictate software Mobility support Aids and adaptions – adjustable tables, chairs Occupational Therapist	1:1 in class / out of class support 2:1 / 3:1 in class / out of class support Specialist assistive technology Orientation Meet and greet Familiarisation of route to College / rooms Support taster sessions Lunchtime supervision Supervised time out Personal care Hoist Changing table Gastro feed Individualised / reduced timetable Tablets Apps

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Type of Support Available

Medical Needs

Additional Support Need	Learning Difficulty / and or Disability	Universal	Additional SEND Need (with or without EHC plan	High Needs with EHC plan (or equivalent during transition)
Physical and Medical Needs	**Medical Needs**	In class differentiation Individualised plan and strategies Mentor support Laptop Medical storage Medical ned support plan Personal Emergency Evacuation Plan (PEEP) Risk assessment Health and Wellbeing Centre	Small group support 4:1+ Assistive technology Exam concessions Peer mentoring Independent time out	1:1 in class / out of class support 2:1 / 3:1 in class / out of class support Specialist assistive technology Orientation Meet and greet Familiarisation of route to College / rooms Support taster sessions Lunchtime supervision Supervised time out Individualised / reduced timetable Tablets Apps

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What are the name, job title and contact details for accessing support within Barnsley College:

ALS coordinators:
Elizabeth Powles - ALS Dyslexia Co-ordinator - 01226 216127 - e.powles@barnsley.ac.uk

Gareth Lunt - ALS Co-ordinator - 01226 216218 - g.lunt@barnsley.ac.uk Sarah Bailey - ALS Co-ordinator - 01226 216219 - s.bailey@barnsley.ac.uk

Siobhan Evanson (Head of Additional Learning Support) 01226 216330 - s.evanson@barnsley.ac.uk

General Enquiries to the ALS Department:
Tel: 01226 216769
E:mail – als@barnsley.ac.uk

For specific curriculum enquires for discrete provision:

Nicola Thompson-Dewey (Head of Learning for Living and Work) 01226 216133 - n.thomson-dewey@barnsley.ac.uk

Maureen Bullock (Head of Foundation Learning) 01226 216131 - m.bullock@barnsley.ac.uk

Who is the SEND lead within the College:
Phil Briscoe

Lead Governors for SEND:
Sara Turton

Who should I contact if I have a compliment, concern or complaint about the support at Barnsley College?

The College strives to provide an outstanding learning experience for all our learners and customers. Comments about our services are actively encouraged and acknowledged as a valuable source of information that we can use to improve the quality of provision to learners.

Learners and users can bring their concerns to the attention of the College either informally or formally.

In the first instance contact the relevant member of college staff to discuss any issues or concerns. This could be someone in the curriculum area that you are studying in or Siobhan Evanson, Head of Additional Learning Support, on 01226 216330. Course Tutors and Tutorial Learning Mentors are also there to offer support and guidance if learners experience any problems or difficulties with any aspect of College life, or problems which may affect their progress. Tutorials are part of your learning and a key focus of this is to sustain learner motivation, help keep your progress on track and monitor attendance etc.

If you do not feel that any issues have been resolved to your satisfaction, please follow the formal complaints procedure below.

Formal Complaints
You can make a formal complaint either verbally or in writing. All formal complaints should be passed to the Director of Quality and Performance, Kurt Taylor: k.taylor@barnsley.ac.uk 01282 216565.