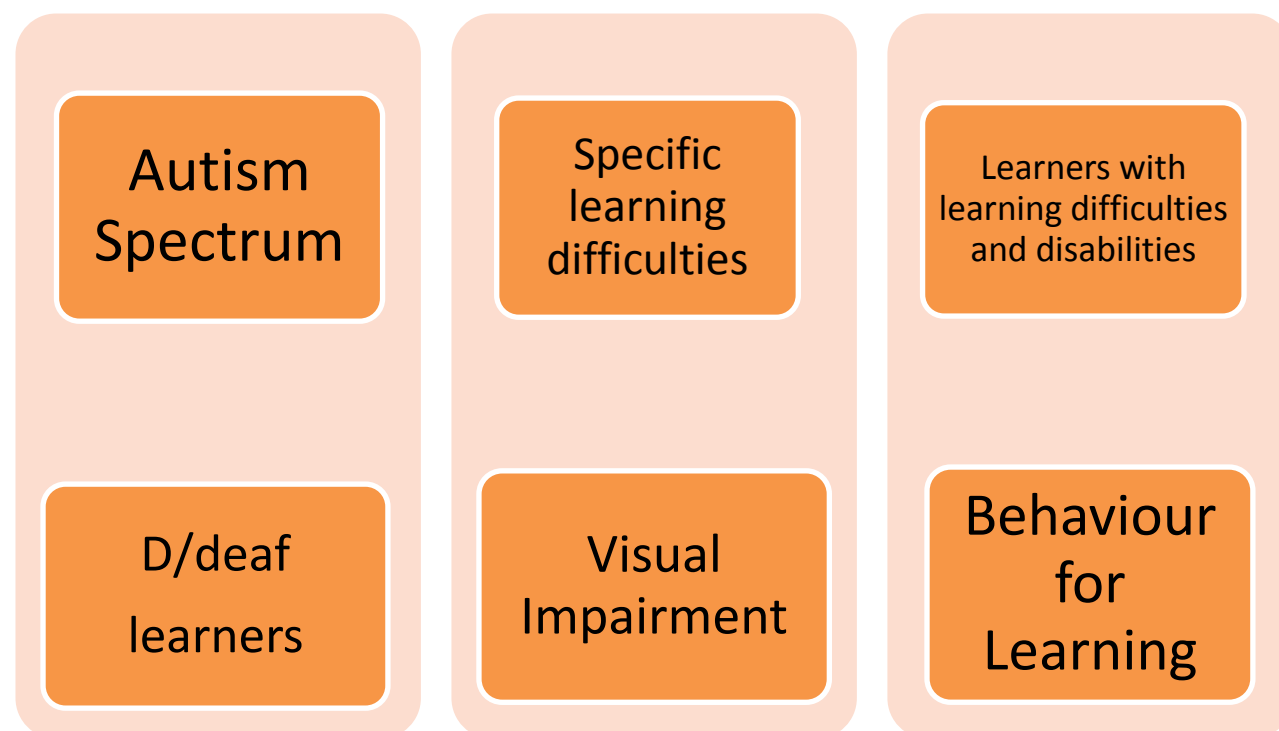


Over recent years there has been an increase in the number of learners with complex and multiple needs applying to the college as well as an increase in the numbers of students with disabilities accessing higher level courses. In response to this, the college needed to ensure it had appropriately qualified staff to meet the needs of these learners. The HE provision within the faculty is an integral part of doing this by providing staff with high quality professional development and qualifications in order to meet these demands.

This approach to staff training and professional development will ensure that we maintain a highly qualified and stable workforce where staff are encouraged to develop themselves in order to seek progression within the organisation as well as providing a high quality inclusive curriculum to meet the needs of all learners. Consequently, the College has a team of appropriately qualified staff able to offer a wide range of support in different specialist areas.

The different specialist areas offered



Our aim is to provide support which can help learners to understand how their disability may impact their learning and how they can work with support staff to access a curriculum which addresses their needs. Learners are encouraged to work with the specialist support team to develop strategies to accommodate their differences and inform others how they learn best. Development of Self-Confidence/Independence skills and facilitation of social skills development is often integral to the success of this provision.

Transition into college and out of college is an extremely important element of the specialist provision. Transition days are held late in the summer term, prior to September entrance, to allow

learners to become familiar with the college environment and to allow them to get to know the specialist team who will be supporting them during their time at college. It is our experience that this planned transition into college plays a significant role in learners being able to access College successfully from the beginning of the academic year. As part of the Transition process, all learners contribute to their Initial Needs Assessment (INA) in order to ensure that their voice is heard, from first contact with the specialist support teams.

Learners are encouraged to be fully involved in developing their individual support programme which includes: a learner profile, written in conjunction with their specialist tutor and incorporating key information from the INA and any additional assessments provided by other professionals. Individual targets and strategies are drawn up from this information and amended at regular and frequent intervals in accordance with the learners' progress and the learning support review system.

Similarly, transition programmes are devised and delivered to support individuals with the transition out of college into the next phase of their development: Further training; Higher Education; Supported or paid Employment and Independent Living. Close partnership working with internal and external agents is an integral part of the specialist support process.

The provision includes

- In-class observations
- 1:1 Specialist teaching programmes
- Partnership working with outside agencies
- Referral for diagnostic assessments with Educational Psychologist; Clinical Psychologist and Spld Assessor
- Access Arrangements
- Communication strategy with personal tutors and parents/carers
- Staff mentoring
- Staff development and training sessions across the college
- Drop in sessions for students to access advice and guidance