



Coleg
Gwent

LEARNING PROVISION OFFER

**UNIVERSAL AND
ADDITIONAL LEARNING
SUPPORT**

The purpose of this document is to share the universal and additional learning provision available at Coleg Gwent, to local authorities, schools and prospective learners, parents and carers. The term universal learning provision (ULP) refers to the support that is ordinarily available to any learner enrolled at Coleg Gwent. Additional learning provision (ALP) is support that is provided additional to, or different from, that made generally for others of the same age.

Coleg Gwent 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.coleggwent.ac.uk)

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 - the young person's learning, aspirations and wishes are at the heart of their educational journey at Coleg Gwent.

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 discourage dependence on others and to equip learners with skills and strategies they can use both in college and in adult life.

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?

Learning provision

Universal learning provision (ULP) - support that is ordinarily available to all learners

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/support	Likely to meet the needs of...	Comments
Differentiated teaching and learning	Young people with a range of general, specific and/or neuro-diverse conditions	Our staff have received training in inclusive practice and have access to additional advice and guidance from our ALN team.
Personal tutor - designated contact	Most young people	Learners are assigned a personal tutor who will act as their designated point of contact.
Group tutorials	Most young people	Our tutorial sessions include a range of topics to encourage personal development and preparation for adult life.
Personal tutorial reviews	Most young people including those who need <ul style="list-style-type: none"> • Occasional ‘touch-base’ support • Assistance with setting and reviewing personal targets • Opportunities to discuss course-based or personal difficulties (not counselling) • Other additional pastoral support 	All learners have the opportunity for a one-to-one tutorial interview with their personal tutor.
Assistive technology	All young people, including those who have neuro-diverse conditions that require assistance with reading, writing and/or planning ideas.	All computers within Coleg Gwent have the following software: <ul style="list-style-type: none"> • Microsoft learning tools (including an immersive reader) • Basic magnification tools Access to some of these resources from home.

<p>Pastoral and wellbeing team including CG Support, college counsellors and personal coaches</p>	<p>Young people who are experiencing personal difficulties with:</p> <ul style="list-style-type: none"> • Personal wellbeing • Mental health • Financial worries • Other concerns 	<p>Learning Coaches will help learners to:</p> <ul style="list-style-type: none"> • Get organised • Catch up • Complete assignments • Revise and prepare for exams or controlled assessments
<p>Temporary loan of equipment such as laptops etc.</p>	<p>Young people who do not have access to IT facilities at home or need additional tools to learn and may require these due to:</p> <ul style="list-style-type: none"> • Neuro-diverse conditions that make it difficult to complete assignments • Getting behind with course work due to attendance issues • Temporary illness 	<p>Learners can request the loan of equipment from staff, depending on availability and specific college criteria.</p>
<p>Access to literacy and/or numeracy sessions</p>	<p>All learners including those who have previously struggled with these skills due to:</p> <ul style="list-style-type: none"> • Neuro-diverse conditions • Missed schooling • Disengagement • Other difficulties 	<p>All full-time learners who are yet to achieve a grade C (equivalent) or above in English or Maths, have timetabled literacy and numeracy sessions as part of their college programme.</p>
<p>Access to homework clubs, catch-up sessions and revision classes</p>	<p>Learners who get behind with work or need occasional assistance with elements of their course work. This might include young people with neuro-diverse conditions as well as those with other learning difficulties and/or disabilities.</p>	<p>Learners can access optional sessions led by English and Maths lecturers.</p>
<p>A quiet space to use</p>	<p>Young people who have hyper-sensitivity issues, suffer from anxiety or find it uncomfortable to use busy canteen facilities.</p>	<p>Each of our campuses has a quiet space that may provide learners with a more comfortable space in which to spend free time.</p>

Drop-in support within each of the libraries	Learners who get behind with work or need occasional assistance with elements of their course work. This might include young people with neuro-diverse conditions as well as those with other learning difficulties and/or disabilities.	Our Library Support Officers can provide help with: <ul style="list-style-type: none"> • Proof-reading • Study skills • Planning work • Researching • Time-management • IT skills
Assessment for and provision of exam access arrangements (EAA)	Any learner with evidence that qualifies them for exam arrangements under the Equality Act's (2010) definition of disability and in accordance with the examination board. Learners who are recently or temporarily disadvantaged, for example by an accident or medical condition may also qualify for EAA.	Reasonable adjustments include: <ul style="list-style-type: none"> • Extra time • A reader • Rest breaks • Use of a computer to complete an exam • Enlarged or adapted papers
Transition support	All learners who may find the move to college a difficult process, particularly those with neuro-diverse conditions and/or anxiety.	Arrangements can be made to offer visits at quiet times, additional visits, orientation training, supported interviews, etc. CG Ambitions to support progression out of college

Learners are also able to purchase consumable items such as coloured overlays, reading guides, pen grips and coloured lined paper.

Additional learning provision (ALP) - mainstream

Learners whose needs are not met by the available universal learning provision (ULP) that is ordinarily available to all, may require additional learning provision. Coleg Gwent is able to offer the following range of support on each of the campuses:

Service/support	Likely to meet the needs of...	Blaenau Gwent Learning Zone	Crosskeys	Newport	Torfaen Learning Zone	Usk
<p>Shared support in class to enable learning by:</p> <ul style="list-style-type: none"> ➤ Encouraging learners to use appropriate strategies, including assistive technology, to develop their independence. ➤ Supporting learning by assisting with subject vocabulary, new concepts, developing learning strategies and overcoming obstacles. ➤ Providing reassurance to reduce anxieties, helping learners feel safe and secure in their classroom/college. 	<p>Young people who have learning difficulties that make it impossible for them to make reasonable progress without additional support for most of their time in class.</p> <p>Young people who have high levels of anxiety due to a learning difficulty/disability.</p> <p>Young people who are unable to cope with social situations in class without some support.</p> <p>Young people who have physical and/or medical conditions that prevent them from making reasonable progress in class.</p> <p>Support is allocated and agreed on a person-centred basis.</p>	✓	✓	✓	✓	✓
<p>Close support with a maximum of 4 learners supported by a support worker.</p>	<p>Young people who have significant additional learning needs that require support for most of their time in class in order for them to make reasonable progress.</p> <p>Support is allocated and agreed on a person-centred basis.</p>	✓	✓	✓	✓	✓

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.	✓	✓	✓	✓	✓
Personal care support	For learners who have physical or medical conditions and require support with personal care, mobility support, feeding, dressing, toileting and general hygiene.	✓	✓	✓	✓	✓
BSL signer (level 2 and above)	For learners who have hearing loss that impacts their learning including those who are profoundly deaf relying on BSL in order to communicate.	✓	✓	✓	✓	✓
English support for d/Deaf students	For d/Deaf learners whose first language is BSL and who are unable to express their ideas in writing without this additional support.	✓	✓	✓	✓	✓
Sighted guide	For visually impaired learners who require assistance to move around the college	✓	✓	✓	✓	✓
Support to and from transport	For learners who are physically unable to transfer from transport to classroom without support.	✓	✓	✓	✓	✓
Out of class timetabled learning support in addition to course timetable	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.	✓	✓	✓	✓	✓
Out of class timetabled support sessions delivered or co-ordinated by the Autism Coach	For neurodiverse learners who require additional strategy support which may include social stories etc.	✓	✓	✓	✓	✓
Out of class timetabled support sessions delivered or co-ordinated by the Assistive Technology Coach	For learners requiring additional input/supervised practice is using specialist software or equipment.	✓	✓	✓	✓	✓

Equipment loan	<p>For learners who require specialist equipment or assistive technology in order to make reasonable progress on their course. Equipment where it is reasonable for the college to purchase, is provided on a person-centred basis, in conjunction with advice from external specialists. 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. 	✓	✓	✓	✓	✓
Bespoke enhanced transition support	<p>For learners who require a bespoke and comprehensive transition programme to enable them to engage with college staff and the environment prior to starting their course.</p>	✓	✓	✓	✓	✓

Additional learning provision (ALP) - discrete - independent living skills (ILS)

We have a range of discrete programmes for young people who are unable to access mainstream programmes due to their learning difficulties and/or social, emotional and behavioural difficulties. Learners are usually school-leavers (post-16 or post-19). The programmes are offered at different levels on all campuses with the exception of Usk, with the aim being to build on a young person's existing strengths. The curriculum is underpinned by a person-centred approach to delivery with individual targets and RARPA assessments.

The learning is based around core topics of communication, numeracy and digital literacy and 4 pillars: health and wellbeing, community inclusion, employability and independent living. Where appropriate, the learner will undertake accredited units.

ILS class sizes are smaller than a mainstream course and are supported by an in-class additional support assistant.

Programmes aimed at...	Courses
For young people who are working towards living independently or semi-independently and need to focus on life skills.	<p>Pathway 2 and 3 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 topics such as:</p> <ul style="list-style-type: none"> • Eating well • Budgeting • Living in the community • Home management • Home maintenance • Living independently • Coping with problems
For young people who aspire to access mainstream vocational courses but require additional support to reach this goal.	<p>Pathway 3 - Vocational Studies - This course is made up of a range of modules that include topics such as:</p> <ul style="list-style-type: none"> • Independent living skills • Careers • Vocational skills • Literacy and numeracy in work • Employability such as writing CV and completing application forms • Some work experience when available within Coleg Gwent
For young people preparing to undertake a supported internship	<p>Pathway 3 - Preparation for Supported Internship - Learners will undertake theoretical and practical activities to develop and enhance employability skills which are person centred. The course will prepare learners to enter the world of work.</p>

<p>working towards securing part-time or full-time employment.</p>	<p>Areas covered:</p> <ul style="list-style-type: none"> • Critical thinking and problem solving • Teamwork and collaboration • Professionalism and work ethic • Oral and written communication skills • Numeracy skills
<p>For young people undertaking a supported internship working towards securing part-time or full-time employment.</p>	<p>Pathway 4 - Engage to Change Internship</p> <p>Qualifications will be tailored to the needs of each intern and their planned progression routes. Learners must be aged 16-24; able to travel independently, make travel plans or be prepared to learn independent travel skills; and have a learning disability, difficulty or autism.</p> <p>Subject areas include:</p> <ul style="list-style-type: none"> • Building professional relationships with colleagues in the workplace • Taking responsibility for your own self development • How to navigate the workplace • Find out the rules and regulations for the workplace (Work Ethics) • Undertake activities for job selection • Complete an extended work placement off campus

For full details of the programmes and the campuses offering the courses, please refer to our website. (www.coleggwent.ac.uk)

Specialist learning provision - unavailable at Coleg Gwent

Coleg Gwent provides 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.

The college will be **unable** to meet the education or training needs of a young person who requires high intensity, specialist learning, therapeutic and training facilities where teaching and support is provided by specially trained staff. Nor will Coleg Gwent be able to offer a place to a young person if we are unable to keep a young person or their peers safe.

Service/support	Unlikely to meet the needs of...	Comments
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"> • Locked, closed environments • Sensory & relaxation suites • Hydrotherapy pool • Physiotherapy suite • Occupational therapy suite <p>Interventions:</p> <ul style="list-style-type: none"> • Physical restraint/positive handling/Team Teach • Bespoke behaviour support • Respiratory support & management • Pain or posture management • Home-to-college travel training
High intensity, specialist behaviour trained teaching and support staff; bespoke behaviour provision; and/or therapeutic interventions as recommended.	For learners with low incidence, complex behavioural 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.	

		<p>Therapies:</p> <ul style="list-style-type: none">• Speech and language therapy• Occupational therapy• Physiotherapy• Music, drama, art, rebound therapy etc
--	--	--

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.

An effective partnership between the LA and college should result in successful post-16 experiences for young people.