



INFORMATION AND ADVICE

'SEND College Offer'

MISSION STATEMENT

Holy Cross, founded by the Daughters of the Cross, is a Catholic Sixth Form College and University Centre, which exists to provide a high quality of education within a community based on Gospel values. We provide the opportunity for each person to develop spiritually, morally, intellectually and emotionally and we welcome students and staff of all faiths.

STRATEGIC AIMS

- To develop each person as an individual within a community based on Gospel values and those of the Daughters of the Cross.
- To provide an outstanding education and promote excellence in all aspects of college life.
- To work in partnership to promote excellence and to ensure that Holy Cross enhances the life chances and aspirations of our local community and beyond.

HOLY CROSS COLLEGE and UNIVERSITY CENTRE IS COMMITTED TO SUPPORTING THE LEARNING OF ALL STUDENTS

HOLY CROSS COLLEGE aims to be an 'inclusive college'.

What is Learning Support?

Learning support is the additional support that a student may require if they are to learn effectively. Learning Support refers to a learning support programme that addresses an assessed, specific learning need.

Learning Support is intended to help students cope with the demands of their chosen programme of study and demands of college life.

What are the aims of Learning Support?

- To make the learning demands of courses more explicit and to make learning skills development a conscious and integral part of course provision.
- To help individual students to cope more effectively with the study skill demands of their courses.
- To improve student performance on course and in examinations by providing specialist support and arrangements that meet individual need.
- To enable all students to be included in the learning opportunities of the college.
- To share specialist strategies (including use of ILT) that are relevant to needs identified and enhance learning potential whilst promoting independent learning.

Who to contact

If you:

- require further information about the learning support available
- wish to make a referral for an assessment
- would like to discuss the learning needs of an individual student
- need to discuss a student with special considerations in examinations
- would like to arrange a visit to discuss the support available for students who have been offered a conditional place at college after interview

Contact:

Learning Support Manager

Tel: 0161 762 4500 (ext 336)

gcb@holycross.ac.uk

Specialist Learning Support Assessor

Tel: 0161 762 4500 (ext 336)

jaw@holycros.ac.uk

Learning Support Assistants

Tel: 0161 762 4500 (ext 336)

ksc@holycross.ac.uk, aec@holycross.ac.uk, dll@holycross.ac.uk

PRIOR TO ENTRY

Identifying a need / making a referral

The college has a comprehensive school links programme and we can attend school EHCP reviews on request in order to plan for transition arrangements and support required prior to starting at college. We also arrange visits and sampling to college so that students can meet staff and familiarise themselves with the college environment. Many learners have an Education, Health and Care Plan (EHCP), which is prepared by the Local Authority for any learner that has had substantial support in school and this is passed to the college in order to plan for any support required and build up a detailed picture of need at college.

The college arranges onsite Open Events where students can visit to have a look around the campus, meet curriculum staff, receive advice and guidance on specific programmes of study and discuss support needs with Learning Support staff. These events are advertised on the college website, on

various social media platforms and directly through schools. Many students, parents/carers like to make contact with us directly to arrange a separate meeting at a convenient time to come into college for a visit to discuss support available.

When an application is submitted to the college, please remember to indicate any support needs on the college application form and this will be then sent through to the Learning Support Team to be made aware of and follow up with any necessary arrangements. Applications are submitted online and access to this system is available via the college website. Applications are open from the first Monday in October each year and close on the first Friday in December

Students will then be invited to a college interview (from November to January each year) and at this stage any support required or specific learning needs can also be discussed. An offer will then be sent to the student by the February half term and students are asked to accept or decline this via their application portal.

All learners identified with a SEND need prior to starting college are contacted and invited to come and see Learning Support at enrolment. Here support plans are agreed and further information can be collated in relation to student need. Any learner that has indicated a medical need and/or a need for a Personal Evacuation Plan should also discuss this at enrolment so the necessary arrangements can be made.

The following table represents a summary of activities that can take place prior to entry to the college in order to ensure that detailed information regarding learning needs is gathered and the appropriate support can be considered.

ACTIVITY	METHOD
School Links	<ul style="list-style-type: none"> • Attendance at EHCP Year 11 Reviews – SEN • Attendance at school open evenings • Gathering/sharing information on need – EHCP's, visits to school is Term 2 for those that have received conditional offers • Parent/learner interviews
Application Process	<ul style="list-style-type: none"> • Record of learners indicating a specific need • Follow up of high support need learners • Follow up of any SEND comments made on school references
College Interviews	<ul style="list-style-type: none"> • Discussion of support needs during individual curriculum interviews • Referrals made to Learning Support • Interview log held for Learning Support to review.
Multi-Agency Development	<ul style="list-style-type: none"> • Local Authority links and sharing of EHCP's. • SSS (Sensory Support Service) – Access Assessments, sharing of information for Sensory Impaired learners. • Other providers – sharing of information CAMHS etc. • Identification within school references (from March)
Direct Contact	<ul style="list-style-type: none"> • Learner / Parent / Carer visits • Sampling (Term 3)
New Student Days/Open events	<ul style="list-style-type: none"> • Supported by LSAs and Teachers • Information provided on provision and support offer. • Observations made and pre-entry interviews held. • Initial actions agreed.

STARTING AT COLLEGE

Students with Support Needs

All SEND students are invited to meet with Learning Support at enrolment and here we are able to gather more information on the needs of each student and also agree/develop the support that will need to be provided when they start at college.

When learners start college, information regarding a student's individual learning requirements is summarised and posted on their individual profile page on the college CIS system. This is held under the 'learner characteristics' section and with learner agreement, it is sent to all relevant staff involved with the student. This will give details of equipment used, special exam requirements required, teaching considerations to be made in classroom and EHCP outcomes in place (if applicable). Students receiving 1:1 specialist support will also receive a support 'strategy plan' in order to inform specific support provided and progress to any wider outcomes identified in their EHCP (if applicable).

This information will assist teams and tutors in understanding the needs of the students in their classes with particular requirements and allow teachers to adopt the appropriate teaching and learning strategies that will meet these needs.

The Learning Support Team work closely with the teaching and pastoral teams within the college regarding any SEND students that are underperforming due to any issues that are affecting progress and also to refer any students where there is potentially an undiagnosed underlying difficulty. Additional support can then be discussed and arranged with the student to help them get back on track or they can be put forward for assessment of need if there is the evidence to support this from the curriculum. The Learning Support provide a strategy driven approach to supporting students where we share specialist strategies with them that help them become more independent with their learning.

What Support is Available?

Once information has been received from external sources the Learning Support Team will meet with the learner and agree their support at college. This is tailored to meet individual need and can include a combination of the following:

- Transition support – sampling and pre-entry visits school and college.
- In-class support.
- 1:1 or small group support (out of class).
- 1:1 support for students with an Education Health and Care Plan (EHCP)
- EHCP reviews and regular reviews of progress.
- On-course drop-in support with coursework, assignments, revision and examination techniques.
- Specialist assessments to identify areas of need e.g. speed of processing, reading, writing skills (not a diagnosis).
- Support during exams e.g. extra time, smaller room, reader, scribe, use of a word processor, rest breaks, modified papers, prompt.
- Personal care, manual handling.
- Accessibility/mobility support.
- Use of quiet study area.
- Meet and greet (usually for the first few weeks of starting college to help settle into their timetable and familiarise themselves with the college environment. This also includes assisting students with travelling to and from lessons)
- Notetaking support.
- Support and adaptations for student with medical support needs that may have an impact on learning.
- Provision of modified resources and adapted materials.

- Supporting learning through the use of accessible equipment and technology – including use of specialist software.
- Support during break and lunchtimes and/or study periods if needed.
- Social, emotional and well-being support – 1:1 or small group. Dedicated Welfare and Wellbeing Officer and Wellbeing Hub in college.
- Counselling support.
- Travel training.
- Progression planning – University, employment, or further study.
- Specialist advice and guidance.

Equipment

The following equipment is available for Learning Support students.

- Laptops
- Electronic voice recorders / MP3 players
- Hearing loop
- Spell checkers
- Reading / scanning pens
- Various specialist equipment used for physical disabilities e.g. rise and fall tables, hoists, adapted keyboards etc.
- Specialist software and accessibility tools.
- Overlays and reading rulers etc.

Equipment is available on short or long-term loan once student need has been assessed. Many students choose to use their own equipment during their time at college and Learning Support can advise on any specific software or accessibility tools that can enhance use. The Team is very committed to developing the use of ILT across the support provision in order to promote independence.

The above list is a summary of equipment available. Please liaise with Learning Support with regard to further details or requests for specialist equipment not listed.

Exam Access Arrangements

Exam provision in the form of extra time, a reader, scribe, use of a laptop, bilingual dictionaries, separate room, rest breaks, enlarged or modified papers, transcript, prompter, oral language modifier and practical assistant may be required by individual students during test and examinations.

Up-to-date documentary evidence is required in each case (Form 8 from school, medical evidence or diagnosis of need). The Department will liaise with school or previous educational provider to gather previous evidence and reassess if needed. You will need to sign a data protection form so that this information can be shared with us.

Students requiring examination considerations should submit the evidence required to Learning Support as early in the academic year as possible so that their arrangements can be put in place in a timely manner.

The department also assesses new students and reassesses students with existing exam arrangements, to ensure that they meet the JCQ criteria and that the college has the evidence to support a formal application. Further information on exam access arrangements and reasonable adjustments can be found here:

https://www.jcq.org.uk/wp-content/uploads/2022/08/AA_regs_22-23_FINAL.pdf

Confirmation of exam arrangements will be confirmed with students and teachers when evidence is in place and the arrangement applied for has been agreed. This is done through the college CIS system and also shows on the student 'MyView' so parents/carers can also access this. Students will be expected to provide further evidence throughout the academic year that the arrangement agreed is their usual way of working.

Coping with exam stress

- Anxiety management support is available through the wellbeing team.
- Learning Support can provide strategies for revision and techniques for coping with examinations.
- Sessions on how to use exam arrangements effectively.

Group Support / Individual Support Sessions

Support sessions, either individually or in small groups are available for students with specific learning needs. Types of learners that the Team support include:

- Dyslexia
- Dyspraxia
- Physical disabilities
- Autistic spectrum disorders
- Deaf and Visually Impaired learners
- ADHD/ADD
- MLD
- Social / Emotional Needs
- Mental Health
- Medical needs

Before any individual or small group support is agreed the student will be interviewed and assessed by the Learning Support Team. Support sessions will be arranged individually with the students concerned. They will not appear on the student's timetable. Individual support sessions will concentrate on the skills required for successful learning and be related to the individual student's learning needs.

Teaching staff and Progress Tutors will be informed support is in place through CIS on learners supported by means of 1:1 strategy plans (EHCP learners) and Support is reviewed termly as part of the department quality review systems.

In-Class Support from a Learning Support Assistant (LSA)

In order to promote independence with learning, most support is provided out of the classroom, however where there is a definite need, some learners may require the support of a Learning Support Assistant to assist them in accessing the lesson and to ensure that they achieve their full potential in the classroom. All LSAs are provided with detailed information on the learners they are supporting, including specific strategies to use with them in the classroom. There are opportunities for school support staff to pass over this information at pre-entry stage or during transition activities before the students start in the September.

LSA staff liaise closely with teachers and other Learning Support staff to review and modify support provided to ensure that it is meeting individual need and is effective. There is an expectation that in-class support is reduced (where possible) as the learner becomes more confident and independent with their own learning, however this will be discussed with the teachers and learners beforehand to ensure that this is not detrimental to their progress.

We can also provide a Learning Support Assistant to meet and greet learners in the morning and escort them to and from lessons if needed and also provide support over the lunch and break times. Some support is 'group support' and the LSA will work across the group with a number of learners and some work 1:1 with learners depending upon their need. Support is provided discretely so that minimal attention is drawn to the learner and so that peer interaction is not hindered.

Support for severe medical needs

Any medical needs that are disclosed at enrolment that need some support and considerations in place at college are supported by Learning Support. Details of support is gathered at transition and at enrolment through discussions with the students, parents and previous school staff. This information is shared with teachers on the college CIS system and if required care plans and risk assessments can be drawn up in more severe cases and support is provided to ensure that the effects of their condition on learning potential are minimised. We liaise with medical professionals and training is given to key staff

members working with the learner in relation to supporting their medical need. E.g. the specialist epilepsy nurse giving training on seizure plans and procedures to follow in the event of the learner having a seizure.

Some learners may need to take specific medication during the college day and this should be discussed at enrolment and suitable arrangements will then be made regarding the procedures to use in college in order to do this.

Welfare and Well-being

The college has a dedicated Well-being Hub and a Welfare and Wellbeing Officer who is part of the Learning Support Team and Safeguarding Team. The main aim of this service is to ensure that learners' social, emotional and well-being needs are being supported at college, so that they are able to fully engage in their learning and are given every possible chance of success.

Here students can access 1:1 sessions or drop in for advice to help manage their SEMH/Welfare needs and also they can be signposted to other college services e.g. counselling, safeguarding, chaplaincy etc. Staff within the Hub work closely with external agencies and can make referrals and signpost learners to ensure that they are being supported fully outside of college if needed. The college also has an online support platform called 'Togetherall' that students can utilise for support 24/7 outside of college hours. The Welfare and Wellbeing Officer can also attend any external agency meetings if required e.g. TAC/LAC meetings etc. and can liaise with other external professionals when needed.

Examples of issues that the Well-being Team can support are as follows:-

- Difficulties in accessing class.
- Self-esteem and confidence building
- Social / relationship issues.
- Poor attendance.
- Having problems out of college which affect academic performance.
- Help with organisation skills.
- Social / emotional issues.
- Anxiety.
- Depression / mental ill health.
- Help you with anger management & personal issues.
- Providing information on other support services outside of college.

The college runs a student Wellbeing Week every year where there are a number of activities to support wellbeing that students can access to support them. The college also runs a therapeutic art group for students to access weekly to promote positive wellbeing and social interaction.

Teaching and Learning

All teaching staff are required to consider 'equality and diversity' when delivering lessons and this includes the consideration and inclusion of any adaptations or specific strategies that would ensure equality of access to the lesson for all SEND learners in their group. All teachers are informed of student need and considerations to be made through detailed information placed on the college CIS platform. This information advises on any specific strategies that the teacher needs to adopt in the classroom and also provides them with any further additional information that they may need in order to support the learner whilst in lessons.

E.g. consideration of extra time in internal tests and exams, EHCP outcomes etc.

Consideration of need in the classroom is reviewed regularly with the learner so that any reminders or reinforcement can be provided to teachers where needed.

Accessibility

The college is committed to compliance with the Building Regulations and Disability Discrimination Act (accessibility). All current buildings are assessed with regard to accessibility for disabled learners and a range of options considered leading to best solutions being implemented that meet individual need. New buildings and building alterations will be fully compliant in relation to inclusivity and access.

Parking allocation for disabled people is available near the entrance to buildings and accessible toilets are made available in each building (including hoisting facilities if required). Safe evacuation areas are in place in the event of an emergency evacuation and Personal Emergency Evacuation Plans are developed and agreed with learners so that staff are aware of the evacuation procedures to follow.

Quality Monitoring



Quality monitoring is an important part of supporting learners in order to make sure that support meets individual need and is delivered at the highest standard. The team review support regularly through internal monitoring systems and welcome the input and involvement of parents/carers in discussing and evaluating the effectiveness of the support provided. Parents/carers can discuss (in agreement with the learner) support provided and individual meetings can be arranged throughout the academic year as required.

Learners that have an EHC Plan participate in a formal annual review of their outcomes and any amendments to plans can be made and processed by the Local Authority. For further information regarding EHC Plans and requests can be found at:

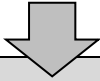
<https://www.bury.gov.uk/index.aspx?articleid=10416>

For information on the Bury local offer can be found :-

<https://theburydirectory.co.uk/categories/send-local-offer>

Learning Support Quality Processes	
At Enrolment and prior to teaching commencing	
<ul style="list-style-type: none"> - Gathering of key information to inform support and quality check to ensure EHCP provision is implemented for those students on a plan (Section F, EHCP) - Develop Learning Support Tracker to highlight all SEND students - Recording of key information for teachers on CIS (prior to teaching starting) - Ensure High Needs and EHCP learners are flagged on CIS and outcomes shared 	
	
Term 1	
<ul style="list-style-type: none"> - Ensure support for 1:1s is in place by week 2 of the start of term - Generate Individual Learning Plan (ILP) for EHCP/High Needs learners linked to EHCP outcomes - Generate 1:1 paperwork and files to include SMART targets linked to areas of need and EHCP outcomes if applicable. - Exam Access Arrangements tracker generated to monitor and commence assessment process - Monitor students not supported after Key Assessment (KA) 1 – intervention if required - Learning Support Termly reviews (1) of 1:1 support (include teacher and student feedback) - Teacher review (1) completed to highlight progress towards EHCP outcomes and wider skills - Monitor EHCP/High Needs learners Key Assessment 1 progress and highlight any intervention required - Complete staff PDR's 	
	
Term 2	
<ul style="list-style-type: none"> - Amend ILPs and 1:1 SMART targets to reflect review outcomes from Term 1 - Amend CIS information if required - Learning Support Termly reviews (2) of 1:1 support (include teacher and student feedback) - Teacher review (2) completed to highlight progress towards EHCP outcomes and wider skills - Monitor EHCP/High Needs learners KA2/KA3 progress and highlight any intervention required - Monitor students not supported after KA2 and Mock Exams (KA3) – intervention if required 	

- Feedback from college LTA review re High Needs and EHCP learners
- Complete Learning Support SAR



Term 3

- Learning Support Termly reviews (3) of 1:1 support (include teacher and student feedback)
- Change /modify Support Plan if needed – update CIS if required
- Teacher feedback gathered for EHCP/High Needs learners
- Update outcomes on CIS for all EHCP/High Needs learners after EHCP reviews.
- Monitor EHCP/High Needs learners KA4 progress and highlight any intervention required
- Monitor students not supported after KA4 – intervention if required



EHCP Reviews – Quality Compliance

Annual EHCP reviews to be co-ordinated by Learning Support Manager to ensure compliance to COP

- LA must be involved with Annual Reviews of EHCP students who will not progress or are leaving college – involve SEND careers service Positive Steps
- EHCP tracker completed to highlight dates and paperwork compliance
- Feedback from all teachers required and learner voice paperwork completed
- EHCP outcomes and actions updated on CIS and ILPs amended.

Staff within Learning Support regularly attend specialist training in order to develop skills in light of learner needs supported. Specialist training has been provided in relation to support for autistic learners, ADD/ADHD, behaviour support, dyslexia, epilepsy and medical needs, mental health, sensory impairments etc.

PROGRESSION

On completion of studies at college, Learning Support staff can support transition in a number of ways. Learners progressing onto further study at a higher level with a different institution will receive guidance and support in relation to the UCAS application, DSA (Disabled Students Allowance) and completing their personal statement. Once a placement has been secured, we will help the learner to liaise with the new provider to ensure that all the relevant information regarding learning needs and support requirements is passed on and help them apply for DSA so that the necessary support is provided at University.

Learners on an EHCP will have an Exit Review where transition plans for leaving the college will be agreed and any transition actions are confirmed. EHCPs do not transfer to Higher Education and will cease when the student joins University. Instead, support is provided through the DSA process as part of Student Finance.

WHERE TO FIND US

We are on the second floor of the Marie Therese building. The department has a number of small/group/1:1 rooms as well as a Learning Support Study (The O'Donnell Study Room) which students can use as a quiet area to get on with their work or use as a quiet safe haven if required.