

Hull College Local Offer



1. What are the following contact details for your college?

	Head of Special Educational Needs	Who should you contact if you have a compliment, concern or complaint.
Name	Marilyn Nunney	Cheri Whitehead
Contact number	01482 329943	01482 329 943
Contact email	Marilyn.Nunney@hull-college.ac.uk	feedback@hull-college.ac.uk
Address	Hull College Queens Gardens Hull HU1 3DG	Hull College Queens Gardens Hull HU1 3DG

2. What is the ETHOS of the college regarding Children and Young People with Special Educational Needs and Disabilities (SEND)?

Hull College is an inclusive learning environment where learning, achievement and progression are accessible to everyone.

All learners have the right to work, study and progress in a college environment where they:

- are fully respected;
- feel welcomed;
- are treated fairly;
- are encouraged to disclose additional learning needs;
- have equality of opportunity for learning and training;
- have full access, wherever possible, to the range of college facilities and services
- feel confident that action will be taken to address any reported harassment or discrimination.

Additional Learning Support (ALS) will promote access and progression based on the individual needs of all learners.

3. Provide the link to the following policies on the website of college

[Notices for Parents, Data Rights | Policy Hub | Hull College \(hull-college.ac.uk\)](#)

Please note that policies are currently being updated. Please contact us for advice.

4. What is the standard admissions numbers?

Numbers of Hull College

2022-2023		14-16	16-18	19-24 SEND
Total Learners		188	2308	61
Of which	Learners with a declared Learning Difficulty and/or Disability	60	742	61
	Learners with an EHCP	4	124	61

5. How does the college:

- **Identify and assess Children and Young People with SEND?**

- SEND Transition information passed from previous educational settings including local authorities, Connexions, parents and carers
- Local Authority Consultation
- Enrolment, Interviews, Open Events and Applicant Days
- SEND team liaise with the young person to identify appropriate course of study and assess support need on an individual basis; this support may be different to the support offered at a previous setting, with the discussion of support being centred on the young person's opinions and wishes.
- Each young person's needs, will be assessed and the College will aim to support identified needs in accordance with the reasonable adjustment guidance.
- Initial Assessment and Diagnostic Assessment for English and Maths.
- Screening Assessments for Dyslexia referrals or exam access arrangements.
- Educational Assessments are carried out by a specialist team qualified to carry out these assessments; these reports indicate if exam concessions are recommended and if additional support is recommended via a specialist support workshop.

- **Evaluate the effectiveness of provision for Children and Young People with SEND?**

- Support Plan for all supported learners. This document summarises the young person's needs and what support is required. The Support Plan stays with the young person throughout their Hull College journey and is reviewed depending on need.
- Annual monitoring and review of Learner progress against Key Performance Indicators I.e. Attendance, Progression etc.
- Learner reviews gather through review and discussion.
- College Self-Assessment Reports are completed as part of the annual Quality cycle, along with course reviews and evaluation.
- Praise and complaints procedure.

- **Assess and review progress of Children and Young People with SEND?**

- Individual Learning Plans are updated regularly and reviewed twice termly within curriculum areas including the setting of SMART targets.
- Learning Support targets set and reviewed regularly to evaluate the effectiveness of support.
- Continued dialogue with young people and tutors
- I.A.G. information is provided to help support progression and independence.
- Annual EHCP reviews.
- In year tracking of support

6. Who are the best people to talk to in your college about a Child or Young Persons difficulties with learning/ Special Educational Needs or disability (SEND)?

Learners with Disabilities and or Learning Difficulties - SEND Team Leader – **Kate Blamires**
Learners with Disabilities and or Learning Difficulties - SEND Team Leader – **Natalie Clark**
Learners with Disabilities and or Learning Difficulties - SEND Team Leader – **Kathy Jones**
Learners with Disabilities and or Learning Difficulties - SEND Team Leader – **Carrie Leah**
Learners with Disabilities and or Learning Difficulties - SEND Team Leader – **Leanne Parker**
Transition and Progression (supporting new learners with SEND) – **Lynne Holland**
English and Maths Team Leader – **Vacancy**
Dyslexia Support – Educational Assessment Co-ordinator – **Joy Bottery**

Curriculum Information:

Head of 14-16 – **Alex Raveley**

Head of Department, Institute for Skills and Living– **Deborah Norman**

7. What are the different types of support available for Children and Young People with SEND in college?

All support offered to individual learners is offered as an individual package and can be one or more of the following support strategies:

- 1-1 Learner Support Assistant in class or a ratio of support depending on need
- 1-1 Learner Support Assistant to assist with study/organisation of work load and clarification of current work
- 1-1 support mentoring learners with additional needs helping with issues such as anxiety/lack of confidence/monitoring progress and intervention if needed
- Advocacy service to assist with liaising with curriculum or other services
- Pastoral support linking learners to external service or regular contact with learner's parents/carers if sanctioned by the learner (16+)
- All Specialist courses i.e. Supported Internship; foundation vocational pathways are supported by SEND support team staff
- Specialist Job Coaches to support within the Supported Internship programme
- Lunch and Breakfast club for learners who have complex needs
- Transition support - taster days and orientation visits
- Access to specialist visual impairment resources and support
- Access to specialist hearing impairment resources
- BSL communicators
- Disability Awareness training for staff and learners
- Personal care can be offered and is agreed on an individual basis.
- Placement in English and Maths workshop and/or Study Hub
- Visual stress materials provided following assessment – coloured rulers, overlays and coloured writing pads.
- Classroom support provided via team of subject specialist Learning Advisors for English and Maths.
- Access to Hull College counselling team and Mental Health Support Services.

• How will the college ensure ALL staff are aware and understand a Child or Young Person's SEND?

- Students Support Plan/EHCP and other relevant documentation are securely available to all college staff working with all SEND Learners.
- Staff Disability awareness sessions including Dyslexia Awareness, Mental Health, Hidden Disabilities, Visual Impairment and Hearing Impairment.
- Support from specially trained staff.

- Transitional documentation shared with curriculum staff, with support guidance available from the SEND support and SEND Transition team if required.
- Attend Local, Regional and National conferences and seminars regarding best practice and research.
- Team Leaders will regularly liaise with SEND team and curriculum teams

8. How will the college let a parent/ carer know if they have any concerns about their Child or Young Person's learning?

- Phone calls/ Letters to parents
- Individual reviews with a personal tutor who will feedback any concerns.
- Parents/carers will receive reports, alongside invitations to parents/carers evenings.
- Parents/carers will be given a telephone contact of a personal tutor at the start of the academic year.
- Annual Reviews if a young person has an Education, Health and Care Plan

9. How is support allocated to Children and Young People?

- Support is assessed and allocated following a review of support need, this will be from discussions with the young person, parent/ carer, curriculum tutor and relevant documentation e.g. Education Health Care Plan (E.H.C.P) and/or medical evidence
- Support is allocated with the agreement of the young person
- Support for English and Maths can take the form of support within class as small group support or through a Study Hub
- Support for students with Dyslexia includes Study Hubs for extra support with a Learning Advisor.
- Support for exams is available and can be assessed through an Educational Assessment which will ensure that essential exam concessions are approved and put in place.

10. How does support move between the key stages?

- Support is assessed throughout and at the end of the academic year, and deployed as need between year 10 and 11 within the 14-16 College.
- Within Further Education young people do not move between key stages; however, support is available for young people with SEND progressing from secondary school to college in the same way as it is available for all learners.
- The college promotes progression at all stages and is aware of the implications of moving from Level 1 to Level 2 courses to Level 3 and support is readjusted. The College aims to enable students to become independent learners where every possible but recognises that moving to a higher level may require a higher amount of support initially.

11. Which other people and organisations provide services to Children and Young People with SEND in your college?

- Connexions
- East Riding of Yorkshire's Youth and Family Support Service (YFS)
- Local Authority Social Care
- Primary Care Services
- iPaSS
- iGEN – National Careers Service
- Hull College – IAG / Careers / Learner Service Team
- Throughout the academic year the college receives regular visits as part of the Study Programme and 14-16 College examples are: - National Local Democracy Week (Question Time for Learners, visits from local authorities and businesses, Aspirations (including English and Maths for Employability), Careers Week, guest speakers and Equality, Diversity and Citizenship (visits from health organisations, volunteer groups including Guide Dogs for the Blind).

12. What training have staff received to support Children and Young People with SEND?

- Braille.
- British Sign Language.
- Hoist and Manual Handling.
- Level 2 / Level 3 City & Guilds in Learner Support or Teaching Assistant.
- Vocational area training i.e. Basic Food Hygiene.
- Child Protection / Safeguarding Training / Equality and Diversity / PREVENT face to face or on-line training (mandatory for all staff).
- English and Maths Learning Advisors qualified to Level 3 subject specialist support.

13. How will teaching be adapted for a Child or Young Person with SEND?

- Curriculum will be adapted to a young person's need. These changes will be discussed at interview and through-out the transition process prior to commencement of study.
- Teaching will be tailored to individual requirements i.e. adaptation of materials, provision of specialist equipment and additional individual reviews.
- All courses within the Foundation School are designed for young people with learning difficulties and/or disabilities.
- Specialist tutors who have additional qualifications to teach young people with visual impairments, mental health issues and those on the Autistic Spectrum and can also offer advice and training to staff on mainstream courses.

14. What support is available for parents/ carers of a Child or Young Person with SEND?

- The SEND Team work closely with parents/carers of vulnerable learners with complex needs to offer support, advice and guidance.
- The SEND support team often sign post parents and carers to other services if external support is needed.
- Parents/Carers are welcomed and encouraged to contact any member of staff and personal tutor who will support theirs and the young person's needs.
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15. How is college's physical environment accessible to Children and Young People with SEND?

- Disabled parking spaces identified.
- All sites are accessible to wheelchair users.
- Large disabled toilets with hoist at Queen's Gardens campus.
- Lift access to all floors.
- Dedicated Transport/Mini bus bays
- Automatic Toilet
- Deaf Alert system
- Hearing Loops are available.

16. What facilities are available for Children and Young People with SEND on the college site e.g. special quiet room, lunchtime club?

- Hull College is an open access mainstream General Further Education provider located in the heart of the city centre. Support packages will be discussed with individual learners when they apply, and some private care solutions may complement the support for some young people. The college has a duty of care to all learners, especially those with SEND and health and safety of all learners is paramount.
- The SEND support team are based in the on the ground floor of the Tower Block
- Quiet Room
- Student Hub: Wellbeing Room and Quiet Room
- SEND Room within 14-16 College

- Supervised breaks during the day.
- Supervised lunch and breakfast clubs for young people needing monitoring across breaks.
- Guide dog pound / sensory garden.
- Transport team also monitor learners arriving and leaving college who are transported in by Local Authority.
- IT Software is available for Visually Impaired young people and young people with Dyslexia

All support is in accordance with the Hull College Group reasonable adjustment policy and associated guidance.

17. How will Children and Young People be supported during transitions? (When moving to another setting/ school/ college or between classes/ groups in the college)

- The college acknowledges that any change or new start can feel uncomfortable to most young people but for a young person with SEND change to routines and environments can be overwhelming and cause great anxiety. To relieve this, visits and taster days are arranged when the college is quiet, young people will meet the tutor and have a tour of the college environment to familiarise themselves with the area.
- Staff will try to prepare the young people in advance for any room changes, day trips or staff changes.
- Communication between the parents/carers and the personal tutor is needed to alert of any anxiety due to changes at home or at college to ensure the young person's needs are met.
- A dedicated SEND Transition team who works in transiting learners in and out of college.
- The team works with curriculum staff to determine suitable progression routes. The Transition team send relevant information to other educational settings observing data protection and ensuring permission is given by the young person involved.
- Dedicated and supportive 14-16 interview process and admissions policy.