



SOUTH
LEICESTERSHIRE
COLLEGE



The Big Book of Support



Contents

At SLC, we will support you.....	3
How can we help you?.....	4
Apprentices	5
Guide to our services.....	6
When does the support start?	6
Who Provides These Services?	11
How the Additional Support Team are trained	13
Assessing your needs - How do we identify additional support needs?	14
How do we know if the support is working?	15
How does the team ensure a quality provision?.....	15
How we record information.....	16
Confidentiality	16
Safeguarding	19
Equality & Diversity.....	19
Learning Difficulties and Disabilities – Fact Sheets.....	20
AUTISM	20
DYSLEXIA AND DYSCALCULIA.....	21
MODERATE LEARNING DIFFICULTIES.....	22
ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD)	23
MENTAL ILL HEALTH.....	24
OTHER CONDITIONS	25
College Policies (please see our website for full details).....	27
External contacts.....	29
Feeder and Partner Schools.....	32
How can I find out more?.....	33

At SLC, we will support you.

When you apply or enrol for a course, we want you to gain more from your time at SLC than your qualifications. There are many factors in a person's life that might need to be taken into account or supported to enable a person to successfully achieve on their course and take control of their learning, and at SLC we have a dedicated Additional Support Team in place to offer that extra support.

This guide offers you the information you will need to understand what types of support is available to you and how you can access it. We know from experience that our services need to be easily accessible, adaptable and tailored to the individual. We put the learner first, and this at the core of our team ethos and focus.

Our team is based at the South Wigston campus and are rolled out across all areas and campuses as required.

We currently support over 500 students who access one or more of our services. We are inclusive in our approach and are proud that our students are from such diverse backgrounds, cultures and beliefs. We aim to provide an environment in which people treat each other with respect and ensure we are as fair as possible. This is an ethos for the college as a whole and one we proudly uphold in the Additional Support Team.

How can we help you?

Students at SLC can access the following services;

- Pre-course specialist advice and guidance, and inductions
- Individual Support Plan tailored to your individual needs
- Classroom support and coaching
- Assigned key person for support with attendance, behavioural and personal issues
- Counselling & Mental Health Support
- Literacy and numeracy workshops and 1:1 support
- Dyslexia Assessments and support workshop
- ESOL Assessments and support workshop
- Exam concession applications and support
- Learning and Accessibility Aids, including specialist software and equipment
- Assisted Transport and accessible car parking
- Personal Emergency Evacuation Plans (PEEPS)
- Support to access specialist external services (e.g. sign language interpreters)
- Crisis intervention & advocacy service
- Mediation and Liaison with Academic Staff
- Liaison with schools and other relevant organisations to support transition for identified students
- Attendance monitoring and support
- Dedicated services for Looked After Children (LAC)/Care Leavers and Carers
- Health & wellbeing services
- Enrichment activities and events
- Student Involvement Groups

Some students work with us on a daily basis, some meet with their key worker once a week, some students work with us all year round and some 'drop-in' only when they need us. Our provision is tailored to meet your needs and our team work all year round to provide a point of contact for you throughout the whole of your time at SLC.

Priority for support is aimed at students with;

- Identified Learning Difficulties and/or Disabilities
- Courses in the Foundation Studies curriculum
- Students who have had support at school or previous education and make a request to continue to receive support at College

This does not mean the support is exclusively available to students who fit within these criteria, but that support is pro-actively and readily identified and arranged for students who are identified to us based on these categories, and all other referrals are reviewed and considered to find the most appropriate support service.

Adult learners with a 24+ loan !!NEW FOR 2013!!

The funding for an adult learner with a 24+ loan includes a contribution for Learning Support. This means that support cannot be funded by the Additional Support Team in the usual way, and is guided by the loans company regulations. All requests must be dealt with individually to determine the best course of action.

Apprentices

Learners on an Apprenticeship can access the support services available at the college by request. We endeavor to provide appropriate support methods (e.g. e-mentoring, telephone counseling) to accommodate your work commitments, and work closely with your Assessor to find ways to support your achievement of your identified targets. Please email support@slcollege.ac.uk for more information about what is available to you.

Guide to our services

Pre-course specialist advice and guidance, and inductions

Once a need has been identified, an Additional Support Advisor will contact all students to discuss their support requirements, and develop an Individual Support Plan for those who wish to access support. This can occur at any point throughout the year, from the first point of application or whilst you are on the course.

When does the support start?

Once the Individual Support Plan has been agreed, the support is put in place at the appropriate earliest opportunity. For those who access the Progress coaching and Classroom coaching, or Assisted Transport, this is usually from the first day of term, for those who access Counselling or other services, the team will normally meet with the student during the first two weeks of term to agree a start date.

Individual Support Plan tailored to your individual needs

The plans record details about previous history of support and make recommendations for the appropriate support service at SLC. They are agreed and signed by the student and shared with the course tutor. For those students who wish to access the coaching, mentoring or counselling service, a full plan is developed and a referral is made to the relevant team within the Additional Support Department. Contact is then made with the student to set up a meeting or appointment, or where applicable, support is set up and in place for the first day of term. The plan is reviewed three times per year with an initial review to discuss the expectations of both the student and key worker, and a Spring Review part way through the year, finishing with an exit review in the Summer Term or at the point of 'exit' from the service. The final review also documents the attendance rate, achievement level and destination of the student.

Classroom support and coaching

This support takes place in the classroom and during structured break times. It can be 1:1 support or group support and the focus is on supporting the student with their classwork. This service is most appropriate for students with identified learning difficulties or educational statements.

Assigned key person for support with attendance, behavioural and personal issues

Full time students are assigned a Progress Coach from the first day of recruitment and for the duration of their time at college. Progress coaches support their caseload of learners with issues occurring in their lives at the time of studying at college. The Progress coach will work with the student to look at what is causing concern or disruption to their lives and help to identify some key targets to aid the learners' progression to support them in addressing this. The Progress coaches liaise closely with teaching staff to discuss the students' progress and challenge negative behaviour patterns.

Counselling & Mental Health Support

Counselling is a confidential, non-judgemental environment to explore thoughts, feelings and emotions and gain a better understanding of yourself. We offer this service free to all students, or can offer support to students with mental health difficulties who feel they need support but not counselling. Referral forms are available from the additional support team.

Literacy and numeracy workshops and 1:1 support

Our team of Progress coaches and Specialist Assessors can work with students who may not be receiving coaching support in the classroom but who struggle with their literacy or numeracy skills. This support is offered by way of one to one or group sessions addressing areas of weakness and set strategies to overcome them. The Progress coaches work in close liaison with the course tutor and will aim to set small targets with the student to progress in their learning. This type of support requires self-motivation from the student to attend the support sessions and willingness to work independently at times.

Dyslexia Assessments and support workshops

We offer specialist assessments for students who have indicated they may struggle with issues associated with Dyslexia and related conditions. The assessments are free and produce a comprehensive report outlining recommendations and techniques to help with learning. Students can be referred by their tutor, or based on the results of an assessment which is completed as part of the application process.

The assessments consist of a series of small investigative tests that take about two hours to complete in total. They are undertaken with a Specialist Assessor on a one-to-one basis and focus primarily on the experience of the student and their own individual ways of learning and barriers to learning. It is not a diagnostic assessment, but will identify the likelihood of Dyslexia, and can act as a referral for a formal diagnostic assessment with an external specialist if required.

The series of tests included are;

LADS Plus - Lucid Adult Dyslexia Screening. This is a computerised test that was designed specifically for students over the age of 16. It looks at Word Recognition, Word Construction, Working Memory Lexical Access, Phonological Processing and Verbal & Non Verbal Reasoning abilities.

WRAT 4 – Wide Ranging Assessment Test. This test measures the basic academic skills of word reading, sentence comprehension, spelling and maths computation.

WRIT – Wide Ranging Intelligence Test. This is an efficient measure of general intelligence. It assesses both verbal and non-verbal abilities and aims to examine any significant differences between ability and achievement.

Other tests include: Syllable & Phoneme Deletion, Phoneme Blending, Phonological memory, Fluency in number reading (timed), Letter and Word Chains, Spelling test, Dictation and a Copying task.

Referrals to the Academic Mentoring service can be made based on the outcome of the Dyslexia assessments to ensure the correct guidance and support is put in place.

ESOL Assessments and support workshops

Specialist tutors at SLC can offer extra tuition to students who are on mainstream courses and struggle with the language barrier if English is a second language.

Exam concession applications and support

The Additional Support team can arrange concessions for students who require extra times in their exams, or a reader, writer or separate room, based on the appropriate evidence. **Please note this is not an automatic arrangement and must be applied for once you have enrolled at the college.** Often concessions for exams are based on information contained in Section 139's or other educational statements, or the results of the Dyslexia Assessments. If you have had an assessment before that is less than 3 years old, we can use the evidence from this to apply for exam concessions on production of the report.

Learning and Accessibility Aids, including specialist software and equipment

We have Speech Recognition software available such as Dragon and Job Access with Software (JAWS), ClaroRead speaking/reading software, Computer aid equipment such as large sized keyboard, roller ball computer mouse, and specialist chairs and/or footrests as required. All other specialist equipment and aids can be purchased according to demand.

Around the Main South Wigston campus building we have accessible toilets (including one with a hoist), a dedicated fire safe lift for students who are unable to use the stairs within the building, and accessible corridors, doorways and entrances.

Assisted Transport and accessible car parking

For students who are unable to travel independently on the college bus or via public transport, you will need to contact your local council to ask about assisted transport arrangements. The rules have changed from previous years and the council now holds the budget for this service. To qualify for this, students must have a specified requirement in their educational documents or Section 139. For more information, please contact support@slcollege.ac.uk or call 0116 264 3535 and speak to one of the Additional Support Advisors.

Accessible parking is available on the ground floor of the South Wigston Campus car park. Blue badges must be visibly displayed at all times.

Personal Emergency Evacuation Plans (PEEPS)

This involves a visual assessment and discussion with identified students to agree their personal escape plan in the event of an emergency evacuation (e.g. fire). The plan is tailored to the individual need, and includes a full explanation of procedure that best suits the student in a time of emergency. In the event of emergency, dedicated key people who have full knowledge of the plans meet students in designated safe areas and control the fire lift and evacuation to ensure everyone exits the building safely.

Support to access specialist external services (e.g. sign language interpreters)

Students who require a specialist service such as a sign language interpreter or a dedicated support worker can be accommodated. The team will liaise with the specialist to ensure all provisions and services are accessible at the college as required and adhere to our usual standards of practice.

Crisis intervention & advocacy service

Our students, like anyone else, can experience crisis points during their time at the college, whether this is due to personal circumstances or issues relating to the studies. In the Additional Support Department we have a dedicated Pastoral Advisor who will support students through these times and help to minimise the impact it may have on the students' behaviour. This can include liaisons

with Social Services, parents/carers, and/or other relevant agencies to act as an advocate for the students' learning.

Mediation and Liaison with Academic Staff

The team is committed to resolving issues that can act as a barrier to learning for students, including finding ways to effectively liaise with Tutors on behalf of the student to address any difficulties and ensure effective communication between students and staff. The team also facilitate and represent students at formal meetings, networking events, and liaisons with external partners.

Liaison with schools and other relevant organisations to support transition for identified students

The Additional Support Team work in close partnership with local schools and organisations to obtain information to support students' applications to the college.

Attendance Monitoring and Support

There is a dedicated Attendance Service placed within the Additional Support Department who will receive and manage all absence notifications and liaise between the tutor, student and Progress coach to address any poor attendance patterns or concerns. Tutors can refer students to the Attendance monitoring service if they are concerned about persistent lateness, significant instances of unexplained absence or poor engagement in class. There are also intervention strategies designed to prevent low absence levels within groups and close monitoring procedures in place.

Dedicated services for Looked After Children (LAC)/Care Leavers and Carers

The college has a very positive approach to supporting students who are in foster care or living independently after being in care. We have close links with local authorities, health and social care trusts, schools, college and other agencies to develop and tailor our provision to meet the needs of LAC students (also see College Policies section for more information).

Health & wellbeing services

Your health and wellbeing matters to us here at SLC and we host numerous activities and tutorials to offer information and advice about Health & wellbeing Issues. We have a dedicated Health and Wellbeing room (1-03, main South Wigston campus) and operate services such as condom distribution, pregnancy testing, chlamydia testing, drug and alcohol advice, specialist mentoring, smoking cessation clinics and more.

Enrichment activities and events

The student liaison and enrichment team provide a wide range of enrichment activities, recreational sports, trips and parties, and facilitate various Student Union Activities. When a student enrolls at SLC, they will automatically become a member of the National Union of Students (NUS) and can purchase an NUS Extra Card online at nusextra.co.uk, to qualify for discounts at various shops and theme parks etc. For more information about how you can get involved, contact enrichment@slcollege.ac.uk.

Student Involvement

SLC believes that that student involvement is central to the development of the college's strategic direction. The college is committed to developing systems to enable all students at the college to be fully involved in their learning and consulting and engaging learners in all aspects of the organisation. The college is very diverse, and includes full and part-time as well as apprentices and work-based learners. We want all students to have an equal voice although how they exercise that voice may vary according to the nature of their relationship to the college.

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We believe that the learner's voice is important to:

- ✓ Encourage learners to build their personal confidence and self esteem
- ✓ Attain skills that will improve their employability
- ✓ Enable them to develop an interest and commitment to becoming active citizens
- ✓ Help to improve the student experience

We provide a range of formal and informal opportunities to enable students to participate. The Governing Body of the college has two student governors who are elected in the autumn term.

Students' Union

The Students' Union is a body of students elected by students to represent students. The Union executive meets throughout the year to plan activities and events and manages the Student Union budget. They are also members of the Student Council.

Course Representation & Student Council

South Leicestershire College Course Representative system is run by students for students. It provides an opportunity for learners to have their say and be actively involved in shaping the future of student life at SLC. It is also a great opportunity for giving positive feedback, as well as creating and presenting different ideas for improvement. Course Reps can be contacted regarding any academic issue, whether it is something you feel needs changing, general college issues, or an aspect of a particular module or course you enjoyed. Together with the Student Union Executive, they form the Student Council and formerly raise issues with the College Management team.

Student Ambassadors

This is a team of volunteers who represent the student body at College events, with guest speakers and support the ethos of the College.

Who Provides These Services?

The Additional Support Team comprises of a number of roles and responsibilities;

Additional Support Managers;

- Committed individuals with a passion for supporting students' needs and skill for managing large teams and a diverse range of services
- Implements the strategic priorities for the department and is responsible for the quality and monitoring of the services.
- Primary point of contact for our school partners on SENCO related issues
- Designated Safeguarding Person for Safeguarding. They also conduct risk assessments and deal with exception or special cases.

Additional Support Advisors:

- A team of highly experienced managers who oversee the delivery of all additional support provisions with a sensitive, fair and caring approach
- Assess the needs of learners applying for courses and arrange support as required and writes Individual Support Plans (ISP), including purchasing Learning and Accessibility Aids
- Primary point of contact for advice and support request from curriculum staff, students, parents/carers and external agencies.

Additional Support Co-ordinator:

- A highly organised co-ordinator with a wealth of knowledge, who is a great initial point of contact for all student general enquiries
- Monitors and records data from Additional Support Team
- Liaises with external agencies to source departmental funding
- Identifies Dyslexic students and arranges assessments
- Organises ESOL assessments
- Responsible for the submission of exam concession information

Student Liaison and Enrichment Lead:

- An effective leader with a good understanding of the needs of the students and popular ways to engage them
- Responsible for the delivery of the enrichment programme and facilitates student activities and student involvement groups (see Enrichment Services and Student Involvement)
- Manages the Student Lounge (room 1-12, South Wigston Campus) offering Pool, Table Football, and other activities (e.g. Wii games console)

Pastoral Advisor:

- An experienced leader with an adaptable approach to effectively manage challenging behaviour.
- Responsible for the Crisis Intervention and Advocacy Service
- Acts as mediator and key point of contact with Academic staff on Student Disciplinary cases and behaviour management
- Specialises in supporting students leaving care (see dedicated services for Looked After Children (LAC)/Care Leavers and Carers

Learning Coaches

- A team of enthusiastic and flexible coaches, from a range of ages, gender, ethnic origin and background to bring a diverse range of skills, experience and insight to supporting the students
- Responsible for classroom support and coaching
- Support students using assisted transport
- Support induction, enrichment and promotional activities

Counsellors

- A team of highly skilled person centred male and female counsellors with specialist knowledge, who work with a range of clients of all ages from the student population over a variety of different issues
- Available throughout the week
- Use of a dedicated and appropriately placed counselling room

Progress Coaches

- A team of dedicated coaches, of mixed gender, ages, ethnic origin and background to ensure caseloads of learners are assigned to the key Progress coach of a particular subject area who can work most effectively with a particular area.
- Support identified students with attendance, behavioural and personal issues on a one-to-one basis and manage daily incidents on a drop-in basis.
- Skilled in engaging students in group tutorials, using differentiating methods, and strong encouragement and commitment.
- Support induction, enrichment and promotional activities.
- Responsible for supporting a variety of aspects for a learners' individual progression.

How the Additional Support Team are trained

- Level 2 in English, Maths and IT
- A vocational qualification, e.g. NVO Supporting Teaching and Learning or NVO ILM Certificate in Management
- First Aid Certificate
- Equality and Diversity Training
- Safeguarding Training, including specially trained Designated Safeguarding Persons (DSP)
- Fire Evacuation Procedures, Fire Lift Training
- Health and Safety practices
- Awareness training of Learning Difficulties, Disabilities, Medical Conditions, Mental Health Issues, and Behaviour Strategies to engage and motivate students with Additional Needs.

These areas of training are mandatory for members of the Additional Support Team, but we also attend regular developmental training sessions within the college to keep up to date with current legislations and issues, and are trained alongside the curriculum staff so both tutors and support workers can uphold the same values.

Assessing your needs - How do we identify additional support needs?

At application and enrolment stage

Students applying for a full-time or significant part-time course, or an Apprenticeship, will undertake a computer based Initial Assessment for English, Maths and IT, which is an essential tool for helping both the student and course tutor to determine the correct level of course. As part of this assessment, students also complete an ESOL (English for Speakers of Other Languages) and Dyslexia assessment and an Additional Support Questionnaire (ASQ) to identify any diagnosed disabilities or difficulties, or declare any additional needs you may have.

If a need is highlighted in these assessments and questionnaires, it will prompt a meeting with an Additional Support Advisor to discuss your support requirements. Your history of support needs at school or previous education, or educational statements and Section 139 document identifying a learning difficulty or disability, or documents to diagnose a medical condition which requires specialist provision, are obtained where applicable, and reviewed with you to develop an Individual Support Plan (ISP) for your time at college.

During the course

The assessment of additional needs does not just take place at the beginning of the year, but throughout the whole academic year and students' progress on their course. The team take referrals from teaching staff, progress coaches, students (self-referral) or other staff members (e.g. cross team referrals within Additional Support) at any point throughout the year. We recognise that circumstances can change, and students who did not want support at the beginning of the year or who may not have declared an additional need for whatever reason, may then find that they would benefit from some extra support, and this will be provided from the point of referral. Teaching staff and Progress coaches identify additional needs through progress reviews, tutorials, behavioural observations and RAG ratings (Red, Amber, Green progress ratings). Poor attendance levels will also prompt a referral to the Additional Support Team (see Attendance Monitoring Section). For students who may have undertaken a specialist assessment for Dyslexia, a referral for additional support can be identified based on the outcome of the report.

How do we know if the support is working?

Monitor and Review

At SLC, we aim to ensure our supported students have the opportunity to achieve to at least the same level as non-supported students. In fact, in the past, our results have shown that overall supported students perform better in the achievement of their qualifications than unsupported students and we endeavour to meet this standard every year!

The team feed into student progress reviews and add to the electronic Individual Learning Plan (e-ILP). On the following pages it is possible to see how and where we record and share our information within the College. We recognise the importance of effectively sharing our activities and knowledge in order to achieve the best outcome for the students. We work with the tutors and other support areas within the College to ensure the student has access to maximum information and opportunity to be successful on their course.

How does the team ensure a quality provision?

Quality Assurance

For students with an Individual Support Plan and in receipt of regular weekly support, the support is reviewed on a termly basis with the student and key support worker to see how effectively the support is working and how well the student is progressing. The final review acts as an overall progress review and considers the attendance and achievement rates and where the student intends to progress on to, plus any special achievements and involvement in College activities that have contributed to their overall experience.

Internally, the Coaching team are subjected to Peer Observations in a similar way to teaching staff, and the department is reviewed each year for the annual self assessment report (SAR) to identify areas of weakness and improvements required, and student feedback plays a large part in this. Each individual team member has their own targets that they are monitored against each term in a performance review.

All of our activities are evidence and reviewed internally, and our processes are updated regularly to reflect the changing needs of the students we work with and ensure we efficiently meet demand. We are also inspected and audited by external bodies and adhere to strict funding regulations which are regularly reviewed, and we make use of any feedback from these formal examinations to further improve our services.

Declining Support or Complaints about support

We respect the decision of students who decline the support offered to them, some students feel they would like to enter their further education independently. In this case we will either agree not to contact them but leave our contact details with the student should they decide they would like to talk to us in the future, or we will agree to check in with the student at some point throughout the year to see how they are getting on. Further monitoring will also take place with the tutor, who can refer the student for help at any time throughout the year, and we often encounter students via recreational activities and events at the college and will again, make ourselves available to contact should they wish to.

Students who are unhappy with their support can speak to their key worker or tutor at any time to discuss any changes that they would like to happen. There is also opportunity to raise this during the Individual Support Plan reviews. If the student does not want to talk to the key worker or tutor, they can meet with the Additional Support Manager, or file a complaint through the college complaints system which will then be passed on and dealt with by the Head of Student Services. Depending on the nature of the complaint, we have options we can draw from to resolve any issues which include providing an alternative key worker, reducing or altering the level of support, or mediation and disciplinary actions in accordance with the usual college practices. If the issue is regarding an increased need for support, but the resources are not currently available, we will draw on our wider range of support teams within the college, find ways of working with the tutor more effectively to support the student, or signpost to external organisations who may be able to provide additional support.

Support is only declined by us on the basis of a lack of available specialist equipment (that cannot be sourced or installed), or where funding requirements restrict our ability to provide formal support (but advice will always be provided and this is often where support may be accessed through the course tutor or assessor, employer or through other agencies rather than the college Additional Support Team).

How we record information

It is an audit requirement that we record all activities and services carried out by the team, and most of the information is recorded on our College databases to enable it to be shared and accessed by the relevant departments. This table outlines the papers and databases that we use and who we share them with.

Confidentiality

Details of the discussions that take place between the student and progress coach are not recorded, only the date, time and duration of the meeting. For Counselling students, a reference number rather than a name is provided for the purpose of logging the number of sessions that take place.

Understanding the table;

Prosolution is a shared College database which stores all information regarding student data and is visible by all staff at the College. It generally only records high level data (e.g. significant details only). **SpirALS** is a specialist database that is only accessible by registered users and is used for the purpose of making funding claims.

eILP is the Electronic Individual Learning Plan that is created for all students by the course tutor. The Additional Support Team share some basic information about attendance to the various services to enable this to contribute to progress reviews where appropriate (e.g. it may be relevant to show that a student has positively accessed a service, or participated in certain events).

ISP is an Individual Support Plan, created by an Additional Support Advisor or Specialist to outline the students' additional needs, and monitor and review the activity taking place to support those needs.

Service	Paperwork completed	Shared with	Electronic recording
Pre-course guidance	Review of Section 139 or educational statement Additional Support Questionnaire College application form Interview notes	Tutor, Recruitment/Admissions team	Prosolution Learner Files
Advice and guidance with Additional Support Advisor	Individual Support Plan	Student, Tutor by request, Support workers within the Additional Support Team & Managers	Prosolution SpirALS
Progress Coaching	Target set at each meeting. Audit sheet to log date/time of meeting for 'drop in' sessions.	Carbon copy sent to Subject tutor and Student Additional Support Co-ordinator and Advisors.	Prosolution SpirALS eILP
Learning Coach in class	Log Book to record session and planning details	Tutor, Additional Support Advisor & Managers	Prosolution SpirALS eILP
Counselling	Register of meeting Specialist ISP	Additional Support Advisor & Co-ordinator	Prosolution SpirALS eILP
Crisis Intervention, advocacy service, mediation meetings	Pastoral contact sheet outlining details of meeting	Pastoral Advisor and student, Head of Services* *only as part of an investigation	Prosolution SpirALS
Dyslexia or ESOL Assessments	Referral form Report showing outcome of assessment	Tutor, Additional Support Advisor & Specialist Assessor, As above plus Student, Exams department and Exam board	Prosolution – exams database eILP ISP SpirALS Appointment log
Dyslexia or ESOL Support	Tracking Sheet outlining the work covered during the session Register of workshop/meeting	Additional Support Advisor, Tutor by request	ISP eILP Prosolution SpirALS
PEEP	PEEP form	Student, Additional Support Advisors and team members on Fire Duty, Health & Safety officer by request	N/A
Enrichment events	Register of	Additional Support Co-	Prosolution/Specialist

and activities	attendance	ordinator, Tutor by request, Head of Student Services	database eILP
Health and wellbeing activities	Register of attendance at events or tutorials	Additional Support Co-ordinator, Tutor by request, Head of Student Services	Prosolution/Specialist database eILP
Student involvement groups	Register of meeting Minutes of meeting	Additional Support Team, Staff with an action to follow, Head of Student Services	

Safeguarding

Safeguarding is a term used to describe the duties and responsibilities that those providing a health, social or education service have to protect individuals from harm. This includes safer staff recruitment and the SLC Safeguarding Policy.



As part of our induction process, all students will understand how to recognise abuse, discrimination, bullying and harassment (including 'cyber-bullying') and what action to take if they or other learners are subjected to such treatment. Staff and learners should be able to understand the six categories of abuse as defined by the Department of Health; Physical Abuse, Sexual Abuse, Psychological/Emotional Abuse, Financial or Material Abuse, Neglect and Acts of Omission, and Discrimination.

We commit to ensuring that staff who work with young people and vulnerable adults are vetted by conducting various checks, including a DBS check (Disclosure and Barring Service, formerly known as Criminal Records Bureau, CRB check). In addition, all staff receive training on safeguarding practices. We have a team of designated safeguarding persons (DSP) at the college, including some Additional Support team members, who have received specific safeguarding training and who will act as the primary point of contact for Safeguarding enquiries or incidents. The DSP's are fully trained and compliant in safe working practices.

Equality & Diversity

All SLC staff have participated in Equality and Diversity awareness training, which highlights the protected characteristics under the Equalities Act (2010), a legal framework to protect staff and students from all forms of discrimination, harassment and victimisation. This Act protects all who have one of the characteristics or are perceived to have a characteristic, and are therefore treated differently. It focuses on breaking down barriers and eliminating discrimination to ensure all students have an equal opportunity to access services, goods and education.

The protected characteristics are;

- ✓ Disability
- ✓ Marital status
- ✓ Sex
- ✓ Sexual Orientation
- ✓ Gender
- ✓ Age
- ✓ Pregnancy
- ✓ Ethnicity
- ✓ Religion & belief

At SLC we uphold the values of the Act with pride and are proactive in challenging any negative behaviour that may put these values at risk. We work to protect not only those who are identified via the Act, but all learners and staff members who are treated differently and protect their right for individuality. Further to this, we positively celebrate diversity among our staff and students and value each person as an individual.

Learning Difficulties and Disabilities – Fact Sheets

AUTISM

Autism and Asperger's are a lifelong development disability. They are part of the autism spectrum and are sometimes referred to as Autism Spectrum Disorder, or as an ASD. The word 'spectrum' is used because, while people with Autism or Asperger's share three main areas of difficulty, their condition will affect them in very different ways.

There are three main areas of impairment, which are:

- **Social communication** – Concrete understanding of language and formal monologue type of speech and a distinct difficulty in understanding non-verbal forms of communication.
- **Difficulty with social interaction** – Difficulty in relating on a social level to others. Inability to read the thoughts and feelings of others. Forming and maintaining relationships is a problem area.
- **Difficulty with social imagination** – Rigid and inflexible ways of thinking associated with obsessions and stereotyped behaviours and a resistance to change. Alongside this is poor motor co-ordination which may appear as a physical clumsiness.

How we can help

- ✓ Support for the student in the classroom
- ✓ Support for the student at breaks and lunchtimes
- ✓ Group work support
- ✓ Social and emotional support
- ✓ Teaching staff demonstrate compassion, patience and understanding
- ✓ Give direct straightforward instructions
- ✓ Give notice of any changes in timetable or classroom changes
- ✓ Give additional supervision and motivation to ensure goals are achieved

DYSLEXIA AND DYSCALCULIA

Dyslexia is a learning disability characterised by problems in expressing or receiving oral or written language. Difficulties may be expressed in reading, spelling, writing, speaking and listening. According to the International Dyslexia Association, dyslexia is not the result of low intelligence. The term describes a different kind of mind – often gifted and productive – which learns differently.

Dyscalculia is an individual's difficulty in conceptualizing numbers, number relationships, outcomes of numerical operations and estimation – what to expect as an outcome of an operation. Symptoms of dyscalculia involve the most basic aspect of arithmetical skills such as: telling the time, calculating prices and handling change, and measuring and estimating things such as a temperature and speed.

How we can help with dyslexia:

- ✓ Learning should be: structured and multisensory - this by-passes the organisational difficulties in the brain; integrating all learning pathways helps to ensure automatic memory
- ✓ Over-learning is vital: practise till automatic: adults with dyslexia have short-term memory difficulties
- ✓ Develop a holistic approach: right-brain strength - adults with dyslexia like to know the whole and are then happy to tackle the part
- ✓ Give time for the person with dyslexia to organise their thoughts
- ✓ Encourage use of technology: spelling dictionaries, memory aids, to get round the problem - why rub two sticks together when you can throw a switch!
- ✓ Present learning materials in a variety of different ways

How we can help with dyscalculia:

- ✓ Effective teaching combines direct instruction (teacher-directed task, discussion and concrete models) with strategy instruction. Such teaching should include:
- ✓ Sequencing and task analysis
- ✓ Repetition and practice
- ✓ Control of task difficulty (the teacher provides necessary assistance or tasks sequenced from easy to difficult)
- ✓ Use of technology

MODERATE LEARNING DIFFICULTIES

Students with moderate learning difficulties (MLD) have a general developmental delay. They have difficulties with learning across all areas of the curriculum. Students with MLD comprise the largest group of people with special educational needs in colleges. Many of these students have a delay of about three years and consequently need a high level of support in the classroom. Many people with MLD will also be suffering from low self-esteem and motivation.

Key characteristics:

- Have immature listening/attention skills
- Have immature social skills
- Rely on Teaching Assistant to direct them within the classroom situation
- Have a poor auditory memory
- Have a poor visual memory
- Have difficulty acquiring basic literacy and numeracy skills
- Have difficulties with comprehension skills
- Need a high level of support with investigation and problem solving activities
- Have poor verbal and non-verbal reasoning skills
- Have difficulties with applying what they know to other situations
- Have some poor motor skills

How we can help:

- ✓ Provide a Learning Coach at the beginning and end of the lesson, but encourage students to work independently whenever possible
- ✓ Ensure that learning activities are broken down into small steps and are clearly focused
- ✓ Differentiate or abbreviate class tasks
- ✓ Provide a multi-sensory approach to learning
- ✓ Provide activities to develop motor skills
- ✓ Use visual and concrete materials to aid understanding
- ✓ Keep language simple and familiar in guided group
- ✓ Keep instructions short and concise
- ✓ Ask students to repeat instructions in order to clarify understanding
- ✓ Provide alternative methods of recording e.g. labelled pictures, diagrams, flow charts
- ✓ Ensure repetition and reinforcement within a variety of contexts
- ✓ Allow extra time to complete a task
- ✓ Monitor and record progress so that each small achievement is recognised
- ✓ Organise activities to develop listening and attention skills
- ✓ Help organise their written work by using writing frames
- ✓ Praise every effort and successful achievement of a new skill

ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD)

Up to 5% of children in the UK are affected by ADHD, and 65% of children continue to experience problems until they reach adulthood. ADHD affects the executive functions of the brain, which include concentration, working memory, time awareness, hindsight and foresight, control of emotions, and general motivation. This combination of effects presents unique challenges for a college student with ADHD; however it provides potential for some unique strength.

Students with ADHD can become highly successful. It is easy for students and tutors to become locked into a negative perception of ADHD, so it is important for everyone affected to think positively. There is much to be positive about.

How we can help:

- ✓ Support the student in the classroom
- ✓ Support the student at breaks and lunchtimes if necessary
- ✓ Group support
- ✓ Social and emotional support
- ✓ Set ground rules
- ✓ Ask direct succinct questions that help the student stop and reflect on problems
- ✓ Encourage and motivate to promote self-belief
- ✓ Provide shorter, more frequent assignments
- ✓ Maintain eye contact to ensure that instructions have been understood
- ✓ Encourage students to use personal organisers with a daily 'to do' list
- ✓ Identify distractions, working with them to develop strategies to overcome these, e.g. the use of headphone to reduce noise
- ✓ Provide a space to relax with recreational activities

MENTAL ILL HEALTH

Mental Ill Health can affect anyone at any time in their life; it is about feelings, thoughts and behaviour NOT intellectual capacity. Treatments, especially medication, may have side effects (e.g. sedated, agitated) and experiences vary in intensity and length. It may be devastating and frightening for the individual and those they interact with. Diagnosis or label is not the individual; illness is one part of them.

Common Diagnosis

- Generalised Anxiety Disorder
- Phobias
- Obsessive Compulsive Disorder
- Panic Attacks
- Depression
- Bipolar Disorder
- Psychosis
- Personality Disorder

How we can help:

- ✓ Support for the student in the classroom
- ✓ Group support
- ✓ Social and emotional support
- ✓ Teaching staff should demonstrate compassion, patience and understanding
- ✓ Give additional supervision and motivation to ensure goals are achieved
- ✓ Encourage and motivate to promote self-belief
- ✓ Concentration may be low so break assignments down into smaller segments
- ✓ Monitor students' progress at regular intervals
- ✓ Be aware that at times the student may need time out of the classroom
- ✓ Provide a space to relax with recreational activities

OTHER CONDITIONS

Epilepsy

A common neurological disorder that affects 1 person in every 200. Epilepsy is a tendency to have recurrent seizures that originate in the brain. A care plan is put in place for all students with Epilepsy.

Visual Impairment

When one or more parts of the eye or brain that are needed to process images become diseased or damaged.

Hearing Impairment

Occurs when there is a problem with or damage to one or more parts of the ear.

Tourette's

An inherited neurological condition. The key feature is tics, involuntary and uncontrollable sounds and movements.

Cerebral Palsy

Impairment to the immature brain affecting movement, posture and co-ordination.

Deficits in Attention, Motor Control and Perception (DAMP)

An individual may have problems with concentration and be clumsy.

Pathological Demand Avoidance Syndrome (PDA)

A pervasive development disorder distinct from Autism. It is a lifelong disability requiring different amounts of support.

Dandy-Walker Syndrome

A congenital brain malformation. A progressive enlargement of the skull and slow motor development.

Achondroplasia

A disorder of bone growth that causes the most common type of Dwarfism.

Lafora Disease

A inherited Myoclonus Epilepsy Syndrome. Most cases are caused by mutations in one of two known genes.

Prader-Willi Syndrome

A rare genetic disorder frequently associated with an extreme and insatiable appetite, often resulting in morbid obesity. The main mental health difficulties experienced by people with PWS include compulsive behaviour (usually manifested in skin-picking) and anxiety.

Fragile X

Fragile X syndrome (FXS), Martin–Bell syndrome, or Escalante's syndrome is a genetic syndrome that is the most widespread single-gene cause of autism. It results in a spectrum of intellectual disabilities ranging from mild to severe as well as physical characteristics such as an elongated face,

large or protruding ears and behavioral characteristics such as stereotypic movements (e.g. hand-flapping), and social anxiety

College Policies

(please see our website for full details)

Students in care or leaving care (Looked After Children, LAC)

Young people who are living in care or are a recent care leaver can access an advanced level of support to ensure they are appropriately advised and supported throughout their studies. The college works closely with local authorities, health and social care trusts, schools, and other relevant organisations to provide information, advice and guidance about the courses available and the support mechanisms that are in place alongside them. Our curriculum is developed in conjunction with such organisations to meet the needs of looked after children to make our offer attractive and relevant. Students who are living in care or leaving care are offered a dedicated pre course interview and advice session, guaranteed an interview with the course tutor and allocated a specialist key worker to help track and monitor their progress, attendance and wellbeing throughout the course. Care leavers are also eligible for additional financial assistance of up to £1200 per year plus lunch vouchers to the value of £3.50 each day. Advice about the financial and personal support available will be offered before any commitment to enrol on the course to provide reassurance and enable a well informed decision. During the year, we will also offer designated careers advice or support with progressing in further education or entering higher education.

Managing your attendance at SLC

The College target for attendance is 95%. Punctuality is an employability skill and it is important for us to maintain this discipline with our learners. If you are late for class by more than five minutes, you will collect a late slip and sign in at the collection point. The slips are handed to your tutor who then hands the slips to the Programme Area Leader. This is all tracked and monitored and persistent offenders are the subject of further investigation. All learners who are showing as having three occasions of lateness will be written a letter of concern. In some cases of persistent lateness disciplinary action will follow.

Anti-bullying policy

The College aims to prevent bullying before it happens. Listed below are examples of the strategies which we use:

- Full time students learn about respect and bullying, citizenship, equality and diversity in group tutorials. Within this framework and also throughout the curriculum there are opportunities to develop skills such as team work, empathy, resilience.
- The College identifies students who are vulnerable and / or at risk of disengagement or underachievement through the 'Vulnerable Students and At Risk Policy'. These students are monitored closely so early interventions can be put in place to prevent issues from escalating.
- Students are encouraged to self-disclose sexual orientation, religion or belief so staff are aware of the potential for bullying. Staff will then watch out for any issues developing which could provoke a conflict.
- Anti-Bullying posters are displayed throughout the College to raise awareness and signpost support.

- The College works closely with external support agencies, for example: an LGBT Youth Support Group.
- Subject tutors, Progress coaches and ALS staff will receive the extended safeguarding training which covers in depth aspects such identifying signs of bullying and recognising different types of bullying such as cyber-bullying.
- Anti-Bullying events, Diversity week and internet safety day are an established part of the College calendar.
- The College works closely with local community police to gather intelligence of situations or incidents outside the College which may have a potential for conflict between students in the College.
- Tutorial Mentors/ ALS Team / Personal Tutors use 'Restorative Approach' to resolve conflict and to build good relationships between students.
- Support Staff work with specific vulnerable groups to develop resilience, communication skills and coping strategies.
- Expectations are made clear to students at induction and students sign the Student Agreement.
- Promote and work in partnership with the Students' Union to seek advice and support; to help students share their voice and experience.
- Learners with a Learning Difficulty and / or Disability may be especially vulnerable to bullying or have difficulties in communicating problems. Specialists from the Additional Support team are able to identify signs early. Any report of a student with a learning difficulty and / or disability being bullied will involve a member of the ALS teams, unless it is inappropriate.

If you are being bullied we will approach the situation carefully in the following way;

Stage One: Informal - Talk to someone; your tutor, another teacher, your key support worker or a member of the safeguarding team. You will be given information on our anti bullying guidance and complete a bullying incident report. The report is sent to the Deputy Safeguarding Officer who assigns appropriate person to deal with the case, usually the Personal Tutor. The Tutor conducts an investigation within 5 working days and documents the outcome. Hopefully this will stop the bullying.

Stage Two: Formal action starts – If the informal method does not work, or is not suitable, the Deputy Safeguarding officer assigns an Investigating Officer.

Stage Three: Investigator invites parties involved to a formal meeting to discuss findings and recommendations which may lead to disciplinary action, mediation, moving student to other groups etc. If bullying is confirmed, disciplinary action will follow

Stage Four: Decision acted upon and situation monitored to ensure resolution
Anti- bullying log completed

Appeal stage

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External contacts

Dyslexia

Dyslexia Action

Leicester Centre, Clock Chambers, 6 a Hotel Street, Leicester LE1 5AW
0116 251 1525 www.dyslexiaaction.org.uk

The British Dyslexia Association

Unit 8, Bracknell Beeches, Old Bracknell Lane, Bracknell, RG 127 BW
0845 2519003 www.bdadyslexia.org.uk

Dyslexia Lifeline

The Innovation Centre, 49 Oxford Street, Leicester, LE1 5XY
0116 250 6277 www.dyslexialifeline.co.uk

Careers

Prospects

Prospects House , Booth Street East, Manchester, M13 9EP

Sexual Orientation

LGBT Lesbian, Gay, Bi and Trans

15 Wellington Street, Leicester, LE1 6HH
0116 2547412 www.leicesterlgbtcentre.org

Autism

National Autistic Society

The National Autistic Society, 393 City Road, London EC1V 1NG
020 7833 2299 nas@nas.org.uk

Counselling

Samaritans

1a Elmfield Avenue, Leicester, LE2 1RB
0845 790 9090 www.samaritans.org

Focus Line – Night support line 0800 027 2127

Cruse Bereavement Care

16 Pocklingtons Walk Leicester
0844 477 9400 www.cruse.org.uk

The Laura Centre 4-6 Tower Street, Leicester LE1 6WS

0116 2544341 www.thelauracentre.org.uk info@thelauracentre.org.uk

Youthline

info@slcollege.ac.uk | 0116 264 3535
slcollege.ac.uk

Youthline is a helpline run by young people for young people aged 14-25.
Helpline Hours: Mon-Thurs 4pm-10pm, Friday 4pm-7pm
Helpline number- 0800 096 1425

Mental Health

CAMHS

Child and Adolescent Mental Health Services.
City Team, Westcotes House, Westcotes Drive, Leicester LE3 0QU
0116 295 2900 www.camhscares.nhs.uk

Anxiety Care

Helpline and other support for people with anxiety problems, obsessive-compulsive disorders and phobias, and their carers. 020 8478 3400

CALM

Advice and counselling for young men aged 15 - 24 who are feeling depressed or anxious.
Open 5 pm - 3 am. 0800 585 858

Mental Health Helpline

0500 639000

MIND infoline

0845 766 0163

Rethink Severe Mental Illness

National Advice Service
020 8974 6814

SANELINE

Helpline providing information and advice on mental health.
0845 767 8000

Threshold - Women and Mental Health Info line

0845 3000 0911

Young Minds

Help line and other support services for parents concerned about the mental health of a baby, child or young person.
0800 018 2138

HelpLine

Call the HelpLine and speak to a trained Advisor for emotional support, information and advice. 8am – midnight, 7 days a week.
0808 8020 133

Sexual Health

Sexual Health Information Line

0800 567 123

Health

Women's Health

Mon-Fri 9.30am-1.30pm
0845 125 5254 (local rate)

NHS Direct

0845 4647

Housing

Housing Options Centre Phoenix House, Welford Place, Leics, LE1 6RN

Kennedy House

Direct Access Hostel For Single Men And Women
Shaw Homes, Tigers Road, Wigston, Leicestershire, LE18 4WS
01162 787444 KennedyHouse.Manager@shaw.co.uk www.shaw.co.uk
LCS Network – signers

Substance misuse**Leicester Recovery Partnership**

Delivers substance misuse services for people living in Leicester City and provides support for families and carers
0116 225 6400 www.leicesterrecoverypartnership.co.uk

Gambling Addiction**GamCare**

Provides support, information and advice to anyone suffering through a gambling problem.
www.gamcare.org.uk

Domestic Violence**Domestic Violence Integrated Response Project (DVIRP)**

DVIRP provide support to anyone over the age of 16 affected by Domestic Violence in Leicester, Leicestershire and Rutland. DVIRP offers support in Punjabi, Hindi, Gujarati and Urdu
0116 255 0004 www.dvirp.co.uk

Women's Aid Leicestershire Limited (WALL)

Provides free and confidential support and safe temporary accommodation for women with or without children suffering domestic abuse.
0300 3031844 http://www.wa-leicester.org.uk/

Feeder and Partner Schools

Beauchamp College

Ridge Way, Oadby, Leicester LE2 5TP
0116 272 9100 www.beauchamp.org.uk

Birkett House

Launceston Rd, Wigston
0116 288 5802 www.birketthouse.leics.sch.uk

Countesthorpe Community College

Winchester Rd Countesthorpe, Leicestershire LE8 5PR
0116 277 1555 www.countesthorpe.cc

Ellesmere College

Ellesmere Rd Leicester, LE3 1BE
0116 289 4242 www.ellesmerecollege.org.uk

Guthlaxton College

Station Rd Wigston, Leicestershire LE18 2DS
0116 288 1611 www.guth.org.uk

Robert Smyth Academy

Burnmill Rd Market Harborough, Leicestershire LE16 7JG
01858 440770 www.rsacademy.co.uk

Sir Jonathan North Community College

Knighton Lane, Leicester, LE2 6FU
0116 270 8116 www.sjncc.leicester.sch.uk

South Wigston High School

St Thomas Rd South Wigston., Leicestershire LE18 4TA
0116 278 2388 www.southwigston.leics.sch.uk

The Lancaster School

Knighton Lane East, Leicester, LE2 6FU
0116 270 3176 www.lancaster.leicester.sch.uk

How can I find out more?

- ✓ Noticeboards
- ✓ Awareness presentation during induction week
- ✓ Leaflet
- ✓ Website/webpage
- ✓ Visit us at the South Wigston Campus, room 1-04 near the Student Lounge.

How to contact us Additional Support Team



Room 1-04, Main South Wigston Campus,
Blaby Road, South Wigston, Leicestershire, LE18 4PH

We operate an open door policy and welcome student, tutors, parents/carers or any other visitors to come and talk to us anytime about the needs of a student(s). We are open Monday-Friday 8.30am-5pm, all year round (except days on which the college is closed).

Tel: 0116 264 35355
Email: support@slcollege.ac.uk
Web: slcollege.ac.uk/support