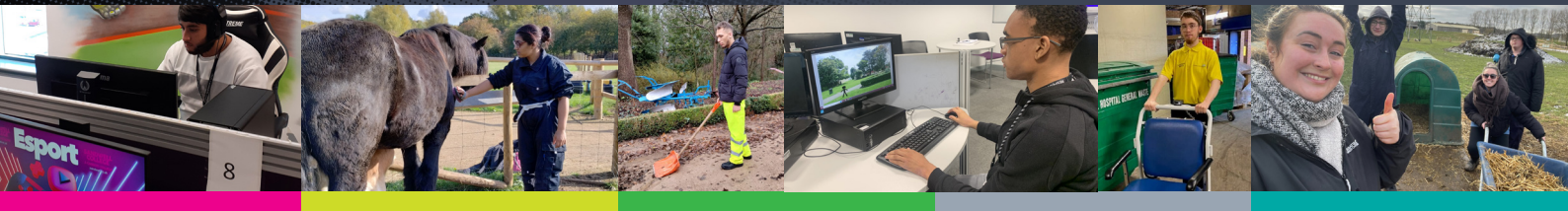


# SEND

## AT SANDWELL'S FAMILY OF COLLEGES

This guide is for SEND practitioners, parents, carers and young people to support their future options.



THE SANDWELL FAMILY OF COLLEGES



**SANDWELL  
COLLEGE**  
A CAREERS COLLEGE

**Tomorrow's  
People**  
DRIVING BUSINESS

**Central  
Saint Michael's  
Sixth Form**  
A UNIVERSITY-STYLE SIXTH FORM

**cadbury sixth  
form college**  
SERVING THE CITY OF BIRMINGHAM



# WELCOME

PROFESSIONALS SUPPORTING **SEND**



**MARK SALTER**  
Head of Centre



**ELAINE GROVES**  
Head of Department



**CHANTAL BROWN**  
Curriculum Lead



**MIKE REEVES-COWLING**  
Hub Manager



**BALJINDER GREAVES**  
Learning Support Manager



**SIAN WHITEHOUSE**  
Learning Support Manager

## WELCOME FROM THE TEAM

**This guide is for SEND practitioners, parents, carers and young people to enable them to identify future options and gain a greater understanding of how the Sandwell College family supports students with additional educational needs.**

We are so proud of the impact we have on our learners' lives and our diverse and inclusive ethos, community and curriculum. Our experienced and skilled staff support students closely with robust programmes of study to meet their needs and make learning fun.

We feel our holistic approach creates a varied curriculum, supporting independence for learners and their personalised learning styles, and giving them transferable skills. A positive nurturing environment celebrates learner achievements and allows them to feel safe, and we see learners achieve new skills and become more confident. We encourage you to discover more about our provision and the bespoke packages our dedicated teams can offer you.

**We look forward to meeting you and working with you soon.**





# WHO WE ARE OUR STAFF

Experienced, skilled and supportive – our dedicated SEND team consists of lecturers, LSAs, work placement officer and EHC Plan officers. There is also a robust safeguarding team of fully trained staff within the college.

All SEND staff have specialist knowledge and experience of many areas including teaching and learning, psychology, mental health, equality and diversity. On the team we have

EHC Plan specialists with experience in mediation and tribunals, trained mental health first aiders, LGBTQIA+ advocates, qualified first aiders and suicide prevention staff.

All College staff receive regular training to keep their SEND knowledge up to date, and work closely with all areas of curriculum.

# OUR CAMPUSES

The Sandwell Family of Colleges places high quality teaching, pastoral care, and strong student support at its heart. A Levels, T Levels, BTEC Diplomas and Apprenticeships are delivered by specialist faculties at **Cadbury Sixth Form College**, **Central Saint Michael's Sixth Form College** and **Sandwell College**, allowing students to build a strong skill set for the future. Our College settings cater for learners studying Level 2 or Level 3 qualifications. We are dedicated to creating a first-class learning environment where students achieve their university and employment ambitions.



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THE SANDWELL FAMILY OF COLLEGES



A photograph of two people climbing a large, wooden rock wall. The wall is made of horizontal wooden planks and has numerous colorful climbing holds (yellow, red, and brown) attached to it. One person, wearing a blue jacket and a blue helmet, is higher up on the wall. The other person, wearing a pink jacket and a blue helmet, is lower down. Both are wearing safety harnesses and helmets. The background shows a clear blue sky and some industrial structures.

# STARTING POINTS

## STARTING POINTS

Our baseline starting points for student achievement are broad in range and meet diverse learner needs. There are various ways we can help you to start your college journey.

- Open days – to provide any information and answer any queries you may have
- Informal interview sessions
- Interview with learner/parents/carers – to complete ISA and gather background information
- Separate enrolment days
- Taster/transition days
- Close links with schools to aid smooth transition
- Transition visits to college so learners can feel confident about site, staffing and support
- Transition calls and Zoom contact to build relationships with learners
- Initial assessments
- Risk assessments
- RARPA starting points assessment
- EHC Plan - to plan learning and class places according to learning levels and individual needs
- Keep warm days
- Induction days
- Individual learner timetables
- Personal tutors
- Individualised personalised targets for EHC Plan strategies, maths, English, qualification and vocational areas
- Key contact - from application throughout college life
- Key person to work with during enrolment and induction



# SUPPORT OPTIONS

**We have a large range of support options available to the people who study with us. We offer robust safeguarding and pastoral support to learners to overcome challenges. For those at risk of falling behind in their studies we provide support through LSAs, 1-1 support sessions and booster sessions in Maths and English.**

## Typical support for all SEND students can include:

- Student passports detailing what reasonable adjustments learners need to succeed – both in and out of class
- Exam access arrangements
- Pastoral support
- Access to Learning Centres during unstructured times
- Counselling
- Mentoring
- Access to wellbeing and mindfulness activities during lunchtimes
- Academic specialist mentoring
- Personal Emergency Evacuation Plans for appropriate learners
- Assistive technology
- Gender neutral toilets/all access toilets

## Typical support for Higher Needs students can include:

- Use of additional entrance to lower anxiety
- Specialist support base for reteaching
- Sensory room
- Bespoke package of support based on needs assessment
- Low stimulus environment for PC working and small group out of class reteaching
- In class support with highly trained and experienced Learning Support Assistants
- Support for accessing trips and residentials
- Parental handover and door greeting, if required
- Personal care
- Working with external agencies
- Workplace links to support work experience
- Welfare Support





# HUB EXTRA

The Additional Learning Support Team manage Hub Extra at Sandwell College campus and provide support for students with Education, Health and Care (EHC) Plans attending provision across curriculum areas. The team offers support to students in developing their reading, writing and Maths skills on their education programme. This includes:

Typical support for all SEND students can include:

- in-class support
- 1:1 drop-in service and weekly 1:1 sessions
- small group work
- support with English & Maths
- support with structuring and organising assignments and coursework
- dyslexia support and access to specialist software

The team can also, where available, support students with a range of needs, including:

- those who are on the autistic spectrum
- those who have physical and sensory impairments
- mental health difficulties
- medical conditions
- dyslexia
- dyscalculia
- emotional and behavioural difficulties.

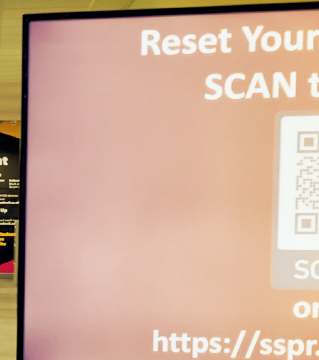
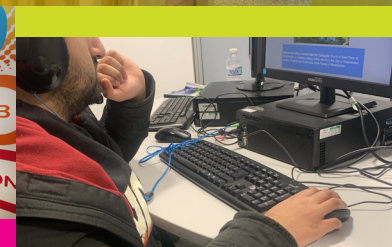
In this way, all students have the opportunity to achieve, regardless of ability or circumstances.

Our **Learning Support Coordinators** can arrange 1:1 support sessions with one of our Learning Support Assistants as well as support for students in class. Our **Special Exams Arrangements Officer** can apply for exam arrangements and liaise with exam boards. Our **Additional Needs Advisor** can offer a confidential talk with someone who understands learners' needs, carry out an assessment to suggest ways to help, and carry out an exam arrangements and support assessment. Our **Dyslexia Coordinator** can offer an initial interview, a dyslexia screening assessment, a full dyslexia assessment and exam arrangements and support assessment.



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# HUB EXTRA





**INCLUSIVE LEARNING HUB**

# INCLUSION HUB

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## INCLUSION HUB

**The Additional Learning Support Team manage the Inclusion Hub at Cadbury College campus. We are committed to developing inclusive learning approaches and to providing additional learning support to secure learning success for all. We believe very strongly that life should be a level playing field.**

### Our team

- All SEND staff have specialist knowledge and experience areas, including: Teaching and Learning, Mental Health, Equality and Diversity alongside many others.
- Trained Mental Health First Aiders
- All College staff have regular training around SEND to keep knowledge up to date.
- LGBTQIA+ advocates
- EHC Plan specialist with experience in mediation and tribunals
- Close working relationships with all areas of curriculum
- Qualified first aiders and suicide prevention staff

### Typical support for all SEND students can include:

- Transition support, both in and out of
- In-class for high needs learners
- Wellness lunchtime workshops/activities
- Low stimulus access to entrance and exit
- Key person
- Access to sensory room
- 1:1 weekly support
- Exam technique support
- Wider pastoral support





# FOUNDATION LEARNING

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## FOUNDATION LEARNING

We deliver tailored programmes of education to learners with:

- Learning difficulties / disabilities
- Social, emotional and mental health difficulties
- Young people who have been out of education

to meet individual needs and develop learners' knowledge, skills, behaviour, independence, emotional health and resilience in mainstream further education.

We plan and review our varied curriculum throughout the year in collaboration with the academic team, to build on the skills students already possess and give them ownership of their own college experience. Independence is gradually increased, depending on the learner's level and individual needs, so they gain qualifications and knowledge to take into the world of

work or potentially to cross-college courses, removing barriers that impact learning. This is achieved through conversations with learners, professionals and parents/carers and by trialling different strategies to find the best fit. Eighteen different programmes of study, links and adult programmes are offered to Foundation Learning students at our Sandwell campus, with personalised learning and differentiated teaching styles. We ensure learning is linked to EHC Plan outcomes.

**Staff collaborate and innovate to deliver exciting and robust curriculums, with regular reviews, and new focuses and qualifications being identified and implemented yearly to ensure we are meeting our learners' and community needs and requirements.**



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## ADDED VALUE

To supplement our full-time curriculum for young people, and part-time curriculum for adults at Sandwell College, we also offer welfare assistance with Learner Support Fund applications. Help with transport costs or free bus passes are provided via the College's Learner Support Fund.

## QUALIFICATIONS

Foundation Learning offer qualifications to support the aims of the following pathways:

- Employability
- Independence
- Lifelong Learning
- Executive Functioning
- Sport
- Introduction to FE

The programmes of study delivered by Foundation Learning also include

- Basic Maths and English
- Functional Skills Maths & English (Entry Level to Level 2)
- GCSE Maths & English

## POSITIVE LEARNING BEHAVIOURS

We instil positive learning behaviours by providing resources and equipment to allow learners to fully access learning in the classroom including use of assistive and adaptive technology. By sharing best practice learning strategies and behaviour-based tutorial sessions, one to one sessions and learning mentor support, tutors and LSAs communicate effectively to identify and address issues in the first instance. Reviews of learning and behaviours through staff and learner feedback identify areas of difficulty and progress made. Visiting speakers are also invited to reinforce life skills and behaviours.







# WHAT FOUNDATION LEARNING OFFERS

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Foundation Learning offers programmes of education to learners with a wide range of needs including SEND and emotional, social and mental well-being needs. We offer many different pathways and programmes, and our aim is to promote independence, develop employability, literacy and numeracy skills, and act as an introduction to further study within the college. Class sizes are small and supported by Learning Support Assistants alongside the class tutor. We offer support from the moment a learner enters the building until they leave at the end of the day. Learners are met in the morning in the atrium, and have access to staff at all times, including break and lunch time.

We offer pastoral care, personal care and mentoring to all learners within the department. We also offer breakfast club before classes start, and opportunities to develop community engagement skills.

Our courses include a range of vocational elements including opportunities to develop skills in hair and beauty, construction, art and design, business enterprise, administration, retail, catering and hospitality, animal care, childcare and health and social care.

Courses start at pre-entry level up to Level 2 and GCSE, dependent on learners' own academic requirements.

## ADDITIONALITY

Enrichment trips and visits can provide students with employability skills and utilise the transferable skills they have been learning, particularly in a residential setting or during induction. Trips include Duke of Edinburgh expeditions, Butlin's resorts or the Frankfurt Christmas Market in Birmingham.

Most learners exceed their target of at least 30 hours of Work Placement per year. We offer the opportunity to work either in groups or individually in a variety of areas from catering, retail and foodbank volunteering to conservation. Learners can access in-house practical taster sessions within Sandwell College, for example with construction and automotive departments.

Charity work and successful enterprise projects include managing a self-sustaining tuck shop and an on-site horticultural shop. Allotment planters have also been designed, planted and maintained by our learners at Sandwell College for a new start-up gardening project.

We also offer work skills advice and support, for example with CV building.

## REFERRALS

**Who can refer to our provision?**

- Local schools
- Local authorities
- Children's and adults' social care
- Parents and carers
- Self-referral
- Through an EHC Plan consultation

### LEARNER ASPIRATIONS>LEARNER DESTINATIONS

**Our Learners Aspire:**

- To be more independent in various areas & aspects of their lives
- To live independently
- To have employment opportunities
- To progress to cross-college courses





# PROGRESSION

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## WHERE OUR STUDENTS GO

Learners often continue their learning programme at their current or a higher level. Alternative progression routes include:

- Cross College Provision
- Employment
- Supported Internships
- Apprenticeships / Supported Apprenticeships
- Traineeships
- Training Provider
- Adult Services
- Day Opportunities

Transition Out Packages are created to support students with UCAS applications and careers guidance. Staff also work closely with universities' disabilities and support teams to help with DSA and Social Care. They also work in partnership with employers and apprenticeship providers.



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## WORK PLACEMENTS

As part of the Foundation Learning programme of study, the learner is required to complete a minimum of 30 hours work experience per year. This will normally be 1 day per week for 8-10 weeks. We offer the learner the opportunity to work either in groups or individually for various companies in the local community, in a variety of areas from catering, retail, childcare, animal care & conservation. Learners can also access in-house practical taster sessions within the College, for example within the construction, dog grooming and automotive departments. Learners will have support from our two allocated Work Placement Officers within Foundation Learning and support will be given to find the right placement for each learner.



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## WORK PLACEMENTS & SUPPORTED INTERNSHIPS

### SUPPORTED INTERNSHIPS

The Foundation Learning department offers a Supported Internship programme for young people aged between 16 and 24 with special educational needs and disabilities (SEND) focused on getting a job. Students don't have to have a learning disability, but would need to have an Education, Health and Care (EHC) Plan. Each intern will complete 70% of their learning in the workplace and will have help from an allocated job coach, who offers support to both the learner and the employer until the coach feels the learner is confident and ready to do the job independently.



# COMPLEX NEEDS PROVISION

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## COMPLEX NEEDS PROVISION- LIFELONG LEARNING

**A new provision for learners with complex needs has been developed for learners who may have learning disabilities, speech and language difficulties, sensory processing difficulties, autism and medical requirements.**

The new provision has been placed on the ground floor and has a range of facilities which play a vital role in assisting young people with learning disabilities and complex needs to access education. The facilities include a kitchen, a dedicated medical room, classroom space, an accessible WC and a sensory area. The kitchen will allow learners to develop essential life skills in a safe and controlled environment.

The medical room within the provision ensures that learners receive the necessary medical support, monitoring and care during their education. The accessible WC addresses the specific hygiene

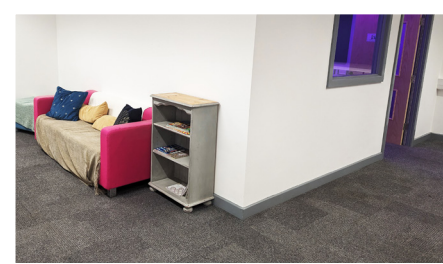
needs of the learners. The sensory area includes many sensory stimuli including lighting, sounds, textures and objects to promote sensory regulation enabling focus and relaxation.

This provision provides a calm and supportive environment to build social skills, an opportunity to connect with their peers, form meaningful relationships, and develop essential social strategies that can positively impact their personal and academic lives whilst allowing them their own autonomy in a safe and dedicated space.



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THE  
FACILITIES  
INCLUDE  
**A KITCHEN,  
A DEDICATED  
MEDICAL ROOM,  
CLASSROOM  
SPACE, AN  
ACCESSIBLE  
WC AND A  
SENSORY  
AREA.**



# WHAT OUR STUDENTS SAY

## #Alumni #Classof2022

### » CHLOE POVEY

@CadburyColAlumni

The Learning Support is a safe place where I can de-stress and be accepted for my difficulties. The staff are vigilant when it comes to things aren't too good for me. I feel cared for and supported by them. I know that they just want me to do well.

#Alumni #Classof2022

### » KATIE TOY

@CadburyColAlumni

My support at Cadbury College has been better than I could ever have imagined. Transitioning from hospital to the community was hard but learning support supported me at every step. The team made sure that all of my additional needs have been met and the teachers know how best to support me. With the amazing support of learning support I am able to complete all my lessons and I am now taking steps to go to university which I never thought I was able to do.

#Alumni #Classof2022

### » GURPREET SAHOTA

@CadburyColAlumni

The Support in Cadbury College has been very amazing and great because it is very helpful. The support I have been given has been exceptional because I get extra support for example I have in and out of class support. Thanks to Learning Support I have the support I need and I am very grateful for it.

#Alumni #Classof2022

### » DONAYE CRAWFORD

@SandwellColAlumni

I like the support I get from the staff, I like how the staff work with me and encourage me in whatever I am doing. I like how I get the help that I need. I like the variety of classes which we get to do in Foundation Learning. I like the building, I like how there is different things to see on each floor. They are interesting.

#Alumni #Classof2022

### » JAI PATEL

@SandwellColAlumni

My name is Jai Patel, I have been at Sandwell College for four years. My time at the college has been very fun, throughout my time here I have made lots of new friends. I really enjoy doing an internship here, it has helped me gain lots of confidence and make me want to get a job when I leave college.

#Alumni #Classof2022





# ALUMNI STORIES

#Alumni #Classof2022

## Learner R

A VI learner, who has progressed from L1 to L2 Childcare, uses the aid of Dolphin Supernova software on a tablet which can be synchronised with the smartboard and touch-typing training to support her independence in college classes.

## Learner T

A learner with autism, is working towards completing L2 Supporting Teaching & Learning, her confidence has blossomed since receiving support in college, especially since the COVID-19 pandemic where support was provided consistently to help her on course via Zoom sessions with our LSAs.

## Learner K

A learner who has struggled with a medical condition that affects her day to day activities has been inspired from the support she received at Sandwell College to make the leap from being a learner on L3 Health & Social Care and L2 Computing at Sandwell College to applying for and obtaining a job in supporting learners in college with additional needs.

## Learner A

Really appreciative of the support she has received through the college to build confidence and strategies for coping with her autism, dyslexia and mental health struggles, this learner is now looking forwards to completing L3 Advanced Technical Diploma in Animal Management to move on to chase her dream of working for the RSPCA.

## Learner AB

When travel into college was difficult due to home events and travel restriction, this learner who is a wheelchair user with paralysis from the waist down, was able to collaborate with support staff to attend college classes virtually via Zoom on a laptop. His independence and opportunities were improved by virtual support and he was not at a disadvantage and is now working towards completing a L3 City & Guilds Diploma for IT Users.

## Learner F

Now looking to progress to University after completing a L3 BTEC National Diploma in Creative Practice- Film & Media, being able to use her photography and filming equipment successfully despite physical limitations due to spinal muscular atrophy via the use of a variable friction arm with a clamp attachment attached to her wheelchair gave her the confidence and independence to be creative and build her own portfolio showcasing her media skills.

## Learner CY

C.Y. joined Foundation Learning 3 years ago and during this time has successfully completed courses including Employability, Enterprise and is currently undertaking his GCSEs. Alongside his academic achievements, C.Y. he grown significantly in confidence and feels more assured asking questions in class and when in social situations. C.Y. will now be embarking on a L2 Art course at Sandwell College.

## Learner AM

A.M. has been with Foundation Learning for 2 years and is currently on a L1 employability course. A.M. now travels to college independently and during class time has built her confidence and will actively share her own ideas and opinions during group tasks.

A.M. is currently doing a Vocational Hair and Beauty course with Foundation Learning and will be using her creative skills when she progresses on to Hair and Beauty L1 at Sandwell College.



**Sandwell College Learning Support Team &  
Central Saint Michael's Sixth Form College Learning Support Team**  
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EHCP Lead- [kathryn.Franks@sandwell.ac.uk](mailto:kathryn.Franks@sandwell.ac.uk)



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