



SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

LOCAL OFFER

LOCAL OFFER

LOCAL OFFER

LOCATIONS

The Cornwall College Group (TCCG) has seven campuses throughout Cornwall.

West Cornwall

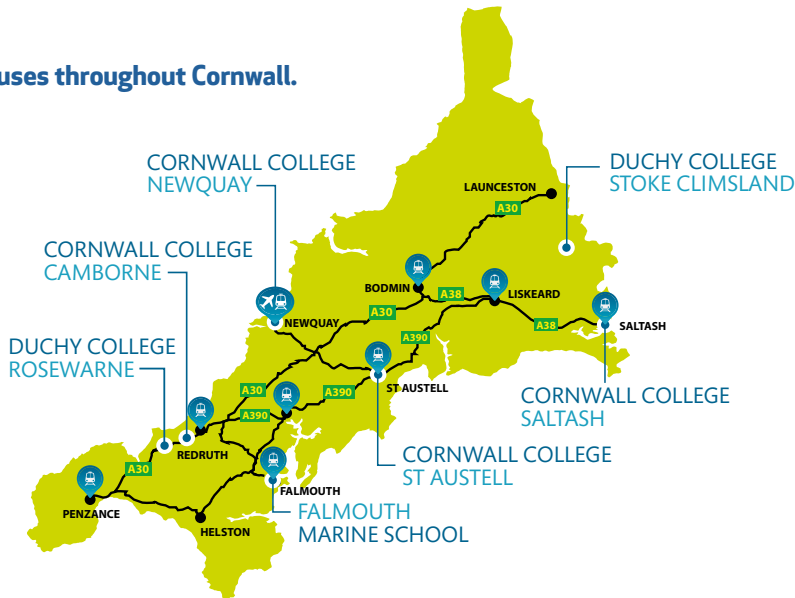
- Cornwall College Camborne
- Falmouth Marine School
- Duchy College Rosewarne

Mid Cornwall:

- Cornwall College Newquay
- Cornwall College St Austell

East Cornwall:

- Duchy College Stoke Climsland
- Cornwall College Saltash



We also offer provision at numerous community venues across the county.

LEAD CONTACT PERSON

The Cornwall College Group

Ros Osborne ros.osborne@cornwall.ac.uk
01209 617573 / 07917505768

West Cornwall (Camborne, Rosewarne & Falmouth campuses):

Ali Lynes alison.lynes@cornwall.ac.uk
01209 616485

Mid Cornwall (St Austell & Newquay campuses):

Pauline Hutchings pauline.hutchings@st-austell.ac.uk
01726 226782

East Cornwall (Stoke Climsland & Saltash campuses):

Tim Moss tim.moss@saltash.ac.uk
01752 850269

General Local Offer enquiry and advice contact:

learning.support@cornwall.ac.uk
01209 617523 www.cornwall.ac.uk

SUPPORT FOR LEARNERS

The Cornwall College Group has made the following promise to our learners.

Every learner is equipped with the tools and resilience required to successfully achieve their learning goals and aspirations. There is no discrimination between learner groups with all young, further, higher and workplace learners who require support being engaged as appropriate to them.

Learner voice and choice is heard and actioned, with learning technologies routinely embraced, promoting independence and self-sufficiency; enabling a smooth transition between learning, life and work.

Outcomes for all learners requiring support are exceptional with success achieved in every aspect of learning and celebrated by positive progression into work and/or independence.

Please note: the following information is based on a core approach for all young people requiring support. This approach includes the tailoring of study programmes to meet the individual requirements of our learners.

Arrangements will be agreed on an individual learner basis and in some cases, where required, may vary from what is outlined in this document.

FROM THE PARENT/CARER PERSPECTIVE

How does the College know if young people need extra help and what should I do if I think my young person may have special educational needs (SEN)?

There are three key ways we identify young people with SEN:

1 - The EHCP - We will be notified of those learners with an Education, Health and Care Plan (EHCP) from the Local Authority or pre-college setting. Within this plan the special educational needs, plus support required, will be noted and we will use this document to agree the provision you wish your young person to benefit from while with the College.

2 - Other SEN evidence - For those young people without an EHCP but with other evidence of SEN, we ask you to bring this to our attention via the pre-college setting or by contacting the key person at the campuses listed previously. We ask that the information is passed to us at application and interview stage in order for us to ensure that we can offer the appropriate support and guidance to you from the outset.

3 - On course - Some young people with SEN may not have required support while at their pre-college setting, but once on a course at college begin to struggle with the demands of further education.

In all of these cases support can be put into place once the need is identified and support requirements agreed. If support is required, but no SEN diagnosis is in place, then a separate process to access support will be followed.

How will I be able to raise any concerns I may have?

Please email learning.support@cornwall.ac.uk or telephone 01209 617523 for any enquiries or information.

Alternatively if you wish to speak to someone at a specific college campus please email or call the appropriate contact.



HOW WILL STAFF SUPPORT MY CHILD/YOUNG PERSON?

Who will oversee and plan the education programme?

Every learner is allocated a Personal Learning Adviser (PLA) who will work with your young person closely from the start of their programme. The PLA will act on behalf of the learner and parents/carers where required in order to ensure that the College programme meets the needs of the young person. In doing this the PLA will work closely with all tutors involved with your young person's course and maintain a clear map of progress being made.

Who will work with and have responsibility for overseeing the young person in college?

Although the College Governors are ultimately responsible for the welfare and educational progress of all our learners, all staff involved with your young person's journey at the College take responsibility for his/her experience.

The key person who will oversee your young person's college experience will be the PLA who will hold information regarding all aspects of college life.

The work of the PLA, alongside the valuable input of parent/carers, ensures that your young person's voice is heard and that he/she enjoys a positive college experience that provides progress to their intended destination after college.

There are regular reviews throughout an academic year at which Curriculum and Team Leads (who manage our courses) as well as vocational tutors and support staff take time to celebrate success as well as identify and address areas of concern.

Who will explain this to me/the young person?

As previously noted, every learner will be allocated a Personal Learning Adviser (PLA) who will be his/her key contact during their time at college.

Your young person will be introduced and have chance to spend some time with his/her PLA during the induction period, as well as have regular contact with them throughout their time with us. In some cases your PLA will be involved from interview stage; enabling a solid working relationship to be built with your young person from the outset.

From application and interview stage the key contacts for all aspects of your young person's time at college will be outlined to you. As noted previously, the PLA is sometimes involved from interview stage on.

If this is not the case then the course Team Lead or Tutor interviewing will ensure that all information regarding your young person's support needs are noted and the names of the key people involved in their time at college introduced.

How are the College Governors or Trustees involved and what are their responsibilities?

Together with the Principal and CEO, the College governing body has the ultimate responsibility for all college provision and as such has a statutory duty to ensure that the College makes available suitable and efficient further education for all our learners.

To this end, our Governors are responsible for the quality of the service the College provides to its students. This includes responsibility for learner welfare, the financial health of the College, the proper use of public funds, and for securing the effective management of the College. The governing body also holds responsibility for agreeing and monitoring the progress of the College's strategy and must adhere to the Children and Families Act 2014.

Regular Governor and College Council meetings ensure that our Governors and Council Members are well versed with college activity and are positively involved with discussion regarding policy and the College direction.

HOW WILL THE CURRICULUM BE MATCHED TO MY YOUNG PERSON'S NEEDS?

What are the College's approaches to differentiation?

The Cornwall College Group is committed to allowing every student to follow a programme of learning that is dictated by their needs and preferences for learning.

As such all lessons are planned to cater for the individual as well as the group, with effective teaching that involves providing our students with different avenues to learning (often in the same classroom).

All young people have ownership of an individual learning plan (ILP) which identifies any learning needs and/or support, and presents a personalised action plan that includes the setting, monitoring and reviewing of individualised targets.

To support our college team in differentiating their delivery for our learners we use an initial and diagnostic assessment at the start of the year.

These tools inform us of learner strengths and areas for development within English and maths as well as identifying their preferred learning style. Having this information when planning learning programmes and agreeing ILPs supports the college team in ensuring that every learner is catered for as an individual.

How will that help my young person?

The College's 'Brilliant Learning' strategy ensures a consistent approach to delivery across all provision at all levels. This means that while delivery and learning outcomes are differentiated according to learner need, we remain certain in the high quality of learning and teaching throughout the College.

Influencing the 'Brilliant Learning' strategy is a student centred approach to learning and teaching that is focused on using appropriate delivery and assessment tools that are fair, flexible and challenging, while engaging students in the curriculum in meaningful ways.

HOW WILL I KNOW HOW MY CHILD/YOUNG PERSON IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S/YOUNG PERSON'S LEARNING?

In addition to the normal reporting arrangements, what opportunities will there be for me to discuss his/her progress with the staff?

As previously noted your young person will have a PLA allocated to him/her who will act as your key link to the College. Contact details of the PLA will be made readily available and you are encouraged to make contact at any time in order to raise concerns, ask questions or celebrate success.

If you wish to meet and discuss progress with other team members who work with your young person you can request this via your PLA who will arrange a meeting on your behalf.



HOW WILL STAFF SUPPORT MY CHILD/YOUNG PERSON?

How does the College know how well my child/young person is doing?

During the interview to enrolment stage of your young person's time at college he/she will complete initial and diagnostic assessments to help identify the starting point for their learning. Along with the set assessment criteria for the vocational or academic programme they are following, this information is used to produce an individual learning plan (ILP) that incorporates targets that are both challenging and realistic for the learner.

The Cornwall College Group uses a case conferencing process to ensure that the progress of every learner is regularly reviewed and any action required to support our learners is taken in a timely fashion. The case conference system is managed by our team of PLAs who ensure that all staff involved with each of their learners present regular updates on a young person's progress.

These updates are not singularly focused on academic achievement but are also concerned with learners' social and personal development. The system is electronic and allows our staff and our learners to set targets, monitor progress and review outcomes. It further enables learners to view more formal feedback from their tutors regarding their time at college.

How will I know what progress my child/young person should be making?

Regular parent/carer events and formal progress reports will be issued throughout the duration of your young person's time with us, where you will have opportunity to discuss the progress being made against expected progress.

Your young person's ILP will be readily shared with you if requested in order to enable you to support his/her learning outside of college, as well as discuss anything outside of the targets set that are specific to your young person's needs.

What opportunities will there be for regular contact about things that have happened at the College?

Parent/carers are welcome to discuss and agree a personalised approach to the contact that is required. Some young people will have communication books that are shared daily between college and home settings.

If you have a preferred method or format for communication you would like us to use with your young person and/or yourselves please let us know.

Regular opportunities to discuss your young person's college experience will be made available, both in a formal and informal manner. We will be led by you as to how often you wish to have contact with your young person's PLA and other key staff involved in his/her learning.

How will you explain to me how his/her learning is planned and how I can support this outside of the College?

During the application to enrolment stage of your young person's time at college, you will be provided with detail regarding his/her learning programme.

There will be opportunity for you to ask questions freely at all stages before the start of his/her course. At the first parent/carer event of the year any further questions regarding your young person's learning can be answered by staff members involved with his/her programme.

Your young person's ILP will be freely shared if requested and guidance given on how best to support them.

WHAT SUPPORT WILL THERE BE FOR MY YOUNG PERSON'S OVERALL WELLBEING?

What is the pastoral, medical and social support available in the College for children with SEN and disabilities?

The College has a duty to adhere to legalisation regarding the management and administration of medication and have structured policies in place to support staff to do this.

The Local Authority has a designated a Medical/Clinical Officer who we can seek health advice from should we need to.

There are a number of ways that we will support your young person's pastoral, medical and social needs. As already identified your young person's PLA will be his/her key support person at college.

The PLA team are supported themselves by Senior Learning Advisers (SLA) who mentor and advise where required. At times you may therefore find a SLA involved in discussions regarding the pastoral, medical or social needs of your young person. For learners requiring a higher level of support than others we will produce additional documents such as Student Support Plans, Individual Risk Assessments and gather extra medical information.



All of this will be done in discussion with your young person and/or parents/carers with the result being an agreed support plan that encompasses all aspects of your young person's needs. Further to this, Education, Health and Care Plans (EHCP) will provide the basis of support plans.

A Personal Emergency Evacuation Plan (PEEP) will be completed for any disabled learner who requires one.

How does the College manage the administration of medicines and providing personal care?

Parent/carers have the prime responsibility for their young person's health and as part of our application to enrolment process we ask that you provide us with any relevant medical information.

As noted above we will work with you to gather information and agree a plan for the administration of any medication. Before medication is administered by college staff formal parental/carer agreement must be obtained and the staff members involved provided with any necessary training.

Please note that college staff will never give a non-prescribed medicine to a young person unless we receive specific prior written permission. When medication is administered a formal record is made to note the event.

If you wish to view this record at any time please feel free to contact your young person's PLA who will make the record available to you. Any learner requiring personal care will be allocated Learning Support Practitioners who are trained in this provision. A detailed plan for the provision of personal care will be agreed with your young person and his/her parent or carer.

The College has a Personal Care Policy that is used to advise any support plans involving personal care and that staff follow when providing the service. If you wish to view the policy please feel free to contact your young person's PLA who will make it available to you.

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What support is there for behaviour, avoiding exclusions and increasing attendance?

Our team of Personal Learning Advisers (PLAs) are experienced in working with young people who require extra support for their behaviour as well as academic achievement. The PLAs and other team members who will be working with your young person undertake regular training regarding behaviour management and positive strategies for ensuring the active engagement of all learners.

As well as more formal training that is completed, we are keen to listen and learn from your young person's care givers and those who worked with him/her at a previous setting. As part of the application to enrolment process we will ask you to provide any information regarding strategies you employ and how best you feel they would work in the College environment.

Very often the move to college can affect behaviours and so we encourage regular communication between college and home to ensure a strategy used in one setting, does not negatively impact on behaviour in the other.

Learning Support Practitioners and Tutors will actively support the management of positive behaviour in class. Further to this the College uses a concern note system to identify any issues and action interventions to avoid long-term trouble.



The College's case conferencing process is in place to ensure that any concerns are noted and actioned in a timely manner. This will include discussion with parents/carers as required.

As with all other records regarding your young person, if you wish to discuss his/her progress or have a concern to raise please feel free to do this via your young person's PLA.

How will my young person be able to communicate his/her views and how will the College support my young person to do this?

Regular one-to-one time with his/her PLA will provide your young person with the opportunity to discuss their views and express concern or celebration.

Further to the formal tutorial process your young person can communicate views in student review meetings and also have access to the Cornwall College Students' Union. If required, support for your young person is available through his/her PLA who can attend meetings with your young person or alternatively can note and forward comments on their behalf.

This can also be done by a Learning Support Practitioner he/she works closely with. Your young person's views and comments do not have to be presented in a written format; there are many opportunities for verbal input or another format if required.

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WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE COLLEGE?

What specialist provision is provided by or accessed by the College?

The College employs and has access to a wide range of specialist services and practitioners:

- **Cornwall College Learning Support** has responsibility for statutory requirements relating to SEN and the EHCP. Internal specialist teams for various SEN are employed such as:
 - Learning Support Practitioners
 - Dyslexia Specialists
 - Autism Champions
 - Hearing Impaired Trained Staff
 - Qualified Counsellors
 - Visually Impaired Trained Staff
- **Careers South West (CSW)** will have become involved with your young person at school and advised on the options available at post 16. Towards the end of his/her time at school, CSW will finalise an 'assessment of need' document which details information required by the College to ensure full preparation for the delivery of both curriculum and support. The 'assessment of need' document is completed and agreed with the young person and parent/carer, ensuring that all information is open and freely available.
- **Teacher of the Deaf (TofD) (Hearing Impaired)** is accessed from the Local Authority and individuals are often known to the young person from the setting attended prior to college. In cases where the service was not accessed prior to college but a TofD is required, the need and support required will be identified on the young person's EHCP. TofD delivers specialist interventions and support. He/she will also carry out specialist assessments and interpret results, provide advice and deliver direct teaching through various methods such as one-to-one, small groups and team teaching.

- **Visual Impairment Advisory Teacher** is accessed through Cornwall College's partnership with the WESC Foundation; Exeter's Specialist Centre for Visual Impairment. A pioneering partnership between the College, WESC Foundation and the Local Authority has ensured that our visually impaired learners benefit from specialist input while continuing to study in their home county.
- **Local Authority Autism Spectrum Team** advisers work in partnership with us as the only FE College in the South West to implement the role of Autism Champion. Transition pathways, access to education and progression destinations are all enhanced through this role that benefits all our learners with ASD.
- **Other specialist services** can be accessed with the Local Authority's permission and if your young person's EHCP outlines a requirement for the services and the provider.

How will the effectiveness of SEN provision be assessed and evaluated? (Including the information provided by the young person and their parent/carer).

The effectiveness of the College's SEN provision is routinely reviewed as part of a yearly quality cycle during which the shape of the curriculum, its participation levels, quality of learning and teaching, achievement, success and progression data are all evaluated and considered.

Within this process learner and parent/carer input is employed to ensure that learner voice is heard and actioned. Student and course reviews as well as discussion with PLAs in one-to-one sessions are all considered.

Learning support for SEN learners is implemented following a request via an EHCP or through other formal evidence. Where a young person has an EHCP it will be reviewed as a minimum every 12 months and the College may do this on behalf of the local authority. Input from learners and their parents/carers

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as to the shape and form of support offered is always used to inform delivery. Further to this and the review of the EHCP, the level and style of support is reviewed on a regular basis throughout a young person's time with us in order to ensure that it is appropriate for need.

Learning Support Practitioners have a duty to complete daily reviews of the support being provided and evaluate the effectiveness, impact and outcome. These reviews are regular

with a minimum expectation of a formal review once a term. Reviews are carried out with the learner and focus on discussion regarding the aspirations and progress towards agreed goals (both academic and personal).

The College and the young person will plan together any changes in support. This cycle of action, refining and revising support decisions will enhance the positive outcomes for the young person.

HOW WILL MY YOUNG PERSON BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM INCLUDING COLLEGE TRIPS?

Will he/she be able to access all the College activities and how will you help him/her do so?

As an inclusive college, all students are encouraged to access activities on offer regardless of any disability characteristic. Robust risk assessments will be carried out where required to support the health, safety and wellbeing of all learners and staff.

How do you inform parent/carers in planning activities and trips?

Parents/carers will be notified of all educational visits by letter, phone or email. If a parent/carer does not wish for their young person to partake in an activity they are asked to respond accordingly. If there are questions regarding an activity these can also be discussed and any concerns answered before parental/carer consent is given.

HOW ACCESSIBLE IS THE COLLEGE ENVIRONMENT?

Is the building fully wheelchair accessible?

All of our campuses have buildings that are accessible by wheelchair.

Are there disabled changing and toilet facilities?

All of our campuses have accessible toilets.



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HOW WILL THE COLLEGE PREPARE AND SUPPORT TRANSITION FOR MY YOUNG PERSON TO JOIN AND THEN MOVE ONTO THE NEXT STAGE OF EDUCATION AND LIFE?

What preparation will there be for both the College and my young person before he/she joins the College?

Cornwall College works with Careers South West (CSW) and feeder/local schools to ensure the transition pathway for a young person is clear and informative. Under the SEN Code of Practice this partnership and communication process is set out clearly. It is important that the previous school/setting shares SEN information with the College within the spring term prior to enrolment.

This allows the time to develop a suitable study programme and prepare appropriate support. Our preferred process of transition will involve you and your young person meeting with key staff prior to the start of their programme. All sharing of SEN information must be with agreement of the young person.

Where identified as the chosen post 16 provider, the College will attend review and transition meetings to listen and discuss the provisions and adaptations that may be required for progressing into college.

At these meetings taster days/courses and visits can be discussed and arranged where your young person can come into the College and sample the environment, learning programme, meet tutors and support teams and get to know what they can expect from us, both in terms of the learning environment and the staff. This will allow your young person to make a more informed choice and aid their transition into college.

The Cornwall College Group is the only FE college in the South West to implement Autism Champions. These roles, combined with the same in schools across the county, ensure smooth transition pathways are achieved for those learners on the autistic spectrum (further information is available on request).

Young people who are interested in attending the College have many options available to find out more about the College itself and the variety of courses.

How will he/she be prepared to move onto the next stage?

Your young person will have regular opportunities to discuss ambitions and potential progression destinations on completion of his/her final year with us. Our PLAs and Employability Advisers will regularly discuss aspirations in order to ensure that college study is preparing your young person adequately.

As a college we have a duty to ensure that all learners can access independent careers advice (for those in receipt of an EHCP this entitlement applies until the age of 25). As a minimum, when your young person moves into the final term of his/her time with us they will benefit from a focused meeting that identifies and starts to plan the next move.

Opportunities to explore career aspirations or any further 'next stage' destinations will be aided through a person centred approach and may include taster opportunities, work experience, mentoring or inspiring role models.

What information will be provided to his/her new setting/college?

Once a young person has decided on their next destination, the Local Authority and the College will ensure that their EHCP is passed on to the relevant person at that institution/placement at the earliest opportunity. Further to this formal document other information such as support plans, risk assessments and summaries from learner and course reviews will also be made available. Please note that no information will be shared without young person/parental/carer consent.

How will you support a new setting/college to prepare my young person?

Similar to when your young person joins the College and our key staff attend transition meetings, the College encourages key staff from your young person's progression destination to meet with us to discuss and share SEN needs and other key information. The College welcomes invitations from any new setting to discuss relevant information regarding a young person that will aid his/her transition. Please note that no information will be shared without young person/parental/carer consent.

HOW ARE THE COLLEGE’S RESOURCES ALLOCATED AND MATCHED TO YOUNG PEOPLE’S SPECIAL EDUCATIONAL NEEDS?

How is the decision made about what type and how much support my young person will receive?

The College will assess need through a consistent and standard process used for all learners. This process enables us to effectively identify learning needs and allows us to plan and implement staffing levels, resources, specialist tutors and external specialists.

For learners holding an EHCP the support requirements noted in this will be used to form the basis of decisions. Support delivered will be reviewed regularly and can be amended as necessary.

If your young person has a learning difficulty or disability that requires support, he/she and yourself will be invited to be part of the discussion that determines and agrees the level provided. Any support given will be aimed at promoting your young person’s independence and aid progress towards work, further study or independent living.

Where it is agreed that further assessment of need is required, the College will need to work with the Local Authority or external specialists to make a more informed decision.

All support will be reviewed regularly and amended where or if necessary.

How does the College judge whether the support has had an impact?

All young people receiving support will have regular reviews with their Learning Support Practitioner (LSP) and also with their Personal Learning Adviser and Course Team Lead. During these times discussion and reviewing of agreed support targets will be completed and stretch targets agreed as required.

Further to this, LSPs are expected to report daily on how support has impacted the learner and every term they carry out an individual review with the young person to ensure the support is still as required.

While there are standard measurements of achievement and progress which all learners are measured against we also measure the impact of a young person’s support on an individual basis. We don’t solely look at academic and/or vocational achievement but also at personal and social development.

Within these areas we will consider the impact on attendance and behaviour as well as growth in independence, self-esteem and confidence. By identifying each learner’s starting points we are able to evaluate the development of their skills throughout the year.



WHO CAN I CONTACT FOR FURTHER INFORMATION?

Who would be my first point of contact if I want to discuss something about my young person?

In the first instance, you would be advised to speak to your young person’s Personal Learning Adviser. In most cases you will find that they are able to answer any query. If further discussion is needed with other team members, or you would prefer to talk with a particular individual involved with your young person’s education, this can easily be arranged via the PLA. If you wish to discuss specifics of the support required/being received by your young person please feel free to contact the appropriate Learning Support Locality Lead.

West Cornwall (Camborne, Rosewarne & Falmouth campuses):

Ali Lynes
alison.lynes@cornwall.ac.uk
T: 01209 616485

Mid Cornwall (St Austell & Newquay campuses):

Pauline Hutchings
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The Cornwall College Group

Ros Osborne ros.osborne@cornwall.ac.uk
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Who else has a role in my young person’s education?

Aside from the team members noted previously (PLAs and Learning Support Locality Leads), other key staff involved in your young person’s education include Team and Curriculum Leads. These staff are responsible for the quality of delivery of the curriculum and will ensure that our offer meets the needs of each learner. There are many Curriculum and Team Leads across the College and this is why it is suggested that you access them through your young person’s PLA.

Who can I talk to if I am worried?

There are numerous people you can talk to if you have a concern. Your key link is your young person’s PLA although if you would prefer to talk to someone outside of the team about any concerns, this is easily managed through access to a member of the Student Services or campus based teams. Contact with these teams can be made through The College main number. 0845 22 32 567.

Who should I contact if I am considering whether my young person should join the College?

The most common way to register an interest in your young person joining the College is through your young person’s Careers South West adviser or by contacting the College’s Customer Services team on 0845 22 32 567. Alternatively, if you wish to ask specific questions regarding your young person and their support needs at college you can contact our Learning Support Team direct who will guide you in getting the information you require. Contact details for the key members of Learning Support can be found above.



EASY READ DOCUMENT FOR PARENTS, CARERS & YOUNG PEOPLE

LOCATIONS

The Cornwall College Group (TCCG) has seven campuses throughout Cornwall.

West Cornwall

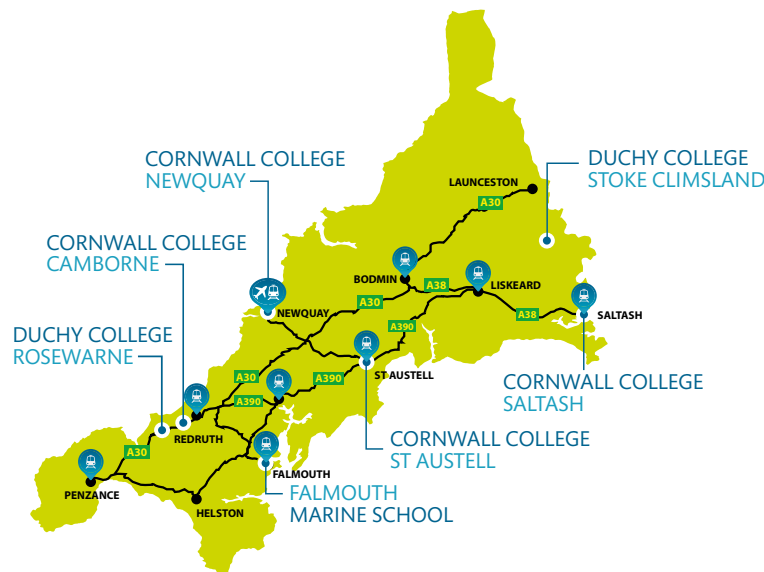
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Learning support at The Cornwall College Group

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Learner voice and choice is heard and actioned, with learning technologies routinely embraced, promoting independence and self-sufficiency, enabling a smooth transition between learning, life and work.

Outcomes for all learners requiring support are exceptional with success achieved in every aspect of learning and celebrated by positive progression into work and/or independence.



Cornwall College is committed to ensuring people can learn and work without discrimination, where fairness is promoted and everyone is given the opportunity to achieve.

Please note: the following information is based on a core approach for all young persons requiring support but each will have an individual programme and learning support programme centred on their personal requirements.

What is this information about?



The following information will hopefully answer your questions about learning support at the College. It explains how we can find out what you need and what we can do to support you or the young person.

If you need help to read this document or have any questions, please do contact one of us on the numbers below or email learning.support@cornwall.ac.uk.

Who can I contact?



West Cornwall
(Camborne, Rosewarne & Falmouth campuses):
Ali Lynes
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How does the College know if I or a young person needs extra help?



Your school or people who know you will let us know what your support needs are.

If you would like to tell us yourself, you can by using the contact details above.

What should I do if I think I need extra help?

When you are at the College you will have lots of staff who will see you regularly and look after you. You will have a Personal Learning Adviser who you can talk to when you need to and they will help you get the extra help you need.

How will you organise my course to meet my individual needs?



The staff at the College will make sure that they design your course to meet the needs that you have.

In class they will help give you work so that you are able to understand it and make sure they meet with you regularly to see how everything is going.

How can I be involved and contribute my views?



When you meet your Personal Learning Adviser, they will ensure they listen to your views and ideas and act on them as is right for you.

The learning support staff will also listen and talk to you about your views and ideas and then make sure you have the support you need.

You will be able to contribute your views through student review meetings and also via the Cornwall College Students' Union.

Who will tell me what I can do to help myself and be more independent?

Your Personal Learning Adviser, tutors and Learning Support Practitioner (if you have one) will work with you to build on the skills you need to make yourself more independent.

Who should I talk to if I am worried about something?



You can talk to any member of staff if you are worried about anything. Your Personal Learning Adviser and Learning Support Practitioner are the first people you can go to if you are unsure.

What opportunities will there be for me to plan my education and discuss my progress with the staff?



You will be involved throughout your educational journey in planning and understanding about your course.

How will I know if I am doing as well as I should?

You will have regular meetings with those who are delivering what you are learning.

How can I get help if I am worried about things other than my course?



We have lots of people here at the College who can help you for many different things. When you arrive at college you will be told who these people are and where you can find them.

People who can help you may include your Personal Learning Adviser, Counsellors, Senior Learning Adviser, Student Services, Student Union, the Learning Support Team and your tutor. Everyone will ensure you have the right person to talk to if you have any worries about anything.

If I have to take medication or need personal care can you help me with it?

Yes, we can help you with your medication and/or personal care. We will plan and discuss this with you on an individual basis.



What support can I have when I am at college?

The type of support you can have will depend on what type of support you need. The support will be reviewed regularly and we will involve you in this review at all times.

If I need specialist support, can I access it at your college?



We have access to lots of different specialists in our college, such as:

- Learning Support Practitioners
 - Dyslexia Specialists
 - Autism Champions
 - Hearing Impaired trained staff
 - Qualified Counsellors
 - Visually Impaired trained staff
- If you have a specialist person you need to work with on a regular basis, we can help you to do this if we have all the information in advance. *

*subject to Local Authority agreement

Are the buildings accessible for a wheelchair?

All of our campuses have buildings that are accessible by wheelchair.



Are there accessible toilets?

All of our campuses have accessible toilets.

Will you help me get ready for the next stage of my education, independence or employment?

You will have regular opportunities to discuss your ambitions (what you would like to do) and potential progression destinations on completing your final year with us.

Our PLAs and Employability Advisers will regularly discuss aspirations in order to ensure that college study is preparing you adequately.

As a college we have a duty to make sure that you can access independent career advice, if you have an EHCP this entitlement applies until the age of 25.

When you move into the final term with us you will benefit from a focused meeting that identifies and starts to plan the next move.

Opportunities to explore career aspirations or any further 'next stage' destinations will be aided through a person centred approach and may include taster opportunities, work experience, mentoring or inspiring role models.



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