



# The Inclusion Service

**at Bath College**

# The Inclusion Service at Bath College

Our Inclusion service is designed to promote independence and pathways to adulthood for Learners with SEND. We also aim to anticipate any changes that maybe required, make reasonable adjustments for students who have additional learning needs wherever possible and create a level playing field for students by removing barriers to their learning. The advice and guidance in this brochure explains what is on offer at the college.

## Inside, there is information about:

- Advice and Guidance
- Foundation Learning
- Education, Health and Care Plans (EHCPs)
- Funding and support available
- Exam Access Arrangements (EAA)
- Higher Education (HE) and Disability Student Allowance (DSA)
- The Welfare Team







# Foundation Learning

Bath College's Foundation Programmes are designed to meet a range of needs for Learners with SEND, SEMH or other barriers to their learning. Learners are generally 16-24 years old with an EHCP.

## Pathways for Adulthood

Pathways for Adulthood is aimed at pre-entry level SEND Learners with profound and multiple learning difficulties and offered at Wellow House, the SEND Centre, at the College's Somer Valley Campus. These Learners follow a curriculum designed around the PfA agenda and aims to develop Learner's skills in making choices for themselves and their lives. Wellow House is equipped with a sensory and a de-escalation room, a one-bedroomed flat, indoor gym space, hoists and facilities for non-weight bearing learners.

## Life and Independent Living Skills (LILS)

The Life and Independent Living Skills (LILS) programme is designed for SEND Learners and offered at Entry 1, Entry 2 and Entry 3 levels. Learners are assessed before joining the college and are able to progress through the levels for up to three years, if appropriate. The curriculum for the LILS programme focuses on the 'Preparations for Adulthood' agenda, which aims to equip young people with SEND with the skills they need as they move into their adult lives.

The programme promotes independence wherever possible with a focus on tracking progress for all sorts of skills (not just English and Maths) as students' progress. The curriculum is also informed by work with the Speech and Language Therapist, seeking to embed essential communication strategies into the projects the students will undertake.

Group size is kept to a maximum of eight and each class is supported by a member of the Inclusion Team. Extra support is available outside of lesson time, which includes lunchtime and breaks. This course can be used as a progression route to PET, DFN Project SEARCH, Traineeship or the SuRE Programme (see below).

## PET

PET (Personal Development, Employment and Training) is for L1 Learners who may have completed LILS and wish to continue to develop their independence skills. As with LILS,

the curriculum for the PET programme focuses on the 'Preparations for Adulthood' agenda, which aims to equip young people with SEND with the skills they need as they move into their adult lives. Group size is kept to a maximum of twelve and each class is supported by a member of the Inclusion Team. Extra support is available outside of lesson time, which includes lunchtime and breaks if appropriate.

## Step Up

Step Up is a programme offered at Entry 3/Level 1 and is designed to help young people develop skills through emotional, social and educational support and development to progress to other levels of programmes. Students undertake a wide range of activities including volunteering, cookery and sport. Students are likely to have left school with 'spikey' profiles meaning they may have far greater levels of ability in some areas than others. We develop individual learning plans with some Learners, so that some students may be re-taking GCSEs while others are working on lower levels of literacy and numeracy. Each class is supported by a member of the Inclusion Team.

## Traineeships

Traineeships are ideal for young people who are motivated to get a job but who lack the skills and experience that employers are looking for. The Traineeships can last anything from 6 weeks to a maximum of 6 months with the content tailored to individual learner's needs, including preparation for work, maths and English support and work placements, which provide insight and experience of the world of work and makes learners more attractive to potential employers.

## DFN Project SEARCH

Project SEARCH is a supported internship programme to help young people with learning difficulties or disabilities secure and keep paid permanent jobs. It is a unique, business-led, one-year, college-to-work programme that takes place entirely at the workplace. Total workplace immersion facilitates a seamless combination of classroom instruction, career exploration, and relevant job-skills training through strategically designed internships. DFN Project SEARCH is delivered as a partnership between the college, B&NES Council and Virgin Care.



**Bath & North East  
Somerset Council**



## Supported Routes to Employment (SuRE)

The SuRE Programme has been devised to offer supported internship opportunities for young people with special education needs and disability (SEND) for whom DFN Project SEARCH is not appropriate. The aim of the programme is to help people find, get and keep internships, traineeships and/or apprenticeships and ultimately secure paid employment.

Beyond the Foundation Department, Bath College has a wide variety of vocational study programmes and apprenticeship opportunities available from Entry levels right up to Higher Education (HE). Details of all the courses can be found via the college website ([www.bathcollege.ac.uk](http://www.bathcollege.ac.uk))

### Vocational Courses at Bath College

- Animal Care
- Art & Design
- Business
- Complementary Therapies & Spa
- Computing & IT
- Construction & the Trades
- Early Years
- Hair & Beauty
- Health & Social Care
- Hospitality & Catering
- Media
- Motor Vehicle
- Music
- Theatre
- Uniformed Protective Services

The 'Live Well' website houses the Rainbow Resource, which includes the **Local Offer**, and has links to information and opportunities for support for people with SEND in B&NES ([www.livewell.bathnes.gov.uk](http://www.livewell.bathnes.gov.uk)).

## Education, Health and Care Plans (EHCP) and High Needs Funding (HNS)

If parents or young people feel that they need additional support because they are not making good progress on their course or are not keeping up with their peers, they should talk to the Inclusion Team to see what adjustments might be possible. If they or the college feel that existing support is still not meeting need, parents and young people can make a request for an EHCP (Education, Health and Care Plan).

Education, Health and Care Plans were introduced as part of the SEND Reforms generated by the Children and Families Act 2014 and replace the old 'statement' of learning need and the associated Section 139a (the transition section of the statement). The plans provide a holistic plan for a young person from birth to 25 years of age. There is a statutory responsibility to review the plans annually and once a Learner is enrolled at college then the college assumes the role of 'lead professional' and will coordinate the review meetings.

Members of the college's Inclusion Team can assist in making an application for an EHCP. This request goes to the Local Authority and a panel decides whether or not there is sufficient evidence to carry out an assessment. If the request is agreed to, then further information is gathered and this will include an assessment by an Education Psychologist. In deciding whether to take a request forward they would look at whether a young person was intending to progress at college or in an apprenticeship, and also require additional support that would not normally be provided.

Local Authorities must consult the College where the young person with an EHCP has indicated a desire to progress on to a college course. The College must respond within 15 days to confirm that college can meet the young person's needs or explain in detail why the young person's needs cannot be met. If the support package indicates that someone qualifies for high needs (HNS) funding, college will apply for it.

Different Local Authorities manage SEND in slightly different ways. In B&NES there is a team of SEND Practitioners, who take responsibility for each of the areas in the county. Someone's SEND Practitioner will depend on where the young person lives and/or which school or special school they attended.

# Types of Support available

There are three levels of support, depending on additional support needs. These could be identified on application, at interview or on programme. Learners or apprentices may be aware that they have additional learning support needs before joining College but for some, teachers and assessors might need to help to identify specific issues if they are struggling. This might be particularly applicable to adult Learners or apprentices.

**IMPORTANT** Where a support package is required, applications to Bath College are invited as early as possible. This is to make sure that sufficient time is allowed for consultation and appropriate transition. Learners and their supporters are advised that guarantees for places and support can only be guaranteed if the application has been made before 1st June in the preceding academic year. **The different levels of support are as follows:**

## Bronze

Bronze level of support are the additional strategies employed by teachers or assessors to provide the reasonable adjustments that a Learner might need. It is expected that part of the support provided to our Learners is that all prospective Learners receive the appropriate advice and guidance to be studying on the course most suited to their ability and interests.

Other adjustments might include:

- Provision of teaching and learning materials electronically
- The opportunity to record teaching sessions
- Encouragement to use alternative ways of working and assessment to meet individual needs (e.g. visual ways of recording information such as mind-mapping, recording or filming conversations or activities, etc.)
- Communication in the most accessible way for each individual Learner/apprentice (e.g. some people prefer email or text rather than speaking on the phone, or vice versa...)
- Referral to the Mentoring or Counselling service



## Silver

The Silver level of support includes everything described at the Bronze level and would also include support provided by the College's Inclusion team. This might include:

- Some 1:1 sessions for additional teaching from a SEND Coordinator for Learners with difficulties such as dyslexia
- Support for using Assistive Technology (Text Help, voice recognition software, Dictaphones, reading pens, etc.)
- Screening and/or assessment for Access Arrangements if exams are to be taken

## Gold

In addition to the Bronze and Silver support, the Gold level of support is for Learners, apprentices and trainees who have an Education, Health and Care Plan (EHCP).

This might include:

- Transition packages
- In-class support
- Support outside of class time
- Quiet space at lunch times
- Social clubs to improve skills like social communication, cooking and independent travel
- Personal Assistant (PA) support for personal care
- Job Coaching for learners on work placement
- External therapists (E.G. Speech and Language therapy/SALT)



# Exam Access Arrangements

These are arrangements for learners who would otherwise struggle in exams as a result of medical problems, anxiety, sensory sensitivities or other issues. They could include:

- 25% extra time (more in some cases)
- The use of a word processor
- A digital reader or scribe
- On-line or modified papers
- Rest breaks
- A separate room

## Applying for Exam Access Arrangements (EAA)

The tight regulations that govern EAA means that a certificate from the examination awarding body only lasts for two years. Therefore, eligible Learners coming into college will either have an 'in-date' certificate, a lapsed certificate, or require a new one.

**This is the process the college follows, which is in line with JCQ/Pearson regulations:**

1. If Learners indicate that they had EAA at school (via form at enrolment), the Inclusion Team contact the Learner's previous schools and colleges to gather relevant information with the Learner's consent.
2. If Learners have not had previous EAA at school but either self-refer or their teachers refer them, then we start with a screening appointment to identify whether EAA would be applicable.
3. In both cases, the Inclusion Admin Team create a file, containing both an electronic and physical collection of relevant paperwork including evidence of need for all those Learners where EAA may be required.
4. For those Learners who require an update or a new certificate, SEND Coordinators work with Learners to gather evidence of current need and a Learner's 'normal way of working', which is a requirement of the awarding bodies.
5. Bath College works with several external specialists who provide assessment of Learners for EAA.
6. Once the evidence is gathered, the Specialist Teacher completes a 'Form Eight' and

the college applies for arrangements from one or more of the examination boards.

7. Once the certificate arrives from the examination board/s, it is filed on the Learner's ProMonitor page and communication is sent by the Exams team to all relevant parties (Learner, SEND Coordinator and ALS admin)
8. Appropriate arrangements are put in place for the Learners sitting their exams and this could include 25% extra time (more in some cases, up to 50%), the use of a word processor, a digital reader or scribe, on-line or modified papers, rest breaks or a separate room.

# Support for Higher Education students

Bath College offers support through the Inclusion Team and is largely funded through the Disability Student Allowance (DSA), which is a part of Student Finance England and applied for by Learners at the same time as applying for their HE course. DSA provides additional funding for individual related support, resources and/or equipment

HE students are expected to manage their own support and the Inclusion team are happy to offer advice as appropriate. Students with DSA are asked to declare this to their tutor as soon as possible, either at interview or when they receive notification of their entitlement.

Where DSA funding and a support package has not been put in place before the start of the course, the Inclusion team provide screening for dyslexia and support for DSA applications alongside the library who offer study skills sessions.

Where HE Learners have concerns or queries, they should contact their tutor or SEND Coordinator in the first instance. This would apply to anyone who received Exam Access Arrangements at school and would like to enquire as to whether they can apply for similar arrangements via their awarding University. Please note this is not something that can be decided by Bath College and the Inclusion Team can only offer advice to students in line with the University guidance.

In addition to the support offered for students with additional learning needs, Bath College has a range of Welfare services that includes a team of three Welfare Officers, two college nurses, a chaplain and a counselling service provided by Off the Record. Off the Record see people face to face in College but also offer remote sessions. Please contact Welfare for more information.

## Helpful links:

Student Finance England for information about student loans  
[www.gov.uk/contact-student-finance-england](http://www.gov.uk/contact-student-finance-england)

Disabled Students' Allowances (DSAs)  
[www.gov.uk/disabled-students-allowances-dsas/overview](http://www.gov.uk/disabled-students-allowances-dsas/overview)  
<https://www.gov.uk/disabled-students-allowances-dsas/what-youll-get>

## The Welfare Team

Bath college Student Welfare Team is a small group of Welfare Officers, Counsellors, College Nurse and the Chaplain.

The Welfare Officers will often be first point of contact when someone is in need of some support. Contact is either by email ([safe@bathcollege.ac.uk](mailto:safe@bathcollege.ac.uk)) or by phone City Centre - 07815 491 988 / Somer Valley - 07966 980 534). They are able to help Learners access a variety of support and can signpost and help refer to external agencies such as Social Services, CAMHS, GPs and a whole range of bespoke support services. The team can provide a listening ear, be an advocate, a mentor, and are the college's safeguarding officers.

Learners may also want to contact the Welfare Team if they are a looked after child, adopted, young carer, young parent or linked up in some way with social care. Learners also contact the Welfare Team if they would like Counselling, which is provided in College by Off the Record. Alternatively, Learners can contact them directly City Centre - 07791 766 784 / Somer Valley – 07787 418 248.

The college Nurse is here to provide health check-ups and assessments, practical advice on how to make contact with your GP, sexual health and advice, discussions around sleep hygiene and healthy eating. You can access the College Nurse through the Student Welfare team or contact them directly City Centre – 077967 837 053 / Somer Valley – 07810 851 061.

## The Inclusion Team

In addition to a Learner's personal tutor and their teachers, there are a number of people who may be involved in a young person's support in college.

### Inclusion Administrators

[learning.support@bathcollege.ac.uk](mailto:learning.support@bathcollege.ac.uk) - 01225 312 191

### Specialist Teachers

<b>Madeleine McGrath</b>	<a href="mailto:madeleine.mcgrath@bathcollege.ac.uk">madeleine.mcgrath@bathcollege.ac.uk</a>	01225 328 543
<b>Alex Tuong</b>	<a href="mailto:alexandra.tuong@bathcollege.ac.uk">alexandra.tuong@bathcollege.ac.uk</a>	01225 312 191

### SEND Coordinators

<b>Penny Bautista</b>	<a href="mailto:penelope.bautista@bathcollege.ac.uk">penelope.bautista@bathcollege.ac.uk</a>	01225 328 688
<b>Rob Daru</b>	<a href="mailto:obert.daru@bathcollege.ac.uk">obert.daru@bathcollege.ac.uk</a>	01225 328 757
<b>Tammy Fulham</b>	<a href="mailto:tammy.fulham@bathcollege.ac.uk">tammy.fulham@bathcollege.ac.uk</a>	01225 328 688
<b>Vince Newman</b>	<a href="mailto:vince.newman@bathcollege.ac.uk">vince.newman@bathcollege.ac.uk</a>	01225 328 393
<b>Rebecca Smithers</b>	<a href="mailto:rebecca.smithers@bathcollege.ac.uk">rebecca.smithers@bathcollege.ac.uk</a>	01225 328 547
<b>Josh Stevens</b>	<a href="mailto:joshua.stevens@bathcollege.ac.uk">joshua.stevens@bathcollege.ac.uk</a>	01225 328 426
<b>Matt Sutton</b>	<a href="mailto:matthew.sutton@bathcollege.ac.uk">matthew.sutton@bathcollege.ac.uk</a>	01225 328 863

### Designated Teacher (with responsibility for care experienced young people)

<b>Richard Lamb</b>	<a href="mailto:richard.lamb@bathcollege.ac.uk">richard.lamb@bathcollege.ac.uk</a>	01225 328 550
---------------------	--	---------------

### SEND & Inclusion Manager

<b>Emily Cottle</b>	<a href="mailto:emily.cottle@bathcollege.ac.uk">emily.cottle@bathcollege.ac.uk</a>	01225 328 560
---------------------	--	---------------

### Assistant Principal for Inclusion, Welfare & Alternative Learning

<b>Sally Eaton</b>	<a href="mailto:sally.eaton@bathcollege.ac.uk">sally.eaton@bathcollege.ac.uk</a>	01225 328 563
--------------------	--	---------------





**Address:** Bath College, Somer Valley Campus,  
Wells Road, Radstock BA3 3RW

**Telephone:** 01225 312 191

**Email:** [info@bathcollege.ac.uk](mailto:info@bathcollege.ac.uk)

**Website:** [www.bathcollege.ac.uk](http://www.bathcollege.ac.uk)