

Loughborough College Group Local Offer

2025-26

Zena Aherne

Learning Support Manager

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Regulation 3 Special Educational Needs and Disability (Information)
Regulations (2014)

School/College Name: Loughborough College Group

Address: Radmoor Road, Loughborough, Leicestershire

Telephone Number: 01509 618375

Principal and CEO: Corrie Harris

Executive Lead Student Services: Lucy Howes

Website address: www.loucoll.ac.uk

College Specialism: General Further Education College

Age Range of students; 16+

Date of Last Inspection: November 2023

Outcome of last inspection: Good

Does college have a specialist designated unit? Yes
Additional learning support department? Yes

Total number of students with special educational needs at college/setting: 600 with an EHCP in 2025-26 (300 with High Needs) and in excess of 4000 students declaring an additional support need.

Regulation 3 Special Educational Needs and Disability (Information) Regulations 2014

1. Parent/ Carer - How does the setting know if young people need extra help and what should I do if I think my son/daughter may have special educational needs?

Young Person – How do I tell the college if I need extra help?

Response

Loughborough College Group is a mainstream provision. We work in accordance with Children and Families Act 2014, Equality Act 2010 and Autism Act 2009.

Loughborough College Group is committed to providing an effective and supportive learning environment for all students and employs its best endeavours to meet this commitment as we prepare young people for adulthood. The College Group strive to support students through our FREDIE values.

Additional learning support is available for students identified as having significant barriers to learning due to medical, physical, mental, social, and emotional. Learning support and language factors. These needs are identified via the following measures:

- Parent/carer/trusted adult or student self-declare a Learning Support need at application.
- Information about student support needs is shared by Parent/carer/trusted adult or student at open events.
- Needs are shared at school transition visits.
- The local authority will consult the College if the student has an EHCP.
- Information may be shared by external agencies and authorities, such as Social care.
- Parent/carer/trusted adult or student can email or call the College learning team support to inform of any support needs or diagnosis.
- Teachers can refer students to the Learning Support team post enrolment.

2. Parent/ Carer - How do you identify children with special educational needs? Young Person - How will you work out with me what extra help I need?

Once we are aware that a student requires any level of support, we begin the assessment process, which may include:

- Invitation to attend a Learning Support meeting, where an initial assessment of need will be made, and a Learning Support Plan (LSP) written.
- The LSP will include, background history of need, diagnostic information, previous support requirements, previous Exam Access Arrangements, Suggested Exam Access Arrangements Social and emotion needs, reasonable adjustments required and strategies to support.
- The LSP is uploaded to the student ILP and shared with relevant teaching and curriculum staff.
- Students with an LSP, may be provided with a keyworker from the Learning Support team and a support/SEND contact from their relevant curriculum area. These professionals will meet every two weeks to support the student and their progress.
- The LSP is reviewed on an ongoing basis and can be updated at any time and will be formally reviewed at three key stages across the academic year.
- Students with medical and physical needs will also have a personal support Plan and Risk Assessment written.
- EHCP outcomes and Additional Learning Support targets will be set and recorded on the LSP and the students ILP.

The Initial assessment of need will be completed by one the Learning Support staff who are highly qualified and experienced. This team includes specialist staff with specific skills and responsibilities in the following areas:

- Autism Spectrum Disorder (ASD)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Neurodiverse conditions
- Mental health and wellbeing
- Inclusion
- Medical and physical

Students may be supported by professionals including:

Name	Role
Learning Support Manager	Oversees the management of the wider learning support team and provision.
EHCP Coordinator	Leads on EHCP consultations, support provision and transition.

Name	Role
Learning Support Coordinator	Coordinate Learning Support Assistants and provision in the classroom
SEND curriculum Coordinator	Coordinate/ review and implement support strategies with the curriculum team. Provide key point of contact for Student/Parent/Carer/Teacher
Specialist teachers/assessors	Deliver specialist teaching session and assess Exam Access Arrangements
Learning Support Officer	Perform initial Assessment with other relevant staff. Write and implement the Learning Support plan.
Learning Support Assistant (LSA)	Supports students in the classroom and provides feedback on support needs and progress to the Learning Support Coordinators and wider team.
Wellbeing Coordinator	Work to support students with pastoral and wellbeing needs.
Safeguarding and Welfare Manager	Oversees the management of the wider safeguarding and welfare team and provision.
Safeguarding Coordinator	Coordinates safeguarding staff and supports students with safeguarding concerns.
Mental Health Coordinator	Work with Students with identified SEMH needs.
Inclusion Mentors	Work with Students who may be Looked after, in care or have complex social support needs.
Curriculum staff	May include teachers, progress tutors, Managers.
External professionals	As required or specified.

A student has the right to decline any support that may be offered unless this is needed for health and safety reasons. We will support a student who changes their mind.

All students declaring, referred, or identified as having a support need will be offered an initial assessment meeting, failure to attend on three occasions will place them onto a new waiting list to be assessed.

All students are subject to a 6-week probationary period for their chosen course. For those with Learning support needs, targeting setting will start at week three.

For those students progressing onto the second year or beyond of study, there will be a requirement to meet the entry criteria of any course chosen. Support needs may be reassessed at this point.

3.Parent /Carer - How will you support my child?

Young Person - How will you support me?

Using the Learning Support plan the college will make best endeavours to embed reasonable adjustments in all areas required. This may include:

- Assistive technology, Laptop, reader pen, hearing loops, visual aids, etc.
- Shared Learning Support Assistant.
- One to one or bespoke learning support, for more complex students or those with EHCP or agreed funding.
- Exam Access Arrangements.
- Adjusted physical space.
- Modification of resources and materials
- Support to work with multiple external agencies
- Mentoring and coaching
- Provision of sensory aids and fidget toys
- Specialist teaching sessions
- Provision of alternative learning spaces
- Home/College Liaison

How will you make sure you help me as best you can?

All students who declare a support need are involved in the initial assessment process and the writing of their own Learning Support Plan. We also involve students in update discussions and review of support.

The impact of the support provided is evaluated on an ongoing basis and at three key points in the year as well as annual reviews for those with and EHCP.

Student voice is a vital part of how we continue to support you to the highest standard and it is important to get your feedback on provision. Therefore, we conduct regular student surveys and forums.

The college also follows the SEN code of practice which provides the structure for best practice when working the students with disabilities.

The college also perform observations and learning walks of teaching and support practices to ensure that all needs are met to a high standard and with consistency.

Teachers, Progress Tutors and support staff monitor individual student progress and need. Information is recorded on the student's LSP and ILP to enable access by all relevant staff, thus ensuring that support need are updated regularly.

4. Parent Carer - How will both you and I know how my child is doing and how will you help me to support my child's learning?

Young Person - How will I know I am meeting my goals?

All students will have regular progress review meetings, where progress, targets and goals are discussed, and Learning support plans updated if necessary. This is done in collaboration with the curriculum progress tutors, SEND links and the learning support curriculum coordinators (key worker). Information is recorded on the student's LSP and ILP.

Parents and carers receive feedback through parent's evenings or when requested by email, MS Teams or telephone.

All students receive regular feedback from their tutors and Key workers.

1. via messaging platforms
2. via email
3. in person
4. on their ILP

Learning support plans for students with an EHCP are reviewed at three key points during the year with the student and updated, the EHCP is also updated at their annual review.

5. Parent Carer - What is your approach to individual learning?

Young person - How will you support me to access education?

Support needs are assessed on an individual basis. Staff members, as part of training, are taught how to differentiate and personalise teaching, learning and assessment.

Personalised strategies are recorded on the student LSP and updated to the ILP. These strategies are also embedded into the curriculum scheme of learning.

College staff make building student relationships a priority, this may also include, home visits, family, and home liaison, one to one meeting with teaching and support staff.

5. Parent Carer - How will the curriculum be matched to my young person's needs?

Young Person - How will I be supported to plan for my learning needs and who will explain it to me?

We work closely with students during their transition to college, this includes pre-enrolment visits to schools and providers, to ensure that students are accessing the right course at the right level.

The curriculum, whilst ambitious, is set at a pace appropriate to the student's needs. All support needs and outcomes are embedded into each curriculum area's scheme of learning.

All teachers are trained in learning support techniques and SEND strategies, and regularly take part in continued professional development and sharing of best practice.

Progress tutors, teacher and key workers will liaise with students to explain how the course has been tailored to meet their needs.

7. Parent /Carer - How is the decision made about the type and how much support my child will receive?

Young Person - What if I need extra help?

Support for young people is assessed by our Learning support team, based on evidence of previous need, current need and the type and level of course applied for. Normal ways of working are assessed in the classroom to form a body of evidence that can be used for Exam access arrangements and support strategies. This is reported on the student's learning support plan.

The type of needs that can be supported are:

- Cognition and Learning
- Social, emotional, and mental health
- Sensory and physical
- Communication and interaction
- Behaviour that may challenge
- Social inclusion

8. Parent /Carer - Will my child be included in activities outside of the classroom including trips?

Young Person - How will you help me to be included in school activities?

The college, in compliance with our Equality, diversity and inclusion policy, ensure that students with learning difficulties and disabilities have the same opportunities as all other students.

For those students who require support during non-structured times such as lunch and breaks, there may be a provision whereby a learning support assistant is available to supervise and ensure their safety and wellbeing.

External visits are risk assessed, and documentation is provided to the student and parent before the trip or visit takes place, to ensure that are in agreement and consent to any support that may be needed.

Learning support staff may be required to attend external visits, although this is not always the case.

9. Parent /Carer - How will you help to develop my child's emotional and social development?

Young Person - How can I get help if I am worried about things other than my college work/course?

All students have access to a Progress Tutor who provides pastoral care which can be accessed during individual tutorials or pre-arranged sessions.

The Student Welfare Team includes trained staff to support with social and emotional wellbeing, mental health concerns and a variety of other challenges faced by young people. Appointments are available and drop-in sessions are held daily. These sessions are announced on the college student dashboard. Safeguarding phone numbers are found on the back of each student lanyard.

All students attend Personal social development (PSD) tutorials on a weekly basis, these sessions cover Social, emotional, and mental wellbeing, safeguarding, personal safety, online safety, sexual health, etc.

Where a student has emotional support as a requirement identified on their EHCP, a key worker from the wellbeing or learning support team will be allocated.

10. Parent /Carers - How will I be able to raise any concerns I have?

Young Person - What can I do if I am worried about something?

There are a series of steps which can be employed by both parent/carers and students when an issue arises. In the first instance the Progress Tutor or personal tutor can be contacted via the curriculum area. If the issue cannot be resolved then contact can be made with Student Services by email on: support@loucoll.ac.uk

Complaints can be made formally via the 'Something to Say' process on the college website.

If the issue relates to a Safeguarding concern, please contact a safeguarding team member on: **07979 737474**

11. Parent/Carer - What specialist services and expertise are available at or accessed by the setting? What training have staff supporting SEND had or what training are they having?

Young Person – Are there staff in college with special training to help young people who need extra help?

The college has a policy of 'Continued Professional Development' which includes work on awareness of various forms of neurodiversity, SEND, physical and medical needs and all forms of disability. First aiders also have regular training and updating. Teaching staff undertake regular training and update training. All relevant staff are trained in manual handling and lifting.

Our team of specialist Additional Learning Support tutors and EHCP leads possess the specialist qualifications below:

- ATS DE/HE approved tutor status British Dyslexia Association
- E801 Difficulties in Literacy development (Level 7)
- MA in Education Equality
- Postgraduate Diploma Adult Dyslexia Diagnosis and Support
- NPQ SENDco qualification
- Practising Certificate APC
- BA (Hons); PGCE: PCE
- NAS core online training modules In-house training by Loughborough/Leicester University
- Postgraduate Certificate Language, Literacies and Dyslexia (with distinction) Certificate of Higher Education in Autism

The Curriculum Manager for Foundation Learning and the Learning support Manager have Degrees and post graduate qualifications.

12. Parent / Carer and Young Person - How accessible is the setting both indoors and outdoors?

All [sites in the](#) Loughborough College Group are accessible to all users.

Externally the surfaces are flat and well maintained with low level curbing at the entrance to the college and disabled parking bays closest to the college entrance.

In the case of an emergency where a wheelchair user or person with other mobility issues finds themselves above ground floor of the college there are safe 'refuge' areas. These are discussed with the student during completion of their personal emergency evacuation plan (PEEP) and Personal Support Plan (PSP) prior to starting their course.

13. Parent/ Carers - How are parents involved in the setting?

How can I get involved? Who can I contact for further information?

Young Person - Which parts of my education will my parent/ carer get involved?

Parents and carers of young people on learning programmes are invited during the year to Parents' Evenings to discuss progress. Curriculum teams and support staff will also be in regular contact with parents relating to any issues, progress or concerns. Parents and carers are free to contact teaching or support staff at any time to discuss any aspects relating to their child or young person.

Parent and carers are also invited to attend Learning support and annual reviews.

For more information contact learningsupport@loucoll.ac.uk

14. Parent/ Carer - How will my young person's views be listened to?

Young person - How will my views be listened to?

At the Loughborough College Group we value the views of our students. Staff will listen to feedback and do their best to provide a supportive and effective service.

All students have various opportunities to feedback their views via surveys, forums, and meetings. There are established student forums, which include a SEND specific student forum.

15. Parent/ Carer - What should I do if I have a complaint?

Young Person - What should I do if I am unhappy about the support I am receiving?

There is a college procedure to formally deal with complaints, which is via 'Something to Say' on the college website. However, it is recommended in the first instance that a complaint or enquiry be directed to the student's tutor, the Programme Area Head or support team with a view to clarifying and resolving the issue as quickly and efficiently as possible.

If the issue cannot be resolved then contact can be made with Student Services by email at : learningsupport@loucoll.ac.uk

16. Parent/Carer - Who else has a role in my child's education?

Young People - Who else might help me with my learning?

The College works, in partnership, with a variety of external agencies including local authorities, housing associations and social services. We link with community partners who offer support for students with mental health, emotional and medical concerns. We have a duty of care towards our students and access specialist support where appropriate.

Other services may include:

- Religious ministry
- Continuing health care
- Sexual health care
- Financial support
- Police/crime prevention
- LGBTQ+

17. Parent Carer and Young person - What other services are there who might help me and provide me with information and advice?

Student Support and Student Welfare offer a range of services and support including support related to needs and disabilities, mental health, wellbeing, housing, finance and relationships. Our Inclusion team provides support for student from a care background and/or who have caring responsibilities for others. Our Careers and Employability Team provides expert and impartial advice on job search, work placement, employment careers and future opportunities.

We can signpost students to outside agencies who can provide further support and advice as required.

18. Parent carer - How will the setting prepare and support my young person to join, transfer to a new setting or to the next stage of education and life?

Young Person - What help is there to help me get ready to start work, be as independent as I can, participate in my community and take responsibility for my health when I become an adult?

We have high expectations of our students. Our aim is to help our students to develop skills and competencies which will enable them to progress at an ambitious level according to their starting point and needs.

For some students, progress will be focused on inter-personal, self-care and communication skills. For others it will be regarding growing confidence, resilience and independence. All students will be supported in Preparation for Adulthood. In all cases, we seek to support our students to take the next step on their individual journey towards a fulfilled and productive life.

For those students with an EHCP, extra support will be provided at dedicated guidance days, hosted at all the college sites. Students, parents, carers and schools will be invited in to meet curriculum teams, learn more about courses, applications and consultation processes. These days are designed to meet the needs of all learners with SEND and ALS needs.

Once a student has applied for a course and have had a course offer, they will be invited into a get sorted day, where they can meet the learning support, welfare and curriculum teams, have a tour of the college and get assistance with any next steps or course work that has been set as a summer task.

19. Parent /Carer and Young Person - Where can I find the LA Local offer.

The Local Authority local offer can be found on the relevant Local Authority website.