

Universal and Additional Learning Provision Offer

April 2025



INTRODUCTION

The purpose of this document is to present the scope of the universal and additional learning provision available at Coleg Sir Gâr and Coleg Ceredigion, to local authorities, schools and prospective learners, parents and carers. It is designed to support a better and shared understanding of further education and training provision between colleges and local agencies.

Inspire Learners, Fulfill Potential and Achieve Excellence Through a Culture of Inclusivity

Coleg Sir Gâr and Coleg Ceredigion has a dedicated team of specialist teachers and Learning Support staff to support learners with additional learning needs, disabilities and medical needs.

The college is committed to providing a full range of accessible further education and training within the community it serves. Through its universal and additional learning provision, it aims to ensure that all enrolled learners are able to make person-centred progress within the courses offered. Each of our campuses offers courses designed to prepare young people for further study and/or employment. For full details of the programmes offered, please refer to our website – www.csGCC.ac.uk

Our campuses have been designed or adapted to be as accessible as possible for all of our learners, including those with physical and sensory conditions.

Learning Support staff are available on every campus to support learners with their studies. We embrace and celebrate neurodiversity and, as a college, welcome learners with diverse ways of learning to our inclusive learning environment. The Learning Support team works closely with all staff to ensure that teaching and learning is accessible for learners. All support aspires to build learner independence in the college environment and beyond.

We have a person-centred approach – the young person's learning, aspirations and wishes are at the heart of their educational journey at Coleg Sir Gâr and Coleg Ceredigion. The learner will be included in the process of planning support, decision making and reviewing support interventions. Each campus has a designated Learning Support base room where learners can work in a quiet and supportive environment.

Our inclusive approach to teaching and learning means that we are able to meet the needs of most learners and we take all reasonable steps (with due regard to the Equality Act, 2010) to ensure that we provide high quality teaching and appropriate support, based on a person-centred assessment of each learner's needs.



ADMISSIONS AND PROGRESSION

When considering learner applications from young people (16 to 25) with additional learning needs, we first need to understand the purpose of the further education and training. This may include:

- Preparing the learner for work.
- Enabling the learner to access further or higher education.
- Preparing the learner for independent adult life to the extent that is reasonable.

The following criteria will be used to determine whether college is a suitable educational pathway:

- Can the college provide the curriculum, support, equipment and environment that will enable the young person (YP) to reach their potential?
- Does the YP require access to therapies and services that are deemed necessary for them to make reasonable progress towards their education and training goals?
- Can the college meet the needs of the YP without negatively affecting their well-being or the wellbeing of other learners or staff?

Additional Learning Needs Education and Tribunal Act (Wales) 2018: The Code

The Code does not entitle a young person to continuous education or training between the ages of 16 – 25 years. The entitlement for all young people to further education and training is two years, as laid down in the Code (17.65) and

Education Act, 1996. The Code states that 'in some instances a young person may have reasonable needs to undertake further education or training for more than two years' (17.69). Therefore, there is no entitlement to continuous education or training up to the age of 25 unless there is a defined purpose to the education or training, as detailed above.

At Coleg Sir Gâr and Coleg Ceredigion, our inclusive approach to teaching and learning means that we are able to meet the needs of most learners and we take all reasonable steps (with due regard to the Equality Act, 2010) to ensure that we provide high quality teaching and appropriate support, based on a person-centred assessment of each learner's needs.

PRINCIPLES

A college course, for many of our learners, offers an important education and training opportunity prior to employment and/or adult life. We believe that it is essential to encourage young people to become as independent as possible, both in their learning and in their skills for life. Our approach, while supportive, is designed to encourage independence and to equip learners with skills and strategies they can use both in college, employment and in adult life.

LEARNING PROVISION

Coleg Sir Gâr and Coleg Ceredigion provide education and training for young people and adults of all ages. All campuses are public and open environments which are best suited to the needs of young people who are able to self-manage their behaviour and well being within this type of setting.

While we aim to support the education and training needs of all our learners, we are unable to offer therapies or highly specialised services such as:

- Speech and language therapy
- Behaviour therapy
- Physiotherapy
- Occupational therapy
- Specialist talking therapies
- Hydrotherapy
- Rebound therapy

However, we are happy to work with other providers, such as health and social services, where this promotes the well being and/or progress for a learner.

UNIVERSAL LEARNING PROVISION (ULP)

The college offers a wide range of support services for **all** learners. This is likely to meet the needs of the vast majority of our learners and includes the following:

Service/Support Type	Likely to meet the needs of...	Further Information
Inclusive teaching and learning, which includes classroom differentiation	Most learners	Our staff have received training in inclusive practice and have access to additional advice and guidance from our ALN team.
In-class group tutorials	Most learners	Our tutorial sessions include a range of topics to encourage personal development and preparation for adult life.
Personal tutorials	Most learners	Learners have the opportunity for a one-to-one tutorial with their personal tutor. Discussions include setting and reviewing learning targets, attendance, academic or career progression, UCAS applications, and support referrals (academic and/or pastoral).
Assistive Technology	Most learners, including those who access Learning Support provision	All PC computers within the college have the following software: <ul style="list-style-type: none"> • Google learning tools (including an immersive reader and screen masking) • TextHelp Read & Write (provides text-to-speech and planning support tools) • Basic magnification tools • Mindmapping software.
Temporary loan of equipment such as chromebooks	Some learners, including those who access Learning Support provision	Learners can request the loan of equipment from staff, depending on availability and specific college criteria.
Learning Support Questionnaire	Full and WBL learners	Learners can complete the Learning Support Questionnaire during the College Induction process. The questionnaire enables learners to reflect on their individual learning profile to identify potential academic support requirements in the classroom.

Service/Support Type	Likely to meet the needs of...	Further Information
Assessment for and provision of exam access arrangements (EAA)	Any learner with evidence that qualifies them for exam arrangements under the Equality Act's (2010) definition of disability and in accordance with the examination board. Learners who are recently or temporarily disadvantaged, for example by an accident or medical condition may also qualify for EAA	Reasonable adjustments may include: <ul style="list-style-type: none"> • Extra time • A reader and/or scribe • Rest breaks • Use of a computer to complete an exam • Enlarged or adapted papers.
Transition support	All learners	All learners who may find the move to college a difficult process, e.g. learners that have anxiety or other issues that may require support with transition. Arrangements can be made to offer visits at quiet times, campus visits, orientation, supported interviews and engagement with summer transitional activities.
Wellbeing team, counsellors and finance officers	Available to all learners who are experiencing challenges with: <ul style="list-style-type: none"> • Personal wellbeing • Mental health • Financial constraints • Other personal concerns 	Staff or self referral process.

Service/Support Type	Likely to meet the needs of...	Further Information
Access to literacy and/or numeracy sessions	Most learners	Learners can access literacy and numeracy sessions (WEST or Skills) as part of their college programme.
Drop-in support within the Learning Resource Centres (LRC)	Most learners	Our LRC Librarians can provide help with: <ul style="list-style-type: none"> • Research skills • Sourcing information • Referencing • Advice for study skills • Well being resources • Purchase consumable items e.g. pens.
Access to a quiet study area	Most learners	Available in the Learning Resource Centres.
Enrichment activities	All learners	Activities include: <ul style="list-style-type: none"> • Tutorial programme • Student Union • Be active • Sporting activities • Clubs, groups and societies • Cross-campus online communities • Student Ambassadors and class representatives.
Employability skills and Careers Advice	All learners	Learners can access employability and career development support, advice and guidance to develop entrepreneurial skills from the Employability Team.
Access to Digital / ICT support	Most learners	Learners are able to access technical advice and support from tutors and the IT Help Desk.

ADDITIONAL LEARNING PROVISION (ALP)

Learners at Coleg Sir Gâr and Coleg Ceredigion, whose needs are not met by the available universal learning provision, may require additional learning provision. The following can be offered to those with qualifying supporting evidence of an additional learning need.

Service/Support Type	Likely to meet the needs of...	Available at...							
		Aberystwyth Campus	Cardigan Campus	Ammanford Campus	Gelli Aur Campus	Graig Campus	Jobs Well Campus	Pibwrlwyd Campus	WBL Provision
Access to specialist and qualified Level 5 or 7 SpLD teaching support staff	For learners who have an Additional Learning Need and who require support with academic studies and study skills. The specialist teacher delivers support through a person-centred approach, compiles one-page profiles, positive behaviour plans (where applicable) and offers training with specialist software, to build personal independence.	✓	✓	✓	✓	✓	✓	✓	✓
Bespoke and targeted in-class support	To provide support for learners with Additional Learning Needs (ALN) to develop independence and academic skills. This is allocated and agreed on a person-centred basis.	✓	✓	✓	✓	✓	✓	✓	✓
Access to Learning Support staff trained in Autism	Learners can access targeted support on a person-centred basis.	✓	✓	✓	✓	✓	✓	✓	✓

Service/Support Type	Likely to meet the needs of...	Available at...							
		Aberystwyth Campus	Cardigan Campus	Ammanford Campus	Gelli Aur Campus	Graig Campus	Jobs Well Campus	Pibwrlwyd Campus	WBL Provision
BSL signer/ communication support worker (Level 1 and 2)	BSL signer/ communication support worker (Level 1 and 2)	✓	✓	✓	✓	✓	✓	✓	✓
BSL Interpreter (Level 3 or above)	For learners who are profoundly deaf and rely on BSL Interpretation in order to communicate.								
Communication support (dependent on individual person centred needs)	For learners with complex communication needs.	✓	✓	✓	✓	✓	✓	✓	✓
Personal care support	For learners who have physical or medical conditions that require support with personal care, mobility support, feeding, dressing, toileting and general hygiene.			✓		✓			
Enhanced Transition support	For learners who would benefit from engaging with college staff and the environment prior to starting their course. Arrangements can be made to offer campus visits at quiet times, with orientation, meeting key staff, supported interviews and engagement with summer transition activities. Learners can access campus-based videos to support orientation (via the college website).	✓	✓	✓	✓	✓	✓	✓	✓

Service/Support Type	Likely to meet the needs of...	Available at...							
		Aberystwyth Campus	Cardigan Campus	Ammanford Campus	Gelli Aur Campus	Graig Campus	Jobs Well Campus	Pibwrlwyd Campus	WBL Provision
Access to a designated low sensory space	For learners who have Additional Learning Needs and/or high levels of anxiety and need regular access to a low sensory space.	✓	✓	✓	✓	✓	✓	✓	✓
Support to and from class and/ or transport (dependent on individual person-centred needs)	For learners who are physically unable to transfer themselves from their transport to classroom without support.	✓	✓	✓	✓	✓	✓	✓	✓
Sighted guide	For visual impairment learners to navigate around the campus.	✓	✓	✓	✓	✓	✓	✓	✓
Loan or access to specialist equipment and/or assistive technology	<p>For learners who require specialist equipment or assistive technology in order to make reasonable progress on their course. Equipment is provided on a person-centred basis, in conjunction with advice from external specialists.</p> <p>Equipment available includes:</p> <ul style="list-style-type: none"> • Radio aids which are sourced on an individual learner basis, based on medical evidence guidance. 	✓	✓	✓	✓	✓	✓	✓	✓

DISCRETE PROVISION

We have a range of courses for learners leaving school (post-16 or post-19) who aspire to progress to greater independence, supported living, and a variety of work-related contexts.

The curriculum is underpinned by a person-centred approach to delivery. This approach to learning recognises that teaching and learning is at its most effective when based on learners' own need, interest and aspirations.

Each of the programmes is based around a core which is made up of four learning pillars, with individual targets and RARPA assessments:

- Health and Wellbeing
- Employability
- Independent Living
- Community Inclusion

COLEG CEREDIGION – ABERYSTWYTH CAMPUS

Course	Days/Week
Pathway 2 (Full Time) For learners with severe/moderate learning difficulties and/or disabilities; to develop personal and social skills.	3
Pathway 3 (Full Time) For learners with moderate/mild learning difficulties and/or social and behavioural difficulties and/or disabilities, to develop personal growth and wellbeing.	3

COLEG SIR GÂR – AMMANFORD CAMPUS

Course	Days/Week
Pathway 1 (Full Time) Provision for learners with profound and multiple learning difficulties and/or disabilities; to develop personal and social skills.	3
Pathway 2 (Full Time) For learners with severe/moderate learning difficulties and/or disabilities; to develop personal and social skills.	3
Pathway 3 (Full Time) For learners with moderate/mild learning difficulties and/or social and behavioural difficulties and/or disabilities; to develop personal growth and wellbeing.	3
Pathway 4 (Full Time) Internships and stepping into employment.	3

Please refer to the course information section on the college's website for up to date course information and further details on the **application process**.

TRANSPORT PROVISION

For young people who find travelling on mainstream transport challenging and meet the eligibility criteria for applying for additional transport, e.g. taxi provision. Please refer to the college's [Transport Policy](#).



SPECIALIST LEARNING PROVISION

Where a learner's education and training needs require high intensity, specialist learning, therapeutic and training facilities where teaching and support is provided by specially trained staff. **In these cases, the college will be unable to meet the education or training needs of the learner.**

Service/Support Type	Likely to meet the needs of...	Coleg Sir Gâr & Coleg Ceredigion
High intensity, specialist trained teaching and support staff; specialist equipment and/or therapeutic support as recommended.	Learners with low incidence, complex learning difficulties or disabilities who require a high level of specialist teaching and support as well as regular therapeutic interventions and support teachers (Visual Impairment / Hearing Impairment). To be embedded in the day to day curriculum.	<p>Staff specifically trained to deliver:</p> <ul style="list-style-type: none"> • High intensity, bespoke, specialist therapeutic and medical interventions <p>Provision:</p> <ul style="list-style-type: none"> • Residential provision • Bespoke curriculum
High intensity, specialist behaviour trained teaching and support staff; bespoke behaviour provision; and/or therapeutic interventions as recommended.	For learners with low incidence, complex behavioural needs, who present with behaviours of concern that are a significant risk to self and others, who may require physical constraint strategies.	<p>Environment and Resources:</p> <ul style="list-style-type: none"> • Closed environments • Sensory and relaxation suites • Hydrotherapy pool • Physiotherapy suite • Occupational therapy suite
Some bespoke and highly specialist equipment and/or training as recommended.	For learners who require further education or training in order to use specialist resources, equipment or assistive technology e.g. eye gaze technology, Braille support, hydrotherapy pool.	<p>Interventions:</p> <ul style="list-style-type: none"> • Physical restraint • Bespoke behaviour support • Respiratory support and management • Pain or posture management • Home-to-college travel training <p>Therapies:</p> <ul style="list-style-type: none"> • Speech and language therapy • Occupational therapy • Physiotherapy • Bespoke, music/drama/aquatic or rebound therapy etc.

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