

# Provision ordinarily available for students without an EHC Plan

For Post 16 students

The table below lists the support that the Coventry Local Authority expects to be available in colleges for students without an EHC Plan.

	Wave 1	Wave 2	Wave 3
<b>General Provision</b>	<p>All tutors have high expectations and seek to embed the preparing for adulthood outcomes into provision to promote independence.</p> <p>Students' individual progress is monitored through regular assessment and students know what they need to do to progress</p> <p>Support is coordinated by the college tutor.</p> <p>There is regular tutorials to discuss progress and support.</p>	<p>All tutors have high expectations and seek to embed the preparing for adulthood outcomes into lessons to promote independence.</p> <p>Students' individual progress is monitored through an Individual Learning Plan or SEND Support Plan.</p> <p>Support is coordinated by the Head of Student Services working together with class tutor(s).</p> <p>There is regular tutorials to discuss progress and support. This happens at least three times per year.</p>	<p>All tutors have high expectations and seek to embed the preparing for adulthood outcomes into lessons to promote independence.</p> <p>Student's individual progress is monitored through a SEND Support Plan/detailed Learning Support Plan (or there will be plans in place to progress to one).</p> <p>Support is coordinated by the Student Services working together with class tutor(s).</p> <p>There is regular tutorials to discuss progress and support. This happens at least three times per year.</p>
<b>Provision to support Language and Communication Needs</b>	<p>Speaking and listening skills are taught as part of a wider college literacy curriculum.</p> <p>Key terminology is introduced and explained as part of new learning.</p> <p>Spoken language is adapted to make sure all students can understand it. Adapting resources where appropriate.</p> <p>Different modes of communication are used in teaching (e.g. visual, auditory and kinaesthetic).</p> <p>There are opportunities to develop independent speaking and listening skills in a group context.</p>	<p>Speaking and listening skills are taught as part of a wider college literacy curriculum.</p> <p>Key terminology is pre-taught / provided on an individual or small group basis.</p> <p>Listening skills are actively developed through structured small group programmes of work.</p> <p>Visual aids are used in a planned and structured way to help students access work.</p> <p>Language skills are actively developed through structured small group programmes of work.</p>	<p>Appropriate advice is sought from a:</p> <ul style="list-style-type: none"> <li>• Speech and Language Therapist;</li> <li>• Specialist Teacher and/or</li> <li>• Educational Psychologist</li> </ul> <p>Learning opportunities are adapted to incorporate highly differentiated work and, where appropriate, address targets agreed with an external professional.</p> <p>Individual or small group support is provided to help the student achieve targets agreed with an external professional.</p>

	<p>Information and training to staff as appropriate. Staff should feel confident in their ability to prepare resources and implement a range of autism friendly approaches EG: access to a quiet area and calming activities, social skills programmes and a range of visual approaches</p>	<p>Adaptations are made to the timetable to allow students to access targeted support, where needed.</p> <p>Simple changes to the learning environment including awareness of sensory issues to support individuals.</p>	
<p><b>Provision to support Cognition and Learning Needs</b></p>	<p>Teaching and learning are planned based on regular assessment.</p> <p>Work is differentiated to meet the needs of different ability sets.</p> <p>Regular feedback is given to students through constructive marking and tutorials.</p> <p>A range of different teaching approaches and resources are used to ensure students can access learning.</p> <p>Minor adaptations are made to the teaching environment to cater for individual needs (e.g. a seating plan).</p> <p>Students are supported to understand new learning, and keep on task.</p>	<p>Small group support which supplements main course (an additional support group would be no larger than 8) in subjects where students experience difficulty.</p> <p>Students have access to key information in advance of whole-class lessons and have the opportunity to revisit and revise learning, either individually or as part of a small group.</p> <p>Adaptations are made to daily routine and environment to accommodate individual needs (e.g. movement breaks / visual timetable / prompts and instruction sheets.)</p> <p>Students are able to access additional study skills support through a Learning Support Unit or equivalent</p>	<p>Appropriate advice is sought from a:</p> <ul style="list-style-type: none"> <li>• Specialist Learning Teacher and/or</li> <li>• Educational Psychologist</li> </ul> <p>Learning opportunities are adapted to incorporate highly differentiated work and, where appropriate, address targets agreed with an external professional.</p> <p>Individual or small group support is provided to help the student achieve targets agreed with an external professional.</p> <p>Access to alternatives to written recording for students with specific learning difficulties such as 2ictaphones/laptops</p>
<p><b>Provision to support social and emotional needs</b></p>	<p>Staff create a calm and purposeful climate for learning / emotional environment for learning where all students' feel they belong and their contributions are valued</p> <p>Students are signposted to Health and well-being support and advice are available to students to self-access.</p>	<p>Students have access to group interventions to develop social and emotional skills and/or social inclusion (e.g. Circle of Friends/ Learner Voice/Student Counsel/Student union/ANAIME/Sports Groups)</p>	<p>Appropriate advice is sought from a:</p> <ul style="list-style-type: none"> <li>• Mental Health Professional;</li> <li>• Medical professional (e.g. paediatrician);</li> <li>• Specialist Teacher and/or</li> <li>• Educational Psychologist</li> </ul>

	<p>Students are able to access written and digital materials support their health and well-being.  <a href="http://reading-well.org.uk/">http://reading-well.org.uk/</a>  <a href="http://www.youngminds.org">www.youngminds.org</a></p> <p>A whole college behaviour policy is applied consistently</p> <p>Students are able to access support to share concerns such as individual tutorials</p> <p>Supervised recreational activities are provided.</p> <p>Support to help students make positive transitions (e.g. from one phase/year to another).</p> <ul style="list-style-type: none"> <li>- Taster days /college visits/open evenings/school visits</li> </ul> <p>A range of social activities are available, with supervision and support as required.</p> <p>A comprehensive Personal Social Development curriculum in in place to help develop social skills.</p>	<p>Students receive regular and planned support from a key person, such as an Achievement Coach/tutor/Progress coach.</p> <p>Students can access a safe area in school and/or time out.</p> <p>Adults use pre-agreed and appropriate strategies to prevent and de-escalate conflicts, as detailed in the school’s behaviour policy.</p> <p>A range of social activities are available, with supervision and support as required.</p> <p>A comprehensive Personal Social Development curriculum in in place to help develop social skills.</p> <p>Social skills are actively developed through structured small group programmes of work.</p> <p>Transition support – more than visit arranged, gathering information about needs before the visit</p>	<p>Learning opportunities are adapted to incorporate highly differentiated work and, where appropriate, address targets agreed with an external professional.</p> <p>Individual or small group support is provided to help the student achieve targets agreed with an external professional.</p> <p>Transition Support – personalised visit taking into account needs, develop a personalised learning support plan from information gathered</p>
<p><b>Provision to meet physical and sensory needs</b></p>	<p>A whole college enrichment programme which students can opt into physical education</p> <p>There is a whole college accessibility plan.</p> <p>Tutors gather information about any of students’ physical and sensory needs (e.g. hand preference or use of glasses) during transition into colleg</p>	<p>Adaptations to timetabling and room allocation to support students with mobility needs.</p> <p>Adaptations to the physical environment to support young people with sensory impairments (such as an appropriate seating plan, guided by individual need).</p> <p>Adaptations to teaching resources (such as the use of enlarged print).</p>	<p>Appropriate advice is sought from a:</p> <ul style="list-style-type: none"> <li>• Health / medical professional;</li> <li>• A Teacher of the Deaf or</li> <li>• A Teacher of the Visually Impaired</li> </ul> <p>Learning opportunities are adapted to incorporate highly differentiated work and, where appropriate, address targets agreed with an external professional.</p>

	<p>Minor adjustments are made to the learning environment to ensure it is accessible to students with mild sensory/physical impairment.</p> <p>To manage medication in line with in line with college policy such as safe storage.</p>	<p>Arrangements to prepare students for a change to their usual routine (e.g. college trips).</p> <p>Support to develop the skills needed to access the curriculum (e.g. touch typing)</p> <p>The use of technology and specialist equipment (such as sound field equipment or low vision aids) to support learning where needed.</p>	<p>Individual or small group support is provided to help the student achieve targets agreed with an external professional.</p>
--	--	---	--