

Disability Statement

Luminate FE Colleges

Luminate Education Group is an inclusive organisation that is proud of its record on promoting equal opportunities and removing barriers to education and training. We welcome disabled people and strive to create an inclusive learning and working environment that respects and celebrates differences and encourages all students and employees to reach their full potential.

This statement aims to provide information on services and facilities for people with a disability, and who to contact for further information.

How college resources are allocated and matched to student's additional learning support needs

The Luminate Education Group colleges follow the guidelines of the Children and Families Act (2014) and the SEND Code of Practice.

Students with SEND or an Education Health and Care Plan (EHCP) will have an individual support plan which will identify their barriers to learning and will include proposed interventions which will be utilised to overcome these. Specifically EHCPs will be reviewed and amended annually in a person centred review meeting conducted by a member of the SEND Team, involving all professionals including external agencies.

- The Local Authorities will retain responsibility for ensuring that the outcomes of the EHCP are met.

- Students do not have to have a formal diagnosis or disability to receive support or for the college to make reasonable adjustments.
- This Disability Statement refers to a disability or SEN as defined within the Equality Act 2010,

A person (P) has a disability if -

A. P has a physical or mental impairment, and

B. The impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities

A reference to a disabled person is a reference to a person who has a disability.

A person (P) has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

- *Has a significant greater difficulty in learning than the majority of others the same age. Or*
- *Has a disability which prevents or hinders him or her from making use of the educational facilities of a kind generally provided for others of the same age in a mainstream post-16 institution.*

There are four broad areas of SEN need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The purpose of identification is to work out what action the college needs to take, not to fit a student into a category. In practice, young people often have needs that cut across all these areas and their needs may change over time - SEND code of practice.

College procedures

Luminate is committed to eliminating any unlawful discrimination, promoting equality of opportunity and promoting good relationships between different groups. We will apply this to all current and future students, employees, governors, partners, visitors and contractors delivering services on our behalf.

The following Luminate Education Colleges procedures reinforce this commitment:

- SEND Policy Statement
- Equality and Diversity policy
- Safeguarding Policy
- Positive Behaviour Policy

Luminate Education Colleges have a SEND Support provision which aims to meet student's individual support needs, from Quality First Teaching to Targeted support and High Needs support.

We promote an inclusive environment to encourage all students and staff to achieve their full potential by making use of the resources we have available. All our policies are available in alternative formats upon request. They are also available on the college intranet and at our centres.

Staff Expertise

Our SEND team has dedicated and experienced staff in the field of learning support. All teaching and support to a development program to enhance their inclusive practice and use of Quality First Teaching We provide an ongoing staff development programme around various disabilities and educational needs which are targeted based on the students in their departments.

[Choosing Luminate Education Colleges](#)

If you are unsure of the right course for you or require further information please contact our SEND team via our email address SENDteam@leedscitycollege.ac.uk to discuss our application process, or answer any questions you may have.

We are also able to help you with:

- Completing or amending forms
- Arrangement of enrolment to suit your requirements
- Providing support staff at interviews and enrolment.

[Application](#)

We offer an online application process through our website, alternatively you can request a paper copy or ask a member of staff to complete it for you. We will ask you if you require any adjustments for your interview on your application form. There is also the opportunity to let us know if you have an Educational Health and Care Plan (EHCP) or other learning support needs.

[Interview](#)

Support will be provided at the interview if requested also a low volume interview time.

At your interview and enrolment you will be able to discuss any additional needs you may have and an assessment will be offered to ensure we have all the information required to support you.

It is important that you tell us about your additional needs so that the college can support you.

The colleges are committed to providing a centralised, fair and transparent admissions process that maximises inclusion and widens participation.

Transition to college

The colleges are able to provide a personalised transition plan for students with disabilities or learning difficulties who require one. This can include visits to the colleges at non-peak times, attending classes, orientation of the building, meeting staff, 360 virtual tours, Virtual Meetings, production of a personal orientation diary. Travel training can be sourced from the local authority which the colleges can support with application.

Taster days and Induction

Taster days and induction is a key opportunity for you to get to know more about the colleges and their services. You will receive more details about your course, assessment procedures, orientation of the colleges and facilities, meet staff teams and get to know other students.

We know that students do benefit from the induction process. If there is anything you would like to change to meet your individual requirements please talk to your course tutor or discuss at interview.

Educational Facilities and Support

You can receive support for your learning in many ways. We offer Quality First Teaching, Targeted support and High needs support.

This can be in the form of:

- Small group size
- In class support e.g. 1:1, 1:2 or general in-class support provided by Learning Support Assistants
- Adapted materials e.g. Font size, Brailed, coloured paper
- Communication support
- Ongoing guidance
- Access to the Independent Learning Zone for additional English and Mathematics support
- Lego therapy
- Oasis room (for those with ASC or mental health issues)
- Wellbeing support and counsellors
- Dyslexia tutor support
- Medical support
- Risk assessments
- Personal emergency evacuation plan (PEEP)
- Specialist support worker of the deaf.
- External agency support e.g. SaLT, Ed Psych, SENDIASS
- Peer group sessions
- Life skills (where stated in EHCPs)

For more details see our Local Offer (<https://leedslocaloffer.org.uk/#!/directory>)

For us to provide reasonable adjustments to our provision we would prefer to discuss your needs prior to you starting college. Early application is advisable so we can work with you to assess your needs and contact external agencies with your permission if appropriate.

We offer equipment for loan and technological support, subject to assessment and demand.

This can be in the form of:

- Laptops
- Chromebooks
- Screens
- Keyboards
- Dictaphones
- Adjustable chairs and desks
- Software e.g. Dragon, Brain in hand. Read and Write Gold (text help)
- Personal Care and Medical Support if required can be provided. Every campus has qualified first aiders.

Exam Access Arrangements

Students may need some additional support or special arrangements for your examinations or assessments. The regulations for both may differ by awarding bodies and can be confirmed through the college examinations officer on each campus. Students will usually require professionally endorsed evidence of their need (this can be from the EHCP, GP, psychologist) or college dyslexia tutor and arrangements are based on your normal way of working.

Exam Access Arrangements are agreed before an assessment. They allow candidates with specific needs, such as special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do without

changing the demands of the assessment. The intention behind an access arrangement is to meet the needs of an individual candidate without affecting the integrity of the assessment. Exam access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010* to make 'reasonable adjustments'.

Reasonable adjustments

The Equality Act 2010* requires an awarding body to make reasonable adjustments where a candidate, who is disabled within the meaning of the Equality Act 2010, would be at a substantial disadvantage in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage. An example would be a Braille paper which would be a reasonable adjustment for a vision impaired candidate who could read Braille. A reasonable adjustment may be unique to that individual and may not be included in the list of available access arrangements.

(JCQ Access Arrangements and Reasonable Adjustments 21/22 P7)

Arrangements can include:

- Adapted exam papers e.g. braille, font size, colour
- Reader (Human / Computer Reader)
- Scribe
- Prompter

- Language modified papers e.g. for deaf students
- Rest breaks
- Additional time 25-50%
- Special invigilation arrangements
- Laptop
- Practical Assistant

*The arrangements listed above are not the full list of adjustments available to students. See JCQ 21/22 Exam Access Arrangements Regulations [HERE](#))

It is essential that arrangements are confirmed well in advance of exams. Please discuss at interview, taster or induction with your course tutor.

We also offer courses where assessment is ongoing and can be at a pace to suit you.

[Useful contacts](#)

SENDteam@leedscitycollege.ac.uk

[Liz Burkey](#) Assistant Director SEND and Inclusive Provision - Leeds City College

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Dale White Enrichment PE and Stem Manager, Alternative provision- Somerville House

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Complaints and Appeals Procedures

If a student has any concerns about the support they receive they should first raise this with their course teacher, student tutor or the nominated group ambassador for their course or through the Students' Union. The Students' Union can be contacted by emailing support@lccsu.org, providing your telephone number and a summary of your complaint. You will then be contacted by a Students' Union officer within 3 working days.

Formal complaints should only be progressed when the complaint is not resolved at the informal stage. The detail of the concern/complaint must be formally submitted in writing and addressed to:

Appeals / Complaints

[Quality Directorate](#)
[Leeds City College](#)
[College House](#)
[Park Lane](#)
[Leeds](#)
[LS3 1AA](#)

Alternatively, email quality@luminate.ac.uk

[Facilities and Access](#)

The Luminated Education Group colleges offer curriculum provision over 15 sites across Harrogate, Leeds, and Keighley. Some buildings are more accessible than others please view the facilities guide.