

Gloucestershire College SEND Local Offer 2026-2027



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Gloucestershire College

Gloucestershire College is a general FE College, with three campuses located across Gloucestershire; Cheltenham, Gloucester and Cinderford. The College offers a broad vocational curriculum covering a wide range of sectors, as well as apprenticeships, higher education courses and discrete high needs provision.

We are fully committed to providing inclusive education, enriched experiences, and personalised learning for learners with special educational needs and disabilities (SEND) that prioritises developing independence and work readiness.

Our Vision

At Gloucestershire College, we are committed to providing an inclusive and supportive learning environment where all learners, including those with SEND, can thrive and achieve their full potential.

Our vision for supporting learners with SEND is founded on the principles of equality, diversity, and inclusion.

We believe that every individual has unique talents, abilities, and aspirations, and we are dedicated to removing barriers and providing tailored support to ensure that all learners can access and succeed in their chosen education and training pathways.

Our SEND vision is centred on the following key principles:

1. **Personalised learning and support:** We recognise that learners with SEND have diverse needs and requirements. Therefore, we are committed to utilising pre-existing learner information and robust assessments to provide personalised learning and support that is tailored to each learner's specific strengths, challenges, and aspirations. Support is assessed, planned, delivered and reviewed as part of a graduated approach to work towards independence and work readiness.
2. **Inclusive professional learning environment:** We strive to create a welcoming and inclusive learning environment across all areas of the College, where all learners feel valued, respected, and supported. Environments are age appropriate and professional to reflect the world of work.
3. **High-quality provision:** We are dedicated to delivering high-quality provision that meets the needs of learners with SEND and those with Education Health and Care Plans (EHCPs). Our staff receive training and development to enhance their knowledge and skills in supporting learners with a broad range of learning difficulties and disabilities.
4. **Collaborative partnerships:** We work in partnership with learners, parents/carers, external agencies, and other stakeholders to ensure a coordinated and holistic approach to supporting learners with SEND. By fostering strong partnerships, we can effectively identify needs, access specialist support services, and facilitate smooth transitions into further education, employment, or independent living. Collaborative partnerships with local authorities enable the College to continually review the suitability of our SEND offer to meet the local SEND needs in Gloucestershire.

5. **Independence and Employability:** We are committed to empowering learners with SEND to become confident, independent learners who are equipped with the skills, knowledge, and resilience to succeed in their chosen pathways and make positive contributions to society.

Through our commitment to these principles, Gloucestershire College strives to deliver excellence in SEND provision, enabling all students to flourish and achieve their educational and personal aspirations.

Legal Framework

Gloucestershire College places utmost importance on compliance with relevant legislation and guidance, particularly the Special Educational Needs and Disability (SEND) Code of Practice. Adhering to these legal frameworks ensures that learners with SEND receive the education and support they need to learn and develop effectively.

Here's how we ensure compliance with key legislation and guidance:

1. **SEND Code of Practice (2015):**

Our SEND provision is guided by the principles outlined in the SEND Code of Practice (2015). We ensure that all policies, procedures, and practices align with the Code's requirements, including the identification of SEND, provision of support, and collaboration with external agencies.

2. **Equality Act 2010:**

We comply with the provisions of the Equality Act 2010, which places a legal duty on educational institutions to make reasonable adjustments to ensure that learners with disabilities are not disadvantaged. This includes reasonable adjustments to premises, policies, and practices to facilitate access and participation.

3. **Education Act 1996 and Children and Families Act 2014:**

We adhere to the requirements of the Education Act 1996 and the Children and Families Act 2014, which outline the responsibilities of educational institutions in providing support for children and young people with SEND. This includes the provision of Education, Health, and Care (EHC) plans and the transition planning process.

4. **Local Authority Guidelines:**

We work closely with local authorities to ensure that our SEND provision aligns with local guidelines and priorities. This collaboration enables us to access additional resources and support services to meet the diverse needs of our learners.

5. **Training and Awareness:**

Our staff receive training and development sessions to ensure that they are familiar with relevant legislation, guidance, and best practices in supporting students with SEND.

6. **Monitoring and Review:**

We have robust systems in place to monitor and review our SEND provision regularly. This includes tracking the progress of learners with SEND, gathering feedback from stakeholders, annual review process for those with EHCPs and conducting audits to ensure compliance with legal requirements and identify areas for improvement.

7. **Accessibility and Reasonable Adjustments:**

We actively promote accessibility and make reasonable adjustments to accommodate the needs of learners with disabilities. This includes providing accessible facilities, materials, and technologies, as well as offering alternative formats and assessment arrangements where necessary.

Education, Health and Care Plans (EHCPs)

At Gloucestershire College, we recognise the vital role that Education, Health, and Care Plans (EHCPs) play in providing tailored support for learners with special educational needs and disabilities (SEND), defined as 'high needs'.

EHCPs are an essential tool for ensuring that learners with high/complex needs receive an appropriate level of support and access to suitable education provisions to achieve their full potential.

Our commitment to EHCPs is reflected in the following principles:

1. **Collaborative Approach:** We actively engage with local authorities, learners, parents/carers, and relevant professionals throughout the EHCP process. Collaboration is essential for developing holistic support plans that address the educational, health, and social care needs of each student.
2. **Person-Centred Planning:** We place the learner at the centre of the EHCP process, ensuring that their voice, preferences, and aspirations are central to the development and review of their plan. We strive to understand each learner's strengths, challenges, and goals to tailor support accordingly.
3. **Coordinated Support:** We work closely with external agencies, including health and social care services, to ensure that support provided through EHCPs is coordinated and aligned with other aspects of a learner's care and support needs. This multi-agency approach enables us to address all aspects of a learner's well-being and development.
4. **Implementation and Review:** We are committed to implementing EHCPs effectively and monitoring progress closely. Annual reviews provide an opportunity to evaluate the impact of support interventions, progress towards outcomes, identify any emerging needs or barriers, and make necessary adjustments to ensure that learners continue to make progress toward their goals.
5. **Transition Planning:** We recognise the importance of effective transition planning for learners with EHCPs, particularly as they move between key stages of education or into adulthood. We work proactively with learners, families, and relevant agencies to ensure a smooth transition process, both into and out of college.
6. **Flexibility and Adaptability:** We understand that the needs of learners with EHCPs may change over time, and we remain flexible and responsive to these evolving needs. Our support plans are designed to be adaptable, with mechanisms in place to review and revise provisions as required.
7. **Empowerment and Independence:** We aim to empower learners with EHCPs to become active participants in their own education and care planning. We support learners to develop self-advocacy skills, build confidence, and take ownership of their learning journey, fostering independence, autonomy and readiness for adulthood and employment.

Our Provisions for Learners with SEND

For more information about any aspect of the SEND provision outlined below, please contact the SEND Transitions team at transitionsteam@gloscol.ac.uk.

“Cross-College”

Our cross-college offer refers to the vocational courses available across the college between level 1 and 3. Learners with SEND can choose to study on these courses and will receive an appropriate level of support from ~~Learning Support staff~~ the Inclusion Team, personalised to their strengths and needs. Vocational curriculum teams work collaboratively with the Inclusion Team to ensure reasonable adjustments and inclusive teaching approaches support learner success.

This could include, but is not limited to:

- Targeted In-class support from Learning Support Assistants
- Regular and tailored SEND Intervention Mentor sessions
- Access to assistive technology/software and coaching
- Assessment for exam access arrangements to reflect normal ways of working
- Regular reviews of support and progress being made
- SEND specialist mental health counselling
- SEND specialist careers/IAG support
- Bespoke additional tuition/mentoring

This also applies to the College’s apprenticeship courses.

Discrete HNS

Discrete HNS refers to the College’s provisions specifically designed for high needs learners, with a focus on developing independence and supporting employability. This includes the following College provisions:

- Foundation Studies and Supported Internships
- Harbour House
- Steam Mills Place
- Quayside Centre

Foundation Studies

Foundation Studies, located in its own designated area of the Cheltenham campus, provides an intimate but professional learning environment with small group sizes of around 10-12 learners, supported by a blend of teachers and support staff.

Leveraging robust transition activities and initial assessments, learners access a personalised curriculum tailored to their competency levels in independent living and employability skills, in line with Preparing for Adulthood objectives.

The provision also offers pre-Supported Internship and Supported Internship pathways, enabling learners to engage in long-term work placements while continuing their studies at the college.

The provision aims to support learners in realising their potential and making meaningful progress either academically or towards employment, whilst also increasing the likelihood of an independent adulthood.

Harbour House

Harbour House is located on the ground and first floor of Alexandra Warehouse, next to the Gloucester Campus. It is a secure environment with restricted access for authorised personnel only.

Harbour House caters to learners with severe learning difficulties and potentially complex care/therapeutic plans within a secure environment accommodating up to 40 learners in small groups.

With a high staff to learner ratio and a dedicated team including lecturers, support staff, pastoral mentors, communication specialists, and college-to-community leads, the provision ensures personalised curriculum aligned with learners' preparing for adulthood goals over a 2–3-year period.

Additionally, it offers comprehensive delivery of care and therapeutic elements outlined in individuals' EHCPs, collaborating closely with local partners to meet all needs.

The focus lies on fostering independence as learners transition into adulthood and potentially employment or volunteering routes.

Steam Mills Place

Steam Mills Place is located at the Cinderford campus in a dedicated and secure area within the campus. The provision mirrors the Harbour House offer, catering to similar needs of learners, delivering a similar personalised learning experience and working towards similar outcomes.

Steam Mills Place caters to learners with severe learning difficulties and potentially complex care/therapeutic plans within a secure environment accommodating up to 20 learners in small groups.

With a high staff to learner ratio and a dedicated team including lecturers, support staff, pastoral mentors, communication specialists, and college-to-community leads, the provision ensures personalised curriculum aligned with learners' preparing for adulthood goals over a 2–3-year period.

Additionally, it offers comprehensive delivery of care and therapeutic elements outlined in individuals' EHCPs, collaborating closely with local partners to meet all needs.

The focus lies on fostering independence as learners transition into adulthood and potentially employment or volunteering routes.

Quayside Centre

Quayside Centre provides a specialised and secure environment for up to 25 young people facing complex SEND needs intertwined with mental health challenges and educational disruptions.

With a high staff-to-learner ratio, it offers a tailored learning experience, bespoke or gradually increasing timetables, and a curriculum aligned with individual interests and aspirations. The centre prioritises building confidence, resilience, and well-being through trauma informed practice, intense pastoral support and access to external agencies. Over a 2–3-year period, the aim is to empower these learners to reintegrate into education, employment, or training successfully.

Higher Education

The College has offers several different HNC and HND courses across a range of vocations.

Whilst support is available for learners with SEND on these courses, it is essential that learners apply for Disabled Students Allowance (DSA), where eligible, to access any additional support available to them.-

More information about applying for DSA, can be found at the link below.

<https://www.gov.uk/disabled-students-allowance-dsa>

If you have questions about the support that is available on our HE courses, please contact learning.support@gloscol.ac.uk.

Identification, and Assessment and Transition Planning

Gloucestershire College deploys a dedicated SEND Transitions team who are responsible for identifying learners who have intention to study at the College and assess suitability, plan a transition and ensure that those who will be teaching/supporting the learner are suitably briefed on how their needs should be met.

The SEND Transitions Team are also responsible for reviewing legal EHCP consultations from the Local Authorities and providing a can or cannot meet needs response.

The team work closely with Local Authorities, secondary school SENCOs and independent/specialist settings across the county. This enables effective partnership working to identify individuals with SEND from as early as year 9, and could be achieved via:

- School EHCP annual reviews
- Transition activities, including link/taster days, tours and meetings
- Local Authority led transition panels
- Via self-declaration on college application
- During any course interviews or selection days

Once enrolled, robust initial assessments are completed with learners to ensure that their needs are going to be fully met. These will often be completed by a college lecturer or a member of the Inclusion team and will inform the support plan for that learner.

SEND Support

Gloucestershire College offers a range of support to learners with SEND across all provisions. This includes, but not limited to:

- **Academic support** such as in-class adjustments and support, out of class interventions and mentoring, study skills sessions and additional tutoring/mentoring as required.
- Access to **specialist equipment or assistive technology**, including coaching/training.
- **Emotional and mental health support**, including SEND specialist counselling.
- **Exam access arrangements**
- **Transition support** for progression into further education, employment, or independent living
- Dedicated **information, advice and guidance**
- **Medication and evacuation plans**
- **Fully accessible** learning environments and platforms

Student Voice and Participation

The college actively involves learners with SEND in decision-making processes and seeks their feedback to continuously improve support services through several approaches:

1. **Regular Feedback Mechanisms:** The college establishes regular feedback mechanisms, such as surveys, focus groups, or suggestion boxes, specifically tailored to gather input from learners with SEND. These feedback channels provide an avenue for learners to express their opinions on various aspects of support services, including accessibility, accommodations, and overall satisfaction.
2. **Individualised Support Planning:** The college employs individualised support planning processes where learners, along with their parents/guardians and support staff, actively participate in developing personalised learning and support plans. This ensures that the unique needs and preferences of each learner with SEND are considered and incorporated into decision-making processes.
3. **Accessibility Committees:** The college may establish accessibility committees or task forces comprised of learners, faculty, staff, and administrators, specifically focused on identifying barriers to accessibility and implementing solutions to enhance inclusivity for learners with SEND.
4. **Training and Awareness Programs:** The college conducts training sessions and awareness programs for staff to enhance their understanding of the needs and experiences of learners with SEND. This fosters a culture of inclusivity and sensitivity towards diverse learning requirements.

Staff Training and Development

The college provides training and professional development opportunities to staff aimed at enhancing their understanding of Special Educational Needs and Disabilities (SEND) and equipping them with the skills and knowledge to support learners effectively. These opportunities may include:

1. **Initial Training:** All staff members receive initial training upon joining the college, which covers basic principles of inclusive education and an overview of common types of SEND and their implications for teaching and support.
2. **Specialist Workshops:** The college organises specialised workshops and seminars conducted by experts in the field of SEND. Staff members have the opportunity to learn about best practices, evidence-based interventions, and strategies for effectively supporting learners with diverse needs.
3. **Internal Training Programs:** The college conducts internal training programs tailored to the specific needs of different departments or teams. These sessions may focus on topics such as creating accessible learning materials, utilising assistive technology, implementing behaviour management strategies, and promoting positive mental health and well-being among learners with SEND.
4. **Peer Learning and Sharing Best Practices:** Staff are encouraged to engage in peer learning opportunities where they can share their experiences, insights, and best practices for supporting learners with SEND. This may take the form of regular team meetings, learning communities, or online forums dedicated to SEND-related discussions.
5. **External Partnerships and Collaboration:** The college collaborates with external organisations, such as local authorities, specialist schools, and SEND support services, to provide staff with access to additional training resources, guest speakers, and networking opportunities. This allows staff to stay updated on the latest developments in the field and learn from experts and practitioners with diverse perspectives.

Monitoring and Evaluation

Gloucestershire College is committed to continually reviewing and improving the quality of its SEND provision. Effectiveness is monitored through departmental performance reviews, quality assurance processes and the annual Self-Assessment Report (SAR). The College considers a range of indicators, including learner progress, achievement, attendance, progression and destination outcomes, alongside feedback from learners, parents/carers and other stakeholders. This information is used to identify strengths, inform service development and ensure learners receive effective support that enables them to achieve their aspirations and progress to positive destinations.

For Further Information

For general enquiries about Gloucestershire College's SEND Local Offer, please contact info@gloscol.ac.uk.

For more information about SEND provision, transition arrangements, or studying at Gloucestershire College with SEND, please contact the SEND Transitions Team at transitionsteam@gloscol.ac.uk.