

Issue 07 – June 2014



Welcome to the June edition of the Additional and Complex Needs newsletter from College Development Network. Hopefully this will provide some food for thought for those of you planning for next session and for those who are about to go off on well-earned leave.

If you would like to contribute an article or identify a feature that you would like to be included, please email lorna.peggie@cdn.ac.uk

College Development Network Training Events

Enabling Student Carers

New resources from College Development Network (CDN) - *Enabling Student Carers* were launched at an event organised at Hampden Park on 07 May. These resources will help colleges to improve support for student carers and were directly informed by the experiences of student carers themselves. A number of student carers discussed their experiences with Public Health Minister Michael Matheson, representatives from colleges and carer organisations across Scotland.

Enabling Student Carers is a training resource that's based around the video testimonies of six student carers. A three hour seminar will use the videos and associated content to train staff in all areas of colleges, whether lecturers, student support, equality or finance officers. The resource also provides colleges with an action planning tool that can be used to improve the experience of student carers.

Louise Morgan from the Carers Trust said: "The real strength of these resources is that they're raising awareness about the extra pressure that's on student carers.

Student carers face all the normal pressures of studying, but go home to another 'job', whether it's providing physical or emotional care. Making college staff even more aware of the mental, emotional or physical impact that caring situations have on students is essential to make sure learning is enjoyable and sustainable for them."

Enabling Student Carers awareness raising resources are available for colleges and partner organisations to download at:

<http://www.collegedevelopmentnetwork.ac.uk/access/enabling-student-carers>

This resource contains detailed guidance regarding content delivery but can be adapted and customised to meet the needs of each group or setting.

They include:

- Enabling Student Carers – Training Plan
- Enabling Student Carers – Power Point
- Enabling Student Carers – Activity 2
- Enabling Student Carers – Activity 3
- Enabling Student Carers – Film Clips
- Enabling Student Carers – Film Clip Transcripts
- Enabling Student Carers – Action Planning Tool

Sandy MacLean and Andrée Carruthers would be happy to work with you to make effective use of the resources. For further information please phone 01786 892051 or email: sandy.macleam@cdn.ac.uk

SQA



National 1

[Phase 3 of National 1 units](#) has now been launched. Units relating to Arts and Craft, Social Subjects and Information and Communication Technology will be of particular interest.

National 2

A review has been undertaken of existing Access 2 Units that do not form part of courses. Following feedback from teachers and lecturers, the following units will be retained and refreshed as [new freestanding National 2 units](#). These will be available for centres to deliver from August 2015. In response to requests from FE, these include a range of Employment Skills units covering both generic and workplace specific skills.

Verification

Key messages from [Round 2 of external verification](#) of National 1 and 2 units, provides guidance on assessment approaches and assessment judgements.

Timescale

2014-15

The new National 1, National 2, National 3, National 4, National 5 and Higher qualifications will run in centres alongside Access 1, Access 2, Access 3, Intermediate 1, Intermediate 2 and the current Higher.

2015-16

The new National 1, National 2, National 3, National 4, National 5, Higher and Advanced Higher will be available.

Let's Lead the Way to Make Better Transitions



Join the Discussion and Deliver Change

Lead Scotland will be holding a series of focus groups across Scotland to discuss issues around transitions for young people with additional support needs. They will be discussing transitions at all stages, including from and between learning as well as into employment.

The aims of the sessions are to:

- Build evidence around where things are working well, and where they are not
- Share good practice around transitions planning and practice
- Help Lead Scotland develop a series of actions to address current concerns and improve practice in supporting young people during key transitions

The focus groups will be relevant for anyone working with young people during key transition stages, including schools, colleges, universities, local authorities and other support organisations.

There will be four events (in different areas of Scotland) which will take place in August and September 2014.

Registering your interest:

If you would like to express an interest in joining one of these events, please contact Lesley Carcary at lcarcary@lead.org.uk

National Developments

£2 Million to Fund First Strategy for Sensory Impaired People in the UK

The Scottish Government has invested £2 million to implement a new strategy for sensory impairment – the first of its kind in the UK.

[See Hear](#) sets out seven recommendations for improving services for sensory impaired people in Scotland. It was put together following close consultation with a range of organisations including RNIB Scotland, Action on Hearing Loss Scotland, COSLA and Deafblind Scotland.



Implications for Colleges

The recommendations highlight the importance of

- Targeted support to people at time of transitions
- The need to ensure effective and efficient joined up working across the public, third and independent sectors, with a drive to minimize duplication and encourage the sharing of information across and within agencies

People with a learning disability are more likely to have a hearing loss, and are ten times more likely to have a sight loss than people in the wider community. This can have a profound impact on how they are understood and are able to interact with others, and people with challenging behaviour will be more likely to challenge if there is a limited understanding of any sensory loss that they may experience.

[View a recording of the webinar delivered by Bill Anderson of the RNIB for the Profound and Complex Needs Project](#)

Supporting Vulnerable Young People

The Scottish Government has launched new child protection guidance to improve support for professionals working with disabled children and young people.

Aileen Campbell, Minister for Children and Young People, who launched this guidance said: “We know that the vast majority of families affected by disability provide safe and positive environments for children to grow up in. However, research has shown that disabled children are more likely to suffer abuse and that it is more likely to go undetected or unreported. We have listened to professionals who have said that identifying signs of abuse can be very challenging when working with disabled young people, particularly when there are communication difficulties.”

The Child Protection and Disability Toolkit has been developed by the Scottish Government and WithScotland in response to requests for greater guidance on early intervention when child protection issues arise.

[The toolkit](#) includes information on research, a set of training and resource materials designed to help professionals understand the issues and good practice guidance to supplement the Scottish Government National Guidance for Child Protection in Scotland (2014). It also contains sections such as ‘myth busters’, case studies as well as a DVD in which disabled parents speak of their experiences.

Partnership Matters

The Scottish Government recognises that people and their skills are Scotland's most valuable resource.

In 2005 [Partnership Matters](#) was launched. The aim of the guidance is to provide greater clarity on the roles and responsibilities of all agencies that support students with additional support needs studying, or intending to study, at college or university. Partners can use this guidance to make sure they play their role in ensuring that students with additional support needs have the same opportunity as their peers to become successful learners, confident individuals, effective contributors and responsible citizens.

Since the first publication of Partnership Matters there have been significant improvements to the support provided to students with additional support needs, but challenges continue.

Scottish Government is currently refreshing and updating Partnership Matters and will be launching the revised version in spring 2015.

If you use Partnership Matters we would like to hear your views on how useful and effective you find the guidance. We would also like to know if you have any suggestions on how we can improve it or have ideas about what else we should include.

Please email Graham Tait – graham.tait@scotland.gsi.gov.uk with your comments or suggestions.

Around Colleges

Gardening Scotland Success

The Gardening Scotland event is held annually at Ingliston Showground, Edinburgh in June. Several colleges participated including groups of learners with additional support needs. The Pallet Garden and Planter Challenge is organised by the Scottish Gardeners' Forum and showcases creativity in producing a garden 1 metre square.



Glasgow Kelvin College, Supported Learning Programmes

CKUK Common Knowledge



If you are interested in entering a Pallet Garden or Planter at Gardening Scotland or would like some more information, please email the Pallet Garden Co-ordinator, John Smith at botanicaconsult@gmail.com.

Recording Achievement, Attainment and Progress at Orkney College

The college has developed an innovative tool for recording learner achievement, attainment and progress, which reflects the approach to reporting progress used within Curriculum for Excellence (*Developing; Consolidating; Secure*). The tool concentrates primarily on the development of a learner's skills rather than the recording of completed units. Working together, staff and learners identify a set of vocationally-contextualised skills for life, learning and work and these are added to the learner's record. Learners then track their progress towards secure attainment of each skill during regular reviews with their tutor.

The record also reflects learners' unit attainment and, importantly, their wider achievements for example, through work experience. There is also space on the record for learners to complete a personal analysis of their learning using the stop, start, continue methodology and to set personal learning goals as a result.

Across the college, the tool has been adapted very effectively to suit the needs of different learners. Staff used learner feedback well to identify the most useful format to support useful discussion and reflection. For example, digital media learners use an online version and learners whose learning needs are more complex use a visual, mind map version.

Learners find these approaches help them to set and monitor their learning goals and to see their overall progress and they engage well with them. The tailored approach gives them ownership of their own progress and helps them to be more fully aware of their skills development. Having this tool has supported useful and focused discussion of progress, and helped learners to be clearer about their priorities. The tool is also simple and clear enough to facilitate thoughtful discussion about progress rather than use too much time recording detail. The well-structured personal guidance and higher levels of motivation resulting from the use of this tool have helped learners to have greater ownership of their learning and has contributed to success.

ICT Tip of the Month



Accessibility of Tablets – Part 3

This is the third in a series focusing on the accessibility features built into the operating systems used by tablets. The first section looked at iOS (iPad), the second at Android, this one focuses on Windows 8.

Windows 8 vs. Windows 8.1

The accessibility settings in the first release of Windows 8 left a lot to be desired. Therefore if you have a Windows tablet the first thing to check is that it has been updated to Windows 8.1 as this will then reflect the settings described below.

Narrator

Narrator is designed for blind or visually impaired users. It is not as good as a commercially available screen reader such as JAWS, or even the free NVDA both of which could be installed on a Windows8 tablet. However it will perform the basic functions and read out most documents and screen commands. When turned on Narrator will speak out items under a users' finger. Items must be double-tapped to activate and two fingers must be used to scroll. Other shortcuts such as swipes up and down cycle through settings such as whether to read words, sentences or characters.

Magnifier

The magnifier on Windows 8 is really easy to use and intuitive. Once turned on plus and minus symbols appear in the top and bottom corners. Tapping these zooms in or out. Tapping the edge of the screen scrolls in that direction (e.g. tap the bottom edge of the screen to scroll down). Screen colours can also be inverted for higher contrast.

High Contrast

The High Contrast option enables the user to select from a range of pre-set colour combinations. Importantly the user is also able to define which colour they want for each setting e.g. text, background, hyperlinks etc. Unfortunately this is only from a choice of 20 but this still offers more scope than iOS and Android.

Other Options

In this section the user is able to change some visual options such as animations and backgrounds. They are also able to change the thickness of the flashing cursor (or caret) for text input. Some visual feedback can also be given when the user touches the screen (this seems to be most useful when using the tablet plugged into a projector as the audience can then see where you are touching).

Useful Web Links

Windows 8 accessibility

<http://www.microsoft.com/enable/products/windows8/>

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Successful DART 2.1 Colleges Announced

TheDartProject

DART 2.1 project board members were busy during May reviewing the many excellent applications from FE colleges across the country. We are now delighted to announce that the City of Glasgow College and Borders College were both selected as two of the 10 successful applicants from FE colleges across the UK. Over the next year, both colleges will receive a total of five days support from the DART team and from Jisc RSC Scotland, which will include:

- Bespoke staff training
- Assistance with the implementation of AT solutions
- Assistance with the development of AT style roles, including recruitment assistance or re-training where relevant
- Access to assessment kits that have been purchased by the project
- Delivering Workshops for all FE Colleges

In addition to the specific support that City of Glasgow College and Borders College will receive, the DART 2.1 team will be delivering two training days for staff in FE colleges across Scotland, these will take place at College Development Network, further details to follow - watch this space!

How can the DART 2.1 Project Support You?

Even if your college aren't one of the DART 2.1 benefactors, you can still influence the kind of AT training that you would benefit from in the workshops that will be delivered next academic year. In order to deliver tailor made AT workshops, the DART 2.1 team have developed an Access 2014 Research Questionnaire. This has been designed for practitioners and managers who have a responsibility for providing AT within a further education college. If you are involved in providing AT support or managing services where it is being used, the DART 2.1 team would be very interested in hearing from you. Your feedback will help the team design AT workshops to meet the needs of the FE sector.

Please take some time to complete the Access 2014 Questionnaire or to share with others in your institution who might be involved in this area of practice.

<https://www.surveymonkey.com/s/Access-Technology-14>

Free Stuff

Widgit Go

Many colleges make good use of Widgit symbols to support students with low literacy skills. A new product, Widgit Go, is an app for Android and Apple tablets which can be used to create activities and grids to support communication, learning and language development.

If you would like to try these out you can download a free version for Android, "Widgit lite" or for iPad, "Widget Basic."

<http://www.widgit.com/products/widgit-go/index.htm>

This basic form does not allow editing. To have this function you require the full package at a cost of £54.99. However if you wish to use it as a group teaching tool, you would only require this on one tablet and the basic or lite package is sufficient for all other users.

CALL Scotland hosted a webinar from Amy Follows, Education Advisor with Widgit software, where she provides an overview of its potential.

You can access the recording [here](#).

Literacy Materials with a Flavour of the Outdoors

If you would like to combine an understanding of the natural environment with the development of reading skills you can take advantage of resources produced by John Muir Trust, Creative Scotland, Education Scotland and Scottish Natural Heritage. A pdf version of John Muir, Earth-Planet, Universe along with teaching support notes and activities, is available to download from

<http://www.scottishbooktrust.com/learning/teachers-librarians/teaching-resources-cpd/john-muir>

For more information about the recently opened John Muir Way <http://johnmuirway.org/>

Please circulate this to colleagues who may find it of interest.

