



# **Pathways to Adulthood Foundation Learning Department Our College Offer**

The Children and Families Act became law in July 2014. It requires Local Authorities to publish and keep under review information from services that expect to be available for children and Young people with SEND aged 0-25, this will be known as “The Local Offer”. The Purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. The offer will include provision from birth to 25, across education, health and social care and should be developed in conjunction with children and young people, parents and carers, and local services including schools, colleges, health and social care agencies.

## **What is the local offer?**

Our local offer is information for parents/carers of children who have Special Educational Needs and/or Disabilities (SEND) and all of those who support young people with additional needs. The information outlines the support and provision they can expect to receive whilst attending this Sixth Form College.

This applies to children and young people who may have some form of physical disability or learning difficulty/disability, such as:

- Dyslexia
- Dyspraxia
- Autistic Spectrum Disorder
- Asperger’s Syndrome
- Hearing or visual impairment
- Attention Deficit Hyperactivity Disorder
- Cerebral Palsy
- Global Development Delay

\*please note this is not an exhaustive list.

## **1. How are Special Educational Needs (SEN) defined?**

Our definition of Special Educational Needs comes directly from the SEN Code of Practice.

A child or young person has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for them. This includes if they have a significantly greater difficulty in learning than the majority of their peers or a disability, which prevents or hinders them from making use of the educational facilities provided for them.

If your child has a need that requires something additional or different from an ordinary differentiated curriculum then we will place them on our SEN register.

## **2. How will the College know if my child needs extra help?**

There are many ways we can find out if your child needs extra help in college. Information is gathered in the following ways about students:

- College open events
- Via an Education, Health and Care Plan
- Parents/guardians and young person can contact SENCo directly
- Liaison between school SENCo and college SENCo
- Via external agencies involved with the young person.
- Via our 'link programme'
- During interview evenings via disclosure form

In addition to this, the application process involves; in school observations, meetings with school teachers, communication with parents and observations during the link programme. All students are baseline assessed to ensure the courses are appropriate for the learner.

## **3. Who is the best person to talk to about my child's difficulties with learning/SEND?**

The Head of the Foundation Learning Department or any member of the team will always be available to answer any questions. Foundation Learning staff will oversee each young person's programme of study and will review progress alongside the whole College tracking and monitoring procedures. Your child will have a Personal Achievement Tutor (PAT) and they are often the best person to talk to in the first instance and a home-College diary can be requested for regular, daily contact. College Governors regularly review policies, practice and outcomes as part of the annual QA cycle.

## **4. How will I know how the College will support my child?**

You will receive regular tracking updates on progress and invited to attend parent/guardian events.

The PAT is the first line of contact for parents. The PAT is supported by all the members of the Foundation Learning Department, including the Head of Department, as well as the College Management Team.

Regular contact takes the form of:

- Home – school books, where necessary
- Learning Mentor
- Parents Evenings
- Annual EHCP Review Meetings
- Safety and Welfare concerns, when appropriate
- Student review and E portfolio, where parental contribution is encouraged.

## **5. How will the curriculum be matched to my child's needs?**

Students follow a broad and balanced curriculum at Carmel College. Every student's learning needs are catered for through appropriate differentiation, in line with their EHCP. Teachers ensure that all planning includes differentiated learning outcomes and adapted resources. Some students follow a personalised curriculum that ensures they are able to make progress linked to their specific needs.

## **6. How will I know how my child is doing?**

You will receive a progress review which will demonstrate how your child is achieving in relation to their targets. You will also have the opportunity to attend parent evenings and any other parental/guardian events that the College organises. If your child has an EHCP then you will have an annual review to discuss progress. If there are any concerns that don't fit into the regular timetable of reporting, then you will have the opportunity to meet with members of the department.

## **7. How will the College help me to support my child's learning?**

Parents/guardians are encouraged to take an active role in each young person's learning. You will be involved in events including parent evenings and appropriate reviews. We have an open door policy and if you would like any specific advice on how to further support your child at home then we will be more than happy to set up additional meetings.

## **8. What support will be made for my child's overall well-being?**

We have a strong pastoral system within the College.

- The Personal Achievement Tutor (PAT) is the main point of contact.
- SEND Learning Mentor provides pastoral support and liaises with the HoD.
- Learning Assistants cover 1-to-1 and provide small group support.
- Care Support Team create a Care Plan in liaison with the School Medical Team and other outside agencies (e.g. Diabetic nurse, Occupational Health).
- Care Support Team manage the administration of medicine and personal care needs.
- Subject Tutors and Personal Achievement Tutors take responsibility for attendance and student behaviour.
- College chaplain to provide spiritual support

## **9. What happens if my child has a high level of need?**

If a young person has a high level of need then we will work closely with the relevant Local Authority to ensure that a package is in place that allows us to meet their needs. This is usually done through an Education, Health and Care Plan. Your child's need will be assessed and a support plan involving all agencies involved will be put in place.

## **10. What specialist services and expertise are available at this College?**

We work closely with a range of external specialist services to ensure that a comprehensive and holistic approach is taken for your child's Special Educational Needs. These include working alongside health services including; Speech and Language Therapy and CAMHS. We also work closely with Educational Psychologists and Social Services. The list is non-exhaustive and we will liaise with all relevant agencies to ensure your child's needs are met. The staff within the Foundation Learning Department have a range of expertise and continue update their professional development to keep up to date with any relevant changes.

## **11. Are the staff who support children with SEND in this College, provided with appropriate training?**

The staff at the College are always involved in Continuing Professional Development and appropriate training is offered to ensure staff are confident in meeting the needs of pupils with SEND. This training programme is on-going and refreshers are regularly held throughout the College year. Training is available for all staff including both teaching and non-teaching.

Disability awareness forms part of the regular whole college INSET.

Updates on specific conditions follows the recruitment of individual students, (eg Epilepsy, Diabetes)

Individual staff follow specialist training courses, as necessary.

## **12. How will my child be included in activities outside of the classroom, including College trips?**

We always try to ensure that College activities and trips are fully accessible for every student. We regularly use transport with disabled access (coaches and taxi) to ensure that all students can be included on trips away from College. The Foundation Learning Department endeavors to choose activities that are suitable for all. On the rare occasion that something is organised that we feel is unsuitable for a child with a specific educational need, we will always discuss this with the parent first to try and resolve any concerns or consider possible alternatives.

All activities and trips are risk assessed.

### **13. How accessible is the College environment?**

The College environment is fully accessible and is in line with all disability access requirements. Lifts and Evacuation Chairs are available in all multi storey blocks with staff trained in the use of equipment. We have fully accessible disabled toilets including hoist provision.

Any resources that are required to meet the needs of SEND students are secured through the SEND budget. These have previously included ICT support equipment/programmes, coloured overlays, specific writing enhancements such as pen grips, posture packs etc. and personal care facilities.

### **14. How will this College prepare and support my child when they are starting, leaving this College or moving to another year?**

During your child's final year at school, staff in the Foundation Learning Department will liaise with staff at school to create an individualised transition programme. This will include a link programme, baseline assessment and in school observations.

We have specialist staff to support the transition process at Carmel College. The whole course is designed with transition as priority.

Regular contact with a careers tutor.

Transitional Review Meetings in November/ December of their final year.

Multi-agency meeting.

On the point of transition to a different College, then all information will be passed to the new College's SENCO. When your child leaves College to attend Further Education we will provide the relevant information to support them in their transition. You will be involved in any meetings that are required and if we need to do a more detailed transition programme into Further Education (e.g. extra visits, transport support) then we will also coordinate this.

### **15. What if my child needs transport to and from College?**

If your child has a transport need, this will be discussed with parents and raised with the Local Authority. The transport department will liaise with us in order to ensure they have all relevant information but the College is not responsible for coordinating transport to and from College.

### **16. How are the College's resources allocated and matched to the children's special educational needs?**

The College is allocated funding for course delivery at the same rate for each student regardless of the course of study they undertake. This money is used to provide teachers, support, facilities and accommodation to deliver education to the highest quality.

Some students are assessed as requiring more financial support to adequately meet their needs, this is referred to as High Needs Support (HNS).

Where students require more than this fixed amount, the Local Authority that each student resides in holds the additional funding to support the student and this is allocated following a detailed assessment of the student needs via a claim system.

The college uses this money to pay for;

- Additional teaching staff to support smaller class sizes for groups of students with additional needs.
- Learning assistants to support the small class sizes.
- 1-1 support if required.
- In class materials and resources adapted to meet individual needs.
- Care team staff to help students with medical needs and personal care.
- SEND Learning mentor to provide 1-1 emotional support.
- Specialist equipment when required.

## **17. How is the decision made about how much support my child will receive?**

Communication with School SENCO and parents.

Students are invited to attend a Link Programme, where staff from the Foundation Learning department carries out classroom observations and baseline assessments.

Information collated in EHCP.

Impact is measured via a fortnightly team meeting and annual Q.A. procedures.

## **18. How will I be involved in discussions about and planning for my child's education?**

As parents/guardians you are encouraged to be involved in all aspects of your child's College life. You will be informed of any additional provision and kept up to date with progress. Any concerns will be brought to your attention at the earliest opportunity and you will be welcomed into College for all relevant meetings. If you are unsure about anything to do with your child's provision then you should contact the College directly so we can work together to resolve any issues and ensure that everything is clear and understood and the correct decisions are being made.

## **19. Who can I contact for further information?**

Regarding transition to college, Head of Department, Caroline Oates and, SEND Learning Mentor, Mollie Swadkins can be contacted by phone or email.

Once enrolled, your son/daughters PAT is the first point of contact if you have any questions or concerns.

HoD and college senior staff are available.

Head of Department, Caroline Oates, provides the SENCO role for Foundation Learning Department. She can be contacted by phone or email.

The offer will be available, when this document is published.