



Pathways to Adulthood- Level 3

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 children and 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 and/or learning difficulty/disability, such as:

- Dyslexia
- Dyspraxia
- Autistic Spectrum Disorder
- Asperger's Syndrome
- Hearing or visual impairment
- Attention Deficit Hyperactivity Disorder
- Cerebral Palsy

*please note this is not an exhaustive list.

1. How will the college know if my child needs extra help?

There are 2 distinct ways in which we can find out if a young person needs extra help as a result of their learning difficulty or disability, either at pre-entry stage or whilst on course through the following methods:

- Via the online application form

- During interview evenings
- Via an Education, Health and Care Plan
- Parents and child can contact SENCo directly
- Liaison between school SENCo and college SENCo
- Via the school liaison manager/ team
- Whilst on course via PAT (Personal Achievement Tutor) and subject tutor(s)
- During Carmel Taster Day
- Visiting additional learning support directly- we offer an open door policy and welcome students to call in on a 'drop in' basis as and when required

All disclosed information will be given directly to Head of Additional Support/SENCo who will then begin the support process as outlined in more detail in our Special Educational Needs (SEN) Policy.

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

The first point of contact would be the Head of Additional Support/SENCo who will invite families into college to either meet with the SENCo or an Additional Support Tutor.

The aim of the meeting will be to complete an initial support interview whereby discussions will take place to establish the individual needs of the young person, background history, support accessed at school, previous access arrangements etc. and, with consent, the young person will then be allocated to that named Additional Support Tutor, who is part of the ALS team.

The Additional Support Tutor (AST), with support from parents, will establish and confirm a tailored support package for the young person. The information gained from both the meeting with SENCo and AST will then be collated and shared with relevant staff via Cedar. Information shared with staff will include the name of the allocated Additional Support Tutor, a summary of need, relevant background information, implications for teaching and learning, support recommendations for Additional Support Assistants (if appropriate), access arrangements, medical conditions and the frequency of any regular additional learning support accessed.

3. How will I know how the college will support my child?

Carmel College has specific statutory duties to adhere to as stated in the Special Educational Needs and Disability (SEND) Code of Practice: 0-25 years in association with Part 3 of the Children and Families Act 2014. These duties are:

- To have regard to the duty to co-operate with the local authority on arrangements for children and students with SEN
- The duty to admit a child if the institution is named in an Education Health and Care (EHC) plan
- The duty to use their best endeavours to secure the special educational provision that the student needs. Carmel College must fulfil this duty for children with SEND whether or not the child has a

EHC plan. It applies in respect of children and young people with SEND up to age 25 in further education

- Duties under the Equality Act 2010. Carmel College must not discriminate against, harass or victimise disabled children or young people and must make reasonable adjustments to prevent them being placed at a substantial disadvantage. This duty is anticipatory – it requires thought to be given in advance to what disabled children might require and what adjustments might need to be made to prevent that disadvantage

We also believe that for Carmel College to be an **inclusive learning environment** there is a need to recognise and meet the wide range of support needs, including disabilities, and their impact on the way our students learn and achieve. We use our best endeavours to ensure appropriate support is in place.

In keeping with our Mission and Equality and Diversity policy we value each member of the college community and welcome applications from students who may have a learning difficulty and/or disability. We respond positively and flexibly to the needs of each student and endeavour to meet their learning requirements to ensure students can participate fully in college activities and reach their full potential.

We want our students to get the most from their course and their whole college experience. If students have any concerns regarding starting a course or any aspects of college life, we would encourage this information to be shared. Students can speak directly to the Head of Additional Support/SENCo or any of our Additional Learning Support team who will discuss their concerns and look at the best possible support available on an individual basis.

It is important for students to be aware that they do not have to tell us about their disability, medical or learning need – that is their right, but if they do tell us, we can then work towards ensuring the most appropriate support is made available to ensure they can fulfil their true potential.

4. How will the curriculum be matched to my child's needs?

If a student has Special Educational Needs, information will be passed onto relevant staff and appropriate strategies will be put in place and, in some cases, a case conference will be organised to discuss more complex needs with the relevant staff in detail.

Tutors will differentiate according to individual needs and strategies will be implemented in the learning environment so that the student is not disadvantaged. This can help the student in the following ways:

- Strategies for dyslexia – e.g. coloured paper, use of a laptop or assistive technology
- Social support for ASD students
- Tutorial support from tutors
- Allocation to an Additional Support Tutor for additional 1:1 study support

5. How will I know how my child is doing?

Parents can contact the college to discuss progress of their child at any time however, subject tutors assess the progress of the student through regular assessments, internal and external examinations.

The Personal Achievement Tutor has an overall picture of whether the student is achieving and will contact parents/carers if the need arises.

All progress is monitored through regular target setting and continuous assessment points (CAPS) throughout the year. Parents/carers can play an important part in ensuring their child is meeting these targets and regular contact with home can be established.

Additional Support Tutors encourage regular contact with parents to ensure they are informed of any personal developments or to set individual targets for the young person. The level and quality of support for the student is monitored regularly throughout the year by the Head of Additional Support/SENCo who will liaise with Additional Support Tutors, Personal Achievement Tutors and Subject Tutors if any cause for concerns arise. Throughout all monitoring of progress parental involvement and feedback is welcomed.

6. How will the college help me to support my child's learning?

There are several opportunities to discuss the progress of your child. Discussion with:

- Head of Additional Support/SENCo
- Personal Achievement Tutor
- Pastoral Directors
- Subject Tutors

Progress is monitored in the following ways:

- Ongoing assessments in each subject
- 1-to-1 discussion with Personal Achievement Tutor
- Tutorial support
- Internal and external examinations
- ALS Review process – 3 per year

7. What support will be available for my child's overall well-being?

Pastoral and social support is provided by the Personal Achievement Tutor, Pastoral Director and Head of Additional Support/SENCo and they are responsible for the welfare, progress, attendance and behaviour of the student. However, external agencies may be contacted when necessary.

Where medical support or personal care issues are involved, this is provided by the college care team who will also consult with parents and the student to ensure that all factors have been carefully considered and appropriate care/support is in place.

Medicines, inhalers, epi pens will be stored with the care team who will administer medication when this has been agreed with parents and the student.

Regular review meetings will take place with the student to check that the support is suitable for them and that they are comfortable with what is in place.

8. What happens if my child has a high level of need?

If your child has a high level of need this will be discussed at pre-entry stage to ascertain whether there is an appropriate course on offer at the college.

If your child has an Education, Health and Care plan (EHCP) it is important to notify us of this as early as possible. You will have an opportunity to formally disclose this at application stage which will enable us to inform you of the steps you then need to take. For example, the college will require an updated EHCP for your child, along with a formal consultation from your Local Authority SEND Team before we can progress the application to a guidance interview.

Information will be collated from the EHCP, any previous assessments and annual school reviews and if we are able to offer a suitable, realistic and achievable programme of study, the college will then complete a High Needs Funding application form to apply to your Local Authority for additional funding, if appropriate.

Your child will have the opportunity to follow a transition programme to become more familiar with the college environment (prior to enrolment) and parents will be encouraged to meet with staff to ask questions about the courses and support on offer.

9. What specialist services and expertise are available at this college?

Carmel College has an ALS (Additional Learning Support) department who are a professional team of staff who have experience of working together to support students with a wide range of support needs such as dyslexia, dyspraxia, Asperger's Syndrome, Autism, ADHD and visual and hearing impairment to ensure any barriers to learning are overcome. The college also has a counselling service and access to a 24/7 well-being app which students can seek support from. Where appropriate the college can also complete external referrals to services such as CAMHS, YPAS, Barnardo's, Listening Ear and Children and Young People's Services.

10. Are the staff who support children with SEND in this college provided with appropriate training?

All staff at Carmel College are committed in ensuring their CPDL record is relevant and up to date. Carmel College staff undertake regular CPDL in accordance to their role and college requirements.

All staff have the opportunity to develop their professional development as highlighted in their yearly performance management meeting with their line manager. During this process training opportunities will be discussed, finalised (as appropriate to role) and reviewed.

Additional information for tutors is also available on the college intranet.

Where a student requires a more complex support programme, a case conference will be arranged to identify and address key individual needs. This would include the college SENCo, Subject Tutors, Personal Achievement Tutors and any other relevant staff.

11. How will my child be included in activities outside of the classroom, including college trips?

All areas of the college are accessible for any student who may have a physical disability and lift access is provided in each of the buildings. The college also has several parking bays which can be made accessible for students who may use a car to get to college and who have a blue badge.

Parents are involved in all aspects of planning a college trip and will work together with staff at the college to make sure that the student is able to access all activities where possible and health and safety allows this. Tutors will explain the procedures regarding the trip to the student so that any issues can be highlighted and addressed.

Parents will be consulted when additional support is required during an activity outside the college environment and extra staff and reasonable resources may be put in place to support the student where appropriate so that they are not excluded from the activity.

Optional residential trips [of one day or more] are offered throughout the year and students can choose to attend one per year however, if a student with SEND shares their interest to attend, careful planning and preparation will take place, in conjunction with the student, parents/carers, Head of Additional Support SENCo and SLT (Senior Leadership Team) to ensure reasonable adjustments can be made, wherever possible, to ensure their attendance on the trip is possible.

12. How accessible is the college environment?

The college is fully wheelchair accessible and hazards i.e. on stair edges have been highlighted to aid students with a visual impairment. Accessibility assessments/walks can be arranged for individual students (and parents), in conjunction with the college Health & Safety Manager where appropriate.

Disabled changing and toilet facilities are available throughout all college areas.

Where there may be parents/carers whose first language is not English the college may ask you to contact a family member to act as an advocate and to translate, where possible.

Funding for equipment and facilities is subject to discussion/approval with the Vice Principal responsible for this area.

13. How will this college prepare and support my child when they are starting, leaving this school or moving to another year?

Prior to attending the college the young person can access the college in the following ways:

- Visit the college with parents to become more familiar with the college environment
- Discuss college procedures with the Head of Additional Support/SENCO
- Arrange visits through the school liaison programme
- Take part in the Carmel Taster Day
- Parents will receive regular updates on the application and enrolment process
- Careers guidance will be available on Open Events and during the admissions process to ensure the child is enrolled onto the most suitable course
- A programme of induction is also in place during September/October

On leaving the college the young person can access the following support:

- High quality, impartial careers guidance
- Support with UCAS applications
- Support with DSA applications
- Information, advice and guidance on progression routes
- Support during initial University visits
- Additional Support Tutors will liaise with HE providers to ensure support needs are communicated in advance- with consent from the individual student

What if my child needs transport to and from college?

If your child requires transport to and from the college this can be arranged through the local authority which they reside in.

There are a number of college buses and public transport routes to Carmel College which can be found by visiting our college website.

14. How are the college's resources allocated and matched to the children's special educational needs?

1) Students studying L2 (GCSE English or Maths re-sit) or Level 3 programmes can receive the following support related to their special educational needs:

a. Pre-Entry Support is provided by the ALS team and can include:

- Orientation visits
- Transition meetings
- Parental involvement with SENCo
- Review meetings (in school)
- Taster session (Carmel Taster Day)
- Liaison with other agencies & cross college staff

b. Additional Study Support is provided by Additional Support Tutors and can include:

- Initial support to identify needs
- Support for students in accordance with their EHC plan outcomes
- Developing personal, social, employment and independence skills
- Induction support
- SpLD support
- Support in accessing college information
- Examination preparation
- Presentation skills
- Revision planning
- Liaison with college teaching and support staff
- Time management skills
- Organisation and planning
- Essay writing technique
- Proofreading
- Revision skills
- Bibliography and referencing
- Stress management
- Confidence building
- Advice on spelling strategies

c. In-class support is provided by Additional Support Assistant and can include:

- 1:1 in-class support for specific needs as indicated by EHC plan
- Support for students in accordance with their EHC plan outcomes
- Developing personal, social, employment and independent learning skills
- 1:1 In class support at all levels
- Parental involvement
- Induction support
- Liaison with college teaching and support staff
- Support for day trips and visits e.g. University open days
- Class materials and resources adapted to meet individual needs

d. Examination support is provided by the ALS team and can include:

- Preparation for examinations
- Scribe
- Extra time
- Reader
- Prompter
- Rest Breaks
- The use of a word processor
- Separate/smaller room

- Read out loud option
- Coloured paper
- Bilingual dictionary

e. Equipment/assistive technology can be provided by the ALS team and can include

- Loan of a laptop
- Digital recorders
- Specialist reading pens
- Adjustable chairs and variable height tables
- Use of lockers
- Writing slopes
- Course materials produced in accessible formats

f. Care team staff to help students with personal care

g. Care team staff to support students with medical needs

2) All students assessed as requiring additional support at Carmel are given support to address their needs.

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

4) Some students are assessed as requiring more support to adequately meet their needs, this is referred to in Carmel as ALS, the college is allocated one element of this based on student enrolments numbers of the previous year.

5) 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.

15. How is the decision made about how much support my child will receive?

All students assessed as requiring additional learning support at Carmel are given support to address their needs. ALS is an integral department that enables Carmel College to respond to individual learning needs. Our key aims are:

- To provide support, information, advice and guidance to all students with SEND to ensure they are enrolled onto the most appropriate course/s
- To ensure learning is inclusive and accessible
- To ensure students with SEND enjoy, achieve and progress to their maximum potential at the rate of those students with whom no additional support is required
- To ensure that teaching staff are better able to support students with a range of needs

- To ensure that sufficient physical resources are available
- To promote independence and reduce over-reliance on support, to ease progression
- To provide opportunities for staff to reflect on the support provided to ensure high quality support continues

Parents/carers [and the child, if appropriate] are involved at every stage of the process in deciding the level of support necessary for the young person and will be in consultation with the Head of Additional Support/SENCo and/or Additional Support Tutors throughout the process.

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

Parents can be involved in all aspects of planning the education of the child when an application to the college is made. These include:

- Discussion with the Head of Additional Support/SENCo on Open Events to discuss course choice.
- Discussion with the school SENCo and liaison officer
- Attendance at preliminary guidance interview
- Attendance at enrolment
- Conversation with the Personal Achievement Tutor

The college has an open door policy and parents are welcome to be part of the planning and decision making process related to the child's education.

17. Who can I contact for further information?

The first point of contact would be the Head of Additional Support/SENCo who can identify other staff who may need to be contacted if there are areas of concern. Contact details can be found on our college website <https://www.carmel.ac.uk/>

Other sources of support:

- The college admissions department – prior to applying.
- School Liaison officer
- Careers guidance