

Our Local Offer for Special Educational Needs and/or Disability

Please click the relevant words on the wheel to be taken to the corresponding section.



Please see the following page for information on this setting's age range and setting type



Our Local Offer for Special Educational Needs and/or Disability

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Name of Setting	Reaseheath College
Type of Setting <i>(tick all that apply)</i>	<div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"><input checked="" type="checkbox"/> Mainstream</div> <div style="width: 33%;"><input type="checkbox"/> Resourced Provision</div> <div style="width: 33%;"><input type="checkbox"/> Special</div> <div style="width: 33%;"><input type="checkbox"/> Early Years</div> <div style="width: 33%;"><input type="checkbox"/> Primary</div> <div style="width: 33%;"><input type="checkbox"/> Secondary</div> <div style="width: 33%;"><input checked="" type="checkbox"/> Post-16</div> <div style="width: 33%;"><input checked="" type="checkbox"/> Post-18</div> <div style="width: 33%;"><input type="checkbox"/> Maintained</div> <div style="width: 33%;"><input type="checkbox"/> Academy</div> <div style="width: 33%;"><input type="checkbox"/> Free School</div> <div style="width: 33%;"><input type="checkbox"/> Independent/Non-Maintained/Private</div> <div style="width: 33%;"><input type="checkbox"/> Other (Please Specify) <input style="width: 100%;" type="text"/></div> </div>
Specific Age range	16 years plus
Number of places	Variable dependant on Local Authority funding of places
Which types of special educational need do you cater for?	<div style="display: flex;"> <div style="flex: 1;"> <input checked="" type="checkbox"/> We are an inclusive mainstream setting catering for children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support. <p>Note: Please refer to the Reaseheath College website to ensure that the student is able to meet and satisfy the course criteria, prior to application: http://www.reaseheath.ac.uk/</p> </div> <div style="flex: 1; border: 1px solid #ccc; padding: 10px;"> <input type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in </div> </div>

Questions from the Parent/Carer's Point of View:

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Identification	
How will you know if my child or young person needs extra help?	<p>To identify young people with Special Educational Needs and Disability (SEND) we ask for information on the application form, complete a checklist with queries about support needs at interview and we also contact parents, schools and any other outside agencies, as relevant.</p> <p>Following this we then talk to the individual about their needs and what support is required to meet these needs. Individual Learning Plans or support plans are produced as a result of this.</p>
What should I do if I think my child or young person needs extra help?	<p>All parents/carers can contact the College at any time to discuss their concerns with the relevant staff including support services. There is also an opportunity at the interview for parents and/or young people to discuss needs or make a specific appointment to talk to support staff at this early stage.</p>
Where can I find the setting/school's SEND policy and other related documents?	<p>The College does not have a specific SEND policy. The College's Equality and Diversity document is available at http://www.reaseheath.ac.uk/about-us/about-the-college/college-policies/</p>

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Teaching, Learning and Support

How will you teach and support my child or young person with SEND?

- All learners are supported according to identified individual needs.
- This support is delivered through a range of methods such as specific 1:1 support in class, shared class support, adaptation of materials, 1:1 and drop-in sessions in Learning Skills Centre (LSC) and additional sessions within curriculum timetables.
- Equipment that provides support can also be provided, such as Alpha-smarts, laptops, digital recorders etc.
- Some learners will be supported to access exam concessions.
- College also offers enhanced induction periods including taster days/ transition visits/ support from LSC/ additional supported enrolment process for parents of students in Foundation. This can be extended for other areas if learners with additional needs are enrolled.
- College also offers dyslexia screening by specialist dyslexia tutors.

How will the curriculum and learning environment be matched to my child or young person's needs?

- The curriculum and learning environment can be adapted to meet individual needs based on an assessment of the young person's needs - in line with reasonable adjustment as defined in the Equality Act 2010 and clarified further in the Equality Act 2010 Technical Guidance for Further and Higher Education, published in November 2010.
- Examples of differentiation and adaptations to the curriculum and learning environment include:
 - Individual teaching resources matched to students' needs
 - Workshop/catch up sessions for students
 - Smart boards/projectors in all classrooms
 - Additional equipment – such as technical equipment in classrooms
 - Teaching and learning policy - all staff are appropriately trained/qualified according to their role
 - On-going cross college programme of staff development which includes topics such as differentiation
 - Some learners will be supported to access exam concessions
- Information on the courses, qualifications and subjects that are available can be found on the college website at <http://www.reaseheath.ac.uk/>

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Teaching, Learning and Support	
How are the college's resources allocated and matched to children or young people's needs?	
<ul style="list-style-type: none"> • The college has an internally managed budget to meet student support needs, which is allocated according to individual need. • Students that require additional and high levels of support will be funded with 'top-up' funding as agreed with the students' Local Authorities and dependent on individual assessed need. 	
How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis?	
<ul style="list-style-type: none"> • We ask for information regarding support needs on the application form, complete a checklist with queries about support needs at interview and we also contact parents, schools and any other outside agencies, as relevant. • We then talk to the individual about their needs and how it is planned to meet them. Individual Learning Plans or support plans are produced as a result. • We then consult with the course team, Learning Skills Centre (LSC), student services and also the Local Authority as appropriate, according to the individual student and their needs. 	
How will equipment and facilities to support children and young people with SEND be secured?	
<ul style="list-style-type: none"> • Some equipment and facilities are available for use through the Learning Skills Centre such as assistive technology to support learning, e.g. TextHelp software. The need for equipment and facilities is considered on an individual applicant basis, according to identified needs. 	
How will you and I know how my child or young person is doing and how will you help me to support their learning?	
<ul style="list-style-type: none"> • Regular reviews of students' progress are carried out throughout the course through the tutorial process and via course assignments • The College holds regular parents evenings. • Individual appointments to discuss individual student's progress with course or support staff are available on request. 	
How does the setting, school or college consult with and involve children and young people with SEND in planning and reviewing their education?	
<ul style="list-style-type: none"> • Students have regular tutorials to discuss their progress with their Course Manager. They can also access an online tracking system to view their attainment at any point during the course. • Students are engaged in regular reviews of their support needs. 	

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Teaching, Learning and Support

How does the setting/school/college assess and evaluate the effectiveness and sufficiency of its arrangements and provision for children and young people with SEND?

- All curriculum and support departments have an annual self-assessment process, which features information relating to student progress and which generates an action plan for on-going development of quality and progression of outcomes. This is part of the college internal quality assurance cycle.
- In addition student surveys are used to provide an opportunity for students to give feedback.
- The impact of support is assessed and reviewed regularly both with the students and the curriculum staff.

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Keeping Students Safe and Supporting Their Wellbeing

How do you ensure that my child or young person stays safe outside of the classroom?

- Campus supervisors and safeguarding officers patrol the campus during the day and are available at night for residential students' safeguarding
- All students wear ID badges when on campus.
- All visitors adhere to the college sign in procedures and wear ID when moving around the college.
- All staff wear ID badges and are DBS checked.
- All departments do regular annual risk assessments. An individual risk assessment will be completed for students if relevant to needs, course requirements and specific activities.
- As part of the assessment of individual support needs, the necessity for support outside of taught sessions (such as at break times and lunchtimes), will be considered.

What pastoral support is available to support my child or young person's overall well-being?

- All students have access to personal tutors and the college welfare officers.
- College has a zero tolerance approach to bullying. There is a strict anti-bullying/anti-discriminatory policy and reporting system, which provides the opportunity for students to report incidents which are flagged up very quickly.
- Safeguarding officers are available all day and for residential students throughout the night.
- Personal, Social, Development (PSD) sessions include sessions on anti-bullying and how to deal with it.
- There is a student disciplinary process which can be utilised to address bullying issues.

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Keeping Students Safe and Supporting Their Wellbeing

- The College website provides access to the relevant policies
- Summer schools are used as an introduction to class/peers for students joining Entry and level 1 courses.
- Team building activities are offered to students in induction week. If specific needs are identified in this area support staff make discrete arrangements for students to meet others.

How will the setting, school or college manage my child or young person's medicine or personal care needs?

- Students requiring support with personal care needs or the administration of medicines will need to be assessed on an individual basis to ensure that appropriate support is identified and can be provided. If necessary, this support may be sourced from external agencies such as health or care services.
- The college has trained first aiders across the site(s). Depending on the seriousness of the incident, a first aider may be called or alternatively, an ambulance will be called.
- Absence is authorised for medical appointments within the parameters of a 90% attendance on the course.

What support is available to assist with my child or young person's emotional and social development?

- Welfare officers are available at all times; this includes access to trained counsellors.
- Timetables across curriculum areas include regular Personal, Social, Development (PSD) sessions.

What support is there for behaviour, avoiding exclusions and increasing attendance?

- Course managers and personal tutors, including welfare officers and Learning Skills Centre (LSC) staff are attached to specific curriculum areas where appropriate. They will work closely with families and students around individual behaviours.

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Working Together & Roles	
What is the role of my child or young person's class teacher?	
<ul style="list-style-type: none"> • Every student has an allocated course manager who is responsible for overseeing their academic progress and signposting to additional support services as needs are identified. 	
Who else has a role in my child or young person's education?	
<ul style="list-style-type: none"> • Support staff, learning support staff, welfare officers and student services will work with students. • External employers offering work placement opportunities. • Other external agencies as required, such as health services. 	
How does the setting, school or college ensure that information about a child's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?	
<ul style="list-style-type: none"> • There is a 'group profile' process which facilitates the sharing of information amongst curriculum staff teams. • In relation to specific SEND needs/EHC plans, staff within the Learning Skills Centre take responsibility for sharing this information appropriately within college and supporting staff to understand the nature of the individual's support needs. 	
What expertise is available in the setting, school or college in relation to SEND?	
<ul style="list-style-type: none"> • There are specific trained staff in Learning Skills Centre and Foundation Studies i.e. dyslexia specialist tutors. • Access to other specific trained staff through agency staff i.e. British Sign Language (BSL). • On-going cross college Continuing Professional Development (CPD) activities for all staff with regards to Specific Learning Needs and Disability. 	
Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)?	
<ul style="list-style-type: none"> • External agencies are accessed on the basis of individual needs e.g. health, Child and Adolescent Mental Health Services (CAMHS), social care and voluntary sector agencies. • College will facilitate external agencies to maintain support for a student where it is already in place and on-going. 	
Who would be my first point of contact if I want to discuss something?	
<ul style="list-style-type: none"> • Your personal tutor and/or student welfare officers. 	

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Working Together & Roles	
Who is the SEN Coordinator and how can I contact them?	
<ul style="list-style-type: none"> • Within the Learning Skills Centre there is a Team Leader with specific responsibility relating to SEND across college. This is Denise Hughes who is contactable on 01270 613199. 	
What roles do you have your governors have? And what does the SEN governor do?	
<ul style="list-style-type: none"> • The College Board of Governors includes a Safeguarding lead, which incorporates responsibility relating to Looked After Children. • The role of the Board of Governors is to review all achievement data across the college, which then enables them to identify any specific issues relating to student population groups such as SEND. 	
How will my child or young person be supported to have a voice in the setting, school or college?	
<ul style="list-style-type: none"> • A student voice group runs every term ('SPOCS - students' perspective of course' group). • Students involved in disciplinary procedures can be supported by an informal advocate. 	
What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?	
<ul style="list-style-type: none"> • Parents are kept informed on a regular basis regarding the student's progress and well-being. • The college holds regular open days and family event days which all parents can attend. • As an FE provider, parents do not have an opportunity to be part of the College's Board of Governors. 	
What help and support is available for the family through the setting, school or college?	
<ul style="list-style-type: none"> • Foundation courses run a pre-enrolment day which involves parents/carers. • The College provides support for both students and families with aspects of finance and related paperwork/processes i.e. applying for financial support. • Student services provide support regarding travel plans. 	

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Inclusion & Accessibility

How will my child or young person be included in activities outside the classroom, including trips?

- All trips and sports are available for all students across college following an appropriate and satisfactory risk assessment being completed, *unless* they relate directly to a specific course.
- Opportunities for residential trips etc. vary and may be course specific. Information is included on the college website alongside course details. Other opportunities are advertised within college for all students and letters/information is sent out to students as opportunities arise. Costs of these will vary accordingly and may involve additional cost to students.
- College does not offer holiday or before/after college provision.

How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible? ☒

Details (if required)

Some specific practical areas will require the completion of an individual risk assessment.

Are disabled changing and toilet facilities available? ☒

Details (if required)

In various locations across the college site.

Do you have parking areas for pick up and drop offs? ☒

Details (if required)

Including designated disabled parking.

Do you have disabled parking spaces for students (post-16 settings)? ☒

Details (if required)

Designated spaces/areas .

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Inclusion & Accessibility

- The college has an Equality and Diversity policy, which can be found on the college website.
- British Sign Language (BSL) support is available as required by appropriately qualified and competent BSL users, using agency staff as needs are identified.
- College is fitted with induction loop facilities to support the use of equipment for individuals with hearing impairment
- Student's individual communication styles/methods are supported as required i.e. BSL, communication passports, Alternative and Augmentative methods of communication.
- Specialist software and equipment is available such as Inspiration, Read right gold, digital recorders, super nova, alpha-SMARTs, and dome reader.
- Laptops are available for students to use where specific needs are identified.

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Transition	
Who should I contact about my child/young person joining your setting, school or college?	
<ul style="list-style-type: none"> Information relating to entry criteria and the admission process is available on the college website or by contacting the Application and Enquires team via the college on 01270 613242. 	
How can parents arrange a visit to your setting, school or college? What is involved?	
<ul style="list-style-type: none"> College offers information events and regular open days which are advertised via the college website. 	
How will you prepare and support my child or young person to join your setting, school, or college and how will you support them to move on to the next stage, or move on to adult life? (as applicable for setting)	
<ul style="list-style-type: none"> Prior to enrolment, and with appropriate consent, all previous information regarding a student's needs and academic progress is gathered from school, previous college, carers, external agencies etc. as appropriate. At the point of exit from college and with appropriate consent, all relevant information is forwarded on to receiving organisation(s). When joining and exiting a course a range of transition support is offered; this includes transition visits, taster sessions, and summer school. In addition, college utilises progression reviews, and offers work experience and careers advice. Work experiences opportunities are offered; 100 guided learning hours for full time courses. College offers a range of vocational awards, apprenticeships and traineeships in various curriculum areas. College has well-established links with local businesses and the local community 	

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Additional Information	
What other support services are there who might help me and my family?	
<ul style="list-style-type: none"> Information regarding additional support services can be found on the college website. 	
When was the above information updated, and when will it be reviewed?	
This Local Offer was reviewed in March 2015, and will be reviewed annually.	

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Additional Information	
Where can I find the Cheshire East Local Offer?	
From 1 st September 2014, the Cheshire East Local Offer can be found at www.cheshireeast.gov.uk/localoffer	
What can I do if I am not happy with a decision or what is happening?	
<ul style="list-style-type: none">• The college has a complaints policy and process which can be found on the college website.• Alternatively you can contact the Admissions and Enquires team on 01270 613242 with any queries or concerns.	