

Combined template: young person's and parent carer's point of view:

How does the college know if a new student needs extra help?

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, prior to enrolment at the start of term.

Once enrolled, we then talk to the individual about their needs and how it is planned to meet them. ILPs or support plans are produced as a result of this, in agreement with the student and the curriculum staff.

Who should the young person / parent / carer contact to raise any concerns they may have?

All parents/carers can contact the College and discuss their concerns with the relevant staff, either in the curriculum areas and/or Learning Skills Centre. Prior to enrolment, there is an opportunity at the interview to discuss needs or make a specific appointment to talk to support staff. Within the Learning Skills Centre there is a Team Leader with specific responsibility relating to SEND across college.

Once enrolled at college, students can also contact their personal tutor and/or student welfare officers if they have any particular concerns.

How will college staff support young people?

- All learners are supported according to identified individual needs. This is delivered through a range of methods such as specific 1:1 support in class, shared in class support, adaptation of materials, 1:1 and drop-in sessions in the Learning Skills Centre and additional sessions within curriculum timetables. A group profile is provided to teaching staff detailing the specific needs of students in each tutor group.
- 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.
- College welfare services are available for 1:1 support for students.

How can course work be organised to meet individual 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. The College also has an Equality and Diversity Policy, which can be found on the college website.

The College provides the following:

- Individual teaching resources matched to student's needs.
- Workshop/catch up sessions for students.
- Smart boards/projectors in all classrooms.
- Additional equipment- technical equipment in classrooms.
- Teaching and learning policy- all staff are trained/qualified and observed.
- On-going cross college programme of staff development which includes topics such as differentiation.
- Some learners will be supported to access exam concessions.
- 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.
- Students' 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, dome reader.
- Laptops are available for students to use where specific needs are identified.
- 1:1 support sessions accessed in the Learning Skills Centre will support students with course work, in liaison with the curriculum staff.

Information on the courses, qualifications and subjects that are available can be found on the college website at <http://www.reaseheath.ac.uk>.

How can students be involved in planning for their needs and who will explain this and help?

- 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. The students are set SMART targets in order to improve their attainment and progress in other areas.

- Regular reviews of students' progress are carried out throughout the course through the tutorial process and course assignments.
- Individual appointments to discuss students' progress with course staff are available on request.
- In addition student surveys are used to provide opportunity for students to give feedback on the College. A student voice group runs every term ('SPOCS - students' perspective of course' group).

How will all stakeholders know how a student is doing and how will parents / carers be helped to support their young person's learning?

- The College hold regular parents evenings.
- Staff may contact parents by telephone/email during College to discuss important matters relating to the student's learning.
- Staff regularly liaise with the Local Authorities, and attend multi – agency meetings as required.
- Appointments can be made on request with relevant staff.

What support will there be for a young person's overall well being?

- All students have access to personal tutors and the college welfare officers.
- Welfare officers are available at all times; this includes access to trained counsellors.
- Students attending this college must be able to self-medicate and be independent in personal care skills, as this level of personal care and support is not provided.
- The college has trained first aiders across the site(s).
- Absence is authorised for medical appointments within the parameters of a 90% attendance on the course.
- In relation to specific SEND needs / EHC plans, staff within the Learning Skills Centre takes responsibility for sharing this information appropriately within college and supporting staff to interpret the information.
- Timetables across curriculum areas include regular Personal, Social, Development (PSD) sessions, addressing a range of issues including wellbeing, and also include sessions on anti-bullying and how to deal with it.
- The 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. There is a student disciplinary process which can be utilised to address bullying issues. Students involved in disciplinary matters can be supported by an informal advocate.
- Course managers and personal tutors, including welfare officers and LSC staff are attached to specific curriculum areas. They will be involved with working closely with families and students around individual behaviours, and general support for a student.

- Safeguarding officers are available all day and for residential students throughout the night.
- Summer schools are used as an introduction to class/peers for Entry and level 1 courses, to help establish peer relationships and reduce potential anxieties.
- 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 parties that can help.
- The College holds regular parents evenings in order to encourage parental involvement.
- 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.
- The College website provides access to the relevant policies.

Who can tell students how to be more independent?

- Learners are supported in this way both by the curriculum staff and also via support sessions/group work within the Learning Skills Centre. Both parties work together across college to encourage independence, including residential staff as appropriate.
- They may be set SMART targets to encourage independence, which will be reviewed and extended as necessary.

What specialism services, experience, training and support are available at or accessed by the college?

- There are specific trained staff in Learning Skills Centre and Foundation Studies i.e. dyslexia specialist tutors, and tutors with significant experience in Specific Learning Difficulties.
- Access to other specific trained staff i.e. BSL.
- College will access external specialist services e.g. CAMHS as required.

What training have the staff supporting young people with SEND had, or are having?

- Staff must meet an appropriate level of qualifications, skills and relevant experience.
- On-going cross college CPD activities for all staff with regards to Specific Learning Needs and Disability.
- Specific courses and CPD for staff specifically working with young people with SEND, dependent on their job role.

Can college staff get extra help from experts outside the college if they need to? (e.g. advice and training on medical conditions)

- External agencies are accessed on an individual needs basis e.g. health, CAMHS, social care and voluntary sector.
- College will facilitate external agencies to maintain support for a student where it is already in place and on-going.

How will young people be included in activities outside the classroom, including college trips?

- All trips and sports are available for all students across college following 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 with course details. Other opportunities are advertised within college for all students and letters/information is sent out to students as they arise. Costs of these will vary accordingly and may involve additional cost to students.
- College does not offer holiday or before/after college provision.
- If support needs are identified outside of taught sessions such as break times and lunchtimes, and funding is agreed with the Local Authorities, 1:1 supervision/support will be provided that can cover all times when a student is on campus, where necessary.

How accessible is the college environment?

- A number of buildings are wheelchair accessible. Some specific practical areas require individual risk assessments completed, due to variable accessibility.
- We have accessible toilets and changing facilities available, in various locations across the college site. We also have designated accessible parking areas.

How will the college prepare and support young people to join the college, transfer to a new college, or the next stage of education and life?

- Information relating to entry criteria and the admission process is available on the college website or by contacting the Application and Enquires team.
- Foundation courses run a pre-enrolment day which involves parents/carers.
- College provide support for both students and families with aspects of finance and related paperwork/processes i.e. applying for finance.
- Student services provide support regarding travel plans.
- Prior to enrolment and with appropriate consent all previous information regarding a students' 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; 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 business and the local community.

Provide examples of interventions, equipment, resources that the college may allocate to match young people's special educational needs?

- The College has an internally managed budget to meet student support needs, 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 dependant on individual assessed need.
- Some equipment is available for use through the Learning Skills Centre. Additional and more specialist equipment will be sourced and funded through negotiation with the relevant Local Authority as necessary.
- Individual interventions may include 1:1 sessions with a dyslexia specialist, or a specific learning difficulties specialist, for Autistic Spectrum Disorders, for example.

How is the decision made about what type and how much support a young person will receive?

- 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. ILPs or support plans are produced as a result. This is an on-going process which is regularly reviewed, negotiated and agreed with a student in liaison with the curriculum staff.
- We then consult with course team, LSC, student services and also Local Authority, as appropriate according to the individual student and their needs.
- The demands of the course and timetable of curriculum areas, e.g. for work placements etc. is also considered when planning support for a young person.

How are parents involved in the college?

- Parents are kept informed on a regular basis regarding the students' progress and well-being. Parents evenings are also held on a regular basis.
- The college holds regular open days and family event days which all parents can attend.

Who can be contacted for further information?

- Information regarding additional support services can be found on the college website. Alternatively you can contact the Admissions and Enquires team with any queries or concerns.
- The college has a complaints policy and process which can be found on the college website.
- The Learning Skills Centre, including the SEND Team Leader, can be contacted for information specifically relating to SEND and support.