# Pathways to Adulthood- Level 2 and beyond

## 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 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

*please note this is not an exhaustive list.

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

There are 2 distinct ways in which we can find out if a child 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 disclosure form
- 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), ST (Senior Tutor) and subject tutor
- During Experience Carmel 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 recorded on a Carmel College disclosure form and will be given directly to Head of Additional Support/SENCo who will then begin the support process as outlined in more detail in our Additional Learning Support (ALS) 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 meet with the student and parents/guardians to discuss the individual needs, background history, support accessed at school, previous access arrangements etc. and, with consent, the child will then be allocated to an Additional Support Tutor, who is part of the ALS team.

The Additional Support Tutor (AST) will arrange a mutually convenient time to meet with the student to explain the support which can be provided, to gain further information about their individual support needs and to establish and confirm a tailored support package. The information gained from both the meeting with SENCo and AST will then be collated and shared with relevant staff, such as their Personal Achievement Tutor (PAT), subject tutors and the exams team, in the form of an Additional Learning Support plan. An ALS plan will outline relevant background information, a history of need, detailed information on individual difficulties, support recommendations for in-class tutor support or Additional Support Assistant (if appropriate) and the frequency of any regular support accessed.

## 3. How will I know how the school 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 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, in confidence, 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.

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

If the student has a SEND, information will be passed onto relevant staff and appropriate strategies will be put in place as stated in the ALS plan and, in some cases, a case conference will be organised to discuss more complex needs with the relevant staff in detail. This will also be recorded on the college information system MIS.

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, extra time, use of a laptop or assistive technology
- Social support for ASD students

- Strategies in place for Asperger's Syndrome
- 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 son or daughter 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 throughout the year. Parents/carers can play an important part in ensuring their son or daughter 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 curriculum 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 school help me to support my child's learning?

There are several opportunities to discuss the progress of your son or daughter. Discussion with:

- Head of Additional Support/SENCo
- Personal Achievement Tutor
- Senior Tutor
- 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
- 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, Senior Tutor 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 medical 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 medical 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.

**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 a case conference with the school SENCO and the Head of Additional Support/SENCo to ascertain whether there is an appropriate course on offer at the college.

Information will be collated from the EHCp, previous assessments and annual school reviews. If the we are able to offer a suitable, realistic and achievable programme of study to the child, the college will then complete a HNS form to apply for additional funding, if appropriate.

The child may 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.

## 8. What specialist services and expertise are available at this school?

Carmel College has an ALS 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 their own counselling service and access to support via CAMHS and external specialist assessors. Where appropriate the college also has access to social services.

## 9. Are the staff who support children with SEND in this school, provided with appropriate training?

Additional Support tutors have attended training in the following areas:

- Dyslexia

- Dyspraxia
- Asperger's Syndrome
- Autism
- Mental Health
- Dyscalculia
- Revision methods and exam skills

All staff receive regular training on disability awareness which includes strategies on how to support students in the classroom, who may have SEND. Additional information for tutors is also available on the college intranet.

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

Where the student requires a more complex support programme, a case conference will be arranged to identify and address key individual needs. This would include the school SENCo, parents, Subject Tutors, Personal Achievement Tutors and the Head of Additional Support/SENCo.

## 10. How will my child be included in activities outside of the classroom, including school 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 resources will be 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 CMT (College Management Team) to ensure reasonable adjustments can be made, wherever possible, to ensure their attendance on the trip is possible.

## 11. How accessible is the school environment?

The college is fully wheelchair accessible and hazards i.e. on stair edges have been highlighted to aid students with a visual impairment.

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 will contact another family member if possible, a family advocate or allocate a translator.

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

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

Prior to attending the college the child 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 Experience Carmel Day
- Parents will receive regular updates on the application and enrolment process
- Careers guidance will be available on Open nights 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 student can access the following support:

- High quality, impartial careers guidance
- Support with UCAS applications
- Support with DSA applications
- Information, advice and guidance on apprenticeships
- 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 school?

If the 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 http://www.carmel.ac.uk/Student-Transport

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

1) Students studying L2 or L3 programmes can receive the following support related to their special educational needs:

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

- Orientation visits
- Transition meetings
- Parental involvement with SENCo
- Review meetings (in school)
- Taster session (Experience Carmel 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 objectives
- Developing personal, social, employment and independence skills
- Induction support
- SpLD support
- Support in accessing college information
- Examination preparation
- Presentation skills
- Revision planning
- Creating and maintaining an individual additional learning support plan
- 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 such as Autism/Asperger's, as indicated by EHC plan
- Support for students in accordance with their EHC plan objectives

- 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
- Communicator
- 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 pens
- Adjustable chairs and variable height tables
- Use of lockers
- Posture packs
- 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 financial support to adequately meet their needs, this is referred to as High Needs Support (HNS), 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 child 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 Evenings to discuss course choice. Discussion with the school SENCo and liaison officer
- Case conferences, where appreciate
- Attendance at preliminary interview
- Attendance at enrolment
- Conversation with the Personal Achievement Tutor/ Senior 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 at http://www.carmel.ac.uk/Learning-Support

Other sources of support:

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