

Pathways to Adulthood

Foundation Learning Department

Our College Offer 2014

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?

Information is normally gathered about students from the School SENCO or from the Connexions PA responsible for your child. If this is not the case, we have clear identification procedures. All students are baseline assessed and have specific targets and are continually monitored by their progression leader at regular intervals.

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

The Head of the Foundation Learning Department or any member of the team will always be available to discuss issues. The SEN team will oversee your child's education programme and will review progress alongside the whole College tracking and monitoring procedures. If your child has a designated support worker, (for example, a Learning Assistant) then they are often the best person to talk to in the first instance and a home-College diary may be available 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 events.

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

Regular contact takes the form of:-

Home – school books, where necessary

Parents Evening

Safety and Welfare Forms available on VLE

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. Teachers ensure that all planning includes differentiated learning outcomes. 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 show how your child is achieving in relation to their targets. You will also have the opportunity to attend parent's evening and any other parental events that the College organises. If your child has a home-College diary then this will also show you how your child is doing. If your child has an Education, Health and Care plan, 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 are encouraged to take an active role in their child's learning. You will be involved in parent events including Consultation 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. 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.

SEN Learning Mentor provides pastoral support and liaises with the HoD.

Learning Assistants cover 1-to-1 and provide small group support.

Communicator (BSL) where needed.

Care Support Team create a Care Plan in liaison with the School Medical Team and other outside agencies (eg. Diabetic nurse, Occupational Health).

This Care Support Team manage the administration of medicine and care support.

Subject Tutors and Personal Achievement Tutors take responsibility for attendance and student behaviour.

If anything additional is required with regards to personal care, this will be discussed in team meetings and a care plan will be put into place. Any medication that needs to be administered will be done via the College care team.

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

If your child has a high level of need then we will work closely with St Helens Local Authority to ensure that a package is in place that allows us to meet the needs of your child. This is usually done via a Learning Disability Assessment through statement of SEN (Education, Health and Social Care Plan Sep 14). 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 to your child's Special Educational Needs. These include working alongside Health, with services such as, Speech and Language Therapy and CAMHS. We also work closely with Educational Psychology and Social Services. The list is non exhaustive and we will liaise with whoever we need to, to ensure your child's needs are met. This includes Parent Partnership. Within College, we have a team of staff with a range of expertise in areas such as specific learning difficulties.

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 (CPD) and lots of appropriate training is offered to ensure staff are confident in meeting the needs of SEN and disabled pupils. This training programme is on-going and refreshers are regularly held throughout the College year. Training is available for all staff, teaching and non-teaching.

Disability awareness forms part of the regular whole college INSET.

Update on specific conditions follows the recruitment of individual students, (eg ASC, 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 disabled access transport (coaches and taxi) to take students who are in wheelchairs on trips away from College and we choose activities that ensure everyone can be included. On the rare occasion that something has to be organised that we feel is unsuitable for a child with a specific Special Educational Need, we will always discuss this with the parent first to try and resolve any concerns or consider possible alternatives.

If there is a danger or risk, due to the physical or mental health of the student, a risk assessment will be completed.

All reasonable adjustments will be made to meet the specific needs of your child.

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 SEN students are secured through the SEN budget. These have previously included ICT

support equipment/programmes, coloured overlays, specific writing enhancements such as pen grips, posture packs etc.

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

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

Regular contact with Connexions

Transitional Review Meetings in January/February of the 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 this 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 section 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?

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

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.

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.

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:-

- a. Additional teaching staff to support smaller class sizes for groups of students with additional needs.
- b. Learning assistants to support the small class sizes.
- c. In some cases one to one support if required.
- d. In class materials and resources adapted to meet individual needs.
- e. Care team staff to help students with personal care.
- f. Care team staff to support students with medical needs.
- g. Specialist equipment when required.

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

School SENCO is invited to the initial meeting with the department.

Parents are invited to provide further information.

Students are invited to attend the LINK Programme, where the department observes their needs and makes assessments.

Learning Disability Assessment, provided by the LA, then informs of the nature and level of support needed.

Impact is measured via a weekly 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 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?

PT is the first point of contact and someone to speak with if parents are worried.

Learning Support Assistants are also available.

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.