

Loughborough College

Local Offer

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Regulation 3 Special Educational Needs and Disability (Information) Regulations (2014)

School/College Name: Loughborough College

Address: Epinal Way, Loughbrough, Leicestershire

Telephone Number: 01509 618375

Name of Head Principal: Ms Esme Winch

Principal's contact details: esme.winch@loucoll.ac.uk

Website address: www.loucoll.ac.uk

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College Specialism: General Further Education College

Age Range of students; 14+

Date of Last Inspection: March 2013

Outcome of last inspection: Grade 2

Does college have a specialist designated unit - Yes
additional learning support department? Yes

Total number of students with special educational needs at college/setting : 80

Total number of students receiving additional learning support: 700

Regulation 3 Special Educational Needs and Disability (Information) Regulations 2014

1. Parent/ Carer - How does the setting know if young people need extra help and what should I do if I think my son/daughter may have special educational needs?

Young Person – How do I tell the college if I need extra help?

Response

Loughborough College is a mainstream provision. We work in accordance with Children and Families Act 2014, Equality Act 2010 and Autism Act 2009,

Loughborough College is committed to providing an effective and supportive learning environment for **all students** and will employ its best endeavours to meet this commitment as it prepares young people for adulthood. **Additional learning support** is available for students identified as having significant barriers to learning through medical, physical, mental, social, and emotional and language factors. These factors may be adverse, long term and/or hidden and the support will help students to gain access to, progress towards and successfully achieve the student's goals and full potential.

In accordance with Equality legislation, Loughborough College encourages and supports the development of a society in which:

- People's ability to achieve their potential is not limited by prejudice or discrimination
- There is respect for and protection of each individual's human rights
- There is respect for the dignity and worth of each individual
- Each individual has an equal opportunity to participate in society, and
- There is mutual respect between groups based on understanding and valuing of diversity and on shared respect for equality and human rights.

The College strives to achieve a culture of excellence without exclusion, the elimination of prejudice and discrimination of all kinds, and that this should become thoroughly embedded in the culture of the college.

The College will uphold the personal dignity of all students. It will ensure that they may work and learn without harassment or bullying. They should not have to suffer unwanted conduct or have their dignity offended or violated. There must not be an intimidating or hostile environment for them, nor can they be degraded or humiliated or placed in an offensive environment.

Loughborough College is committed to achieving equal opportunities with dignity, courtesy and integrity, for all members of the College community, students, staff, visitors and organisations with whom the College works.

The College is opposed to any form of behaviour that discriminates on the grounds of gender, marital status, family responsibility, sexual orientation, colour, race, ethnic or national origins, religion, political affiliation, disability, social background, age, unrelated criminal conviction, trade union membership or activity or educational need.

The College will actively implement this policy to ensure that all students, staff and visitors learn and work in an environment which provides a safe, appropriate and supportive environment in which all individuals are able to pursue successfully their chosen activities.

Personal support will be provided for any students who have been the recipient of harassment, bullying or any other form of discrimination. The College Counselling Service will provide a confidential service for all students which will be free from prejudice.

Student Support will provide appropriate impartial advice and guidance to all students.

The College will provide appropriate facilities to support individuals in becoming independent, within the capabilities of the individual student.

College facilities will be reviewed as part of the annual Self Assessment process to ensure that the needs of particular groups receive attention.

The College will cater for special dietary requirements where possible.

Provision will be made wherever possible for wheelchair access to all parts of the College. Accommodation strategies will take into account the access needs of those with physical disabilities.

The College provides facilities for prayer.

The College will consider the rights of transgender/transsexual students and make suitable arrangements to meet their physical and emotional needs.

The College will make reasonable adjustments to its premises and arrangements with the aim of avoiding any disadvantage.

2. Parent/ Carer - How do you identify children with special educational needs?

Young Person – How will you work out with me what extra help I need?

Loughborough College is a main stream college committed to providing an effective and supportive learning environment for **all** students and will employ its best endeavours to meet this commitment as it prepares young people for adulthood.

Additional learning support is available for students identified as having significant barriers to learning through medical, physical, mental, social, and emotional and language factors. These factors may be adverse, long term and/or hidden and the support will help students to gain access to, progress towards and successfully achieve the student's goals and full potential.

The college has a Specialist Support Assessor (named contact within the college) who works with a team of Learning Support Assistants who support on programme needs and specialist staff with specific responsibilities for Autism and Dyslexia.

Within the Learning Support team the college has a specialist member of staff

1. Autism Specialist whose role is to provide support for students on the autism spectrum through observation of needs within the various areas (class, workshop, cluster and when required for apprentices, in the work place). Observations are followed by discussions of needs with staff and students and strategies are provided. The Autism specialist will also mediate and assist in resolving problems experienced by students. There are good links between the college, Autism Hub and agencies who deal with issues relating to autism.
2. There are two Dyslexia Specialist Tutors whose role is to provide support for students with dyslexia / dyslexic traits.

Students have access to 1-1 screening to identify dyslexic traits and appointments for access arrangements to measure any support needs relating to assessments and exams. A written summary of results is sent to the student along with a list of strategies to help with studies. The strategies are also issued to lecturer and support staff via the student's ILP.

3. Information received from schools, statements, section 139a's and Education Health Care plans inform staff of needs as does in college assessments of maths and English, information on application forms, Health & Social Checklists, staff observations and any medical reports.

Students requiring additional support will be identified initially through the applications, enrolments and admissions procedures. Students identified as requiring additional learning support through the Foundation programme will complete a risk assessment which:

- ◆ Requests permission to contact previous schools or colleges to obtain an informed and accurate educational history including any previous risk assessment.
- ◆ Liaison and collaboration with relevant outside agencies
- ◆ Requests for information relating to areas of
 - Learning Disabilities
 - Behaviour
 - Social History
 - Medical History

The risk assessment is undertaken by the Programme Leader, Additional Learning Support Lead and where appropriate the Health & Safety Officer, Department Head and Tutors.

At enrolment and induction further opportunities for assessment will be arranged for students with learning disabilities and vocational assessments and any others relevant to each student's individual needs.

Following assessment each student will be offered a set of targets aimed at meeting individual needs in relation to the course of study. These targets may include support from a variety of agencies and/or personnel and will involve regular monitoring so that changes to the original plan are appropriate.

A student has the right to decline any support that may be offered, unless this is needed for Health and Safety reasons.

3. Parent /Carer How will you support my child?

Young Person How will you support me?

The college will use the evidence from schools, reports, section 139s, statements and Education Health Care plans as well as observations, and assessments to identify the level of support needed. Tutorials will also be used to help students have opportunities to speak with staff and share any issues. The college also has specialist staff in Autism and Dyslexia to help the individual student with any problems encountered and also to assess those students requiring access arrangements for assessments and exams. There is also a counselling service available. Specific needs requiring specialised resources such as Braille documents or communicators for the deaf will be assessed prior to entry and outside agencies will then provide support needed.

Support can be through learning support assistants working within the class or if necessary on a 1:1 basis.

How will you make sure you help me as best you can?

The impact of the support provided is evaluated each year (distance travelled data) and the Departments include the outcome in their Self Assessment Report (SAR) data.

The college also follows the SEN code of practice which provides the structure for good practice when working the students with disabilities.

Observations of teaching staff look for specific performance indicators including the identification and support of individual needs/ differentiation, Inclusive learning, Equality & Diversity and Student involvement.

Student feedback relating to their experience at college is taken 2 times each academic year and this evidence informs practice.

Tutors monitor progress and need. This information is recorded on college systems in the student's ILP.

4. Parent Carer How will both you and I know how my child is doing and how will you help me to support my child's learning?

Young Person - How will I know I am meeting my goals?

All students will have regular tutorials where progress, targets and goals are discussed and action plans made. Information is recorded on the college record system and there is feedback to parents through parents evenings or when requested by phone. Students receive regular feedback from their tutors.

1. via text messaging
2. via email
3. in person

5. Parent Carer - What is your approach to individual learning?

Young person - How will you support me to access education?

Support needs are assessed on an individual basis. Staff members, as part of training, are taught how to differentiate work and this is assessed as part of the observation process to ensure a high standard is achieved and maintained. This is then forwarded to the relevant faculty for sharing with the staff who will be working with the young person. Through interview and evidence provided a decision will be made as to the most appropriate level and type of course best suiting the young person.

Support within the college includes;

- Specialist Support Assessors who co-ordinate the support needs of identified students
- Specialists who support students with Autism and Dyslexia
- Learning Support Assistants who work in the classes and practical areas to support student needs either on an individual basis or with small groups of students needing support.
- The college also has Student Counsellors and a Health & Safety Officer. When required other services can be bought in. There is also a Student Council where concerns relating to college issues can be raised.

6. Parent Carer - How will the curriculum be matched to my young person's needs?

Young Person - How will I be supported to plan for my learning needs and who will explain it to me?

Those students who have been identified with special needs may be interviewed for the Transitions and Work Opportunities programmes depending on the level of need and whether life skills or work skills need to be developed. These classes are much smaller than vocational classes with between 8 and 10 persons.

The curriculum, whilst challenging, is at a pace appropriate to the students needs, included is development of English and maths skills. The work is highly practical and all subject areas work towards a qualification. They have access to a practical room and cafeteria where the majority of the classes and supported internships take place. The college also has its own allotment where practical learning also takes place.

The college will help the student plan their course. Students will be encouraged to make decisions about elements within the units they complete. All students have a personal tutor to guide progress and targets set to achieve their potential. Students have tutorials where progress is planned, targets set and work reviewed.

7. Parent /Carer - How is the decision made about the type and how much support my child will receive?

Young Person - What if I need extra help?

Support for young people is assessed, based on evidence of previous need, level of course applied for and within the Transitions classes they automatically have learning support attached including 1:1 where identified as required.

The college also has an Autism specialist who will work with both identified students with Autism and those with traits. The student's way of working is observed and reports and strategies provided to both the students and the staff working with the student.

The college has two members of staff available to complete access arrangements for exams. Students complete a screening and then if required are offered an assessment which identifies areas of need.

Those students who need help with behaviour and have an identified need will have the services of a Learning Support Assistant who will observe the behaviours and work with individuals on a 6 week programme to develop strategies to improve behaviours including focus and motivation problems.

Within the classroom the Learning Support assistants will support any additional needs. All parents, carers and students will have the opportunity to discuss support needs and can do so at any time by contacting the tutor directly or via the Specialist Support Assessors or via email on the Student Support email address.

8. Parent /Carer - Will my child be included in activities outside of the classroom including trips?

Young Person - How will you help me to be included in school activities?

The college under the Equality Policy and through its inclusive ethos will ensure that students with learning difficulties have the same opportunities to experience college activities as other members of this community. The staff have access to a college mini bus to provide easily accessible transport to various venues locally.

For those students on the Transitions programme who require support during none structured times such as lunch and breaks there is always a learning support assistant available to monitor and keep safe the vulnerable students.

External visits are risk assessed and documentation regarding student needs and involvement sent home for confirmation of support needs and permission to engage.

9. Parent /Carer - How will you help to develop my child's emotional and social development?

Young Person - How can I get help if I am worried about things other than my college work/course?

All students have a learning coach who provides pastoral care which can be accessed during individual tutorials. The college does not administer medicines generally although first aiders are trained in the use of Epi pens only.

Personal care support can be provided by members of the learning support team. The college aims to avoid suspensions and exclusions and support is available with the behaviour through the mental health and well-being team.

Students can feedback their views through the student questionnaires which take place at the start of a programme, mid term and at the conclusion of the academic year. Students can also become part of the student council. Student Services are available to assist with concerns regarding the procedures to make a complaint.

10. Parent /Carers - How will I be able to raise any concerns I have?

Young Person - What can I do if I am worried about something?

There are a series of steps which can be employed by both parent/carers and students when an issue arises. In the first instance the personal tutor can be contacted and if the issue cannot be resolved then direct contact with Student Services.

If the issues relates to Special Educational Needs and disabilities the contact in Student Support is:

The ALS Co-ordinator contact
Telephone 01530 836136 Extension
Email student.support@Loughboroughcoll.ac.uk

If the issue relates to Safeguarding
Student Engagement and Support Manger
Telephone 01530 836136

11. Parent/ Carer - What specialist services and expertise are available at or accessed by the setting? What training has staff supporting SEND had or what training are they having?

Young Person - What staff is in college with special training to help young people who need extra help?

The college has a policy of 'Continued Professional Development' which includes work on awareness of dyslexia and autism. First aiders also have regular training and updating.

Those members of staff working with students requiring personal support including toileting have training in manual handling. The Autism Specialist has a Certificate of Higher Education in Autism.

The Dyslexia Specialists have a Certificate in Dyslexia and a post graduate Certificate in SPLD through Leicester University, British Dyslexia Association and PATOSS, BA (Hons) Education and Health. PGCE (Further and Higher Education) QTS.ATS.

Learning Support Assistants have a mix of L2 and L3 certificates in Adult Student Support.

The Curriculum Manager for the Foundation programmes has a post graduate PGCE in addition to a degree.

Any student who has been offered a place and requires specific support will be interviewed and the level of support ascertained. Those services the college requires but does not have will be sought from the local agency provision. Those services which the college is able to supply will be allocated as required after discussion with the student.

The college has particularly strong links with the local autism hub. The Transition and Foundation teams also have progression routes for students once they complete their course into Internships to develop working skills.

12. Parent / Carer and Young Person - How accessible is the setting both indoors and outdoors?

Loughborough College is a relatively new build. The design was focused on the needs of students with Special Educational Needs. The college has built in security.

Externally the surfaces are flat and well maintained with low level curbing at the entrance to the college and disabled parking bays closest to the college entrance.

In the case of an emergency and a wheelchair user or person with other mobility issues finds themselves on the first floor of the college there are 'safe' areas and these are discussed with the student during the completion of the personal emergency evacuation plan prior to stating their course.

13. Parent/ Carers - How are parents involved in the setting?

How can I get involved? Who can I contact for further information?

Young Person Which parts of my education will my parent/ carer get involved?

At Loughborough College we are looking to develop young people into independent young adults who are either ready for more independent living or for the world of work through person centred planning.

Parents of young people on vocational and the Foundation programmes will be invited during the year to Parents' Evening to discuss progress. The programme will also be in regular contact with parents relating to any issues, progress or concerns and the parents and carers are free to contact the programme leader and teaching staff at any time (excepting periods of

teaching) to discuss any concerns or additional support requirements. Parent/ carers are also able to contact the Specialist Support Assessor.

14. Parent/ Carer - How will my young person's views be listened to?

Young person - How will my views be listened to?

At interview for a college place the views of the individual student are paramount. In class at tutorial the student has a further opportunity to discuss needs. At assessment for access arrangements there is also a further opportunity.

Students on the Autism Spectrum or with autistic traits but no diagnosis can speak directly with the Autism specialist. Students can also make known their needs via Learning Support on their ILP.

On a broader perspective students have the opportunity to feedback concerns at the Student Council. The college is also looking to work with students to strengthen their voice and maintain involvement.

15. Parent/ Carer - What should I do if I have a complaint?

Young Person What should I do if I am unhappy about the support I am receiving?

There is a college procedure to deal with complaints but it is recommended in the first instance that a complaint be directed to the student's tutor, the Programme Area Leader or Specialist Assessor with a view to resolving the issue as quickly and efficiently as possible.

If the concern remains unresolved please contact Student Services who can help you through the procedure of a formal complaint. You may also refer to the Complaints Policy for further information.

16. Parent/Carer - Who else has a role in my child's education?

Young People - Who else might help me with my learning?

The college has access to Social Services and the Local Authority to assist students with SEN when they require support relating to non educational issues. Referrals via the GP will be identified during access arrangements for support with mental health issues, problems with visual tracking or possible medical issues.

17. Parent Carer and Young person - What other services are there who might help me and provide me with information and advice?

Student Support is able to signpost students to outside agencies who can provide further support.

**18. Parent carer - How will the setting prepare and support my young person to join, transfer to a new setting or to the next stage of education and life?
Young Person - What help is there to help me get ready to start work, be as independent as I can, participate in my community and take responsibility for my health when I become an adult?**

The qualifications in Foundation area provide the skills the individual needs depending on their situation. When the individual is ready to move on students can consider moving if this is appropriate or the college will assist in the chosen next steps the student wishes to explore.

Students can progress onto vocational qualifications providing they meet the criteria for the course or will be helped with advice and guidance regarding a move to another college. The college also has an Internship programme. Students with Autism will work with the Autism Specialist to secure a transition into work, internship or next course.

19. Parent /Carer and Young Person - Where can I find the LA Local offer.

The Local Authority local offer can be found on the L. A. website.