

Leicestershire's Local Offer template for educational settings



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

School/College Name:

Address:

Telephone Number:

Name of Head teacher/Principal:

Head teacher/Principal's contact details:

Website address:

Facebook account details:

Twitter Feed details:

School/College Specialism:

Age Range of students (start and finish) to include Post 14 onwards where relevant):

Date of Last Inspection:

Outcome of last inspection:

Does school/college have a specialist designated unit /
additional learning support department?

Yes No

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

Total number of students receiving additional learning support:

1. The kinds of special educational needs for which provision is made

at

Stephenson College

school/college

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

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

Stephenson 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, Stephenson 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.

Stephenson 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.



policies for the identification and assessment of pupils with special educational needs.

1. 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?

Stephenson 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 Learning Support Co-ordinator (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 two specialist members 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. The college also has a 'chill out room' which is available at any time for students on the autism spectrum to use in periods of meltdown. There are good links between the college, Autism Hub and agencies who deal with issues relating to autism. The autism specialists works within the latest Autism Competency framework and standards.

2. Dyslexia Specialist whose role is to provide support for students with dyslexia / dyslexic traits.

Students have access to a computer 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 the relevant lecturer and support staff.

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 Skills for Work and Life 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

3. Information about insert name of college/setting policies for making provision for pupils with special educational needs whether or not pupils have Education Health and Care (EHC) Plans, including:

(a) How college/setting

evaluates the effectiveness of its provision for such pupils

1. 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 139As, 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 or from software available such as Read, Write Gold 11 or hardware such as laptops.

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

The college has a Governor with special responsibility for SEN. The impact of the support provided is evaluated each year (distance travelled data) and the faculties include the outcome in their Self Assessment Report (SAR) data.

The college also follows the SEND 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 3 times each academic year and this evidence informs practice.

Tutors monitor progress and need. This information is recorded on college systems in the tutorial process.

(b) Stephenson College college/setting The setting's arrangements for assessing and reviewing the progress of pupils with special educational needs

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

The college (from September 2015) will also have the added support of Progress Coaches who will support students progress, including 1:1 support. Those students on Skills for Work and Step Forward will have the support of the Pastoral Learning Support Assistant.

(c) Stephenson College college/setting approach to teaching pupils with special educational needs

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. The ALS Co-ordinator is the named person within the college that all information relating to students is sent. 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

ALS Co-ordinator who co-ordinates the support needs of identified students

Specialists who support students with Autism and Dyslexia

Learning Support Assistant with responsibility for behaviour and skills development in English and maths.

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.

Pastoral Learning support assistant who works specifically with students in Step Forward and Skills for Work on a pastoral and learning support level.

Progress coaches who work with all vocational students to assist with individual learning.

The college also has a student counsellor and 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.

(d) How Stephenson College college/setting will adapt the curriculum and learning environment for pupils with special educational needs

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 Skills for Work or Step Forward 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. Step Forward/ Skills for Life have access to a practical room where the majority of the classes take place. Part of the curriculum takes place in the wider community with links to the Century Theatre, local charities and other local community groups. 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.

(e) How Stephenson College college/setting will provide additional support for learning that is available to pupils with special educational needs

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 Skills for Work and Step Forward all classes 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. There is also a chill out room for those who experience melt downs.

The college has 2 members of staff available to complete access arrangements for exams. Students complete a screening exercise 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 Behaviour 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 ALS Co-ordinator or via email on the Learning Support page on the web site.

(f) Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum

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 has access to a college mini bus to provide easily accessible transport to various venues locally.

For those students on the Step Forward 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 engag

(g) Support that is available for improving the emotional and social development of pupils with special educational needs.

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 personal tutor 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 Autism Specialist is available to support throughout the week and students have access to a chill out room.

The college aims to avoid suspensions and exclusions and support is available with the behaviour learning support assistant.

Students can feedback their views through the student questionnaires which take place at the start of a programme, mid tem 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.

4. The name of and contact details of SEN co-ordinator / Manager of Special Educational Needs or Disabilities (SEND) / Additional Learning Support Department

1. 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 Services is

The ALS Co-ordinator contact

Telephone 01530 836136 Extension 198

Email cison@stephensoncoll.ac.uk

If the issue relates to safeguarding

Student Services Manger

Telephone 01530 836136

Email [lparker @stephensoncoll.ac.uk](mailto:lparker@stephensoncoll.ac.uk)

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

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 and is currently working towards a Masters in Autism, University of Birmingham.

The Dyslexia Specialist has 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.

The ALS Co-ordinator has a post graduate certificate in Profession Studies, Difficulties in Literacy Development. BA (Hons) English and Education together with a City & Guilds 7407 Stage 3 Teaching qualification.

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

The programme leader for the Skills for Work and Step Forward programmes has a post graduate certificate in autism in addition to teaching qualifications and LLB

(Hons). The lead tutor for Step Forward has additional to teaching qualifications training in Makaton, Awareness Training in Autism and Dyslexia as well as a L2 qualification in Learning Support.

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 Skills for Work and Step Forward teams also have progression routes for students once they complete their course into Internships to develop working skills.

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

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

Stephenson College is a relatively new build. The design was focused on the needs of students with Special Educational Needs. The college built in security with one main entrance and exit. Doors are automatic and there are no steps at the entrance to the building. The college is designed with mobility in mind and the access to all areas is via a wide main street. The college is built on two floors with access to the second floor for those with mobility problems by lifts available at regular intervals along the main street and at the end of the building with lift keys provided. Access to the cluster is through automatically opening doors. There are lockable disabled changing and toilet facilities at various points in the college including shower facilities.

Each cluster has one classroom with the hearing loop facility and communal areas also have this facility. We are looking to provide the Read, Write, Gold software across college on all computers by the end of the academic year 2014.15. This will assist those with communication/literacy issues. Toilet doors have the signs in Braille.

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.

7. The arrangements for consulting parents/carers of children with special educational needs about, and involving such parents/carers in, the education of their child.

7. 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 Stephenson 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 Skills for Work and Step Forward 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 ALS co-ordinator.

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

8. 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 Learnnet. This is an email service which goes directly to the ALS Co-ordinator.

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 with the college by establishing an Alumni Association

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents and carers of pupils with special educational needs concerning the provision made at the setting.

9. 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 leader or ALS Co-ordinator 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. The college also has an SEN Governor.

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

10. 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.

11. The contact details of support services for the parents and carers of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

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

Student Services are able to signpost students to outside agencies who can provide further support.

Support contact within the college is the Additional Learning Support Co-ordinator

01530 836136 Ext 198

Email cison@stephensoncoll.ac.uk

Autism Support Email tharris@stephensoncoll.ac.uk

Dyslexia Support Email sbrincat@stephensoncoll.ac.uk

Website/ Learning Support. Provides an email directly to the ALS co-ordinator

Students and parent carers with students in Skills for Work or Step Forward can also contact

kwilton@stephensoncoll.ac.uk

dwhelton@stephensoncoll.ac.uk

agolding@stephensoncoll.ac.uk

12. The setting's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

12. 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 Skills for Work and Step Forward provide the skills the individual needs depending on their situation. When the individual is ready to move on Step Forward students can consider moving to Skills for Work if this is appropriate or the college will assist in the chosen next steps the student wishes to explore.

Skills for Work 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.

13. Information on school/college contribution to the publication of the local authority's local offer

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.

