



HEART OF

WORCESTERSHIRE
COLLEGE

Local Offer

INSPIRE · INNOVATE · ADVANCE

HEART OF WORCESTERSHIRE COLLEGE: LOCAL OFFER

Our local offer sets out our commitment to young people who have Special Educational Needs and Disability in Worcestershire. We are an inclusive organisation and have ambitious aspirations for our learners to prepare them for adulthood.

HoW College is a large General Further Education (GFE) College which offers vocational, technical and professional courses from entry level to higher education for learners aged 16 to adult (19+) across four main campuses and a number of smaller centres across Worcestershire.

In 2018 the college was inspected by Ofsted and graded “Good” across all aspects, with many outstanding features for outcomes, facilities and inclusive provision.

The report states: ‘Resources for learners with high needs are outstanding. The college has invested well in providing particularly well-equipped sensory rooms at the Worcester and Redditch campuses, so that learners on entry-level programmes with complex needs can more effectively engage in learning. Learners also benefit from access to purpose-built training flats that are used well to support the development of independent living skills.....[there are] high expectations for learners. Well-targeted support helps learners on vocational courses achieve qualifications relevant to their future career goals. Most learners achieve at least as well as, or better than, their peers in the college.’

HOW COLLEGE CAMPUS

HoW College is committed to equal access for all learners to a broad curriculum range. We actively promote inclusion and inclusive practice across our physical estate as well as in services and delivery of courses.

WORCESTER CAMPUS (ALL SAINTS BUILDING)



At our Worcester campus, we have recently refurbished our specialist SEN Base unit which includes a sensory room and independent training flat. This facility includes purpose designed technology to enable teachers to develop gradual independence skills via teaching apps to ensure safety and develop confidence in assessed practice. This area is conveniently 'zoned' to enable learners with high needs to enjoy their own 'safe space' whilst also being located directly adjacent to the main cafeteria to encourage inclusion with the broader College population.

In addition to this the Worcester campus also features a Base room adjacent to one of the large study centres to provide a quiet space for learners who need or want to get away from the busy social areas or who may need some quiet space to help with anxieties and /or receive 1:1 support.

REDDITCH CAMPUS (PEAKMAN BUILDING)



At our Redditch campus, we have recently refurbished our specialist SEN Base unit which includes a sensory room and independent training flat. This facility includes purpose designed technology to enable teachers to develop gradual independence skills via teaching apps to ensure safety and develop confidence in assessed practice. This area is conveniently 'zoned' to enable learners with high needs to enjoy their own 'safe space' whilst also being located directly below the main cafeteria to encourage inclusion with the broader College population.

In addition to this the Redditch campus also features a Base room adjacent to one of the large study centres to provide a quiet space for learners who need or want to get away from the busy social areas or who may need some quiet space to help with anxieties and /or receive 1:1 support.

BROMSGROVE CAMPUS

At our Bromsgrove campus we have a recently refurbished area adjacent to one of the large study centres to provide a quiet space for learners who need or want to get away from the busy social areas or who may need some quiet space to help with anxieties and /or receive 1:1 support.



THE 'ORDINARILY AVAILABLE' OFFER

This guidance is based on the Children and Families Act, 2014 and the Special Educational Needs and Disability Code of practice: 0-25 years (2014). It refers to the Code and sets out the approach that Heart of Worcestershire College takes and the criteria descriptors for each type of support.

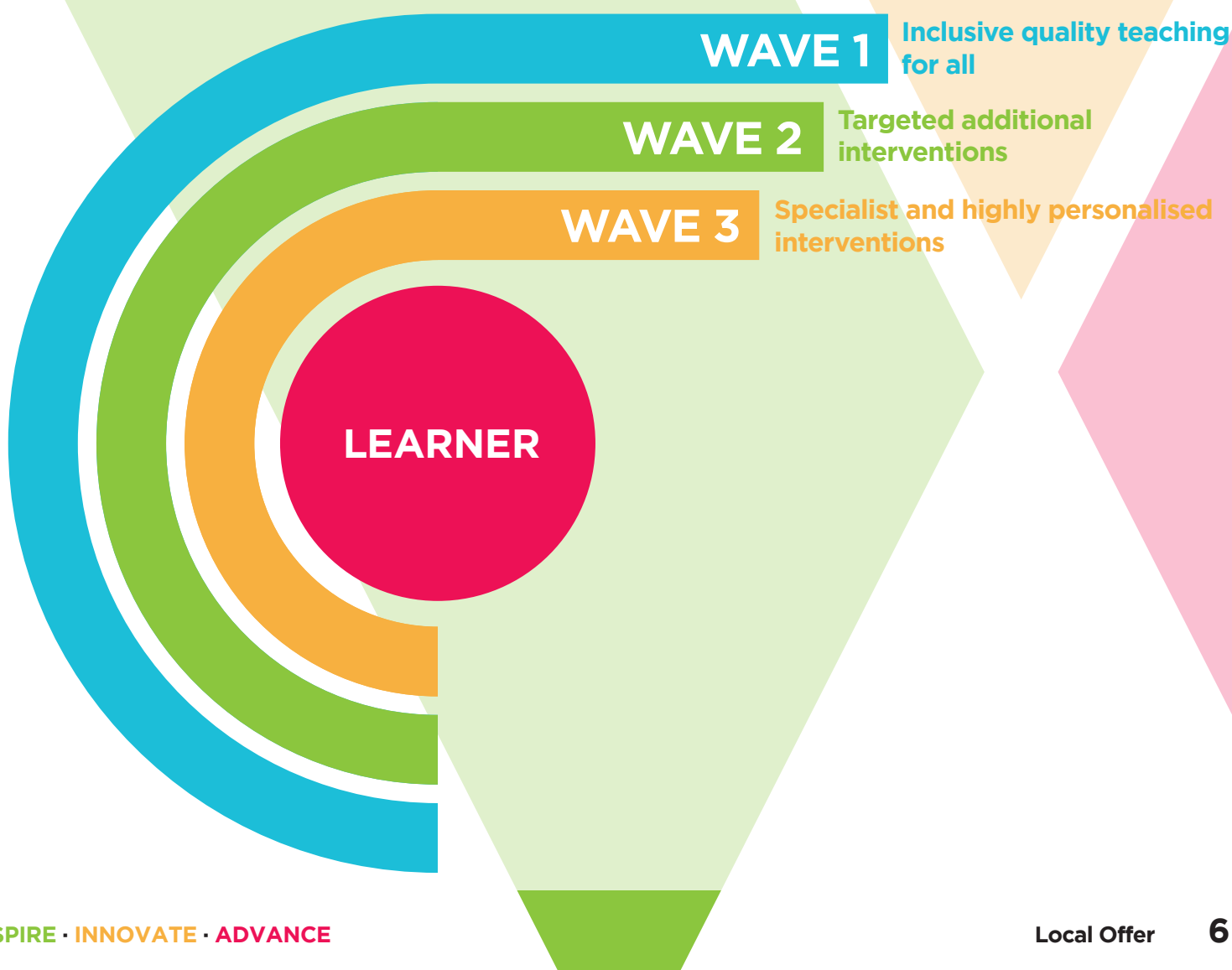
The post-16 education and training landscape is very diverse. It encompasses school sixth forms (both mainstream and special schools), sixth form colleges, general further education (FE) colleges, 16-19 academies, special post-16 institutions, and vocational learning and training providers in the private or voluntary sector.

The range of available study programmes is broad and can include A-levels, vocational qualifications at all levels, apprenticeships, traineeships, supported internships and bespoke packages of learning. HoW College offers all of these except A levels.

Heart of Worcestershire College is ambitious for young people with SEN, whatever their needs and whatever their level of study. Our focus is on supporting young people so they can progress and reach positive destinations in adult life. These destinations include higher education or further training or employment, independent living and participating in the community.

Intervention to meet a young person's needs is graduated and reflect the National Strategies 3 Waves approach, with records of intervention and progress over time in response to intervention recorded on a young person's provision map or individual learning plan.

NATIONAL STRATEGIES 3 WAVES INTERVENTION MODEL





ASSESS:

High quality teaching, learning and assessment. The College offers an inclusive approach to learning and teaching, with high quality teaching which is differentiated for individuals. This approach is embedded in our provision in all subject areas and at all levels, and support the teaching of all students, including those with SEN.

The college aims to bring together all the available relevant information from the school, from the student, from those working with the student and from any screening test or assessment that has been carried out. Where the college decides a student needs SEN support, we will discuss with the student their ambitions, the nature of the support to be put in place, the expected impact on progress and a date for reviewing the support.

PLAN:

Outcome led programme planning. Where a student has a learning difficulty or disability that calls for special educational provision, the college will use its best endeavours to put appropriate support in place. Young people should be supported to participate in discussions about their aspirations, their needs, and the support that they think will help them best.

Support is aimed at promoting student independence and enabling the young person to make good progress towards employment and/or higher education, independent living, good health and participating in the community.

DO:

Study programmes – right student, right course. All students aged 16-19 (and students up to the age of 25 where they have an EHC plan) follow a coherent study programme which provides stretch and progression and enables them to achieve the best possible outcomes in adult life.

Students who fell behind at school, or who are studying below level 2, have their needs identified and appropriate support is provided. It should not be assumed that they have SEN just because they have lower attainment levels than the majority of their peers. They may do, but this should be identified specifically and supported. Equally it should not be assumed that students working on higher level courses do not have any learning difficulty or disability that may need special educational provision.

REVIEW:

Personalised learning and support. Support is evidence based. This means that the college is aware of effective practice in the sector and elsewhere, and personalise it for the individual. We keep the needs of students with additional support needs under regular review. This takes a cyclical approach to assessing need, planning and providing support, and reviewing and evaluating that support so that it can be adjusted where necessary.

The College involves the student and, particularly for those aged 16 to 18, their parents, planning around the individual, and ensure that staff have the skills to do this effectively.

SUPPORT AVAILABLE

Special educational provision is support which is additional or different to support usually available to young people of the same age in mainstream colleges. Specific forms of support offered might include, for example:

- Personal care (or access to it)
- Personal Learning Coaches
- Different forms of assessment (e.g. dyslexia);
- Assistive technology
- Specialist tuition
- Note-takers/exam concessions
- Break and lunch time support
- One-to-one and small group learning support
- Independent living training
- Accessible information such as symbol based materials
- Access to therapies (for example, NHS commissioned speech and language therapy)

The College is unable to safely meet the needs of learners who require physical restraint as part of a planned behavioural intervention. For learners on specialist SEN provision for learners with more complex needs incidental occurrences can be managed however, not where this is a regular, sustained and necessary behavioural support need.

In addition to the support outlined above we will also plan our support based on information in the EHCP through liaison with learners, parents/ carers, staff and the local authority in conjunction with information gathered from external agencies and/or previous educational establishments.

All full-time learners have a personal tutor with whom they can discuss academic or pastoral issues and tutors can refer learners to a variety of support mechanisms. Curriculum Leaders and teaching staff ensure that the teaching and learning methods used are accessible by adjusting or differentiating them as appropriate.

These team will liaise with Learning Support staff to ensure that support is targeted, effective and has impact on the learner's experience and achievement.

Foundation (Entry Level) learners receive additional tutorial time with their personal tutor to discuss academic and pastoral issues. Within the Entry Level provision this is very closely monitored and supported by curriculum staff in the Inclusive Learning directorate.

We have robust Learner Anti-Bullying and Harassment and Safeguarding policies in place as well as our Student Standards.

Support will never be offered to offset the normal entry requirements for a course however, interventions to make adjustments to the course content may be explored in individual cases where this provides a suitable and reasonable alternative.

Learners with EHC plans will have targets set and monitored to support progress against their agreed EHCP outcomes. The EHCP review process will adjust and advise on the relevance and currency of these outcomes during annual reviews where a learner progresses onto a further year at the College.

IDENTIFYING NEEDS

Our Support for Success department and Inclusive Learning directorate work closely with local authority officers as well as our local mainstream and special schools to ensure we identify at the earliest possibility any learner with SEND.

How we identify needs:

- If a learner has an EHCP
- Attending annual reviews
- Arranging link days/weeks for learners in years 10 and 11
- On application, if a learner discloses a learning difficulty or disability
- At interview
- On the enrolment form
- During initial assessment
- Through personal tutorials and meeting with Learning Mentors

Once a need is identified, information is shared with the relevant departments. Depending on the level of need of the learner and, if appropriate, whether the funding has been agreed by the local authority, a support package will be built around the individual learner to enable them to achieve and progress on their chosen course.

Planning and monitoring support

For all students and their parents/carers we will provide formal and informal opportunities to identify, seek and request additional support including:

- College open events
- Advice and guidance on making an application to the college
- At interview for a course / applicant information sessions
- During enrolment onto a course
- During induction
- At a parents reviews
- Hold a parents/carers evening to update on academic progress and targets
- Contribute to formal EHCP Annual Reviews, cooperating with the Local Authority and other relevant agencies in Health and Social Care.

For those without an Education, Health and Care plan (EHCP) HoW College will ensure that all learners are at the centre of decisions that are made, support that is given and progression targets that are set. HoW College will also ensure:

- Outcomes are aspirational, ambitious and support independence and a fulfilled adult life.
- Ambitious targets for learners are SMART and consistently reviewed.
- Learners know how they can improve and that we recognise and celebrate the achievements and success of everyone.
- Actively promote greater independence and develop wider skills for employment and adulthood.
- Learners are stretched, challenged and supported on their journey to success.

- Maths and English skills are developed at a level appropriate to an individual learner.
- Assess learners who require specific access arrangements or reasonable adjustments to be made for examinations and, where eligible, ensure that they benefit from additional time; larger print or colour adjusted exam scripts; a reader or a scribe.

For learners who do have an EHCP the College will:

- Liaise with the local authority and contribute to an annual person-centred review of progress on outcomes (a formal EHCP Review), what's working and what's not working with the learner, their parents, academic staff and any assigned external agencies.
- We will ensure that academic action planning leads to results and correlate to areas that may not be working for the learner, their family or the college.
- We will use EHC outcomes to develop an individual learning support plan with the learner to support progress towards those outcomes. Many of these students are taught in smaller class sizes (below college standard class size) and have an assigned teaching assistant within the group. Specialist support or therapies can also be provided based on EHCP content.

Local Authority consultations and/or tribunals:

Sometime the College is asked by local authorities to assess whether it can support a learner whose first choice, or the first choice of their parent might be for an alternative provider for example offering residential placement. In such cases Heart of Worcestershire College will always:

- Support the best interests of the learners in light of their long term outcomes identified in the EHC plan
- Provide a thorough, honest and unbiased assessment
- Contribute positively to an amicable resolution

This guidance has been produced to give an overview of the services we provide to create an inclusive learning environment to give learners with SEN the support they need. It is not exhaustive and we welcome further enquiries for further information or a look around.

For a full range of the College's course offer please visit our website:

www.howcollege.ac.uk