



SEN and Disability

Local Offer: Sixth Forms and FE Colleges

Name of Sixth College: **Accrington & Rossendale College**

Setting number: **10000093**

Guidance for Completion

This template is designed to help you to pull together information so that parents of young people with learning difficulties and/or disabilities (LDD) know what support they can expect if their son or daughter attends your College/sixth form setting.

The SEND Reforms will place a statutory requirement on educational settings from September 2014 to make information available to parents about how the setting supports children and young people with SEN/LDD. This information will form the main basis for the sixth form/College Local Offer, which has to be published on your website. Your website must include the name and contact details of your Additional Learning Support lead and a link to the Local Authority's Local Offer when it becomes available.

The questions in the template are intended as prompts and reflect key issues that parents have told us they would like to know about when deciding which setting could best meet their child's needs. You may also wish to consult with your own students' parents about what else to include in your Local Offer.

In developing your Local Offer you should be mindful that there is a requirement for a feedback facility to be available as part of the overarching Lancashire Local Offer and for responses to be given to feedback received.

Please provide a copy of your completed template along with the following completed information by email to IDSS.SENDReforms@lancashire.gov.uk

When saving your local offer please use the following format:

LO-SETTINGNAME-UPIN/EFA REFERENCE NUMBER

eg LO-BIGTOWNCOLLEGE-012345

College/Sixth Form Setting Name and Address	Accrington & Rossendale College		Telephone Number	01254
	Broad Oak Road Accrington Lancashire BB5 2AW		Website Address	www.across.ac.uk
Does the	No	Yes	If yes, please give details:	

College/sixth form setting specialise in meeting the needs of young people with a particular type of LDD?	No		
What age range of learners does the College/sixth form setting cater for?	From age 14 to adult		
Name and contact details of your College/sixth form setting Additional Learning Support lead	Joanne Crowther jcrowther@accross.ac.uk (01254 354110)		

We want to ensure that we keep your information up-to-date. To help us to do this, please provide the name and contact details of the person/role responsible for maintaining details of the Local Offer for your setting.

Name of Person and Job Title	Joanne Crowther Director of Learner Services		
Contact telephone number	(01254) 354110	Email	jcrowther@accross.ac.uk

Promoting Good Practice and Successes

The Local Offer will give your College/sixth form setting the opportunity to showcase any good practice you have around supporting learners with learning difficulties and/or disabilities to achieve their full potential. If you have any examples of good practice or success stories, we would encourage you to include these on your Local Offer web pages. For reasons of confidentiality, please do not include a learner's full name in any case studies you promote.

I confirm that our Local Offer has now been published on the College/sixth form setting website.

Please give the URL for the direct link to your College/sixth form setting Local Offer			
Name	Joanne Crowther	Date	30.5.2014

Please return the completed form by email to:

IDSS.SENDReforms@lancashire.gov.uk

Accessibility and Inclusion

- How accessible is your environment?
Is the building fully wheelchair accessible? Do you have accessible parking spaces? Have there been improvements in the auditory and visual environment? Are there accessible changing/toilet facilities? How do you improve access to the setting?
- How accessible is your information - including displays, policies and procedures etc.
Do you have information available in different font sizes, audio information, Braille, other languages etc. How does the setting communicate with parents and families whose first language is not English? How is information made accessible to parents and families with additional needs?
- How accessible is the setting?
How do you make use of resources such as symbols, pictures and sign graphics to support children's access to resources? Do you have furniture such as height adjustable tables or alternative ways of presenting activities so that students can access them?
- Do you have specialised equipment (eg; ancillary aids or assistive technology?)

What the setting provides

- The campus is accessible and has accessible parking spaces for disabled learners on both of the car parks.
- The College has accessible toilet facilities and a portable hoist facility for changing.
- All College information can be produced in variety of font sizes; audio, Braille or other languages on request.
- The College will arrange for bi-lingual support where possible for learners for whom English is not their first language.
- The College has height adjustable tables to ensure that students can access resources.
- The College offers a wide range of assistive technology to support learning which will be based on assessment, and tailored to individual need.

Study programmes

- How will your provision adhere to the Study Programme principles, in terms of a coherent learning programme? (E.g. curriculum map and referral to College prospectus but please specify anything that is unique to your College)
- Which sectors/subjects will young people be able to access, allowing their needs and interests to be met?
- How will initial assessment be taken into account when determining the appropriate study programme for a young person?
- What additional support can be provided during lessons by both teaching and support staff?
- What provision do you offer to facilitate access to the curriculum and to develop/promote independent learning? (This may include support from external agencies and equipment/facilities)
- Please describe staff specialisms/expertise in working with young people with Learning Difficulties and/or Disabilities (LDD)
- What ongoing support and development is in place for staff supporting young people with LDD?
- What arrangements are made for reasonable adjustments in the curriculum and support for learners during exams and assessments?
- What external teaching/distance learning do you offer?
- What arrangements are in place to ensure that support is maintained in "off site provision"?

What the setting provides

- The College provision is outlined in our prospectus and on our website. All appropriate provision (from Entry Level 2 to Level 3) adheres to the study programme guidelines. All learners will study an appropriate level of Maths and English, and undergo Work Experience whilst with us.
- Where possible, as part of the programme of study, the College will work with individuals to source supported internships working closely with local employers, social care agencies and external providers to support transition to the world of work.
- Assessment of needs will be undertaken once the College has been identified as the preferred pathway for a learner. All available information will be taken into account to tailor the programme of study, and support, to best meet the learner need. This will form a transition package ensuring that the transfer to College is as seamless as possible.
- Initial assessment of English and Maths ability & skills is undertaken at induction to identify any additional support needs on the chosen programme of study.
- Additional support will be provided to learners to best meet their needs. This

may include: in class support, unstructured time support, specialist one to one teaching or mentoring for dyslexia, autistic spectrum conditions or any other identified need, through the creative use of assistive technology where needed.

- To promote independent learning all support is reviewed termly to ensure that the support remains appropriate and is encouraging independence. Assistive technology is used to support independence by ensuring that learners can fully utilise the free accessibility options where appropriate.
- The College have staff trained in working with learners with dyslexia, autistic spectrum conditions, sensory impairment, learning difficulties and physical difficulties.
- The College has a rolling programme of CPD that includes up to date training for staff working with learners with LDD and specialist staff are encouraged to update training annually.
- Reasonable adjustment is made in exams and assessments in accordance with the demands of the awarding body. This can include additional time, rest breaks, amanuensis, readers or taking the exam in a separate room.
- The College has a robust Virtual Learning Environment (VLE) with links to external agencies and each vocational area has a VLE space with information about the programme of study, additional work and interactive materials.
- Where learners are studying off site they are given the same access to the VLE. Support for learners offsite will be arranged in relation to personal need following initial assessment.

Progress monitoring and review

- What arrangements are in place for review meetings with learners with Statements or Education, Health and Care (EHC) Plans?
- What arrangements are in place for learners with other SEN support needs?
- Please describe your initial assessment processes and how this informs the learner's Individual Learning Plan (ILP)?
- What process is in place to regularly monitor and review progress against an ILP and how is this used to determine whether the support arrangements in place are appropriate or if they need revising to better support the learner?
- How are the outcomes of progress reviews shared with parents/carers and support agencies where relevant?

What the setting provides

- Initial assessment for learners with additional needs takes place in conjunction with the learner, previous educational establishment, health and care services as appropriate to identify clear learning goals and support packages. This provides a smooth transition into College.
- All learners in College with and EHC plan will have an annual review to ensure that the plan remains appropriate and meets the need of the individual. The College will arrange for the inclusion of all partners in the review

- Any outcome, or changes to the package of support following review are shared as appropriate with partner agencies, and parents, depending on the age of the learner
- The College has an NHS College nurse onsite working in partnership with Lancashire Care NHS Foundation Trust. This role provides support, advice and guidance to the learner, family and staff whilst also providing support to inform College practices. The College nurse will support the EHC planning and review process including liaison with medical / health and other supportive external agencies. Regular reviews of health care plans will be based on need and meet the needs of the learners. Parents / carers (including social workers) will be involved in the process as appropriate through regular meetings, telephone and email communication.

Safeguarding

- What are the handover arrangements for when young people are arriving and leaving College? Do you have parking areas for pick up and drop offs?
- What support is offered during breaks and lunchtimes?
- How do you ensure the young person stays safe outside the classroom? (e.g. during sport activities and external trips)
- What are your arrangements for undertaking risk assessments?
- Where can parents find details of policies on supporting learners, protecting vulnerable learners, safeguarding etc?

What the setting provides

- The College has a comprehensive Safeguarding policy, guidance and practice with a designated senior lead for Safeguarding. All policies regarding the safeguarding/supporting of learners are available on the College website
- Parking areas are available on the College site (in close proximity to all buildings) and handovers will be arranged if required as part of the personalised support package. Supervised quiet lunch rooms and breaks are also available if required.
- Transition planning will take into consideration any requirements for hand over or supervised breaks, and will be arranged to meet the individual requirements of the learner both on and off site.
- All external trips and visits are risk assessed and individual inclusive risk assessments are completed as required as per the College's educational visits policy to ensure safe participation for all learners.
- External work placements are individually risk assessed to meet the needs of the learners.
- Risk assessments are centrally co-ordinated and managed in line with current guidance and legislation.

Health (including Emotional Health and Wellbeing)

- What is the College's policy on safe storage and administration of medication?
- How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?
- What would the College do in the case of a medical emergency?
- How do you ensure that staff are trained/qualified to deal with a young person's

particular needs?

- Which health or therapy services can young people access on your premises?
- What policies/services do you have in place in relation to emotional health and wellbeing, such as chaplaincy, welfare and counselling?

What the setting provides

- The College has a medicines policy that outlines our approach to the safe storage and administration of medicines and an onsite NHS College nurse in partnership with Lancashire NHS Foundation Trust.
- The College nurse supports health care planning, including the safe storage and administration of medicines, and also the review process, including liaison with external agencies.
- Any learner with a pre-existing medical condition will have a health care plan drawn up by the College nurse and this is shared with the learner's permission as appropriate.
- Parents and/or carers will be included in the review where necessary and information shared as appropriate.
- The College has clear guidelines in case of medical emergencies and has appropriately trained first aiders.
- Learners can access onsite counselling, including specialist counselling for ASD. Learners can also access health services, mentoring and pastoral support.
- The College has a team of appropriately trained safeguarding staff who will support learners in dealing with any issues that they experience. This can include liaison with families and working with external agencies.
- The College encourages multi-agency and partnership working and work with a range of external agencies including, Lancashire Care NHS Foundation Trust, Lancashire Children's Social Care, Mental health services, Drug, alcohol and sexual health support services, early intervention and other support services).
- The College is currently revising the Chaplaincy provision to ensure the needs of all learners are met.

Communication

- How do you ensure that parents know “who’s who” and who they can contact if they have concerns?
- Do parents have to make an appointment to meet with staff or do you have an Open Door policy?
- How do you keep parents updated with the progress or their son/daughter?
- Do you offer Open Days?
- How can parents give feedback to the College?

What the setting provides

- The College provides all parents with a welcome book that outlines all College services. Any learner with a disability will have a named person in the learning support team that they can contact. This information is shared with parents.
- All parents will be given details of learner’s course tutor, pastoral support staff and learning support staff as well as the Team Leader for their area to facilitate good communication. Parents will be able make appointments to meet with staff at a time that is convenient for them to address any concerns they may have.
- Termly reports will be provided to parents however any immediate concerns at College will be communicated in a timely fashion.
- Annual review of the EHC plan with statutory bodies.
- The College holds open evenings and parents’ evenings throughout the year for all learners, but staff will always happy to arrange visits to discuss progress at any point.
- The College welcomes feedback from parents. There are a variety of opportunities to provide this. These include the College Getting it Right process, periodic surveys and questionnaires, open evenings and parents’ evenings along with the opportunity to meet and discuss issues.

Working together

- Do you have learner and/or parent agreements?
- What opportunities do you offer for learners to have their say? e.g. student council
- What opportunities are there for parents to have their say about their son/daughter’s education?
- What opportunities are there for parents to get involved in the College or become a governor?
- How does the Governing Body involve other agencies in meeting the needs of young people with LDD and supporting their families? (e.g. health, social care, voluntary groups)

What the setting provides

- All learners sign a standard code of conduct that outlines College provision and learner responsibility.

- The College has an extensive Learner Voice Strategy that provides many opportunities for learners to have their voice heard. This enables them to contribute to the services that College provides. This includes, the student governor roles, student representatives on the student council, student ambassadors, the Student Perception of College questionnaire, the 'Big Ask' runs three times a year, corridor councils and the student council office. The changes that are made in light of learner feedback are recorded and shared on an annual basis. The College has a dedicated team of enrichment, and student liaison staff to support this process.
- All learners are encouraged to participate, and learners with LDD receive appropriate support to ensure that they have a voice.
- Parents can become involved in the College by working in partnership with vocational and support staff to ensure the best outcomes, and by providing feedback to the College to enable us to continuously improve.
- The College governors work closely with the Senior Management Team to ensure that the needs of learners with additional needs are met.
- The College is happy to consider applications from anyone interested in becoming a governor.

What help and support is available for the family?

- Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?
- What information, advice and guidance can parents and young people access through the College? Who normally provides this help and how would they access this?
- Do you provide help with travel plans to and from College?
- What is your policy in relation to the young person accessing the 16-19 Bursary Fund?

What the setting provides

- Support completing paperwork will be available to parents either over the telephone or face to face in College. This will be provided either by our Info+ team or the Career Guidance Team. This service accessible to all.
- Information, advice and guidance (IAG) is available to all students and parents at any time. There is a considerable amount of information available via the College website, marketing materials and Virtual Learning Environment. Advice and/or guidance can be accessed by telephone, email or through a personal appointment with a Career Guidance advisor.
- Learners will receive individual progression guidance on course as they begin planning their next move either in College, Higher Education or work. The College will arrange for links with external services such as supported employment, as appropriate.
- These services can be easily accessed in College as the Guidance team is situated beside reception. Support will be available in accessing the services if needed.

- The College has negotiated discounted travel passes with two local bus companies. The passes can be used 7 days per week including evenings, weekends and holidays (with the exception of the summer holiday). The College also provides a mini-bus service from Clitheroe to the College (morning and afternoon).
- Details of the 16-19 Bursary are shared with learners in advance of enrolling at College; they are also available on the Website and via marketing materials. The Bursary should be sufficient to help young people meet the costs related to participation e.g. meals whilst attending their course, transport, books, uniforms, equipment, field trips and other course-related costs and may also be used towards the costs of attending university interviews and open days. The bursary is administered on an individual basis.
- Help and support is available from IAG and Info+, providing information in relation to courses, financial support and progression pathways

Transition to and from College

- How do you work with your local schools in supporting the transition of young people and understanding their prior attainment and needs?
- What support do you offer for new learners coming to the College? (e.g. visits to the College, mentoring/shadowing, taster days, initial assessment)
- What support is offered for young people leaving the College? (e.g. careers guidance on relevant pathways, such as into apprenticeships, independent living, supported employment etc)
- Are there appropriate progression routes within your College provision for young people with LDD?
- How will a study programme support the learners planned destination?
- What advice/support do you offer young people and their parents about preparing for life after College?

What the setting provide

- The College will work with schools, learners, families and local authorities with regard to the maintenance of the EHC plan to ensure a smooth and seamless transition into College.
- Guidance will be available to assist learners in making the right choice of programme.
- To support transition visits and taster days will be available to help learners become acquainted with the College and the staff that will be working with them.
- As learners progress through their programme guidance in relation to future progression is offered to all learners. Progression pathways in the programmes of study are identified on an individual basis, working with the relevant external agencies to ensure a positive outcome for learners.
- The College will work with parents and external agencies to support transition from College and will offer support where needed.

Enrichment/Additionality

- Do you offer provision during holidays and also before or after the main timetabled College day? If yes, please give details.
- What activities/provision do you offer which are available to young people? Is there a cost associated with this and if so, how much?
- How do you make sure clubs, activities and residential trips are inclusive and accessible to all young people?
- How do you help young people to make friends and interact with their peer group?

What the setting provides

- The College provides a wide range of enrichment opportunities for all learners over the academic year. Activities are planned to develop a wide range of skills and areas of development e.g. social and recreational activities, financial capability, personal health and wellbeing, employability skills, careers and

progression guidance, access to HE, volunteering / student ambassador opportunities. Many enrichment opportunities are embedded into College programmes to ensure that all learners access a range of activities, including work related opportunities and social events.

- All activities are risk assessed with inclusive risk assessments for learners with identified additional need to ensure participation.
- The College facilitates the Duke of Edinburgh award and is free to all learners.
- There are many facilities on site to support personal and social development e.g. a Student Hub and the Fitness Suite.
- Many enrichment activities are free to the learner, some trips incur additional cost, however each case would be assessed individually to ensure this was not a barrier to access.
- Equality impact assessments are completed for each activity to ensure all activities are inclusive.
- The College does not currently offer provision during the holidays or outside timetabled hours.
- Learners are encouraged to make friends with their peer group during induction and this is continued throughout the year with the wide range of activities in and out of College together with activities in the classroom.