



**SEN and Disability**

**Local Offer:**

**Sixth Forms and FE Colleges**

**Name of Sixth College: Accrington and  
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 Authorities 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.SENDDReforms@lancashire.gov.uk](mailto:IDSS.SENDDReforms@lancashire.gov.uk)

When saving your local offer please use the following format:

LO-SETTINGNAME-UPIN/EFA REFERNCE NUMBER

E.g. LO-BIGTOENCOLLEGE-012345

College/Sixth Form setting Name and Address	<b>Accrington and Rossendale College Broad Oak Road Accrington Lancashire BB5 2AW</b>	Telephone number	<b>01254 389933</b>
		Website address	<b>www.accross.ac.uk</b>
Does the College/sixth form setting specialise in meeting the needs of young people with a particular type of LDD?	Yes/No (If yes, please give details)  We have a network of specialist staff including. Learning support specialist, learning support assistants and a college nurse who are responsive to the diverse needs of students with moderate, profound and complex learning difficulties and/or disabilities. High levels of support is offered to students within SpLD spectrum (including dyslexia, ADHD and communication difficulties such as Asperger Syndrome)		
What age range of learners does the	<b>From age 14 to adult</b>		

College/sixth form setting cater for?			
Name and contact details of your College/Sixth form setting Additional Learning Support lead	<b>Head of Division</b> <b>Sarah Walton</b> <b>01254 354383</b> <b>swalton@accross.ac.uk</b>		

We want to ensure that we keep your information up-to-date. To help us 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	<b>Sarah Walton</b> <b>Head of Learning Support, Foundations, Maths &amp; English and Community</b>		
Contact telephone number	<b>01254 354383</b>	Email	<b>swalton@accross.ac.uk</b>

### 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	<a href="http://www.accross.ac.uk/publications-scheme/our-policies-and-procedures/">http://www.accross.ac.uk/publications-scheme/our-policies-and-procedures/</a>		
Name	<b>Sarah Walton</b>	Date	16/2/2018

Please return the completed form by email to:

## Accessibility and Inclusion

- The campus is accessible and has accessible parking spaces for disabled learners on both of the College car parks.
- The College has accessible toilet facilities on each of its buildings, and a portable hoist facility for changing.
- In our new Heartwood Centre there is now a fully accessible wet room with ceiling tracking, changing table and shower with a height adjustable wash basin.
- The College has a loop system in key areas of the building, and braille signs on most walls. The lifts have a narrator to indicate the floor arrived at.
- All College information can be produced in a variety of sizes; audio, Braille or other languages on request, but we are more than happy to discuss individual requirements where necessary.
- The College will arrange for bi-lingual support, wherever possible, for learners for whom English is not their first language.
- The College has height adjustable tables to ensure that students can access resources and these can be allocated as needed following assessment of need.
- The College offers a wide range of assistive technology to support learning which will be based on assessment, and tailored to individual need.
- The College has a Single Equality Scheme outlining its commitment to all learners and can be accessed from the website.
- Our teaching teams work extremely hard to ensure that lessons are inclusive and accessible to all, and the college also has a full tutorial programme to support personal development and a range of enrichment and employability activities to ensure all learners develop a wide range of skills. This includes: A wide range of teaching strategies in class and out of class
- A broad tutorial curriculum and a weekly session with a tutor to support personal development
- Screening for English and Maths skills, specialist screening for dyslexia type difficulties, confidence, esteem and resilience, digital skills and requirements Exam Access Arrangements to support learners through exams where needed
- Support in and out of the classroom including mentoring, counselling, access to a college nurse, quiet spaces, lunchtime support, financial support, career guidance etc.
- The college has a Personalised Learning Centre where learners can follow individual programmes, take time out of class but continue learning or access for further support
- Support for students who are not independent travellers, our support staff will assist them to/from their pick up/drop off designated points in College.
- Any student who may require assistance to evacuate the building safely during an alarm must have a completed Personal Emergency Evacuation Plan (PEEP). This is a process to determine an individual's specific requirements and draw up an evacuation plan for them which may involve the use of evacuation chairs

- Quiet supported lunch facilities for learners who require a quiet space and we also offer support at break times
- Specialist ASD counselling services and ASD mentoring
- Quiet rooms for desensitisation
- Cross college behaviour strategy to provide consistency of behaviour management that links to individual learner strategies

## Study programmes

We provide support for any student on a college provision who has an identified learning need that requires additional support to enable him/her to access an appropriate learning programme and successfully achieve their learning goals.

Learning Support has 2 Personalised Learning Centres which are specifically designed study areas for students to access additional support; students may be referred by a tutor for regular study support sessions or alternatively they are free to drop in at the Work zone for assistance or to work independently.

The types of Learning Support provided for students may include the provision of:

- Learning support assistants (LSAs) to provide in class support for groups or individuals with identified learning needs.
- Support with personal care, mobility and communication.
- Specialist teaching, including for students with specific learning difficulties, sensory or physical impairments.
- Study Support to provide additional support outside of class

We provide direct support for learning to individual students, over and above that which is normally provided in a standard learning programme that leads to their learning goal. The need for learning support may arise from a learning difficulty and/or disability, or from support required to access a progression opportunity, or employment, or from literacy, numeracy or language support requirements.

All students are required to take initial assessments/screening in literacy and numeracy. Tutors are expected to take account of the assessment and diagnosis of the needs of individual learners in their lesson planning. Depending on the assessment of need, Apprentices and Work Based Learners may be supported in their workplace, but arrangements will normally be made for their support to be provided at a College site.

- The College provision is outlined in our prospectus available on our website, from our Guidance centre at the college. 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 or Career and Work Related Learning activities whilst with us.
- All learners following a programme of study have access to a wide range of activities to develop employability and independence skills
- Following initial advice and guidance each young person will be able to look at what vocational pathway they wish to follow. An initial assessment will take into

account levels of ability in English and Maths and any available information from previous educational experience or agencies supporting transition

- Where applicable, 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 the world of work.
- All available information will be taken into account to tailor the programme study, and support, to best meet the learner need.
- Where needed the college will agree a transition package that includes college staff visits to the current educational establishment, learner visits college to meet with key staff and orient themselves with key facilities ensuring that the transfer to College from school is as seamless as possible.
- Initial assessment of English and Maths ability & skills is undertaken 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. In class support, unstructured time support, specialist one teaching or mentoring for dyslexia, autistic spectrum conditions or any other identified need, and the creative use of assistive technology where needed. College also offers a Personalised Learning Centre for students to drop into or for learners who need time out of class. This is supported by access to a range of enrichment activities, the opportunity to be a student ambassador or join the student council. The college values all feedback from learners and actively seeks learner views to improve its services to learners.
- 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 has 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.
- The college takes its responsibility to ensure the safety of its learners very seriously and where needed individual risk assessments will be undertaken to
- ensure all potential risks are considered and actions taken to mitigate risk where needed.
- The college has a robust approach to trips and visits where all excursions are risk assessed before the activity takes place. We have an inclusive risk assessment for any learner with learning difficulties or disabilities to ensure that they are able to participate.

## Progress monitoring and review

- 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
- Progress reviews in relation to the programme of study are held with learners on a termly basis and this is shared with parents through reports and parent's evenings and support packages are also reviewed to ensure that they remain appropriate to the learner needs. External agencies will be involved in the review where needed.
- 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 I 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 I carers (including social workers) will be involved in the process as appropriate through regular meetings, telephone and email communication

## Safeguarding

- The College has a comprehensive Safeguarding policy, guidance and practice with a designated senior lead, and deputy leads 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.
- Students who are not independent travellers, our support staff will assist them to/from their pick up/drop off designated points in College.
- Some of our students may need some help over lunchtime period or break times. One to One support is also available if required. Risk assessments cover both individuals and activities and are carried out by specially trained staff.

### **Health (including Emotional Health and Wellbeing)**

- The college takes the health and wellbeing of all learners seriously and has a medicines policy that outlines our approach to the safe storage and administration of medicines and an onsite NHS College nurse working 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 will be drawn up working with external agencies as appropriate and with the learner. This is then shared with the learner's permission as appropriate.
- Parents and/or carers will be included in the review of the health care plan 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**

Our staff are available on Open days; phone conversations take place via parents/school. Parents meetings may take place prior to student enrolment in preparation for starting college to ensure smooth transition. All the information gathered is placed on a central system to be used by relevant staff.



- The College provides all parents with a welcome book that outlines all College services. Any High Needs learner will have a named person in the learning support team that will act as liaison and a point of contact for any difficulties during the college day. 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.

### **What help and support is available for the family?**

- 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 prospective learners.
- Information, advice and guidance (JAG) 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.
- 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

## Working Together

- All the learners sign a standard code of conduct that outlines College provision and learner responsibility at the start of the year.
- 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 is open at key times in the day. The changes that are made in light of learner feedback are recorded and shared on an annual basis.
- All learners in college 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.

## Transition to and from College

We like to know more about our potential students before they arrive to commence their chosen study programme at the College. We liaise closely with professional agencies: Action for ASD, LCC employment officer, Special Educational Needs Coordinators (SENCOs), Young People Service (YPS) and the adult transition team.

- 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

- The College provides 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 industry visits, guest speakers, masterclasses 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 for 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