



LOCAL OFFER

CITY COLLEGE SOUTHAMPTON

Please contact the Learning Support Manager or the Student Engagement and Support Manager on 023 8048 4848 or email learningsupport@southampton-city.ac.uk if you would like to discuss your young person's needs.

How does City College know if young people need extra help and what should I do if I think my young person may have special educational needs?

We find out if a student needs extra help in a number of ways:

We ask students to tell us on their application, at interview and during their induction

- We work closely with secondary schools to identify students
- We consult with the Local Authority
- Learning Support are available at all Open Events to talk to parents

Once we've received the relevant information, we conduct an assessment to ascertain the type of need and support required.

If you have any questions or concerns contact the college on 023 8048 4848 and ask to speak to the Learning Support Manager.

How will the College staff support the young person?

A student's programme of study will be overseen by their tutor and a member of Student Support. Who this is depends on the type of support required, for example an LSA would support learning, a Student Adviser will provide advice and guidance or a teacher may provide out-of-class interventions. We have Communication Support Workers to support deaf learners.

The frequency of support will depend on the student's needs and may be available in every class or via a weekly appointment.

Students also have access to The Success Centre in The Learning Resource Centre, where students can get support from an LSA to complete course work, revise or catch up.

Parents/carers are welcome to visit the college to meet support staff, please call 023 8048 4848 if you would like to arrange a visit

We offer assessments for Exam Access Arrangements and Dyslexia Screen Tests.

How will the curriculum be matched to the young person's needs?

Individual programmes of study are created for students according to the young person's current working level and needs.

Some students may need to attend weekly study skills support and this can be included in their timetable of study and the hours of work they commit to this may count towards their overall programme of study achievements.

Differentiated strategies to achieve learning aims are expected in all lessons and may be achieved through a variety of approaches including ensuring that:

- support and resources are available
- questioning establishes understanding
- explanations take into account literacy and communication needs
- structure and environment take into account behavioural needs

How will both you and I know how the young person is doing and how will you help me to support the young person's learning?

Teaching and support staff set SMART targets for students on a half-termly basis and discuss progress against these with students during tutorials. Progress is recorded and new targets are agreed with the student.

In addition to times agreed with the teacher, a parent/carer can request to meet with staff supporting the young person if they would like the opportunity to discuss progress made in learning and behaviour.

For students with an Education, Health and Care Plan, an annual review will take place to which parents/carers and other relevant professionals will be invited. Student and parent/carer contributions to this are considered valuable.

Students' progress is reviewed every half term by the tutor.

Two reports on the students' progress will be sent out and you will be invited to attend parent's evenings during the academic year.

What support will there be for the young person's overall well-being?

Well-being

Student wellbeing is managed by their Teachers, LSA and Student Advisers. Student Advisers may be accessed weekly or as required to support student progress and to advise on referrals to other specialist support agencies. One-to-one and/or group tutorials take place weekly to ensure that students are given the time and opportunity to talk to their teachers about individual needs and concerns. Group tutorials are an opportunity for students to develop a broad awareness of factors affecting individuals and society as well as skills of communication and reflection. We also offer Restorative Practice.

Social, emotional and behavioural difficulties

Social, emotional and behavioural difficulties are assessed and supported via the principles of Nurture Group practice to enable students to develop strategies to manage their behaviour and develop social skills. Interventions are in the form of a supervised lunch group, small group and one-to-one support sessions where specific targets are agreed and engaging activities to achieve these take place. Specific interventions to target anger management, problem-solving and reflection and understanding of self and others.

Advice and guidance for physical and mental health

Students may require advice to ensure their physical and mental health and wellbeing are supported. Student Advisers may be accessed weekly or as required to support student progress and advice on referrals to other specialist support agencies including: CAMHS, No Limits, Catch22, Next Steps, Southampton City Council, STAR Project, Barnardo's and others as required.

Physical needs of students may be met via liaison with students, parents/carers, Occupational Therapists and The Specialist Teacher Advisory Service, other professionals are liaised with to ensure physical needs are understood and the extent to which physical needs may safely be met in the college environment.

Environmental accessibility and or adjustments to timetables/rooms can be made to meet a student's needs.

Intimate personal care needs will not be met by the College.

Allocation of space for interventions to take place with other professionals may be discussed based on the extent of daily need for such interventions as Speech and Language Therapy, Occupational Therapy and Physiotherapy.

Disciplinary Policy

The disciplinary policy is supportive of students needs and gives students and parents/carers the opportunity to offer their views at each stage. Performance Improvement Plans PIP's are used to identify behaviour/attendance issues and set clear expectations of students by agreeing SMART targets.

Learner Voice and Enrichment

All support is conducted on agreement with the student (with the potential exception of child protection/safeguarding arrangements) and their views on how best to support them are valued. They are requested more formally on a half-termly basis when targets and achievement are reviewed.

Feeling part of the college community and enjoying the experience of college is an essential part of student wellbeing therefore enrichment activities take place weekly throughout the academic year. They are led by student requests and designed to engage students in the college community. Enrichment activities should be accessible to all and reasonable adjustments will be made to ensure students can access all activities, trips and events.

What specialist services and expertise are available at or accessed by the college?

Counselling provision is available to all students at the college. Students can refer themselves or request support from their Student Adviser, LSA or Teacher.

To ensure the support of students who are looked after or care leavers, there is a designated Student Adviser who support their needs. This requires liaison with the local authority to ensure students are supported appropriately and that information about their progress is shared.

Allocation of space for interventions to take place with other professionals may be discussed based on the extent of daily need for such interventions as Speech and Language Therapy, Occupational Therapy and Physiotherapy.

What training are the staff supporting young people with SEND had or are having?

Staff have a variety of qualifications, based on their areas of specialism, including Postgraduate qualifications in Dyslexia Teaching and Assessing, Children and Young People and low intensity interventions. Degree in Education and Teaching, Teacher Training, Master's degree in Child and Adolescent and Mental Health, Psychometric Assessor in Educational Testing, Level 3 British Sign Language, Level 2 and 3 Supporting Teaching and Learning and Level 2 and 3 Working Together to Safeguard Children and Young People.

How will the young person be included in activities outside the classroom including school trips?

Feeling part of the college community and enjoying the experience of college is an essential part of student wellbeing therefore enrichment activities take place weekly throughout the academic year. They are led by student requests and designed to engage students in the college community. Enrichment activities should be accessible to all and reasonable adjustments will be made to ensure students can access all activities, trips and events. Students, parents/carers are often best placed to advise on how best to plan activities and trips and discussions on this will be welcomed. Risk assessments for all offsite activities are essential.

How accessible is the college environment?

City College is wheelchair accessible with disabled changing. Toilets facilities are provided across the campus. We have installed a specialist bidet toilet to allow students with limited mobility the opportunity to use the toilet unassisted.

Improvements were made to the college campus in 2018 to make the site more accessible to visually impaired students.

Access to translation and interpreting service may be made available including access to any correspondence and paperwork in designated language where deemed appropriate.

How will City College prepare and support the young person to join the college, transfer to a new setting / college or the next stage of education and life?

Information on a prospective student's needs will be sought from the local authority in the form of an annual review if they have an Education, Health and Care Plan. A formal reply will be sent to the local authority confirming the support that can be offered. Information will also be sought from the student's current school SENDCO. The student will be invited to make transition visits to the college in order to meet staff who will teach and support them and to familiarise themselves with the environment. Students will also be encouraged to attend Open Events and sign up to college Taster Days.

Parents/carers and other professionals who support the student will be invited to an information day during the summer term before the student is due to commence their course.

All student's work on employability as part of their programme of study, they will have Information, Advice and Guidance, tutorials, careers advice and progression meetings.

When a student is preparing to move on from the college they will be supported with applications and help to apply to colleges, universities or jobs. With their permission, information on their support needs may be passed to other educational establishments to support their transition.

How are the college's resources allocated and matched to the young people's special educational needs?

Students with Education, Health and Care Plans or students with high support needs are assessed during interview and when they start at the college, support is agreed with the student and then allocated.

Where costs of support rise over £6,000 per year, the local authority pay for the additional costs from their High Needs allocation.

Students without Education, Health and Care Plans may still be supported based on their needs and resources will be allocated based on teacher/Learning Support assessment.

How is the decision made about what type and how much support my child/young person will receive?

The decision is made based on the student's need and the value that we promote independence and resilience in our supported students to enable future success. Student's needs will firstly be assessed based on information from the local authority where a student has an Education, Health and Care Plan and or on information from their previous school.

Next, students and parents will be consulted and preferably observed in an appropriate learning environment. The Lead Professionals within the organisation will make the decision on the type and frequency of the support.

The impact of the support is reviewed against the extent to which students have met their agreed targets each half term, their attendance, punctuality, attitude and success on their course and where they progress too are also effective indicators of success as they demonstrate the extent to which the student is engaged with their learning.

How are parents/carers involved in the college? How can I be involved?

We welcome good communication from parents/carers, this information will help us to identify, agree and review support.

If the student has an EHCP then parents/carers will be invited to contribute their views to the EHCP.

If you have questions regarding any of the above, please contact the Learning Support Manager or the Student Engagement and Support Manager at City College Southampton on 023 8048 4848 or email learningsupport@southampton-city.ac.uk