

Further Education SEND Policy

Our Mission

Raising Aspirations, Unlocking Potential, Advancing Futures

Our Values

Excellence, Passion, Team Work, Integrity, Innovation,
Sustainability, Valuing Others and Supportiveness

Sparsholt College Hampshire, incorporating Andover College

The Sparsholt College Group (the College Group) includes Sparsholt College, Andover College, University Centre Sparsholt, Sparsholt College Services, Westley Enterprises and Andover Town Football Club. College Group policies apply to each part of the group unless specified otherwise.

The FE **SEND Policy** was approved by the Board of Governors in April 2025 and supersedes previous versions.

Originator:	Assistant Principal Student Experience
Located:	College websites College Group intranet
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FURTHER EDUCATION SEND POLICY

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FURTHER EDUCATION SEND POLICY

SEND POLICY FUNDAMENTALS

Sparsholt College Hampshire, incorporating Andover College, ("the College") is committed to creating an inclusive environment, where people are treated with respect and where we plan and respond effectively to different needs and circumstances so that all students can reach their potential. This policy reflects the SEND Code of Practice guidance, with which the college complies.

The College believes that:

- Our Mission should apply equally to all students irrespective of their starting point and special educational needs
- The success of all students is the shared responsibility of all staff
- All students are entitled to a broad and balanced curriculum which is personalised and focused on outcomes
- Teaching and learning should be adapted to suit the needs of learners and recognise different routes to achievement
- Early and accurate identification of Special Educational Need, and/or Disability (SEND), is essential
- There needs to be a flexible provision for students with SEND
- SEND and high needs funding need to be used efficiently to ensure good progress of students with additional needs
- It is important that staff are given appropriate training to allow them to meet a wide range of SEND needs within the student community they teach.
- Students should be encouraged to provide their feedback on learning as part of continuous improvement
- Governors should have access to regular and clear information which will allow them to monitor and evaluate the effectiveness of the SEND policy

POLICY OBJECTIVES

The College seeks to provide:

1. An environment where students progress and achieve to their potential, based upon a timely assessment of need, which results in a supportive, secure and enabling environment where the student feels valued
2. Access to a broad, balanced, curriculum with sufficiently individualised targets and assessment opportunities taking into consideration the views and wishes of students, or their advocates, and accounting for their age, maturity and capability

3. Access to an appropriate study programme, a full range of college services, and the wider aspects of college life
4. Effective access to relevant members of College staff and, where appropriate, external support staff to ensure that an individual's needs are fulfilled
5. An environment where students with SEND have the support they need to help them in becoming confident individuals, who will make a successful transition to the next phase of their journey into adulthood
6. Support and advice for all staff working with SEND students alongside a programme of training, which develops our practice within the guidance set out in the SEND Code of Practice (2015).

SEND POLICY FRAMEWORK

The College seeks to ensure that all individuals are supported to fulfil their academic potential through the mitigation, wherever possible, of any barriers. In addition, this policy is guided by the College's statutory responsibilities under the Children and Families Act (2014) as defined by SEND Code of Practice (2015), which identifies that 'mainstream educational settings (including post 16 institutions) **must use their best endeavours** to secure the special educational provision called for by the student's or young person's needs.'

The SEND Code of Practice sets out the vision that: *"Professionals who work with students and young people who have a special educational need should strive to enable them to achieve at school and college, and make a successful transition to adulthood, including finding paid work, living independently and participating in their community."*

To this end the policy seeks to ensure that the needs of all applicants who have special educational needs and disability are appropriately provided for during their contact with the College by ensuring that each individual (and parents, guardians, and carers where appropriate) has access to:

- appropriate guidance and support prior to enrolling at the college and during their studies
- accurate, and sensitively delivered, assessments which enable the effective planning of transition processes
- a suitable study programme where individual needs can reasonably be met in an educational context, including access to appropriate support and resources
- an agreed programme of support which is based upon the up-to-date, relevant, assessment of needs provided by the individual *prior* to starting their study programme
- relevant support services, from the date of enrolment to help them achieve
- a regular review of their needs, during their course of study, so that appropriate, relevant, support can be varied or maintained.

The College works with parents and professional agencies to discharge our distinct and statutory duties towards our applicants and our learners. We believe in adopting a graduated approach to SEND on a spectrum of lowest need, which we term 'SEN support' up to those with higher needs where they have an 'Education, Health and Care (EHC) Plan'. This graduated approach to inclusion,

admission and support ensures that the college evaluates and where possible, meets the SEN and disabilities needs through differentiation and consequently our obligations and best endeavours in accordance with the Equality Act 2010.

However, in the unusual event where an EHCP is undeclared prior to admission and where the College is unable to meet additional needs adequately despite best endeavours and all reasonable adjustments, the College reserves the right to withdraw the place.

KEY TERMS & DEFINITIONS

Special Educational Needs and Disabilities (SEND)

The College uses the definition for Special Educational Needs and Disability (SEND) from the SEND Code of Practice (2015). This states:

- SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability, which calls for special educational provision to be made for them.
- Has significantly greater difficulty in learning than the majority of others of the same age.
- Has a disability, which either prevents or hinders the student from making use of the educational facilities which are provided for students of the same age in a mainstream post-16 institution
- SEN includes LDD (learning difficulties and disabilities)

In conjunction with the Equality Act (2010), which states that a disability is “.....a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities”.

Special educational provision

Special educational provision means educational or training provision that is additional to, or different from, that generally provided for others of the same age in mainstream colleges.

Further information regarding our provision for SEND is available on our local offer (appendix 4 and 5).

MAKING THE TRANSITION TO SPARSHOLT COLLEGE



APPENDIX 2

SEND OFFER DURING A PERIOD OF FORCED CLOSURE

Students with special educational needs and/or disabilities (SEND) may be offered the opportunity to remain in college during a period of forced closure (for example, a pandemic) in order to safely meet their needs.

In circumstances where the parents do not want to send the young person to college, for example they have underlying health conditions that put them at severe risk, the College will continue to deliver teaching and learning in addition to academic and wellbeing support remotely.

The Additional Learning Support (ALS) team and/or Foundation Team will assess the level of risk and support required based upon the students EHCP and their known 'ways of working'. This will vary from daily contact with the students, to weekly 1:1s with the student and/or parent.

Academic staff will be mindful of learner needs when setting online learning, and in some cases will provide alternative learning materials to meet the student's needs.

Some young people with autism spectrum conditions may well find it difficult to accept that 'college' work should be done at home – they may find ordinary homework difficult to accept. Their levels of anxiety will be higher than usual and may lead to more panic attacks or 'melt-downs'. Staff will be mindful of this and will be guided by the ALS team on the volume of work set and required level of engagement.

APPENDIX 3

GUIDELINES FOR IMPLEMENTING THE SEND POLICY

Arrangements for coordinating Inclusion and SEN provision is as follows:

Key Staff responsibilities

Principal	Has the overall responsibility for ensuring appropriate provision is in place for SEND and will keep the Governing Board informed. Overall responsibility for the quality of teaching, learning and assessment within Further, Higher and Employer Responsive delivery. Line Management of Assistant Principal Student Experience working closely with the Assistant Principal Student Experience to ensure that they have the time and resources needed to carry out the role within the constraints of the College budget.
Assistant Principal Student Experience	Has day-to-day responsibility for the operation of the SEND policy and coordination of specific provision made to support individual students with SEND. Strategic oversight of compliance with Educational Health & Care Plans (EHCP). Line Management of ALS Team Leaders, SEN Coordinator and Foundation Curriculum Leaders
SEN Coordinator	Ensures County deadlines are met regarding EHCP consultations and Annual reviews. Ensures transition for SEND learners is in place. Works closely with ALS team leaders to ensure appropriate support is in place for SEN learners.
ALS Team Leaders	Operational responsibility for ensuring that LSAs and Keyworkers are effectively supporting students with SEND
Foundation Curriculum Leaders	Operational responsibility for ensuring that LSAs and teaching staff within Foundation are effectively supporting students with SEND
Student Administration Manager	Operational responsibility for ensuring that admissions and examination functions provide effective support for students, and stakeholders, in relation to identified EHCP, or SEND.
Assistant Principals Curriculum Area	Operational responsibility for ensuring the quality of teaching, learning and assessment within individual curriculum areas

Key Terms

EHCP	Educational Health and Care Plans
SEND	Special Educational Need or Disability
LSA	Learning Support Assistant

Key Activities

		Key Staff
Prior to Application	Provision of support and guidance in relation to the capacity of the College to support learners with general, or specific, special educational needs. Chances to meet support staff as well as vocational staff at open events. County discussion regarding EHCP needs.	ALS team Leaders SEN Coordinator Foundation Curriculum Leaders
During Interview Period	Analysis of available information relating to individual learners' educational needs	ALS team Leaders SEN Coordinator Curriculum areas
Prior to Offer being made	Advice for curriculum team with regard to anticipated support needs and ability for these to be met at college	ALS team Leaders SEN Coordinator Curriculum Areas
Prior to Enrolment	<p>Liaising with and providing information to stakeholders; teachers; and support staff who will be involved in facilitating specific SEND requirements. Planning individualised support for learners</p> <p>Confirming prior decisions based upon new information as it arises.</p> <p>Confirming content, and provision, of EHCP requirements</p> <p>Possibility of transition/taster sessions as required</p>	ALS team Leaders SEN Coordinator Foundation Curriculum Leaders Curriculum Area
During Time at College	<p>Regular review of SEND provision on a college, curriculum area, and individual basis.</p> <p>Annual review of EHCP plan for identified learners.</p> <p>Support from Keyworker or Foundation tutor (for students with EHCP or significant needs)</p>	ALS team Leaders SEN Coordinator Foundation Curriculum Leaders Assistant Principal Student Experience
Prior to Transition at the end of the Study Programme	Liaising with, and providing individualised support for, learners; stakeholders; teachers; and support staff who will be involved in making decisions relating to internal progression, or transition elsewhere	ALS team Leaders SEN Coordinator Foundation Curriculum Leaders Keyworkers Foundation Tutors

The College will ensure that:

- All staff understand the approved provision maps and, where appropriate, have sought (and received) appropriate guidance, support and professional development to ensure that strategies are implemented to ensure that
 - the SEND of all learners are effectively met

- Students are supported alongside their peers whenever possible.
- All students are supported to effectively engage with all aspects of their study programme (including extra-curricular activities) as appropriate to their wishes, abilities, and needs.
- Effective communication between college staff (as identified above), students, parents and other stakeholders ensures that:
 - All staff have appropriate access to up-to-date information about students with additional needs (including agreed outcomes & strategies for EHCP learners)
 - All EHCP students have an Inclusive Teaching Plan
 - Access to assessment enables, through reasonable adjustment, all students to demonstrate their full potential in tests and exams
 - The feedback process is transparent and easily available to parents
 - Reviews are person-centred, appropriately adapted to fulfil the needs of all stakeholders ensuring that the views of students, parents, and other parties are respected, considered, and effectively inform all decisions made in relation to the student's needs
- Provision for students with SEND is reflected throughout the College Quality Assurance, Quality Improvement and Self-Assessment activities such that, where opportunities exist, improvements are secured
- Further, individualised, interventions will, where necessary, take place to
 - Seek additional advice, and support, from external individuals, or organisations, to ensure that learners' needs are understood and, where possible, met
 - Ensure the study programme meets the needs of the young person, including behavioural plans, risk assessments, and/or mentors/key workers to ensure that students are safe

Responsibilities of Key Staff

The Role of the Assistant Principal Student Experience:

- Ensuring that the College fulfils its statutory obligations in relation to each learner in receipt of an EHCP
- Ensuring that all documentation relating to EHCP activity is maintained and, in conjunction with the quality team, reporting upon the effectiveness of the College's provision for EHCP learners

The Role of the SEN Coordinator and SEN Officers

For all learners:

- liaising with external agencies, including LA support and educational psychology services, health and social services and voluntary bodies to ensure that the support needs of learners are identified, and effectively met
- working with college staff to

- confirm whether a place can be provided which meets the requirements of an EHCP
- identify students who need additional, or differentiated, support
- providing guidance and support for teachers, support staff, and other College staff to ensure that the identified needs of learners are effectively fulfilled
- providing advice and support for LSAs via Team Leaders and other relevant
- ensuring that all records of activity with SEN learners are accurately maintained, and available to relevant stakeholders
- Ensuring that annual reviews are person centred and are completely in a timely manner in line with the Code of Practice.

The Role of the ALS Team Leader:

- liaising with parents, carers, and/or guardians of SEND students to ensure that the day-to-day provision of support is effective (this may be through the keyworker role)
- Supporting the personal development of LSA and keyworker staff
- Ensuring every student with an EHCP has an up-to-date Inclusive Teaching Plan.
- Ensuring that regular reviews of support take place, involving all relevant parties, of provision for all learners to ensure that it remains effective, where appropriate amendments are implemented, and a clear transition plan exists towards greater independence for individual learners

The Role of the Foundation Curriculum Leader

- liaising with parents, carers, and/or guardians of SEND students to ensure that the day-to-day provision of support is effective (this may be through the personal tutor role)
- Supporting the personal development of LSAs and teaching staff
- Ensuring every student with an EHCP has an up-to-date Inclusive Teaching Plan.
- Ensuring the Foundation is fit for purpose creating sufficient challenge for learners and mapped against the Preparation to Adulthood Framework.
- Ensuring that regular reviews of support take place, involving all relevant parties, of provision for all learners to ensure that it remains effective, where appropriate amendments are implemented, and a clear transition plan exists towards greater independence for individual learners

The Role of all Teachers will include:

- The planning of teaching, learning and assessment activities which recognise that
 - each student is different
 - each student will have their own individual strengths
 - nurture the talents of each student, such that they fulfil their academic, and functional, potential

Teaching staff must be fully aware of the College's SEND policy and of the procedures for identifying, assessing and making provision for students with SEND. Subject teachers are responsible and accountable for the progress and development of the students in their care, including where students access support from Learning Support Assistants or specialist staff.

- The delivery of curriculum provision which

- Identifies, and differentiates, learning objectives for students in the class which reflects their current needs, future potential, and personal motivations
- Provide a differentiated programme of curriculum delivery which is structured to maximise the students' ability to fulfil those objectives.
- Ensure that all students are, where possible, fully included, alongside their peers, within all curriculum activities

The Role of Keyworker include:

- liaising with parents, carers, and/or guardians of SEND students to ensure that the day-to-day provision of support is effective
- Supporting teachers in delivering provision which enables SEND students to effectively access, and fulfil their potential within, an appropriate curriculum through
 - Timely, and effective, liaison with teachers to inform planning
 - Supporting teachers to understand the needs of, and engage effectively with, SEND learners within their curriculum programmes
- Supporting students, through guidance and advocacy, to enable each to make effective progress towards their personal independence
- enabling teachers to spend high quality time with vulnerable students and those with SEND

The Role of the Learning Support Assistants will include:

- Support both in class and outside of lesson
- Supporting teachers in delivering provision which enables SEND students to effectively access, and fulfil their potential within, an appropriate curriculum through

Monitoring and evaluating performance of provision for SEND students

Identification of students with SEND

The College will identify students with SEND in line with the SEND Code of Practice (2015). The following are examples of the main strategies used:

- Student interviews
- Information provided by parents/carers
- Information provided by County through EHCP documentation
- Information from previous schools
- Tracking individual student progress over time
- Student self-referral
- Following up on a concern from staff, parents/carers, students, or other professionals
- Use of outside agencies e.g., educational psychologists, occupational therapists, speech and language therapists, behaviour support specialists and CAMHS (child and adolescent mental health services) where appropriate.

Students with an EHCP will be identified as such on the SEND register.

All applicants are given the opportunity before or at entry and at subsequent points, to declare whether they have a learning need, a disability or a medical condition which will affect their learning.

The College should be involved in transition planning between school and college so that they can prepare to meet the student's needs and ensure a successful transition into college life

The Assistant Principal Student Experience is responsible for ensuring the effective monitoring, reporting upon, quality improvement of provision for SEND learners, ensuring that:

- monitoring and evaluating the progress of students with SEND is an integral part of the whole college self-assessment activity such that the progress, achievement, and transition is identified both within, and distinct from, their peers. For example, through:
 - Focussed observations, learning walks, and learner voice activity
 - Collection, analysis, and reporting of quantitative and qualitative information specific to identified vulnerable groups
- The leadership, and management, of the College places a specific focus upon the progress of SEND learners such that Senior leaders, and Governors, are assured that provision for these learners fulfils both their statutory and, where possible, developmental needs.
- Where appropriate, further analysis takes place in relation to:
 - Monitoring and evaluating interventions, to include their effectiveness, value for money, and effects upon the wider college community
 - Feedback from support agencies, Ofsted & other external partners

APPENDIX 4

Local Offer for students with special educational needs and disabilities (SEND)

Sparsholt College

Sparsholt College is a specialist agricultural college offering both further and higher education. The college covers primarily countryside-based subjects including Agriculture, Engineering, Fishery Studies, Equine Studies, Forestry and Woodland Management, Game and Wildlife Management, Horticulture, Sport and Outdoor Education and Animal Management. We aim to create a secure and welcoming environment for all members of our community.

Students have access to a programme of study that supports their needs and aspirations. We take a student-centred approach to ensuring outcomes. Students are encouraged to reach their personal best.

Introduction

Progressing from school to college is an exciting time. It is a step towards greater independence and entering the world of work. However, we understand that you and your young person may feel anxious about the change. We know that parents, carers and young people often have questions about how colleges can support them.

It may help you to know that there are a few main differences between college and school:

- A *full-time* programme at college will be less than five days a week and the times may vary.
- Funding for colleges is different from the way that schools are funded and may also vary between different types of colleges. Because of these differences, it may be that some of the support given to a young person at college will not be the same as it was in school.
- College is not just about delivering education and training, it is also helping young people progress into adulthood by developing their personal, social and employability skills and encouraging greater independence.

If you have any questions, please get in touch and we will be happy to talk to you.

Who to contact

Contact Name: The SEN Team

Telephone: 01962 797211

E-mail: ehcpsparsholt@sparsholt.ac.uk

Website: www.sparsholt.ac.uk/

Facebook: <http://www.facebook.com/sparsholtcollege>

Twitter: <http://www.twitter.com/sparsholtcollege>

Where to go

Name: Sparsholt College

Address: Westley Lane, Sparsholt, Winchester

Postcode: SO21 2NF

Accessibility

Accessible changing, Wheelchair access (although it is a rural site), Disabled parking

Other Details

Availability - Age Ranges: 16, 17, 18, 19, 20, 21, 22, 23, 24, 25

Local Offer

Communication: Makaton

How does the college know if young people need extra help and what should I do if I think my child/young person may have special educational needs?

We work very closely with all of our feeder schools to make sure we know in advance of students who may need extra help, school SENCOs share information with the college. We attend school transition events and also have college open days/evenings when prospective students and their families can visit us. Tutors/Curriculum Leaders will assess learners' abilities at interview and taster day(s) through observation and verbal/written assessment at a level suitable for the learner. In addition, our SEN Officers attend annual reviews (year 11) where invited by the feeder schools, to discuss needs in readiness for college. We run transition events (in the year prior to college) to help identify issues and to assist you in your journey from school to college. We liaise regularly with other professionals (e.g. SaLT, Social Services, CAMHS) to share relevant information and discuss support needs you may have.

All learners have their own progress coach, who will be the link between home and college in addition to this all learners with EHCPs or significant additional needs will be allocated a key worker.

As well as this we can find out if a student needs extra help in a number of other ways:

- The Local Authority requests a reply to their EHCP from us before they arrive
- The student tell us on their application form, at interview or on arrival during their enrolment/induction
- Staff teaching the student at college can bring it to the attention of the Learning Support Team
- The student can be assessed for exam concessions
- At any point in the year concerns can be raised with course tutors, progress coaches, or direct with the Learning Support Team.

When we have had information from any of these sources, we conduct an assessment to ascertain the type of need and support required. If you think your child has special educational needs then please discuss with their current education provider.

If you need to know about support offered at Sparsholt College then please do contact our SEN team.

2. How will college staff support my child/young person?

During the transition to college and initial assessment, young people have an opportunity to identify the type of support they feel will be most helpful.

Within our college we have an excellent support team overseen by the Assistant Principal Student Experience. The team includes:

- SEN Co-ordinator and SEN Officers- who attend annual reviews and work with young people on transition both into and out of college.
- Learning Support Team Leaders who manage keyworkers and learning Support Assistants (LSAs) and oversee delivery of support
- Keyworkers – who are allocated to individual students and will focus on EHCP outcomes and preparing the young person for adulthood
- Learning Support Assistants – who support both in-class or on 1:1 sessions within Learning Support
- Wellbeing Co-ordinators - Campus contact for safeguarding and families on child protection, child in need planning, overseeing support for all other students in college who do not have an EHCP
- Wellbeing practitioners - Solution-Focused Brief Therapy for any students who are at risk of failing or leaving their chosen course of study Foundation Curriculum Leader – responsible for the specialist SEN curriculum

- Specialist Foundation teaching staff – teaching students within the Foundation area

A student's study programme will be overseen by their academic teaching staff, assisted if required by a member of the Learning Support team.

All staff working with the student will be made aware of their needs and will differentiate teaching to remove barriers from learning.

Once a student starts college the type of support required will be assessed and could take the form of:

- Small Group Workshops
- 1:1 Workshops
- Equipment Support
- Mentoring
- In-class support
- Access Arrangements
- Work with Specialist Teacher Advisory Service
- Specialist Support
- Study Skills Sessions
- Assistive Technology Support
- Access to wellbeing support
- Access to counselling support

The frequency and type of support will depend on the student's needs. This support will be reviewed regularly and adapted to suit the student's needs. Parents are welcome to contact the college and/or meet staff, at which point the type of support required by their young person will be explained in detail. The whole organisation is committed to supporting students to achieve both their academic goals and greater independence toward adulthood.

3. How will the curriculum be matched to my child's/young person's needs?

The curriculum offer includes a range of study programmes to match the ability, aspirations, prior experience and interests of each student. There are general entrance requirements for each study programme which are designed to ensure that the curriculum matches the needs of the student. Initial advice and guidance is available to help appropriate choices to be made.

Differentiation, which is adapting lessons to suit individual learning styles, enables support for students who need it and greater challenge for high achieving students. This may be achieved through a variety of approaches including and ensuring that:

- Support and resources are available
- Questioning establishes understanding
- Explanations take into account communication needs
- Structure and environment take into account behavioural requirements

Alternative methods of assessment are available, including the use of aural or pictorial methods, observation of practical activities, written or verbal feedback, and through portfolio work.

The learning journey is tracked on an Electronic Individual Learning Plan (eILP). The eILP, tracks progress and the learning journey. This can be linked to their EHCP and used as a resource to help students meet their goals.

It may be the case that it is beneficial for a student to attend weekly support sessions to work on study skills, improve independence or develop communication skills, and this can be included in their timetable. This would be discussed with the learning support team on starting the course.

Within the Foundation department the curriculum is specifically designed for learners with SEND. And in line with the SEN code of practice they develop student's employability, independence and social inclusion skills. All of our Foundation courses are taught in small groups.

Other reasonable adjustments can be made on an individual basis, please contact the College to discuss.

4. How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?

All students will have an electronic individual learning plan (eILP) which provides key information about targets, attendance and progress with their studies. This can be linked to their EHCP and used as a resource to help students meet their goals.

As a college, we have a 'flying start' period of 4 – 6 weeks at the beginning of the academic year, where we ensure that learners are on the correct course. If you, or we, feel that there is a more suitable course available, we will discuss this with you, and potentially move learners to the more suitable course. This review takes place in October.

We send out formal progress reports during the year; these are followed by parents' evenings where you are able to come in and discuss progress with tutors and learning support staff if appropriate.

Students with an Education, Health and Care Plan have an Inclusive Teaching Plan which is reviewed throughout the year. They also have an annual review of their progress and support needs which parents/carers and other relevant professionals will be invited. Student and parent/carer contributions to this are considered valuable and are welcomed.

Parents/carers of students under the age of 18 at the start of the academic year, and over 18s (where the learner has given permission) will be contacted if there are any concerns.

Parents are able to access a Parent Portal to view attendance, targets and reports.

If parents are concerned about their young person's progress they are invited to contact the College at any time. We are keen to have contact with parents about issues that may be concerning them, or us, about their young person's progress/happiness at college. We regard the link with parents/carers as essential in helping our students reach their true potential whilst in college.

5. What support will there be for my child's/young person's overall well-being?

Student wellbeing is a priority for all staff. We have an experienced and dedicated wellbeing team that provide a whole range of pastoral support to students; including solution focused interventions, counselling, financial advice, safeguarding support, drugs and alcohol advice/guidance, etc. Our college nurse risk assesses learners with specialist medical needs on application and will draw up a Care Plan detailing how their needs will be met. Training for staff is given where appropriate. Support for behaviour is

given through the college tutorial system. Learners have daily access to their academic tutors and progress coaches as well as keyworkers if appropriate, and behaviour issues are generally dealt with at this level. In cases of more serious behaviour issues, the Curriculum Leader and/or Assistant Principal will work with the tutor and learner to develop appropriate action plans in accordance with the college Code of Conduct. Learners are encouraged to participate in drawing up these action plans, and they are reviewed regularly. Details are recorded on the learner's eILP. One-to-one and/or group tutorials take place regularly to ensure that students are given the time and opportunity to talk to their progress coaches 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 can support young people requiring low level personal care or the administration of medicine – a meeting would need to be arranged as part of the initial assessment process to ensure all relevant information is shared and that needs could be met.

Within our Foundation (Land based) Studies Programme, we have a consistent team of Learning Support Assistants (LSAs), who are able to meet learners in the morning, support them over break and lunchtime if necessary, and support learners to access their transport home in the evening.

6. What specialist services and expertise are available at or accessed by the College?

Our Learning Support team includes specialist tutors/assessors in SpLD/Dyslexia as well as highly experienced staff with professional backgrounds in the support of ASD learners. Our LSA team is qualified to L3 standard in professional reflective practice and a number of our learning support team have degrees. In addition, members of the LSA team are Makaton trained. Within Foundation, a number of staff members have specialist Asperger/Autism training, with 1 staff member having additional training in behavioural issues and dyslexia.

Our wellbeing team includes staff who have worked in supported housing helping care leavers move to independent living, worked in other colleges and schools and in the community with NEET teens. Counselling provision is available to all students and is delivered by qualified counsellors.

To ensure the support of students who are looked after or care leavers we have regular liaison with the Local Authority to ensure students are supported appropriately and that information about their progress is shared.

The college works very closely with the SEN teams from the feeder counties to ensure EHCPs meet the needs of the young person. Where additional support is needed the college will access the services of:

- CAMHS (Child and Adolescent Mental Health)
- Hampshire Futures
- Specialist Teacher Advisor – Visual Impairment
- Specialist Teacher Advisor – Hearing Impairment
- Specialist Teacher Advisor – Physical Disability
- Specialist Teacher Advisor – Speech, Language and Communication
- SEN advisors
- Social Services
- YOT (Youth Offending Team)
- Health service practitioners.

7. What training have the staff supporting children and young people with SEND/ LDD had or are having?

Staff have a wide variety of qualifications based on their areas of specialism - including Postgraduate qualifications. Our Assistant Principal Student Experience has the National SENCO accreditation (University

of Winchester), our college nurse is a Registered Nurse, and our college counsellor is qualified. All of our LSA staff are expected to undertake a Level 3 Learning Support (Reflective Practice) course that links to the National Standards of Learning Support Practitioners. Our HE Wellbeing Champion has completed specialist modules on autism so we can claim DSA funding for our mentoring work

In addition:

- All staff at the College are trained in Health and Safety, Equality & Diversity and Safeguarding which is regularly updated.
- A range of training sessions are offered at the College for teaching and support staff throughout the year, as well as external training.
- Specific training is organised as needed and expert help and advice is sought where necessary.
- We have a regular programme of continuing professional development (CPD)
- The staff induction process includes information on SEND processes
- Keyworkers ensure staff have the relevant information on students and share effective practice to support our students

8. How will my child/young person be included in activities outside the classroom including college trips?

All students take part in a variety of off-site trips and visits according to their particular programme of study – these are normally curriculum specific and relate to the area of work the course will eventually lead into. If trips are an integral part of the individual's course then reasonable adjustments will be made to ensure all young people are able to participate. Where appropriate, risk assessments are conducted for any student with particular needs who is taking part in an off-site activity so that support needs can be clearly identified and the necessary measures put in place prior to the trip taking place.

All activities both inside and outside the classroom, where reasonably possible, take into account the individual needs of students.

Students, along with their parents/carers are often best placed to advise on how best to plan activities and trips and discussions on this will be welcomed.

Feeling part of the college community and enjoying the experience of college is an essential part of student well-being, therefore it is important that students have access to all aspects of college life.

9. How accessible is the College environment?

Although every attempt is made to make the campus wheelchair accessible, there are parts of our Sparsholt Campus that are less accessible for wheelchair users – due in part to the fact that it is a working land-based college (including a farm and other specialist agricultural provision).

In terms of buildings, these are fully wheelchair accessible and the paths between buildings are also largely accessible by wheelchair – however, there are some steep gradients between certain areas of the college site and these would need to be fully assessed and considered depending on the curriculum choice of the particular young person. As a result, individual needs are assessed through the application and interview process and to safeguard young people, individual risk assessments are undertaken for those for whom the site and/or nature of the curriculum presents a difficulty.

The college also ensures:

- Equipment and facilities to support young people with specific needs will be explored on a case-by-case basis.
- The estates team at the college monitor the site to ensure that the facilities are accessible for all young people with or without a disability.
- There are accessible toilet facilities (with changing facilities within our Sports Centre)
- Adjustments are made wherever necessary to ensure visually impaired students and visitors are able to access all promotional and instructional materials.
- The college is committed to providing alternative formats for communication with parents/carers whose first language is not English and translation into community languages is available on request.
- We use various software packages and other technological aids to support the individual students we have at college.
- In addition, we have Makaton trained staff.

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

As a college we take transition from school very seriously and never under-estimate the impact of this stage in a young person's life. We offer a range of support/opportunities to help make this as seamless as possible including;

- Offering schools information sessions in year 9
- Attending annual reviews (year 10/11)
- Liaison with external agencies
- Transition meetings and visits
- Open events where you as parents/carers and potential students can discuss support needs.
- Interview days – with support staff available to answer questions & discuss support.
- Support during induction – with either staff or a student mentor

Students at our local specialist schools will have familiarisation visits which form part of the application process. These enable the student to feel comfortable around the college campus and meet specialist staff. Students with significant special educational needs and disabilities are invited in for a taster day where they can try out the courses and experience a college day. Information on a prospective student's needs will be sought from the Local Authority in the form of 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 SENCO. The student will be invited to make transition visits to the college to meet staff who will teach and support them and to familiarise themselves with the environment. Students with EHCPs will be allocated a key worker who will help the young person in the transition to college.

The college SEN and Learning Support staff will make sure all staff have the relevant information on the young person to make sure they support them appropriately.

When a student is preparing to move on from the college they will be supported to apply for further study at the College or an alternative provider, including HE provision and Universities or to apply for jobs. With

their permission, information on their support needs may be passed to other educational establishments to support their progression. Students with EHCPs will have an annual review towards the end of the year.

11. How are the College's resources allocated and matched to children's/young people's special educational needs?

Our funding to support young people with additional needs comes from the DfE – through EFA (Education Funding Agency) post 16 allocations. Students with Education, Health and Care Plans are allocated the support agreed in annual review. Where costs of support rise over £6,000 per year, the Local Authority pay for the additional costs from their High Needs allocation.

Allocation of resources is arranged on an individual basis according to need, enabling young people to achieve alongside their peers. This is reviewed regularly to ensure the support is meeting the need. Students requiring a high level of need will be assessed and a bespoke program of support put in place.

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

Much of this work takes place (pre entry) through annual reviews, transition plans/visits, open evenings and our application & interview process. Students' needs will firstly be assessed based on information from the Local Authority where a student has an Education, Health and Care Plan or on information from their previous school. Following this students and parents/carers will be consulted. The view of the young person is central to this process.

As an FE provider, it is our expectation that our students will eventually be in a position to become more independent in their studies. All support is allocated with a view to promoting independence and flexibility in our students to enable future success. This may mean we could begin a young person's support in college at a slightly reduced level than may have been the case in school or we may front load support (for example, to reduce anxiety) and then reduce it over a specified time scale.

The impact of any support we offer is measured through a number of ways;

- Feedback from the student themselves,
- Feedback from their parents/carers
- Feedback from the academic team working with the student.
- The extent to which students have met their agreed targets at each regular review point.
- Engagement in learning
- Retention and achievement information
- Success on their study programme
- Progression routes

The decision about type and how much support a young person is given is made on an individual basis, according to needs and support identified through Education, Health & Care Plans along with our initial assessment and any other relevant information. The young person is at the centre of any decision making.

13. How are parents involved in the College? How can I be involved?

Where possible (and within the accepted boundaries of confidentiality and data protection) we involve parents/carers of our students in the education and support of their son/daughter as we regard the

partnership between college and home as highly important. As a parent/carer, you will have access to regular reviews/reports on your child's progress and have the opportunity to discuss concerns with both course tutors and/or relevant support teams at parent evenings and through email/phone contact outside of formal evening events. In terms of preparation for college, it may be that as a result of pre entry transition meetings, we ask you to consider/undertake some travel training or other college related preparation with your son/daughter prior to them starting in Sept. This type of work would be very much on a case by case basis. In addition, our students contribute to the way the college runs (and importantly improves its services) through both Learner Voice meetings each term and regular surveys.

This offer is accurate when written, but services are regularly reviewed and could change. All information will be updated as soon as possible to reflect any new service offer.

Updated February 2025

APPENDIX 5

Local Offer for students with special educational needs and disabilities (SEND)

Andover College

Andover College is an open access, inclusive general further education college offering both young people and adults with a variety of needs a comprehensive range of vocational and academic qualifications. We aim to create a secure and welcoming environment for all members of our community.

Students have access to a programme of study that supports their needs and aspirations. We take a student centred approach to ensuring outcomes. Students are encouraged to reach their personal best.

Introduction

Progressing from school to college is an exciting time. It is a step towards greater independence and entering the world of work. However we understand that you and your child may feel anxious about the change. We know that parents, carers and young people often have questions about how colleges can support them.

It may help you to know that there are a few main differences between college and school:

- A *full-time* programme at college will be less than five days a week and the times may vary.
- Funding for colleges is different from the way that schools are funded and may also vary between different types of colleges. Because of these differences, it may be that some of the support given to a young person at college will not be the same as it was in school.
- College is not just about delivering education and training, it is also helping young people progress into adulthood by developing their personal, social and employability skills and encouraging greater independence.

If you have any questions please get in touch and we will be happy to talk to you.

Who to contact

Contact Name: The SEN Team

Telephone: Andover: 01264 360054E-mail: EHCPAndover@sparsholt.ac.uk

Website: www.andover.ac.uk/

Facebook: <http://www.facebook.com/andovercollege>

Twitter: <http://www.twitter.com/andovercollege>

Where to go

Name: Andover College

Address: Charlton Rd, Andover

Postcode: SP10 1EJ

Accessibility

Accessible changing, Wheelchair access

Other Details

Availability

Age Ranges

16, 17, 18, 19, 20, 21, 22, 23, 24, 25

Local Offer

Communication: Makaton

How does the college know if young people need extra help and what should I do if I think my child/young person may have special educational needs?

We work very closely with all of our feeder schools to make sure we know in advance of students who may need extra help, school SENCOs share information with the college. We attend school transition events and also have college open days/evenings when prospective students and their families can visit us. Tutors/Curriculum Leaders will assess learners' abilities at interview and taster day(s) through observation and verbal/written assessment at a level suitable for the learner. In addition, our SEN Officers attend annual reviews (year 11) where invited by the feeder schools, to discuss needs in readiness for college. We run transition events (in the year prior to college) to help identify issues and to assist you in your journey from school to college. We liaise regularly with other professionals (e.g. SaLT, Social Services, CAMHS) to share relevant information and discuss support needs you may have.

All learners have their own progress coach, who will be the link between home and college in addition to this all learners with EHCPs or significant additional needs will be allocated a key worker.

As well as this we find out if a student needs extra help in a number of other ways:

- The Local Authority requests a reply to their EHCP from us before they arrive
- The student tell us on their application form, at interview or on arrival during their enrolment/induction
- Staff teaching the student at college can bring it to the attention of the ALS team
- The student can be assessed for exam concessions
- At any point in the year concerns can be raised with course tutors, progress coaches, or direct with the Learning Support Team.

When we have had information from any of these sources, we conduct an assessment to ascertain the type of need and support required. If you think your child has special educational needs then please discuss with their current education provider.

If you need to know about support offered at Andover College then please do contact our SEN Team.

2. How will college staff support my child/young person?

During the transition to college and initial assessment, young people have an opportunity to identify the type of support they feel will be most helpful.

Within our college we have an excellent support team overseen by the Assistant Principal Student Experience. The team includes:

- SEN Co-ordinator and SEN Officers- who attend annual reviews and work with young people on transition both into and out of college.
- Learning Support Team Leaders who manage keyworkers and learning Support Assistants (LSAs) and oversee delivery of support
- Keyworkers – who are allocated to individual students and will focus on EHCP outcomes and preparing the young person for adulthood
- Learning Support Assistants – who support both in-class or on 1:1 sessions within Learning Support

- Wellbeing Co-ordinators - Campus contact for safeguarding and families on child protection, child in need planning, overseeing support for all other students in college who do not have an EHCP
- Wellbeing practitioners - Solution-Focused Brief Therapy for any students who are at risk of failing or leaving their chosen course of study Foundation Curriculum Leader – responsible for the specialist SEN curriculum
- Specialist Foundation teaching staff – teaching students within the Foundation area

A student's study programme will be overseen by their academic teaching staff, assisted if required by a member of the Learning Support team.

All staff working with the student will be made aware of their needs and will differentiate teaching to remove barriers from learning.

Once a student starts college the type of support required will be assessed and could take the form of:

- Small Group Workshops
- 1:1 Workshops
- Equipment Support
- Mentoring
- In-class support
- Access Arrangements
- Work with Specialist Teacher Advisory Service
- Specialist Support
- Study Skills Sessions
- Assistive Technology Support
- Access to wellbeing support
- Access to counselling support

Within Foundation Studies staff are available to support at break and lunchtimes.

The frequency and type of support will depend on the student's needs. This support will be reviewed regularly and adapted to suit the student's needs. Parents are welcome to contact the college and/or meet staff, at which point the type of support required by their young person will be explained in detail. The whole organisation is committed to supporting students to achieve both their academic goals and greater independence toward adulthood.

3. How will the curriculum be matched to my child's/young person's needs?

The curriculum offer includes a range of study programmes to match the ability, aspirations, prior experience and interests of each student. There are general entrance requirements for each study programme which are designed to ensure that the curriculum matches the needs of the student. Initial advice and guidance is available to help appropriate choices to be made.

Differentiation, which is adapting lessons to suit individual learning styles, enables support for students who need it and greater challenge for high achieving students. This may be achieved through a variety of approaches including and ensuring that:

- Support and resources are available
- Questioning establishes understanding
- Explanations take into account communication needs

- Structure and environment take into account behavioural requirements

Alternative methods of assessment are available, including the use of aural or pictorial methods, observation of practical activities, written or verbal feedback, and through portfolio work.

The learning journey is tracked on an Electronic Individual Learning Plan (eILP). The eILP, tracks progress and the learning journey. This can be linked to their EHCP and used as a resource to help students meet their goals.

It may be the case that it is beneficial for a student to attend weekly support sessions to work on study skills, improve independence or develop communication skills, and this can be included in their timetable. This would be discussed with the learning support team on starting the course.

Within the Foundation department the curriculum is specifically designed for learners with SEND. And in line with the SEN code of practice they develop student's employability, independence and social inclusion skills. All of our Foundation courses are taught in small groups.

Other reasonable adjustments can be made on an individual basis, please contact the College to discuss.

4. How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?

All students will have an electronic individual learning plan (eILP) which provides key information about targets, attendance and progress with their studies. This can be linked to their EHCP and used as a resource to help students meet their goals.

As a college, we have a 'flying start' period of 4 – 6 weeks at the beginning of the academic year, where we ensure that learners are on the correct course. If you, or we, feel that there is a more suitable course available, we will discuss this with you, and potentially move learners to the more suitable course. This review takes place in October.

We send out formal progress reports during the year; these are followed by parents' evenings where you are able to come in and discuss progress with tutors and ALS staff if appropriate.

Students with an Education, Health and Care Plan have an Inclusive Teaching Plan which is reviewed throughout the year. They also have an annual review of their progress and support needs which parents/carers and other relevant professionals will be invited. Student and parent/carer contributions to this are considered valuable and are welcomed.

Parents/carers of students under the age of 18 at the start of the academic year, and over 18s (where the learner has given permission) will be contacted if there are any concerns.

Parents are able to access a Parent Portal to view attendance, targets and reports.

If parents are concerned about their young person's progress they are invited to contact the College at any time. We are keen to have contact with parents about issues that may be concerning them, or us, about their young person's progress/happiness at college. We regard the link with parents/carers as essential in helping our students reach their true potential whilst in college.

5. What support will there be for my child's/young person's overall well-being?

Student wellbeing is a priority for all staff. We have an experienced and dedicated student support team that provide a whole range of pastoral support to students; including solution focused interventions, counselling, SRE, financial advice, safeguarding support, drugs and alcohol advice/guidance, etc. Our college nurse risk assesses learners with specialist medical needs on application and will draw up a Care Plan detailing how their needs will be met. There is a proactive focus on enablement and students are supported to develop self help strategies to manage their own emotions, wellbeing and conduct. Training for staff is given where appropriate. Support for behaviour is given through the college tutorial system. Learners have daily access to their academic tutors and progress coaches as well as keyworkers if appropriate, and behaviour issues are generally dealt with at this level. In cases of more serious behaviour issues, the Curriculum Leader and/or Assistant Principal will work with the tutor and learner to develop appropriate action plans in accordance with the college Code of Conduct. Learners are encouraged to participate in drawing up these action plans, and they are reviewed regularly. Details are recorded on the learner's eILP. One-to-one and/or group tutorials take place regularly to ensure that students are given the time and opportunity to talk to their progress coaches 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 can support young people requiring low level personal care or the administration of medicine – a meeting would need to be arranged as part of the initial assessment process to ensure all relevant information is shared and that needs could be met.

Within our Foundation Studies Programme, we have a consistent team of Learning Support Assistants (LSAs), who are able to meet learners in the morning, support them over break and lunchtime if necessary, and support learners to access their transport home in the evening.

6. What specialist services and expertise are available at or accessed by the College?

Our ALS team possesses specialist tutors/assessors in SpLD/Dyslexia as well as highly experienced staff with professional backgrounds in the support of ASD learners. Our LSA team is qualified to L3 standard in professional reflective practice and a number of our ALS team have first and/or second degrees. In addition, we possess a Makaton specialist and members of the LSA team are Makaton trained.

Our wellbeing team includes staff with a Connexions (Personal Development Advisor) background and includes staff trained in Counselling, Drug & Alcohol work and SRE work (amongst other specialist areas.)

Counselling provision is available to all students and is delivered by qualified counsellors.

To ensure the support of students who are looked after or care leavers we have regular liaison with the Local Authority to ensure students are supported appropriately and that information about their progress is shared.

The college works very closely with the SEN teams from the feeder counties to ensure EHCPs meet the needs of the young person. Where additional support is needed the college will access the services of:

- CAMHS (Child and Adolescent Mental Health)
- Hampshire Futures
- Specialist Teacher Advisor – Visual Impairment
- Specialist Teacher Advisor – Hearing Impairment
- Specialist Teacher Advisor – Physical Disability
- Specialist Teacher Advisor – Speech, Language and Communication
- SEN advisors
- Social Services
- YOT (Youth Offending Team)
- Health service practitioners.
- Housing services

- Local Police Network
- Young carers networks
- Children Looked after agencies
- Other local organisations including services that support young people challenged by drug/alcohol misuse, victims of abuse/crime, bereavement services and many more

7. What training have the staff supporting children and young people with SEND/ LDD had or are having?

Staff have a wide variety of qualifications based on their areas of specialism - including Postgraduate qualifications. Our Assistant Principal Student Experience has the National SENCO accreditation (University of Winchester) our college nurse is a Registered Nurse, our exam access arrangements are undertaken by staff with a Masters in SpLD, and our college counsellor is qualified. All of our LSA staff are expected to undertake a Level 3 Learning Support (Reflective Practice) course that links to the National Standards of Learning Support Practitioners. In addition:

- All staff at the College are trained in Health and Safety, Equality & Diversity and Safeguarding which is regularly updated.
- A range of training sessions are offered at the College for teaching and support staff throughout the year, as well as external training.
- Specific training is organised as needed and expert help and advice is sought where necessary.
- We have a regular programme of continuing professional development (CPD)
- The staff induction process includes information on SEND processes
- Keyworkers ensure staff have the relevant information on students and share effective practice to support our students
- Our Wellbeing team have received numerous and diverse levels of training in areas including Autism awareness, Online safety, CSE, GIO, Trauma Informed Practitioner, Mental Health First Aid, Suicide Prevention, Working with students who Self Harm, Sensory Needs/Diet awareness and DSL training.

8. How will my child/young person be included in activities outside the classroom including college trips?

All students take part in a variety of off-site trips and visits according to their particular programme of study – these are normally curriculum specific and relate to the area of work the course will eventually lead into. If trips are an integral part of the individual's course then reasonable adjustments will be made to ensure all young people are able to participate. Where appropriate, risk assessments are conducted for any student with particular needs who is taking part in an off-site activity so that support needs can be clearly identified and the necessary measures put in place prior to the trip taking place.

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- The college is committed to providing alternative formats for communication with parents/carers whose first language is not English and translation into community languages is available on request.
- We use various software packages and other technological aids to support the individual students we have at college.
- In addition, we have a dedicated Makaton Specialist within our LSA team who trains staff (both ALS and front of house). We are also able to provide BSL support for parents/carers who have a hearing impairment so that they can participate in student related open events/review meetings.

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As a college, we take transition from school very seriously and never under-estimate the impact of this stage in a young person's life. We offer a range of support/opportunities to help make this as seamless as possible including;

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