

Mid Cheshire College Local Offer

Combined template: young person's and parent carer's point of view:

How does the college know if a new student needs extra help?

- *How do you identify young people with special educational needs?*
- From contact with local youth support – transition meetings/reviews at local schools.
- From application (disclosures), pre-entry interviews, transition coordinators arrange tours and visits to the college.
- Taster days – the young person can experience time in College
- Initial assessment, to establish levels of learning and to identify potential additional needs.
- Interviews and screening for indicators that will identify support needs □ Targeted assessment.
- Any concerns once the course has commenced can be raised by the learner, any curriculum tutor or personal tutor and referral to Additional Learning Support (ALS) submitted.

Who should the young person / parent / carer contact to raise any concerns they may have?

- In the first instance, if there are concerns the Learning Support Manager or Coordinator can be contacted directly, or any course tutor.
- Every learner on a study programme also has a personal tutor/Learning and Progression Mentor (LPM) who oversees pastoral issues who can be contacted.

How can concerns be raised?

Concerns can be made by telephone, email or face to face contact

If the college provides specialism(s), which types of special educational need do you cater for?

Dyslexia, dyspraxia, ADHD, Autism Spectrum Conditions and Asperger's, Visual impairments, Hearing impairments, physical impairments, mental health issues, moderate to severe learning difficulties.

How will college staff support young people?

How are the college governors or trustees involved and what are their responsibilities?

- College governors receive reports both on the levels of support available and the success rates of those learners as part of the annual self-assessment process. They are responsible for the educational quality of the learners' experience.

How does the college know how effective its arrangements and its provision for young people with special educational needs are?

- Learner Voice, learner surveys, success rates for supported learners, positive destinations for supported learners

How can course work be organised to meet individual needs?

What are the college's approaches to differentiation?

- All classes are differentiated. Learning styles are assessed at induction.
- Strategies are shared with tutors for working with learners with additional needs.
- Specialist tutors deliver training sessions on a variety of additional needs such as dyslexia and ASC to teaching staff.
- Additional Learning Support (ALS) staff provide strategies and Individual Learning Plans (ILPs) which are shared with curriculum teaching staff.

How will that help?

- Tutors are able to teach to the strengths and needs of the individual and tailor lessons accordingly.
- Good practice is able to be shared to help teaching, learning and assessment be more effective.

What is your inclusion policy?

- We are a fully inclusive college who will try and find the appropriate course for all learners

How can students be involved in planning for their needs and who will explain this and help?

How can students contribute their views regarding planning support?

- During interview learners are asked to complete a self-declaration of their needs.
- Throughout their college journey learners have ILPs which are monitored by LPMs, ALS staff and tutors.
- Learners will contribute to the ILPs where they will work with staff to set goals, SMART targets and outline areas for development.

How can the college support them in this? e.g. will a laptop, named person etc. be available?

- Some specialist equipment is available dependent on need. Learners have access to computers within the Study Skills Centre.
- Learners will have a designated Learning & Progression Mentor.

How will all stakeholders know how a student is doing and how will parents / carers be helped to support their young person's learning?

In addition to the normal reporting arrangements, what opportunities will there be for students / parents / carers to discuss progress with the staff?

- Parent access to Proportal, which details student progress and parent reports are issued to under 18s, open access contact with tutors and ALS staff
- *What contingency plans will be put in place? E.g. if teaching staff are absent or leave?*
- Cover is put in place for absent staff, by the College to ensure continued learning.
- *How does the college know how well a young person is doing?*
- Monitored closely through Promonitor/Proportal, targets are reviewed regularly, progression 1:1s are conducted termly

How will parents know what progress a young person should be and is making?

- Access to Proportal.
- Tutors can be contacted at any time to arrange for a meeting or telephone conversation.

What opportunities will there be for regular contact about things that have happened at college e.g. a home / school book?

- Access to Proportal
- Contact with ALS, tutors and the pastoral team.

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

What is the pastoral, medical, social and emotional support available in the college for young people with SEND?

- There is a pastoral team that incorporates Learning & Progression Mentors, college counsellors and careers coordinator.
- LPMs conduct 1:1 progression tutorials and can refer to the relevant party if there are pastoral needs.
- ASC mentor for ASC learners to work on social skills.

What measures do you have in place to prevent bullying?

- The college operates a zero tolerance policy on bullying.
- The LPMs and college tutors monitor vulnerable learners closely and there is a Games Club for vulnerable learners at lunchtime.
- All study programme learners receive an anti-bullying tutorial in their 1st year of study.
- All reported incidents of bullying are investigated & monitored on a fortnightly basis

How does the college manage the administration of medicines and providing personal care?

- The college does not provide personal care, but could arrange for an external agency to provide care.

What support is there for behaviour, avoiding exclusions and increasing attendance?

- The LPMs hold regular 1:1s with learners to discuss attendance, achievement and progression. They are able to identify pastoral needs and refer behavioural issues on appropriately.
- LPMs and learners will set targets for improving attendance, punctuality and behaviour.
- They will work with curriculum staff and ALS staff to meet learner needs and identify barriers to learning.

How will young people be able to contribute their views?

- All learners completed on programme and exit learner surveys.
- Course reps and Student Leaders are elected to be the voice of each course and to report back student views to the college management team.

How will the college support young people to do this?

- Learner surveys are tailored to the level of course.
- Some courses operate a peer mentoring scheme.

Who can tell students how to be more independent?

- *Who can help and what sorts of things are available?*
- Learner Support staff, LPMs and curriculum staff can help learners to develop independence skills.