



**Guidance notes for  
SEN and Disability  
Local Offer: Sixth Forms and FE Colleges**

## Guidance for Completion

The SEND Reforms placed a statutory requirement on education establishments from September 2014 to make information available to parents about how the establishment supports children and young people with SEND. This information forms the main basis for your Local Offer.

As some concerns around the Local Offer have been raised, it was thought to be a good time for a review of the current Local Offers to take place and refreshed information distributed.

The guidance notes and template is designed to help you to pull together information so that parents of children with Special Educational Needs and or Disabilities (SEND) know what support they can expect if their child attends your establishment.

The finished text is required by legislation to be published and will be looked at by **OFSTED** prior to any visit.

Here are the main things to ensure you comply

1. **Publish your local offer on your own website.**
2. **Publish your SEN Report on your own web site**
3. **Link your local offer to your own web site home page**
4. **Include contact details of your SENCO**
5. **Link to the Local Authority's Local Offer [www.lancashire.gov.uk/SEND](http://www.lancashire.gov.uk/SEND)**
6. **Inform [Lancashirelocaloffer@lancashire.gov.uk](mailto:Lancashirelocaloffer@lancashire.gov.uk) this is completed**

Remember this is a separate legislation requirement to publishing your SEN Report. Your web site should hold both your Local Offer and SEN Report if required

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

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

**Once you have updated your Local Offer and SEN report on your web site and have a link to your Local Offer and SEN Report on your own home page.**

**Please confirm by emailing [Lancashirelocaloffer@lancashire.gov.uk](mailto:Lancashirelocaloffer@lancashire.gov.uk)**

**Subject heading for the email:**

Local Offer (insert your school name).

**Email body**

I confirm that our Local Offer has now been published on the **[insert establishment name]** website. The home web page is **(insert establishment home page web address)** The SEN Report web link is **(insert establishment SEN Report web link)**  
**Promoting Good Practice and Successes**

The Local Offer will give your setting the opportunity to showcase any good practice you have around supporting children with Special Educational Needs/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 ensure you do not use any personally identifiable information when using case studies to illustrate your setting's experiences of supporting children with SEND.

### **Accessibility and Inclusion**

At the Nelson and Colne College group including Nelson and Colne College, Accrington & Rossendale College and Lancashire Adult Learning, we pride ourselves on the comprehensive arrangements we have, to support all our students. We are a friendly college and have an inclusive college where we aim to treat everyone individually and give them access to all the support, they need to be successful students. Our prime aim is to try to make sure that everyone reaches their full potential in relation to learning and career aspirations.

Learners applying to college who have an identified learning difficulty or disability will be assessed by a member of the Additional Learning Support department. A full and robust assessment will be completed, with all available information to ensure that all reasonable adjustments that can be made are made, within the colleges best endeavours.

The Additional Learning support team consists of a number of roles to provide effective Learning Support across College: Additional Learning Support Manager, Curriculum Leaders for Additional Learning Support, Exam Access Arrangement Teachers, Learning Support Teachers/ Learning Support Assistants, Exam Access Arrangement Administrator, Additional Learning Support Administrator, Learning Progress & Mentor and SEND Job coach.

The College offers a wide range of assistive technology to support learning which will be based on assessment, and tailored to individual need.

- I pads/ various applications
- College Laptop with various software as required
- Screen reader technology
- Coloured overlays including software to change the screen to help reduce eye strain
- Height adjustable furniture
- Specialist keyboards
- Dictaphones

## Study programmes

The College provision is outlined in our prospectus and available on our website, from our Guidance centre at the college. The course prospectus also identifies the entry criteria for each level of course. All appropriate provision (from Entry Level 2 to Level 3) adheres to the study programme guidelines. All learners will study Maths and English, and participate in meaningful work related learning activities whilst with us. College courses are designed to prepare and support learners to develop the skills for further education or employment. All learners following a programme of study have access to a wide range of activities to develop the skills to prepare them for employment. The college specialist areas under the preparation for adult hood agenda are:

Preparation for Further & Higher Education  
Preparation for Employment.

Our Learning Support offer 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 1:1 and small group teaching for students
- Study Support to provide additional support outside of class
- Academic and pastoral mentoring system - pastoral support for students including the use of Learning & Progress Mentors
- Communication support workers (e.g. sign language interpreters)
- Quiet Spaces
- Exam Access Arrangements

All students are required to take initial and diagnostic assessments to assess individual starting points and establish suitability for curriculum. Tutors are expected to take account of the assessment and diagnosis of the needs of individual learners in their lesson planning.

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 into the world of work. All available information will be taken into account to tailor the programme of study and support, to best meet the learner need. The Additional Learning Support Team will design and implement a support plan outlining strategies and recommendations of support for the employer including providing of job coach support where appropriate, to enable learners to transition into the workplace as well as supporting independence by gradually phasing support out.

Our teaching teams work extremely hard to ensure that lessons are inclusive and learners needs are considered. 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.

The college adopts an inclusive approach to learning, offering outstanding teaching which takes in to account individual requirements. Reasonable adjustments are embedded within the classroom to ensure learners fully access the curriculum and including the assessment / exam process. Assessments are carried out for all learners who disclose and require Exam Access Arrangements.

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 a bank of specialist learning support tutors with areas of expertise in Dyslexia, Autism, ADHD, Mental Health and MLD.

The College has a rolling programme of CPD that includes up to date training for staff working with learners with SEND and specialist staff are encouraged to update training annually.

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.

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

All learners in College with an EHC plan will have termly reviews and a formal annual review to ensure that the plan remains appropriate and meets the need of the individual. Learners with identified learning support needs will have termly reviews to assess and review the effectiveness of the support that is in place.

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. Progress reviews in relation to the programme of study are held with learners 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. A cycle of support is in to review at key points in the year, however at any point where it is identified that support in place is not effective or not required, the support plan will be reviewed and amended.

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

## Safeguarding

The college has a Child and Vulnerable Adult Protection policy which is reviewed and updated on an annual basis. This is available on the college external website which can be easily accessed by parents. Three members of the College Management Team have received Designated Safeguarding training and in addition to this both Safeguarding Coordinators are trained to this level. All college staff receive safeguarding training at induction and then receive updated training annually.

A safeguarding forum takes place on a weekly basis to discuss students who are potentially at risk and require support.

The visits policy has an individual risk assessment form for students with learning difficulties and disabilities. This is completed for all trips, visits and off-site activities

- 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.
- Policies are available to view on the websites

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

The college has an up to date medicines policy in place. The college has one college nurse to work over all sites with 16-19 or 16-25 with an EHCP. The nurse offers one to one support to any students requiring support with health and wellbeing needs. The nurse works closely with Additional Learning Support services to ensure students with health and wellbeing needs are identified and supported in college. The nurse works with the student, family and college staff to ensure health care plans are in place for young people with chronic and complex health needs. The nurse also provides training to staff on administration of medicines and awareness and management of health conditions and medical emergencies. There are also first aiders in college throughout the college day to deal with accidents and emergencies.

The college nurse acts as an additional point of contact for signposting and referral into other NHS and non NHS health and wellbeing services. There are clear referral pathways into, mental health, sexual health and drug and alcohol services. On site there is also a fully trained and experienced counsellor, who works with young people with emotional health difficulties. The College has a health and wellbeing strategy and each year a full health needs assessment is completed and action plans for the year are drawn up. In Addition, the college has a health and wellbeing officer who promotes student health and wellbeing across the college group.

The College nurse supports health care planning and the review process where appropriate, including liaison with external agencies.

## 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 including Inclusion Plans are placed on a central system to be used by relevant staff. All open evenings have an additional SEND hour planned in where learners with SEND and their parents can visit the college at a quiet time and meet with the Additional Learning Support Team.

The interview process gives parents/carers a chance to meet the staff responsible for their child and are given a direct access telephone number. Parents are kept updated with the progress of their son/daughter by telephone as well as through meetings and parents evenings. Are also opportunities for parents participate in the governance of the College.

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

Student Services administer the 16-19 Bursary Fund and 19+ Discretionary Learner Support Fund. 16-18year old applicants will receive information about financial support when they are invited to enrol. Support, advice and guidance on financial support are available through Student Services, including assistance with accessing the relevant college funds. Support is available for free college meals, travel passes, essential kit and equipment based on student personal and financial circumstances. Any 16-18 students who are in the Care of the Local Authority, a Care Leaver or receiving Income Support or Universal credit because they are financially supporting themselves or financially supporting themselves and someone that is dependant on them and living with them or in receipt Disability Living Allowance or PIP in their own right as well as employment and support allowance or universal credit in their own right, are directed to apply for Vulnerable Bursary Fund. Students aged 19 or over are invited for a pre-enrolment financial assessment. This is a 1:1 appointment (to which family members can also be involved) where an adviser will go through any financial support available to them.

Information, advice and guidance 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.

Transport to and from college is the responsibility of the learner/parent/carers. If the learner is not an independent traveller, then this would need to be arranged in consultation with the local authority. The college do support with this signposting and advocating where required.

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.

## **Working together**

As soon as we become aware of a need, we gather all the relevant information before students starts with us. We work closely with schools and other services and attend transition meetings where possible.

All students sign learner agreements and are a given a copy to share with their parents. Students are also given many opportunities to have their say in the delivery of services at the college. The student council, known as Student Voice includes an elected student representative for each course. Further opportunities are provided through focus groups and surveys. Parents are encouraged to discuss their child's progress via personal contact, telephone or email, as well as during parents' evenings. There are also opportunities for parents to participate in the governance of the College.

## 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 officers, Special Educational Needs Coordinators (SENCOs), previous schools and the adult transition team.

We always encourage potential students and their parents/families to arrange individual college visits to meet with our friendly staff to discuss support needs and ask questions. We use these opportunities to review the needs of our students and plan how their progress will be reviewed and monitored.

- Learners applying to college who have an identified learning difficulty or disability will be assessed by a member of the learning support department to ensure that the college can meet the learners needs.
- 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.
- Impartial guidance will be available to assist learners in making the right choices.
- To support learners 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.
- The Additional Learning Support Team work closely with the school link teams to support transition work into the college. This includes attending EHCP reviews and visits to schools as required.

## Enrichment/Additionality

A full programme of enrichment at the College during term time, with a particular focus on recreational sport and physical activity.

Enrichment activities are offered outside the timetabled classes, including lunch times, gaps in timetables and after college. Activities range from football, dance, Cricket and DofE. Activities have accessibility considerations as part of the planning process with reasonable adjustments included to minimise barriers to inclusion. Enrichment activities allow those students who feel more vulnerable or in need of support, to make friends in a friendly and informal atmosphere.

There is no cost for the majority of Enrichment sessions; however, a small nomination or contribution may be suggested for activities which include transportation to offsite facilities, or external facility hire. E.g. Climbing.

Students on Entry Level courses also access discrete enrichment sessions as a group of friends or with others from their course. With the support of their teachers and Learning Support Assistants. Sessions are based around teambuilding, and basic physical development, focussing games and activities on improving skills including balance and hand eye co-ordination.