



SEN and Disability Local Offer:

Name: Fir Tree Fishery CIC

Setting Name and Address	Fir Tree Fishery CIC, The Nook, Appley Bridge, Wigan, WN6 JB	Telephone Number	01257 251502
		Website Address	https://firtreefishery.co.uk/
Does the post 16 setting specialise in meeting the needs of young people with a particular type of LDD?	<p>Fir Tree Fishery CIC has been developed to support people with disabilities and those requiring high needs provision. We have already been working closely with young people in looked after care, those that have statements from school and individuals with learning disabilities such as autism and behavioural problems. Our programmes have been developed to meet the needs of young people with LDD by being practical, supportive and offering continual structure and guidance. By doing this we can offer:</p> <ol style="list-style-type: none"> 1. Young and vulnerable learners who have generally rebelled against mainstream education the opportunity to achieve valued BTEC qualifications centred around assisting others in sport; 2. Provide a great opportunity to get new groups, individuals with learning difficulties and people with physical disabilities involved in outdoor education which in turn promotes a healthy lifestyle and encourages community cohesion through shared interests. 3. More importantly, it develops personal and social development throughout as new relationships in the community that would not normally exist between young and old and people of different abilities can form. We have witnessed this first hand break down social barriers that often exist and it is so positive to see a young person supporting someone who might be partially paralysed by a stroke and witness a new relationship develop over time. 		
What age range of learners does the post 16 setting cater for?	14 - 24		
What is the admission criteria for your post 16 setting?	Individual Assessment for High Level Support Funding working with Wigan Council to determine the appropriate provision and pathway for the individual. All our programmes are designed to be inclusive of work skills, accredited provisions and PSD aimed at supporting learners from Entry level 1 to Level 2.		
Name and contact details of your establishments Additional Learning Support lead	<p>Dean Hatton SEND Co-ordinator Fir Tree Fishery CIC</p> <p>T: 01257 251502 M: 07568 134498 E: dean@firtreefishery.co.uk W: www.firtreefishery.co.uk</p>		

Name and contact details of the person/role responsible for maintaining details of the Local Offer

Name of Person and Job Title	Martin Taylor Founder & Managing Director		
Contact telephone number	01257 251502	Email	martin@firtreefishery.co.uk

I confirm that our Local Offer has now been published on the Institution's website.

Please give the URL for the direct link to your Establishments Local Offer	N/A		
Name	Martin Taylor	Date	08/06/2017

Accessibility and Inclusion

Fir Tree Fishery CIC has been designed to be inclusive, engaging and offer an alternative training provision, for learners from 14 years until 24 years.

Information about our programmes, provisions and full range of services has been attached with this application.

These programme outlines provide information across a broad spectrum of subjects and activities, enabling users to access a variety of different services and experiences specific to their needs. Bespoke arrangements can be made to provide communications (such as policies and procedures) in an alternative format on request.

Curriculum

The alternative approach to learning and the relatively low volume delivery means that staff at Fir Tree Fishery are able to work closely with learners, their parents, guardians, carers and the teaching and support teams to minimise barriers to learning for learners with learning difficulties and disabilities. Everyone is encouraged to participate in a friendly, safe and supportive learning environment which supports learners to achieve their individual goals and realise their full potential for a positive transition into adulthood.

Preparation for adulthood and the opportunity to progress into continuing education such as Traineeships and potentially apprenticeships and employment beyond is a vital part of what Fir Tree Fishery offers to learners.

All provision is made accessible to learners identified as having additional needs through differentiated teaching and learning resources. Our team of specialist classroom tutors, work skills specialist and our work placement co-ordinator provide the support to enable learners to demonstrate their skills and understanding in a variety of methods, including photo diaries, professional discussions and teamwork testimonials from specialist educators such as Angling Coaches.

All learners have access to specialist support provided by our Learning Support team who can provide information on how to access a range of support services such as supported employment, counselling, information, advice and guidance and career advice.

Fir Tree Fishery CIC – Fully Accessible Fishing and Outdoor Education Centre

As an alternative approach to education, most of our learning and PSD takes place on the access for all fishing centre with learners carrying out practical events such as community angling days, land-based studies and wetland horticulture.

As the first fully disabled access fishing centre in the country, our provision and programmes are accessible to all, with specialist recycled plastic boardwalks, ramps and coaching/disabled access fishing pegs available for those who have limited mobility or are wheelchair users.

Where further adaptation or equipment is needed to enable learning and to reduce barriers to learning individual meetings are held with learners to agree reasonable adjustments.

20 Specialist Disabled Parking is available at Fir Tree Fishery with excellent access for those with disabilities to access the outdoor and indoor education centre. The Centre also has a drop zone area for mini-buses and small coaches that might require private or community transport.

The car parks and footpaths around the site are constructed to enable accessibility for wheelchair users.

The Centre has accessible toilet facilities.

Equipment

Learners who require assistive technology or adapted aids, will have the opportunity to discuss their specific needs with staff and explore the various options and solutions open to them to help address them. This can be discussed at the pre enrolment meeting.

A Resources Statement has also been attached with this application giving details of all equipment and facilities available to learners at Fir Tree Fishery CIC

Special dietary requirements

Learners who require a special diet will meet with the Learning Co-ordinator who will provide information and support and arrange how the specific requirements of a special diet can be met whilst at Fir Tree Fishery.

Programmes

One of the programmes we deliver as part of our provision is developed around an assisting and leadership event intended specifically to develop social capacity skills, confidence and develop a sense of responsibility. This activity encourages the learners to work as a team, plan and deliver activities and develop new relationships with others. The learners as part of the unit 'Working in a Team' develop the skills required to prepare for an activity/event, the teamwork involved, time management and the health and safety implications of delivering a successful community event. The programme involves the young people delivering angling coaching sessions to a number of stroke groups and charities in the Wigan borough and be responsible for preparing and organising the events that assist people with disabilities. This encourages capacity and confidence and general team-work skills. By giving each individual a different responsibility such as being responsible for producing a risk assessment prior to an outdoor activity, the learners will feel empowered and realise their responsibility and also how it can impact the team.

As part of this we also encompass functional skills into the programme by integrating them into the delivery of our activities. Experience has shown us that our target group do not respond as well to classroom based activities as they sometimes feel intimidated. We have found that by 'packaging' these into activities such as

weighing fish or creating an event flyer for the fishing day, the learners are undertaking core/functional skills in a less obvious format.

We have also been delivering some employability skills to introduce new themes to the learners such as life skills and interview preparation and C.V. writing. From our previous experiences with high needs and vulnerable groups, they are not always aware of the importance of this and for these reason, we incorporate into the programme the 'Preparing for an Interview' unit from the BTEC specification.

We also deliver a programme with more of an emphasis on work/employability skills. We now have centre approval for BTEC WorkSkills level 1 and 2, that we plan to deliver as a stand along supporting qualification as part of our SEN provision. This will allow us to introduce the learners to topics such as tax, National Insurance, salaries, working hours, budgeting skills, money management and also time keeping through units such as 'Preparing for a Work Placement', 'Managing Your Own Money', 'Searching for a Job', 'Self-management Skills' and Setting and Meeting Targets at Work'. To name a few.

Teaching and Learning

We believe that Fir Tree Fishery CIC although a new training provider has developed systems and identified suitable members of staff to support young people embarking on alternative education programmes in the Land-based and Fishery Management sectors . Fir Tree Fishery CIC is highly effective at raising vulnerable and hard to engage learners' aspirations and supporting them to achieve, develop confidence and progress onto further education/employment. Learners enjoy their time at Fir Tree Fishery, benefit from a wide range of outdoor enrichment activities and make very good progress. Learner attendance, behaviour and self-developmnt are all high as they are supported and encouraged throughout the programmes. A good number of learners progress into employment; while others have progressed successfully onto an apprenticeships or other further education programme. Learners feel safe, are treated with respect and well supported. The health and well-being of learners and staff are exceptionally well promoted given the nature of the outdoor learning activities. Many aspects of work based training and assessment are very good with regular reviews being conducted between tutor and learner, but also within the 'in-house ' work placement setting where the learners gain their work experience. Although Fir Tree Fishery CIC doesn not deliver a broad curriculum of subject, it is however highly responsive to local needs and deisgned to get high needs and vulnerable young people and those with disabilities back into education. The fact that we are still a small and intimate organisation that works with low numbers of learners has allowed us to create a provision that is more personalised to the individual needs of each person and offers the one to one support required. This we feel has also allowed us to develop a strong reputation with the borough of quality niece provision. Fir Tree Fishery CIC has also formed strong partnership links, working with groups such as Wigan, Leisure and Culture Trust (WLCT) to support local and regional needs. In summary, we fell it is the excellent learning support we are able to offer, the small scale provision woking with groups of 6 learners at any one time that helps learners to overcome potential barriers allowing us to achieve success rates that are relatively high.

Progress monitoring and review

Working with young people generally characterised by relatively low levels of attainment at the end of compulsory schooling, Fir Tree Fishery CIC has become extremely effective at raising the aspirations of its learners and supporting them to achieve. For many learners their experience at the Fir Tree Fishery is

transformational.

Average attendance on Traineeship programmes is around 86% and is improving as we better refine the programmes and discover how to engage learners further. Student satisfaction rates are exceptionally high and they enjoy their lessons and are pleased with the new skills they are developing and progress they are making.

In terms of progress made by the learners relative to their starting points, we sadly discover that at the beginning of the programmes, many of the young people lack confidence, self-esteem and self-belief because they have never previously achieved qualifications. They really have no reference of what they can potentially achieve, instead focusing on negatives and selling themselves short. To some young people we support, an entry level 1 qualification is something they envisaged would not be achievable and this is sometimes the kick-start and encouragement they need to progress.

Therefore, as much as our programme is focused around creating links to employment and supporting young people to achieve new qualifications, it is just as much prioritised around capacity building, creating a new found belief and encouraging them to become more socially active.

Fir Tree Fishery carries out on going progress assessments and reviews of each learner's individual programme, to offer the tutors and all staff a clear picture of each learner's progress that can then support the learner and present enough time to complete all portfolio evidence. The 6 week reviews also offer the learner timely information and new SMART targets can be set and reviewed every 6 weeks. All learners undertake a formal induction with a member of staff involving a functional skills assessment to determine what additional support might be needed for the individual at an early stage. When required, additional support or an alternative approach to assessment can be developed quickly to offer the learner appropriate support. This might involve a more holistic approach to assessing the learner, or a specialist tutor required to support that individual throughout the programme.

Learners are also presented with a candidate Welcome Pack which gives details of relevant policies, a timetable of the programmes, key contact details such as the teacher/tutor, head of centre, assessor and Internal Verifier on induction.

Learner reviews are carried out through 'action plans' on a 6 week basis. During this time the teacher/tutor will carry out a formal review with the learner and identify areas that need to be developed and set new 'smart' targets for the individual.

It has been decided that moving forward an on-going assessment process will be adopted so the learners can be updated on progress on a more frequent basis. This will involve the tutor/assessor evidencing each piece of work against the given criteria after each session that we will look to develop onto a simplified wall chart so learners can monitor and track their performance on a week to week basis.

Safeguarding

Fir Tree Fishery has all the relevant policies and procedures in place such as safeguarding policies and public liability insurance and has experience in working with several schools and organisations including looked after children, Junior angling associations and a number of disabled groups and charities. All Staff are sector specific/occupational competent and are experienced in working with learners of all abilities and have

experience in delivering the programmes to the identified groups.

We will also look to identify suitable and specialist staff to meet individual learner needs and support working with Wigan Council.

All staff are required to have up to date CRB or DBS checks and certificates are kept on file within the centre.

Health (including Emotional Health and Wellbeing)

Emergencies

All learners are required to provide Fir Tree Fishery with at least one emergency contact number.

Learners who disclose a condition through the initial assessment and ILP which could lead to a medical emergency, e.g. Epilepsy, diabetes or asthma, will be given the option of a medical alert sticker for their membership card.

All learners on site will also cover an accredited unit focusing on Emergency First to enable them to gain valuable knowledge and react and respond effectively to any emergency situation.

Medication procedures

Learners who require medication whilst at Fir Tree Fishery have a meeting to explain the procedures for storage and administration.

Learners who self-administer medication have the option to store medication within a locked cabinet. Learners should not keep more medication with them than they require during the day.

Staff do not administer any form of medication to learners. If a learner discloses that they require medication to be administered whilst at Fir Tree Fishery or undertaking any activities and a reasonable adjustment cannot be made to accommodate this, a Medication Review will be called, which includes a member of the Senior Management Team.

First Aid

First aid information is part of the standard induction programme for new employees and learners. In case of medical or first aid emergency, there is a full time qualified first aider on site at all times. Where specific risks have been identified, additional specialised training to deal with these situations may also be necessary, along with additional equipment.

A member of staff accompanies a learner under 18 years of age or a vulnerable adult until a parent/carer or guardian can take over.

Communication

Communication with parents/carers

Learners at Fir Tree Fishery have the benefit of a dedicated Learning Co-ordinator as the first port of call for parents to contact. Information is provided to share with parents, guardians and carers through a variety of methods such as learner reviews, regular meetings and generally ongoing communication.

On a day-to-day basis, parents are encouraged to contact appropriate staff by telephone or e-mail to discuss progress and share concerns.

Appointments can be made with the Learning Co-ordinator, teaching and support staff and senior management team at a mutually convenient time, if they prefer to meet face to face. An appointment can be made by contacting the given telephone number or email addresses.

Communication with learners/tutors

Tutors manage the classrooms effectively and have established good working relationships with their learners. Learners respond positively in lessons, willingly answering questions and participating in discussions. The atmosphere is positive in most lessons with learners clearly enjoying their work and time at Fir Tree Fishery. Tutors are clearly aware of the basic requirements of recapping learning and sharing learning outcomes.

A variety of good assessment methods have been adopted which engage and enthuse the learners and meet their needs. Because of the nature of our programmes, we use a variety of holistic approaches ranging from observations, professional discussions, photo evidence, learner diaries and witness testimonies.

The assessment process is constructive and indicates clearly how students can improve their work. Learner satisfaction levels in relation to assessment and all aspects of the quality of learning programmes are good.

Moving forward, the SEN curriculum will allow for opportunities for both academic and vocational progression to a Traineeship pathway. The programme matches the needs of the industry and learners in this area, enabling learners to study a number of additional industry standard qualifications linked to the sector skill area which increase employability and job readiness.

All Staff are sector specific/occupational competent and are experienced in working with learners of all abilities and have experience in delivering the programmes to the identified groups. All the learners will be supported by a mentor or role model at the outset of the programme to support them throughout the course.

Working together

Working with parents/carers

Fir Tree Fishery is committed to working with the parents, guardians and carers of learners and provides many opportunities to meet staff throughout the year. These include Open events, Welcome sessions, Parents and Carers' Events and Evenings, Community days, etc. Feedback

is welcomed at all events, in order to continually improve our service.

The website also gives details on contacting the College on any matter via telephone or e-mail.

There are several opportunities for parents/carers to access our services in a social setting through the 'assisting other is angling' events that will involve the learners planning and then delivering fishing events for their family and friends at the fishery.

In working together, Fir Tree Fishery believes in promoting equality and diversity, especially given the very nature of the venue being one of the only fully disabled access angling centres in the country. Throughout the programme learners are encouraged to get involved in promoting equality and diversity by developing the angling events to encourage members with disabilities to participate at the fishery. We also encourage learners to offer feedback of this subject during the reviews so we can evidence that their knowledge of the subject is developing and they are developing ideas and skills of the importance of collaborative work.

Fir Tree Fishery has policies for Equal Opportunities, Equality and Diversity and Special Learning Needs and the learners are presented to these policies on induction and asked to give their interpretation of each subject. We have also developed a 'Guidance for Staff on Identifying and Developing Specialist Support for Learners' which incorporates a framework on how we monitor and support learners of all abilities.

We also have in place an Internal Quality Assurance policy, The Review of Assessment and Internal Verification monitoring policy, a Staff Malpractice policy and Staff Effectiveness Monitoring Form we use to monitor and evaluate our procedures, processes and standards of education delivery.

Help and support available

Learner Support Services are provided by Fir Tree Fishery CIC. We offer an exceptional and wide ranging support service available to all learners at the College.

Help completing forms

Some parents/carers and learners may need help with completing forms, this can be made available via our staff who will be able to help.

Careers advice

Careers information, advice and guidance is available from the careers guidance teams who we invite to meet and talk with the learners, who can help learners both before and after they enrol. Wigan Carers Service and Gateway teams work in partnership with Fir Tree Fishery to provide this service. We also have links with the Supported Employment Team at Job Centre Plus.

Bursary fund

Fir Tree Fishery has access to a bursary fund, this is provided by the Government to assist learners who face the greatest barriers to continuing in education because of financial difficulty. Learners aged 19 and over on 31 August, in the year they start their study programme and who meet the criteria for the bursary, will be eligible for a bursary of £1,200 per year. This includes learners starting the second year of their course. Parents/ carers or learners who wish to discuss the bursary, or other financial support, should contact us by e-mail, telephone or by making an appointment. Support can be offered application process. Priority will be given to the following group of learners if they satisfy one of the criteria below: -

- learners whose families receive Income Support, income-based Jobseeker's Allowance, Employment Support Allowance, or Universal Credit
- learners whose families receive Tax Credit and have an annual income of £21,000 or less
- learners whose families receive guarantee credit of Pension Credit
- learners who were entitled to free school meals in their last year of school
- learners facing exceptional financial circumstances such as a sudden drop in household income, family breakdown

Transport costs

Fir Tree Fishery operates a mini-bus pick up and drop off service for young people requiring this support requirement. There are no cost implications and this service operates for learners based in and around Wigan.

Some learners may also meet the criteria for subsidised transport from the local authority and have special transport arranged for them. Parents or carers should contact the local authority to find out details of how this is assessed and the cost of any contribution they may be required to make.

For those learners not in receipt of subsidised local authority transport, or for learners who want to develop independent travel skills, public transport may be a suitable alternative.

Fir Tree Fishery is well served by both buses and a local station. Information about the routes and cost of transport is available on request. Prior to enrolment, details will be provided with an explanation about the cost and details on bus routes.

Support workers do not offer support to those learners travelling via public transport, unless agreed during the pre-enrolment meeting.

Transition to and from the institution

Working with schools to aid transition

Fir Tree Fishery works closely with SENCOs and Gateway Service, staff in schools and special schools, to share information on learners' attainment and support needs, to ensure a smooth transition to post 16 education.

Our Learning Co-ordinator can attend transition and review meetings, when invited to do so by schools, for learners with more complex additional support requirements. Career aspirations and suitable courses are explored, matching the level of attainment of the learner, in order that the best choices are made to achieve success. Discussion also takes into consideration the educational, personal, social and care needs of each individual learner, so that barriers to learning can be minimised by putting reasonable adjustments in place.

Fir Tree Fishery already has strong links with schools, services and local authority teams and can deliver school information sessions and a range of sessions aimed at improving the knowledge and skills of learners in preparation for transition.

Transition from special schools

Special schools have a dedicated school liaison person who can attend school events, conducting interviews either in school or college and discussing opportunities. For further information please contact:

Dean Hatton
SEND Co-ordinator
Fir Tree Fishery CIC

T: 01257 251502

M: 07568 134498

E: dean@firtreefishery.co.uk

W: www.firtreefishery.co.uk

Fir Tree Fishery will also look to develop a local Special School Transitions programme, for learners whilst still at school, this will enable them to become familiar with the setting and help build up a confident relationship with staff prior to their transition.

Pre-enrolment opportunities

Open events and community days will also give a learner a first taste of the Fir Tree Fishery experience, its environment and feel. These events give learners the opportunity to familiarise themselves with the facility and meet smaller groups of other new learners, before they start their full time programme.

Progression

Progression rates are high and improving as we gain more knowledge about our sector, the best way to deliver the programme and how we can better support learners needs. This includes progression to higher education such as Traineeship, Apprenticeships and employment.

Fundamentally, the success of our programmes is be based primarily around the the successful qualification achievements, personal development and progression into further education or employment of each learner. We have therefore been very careful to research what opportunities are be available to learners who progress through our SEN programmes. We realise it would be unethical and damaging to our reputation if we were to place our young people on education pathways, knowing fully that there would be little or no opportunities for progression on completion and for these individuals to simply return to NEET. We have therefore developed links with other fisheries in the Wigan borough, Lancashire Wildlife Trust, the Environment Agency, Wigan Council, the Angling Trust and the Angling media to name a few have supported our learners throughout the placement period and benefited from suitable learners progressing.

Enrichment/Additionality

Learners on a Fir Tree Fishery programme have a timetable, which includes all of the hours they are required to complete to successfully achieve their qualification and activities. Learners will start on a 2 to 3-day programme, this can be increased when a learner is ready for or wishes to take up a work

placement. Fir Tree Fishery does not offer provision in holidays, evenings or weekends, outside the timetabled classes.

To summarise, Fir Tree Fishery offers a full programme of enrichment, rehabilitation and education. Fir Tree Fishery is also developing a range of external visits and breaks, which will be available if learners wish to attend. The enrichment activities will change each year following learner feedback and requests. Furthermore, we also want to take advantage of our networks by introducing guest speakers known to us around the borough. We want to bring a variety of different people from different backgrounds such as entrepreneurs, coaches and members from WLCT to share their experiences and allow the learners to ask questions. We have piloted this before with the support of the Challenge Network and found it to be a very rewarding experience and an activity which allows for a lot of knowledge to be transferred from mentors and role models.

Prior to any trips, residential visits or enrichment activities being offered, Fir Tree Fishery will carry out an accessibility assessment to ensure that all learners can benefit from these activities. Reasonable adjustments will be made to allow inclusion for all.