



SEN and Disability Local Offer:

Name:

Setting Name and Address	Carmel 6 th form College Prescot Road St Helens WA10 3AG	Telephone Number	01744 452200
		Website Address	www.carmel.ac.uk
Does the post 16 setting specialise in meeting the needs of young people with a particular type of LDD?	<p>The college caters for young people who may have some form of physical disability or learning difficulty and also includes a diagnosis of Autism.</p> <p>Examples could include:</p> <ul style="list-style-type: none"> • Dyslexia/dyspraxia • ASD • Hearing or visual impairment • Asperger's syndrome • ADHD/OCD 		
What age range of learners does the post 16 setting cater for?	Learners are aged between 16-18 although some students remain at college for another year.		
What is the admission criteria for your post 16 setting?	Level 3 course – 4 Bs and 1 C / 2Bs and 3C Foundation Learning – learners to have passed awards at Entry Level 1.		
Name and contact details of your establishments Additional Learning Support lead	Foundation Learning Department – Caroline Oates Level 3 A level and BTEC		

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

Name of Person and Job Title	Caroline Oates. HOD Foundation Learning Department		
Contact telephone number	01744 452246 01744 452249	Email	caroline@carmel.ac.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	www.carmel.ac.uk/the-local-offer		
Name	Linda Carr Caroline Oates Foundation	Date	5th January 2015

Accessibility and Inclusion

Prior to attending the college the young person can access the college in the following ways:

Visit the college with parents to become more familiar with the college environment
Discuss college procedures with the Head of Learning Support.
Arrange visits through the school link programme
Take part in the Experience Carmel Day
Parents will receive regular updates on the application and enrolment process
Careers guidance will be available on Open nights and during the admissions process to ensure the young person is enrolled onto the most suitable course
A programme of induction is also in place during September/October

The college is fully wheelchair accessible and hazards ie on stair edges have been highlighted to aid learners with a visual impairment. Lift access is provided in each of the buildings. The college also has several parking bays which can be made accessible for young people who may use a car to get to college and who have a blue badge. Lifts and Evacuation Chairs are available in all multi storey blocks with staff trained in the use of equipment. We have fully accessible disabled toilets including hoist provision and changing facilities. Any resources that are required to meet the needs of SEN students are secured through the SEN budget. These have previously included ICT support equipment/programmes, coloured overlays, specific writing enhancements such as pen grips, posture packs etc.

Information is normally gathered about students from the School SENCO or local authority representatives responsible for the young person. All students are baseline assessed and have specific targets and are continually monitored by their progression leader at regular intervals.

Where there may be parents/carers whose first language is not English the college will contact another family member if possible, a family advocate or allocate a translator.
Funding for equipment and facilities is subject to discussion/approval with the Vice Principal responsible for this area and in partnership with the local authority.

Teaching and Learning

Tutors will differentiate according to individual needs and strategies will be implemented in the learning environment so that the young person is not disadvantaged.

This can help the young person in the following ways:

Strategies for dyslexia – eg tinted paper, extra time, use of a lap top

Social support for ASD

Strategies in place for Asperger's Syndrome

Tutorial support from teachers

Allocation to a Study Support Tutor for additional 1:1 support

Students follow a broad and balanced curriculum at Carmel College. Every Student's learning needs are catered for through appropriate differentiation. Teachers ensure that all planning includes differentiated learning outcomes. Some students follow a personalised curriculum that ensures they are able to make progress linked to their specific needs.

Progress monitoring and review

Parents can contact the college to discuss progress of their son or daughter at any time.

Subject tutors assess progress of the young person through regular assessments and internal and external examinations. The Personal Achievement Tutor has an overall picture of whether the young person is achieving and will contact parents if the need arises. Progress is monitored through regular target setting and continuous assessment and parents can play an important part in ensuring their son or daughter is meeting these targets.

Study Support Tutors/Personal Achievement Tutor can provide a college/home workbook to maintain regular contact with parents and to keep them informed of curriculum development or to

set individual targets for the young person.

Level of support for the young person is monitored through regular contact with the Study Support Tutor, Personal Achievement Tutor and Subject Tutors and parental involvement and feedback is welcomed

You will receive a progress review which will show how your child is achieving in relation to their targets.

Safeguarding

SAFEGUARDING POLICY STATEMENT

Carmel College has a high level of commitment to the safety and wellbeing of both students and staff, and fully recognises the contribution it can make to protect and safeguard all students and those associated with them, e.g. vulnerable younger siblings.

The college takes the view that safeguarding incidents could happen anywhere. All staff should be alert to the possibility that concerns could arise at Carmel.

The Governing Body takes seriously its responsibility to identify, assess and support anyone suffering from harm.

Clear guidelines and procedures are in place within the college safeguarding policy.

Health (including Emotional Health and Wellbeing)

Pastoral and social support is provided by the Personal Achievement Tutor, Senior Tutor and Head of Learning Support and they are responsible for the welfare, progress, attendance and behaviour of the young person. They are available to discuss any issues related to progress, attendance and commitment during the course of study and will interview the young person at least once per term. Parents will be contacted if any concerns are expressed by the young person. The Senior Tutor also plays a part in the pastoral support of the young person and can be contacted when necessary to discuss any concerns expressed by parents, the Personal Achievement Tutor or the young person.

However, external agencies may be contacted when necessary.

Where medical support or personal care issues are involved this is provided by the medical care team who will also consult with parents and the young person to ensure that all factors have been carefully considered and appropriate care/support is in place.

Medicines, inhalers, epi pens will be stored with the medical team who will administer medication when this has been agreed with parents and the young person.

Regular meetings will take place with the young person to check that the support is suitable for them and that they are comfortable with what is in place.

Communication

The Head of the Foundation Learning Department or any member of the team will always be available to discuss issues. The SEN team will oversee your child's education programme and will review progress alongside the whole College tracking and monitoring procedures. If your child has a designated support worker, (for example, a Learning Assistant) then they are often the best person to talk to in the first instance and a home-College diary may be available for regular, daily contact. College Governors regularly review policies, practice and outcomes as

part of the annual QA cycle.

Working together

You will receive a progress review which will show how your child is achieving in relation to their targets. You will also have the opportunity to attend parent events and any other parental events that the College organises. If there are any concerns that don't fit into the regular timetable of reporting, then you will have the opportunity to meet with members of the department. Parents are encouraged to take an active role in their child's learning. We have an open door policy and if you would like any specific advice on how to further support your child at home, we will be more than happy to set up additional meetings.

The Personal Achievement Tutor is the first line of contact for parents. P.T is supported by all the members of the Foundation Learning Department, including Head of Department, as well as the College Management Team.

Regular contact takes the form of:-

Home – school books, where necessary

Parents Evening

Safety and Welfare Forms available on VLE

Student review and E portfolio, where parental contribution is encouraged.

Help and support available

We have a strong pastoral system within the College. The Personal Achievement Tutor (PAT) is the main point of contact. SEN Learning Mentor provides pastoral support and liaises with the HoD. Learning Assistants cover 1-to-1 and provide small group support. Communicator (BSL) where needed.

Care Support Team create a Care Plan in liaison with the School Medical Team and other outside agencies (eg. Diabetic nurse, Occupational Health).

This Care Support Team manage the administration of medicine and care support.

Subject Tutors and Personal Achievement Tutors take responsibility for attendance and student behaviour.

If anything additional is required with regards to personal care, this will be discussed in team meetings and a care plan will be put into place. Any medication that needs to be administered will be done via the College care team.

We work closely with a range of external specialist services to ensure that a comprehensive and holistic approach is taken to your child's Special Educational Needs. These include working alongside Health, with services such as, Speech and Language Therapy and CAMHS. We also work closely with Educational Psychology and Social Services. The list is non exhaustive and we will liaise with whoever we need to, to ensure your child's needs are met. This also includes Parent Partnership.

Study Support tutors have attended training in the following areas.

Dyslexia

Dyspraxia

Asperger's Syndrome

Autism

Mental Health

Dyscalcula

Revision methods and exam skills.

All staff receive regular training on disability awareness which includes strategies on how to support young people in the classroom, who may have learning needs or a physical disability. Additional information for tutors is available on the college intranet.

Where the young person requires a more complex support programme, a case conference will be arranged to identify and address key individual needs. This would include the school SENCO, parents, Subject Tutors, Personal Achievement Tutors and the Head of Learning Support.

Transition to and from the institution

We have specialist staff to support the transition process at Carmel College. The whole course is designed with transition as priority. We make regular contact with other external organisations to aid transition. We work in partnership with the local authority to ensure an appropriate transition is agreed and facilitated. Annual reviews are held each year and Transitional Review Meetings are held in January/February of the final year. This is a Multi – agency meeting.

On the point of transition to a different College, then all information will be passed to the new College's SENCO. When your child leaves College to attend Further Education we will provide the relevant information to support them in this transition. You will be involved in any meetings that are required and if we need to do a more detailed transition programme into Further Education (e.g. extra visits, transport support) then we will also coordinate this.

Enrichment/Additionality

We always try to ensure that College activities and trips are fully accessible for every student. We regularly use disabled access transport (coaches and taxi) to take students who are in wheelchairs on trips away from College and we choose activities that ensure everyone can be included. On the rare occasion that something has to be organised that we feel is unsuitable for a child with a specific Special Educational Need, we will always discuss this with the parent first to try and resolve any concerns or consider possible alternatives.

If there is a danger or risk, due to the physical or mental health of the student, a risk assessment will be completed.

All reasonable adjustments will be made to meet the specific needs of your child.

If your young person has a transport need, this will be discussed with parents and raised with the Local Authority. The transport section will liaise with us in order to ensure they have all relevant information but the College is not responsible for coordinating transport to and from College.

