



## **SEN and Disability Local Offer:**

**Name: St John Rigby**

<b>Setting Name and Address</b>	<b>Telephone Number</b>	
	<b>Website Address</b>	
<b>Does the post 16 setting specialise in meeting the needs of young people with a particular type of LDD?</b>	<b>The College can offer specialist provision to learners with Learning Difficulty and Disability (LDD) as detailed below, and has successfully supported learners from Entry Level to Level 3 A level with barriers to learning including:</b> <b>SpLD / Dyslexia</b> <b>Dyspraxia</b> <b>Asperger's Syndrome / ASD</b> <b>Autism</b> <b>ADD/ ADHD</b> <b>Visual impairment</b> <b>Hearing impairment</b> <b>Mental health difficulties</b> <b>Medical issues</b> <b>Physical disabilities</b>	
<b>What age range of learners does the post 16 setting cater for?</b>	16-19 years.	
<b>What is the admission criteria for your post 16 setting?</b>		
<b>Name and contact details of your establishments Additional Learning Support lead</b>	Peter Dewhurst Learning Support Manager	

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

<b>Name of Person and Job Title</b>	Peter Dewhurst Learning support Manager		
<b>Contact telephone number</b>	01942 216514	<b>Email</b>	<a href="mailto:Peter.dewhurst@sjr.ac.uk">Peter.dewhurst@sjr.ac.uk</a>

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

<b>Please give the URL for the direct link to your Establishments Local Offer</b>	<a href="http://sjr.ac.uk/">http://sjr.ac.uk/</a>		
<b>Name</b>		<b>Date</b>	

## **Accessibility and Inclusion**

**SJR is a Catholic College dedicated to the education and development of the whole person and supporting all students to realise their full potential. In becoming an outstanding learning organisation SJR will have a strong sense of purpose and a commitment to shared values within a Christian community. We will establish a unique and challenging environment where every individual is valued, talents are recognised and nurtured, achievements are celebrated and dedication is rewarded. To achieve this as a community we will:**

- **Welcome all students who are happy to be educated within a Christian environment**
- **Value the uniqueness and dignity of each individual**
- **Deliver the highest standards of teaching and learning**
- **All show a commitment to our work and the Christian values of the College**
- **Provide equality of opportunity, with mutual respect and positive encouragement**
- **Build and further develop local, national and international partnerships**

**Core values in daily life at St John Rigby College are expressed as:**

- **Genuine concern for others**
- **Support for and challenge of one another**
- **High standards and expectations**
- **Consistency and perseverance**
- **Recognition of talents, progress and achievements**

## **Teaching and Learning**

**We recognise that all students have skills, abilities and aptitudes and all have an entitlement to be challenged by their programme and to achieve their best. Every student is also entitled to experience a variety of teaching and learning styles and the appropriate level of individual support which will enable them to achieve their full potential. We aim, through successful teaching and learning, to develop the whole person and to enable our students to progress to their favoured career and become lifelong learners.**

**Students may require specialist support for example 1-1 support can include:**

- **Induction support**
- **Personal care**
- **Literacy**
- **Numeracy**
- **IT Study Skills**
- **Portfolio building**
- **Organisation/Planning**
- **Accessing information**
- **Examination techniques**
- **Question/Task interpretation**
- **Presentation skills**

- Handwriting
- Examination preparation (concessions)
- Revision planning
- Revision techniques
- Proof reading
- Careers interview support

## **Progress monitoring and review**

Every learner in receipt of learning support is assessed and a Study Support Plan is constructed which gives detailed support needs for each student. Examination concessions are detailed as is equipment issued, software/resources recommended, time allocation, targets and teaching implications.

Learning Mentors are given detailed and differentiated support requirements and teachers are informed about teaching implications and specific requirements

The Study Support Plan is reviewed regularly and with a frequency relevant to the individual needs of the student. Parents and other relevant professionals are invited to contribute to end of year transition reviews.

Personal Emergency Evacuation Plans (PEEPs) are also detailed on the Study Support Plan.

### **Progress Reviews / Parents' Evenings**

All students have 3 Progress Reviews and 2 Parents' Evenings during each academic year

## **Safeguarding**

St John Rigby College fully recognises the importance of its responsibility to the wellbeing of its students and to the guidance it provides for its staff. We are committed to the contribution we can make to protecting and safeguarding young people by:

- Raising Awareness  
By informing staff, learners and visitors about the College's continuing

**commitment to protecting and safeguarding learners and other vulnerable people.**

- **Prevention**

**For all staff to be aware of the potential range of learner needs and to encourage an ethos and to promote a strong pastoral system, in which learners find staff approachable to enable communication of any problems which may be affecting their lives.**

- **Protection**

**By following agreed procedures, ensuring that staff are informed and aware of the College's Policy, Guidelines and Procedures, and are supported to respond quickly and appropriately and sensitively to Child Protection and Safeguarding concerns.**

- **Support**

**By offering appropriate support to learners who have concerns about abuse and to College staff who support them.**

- **Collaboration**

- **When working with young people from partner institutions it is the responsibility of that home institution to ensure that all Child Protection and Safeguarding legislation and procedures are ensured for their learners. This responsibility is with the College when our students are engaged in College activities off site.**

**Risk assessments are conducted for all College trips and outings where LDD learner needs are individualised.**

**The College has a dedicated 'Nurture Room' where LDD learners, have the space to develop their social, moral and emotional wellbeing.**

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

**Health needs and support requirements are incorporated into the personalised Study Support Plan. Students with more specific and detailed medical needs will be assessed and may require a Medical Support Plan which details any additional regular medical support interventions.**

**Students with more acute health difficulties may require detailed day to day 'Care Plans' and accompanying risk assessment as necessary. Personal Emergency Evacuation Plans (PEEP's) are incorporated as required.**

## **Communication**

The first point of contact made by students, parents, carers, advocates is often with the Learning Support Manager or the Director of Students. LDD Medical Health Disclosure Procedures detail the required lines of communication within the College in order that information is applied to individual needs appropriately.

## **Working together**

The Director of Students engages with other agencies regarding potential students and enrolled students and their specific needs and in some cases statutory entitlement.

## **Help and support available**

The College can help prospective learners with application form completion and arrange, if required, 1-1 support, to enable new learners to fully access taster days, open days, new student days and College visits.

The College also offers its own dedicated Careers Advice Service and all LDD learners receive specialist guidance and advice.

Progression opportunities are available for all learners from Entry level to Advanced level.

Each learner is allocated a dedicated Personal Tutor who will coordinate applications for bursary funding, free meals and financial hardship.

## **Transition to and from the institution**

The Learning Support Manager works extremely closely with parents, learners and feeder schools to ensure new learners experience a smooth transition from high school to college and includes:

**Open Evenings**

**Communications with learners, parents, relevant staff in partner high schools, Careers Advisors and external agencies**

**Attendance at school transition meetings**

**College visits by learners**

**Support with Application form completion**

**Initial course consultation**

**Enrolment support and Induction support (according to need)**

## **Enrichment/Additionality**

**Enrichment at St John Rigby College is designed to integrate many educational prospects. For example, enrichment activities will provide great links with employability giving students work and life skills that they cannot achieve from just their academic studies. Enrichment should fuse fun and learning, in order to provide the best possible experience for all students.**

**There is far more choice in enrichment than ever before, allowing students to choose activities that are within their studies and giving them a wider breadth of knowledge or they could choose to study a completely separate activity for fun and enjoyment.**