



**SEN and Disability Local Offer:
Sixth Forms and FE Colleges**

Name: Winstanley College

College/Sixth Form Setting Name and Address	Winstanley College, Sixth Form, Winstanley Road, Wigan, WN5 7XF.	Telephone Number	01695 633244
		Website Address	
Does the College/sixth form setting specialise in meeting the needs of young people with a particular type of LDD?	Winstanley College is a provider of Post 16, Level 3 programmes and we will seek to ensure that the necessary provision is in place for learners with learning difficulties and / or difficulties who meet the entry criteria. This is achieved through the provision of additional learning support, tailored to the needs of the individual, where appropriate and relevant reasonable adjustments. Training is completed with curriculum staff to ensure that they can address the identified, additional needs of learners within their classes. The college site is fully accessible to people with mobility needs. The college has experience of delivering a curriculum to learners with a range of physical disabilities, sensory impairments and specific learning difficulties.		
What age range of learners does the College/sixth form setting cater for?	16 - 19		
What is the admission criteria for your College/sixth form?	GCSE Point Score of 48, including Grade C in English Language and Science. Appeals for special consideration from applicants with: health issues, a disability and / or learning difficulty are welcomed.		
Name and contact details of your College/sixth form setting Additional Learning Support lead	Linda Jones Study Support Manager Linda.jones@winstanley.ac.uk 01695 633244		

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

Name of Person and Job Title	Linda Jones Study Support Manager		
Contact telephone number	01695 633244	Email	Linda.jones@winstanley.ac.uk

I confirm that our Local Offer has now been published on the College/sixth form setting website.

Please give the URL for the direct link to your College/sixth form setting Local Offer	http://www.winstanley.ac.uk/wp-content/uploads/2014/09/LocalOffer.pdf		
Name	Linda Jones	Date	15/09/2014

Accessibility and Inclusion

Winstanley College is a fully accessible site. Students are invited to disclose a learning support need and / or disability at interview, enrolment, induction or at any point during their course of study. The aims of the college's support systems are to enable all students to access the curriculum and achieve their potential. Where a learning difficulty and / or disability is disclosed or identified, initial assessment of learner's needs informs support which is tailored to meet individual need to ensure inclusivity. Support may involve: transition work with schools / external agencies, work with curriculum staff to enable them to meet the needs of individual students, loan of specialist equipment / software, academic or personal care support. Where appropriate, health plans are put in places that are shared with both the student and their teaching teams.

Teaching and Learning

All students who identify a learning support need and / or disability prior to enrolment at college are contacted by the Study Support Manager, Progression and Welfare Manager or Targeted Support Mentor to ensure that a programme of support is implemented as soon as possible. Schools are also contacted to gain a full overview of the student's support needs to support transition. Where further assessment is needed, to arrange support in exams for example, this is arranged. Specialist assessment is also arranged where necessary. All first year students complete a screening programme during their first two weeks at college, this assists in the highlighting indicators of dyslexia, dyspraxia and / or support needs. This is then followed up by the Study Support Team to work out an individual programme of support where necessary. Students are also referred to Study Support during their course of study by their curriculum or Personal Tutors. Students can also self-refer. Following assessment, a programme of support is arranged which may include:

- Support in the classroom / off site – Learning Mentors
- Study skills support
- Specialist tutor for dyslexia
- Targeted Support Mentor
- Curriculum support – staff training, adjustments to materials / delivery of curriculum
- Exam support tailored to individual need
- Loan of specialist equipment

Progress monitoring and review

The progress of all students is monitored carefully by curriculum staff, with regular academic tracking throughout the academic year. The college has extensive pastoral support and a system is in place where Personal Tutors or Study Support Tutors can gain a quick overview of a student's progress. Person centred reviews are carried out on a regular basis and action taken if a student is not reaching their target grade. Reviews of support are demined by individual need but are in place as a minimum, twice a term.

Safeguarding

Risk assessments are completed which focus on the individual and PEPs put in place where necessary. Students receive a tutorial on staying safe on and off line and all have to

read college guidelines as part of their induction. For some students, transition visits prior to the start of college and orientation training is put in place. There is also use of a withdrawal room and access to a named member of staff. Individual support for off site visits is provided where appropriate.

There are three members of staff trained to level three in Safeguarding that includes the CPO and the Deputy CPO. There is a college mobile number for safeguarding if staff have a concern or emergency and all causes for concern are recorded on a secure online and key locked system called CPOMs.

Health (including Emotional Health and Wellbeing)

Personal Evacuation Plans are in place where appropriate and the college has named First Aiders on duty. The college has a Counselling Service, staffed by a male and female counsellor and the Targeted Support Mentor also support students with emotional and social needs. Where necessary, liaison takes place with external services, CAMHS for example. The Progression and Welfare Manager provides advice on accessing services, benefits, housing or refers students to external agencies where appropriate.

Communication

Parent / guardians can gain access to information on student's attendance and progress via the Parent Portal. Each student has a named Personal Tutor, and where relevant named Targeted Support Mentor and / or Study Support Tutor who parents can contact with concerns and queries. During Consultation Days, parents / guardians are invited to meet with curriculum tutors.

Working together

Progress subject reviews and reviews of support ensure that the changing needs of individual learners are addressed. The college has implemented a Student Voice Strategy which is key to ensuring regular student feedback on curriculum and all aspects of college life. This gives students the opportunity to influence change and development. Students are also invited to become involved in the Equality and Diversity group which enables them to have a voice in terms of policy development and key issues.

For learners with social, emotional needs, learning difficulties and / or disabilities, where necessary, there is regular liaison with external agencies and case conferences drawing all relevant parties together for the benefit of the learner.

Help and support available

The college has the services of a Careers Advisor and a Progression and Welfare Manager who both work on an individual basis with students to provide support with transition to university or employment. The Work Experience Co-ordinator also works with student to locate appropriate work placements / voluntary work. The Study Support Manager and Progression and Welfare Manager provide guidance on the support available at university (including DSA). The Study Support team provide 1:1 or small group to students (dependent on student need) and drop in support is available for help with study skills development (i.e. time management, organisation, revision / exam technique, essay planning / writing). Specialist Tutors within the Study Support team provide assessment to inform access arrangements for examinations, i.e. extra time, reader / scribe etc. Full diagnostic assessments are available for students with specific learning difficulties who are in receipt of a college bursary. The Targeted Support Mentor supports students with a range of needs including: students with mental health difficulties, students with an Autistic Spectrum Disorder.

Where appropriate students can apply for bursary funding to support the cost of travel to college, this is means tested and bursary students are given financial support providing their attendance remains high.

College has a cashless catering system and students identified as having FSM from school are contacted at enrolment and have this system set up for them.

Transition to and from College

Where a long term need, learning difficulty and / or disability are disclosed prior to enrolment, the Study Support Manager, Progression and Welfare Manager or Targeted Support Mentor will contact schools and where relevant arrange meetings to aid transition. Pre-enrolment meetings to inform support and pre-enrolment taster days can also be arranged.

Enrichment/Additionality

A wide range of extra-curricular activities is available to all students. Where appropriate students are supported in attendance of enrichment activities.