

## Local Offer: Loreto College ALS in Mainstream

### Ethos, Values and Core Beliefs

#### Mission Statement

Loreto College promotes educational opportunities, equality and knowledge to young people of different faiths whose beliefs are consonant with our key values of Freedom, Justice, Sincerity, Truth and Joy as a means whereby individual young people may shape a better future. It does this by providing accessible, high quality educational opportunities for young people regardless of their entry qualifications /disabilities or difficulties. The Principal in a speech addressing the whole college staff spoke about Loreto's commitment to inclusion, ensuring all young people achieve their 'potential and beyond' she was quoted saying:

***“Students who have the ability to get to Oxford and Cambridge are given all the support they need to be able to get there, whilst students with severe learning difficulties are encouraged to become independent travellers, with a sizeable number moving onto paid employment. Both sets of students sit side by side as equals in tutorials and in the cafeteria”***

Loreto has a history of providing an inclusive and comprehensive education. The Pathways Department fully contributes to this tradition. The department provides a challenging and stimulating study programme to ensure individuals with severe and moderate learning difficulties reach their full\potential. These students learn alongside their mainstream peers on other courses in a supportive and inclusive community.

### Teaching and Learning

#### What additional support can be provided in the classroom?

Inclass support in Mainstream can be delivered on a 1:1 or shared basis. Support staff help students to access their curriculum in the following ways:

- By providing physical support such as acting as a scribe or practical assistant.
- Supporting students to ensure that they remain focused and on track.

Individual outcomes and targets for students with support needs are shared with teaching staff to ensure that they are aware of this information and equipped with strategies to support the students.

#### What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external agencies and equipment/facilities)

In addition to weekly study skills sessions, students are encouraged to take part in a Personal Development Programme which is intended to provide a more holistic, collaborative approach to support. Through this, students have access to weekly appointments with a mentor who will provide support and advice on how to overcome personal and academic barriers, and share relevant information with teachers and parents.

Academic support may range from additional help with organisation and time management, through to the provision of specialist equipment and adaptive technologies such as reading pens, dictaphones and laptops. Other support available includes internal assessments and carefully determined exam access arrangements, access to supported study sessions, three study centres and a library, which include adaptable desks.

The system also allows for referral to a range of services – internally through Pathways to Independence, Physiotherapy and Counselling and externally through a number of specialist organisations such as Emerge.

The department liaises with various external agencies such as Sensory Services to ensure appropriate in college support is provided to students.

**Staff specialisms/expertise around SEN or disability**

All members of the ALS team have regular access to CPD and training opportunities developing skills in areas such as working with young people with Autism, ADHD and mental health difficulties. Many of our staff are educated to degree level in a broad range of subjects including Sciences, Humanities and the Arts. The college has two accredited specialist teachers who are able to carry out assessments in order to provide evidence necessary for exam access arrangements.

**What ongoing support and development is in place for staff supporting children and young people with SEN?**

Support staff have ongoing training over the course of the year and have dedicated INSET time over the summer period to ensure that their training needs are met. During the appraisal period, staff are asked what training they feel they would benefit from and this is put into place over the next academic year.

**What arrangements are made for reasonable adjustments in the curriculum and support to the young person during exams?**

Many mainstream students have access to exam access arrangements to ensure that reasonable adjustments are made for the exams, a specialist teacher uses psychometric tests to ensure the most appropriate exam concessions are arranged. All teaching staff are informed of any students learning difficulties and adjustments are made in class, for example resource modification, or additional time.

**How do you share educational progress and outcomes with parents?**

Educational progress is tracked via a review system which is a key component of our Personal Development Programme. Mentors monitor progress through weekly appointments with students, which alongside feedback from teaching staff is used to offer a detailed update on both academic and personal development, highlighting successes and areas for improvement. This is carried out at key points within the academic year. It is provided in addition to the existing cross-college review system and used to ensure that the support being provided is appropriate. This information is then shared with parents. As part of the process, parents and students are also invited to provide feedback to encourage a more collaborative approach to support.

**What arrangements are in place to ensure that support is maintained in "offsite provision"?**

Support is maintained by contacting the student's parents/guardians, of activities due to be off site and obtaining their permission. It is ensured that if appropriate, a support worker is present with the student and a risk assessment is carried out, depending on the additional needs of the student and the length of time out of college. The number of staff who are assigned to support an individual student depends on the length of time 'off-site' and considerations of any personal care needs of the student. This information is gathered and staff numbers are allocated accordingly.

The support worker will liaise with the student prior to an off-site activity to ensure they are aware of anything they need to bring e.g. bus pass, medication before they leave. The support worker will liaise and brief all staff, where applicable, of the additional needs of the students and the best way in supporting them.

**What work experience opportunities do you offer?**

Work experience opportunities could be sought through the contacts the college Career's Advisors may have. General help in researching and contacting organisations with speculative applications for work experience opportunities can be arranged through 1:1 sessions with Mentors, Tutors, Heads of Hall and the Careers Advisors. Liaison with the Health and Social Care Placement Officer enables a range of sector related work experiences from organisations that are accustomed to taking on students. These have been thoroughly risk assessed by an independent assessor. Support from the Placement Officer and mentoring team can help in completing DBS application forms where required.

## Annual Reviews

### **What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?**

Key Personnel attend Annual Reviews for prospective students who will be enrolling onto a Mainstream Course. Annual Reviews are conducted as Person Centred Reviews at Loreto College and are led by the Head of Department. The formal documentation for Reviews identify: Aim for end of course, Student's views, The progress the learner has made in relation to his/her prioritised essential skills in all areas of the curriculum they are accessing, Priority outcomes are set by the learner for the future.

## Keeping Children Safe

### **What handover arrangements will be made at the start and end of the day? Do you have parking areas for pick up and drop offs?**

Drop off area at Reception where, if necessary students are met.

### **What support is offered during breaks and lunchtimes?**

ESA/mobility/FAR staff provide support with feeding, personal care, medication administration, social groups, 1:1 academic support sessions, where appropriate.

### **How do you ensure my son/daughter stays safe outside the classroom? (e.g. during PE lessons and trips)**

Risk assessment of all external activities, ESA support if necessary outside of lessons.

### **What are the provider arrangements for undertaking risk assessments?**

Staff undertake risk assessments that are then checked and verified by the colleges H&S officer and senior management.

### **Where can parents find details of policies on bullying?**

The college website or parents can request a hard copy from the Office.

## Communication with Parents

### **How do you ensure that parents know "who's who" and who they can contact if they have concerns about their child/young person?**

Parents can contact the main office and speak to their son/daughter's Head of Hall who will then liaise with the relevant staff.

### **Do parents have to make an appointment to meet with staff or do you have an Open Door policy?**

Parents wanting to discuss a student's individual support requirements should contact the college office so that an appointment with the relevant personnel can be arranged.

### **How do you keep parents updated with their child/young person's progress?**

Parents have access to the parental portal which displays their son/daughter's reviews and teacher comments. There are also two parents' evenings for both upper and lower sixth students for parents to attend and discuss their child/young person's progress. Other issues regarding a young person's progress can be communicated via the student's Head of Hall if appropriate.

### **Do you offer Open Days?**

The college offers two Open Days in October.

### **How can parents give feedback to the provider?**

Through email, phone or face to face meetings and parental surveys.

## Working Together

### **Do you have home/provider contracts?**

All Loreto students have to sign a learner agreement.

### **What opportunities do you offer for young people to have their say?**

Various surveys throughout the year are used to collect student voice. Each Hall has two Student Council Representatives to raise student issues. There are two Student Governors.

### **What opportunities are there for parents to have their say about their son/daughter's education?**

Parents evening, parental surveys and during enrolment onto courses as well as interview evening during the application process.

## What Help and Support is available for the Family?

### **Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?**

Head of Mainstream ALS would support parents if necessary.

### **What information, advice and guidance can parents and young people access through the provider? Who normally provides this help and how would they access this?**

The college offers information, advice and guidance on many diverse issues. The Head of Mainstream ALS/Heads of Hall can support parents if necessary.

## Transition from School/College

### **What support does the provider offer for young people coming to the provision? (e.g. visits, buddying)**

The college has a dedicated ALS Transition Manager who offers the following service:

- A key point of contact for prospective ALS students, parents, high school personnel and other external agencies querying provision.
- Attendance at school reviews and transition meetings.
- Liaison with external agencies who will have an input into student support packages.
- Opportunities for internal pre-entry transition visits.

Students also have access to open days, taster days, visits and interview evenings. Additional support can be provided during taster days and a member of the department is available to offer guidance and support during other visits. A Parents Conference is offered during Taster Day with a talk from the Head of ALS on the services provided by the department and the college.

There is an annual Additional Learning Support Conference, which parents and guardians of prospective students are encouraged to attend. This evening includes a presentation by the Head of ALS and the Principal and provides an opportunity for parents and students to meet with representatives of the department to discuss what support to expect.

The college allows for additional visits to the site to be arranged prior to students joining if appropriate.

During enrolment, students are able to discuss their support needs further with a representative of the department, which allows for early referral to college based services such as mentoring and study skills, to ensure an appropriate level of support is provided from the beginning.

The department has an ALS social group to help new students settle into college, all ALS students are welcome to attend.

**What support is offered for young people leaving the provider? (e.g. careers guidance, visits to other colleges, apprenticeships, supported employment etc)**

Guidance: Students are offered departmental support to discuss careers and further education/training. The student's mentor will support the student in taking the action that is required of them and highlighting any areas that need development. Students have access to a college career's service and can book themselves in for meetings as they so wish and this information will be shared with the mentor to support the student in making decisions and taking appropriate action. Students have sessions on careers and employment in tutorial lessons.

Visits: The college runs an annual Careers Fair in February with a range of organisations from Universities to local traineeship providers. Students are encouraged to attend this regardless of year of study. Similar events, which run externally such as Skills North West, are promoted to students via email, tutors and mentors and some can be run as college trips. Depending on the student's goals, they have the opportunity to attend University insight days, apprenticeship events (general open days to more departmentally specific events) and also take part in the rolling events and talks that place in college.

Colleges: Students can be supported by their mentor, Careers Advisors in researching courses, gathering information on the additional support available, making applications and attending assessments. Students who have gained a place at a college and who need support with orientation can be supported by a member of ALS staff if required.

Apprenticeships: Students are able to attend the centres of Apprenticeship/Traineeship providers with the support of a member of staff to complete initial interviews, make applications and search for opportunities. Students can also receive interview tips and support in navigating their way around to assessment centres where applicable. Local apprenticeship providers work with the college Careers Service in running workshops and information sessions in house, at various points in the year.

Supported Employment: Loreto College is a Statutory Referral Organisation for the Shaw Trust, supported employment organisation and students have the opportunity to meet advisors in college to obtain more information. Tutors and Careers Advisors will work with the students in completing a CV and clearly identifying their job goals/sector preference – ensuring that choices made are appropriate to the student's needs.

**What advice/support do you offer young people and their parents about preparing for adulthood?**

Students work closely with their mentor in creating and identifying personal goals to aid them with their upcoming transition. Areas of development that are identified can be worked on every week with the mentor. In some cases, an internal referral to the Pathways department can be made to work on key areas such as Independent Travel and Healthy Living. This transition work begins as soon as the student enrolls on to the Personal Development Programme. Progression information is included in each of the student reviews that occur within the department and this information is sent home for Parents and feedback is openly sought. This information can include elements such as how to manage time effectively, or other elements such as how to write about personal strengths. Parents are able to request meetings with Heads of Hall working with the student and have the opportunity to be in dialogue with the student's mentor as needed.

## Extra Curricular Activities

### **Do you offer holiday provision? If yes, please give details.**

During the Easter break the college holds a number of revision sessions. Support is provided to students for these sessions where necessary.

### **What lunchtime activities do you offer? Is there a charge for these and if so, how much?**

We offer a range of lunchtime activities including debate club, history society, law society, manga club, science club, maths drop ins, coding club and an ALS social group. All these activities are free and students from across the college are encouraged to join in.

Students are also able to use the Chaplaincy during breaks, lunchtimes and study periods.

### **How do you make sure clubs, activities and residential trips are inclusive?**

Every effort is made to ensure that all activities are inclusive. All in-college activities take place in accessible rooms and are open to all students. The college atmosphere promotes inclusivity and understanding across the student body. We have wheelchair accessible minibuses and we hire wheelchair accessible coaches for trips involving mobility students.

### **How do you help young people to make friends?**

As well as various shared-interest societies, we also run a weekly ALS social club for students with ASC or other social issues to come along to. Students have daily tutorial sessions, attend general R.E and have access to the Chaplaincy during social times. Students are also encouraged to create their own groups with the support of staff where appropriate.