

# Local Offer: Loreto College Pathways Department

## 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 as saying:

**"Students who have the ability to get into 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.

## EHC Plan

We will liaise with the local authority and contribute to an annual person-centred review of progress on outcomes (a formal EHCP Review), what's working and what's not working with the learner, their parents, staff and any assigned external agencies. Outcomes and aspirations are identified and shared with relevant teachers, Educational Support assistants, Heads of Halls and tutors.

- We will use EHCP outcomes to develop an individual learning support plan with the learner to support progress towards those outcomes. Students are taught in smaller class sizes) and have at least 2 assigned Educational support assistants within the group.
- Ensure that the learner remains at the centre of decisions that are made, support that is given and progression targets that are set.
- Ensure that outcomes are aspirational, ambitious and support independence and a fulfilled adult life.
- Set ambitious targets for learners that are SMART and consistently reviewed.
- Ensure that learners know how they can improve and that we recognise and celebrate the achievements and success of everyone.
- Actively promote greater independence and develop wider skills for employment and adulthood.
- Offer a programme of study to ensure that a learner is stretched, challenged and supported on their journey to success.
- Ensure that maths and English skills are developed at a level appropriate to an individual learner.
- Focused additional learning support to enable learners to access extra sessions in maths, English, tutorial and R.E

## Reviews for schools

We work closely with Local Authorities and schools to identify potential SEN learners in year 10 from local secondary schools. We attend year 10 annual reviews, carry out observations in schools and invite perspective students to attend our link days. Our link days give learners an opportunity to explore the college, meet tutors and potential new peers and have a go at a range of activities. All relevant staff from Loreto College attend Annual Reviews of students at school who will be enrolling onto the Pathways Course the following September.

## Annual Review for L6th and U6th students

Annual Reviews are held in January with student, parent/guardian, and all relevant agencies.

We liaise with the local authority and organise annual person-centred, outcome focused reviews of progress (a formal EHCP Review). We review what's working and what's not working with the learner, their parents, academic staff and any assigned external agencies. The formal documentation for Reviews identifies: Aim for end of course; Student's views; progress the learner has made and the priority outcomes set by the learner for the future. We will use EHCP outcomes to develop an individual learning support plan with the learner to support progress towards those outcomes.

Students are taught in smaller class sizes (below college standard class size) and have an assigned teaching assistant within the group. Specialist support or therapies can also be provided based on EHCP content with outside agencies

Lower 6th Students reviews focus specifically on the provision that would be most appropriate for each student as they move into their Upper 6th Year. The review considers whether students will be referred to Supported Employment Service, College Based Work Placement provision, or progression onto a mainstream college course, if appropriate.

Upper 6th reviews focus on the most suitable transition route for the student: The student should be referred to other training/education/employment providers. For some students this is the Exit Review i.e. those students leaving college upon completion of two years on the course.

Exit Review: Final meeting with student who is leaving with relevant people to confirm transition details.

## How does our department plan the support? How are our resources allocated and matched to needs?

From our first point of contact with a learner, we endeavour to highlight potential support needs to ensure that we can effectively plan capacity and resource to meet demand and ensure all students with EHCPs. In year, by periodically reviewing the impact of any support assigned to a learner, we work to adjust and realign resources to ensure that they are most effectively used and that those with the greatest support needs are able to access the right support. We are committed to ensuring that all students receive outstanding support irrespective of their learning need or disability by supporting and continually developing all staff, raising awareness and providing teaching and learning strategies that foster and embed an inclusive and supportive learning environment for students.

## How does our department ensure that the information about a student's SEN or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that student?

A secure web-based profile is used by the department and relevant staff can access it across college. This holds all information on learners including their Education Health and Care Plan, course, personal details, support plan, tutorials, attendance, reviews and meetings and medical information. In addition, we have wide staff development days throughout the year that often cover key SEND awareness and updates.

## How is the decision made about the support the student will receive?

Several sources of information are collated and reviewed. All information is shared and implemented across all relevant the department and college teams.

- Education Health and Care Plan
- Transition planning meetings
- College link experience days feedback and assessments
- Individual needs assessments
- Input from parents/carers and external agencies
- Classroom observations
- Reports and assessments from other professionals (education, health and/or care)

## What expertise do staff have in relation to SEN in the department?

### Training of staff

The department offers a rolling staff development and support programme to provide training, hints and tips around each specific learning difficulty and special educational need (e.g. dyslexia, autism, Asperger's syndrome, dyspraxia, dyscalculia, visual stress, ADD/ADHD). This suite of training is supported by factsheets, interactive resources and hints and tips to support staff. In addition, we host college wide staff development days throughout the year that often cover key SEND awareness.

All Education support Assistants have completed the Autism Education Trust tier 2 post-16 autism awareness training. ESAs receive bespoke training in accordance with the need of the individual of the learner. This training includes:

- Manual handling and lifting
- Medication handling and awareness
- Epilepsy
- First Aid

## Which other services do we use to provide for and support our students?

Using EHC outcomes to develop an individual learning support plan with the learner to support progress towards outcomes, a learner may require support from one or more of the following outside services or specialists: The department will help to arrange with parents and agencies for this to happen where appropriate

- Speech and Language Therapy
- Autism Coordinator
- Hydro-therapy
- Rebound Therapy
- British Sign Language
- Children and Adolescent Mental Health Services (CAMHS)
- Educational Psychologist
- community and voluntary organisations
- Pure Innovations(Supported Employment Agency for our Supported Interns)

## How do we provide support to improve the emotional and social developments of our students?

Learners with SEND may access the following:

- Learning mentor based in the department qualified in social and emotional strategies.
- Anxiety drop in run by the college counsellors
- Topical themes covered in group tutorial sessions
- College-wide awareness campaigns and external agency visits
- Quiet time in the sensory room
- Personal tutor/teacher/ESAs

## Communication with Parents

Educational progress is tracked via numerous assessment processes as well as the cross college review system. As part of this process, parents and students are invited to provide feedback to encourage a more collaborative approach to support. College Assessment/Reviews/ Reports are completed each term in line with college procedure and sent home to parents/carers. Pathways provide an open door policy where parents/carers can phone, email or arrange to meet with staff regarding their young person's progress throughout the college year. Newsletters are sent to all parents with details of college events and activities. In addition person centered reviews are held once a year

## Working Together

All Loreto students have to provide a learner agreement which they have to sign. Students can discuss every aspect of their college life and give their opinion through individual learning plans, reviews, college council, tutorials, or becoming a student ambassador.

The college council represents the voice of students across the college and meets regularly with Senior Management .Two students represent the Pathways Department on the College Council and are actively encouraged to express their views both within the classroom setting and with members of the Senior Leadership Team. Two students in the department are student ambassadors, they attend to staff department meetings to discuss any improvements we could make to the course or department.

Students and parents are invited to Presentation Evening at the Manchester Town Hall to receive their certificates on completion of the course .Parents and carers are regarded as active participants in their young person's learning., alongside the scheduled meetings focused on learning throughout the year, parents and carers are encouraged to contact the college at any time to discuss their young person's learning and progress.

## Family Support

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

Head and Assistant Head of Pathways to Independence Department would support parents if necessary.

Parents are also invited to coffee morning once a month from the department to meet other parent and discuss and share information.

## Transition from college.

Representatives from outside agencies including supported internships are invited in to college to discuss transition routes with the leavers and this gives the parents and students the opportunity to ask questions.

### **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?**

Head of department and teachers would provide information also parents and young people can contact the department to arrange an appointment.

### **How does the provider help parents with travel plans to get their son/daughter to and from provider?**

Independent travel arrangements can be discussed during taster/open days / enrolment, with the Head of Department and the Independent travel coordinator.

### **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 are invited to the Pathways department to meet the staff and to look around.

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

In the Pathways department there is a open door policy for parents to meet with a teacher to discuss concerns from 8.30 /9.00

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

Through termly reviews that are posted home. Annual Review, parents meetings

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

The department offers Open Days in October with an opportunity for students and their parents to speak to staff and look around the department.

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

Through email, phone or arranged meetings.

### **What is the college policy on administering medication?**

The college has in place procedures to deal with emergency medical needs. Our internal systems identify all students with long/short term medical needs.

Loreto College is an inclusive community that aims where possible to support and welcome students with medical conditions.

Loreto college medical conditions and medication guidelines are drawn up in consultation with parents/carers, healthcare professionals and the appropriate college staff.

These guidelines are supported by a clear communication plan for staff, parents/ carers and other key people to ensure its full implementation.

The college works closely with outside agencies to support young people emotionally to ensure their wellbeing. The college liaises closely with the Learning Disability Nurses, CAMHS and social services to support the emotional wellbeing and mental health of students. The college and department have a highly experienced team which supports students in a variety of ways in order to enable them to overcome obstacles to their learning.

## **Pathways to independence and Employability**

## Teaching and learning

The Pathways Department provides a programme of study that promotes independence in all areas of the learner's life in preparation for participation in the 'real world'.

We provide a 2-year course for students between the ages of sixteen and twenty-one years and endeavour to meet the needs of all students by providing an individualised programme, which will alter as the student progresses.

Strong links with local community and employers further enrich learning opportunities for students. Support on the Pathways course can range from 1:1 support when travel training or at work placements as well as 1:1 support in lessons when required.

The department has the equivalent of 4 full time teaching staff, fully experienced in working with young adults with SEND. There is an equivalent of 14 full time Educational Support Assistants who are qualified to Level 2/3 in Autism from the Autism Education Trust.

Throughout the programme of study outcomes from the EHCP are carefully monitored. In addition students have individual learning targets for subject specific lessons throughout the course of the college day. The teachers and support assistants are highly qualified to support supporting those students with physical disabilities and with any personal care needs on the programme of study.

## Programme of study

The study programme we offer is a full time, flexible curriculum that will provide you with an excellent route to develop your skills in preparation for working life, independent living or on to higher level **courses**. Learner's timetables will have a blend of accredited and none accredited lessons to help them to progress in the future.

The Diploma in Life Skills is an accredited qualification based around the development of personal, social and employability skills. The Entry 1, 2 and 3 Diplomas in Life Skills are made up of a range of units covering the following areas;

- Preparation for Work
- Independent Living
- Personal and Social Development
- Community Awareness
- Personal Safety

## Specialist Facilities Available to the Department:

- A café for catering lessons.
- Polytunnel for horticulture

- A fully fitted personal care and presentation room with adaptations for wheel chair users.
- Teaching classrooms with computers and overhead projectors.
- ICT suites for timetabled ICT lessons.
- Art/craft workshop for timetabled art lessons.
- Specialist sports equipment and access to sports halls for timetabled sessions.
- Sensory room for students with physical disabilities to rest.
- Personal care room for students across college who are wheelchair users.
- IPADS/Laptops for students in lessons.
- A fully fitted kitchen with modern facilities.

## The Employability programme

The Employability programme within the Diploma in Life Skills Is delivered through practical activities, work placements, and theoretical classroom based lessons. Local Community links are strong with students regularly accessing the local community as part of their learning programme on 6-8 week block programmes. Students are given the opportunity to undertake a variety of work placements within a wide range of work areas whilst on the course,

### Students will learn:

- How to look for a job online
- How to write a CV
- How to write covering letters
- How to fill out application forms
- Accepting an interview
- Telephone interview skills
- You will learn how to present yourself at interviews.
- Practice interview techniques with real employers from local businesses.

### Employment partners:

- Manchester University
- Manchester Council
- Trafford Council
- GLL sports-Manchester Leisure Centres



- Manchester Metropolitan University
- Pure Innovation

## Supported Employment

In partnership with Pure innovations some students in their 2<sup>nd</sup> year will be offered the opportunity to work in different work placements with a view to gaining experience to the career they would like to do in the future and with the possibility of paid employment.

## Business Enterprises within the department

The Pathways Laundry service provides foundation work experience for students. It is a fully operational industrial laundry with contract orders from different departments in the college.

## Gardening Enterprise

'Green Fingers', is the Pathways garden project, students have the opportunity to develop gardening skills. Students use the polytunnel to learn how to prepare seed trays, sow seeds, nurture healthy plants and enrich the soil, the importance of regular watering, and how to adapt with the changing seasons so their plants flourish. The students have set up a shop to sell the plants and vegetables to staff throughout the college year.

## Card Enterprise

Students have set up a card enterprise business which has been very successful. They are responsible for making the cards for staff in college and sell the card at local establishments in the community at Easter and Christmas.

## Catering

Students will have the opportunity to work in our Pathways café which produces snacks for staff and students to buy in college

## Travel Training

Travel training is designed to help young people with special needs to get more from life by giving them the skills and confidence to travel independently, using different forms of public transport. The Pathways Department has a designated Travel Training Team which offers transport training to all students who are on our course. All students begin the programme in their first year and continue until they become independent travellers. The programme is student centred and delivered at the student's own pace. Parents' /Carers' input is vital to the programme and the development of their son's/daughter's independence and they are informed every step of the way.

## Daily Living Skills

Daily Living Skills is about developing the ability to participate more fully within the home by increasing participation in cooking, cleaning, shopping, and managing the home, and towards becoming fully independent. In Daily Living Skills emphasis is placed on the students seeing themselves as young adults engaging in different activities and being able to achieve realistic goals. Students will plan, shop and cook a meal within a budget during the lesson.

## Community Participation

Community Participation lessons aim to develop the students' abilities to participate fully in life out in the wider community and seeing themselves as young adults engaging in different activities with their friends. Students are encouraged to choose, plan and engage in a variety of activities on a weekly basis. They might visit museums and galleries, shopping centres and parks, or go bowling or to the cinema. Students will learn to budget for each activity and make choices taking into account how to get there and, what they can afford.

## **Numeracy, Literacy and ICT**

All students take part in lessons for Literacy, Numeracy, and ICT lessons. The delivery in these key areas, running alongside the vocational programme, ensures students make outstanding progress in all aspects of their learning and in real life settings. Some students, where appropriate, will move on to Functional Skills in Numeracy and Literacy.

### **ICT**

Students work on completing their CVs and develop competence in using the internet to gain appropriate information. Students have lessons on safety procedures when using their mobile phones and accessing social networking sites.

### **Numeracy**

Students consolidate and develop their concept of money and time through practical activities. Students who already have a good understanding of numeracy have the opportunity to challenge and further develop their skills.

### **Literacy**

Student's communication, social skills, self-advocacy, and confidence are developed within all areas of the curriculum including weekly Drama lessons. Students develop their reading and writing skills to enable them to function in the work place, the community and in domestic situations, according to their ability.

## **Volunteering Programme**

Students will have the opportunity to take part in volunteering projects in the community including volunteering with the Youth Sports Trust.

## **Sports Programme**

Students will have the opportunity to use the gym and play team sports. We have an enthusiastic football team where students are encouraged to participate in competitive football. The football team had the opportunity to take part in the Football Futures Scheme designed for students who may be interested in voluntary work in football.

### **Enrichment activities offered:**

Students who access the Pathways to Independence Course are first and foremost Loreto students and are fully included in all areas of college life. For example, tutorial groups, assemblies RE lessons, Mary Ward Day, Charities week, College Retreats and end of term activities. On Mary Ward Day, students have the opportunity to visit places of interest or take part in activities throughout the day. Students can be involved in a successful radio station 'Loreto Radio', which can be listened to via the int

