



Local Offer

Ethos, Values and Core Beliefs
<p>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.</p> <p>Loreto is committed to supporting all SEND learners achieve the best outcomes in mainstream programmes of learning and endeavour to meet the needs of all students through individualised support in discussion with students and parents.</p>
Annual Reviews
<p>Key Personnel attend Annual Reviews Annual Reviews are conducted as Person Centred Reviews at Loreto College and are led by the SENDCo and Head of Pathways Department. The formal documentation for Reviews identify: Aim for end of course, Student's views, and 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. Exit reviews take place to confirm transition details.</p>
Teaching and Learning Mainstream
<p>In class, 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:</p> <ul style="list-style-type: none"> • By providing physical support such as acting as a scribe or practical assistant. • Supporting students to ensure that they remain focused and on track. <p>Individual outcomes and targets for students with support needs are shared with teaching staff to ensure that they aware of this information and equipped with strategies to support the students.</p>
Teaching and Learning Pathways
<p>Support can range from 1:1 support when travel training, at work placements as well as 1:1 support in lessons when required. ESA's support is available in all subject areas helping students to access their curriculum, promoting independence.</p> <p>The department has qualified teaching staff, fully experienced in working with young adults with SEND. Educational Support Assistants assist students with physical disabilities and with any personal care needs. Each student has individualised learning targets for every lesson throughout the course of the college day. This ensures that the lessons are pitched at the right level for all students and that all students' progress in their learning.</p> <p>All targets link back to the student's long term outcomes on their EHCP.</p>



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Loreto
sixth form college

Principal: Ann Clynych CBE

What provision do you offer to facilitate access to the curriculum and to develop independent learning? Mainstream

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 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.

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

Where students are recognised as requiring exam access arrangements following the guidance of the SENDCo, 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, reader, scribe and 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 via student log or meetings. As part of the process, parents and students are also invited to provide feedback to encourage a more collaborative approach to support.

What provision do you offer to facilitate access to the curriculum and to develop independent learning? Pathways

Underpinning ALL our provision is the graduated approach cycles **ASSESS PLAN, DO and REVIEW** to support students learning, independence and employment outcomes. The outcomes from the EHCP are carefully monitored to inform the planning of the programme of study. Students learning is planned to prepare for them to live as independently as possible in the wider community and this is reflected in the skills they learn on the programme of study from cooking for themselves through to work experience. Students are stimulated by, and learn through, a range of hands on, real life activities e.g. work placements, daily living skills, shopping, independent travel training and community and leisure activities. Systematic assessment along with Annual Reviews held with students, parents and professionals ensure each student embarks upon a challenging but realistic progression route.

Parents/carers are invited to visit the college and meet the teachers and there is an open door policy from 8.30- 8.50 Monday to Friday



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Specialist Facilities

- A fully fitted kitchen with modern facilities for catering.
- Polytunnel for gardening.
- Teaching classrooms with computers and overhead projectors and
- Specialist sports equipment iPads/Laptops for students in lessons.

Programme of Study Pathways

The department offers a blended course of accredited and non-accredited lessons, which offers personalised learning based on individual needs.

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 programme is student centred and delivered at the students own pace. Parents /Carers input is vital to the programme and the development of their son/daughter independence and 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.

Community and Participation

Community and Participation sessions aim to develop the students' abilities to participate more fully in life out in the wider community. Students are presented with a wide range of opportunities to participate in a variety of social and leisure pursuits and taught the skills to enjoy these activities in a mature and safe manner.

Work placements

Employability qualifications at the appropriate level to run alongside work placements and supported internships All students have the opportunity to do internal and external work placements on the course.

Supported Internships

A supported internship is one type of study programme specifically aimed at young people aged 16-24 who have an EHCP. The department works with Pure Innovations supported employment organisation, to provide 3RD year students with the opportunity to work with employers. It is hopeful that students will go onto paid employment when they finish.

Numeracy, Literacy and ICT-Numeracy, Literacy and ICT is embedded in all areas of the programme of study and where appropriate students will be entered for the Functional skills qualification

Sport and Leisure-All students are timetable for sport they have the opportunity to do sport. The health, fitness, and wellbeing of students is constantly promoted and they are encouraged to become motivated and be responsible for keeping themselves healthy.



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Enrichment activities offered

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. Students will receive support from staff if they need help to access the clubs. We offer a range of lunchtime activities including Lego club, film club, art club, debate club, pop choir, 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. As well as various shared-interest societies, we also run social clubs 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.

Transition from School/College Mainstream

The college has a SENDCo and 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.
- The Pathways department also offers a 6-week link programme for students who have applied.

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 SENDCo 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 SENDCo and the Principal, it provides an opportunity for parents and students to meet with representatives of the department to discuss what support Loreto offers. During enrolment, students are able to discuss their support needs further with a representative of the department, this 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.

Transition from School/ The Pathways department

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



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the Pathways Course the following September. The Pathways department also offers 2 information days for parents to come and visit the college and meet staff during the transition year.

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

What help and support is available for the family and students?

The SENDCo will work with parents to offer support where appropriate. The Head of Pathways department works closely with parents to offer advice in areas of special educational needs. All Loreto students have to sign a learner agreement. Where a student has an EHC plan Loreto will put in place best endeavours to meet needs and support best outcomes following the guidance of the plan. In addition to annual reviews, parents evening, parental surveys and during enrolment onto courses as well as interview evening during the application process. Parents can contact the main office and speak to the SENDCo or Head of Pathways Department, who will then liaise with the relevant staff. 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 /afternoons 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 Head of Pathways Department or SENDCo. The college offers two Open Days in October. Students requiring additional support should ensure they meet with the Learning Support Team to discuss Loreto's offer. Referrals to a range of services – Educational Psychologist, Physiotherapy and Counselling and externally through a number of specialist organisations such as Sensory Services Team and Emerge can be arranged through college where appropriate.

Careers advice

Students are updated weekly about events and opportunities via a weekly careers power point and poster, notices on the college screens and a weekly careers email. We try to give students access to a wide range of opportunities to cover all interests. We offer a range of support in college for students to enable them to make good career decisions and be prepared for Higher Education and /or working life. This includes support with UCAS and Apprenticeship applications and personal statements, interview preparation, CV writing, Employability skills, presentation skills, exploring the labour market, appropriate use of social media and identifying live vacancies and opportunities. This is delivered through the tutorial system, assemblies; specific software packages in house workshops one to one meetings and presentations. The college has links with a number of employers and promotes these to students. Employers come into the college to our Careers fair and throughout the year to inspire and encourage students to have high aspirations.

Staff specialisms/expertise around SEN or disability



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All members of the SEND 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. The college has two accredited specialist teachers who are able to carry out assessments in order to provide evidence necessary for exam access arrangements. Loreto has a qualified SENDCo to oversee support across the College and ensure best endeavours to meet the needs of students in lessons and during social time. All 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.

Safeguarding

What handover arrangements will be made at the start and end of the day? (

There is a drop off area at Reception where students can be met by staff and taken to their lessons. At the end of the day a member of staff can escort students to their taxi, parent, or carer. **What support is offered during breaks and lunchtimes?**

ESA/mobility/FAR staff provide support with feeding, personal care, medication administration, social groups, where appropriate. ESA's are timetabled to discretely support during breaks and lunchtimes in the canteen area.

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. All students are given Health and Safety Induction as part of college procedure. All staff have been trained to Level 2 in safeguarding. They are aware of the issues relating to the safeguarding of students and the procedures to follow. All Teaching staff have been trained to Level 3, staff work closely with tutors and Heads of Hall when dealing with students with concerns of any type

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. All work placements negotiated with the college are inspected to meet current health and safety standards and Safeguarding policies have been followed Independent Travel Training is carried out by experience and qualified travel trainers. Rigorous risk assessments are put in place and parents/cares are involved every step of the way. All students have Health and Safety Inductions before starting their work placements.

Where can parents find details of policies on bullying?

The college website or parents can request a hard copy from the Office. Bullying" will not be tolerated at Loreto College. Any reported incidence of bullying will be treated seriously and thoroughly investigated. The Tutorial Programme and the R.E. Programme will foster an atmosphere in which bullying is unacceptable in the college and provide a forum for discussion of bullying.

Health (including Emotional Health and Wellbeing)

The college has in place procedures to deal with emergency medical needs. Our internal systems identifies all students with long/short term medical needs and how we can support them. 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 well-being and mental health of students. The college and department has a highly



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experienced team who supports students in a variety of ways in order to enable them to overcome obstacles to their learning. Weekly meetings are held with the Designated Safeguarding Lead to discuss any issues regarding students well-being.

