

Cirencester Sixth Form College Local Offer



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As part of the Children's and Families Act, a SEND Local Offer is a requirement for schools, Colleges, and local authorities to publish the provision available to children and young people with special educational needs (SEN) or disabilities. At Cirencester College we are committed to meeting the needs of all our students. Our offer describes how we support the special educational needs and disabilities of young people.

Cirencester College is a Sixth Form College specialising in level 3 programmes for 16-19 year olds. We offer an extensive range of A Levels and T Levels along with a small number of L3 Applied General qualifications. We have a small 1-year Level 2 programme that is aimed at those students who just missed out on getting the GCSEs to do Level 3. We do not offer a Foundation (Entry Level) Programme or a discreet SEND programme.

1	<p>How does our college identify that young people have special educational needs (SEN)?</p> <p>We have a dedicated Academic and Learning Support team who are responsible for planning, supporting, and enabling transition for individuals with special educational needs and disabilities (SEND).</p> <p>Our team work with Local Authority SEND teams and have strong links with secondary schools and specialist provisions around the region. This enables us to work in partnership to identify individuals who have SEN needs.</p> <p>Summary of ways needs are identified:</p> <ul style="list-style-type: none"> • From annual reviews at schools • Sharing of transition information between previous school and the college • Via self-declaration on application • During applicant interview sessions • At enrolment onto a course • During initial assessment and induction • During personal tutorials
2	<p>What are the first steps our college will take if special educational needs are identified?</p> <p>Students with an identified need will be interviewed by the Academic Support Team. Using the information gathered, the team discuss support requirements</p>

	<p>and provide staffing or equipment, dependent on the funding agreed by the local authority.</p> <p>Needs, outcomes, and aspirations are shared with staff through detailed student profiles.</p>
3	<p>What should parents/carers do if they think their child has SEN? How can they raise concerns?</p> <p>Parents and carers can contact the Academic Support Department or the student's personal tutor.</p>
4	<p>How will our college include parents and students in planning support?</p> <p>Initially support would be discussed at pre-enrolment assessment. Parents will also be invited to annual reviews for those students with high needs. The Academic Support Department is happy to discuss support with parents.</p>
5	<p>How will our college teach and support young people with SEN?</p> <p>The College is committed to inclusive teaching and learning for all students, including those with SEN. Teaching and support teams work in close collaboration to offer effective reasonable adjustments and to implement support.</p> <p>For students <u>without</u> an Education, Health and Social Care Plan (EHCP)</p> <ul style="list-style-type: none"> • Offer a programme of study to ensure that a student is stretched, challenged, and supported on their journey to success. • Our Effort Grade system looks at developing a psychological approach to learning with the focus in the first term remaining solely on the effort and application to studies. • Ensure that maths and English skills are developed at a level appropriate to an individual student. • Students who had exam access arrangements at school will have these considerations reassessed if necessary and, where eligible, ensure that they benefit from additional time; larger print or colour adjusted exam scripts; a reader or a scribe. • Assess students' needs and provide agreed additional learning support which may include: <ul style="list-style-type: none"> <input type="checkbox"/> Study skills support sessions (including additional maths and English) <input type="checkbox"/> Workshops and catch-up sessions provided by LSWs (Learning Support Workers) <input type="checkbox"/> Language support (EAL) <input type="checkbox"/> Using assistive technology such as TextHelp <p>For students <u>with</u> an EHCP As above and including:</p> <ul style="list-style-type: none"> • We will liaise with the local authority and contribute to an annual person-centred review of progress towards independence, on outcomes (a formal EHCP Review), what's working and what's not working with the student, their parents, academic staff, and any assigned external agencies. • We may provide LSW support ranging from 1:1 LSW to Shared Group depending on funding. <p>How does our college plan the support? How are our resources allocated and matched to needs?</p> <p>From our first point of contact with a student we endeavour to highlight potential support needs to ensure that we can effectively plan capacity and resource to</p>

	<p>meet demand and ensure all students are supported. Where a potential student is identified as having high level of support need, we liaise with the Local Authority to plan the appropriate level of funding for that student before they start with us. Transition meetings take place – focusing on how the student can work independently, and what support is required to develop further independence/learning skills. A support plan for the term is agreed with the student, which is reviewed continually across the year.</p> <p>How is the decision made about the support the student will receive? We collate information from a range of sources such as: Transition meetings EHCP / Annual Review documents (including reports from specialists) Input from students / parents / carers / external agencies We then decide on suitable provision and agree a plan of support with the student, within the parameters of the funding.</p> <p>How will progress towards identified outcomes and effectiveness of our SEN provision be assessed and reviewed by us and how will we involve parents and students in this process? As part of our self-assessment process, we will review outcomes of students in relation to achievement and produce an action plan. Students with an EHCP will have their progress and support reviewed at their annual review. Students will have a tutor and will have their progress reviewed through an effort grade and CPG process. This data is visible to parents and students.</p>
6	<p>Who will be working with your child/ with you? (Assessing, reviewing, overseeing arrangements, working towards outcomes, including looked after children) Head of Faculty Adult Learning & Education Support, Student Academic Support, Learning Support, Teaching Staff, Tutors, and other support staff. Safeguarding team.</p>
7	<p>How does our college 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? We have a central system where we can upload relevant documentation securely. Student profiles are compiled following assessment. Information about students' needs are recorded on these and are accessible to staff. We provide staff development sessions on specific learning difficulties and special educational needs (e.g. dyslexia, autism, Asperger’s syndrome, dyspraxia, dyscalculia, visual stress, ADD/ADHD). We also hold support meetings where we invite all staff that are working with a student to meet and talk through the support and share ideas on strategies.</p>
8	<p>What role will the young person's teacher play? Each student will have several teachers (but one tutor). The teaching staff will work with support staff to ensure teaching methods / resources are accessible. Curriculum staff carry out various assessments over the initial weeks of term and thereafter. The results of these are recorded and are used to develop target grades for all learners.</p>

	<p>If a teacher feels that a student is struggling but has not yet been identified as requiring support, there is a referral system in place by which they can refer the student for assessment and a discussion about support options.</p> <p>Where a Learning Support Worker (LSW) is assigned the teacher has a responsibility to work collaboratively and effectively communicate and liaise with them. Their contribution to EHCP annual reviews and regular support reviews is a valuable part of ensuring effective support and interventions are in place.</p>
9	<p>What expertise does our college and our staff have in relation to SEN? (three levels: awareness, enhanced, specialist)</p> <p>Training of staff</p> <p>The College runs several staff development sessions depending on the needs of the incoming students. Access to information about learning disabilities/ difficulties is available on the central system. Specific training in resources for hearing/ visually impaired students are carried out when necessary and specialists are brought in to deliver the training if required.</p> <p>List areas of expertise</p> <p>There are staff with expertise in Dyslexia, ASC, and to a more limited extent, Mental Health. There are specialist assessors for dyslexia and exam access arrangements. Staff are all fully updated on safeguarding and health and safety. Please note, the College does not have staffing or facilities for complex medical and behavioural needs.</p> <p>What intervention programmes does our college run for children with SEND and how are they delivered? (one to one support or in groups)</p> <p>The College supports students in many ways, outside of the classroom depending on need. For example:</p> <ul style="list-style-type: none"> 1:1 sessions with academic support lecturers. Course-related workshops. Catch up sessions with a learning support worker. Social Communication (small group) EAL support 1:1 <p>Many other support options are integrated with other students.</p> <p>What teaching strategies does our college use for children with learning difficulties including: Autistic spectrum disorder, Hearing impairment, Visual impairment, Speech, and language difficulties</p> <p>Strategies depend on the individual student's needs; they can include: Hearing loop, scribe, Learning Support Worker, laptops, Dragon Software. We buy in advice from the ATS where needed.</p> <p>What support does our college put in place for students and young people who find it difficult to conform to normal behavioural expectations and how do we support students and young people to avoid exclusion?</p> <p>We are a large 6th form with upwards of 3000 students. All our students sign up to a code of conduct that outlines our behaviour expectations and our disciplinary process. However, specific interventions to reduce the impact of social, emotional, and behavioural difficulties are discussed prior to enrolment and agreed with the student and support staff (and shared with the academic teams) to ensure a common understanding of the best way to avoid situations occurring.</p>

	<p>Limited quiet study spaces are available so that students who are experiencing high levels of anxiety or frustration can take time out. This can be done individually or with support from staff.</p> <p>Specialist intervention is provided from the Learning Support team should a high needs student find themselves in a disciplinary situation. This cannot guarantee an exclusion will not happen because College rules and expectations apply to all students to prepare them for the world of work and higher education. However, it does add a protective layer to the process to consider whether appropriate support and interventions can be offered to resolve the issues prior to exclusion.</p>
10	<p>How does our college provide support to improve the emotional and social development of our SEN students? (pastoral, medical, social support available) Cirencester College will do its best to integrate SEND students and provide access to the same support as their peers. We provide additional pastoral support and a limited number of specialist support areas. However, we are unable to meet all the needs catered for in a specialist college such as individual spaces for students. As a 6FC, we are a steppingstone from the world of a school or specialist school to the world of work or HE so supporting students to take more risks and to develop resilience and independence is key to our mission.</p> <p>How does our college manage the administration of medications (knowledge and training of staff; what parents have to let college know; college being in touch with parents) The College expects learners to disclose health and medical information prior to enrolling on a course. If this is not disclosed in sufficient time, we may not have the support in place and therefore we may have to refuse admission. Individual needs are identified, and measures put in place including the safe storage of medicines. Any additional staff training is provided by relevant health care professionals for the exceptional event of an emergency where staff may need to be aware of how to respond.</p> <p>What is our policy on day trips, college outings, health, and safety arrangements? The College has relevant policies in place and recognises the need to risk assess any possible hazards for particular activities, including outings. Individual or group risk assessments are put in place. All staff attend mandatory health and safety training.</p> <p>What extra pastoral support do we offer, and what pastoral support arrangements are in place to listen to students with SEN? What measures are in place in our college to prevent bullying? The student 'Code of Conduct' and 'Student Charter' contain information regarding the College's policy on bullying and the support available. The College works with a range of health care professionals e.g. CAMHS (child and adolescent mental health services) and a counselling service is available to all students.</p>
11	<p>What access do our SEN students have to facilities and extra-curricular activities available to all students? The College provides a range of enrichment activities to suit many abilities and levels. Wherever possible these are available to all students. If necessary, LSWs can support students so they can access their chosen enrichment.</p>

12	<p>Who will be talking to and keeping in touch with the parent/carer? (working together towards outcomes, reviewing arrangements; including looked after children).</p> <p>Who will explain and discuss this with parents/carers? Several staff would be able to work with parents/ carers including tutors, curriculum staff, academic support lecturers, the pastoral team and the learning support manager.</p> <p>How will parents/carers know how well their child is doing? There are a range of methods used at the College to keep in touch with all parents and carers. We use parent portal to inform parents of general progress and generic information, such as access to Personal Development Plans, attendance information and target grades. There are two formal parents' evenings per year, as well as a more in-depth review for high needs students.</p> <p>How does our college measure outcomes and impact of the support provided to the student? As part of the College's self-assessment process data is collected and analysed, to determine how effective the support has been. Progression to the next stage is key amongst these. We also gather information from student and parent feedback, which is collected after induction period and later in the year.</p>
13	<p>How will our college involve young people with SEN in their education? Students will sign a learner agreement following assessment of their needs, where targets particular to their learning support needs are recorded by an academic support specialist. This agreement also outlines the support the College has offered to provide, and the student has the opportunity to feed into this and inform the College on how they would most like to be supported. Also, as part of the tutor programme, personal tutors will see a student for:</p> <ul style="list-style-type: none"> • Tailored one to one conversations called Personal Development Plan (PDP) meetings to talk about your progression plans. • Time to discuss and review personal targets. • Weekly Tutorial sessions including support for UCAS and apprenticeship/employment applications. • You will work on a wellbeing plan with your tutor to help you develop tools and skills, to manage your wellbeing now, and in the future. • A safe space to share any concerns you or your tutor may have.
14	<p>How do we prepare our college to welcome and support SEN students and how do we arrange and support a transfer to another educational establishment?</p> <p>How do we prepare our students for adult life? (higher education, employment/independent living) The College tutorial and enrichment programme offers students access to a wide range of talks and activities from HE institutions, employers, and careers specialists. Study programmes take into account opportunities for work experience.</p> <p>What special arrangements are made for exams? Subject to timely notification and assessment, exam access arrangements are put in place for students, as required, following specialist assessment reports and permission from awarding bodies.</p> <p>What resources and equipment do we provide for children with SEN?</p>

	<p>The College offers a limited range of equipment and encourages parents and students to discuss any assistive technology or resources that they may find useful.</p> <p>Our range includes:</p> <ul style="list-style-type: none"> A range of laptops and netbooks A range of tablets Tinted overlays Dragon software Hearing Loop system Height adjustable desks <p>What arrangements are in place with other schools/educational providers when our SEN pupils/ students transfer?</p> <p>The College's Academic and Learning Support team visit schools to attend most annual reviews and transition meetings. Evidence is gathered to use at interview, enrolment and induction and help put appropriate support in place.</p> <p>Careers guidance is offered to all students during their programme and on leaving college.</p> <p>How accessible is our college to students with SEN?</p> <p>The college campus has a range of new and old buildings. The majority of buildings have good levels of wheelchair access. Students' needs are considered when rooming to avoid any potential issues. Where necessary, wheelchair users are timetabled in ground floor rooms, but most buildings do have lift access to higher levels.</p> <p>The College has Personal Evacuation Plans (PEEPs) for students with mobility and sensory impairments which could affect their ability to evacuate a building in an emergency.</p> <p>Where needed we call on advice from specialists in the advisory teaching service who will come in and carry out an assessment.</p>
15	<p>Where can you find our SEN policy?</p> <p>The College website www.cirencester.ac.uk</p>
16	<p>What can you do if you are not happy?</p> <p>(Who to talk to and who to complain to; arrangements made by the governing body)</p> <p>Complaints are dealt with by the Vice Principal Student Experience and External Relations and the Quality Coordinator. The Complaints Procedure is available on the College website www.cirencester.ac.uk</p> <p>Students and parents also have access to quick text buttons on CCO (the student portal) and Parent Zone. These buttons allow concerns and compliments to be received and dealt with quickly avoiding unnecessary escalation.</p>
17	<p>How can parents/carers arrange a visit to our college? What is involved?</p> <p>Parents are encouraged to contact the Student Journey Team in the first instance. For students with an EHCP please contact our SEND Transitions Lead Tracey.pizzey@cirencester.ac.uk</p> <p>Come along to one of our open evenings (dates published on Cirencester College website)</p>
18	<p>Who can you contact for more information?</p> <p>Student Journey team student.journeyteam@cirencester.ac.uk</p> <p>Head of Learning Support karen.bell@cirencester.ac.uk</p>
19	<p>When was the above information updated?</p> <p>Last updated Oct 2024</p>