

## HUDDERSFIELD NEW COLLEGE-LOCAL OFFER- 2023/24

### College details

Principal	Marcus Smith Connor
Assistant Principal Curriculum	Kam Rogerson
Head of Faculty Learning Support SENCO	Chris Madej
Learning Support Manager	George Rossetter
Learning Support Officer	Abbie Nichols
SEN Governor	Lindsay Lomas
LAC Coordinator	Chris Madej
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Local Offer webpage	<a href="http://www.huddnewcoll.ac.uk/studentinformation/learning-support/local-offer">http://www.huddnewcoll.ac.uk/studentinformation/learning-support/local-offer</a>
Age Range	16-19

### Mission Statement

*'One HNC- a college, where students love to learn and staff love to work. Where students earn life-changing qualifications. Where we develop the confidence to live authentically and the courage to shape a better future.*

### Our Values

**Authenticity** - for our students to be honest, transparent and consistent.

**Self discipline** – for our students to be committed, accountable and self-motivated.

**Passionate** – about making a positive difference for our students through education by being supportive, to challenge and for student to be enthusiastic.

**Innovation** – for our students to be humble, courageous and resilient.

**Respectful** – for our student's to show respect as we are inclusive, diverse and by having a collaborative approach.

**Empathy** – for our students to be reflective, considerate and responsible.

### Additional support at college is flexible.

As soon as you begin the process of applying to college, we work with you to discuss what types of support will help you to achieve your targets. There are opportunities to discuss any support needs at school liaison meetings and events, Open Evenings, informal acclimatisation visits, the formal interview and enrolment. Or you can simply call the college and ask for the Head of Faculty Learning Support SENCO Chris Madej in The Learning Support Centre or The Learning Support Manager George Rossetter

### Policy for Assessment

The Huddersfield New College SEN Policy is available at the following link. [To attach link](#)

The strategies for identifying and assessing students are as follows:

#### ➤ Transition

The Learning Support Centre Team is involved in transition planning between schools and college to prepare to meet the student's needs and ensure a successful transition into college life. Students who disclose at interview or subsequently are invited to

- Complete a Needs Assessment Form
- Visit college for an acclimatisation visit
- Discuss their needs on enrolment
- Complete an agreed Support Plan, based on information provided by the student and their previous school
- This is placed on our report portal CEDAR which can be accessed by staff, students and parents/guardians

#### ➤ Initial Screening

All new Level 2 students are screened for SPLDs via an online screening programme (EXACT). Level 3 students are screened within our induction period across curriculum areas, and referred for support accordingly.

#### ➤ Assessment of Support

Having brought together all the relevant information from the school, from the student, from those working with the student and from any screening test or assessment the college has carried out, the information is discussed with the student, on enrolment. The student is offered support at this meeting and might be accompanied by a parent, advocate or other supporter. This discussion may identify the need for a more specialist assessment from within the college or beyond. The college will then request this through the formal channels. Triggers for support include:

- EHCP
- SEN Support
- Internal assessment
- External assessment (during time at college)

### Students without a formal assessment

Students who do not have a formal assessment, on entry to the college, will be assessed internally, using the expertise within the Learning Support Centre Team specifically our exam access arrangement assessment team.

### Looked After Children

The welfare and support of Looked After Children will be overseen by the LAC Coordinator, who will work closely with the following groups and individuals, to ensure that students achieve as highly as they can, by dealing with obstacles to progression promptly:

- The Safeguarding Team
- The Learning Support Centre Team
- The Learning Resource Centre Team
- The Aspire Team
- The Careers Team
- The Welfare Team
- Teaching staff
- Representatives of relevant external agencies (social workers, key workers, CAMHS, Insight, Psychology Service etc)

Interventions will be recorded by the above and centrally by the LAC Lead. This may include recording on CEDAR when deemed appropriate ie if there is a safeguarding concern.

### Parents and Carers questions

#### 1. How will you know if children or young people need extra help?

a. What should I do if I think my child or young person may have special educational needs?

Depending on the behaviours or difficulties you are worried about, you need to ask for help from the relevant service, which may be your GP or any other agency already involved in the

support of the young person. You should also consult with your son or daughter's educational professional, to collate any observations about what is happening. Record all responses carefully as they will be useful in the process of assessment.

**b. How do you identify those with special educational needs or a disability (SEND)?**

We identify those with SEND by listening to all voices and agencies who know the young person, and most importantly, the young person themselves. We would then do as much assessment as possible in the college, utilising the expertise of the specialist staff and request further assessment, where appropriate, via the team responsible for SEN in the local authority

**c. How will I be able to raise any concerns I have?**

You can raise concerns to the college by contacting the SENCO.

**d. How will you respond to those concerns?**

The SENCO will collate any relevant information from staff and anyone in contact with that young person and act accordingly. This may mean adding support in college or referral for more external assessment

**2. How will you support my child or young person with SEND?**

**a. Who will oversee and plan the education programme?**

Everyone involved with the student's journey through college has a role to play in its planning. Planning starts at transition. After disclosure of any SEND requirements, support is planned through acclimatisation visits, transfer of information from schools, initial assessment, pastoral support, specialist support and any other form of support, indicated by the needs of the student. Curriculum choices are discussed from the interview stage and are tailored to individual aspiration, identified through conversation between the student and the onsite careers team and C and K Careers. Students can use the LSC self-booking portal to access a variety of support services.

**b. Who will work with my child or young person and how often?**

Members of the support teams will work with the student, depending on need and will act within a support advisory capacity.

**c. What will be their roles?**

This may be the specialist assessors, members of the Learning Support Assistant team, Progress Tutors or the Careers team.

d. Who will explain this to me?

Members of the Learning Support Centre team or the ASPIRE team.

e. How are the governors involved?

The Huddersfield New College Corporation oversees the implementation of the SEN Code of Practice and ensure that specialist staff are in place to deliver appropriate support and that college staff are aware of the expectations of the code and trained appropriately to meet its expectations. One governor has a lead role in this area.

f. Will my child or young person have consistent support from staff known to them?

We will use our 'best endeavours' to provide consistent support, wherever possible

g. Will staff be given time to plan and prepare materials, activities and lessons to enable my child or young person to access the curriculum?

Teaching staff are aware of students' needs through the internal information systems in college. Any SEN support is included in the lesson planning process and monitored through the Teaching and Learning Review process. This includes planning for the effective use of LSAs in the classroom.

h. How will you know how effective your arrangements for children and young people with SEN are?

We have an 'open door' policy for parents to contact us and we consult with students regularly about their experience of support, through learner voice processes and reviews. Academic progress is monitored via 5 progress points throughout the year by Progress Tutors, and interventions are made where necessary

**3. How will the curriculum be matched to my child or young person's needs?**

a. What is your approach to personalisation?

All new students have access to onsite Careers advice during the transition period and up to enrolment

b. How will that help my child or young person?

Choices made at this stage need to be aspirational but also informed and realistic, so that the young person is enrolled on courses which are suitable for each individual

c. How will you explain this to me?

You are welcome to accompany your son/daughter to meetings, or request a separate meeting with the Careers department, by contacting the college by phone, email or letter

**4. How will both you and I know how my child or young person is doing and how will you help me to support their learning?**

a. What are the arrangements for assessing and reviewing the progress of pupils with SEN?

All students are regularly monitored through the tracking and monitoring systems, which you can access via the college information system (Cedar). SEN students will be reviewed annually as a minimum, through the EHCP, where relevant and more frequently, if a change in circumstance arises.

b. What opportunities will there be for me to discuss my child's progress with the staff?

There are regular Parents' Evenings (marked on the college calendar) and EHCP parents evenings, but you contact staff at any time if you have a concern.

c. How will you know how well my child or young person is doing?

SEN students are monitored by the Learning Support Centre staff at Progress Points and through support processes (for example, in class)

d. How will you explain to me how learning is planned and how I can help support this outside of school/college?

Course documents are available on the college VLE (Moodle). You will be contacted by teaching staff and support staff where necessary, if additional help is needed

e. Will I be able to discuss issues with the SEN co-ordinator before my child/young person starts at the school/college?

You can contact the department to arrange a visit during the transition period, to discuss any concerns

**5. What support will there be for my child or young person's overall wellbeing?**

a. What pastoral, medical and social support is available for children with SEND?

All students have a Progress Tutor to oversee their welfare at college. We also have a student Wellbeing Service, which provides information and support for a wide range of

issues, as well as a sexual health clinic. The Learning Support Centre team also provides classroom support and a Student Wellbeing Room for students who need it.

**b. How do you manage the administration of medicines and providing personal care?**

We do not have a medical facility on the premises and do not administer medicines. Personal care can be provided, subject to individual need

**c. What support is there for behaviour, avoiding exclusions and increasing attendance?**

Progress Tutors will work on raising attendance and achievement through target setting, taking into account individual SEN as appropriate. They will be supported in this by teaching and support staff

**d. How will my child or young person be supported to enable them to contribute their views?**

Learner Voice is sought often through surveys and one-to-one interviews but a young person can approach his/her Progress Tutor or any member of teaching or support staff, if they have an issue they would like to discuss

**6. What specialist services and expertise are available at or accessed by the setting, school or college?**

**a. Do you have any specialist staff?**

We employ specialist assessors, who are appropriately qualified to allow Access Arrangements for exams

**b. What other services do you access including health, therapy and social care services to meet the needs of young people and support families?**

We have contacts with a range of external agencies, and consult on the basis of individual need

**7. What staff training is in place to support children and young people with SEND?**

The staff are trained regularly on a wide variety of issues, including Quality First Teaching, dyslexia, VI, HI, ASD and mental wellbeing.

**8. How will my child or young person be included in activities outside the classroom including school trips?**

a. Will they be able to access all of the activities?

School trips and Enrichment activities are open to all students and we will take all reasonable steps to maintain this

b. How will you help them to be included?

The needs of each individual will be assessed and all reasonable measures will be taken to include the young person with SEND

c. How do you involve parent carers in planning activities and trips?

In line with the Health and Safety Policy, relevant paperwork is sent home for completion and further discussion, when necessary

**9. How accessible is your environment?**

a. Wheelchair accessible?

All buildings on the campus are wheelchair accessible and have disabled toilets

b. Auditory and visual environment?

Students with these requirements are catered for on an individual basis, by consultation with the young person. Hearing loops located with the main reception and study centre.

d. How do you communicate with those whose first language is not English or who use alternative communication methods other than the spoken word?

Students need a level of proficiency in English to access college courses but EAL support is provided where appropriate. BSL signers are provided in response to individual need, to promote learning

**10. How will you prepare and support my child or young person to join the setting, school or college, and how will you support them to move on the next stage of education, or move on to adult life?**

a. What preparation will there be before my child or young person joins you?



There are several opportunities for visits to the college on Taster days, Open Evenings, transition visits and Welcome Day, before enrolment

b. How will they be prepared to move onto the next stage?

There is a full programme of pastoral support focusing on progression to HE, apprenticeship or employment. Progress Tutors work alongside the Careers and Learning Support Centre Teams to support students with SEND

c. What information will be provided to their new setting, school or college?

Reports will be provided in preparation for the next stage, when appropriate

Children's and Young People's questions

1. **How will you know if I need extra help?**

a. How do you identify young people with special educational needs (SEN)?

Hopefully, you will have told us about your needs during the transition process. We also work with schools to use information they have passed on to us about your needs

2. **What should I do if I think I need extra help?**

a. How will I be able to raise any worries I may have?

Speak to your Progress Tutor or any member of the college staff- someone you feel comfortable with. Equally students can use the LSC self-booking portal to access a variety of support services.

3. **How will my work be organised to meet my individual needs?**

a. What are your approaches to meet the different needs of those with a SEND?

Teaching staff use SEN information on the college information system (Cedar), to plan for your needs in the classroom and with deadlines for coursework and homework. Teaching staff deliver the curriculum using a Quality First Approach.

4. **How will I be involved in planning for my needs and who will explain it and help me?**

a. How will I be able to give my views and make them heard?

Teaching staff and your Progress Tutor will speak to you regularly about your progress and you can approach them at any time, if you have additional concerns

## **7. How will I know if I am doing as well as I should?**

### **a. What opportunities will there be for me to discuss my progress with staff?**

There are regular Progress Points throughout the academic year, which you will discuss with your teachers and Progress Tutor

### **b. How will you know how well I am doing?**

The Learning Support Centre Team will monitor your progress and Progress Tutor and teachers will notify us, if there are any particular concerns

### **c. How will I know what progress I should be making?**

You will be given Target Grades in each subject

## **8. How can I get help if I am worried about things other than my course?**

### **a. What help and support is available?**

You should speak to your Progress Tutor first. If you have a serious worry about your safety, there are Stay Safe signs on many office doors in college, which indicate a trained member of the safeguarding team, or you can go to the Designated Safeguarding Lead, Director of Safeguarding or a member of the safeguarding team (you will find posters round college with details)

### **b. How will you help manage my medicines and personal care?**

We will consult with you about this individually but we do not store or administer medicines on site.

### **c. What support is there to reduce the risk of exclusions and increasing attendance?**

The pastoral care and support teams will work closely with you to ensure good attendance and set targets to help you to succeed

### **d. What do you do to prevent bullying?**

We have a zero tolerance approach to bullying and a college wide Respect agenda. If you feel that you are a victim of bullying of any kind, report it to a member of staff and it will be followed up and taken seriously

**9. Do staff have any specialist training to help young people who need extra help?**

**a. What recent training and disability awareness have they had?**

All college staff are trained regularly in teaching young people with SEND and there are specialist teachers in the Learning Support Centre team, who are trained to assess for Access Arrangements in exams. Members of the Learning Support Centre team are trained to support young people in the classroom who have learning difficulties and disabilities

**10. Can college staff get extra help from experts outside the college if they need to? (e.g. advice and training on medical conditions)**

**a. What other services are available for me including health, therapy and social care services?**

We consult with other agencies when we need to, based on your individual need(s)

**11. If I have difficulty in taking part in college activities what different arrangements can be made?**

**a. How will I know who can help me?**

Speak to the SEN Lead or any member of the Learning Support Centre team and all reasonable efforts will be made to meet your individual needs

**b. Is the building fully wheelchair accessible?**

All the buildings on campus are wheelchair accessible

**c. Are there disabled toilet facilities?**

Yes-in every building

**12. What help is there to help me get ready to move on, after college?**

**a. What preparation will there be for me before I leave to move on?**

You will have been given the opportunity to work with your Progress Tutor, Careers, and the support team to prepare you for the next stage of your life, whether it is HE, apprenticeship or employment

b. What information will be provided to where I am moving on to?

Relevant information will be provided on an individual basis.

**13. I am coming to college to prepare for employment – how will I be supported?**

a. How will I be prepared to move onto the next stage of my life including employment and life skills?

You will have the opportunity to do work experience at Level 3, to focus on employment skills, in preparation for the workplace

**More information can be found at:**

Section 6.74 Draft special educational needs and disability code of practice: 0 to 25 years (April 2014)

Clause 30 - The Special Educational Needs (Local Offer) Regulations 2014

Clause 63 - The Education (Special Educational Needs Co-ordinator) (England) Regulations 2014

Section 65(3)(a) Regulation 3. Special Educational Needs (Information) Regulations