

How does the setting/College know if young people need extra help and what should I do if I think my young person may have special educational needs (SEN)?

How do you identify young people with SEN?

The College work closely with schools and other agencies to identify the needs of each individual prior to them beginning their college career. Needs are identified at Transition meetings, annual Education Health & Care Plan (EHCP) reviews, discussion with Careers South West, other professionals as well as family, carers and the young person themselves.

How will I be able to raise any concerns I may have?

You will have a direct contact name and number for the young person's Pastoral Tutor, Course co-ordinator and Programme Team Leader.

How will College staff support my child/young person?

Who will oversee and plan the education programme?

The education programme for each student is designed around their individual needs using information from their EHCP, initial assessment and following discussions at interview.

Who will work with and have responsibility for overseeing the young person in college?

All staff take responsibility for the welfare of our students within college. Each student has a Pastoral Tutor who they will have daily contact with. If a student receives 1:1 support, they will have a named Learning Support Assistant who will be with them each day. The Pathway Lead (Deputy Team Leader) and Programme Team Leader also have daily responsibility for each and every young person enrolled on Progression Pathways.

Who will explain this to me?

The Programme Team Leader – Truro & Penwith

How will the curriculum be matched to my young person's needs?

What are the setting's/college's approaches to differentiation?

- Our curriculum is designed around and for each young person to meet their educational, social, emotional and behavioural needs.
- The subjects on offer help students prepare for the destination outcomes in their EHCPs and/or their future ambitions.
- Academic levels, learning styles, physical and sensory needs are all taken into consideration when devising their individual learning programmes.
- Comprehensive initial assessment allows us to set realistic and achievable targets which can be accurately measured for success.

How will that help my young person?

- Differentiation will ensure that each student succeeds and progresses throughout their time at college.
- On-going assessment will enable changes to be made as and when necessary to meet individual needs.

How will I know how my child/young person is doing and how will you help me to support my child's/young person's learning?

In addition to the normal reporting arrangements, what opportunities will there be for me to discuss his or her progress with the staff?

- Truro and Penwith College actively encourage open dialogue between parents and carers and the Progression Pathways Team.
- Parents and carers will have the direct dial numbers and email addresses for the young person's Pastoral Tutor, Pathway Lead (Deputy Team Leader) and Programme Team Leader.
- Appointments can be made freely at any time.

How does the setting/College know how well my child/young person is doing?

After an initial assessment, individual targets are set which are then reviewed every half term if not sooner. All lecturers feedback information to the young person's Pastoral Tutor who collates the information and reviews outcomes with the Course Co-ordinator to ensure that their academic progress is on track.

How will I know what progress my child/young person should be making?

Regular reports and reviews with the Progression Pathways team.

What opportunities will there be for regular contact about things that have happened at the setting/College?

There are regular opportunities to meet with the individual's Pastoral Tutor throughout the year. However, they are encouraged to seek further contact should

the need arise.

What support will there be for my young person's overall wellbeing?

What is the pastoral, medical and social support available in the setting/College for children with SEN and disabilities?

Each young person has a Pastoral Tutor responsible for their welfare who often has daily contact with them. There is also a large team of Learning Support Assistants and many young people with significant needs will receive one-to-one support throughout the day. All staff are trained in medication administration and there are a number of qualified first aid staff within Progression Pathways and across College.

How does the setting/College manage the administration of medicines and providing personal care?

Each young person who requires medical or personal care has an individual care plan which is strictly adhered to according to the College's policies and procedures.

There are care suites available around the campus with comprehensive care equipment such as hoists and changing beds as well as accessible unisex lavatories.

All staff are trained in the administration of medication, epilepsy and duty of care as standard. Further training is offered to named staff in order to meet the individual needs of learners.

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

Staff use a range of strategies to promote positive behaviour, each young person will have their own behaviour and learning support plan which is monitored and regularly updated.

How will my young person be able to communicate his or her views and how will the setting/College support my young person to do this?

The learner will have weekly tutorials, however all our students are encouraged to express their thoughts and opinions during their time with us.

It is recognised that many of our students may experience barriers to communication and every effort will be made to establish strategies for communication whether this be verbal, through signing, symbols or through a third party or advocate.

What specialist services and expertise are available at or accessed by the setting/College?

What specialist provision is provided by or accessed by the setting/College?

The College strives to meet the individual needs of every student whether educational, physical (physiotherapy), medical or emotional. We offer therapeutic sessions as well as classroom based activity, for example. These individual needs can be discussed at interview.

How will my young person be included in activities outside the classroom including college trips?

Will he or she be able to access all the activities of the setting/College and how will you help him or her do so?

Each young person will have the opportunity to access all the activities offered to them. Each will be assessed and a support plan will be implemented.

How do you inform parent/carers in planning activities and trips?

Parents/carers are informed of trips by letter, email or telephone call.

How accessible is the setting/College environment?

Is the building fully wheelchair accessible?

Yes

Are there disabled changing and toilet facilities?

Yes

How does the setting/College communicate with parent/carers whose first language is not English?

Every effort will be made to establish open channels of communication with all parents/carers and these will be met on an individual basis.

How will the setting/College prepare and support transition for my young person to join the setting/College and then onto the next stage of education and life?

What preparation will there be for both the setting/College and my young person before he or she joins the setting/College?

The Programme/Deputy Team Leader will attend all individual learners' Transition meetings at school for year 10/11 or 13/14. The college offer a link programme prior to starting their course, the duration of this link is depending on individual need.

How will he or she be prepared to move onto the next stage?

Learner's desired outcomes are discussed and planned for before students begin their College course. Progress towards these outcomes is regularly reviewed. During their final year with us the Transition Tutor will work with the individual and their parents/carers to find a suitable placement post- college. Wherever possible, a link will be established well in advance to ensure a smooth transition.

What information will be provided to his or her new setting/college?

All relevant information to ensure a seamless transition will be shared and plans put in place to support students accordingly.

How will you support students to prepare for their transition to a new setting/college?

Staff from the new setting are welcome to visit the young person in college and our staff will offer to work with other organisations to ensure that they are fully prepared. If relevant, our staff will support the individual in a link to their new placement.

How are the setting's/College's resources allocated and matched to young people's special educational needs?**How is the decision made about what type and how much support my young person will receive?**

This decision is made during the transition period from school taking into account advice from other professionals, parent/carers/the young person and support levels highlighted within the EHCP. This will then be reviewed annually.

How does the setting/College judge whether the support has had an impact?

Through rigorous and on-going assessment of individual progression and regular meetings with parents/carers and relevant professionals.

Who can I contact for further information?**Who would be my first point of contact if I want to discuss something about my young person?**

The young person's Pastoral Tutor in the first instance.

Who else has a role in my young person's education?

All Progression Pathway staff, the young person's family or carers and relevant professionals.

Who can I talk to if I am worried?

The Programme Team Leader – Truro & Penwith

Who should I contact if I am considering whether my young person should join the setting/College?

Progression Pathways Team Leader – Truro & Penwith