



Valley College Special Educational Needs and Disabilities (SEND) Information Report – 2019-2020

Our Mission Statement

Preparation for Adulthood, Citizenship and Employability

How do we support young people with special educational needs or disabilities?

Our Vision

The Trustees and staff of Valley College aim to provide equal opportunities for all through:

- An inclusive ethos of respect, tolerance, and understanding of others' needs which develops and values learners' self-discipline, independence and autonomy in preparation for adulthood, citizenship and employability;
- A safe supportive, caring and dynamic College environment which extends into the wider community and where all are valued as partners in College improvement;
- Access to individualised curricular which is designed to accommodate individual learner aspirations and needs and to ensure maximum progress and a successful outcome to the learning journey;
- An environment where community engagement is nurtured and provides a medium for driving forward College improvement;
- The celebration of success and positive outcomes for all.

Our ethos is underpinned by our desire to:

- Develop a supportive culture of lifelong learning for staff and learners;
- Promote the intellectual, physical, social, aesthetic, spiritual and moral development of learners in preparation for adulthood;
- Inspire communication and independent life skills;
- Prepare learners to control their own lives;
- Encourage learners to become valued employers, employees and members of social groups and communities and uphold British values;
- Promote a healthy lifestyle and a sense of self-worth;
- Develop inquiring, resourceful and creative minds;
- Ensure that creative and inspirational teaching leads to exciting, enjoyable and inspired learning;
- Maintain the highest personal expectation of each learner, recognising and developing strengths, aspirations and talents;
- Engage learners in meaningful work related learning, developing ambition and employability skills and secure best possible outcomes;
- Have a wider local, regional and national influence to ensure learners access best practice within our locality and are well supported.

Valley College is a specialist post-19 provision which caters for young people with Severe or Complex learning difficulties. Each learner has an EHC plan. Learners are working between Entry Level and Level 1. The College serves a range of generic learning difficulties including Global Developmental Delay, Autism, Down Syndrome, Speech and Language and Complex Learning Difficulties. Valley College is wholly owned by the Sea View Trust, an inclusive Multi Academy Trust (MAT) comprised of 3 primary schools, 2 special schools (3-19 years) and a National Teaching School. The Trust shares skill sets and expertise across all provision and training and CPD is provided to meet the needs of everyone within the organisation. The Teaching School runs a successful ITT programme and offers a wide range of CPD where staff can access further training. We have wide community links across the Rossendale Valley who provide support and employment opportunities for our learners.

At Valley College, our aim is to deliver personalised training and support to help young people with special educational needs to:

- Control their own lives and develop their ambitions
- Become valued employers, employees and members of social groups and communities
- Engage in meaningful work-related learning and develop their enterprise skills
- Get a job, gain supported employment and/or live more independently
- Secure the best possible outcomes for adulthood

Valley College opened in September 2019 as a specialist post 16 institution (SPI) and awaits an Ofsted report

How do we ensure that learners who need extra help are identified early? What should a learner or advocate do if they think their a learner's special educational needs may have changed?

All learners who attend Valley College have an Educational Health Care Plan. On starting at Valley College all learners are baseline assessed across the curriculum. Cognitive, behavioural and physical assessments are also carried out with reference to any Health Advice. An individual Aspirations Pathway is devised for each learner recognising their personal goals and the EHCP intended outcomes. These are reflected in the learner's Life Skills Planner. The EHCP is subject to annual review. If a learner or advocate feel the needs recorded in the EHCP have changed during the year they should contact the Personal Tutor who will be happy to arrange a meeting to discuss how we can better meet the learner's needs. Where required an Interim Review can be called to consider necessary changes to the EHCP.

What opportunities will there be for to discuss the young person's progress?

As part of preparation for adulthood Lecturers/ Personal Tutors are keen to discuss progress directly with the young person, supporting them to understand their own progress and how they can maximise their efforts. However, with consent from the learner we will share this information with advocates. The Personal Tutors/Lecturers and job coaches meet with learners and advocates at our Consultation Evenings twice a year. In addition, all learners new to Valley College will have a target setting meeting and 1-1 tutorial where the Aspiration Pathway and Life Skills Planner will be discussed. All learners also have an Annual Review which will involve the Lecturer and the Head of College. All learners have a Journal which they transfer between home and College.

The College has access to a speech and language therapist. If a learner or advocate wishes to discuss their learner's needs with the therapist, they can ask the Personal Tutor to arrange contact. Speech and Language advice is provided for the Annual Review.

How will College support my young person? How are the College resources allocated and matched to the individual young person's needs? How is the decision made about the type and level of support my young person needs? How does the College judge whether support has had an impact?

The support the College provides depends on the learner's needs as identified in their EHCP. The Lecturer/ Personal Tutor is generally able to answer support related queries but if this is not possible you will be referred to a senior member of staff. Each learner has funding decided by both the College and local authority. Valley College makes provision for each learner to ensure that they get the right amount of support for their individual needs and that their allocated funding is used to support their learning and support requirements.



Please note we value and promote independence so we will only put 1:1 support in place where a young person's behavioural, physical or medical needs require this input. However, most learners will have access to 1:1 support for periods of the day.

Teaching and Learning is regularly monitored to ensure that high standards are maintained and staff are extensively trained in specialist pedagogy. The Life Skill Planners are updated termly.

Termly tracking of progress in pathway subjects, weekly tracking through the Small Steps to Independence (SS2I) and monitoring of progress in other areas e.g. behaviour ensure that the College has a holistic understanding of your young person and the effectiveness of their support. As a young person's needs change there is sometimes a need to re-visit the banding and increase or reduce the level of support required. These changes take place through the Annual Review process.

All College staff support the holistic development of the learners in the group. Lecturers lead sessions and our job coaches provide targeted support for work experience, independence skills, behavioural, physical and personal care across the day.

How is the Governing Committee involved, and what are their responsibilities?

We are owned by The Sea View Trust and the Board of Trustees hold the CEO, College staff and the College Directors to account. Our Directors have three key roles:

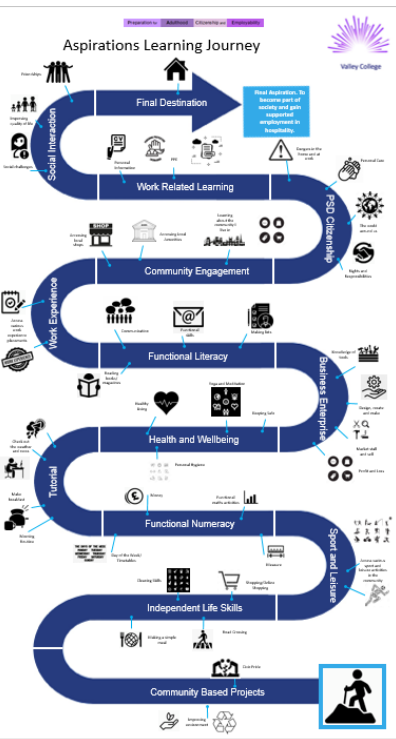
- (i) Our Directors provide a strategic view of where the College is heading through the College Improvement Plan (CIP). Directors decide their vision for the College and set the framework for how aims will be achieved. Directors review policies and decide on priorities for College improvement. Directors collect information and take advice on all aspects of College life to inform their decisions. Directors monitor the budget and ensure that spending matches the priorities of the College Improvement Plan (CIP).

(ii) Our Directors act as critical friends to Valley College. As critical friends Directors offer support, constructive advice, a sounding board for ideas, a second opinion on proposals and help where needed. They also challenge, ask questions, seek information, improve proposals and seek to arrive at the best solution for all concerned.

(iii) Our Directors hold the College to account for the quality of education provided and the standards that it achieves. Directors set challenging targets for the College to achieve in the light of national and local priorities. They also systematically monitor and formally evaluate learner outcomes.

100% of our learners have SEND and therefore all functions of the College and activities of the Directors Committee are designed to meet the needs of these learners. All Directors attend regular training events to support them in their roles.

How do Lecturers match the curriculum to an individual young person's needs?



Learners at Valley College are treated as individuals and the curriculum is carefully balanced to meet the holistic needs of the young person.

On arrival to Valley College each learner, along with College staff and advocates work together to create an Aspirations Learning Journey. This will map out the priorities in their College journey in achieving their aspirations.

From this, each learner will have a Life Skills Planner which details the smaller steps (targets) in which they will work on to achieve their main aspiration goal.

Within Valley College there are 3 main pathways in which a learner can sit depending on needs, aspirations and levels.

- Pathway to Independence
- Pathway to Employability
- Pathway to Employment

See below for more details.

| | <u>Pathway to Independence</u> | <u>Pathway to Employability</u> | <u>Pathway to Employment</u> |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Course Duration | Minimum 1 year & maximum 3 years No formal entry requirements | Minimum 1 year & maximum 3 years Evidence of Entry level 2 skills | 1-year course, subject to interview. Learners need to demonstrate their interest in improving their academic, employability and confidence skills. |
| Course Content | Living in my community Independence in my home My personal growth My working life English and maths, communication, cognition and information technology) will be delivered through all elements of the course. | Contributing to my community My own place My health My work skills Functional skills (communication, cognition and information Technology) will be delivered through all elements of the course. | Citizenship Self sufficiency Staying safe and healthy Employment skills Functional skills including accredited English and Maths will be delivered discreetly and generalised across the course. |
| Assessment Process | Tutor assessment. Internally and RARPA (Recognising and Recoding Progress and Achievement | Tutor assessment. Internally and externally verified accreditation. | External verified accreditation. Appropriate concessions will be put in place. |
| Intended Outcomes | The vision for these learners is to maximize their personal independence skills in the home, in their community and in the workplace. | The vision for these learners is to maximize their independence and personal employability skills in their community and in the workplace. | The vision for these learners is to achieve accreditation and sustain skills in the workplace, home and educational setting. Learners will develop their resilience and confidence to sustain employment or training. |

How will College help me to support my young person's learning?

During Consultation Evenings the Lecturers will be happy to offer advice and support on how advocates can support their young person's learning. In addition, at the Annual Review the targets set and the strategies used in College to support your young person will be discussed in detail as will any further interventions and how these can be implemented at home and at College. The Home-College journal can also be used to ask questions and make comments.

The Trust and Tor View School run a variety of short courses to support parents and advocates, including Makaton, Cygnet and Sensory Processing.

Our Parental Tutors provide ongoing pastoral support for our learners and advocates including signposting to other agencies and supporting learners and advocates in meetings.

How does my College measure my young person's progress?

On entry to College, staff ensure a full handover of the learners needs and attainment are completed with their previous education provider. Learners progress is measured against the Adult Curriculum, small steps to independence document and previous qualifications. Therefore, we measure progress from individual starting points. As a College we set challenging targets to ensure learners make steps in achieving their final goal and aspiration. Termly tracking allows us to check that learners are on target to reach their expected level. Interventions are put in place for any young person not meeting their interim targets.

What is the pastoral, medical and social support available in the College to ensure my young person's overall well-being. How does the College manage the administration of medicines and personal care?

Integral to Ofsted's new inspection framework, the term Cultural Capital is described by Ofsted as being the essential knowledge children and young people need to be effective citizens. It is about enabling young people to learn skills and realise talents, develop character and resilience and learn about British Values, Diversity and Mental Health and Wellbeing.

At Valley College, we promote 'British Values' through our spiritual, moral, social and cultural education through the College PSD curriculum. These values are identified as:

- Democracy—we ensure that learners are given a voice to communicate including using alternative and augmentative communication. Learners are empowered to make choices and we have an active College Learner Voice meeting each half term.
- Individual liberty—Learners are encouraged to become good and valued citizens and we do this by supporting each learner to become as independent as possible. We endeavour to demonstrate that everyone has rights, including the right to be involved in decision making - eg the review process
- Rule of Law—Learners are involved via our College Learner Voice in contributing to making decisions and choices about behaviour that is acceptable to our College community and society at large.
- Mutual respect—We promote the inclusion of all learners ensuring that an individualised curricular is provided and settings and locations are appropriate to meet individual needs. Positive interactions are promoted through the work experience and community and sports curriculum, whereby learners participate in a range of situations including community events to develop community cohesion within our local areas.
- Tolerance—Valley College is part of the wider Sea View Trust community that values each individual regardless of their age, disability, gender reassignment, marriage,/civil partnership, pregnancy/maternity, race, religion or belief, sex or sexual orientation, with due regard to the Equality Act 2010. The College places great emphasis on providing encounters and participation in events and celebrations to broaden the experiences of

learners and their awareness of others.

- The staff work closely with learners, advocates and other professionals to ensure that all learners within Valley College are happy. Staff are attuned to changes in demeanour and well-being and if they are concerned about a learner ensure that the Safeguarding Policy is adhered to which entrusts a duty of care to all staff to protect and promote the welfare of learners.

Cultural development is when we appreciate cultural influences, participate in culture opportunities, understand, accept respect and celebrate diversity by:

- Taking part in a range of activities reading social skills
- Develop an awareness and respect for diversity
- Develop an understanding of right and wrong
- Develop communication skills to make choices
- Take part in sporting/cultural/artistic opportunities

In order to reflect we:

- Engage governance, families and community opportunities
- Hear our learner voices
- Observe staff and learner interactions
- Reflect on teaching resources and practices



Pastoral, medical and social support is a key part of the Lecturer's role. Our learner group sizes are small, generally less than 12 and this means that positive relationships can be formed with learners and their advocates. Where required, the College will liaise with external agencies including Adult Social Care and Health.

The College has a policy with regard to the safe administration and management of medicines on site and unless learners are unwell or have a communicable disease every effort is made to support their attendance in College. The learner or advocate must inform College staff if they or their learner requires medication during the day (or at night if the learner is intending to take part in a residential). Staff are trained to administer, and witness the administration of medicines.

The College supports all aspects of personal care and hygiene and has an Intimate Care Policy with some learners having showering/ shaving programmes. All care is managed through the care section of the life skills planner.

We have good communication with the transport providers who share concerns on behalf of our families. For advocates who provide their own home-College transport a member of staff is available in College to address any queries, and members of staff are available to support learners on arrival and when leaving at the end of the day.

College tutorial sessions ensure that learners start the day feeling ready to learn. Our healthy College rules support young people in making healthy lifestyle choices and these are underpinned by our PSD and health and well-being curriculum and individual support with personal care and independence targets.

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

The College has a positive approach to behaviour management with clear rewards and sanctions shared with staff, learners and advocates. Our Conduct and Care and Control Policies are designed to support learners to self-regulate. A Conduct Support Plan (CSP) can be created for a learner and this details how staff will ensure the safety of the young person and others and the College building. All CSPs are regularly reviewed and they are shared and signed with advocates and learners prior to implementation.

The curriculum is relevant and exciting and free time is well staffed to ensure all learners are socially engaged and learners can feel socially involved.

Attendance is monitored by the Personal Tutor/ Lecturer. Lateness and absence are recorded and phone calls are made to follow up all unexplained absence. Attendance concerns are raised weekly at senior leader meetings and an action plan is developed to support improved attendance.

In line with national policy learners and advocates are advised that the College is unable to grant absence from College in term time requests unless there are clear mitigating circumstances.

Every effort is made to avoid exclusions. However, the College does have a disciplinary procedure which includes a range of sanctions which include internal and external exclusion. These are only used for learners who have a level of cognition that means they understand their actions and their consequences. Advocates are fully informed of all conduct incidents involving their young person and the reasons for the actions the College plans to take. Advocates are invited to attend a meeting with their young person after any serious conduct incident to allow the young person to reflect on their behaviour and consider the other choices they could have made.

How will my young person contribute their views?

Our learner's voices are essential to all aspects of College life. Our 'Learner Voice' group meets each half term and supports College improvement. A representative also attends the Trusts pupil voice meetings once a term.

Each learner new to College, contributes to their Target Setting Review in the completion of their individual Aspirations Learning Journey and Life Skills Planner. They have a say in what they think is important for them. Each learner contributes to their Annual Review by attending the meeting and/or completing their own advice form.

Learners do also access their local community through community sessions, work experience and work with various local community groups in the area. Here they get the chance of sharing their experiences of living with a disability and being accepted in society.

What specialist services are available or accessed by the College?

Specialist College Staff

Through connection with the Sea View Trust all College staff are on long term secondment, this enables the College to offer a wider c=variety of specialist personnel. College has access to specialist staff in

- Specific Learning Difficulties (including Dyslexia)

- Makaton Regional and Local tutors
- Specialist swimming instructor
- Autism and Autistic Spectrum Conditions (ASC)
- Speech, Language and Communication
- Hearing Impairment
- Multi sensory Impairment
- Visual Impairment (in training)
- SENCo Award
- Physical needs including Moving and Handling
- Specialist Leaders in Education (SLE): Special Educational Needs and Disability (SEND)
- Specialist Practitioner in Education (SPE)
- Specialist Leader in Cultural Education (SLICE)
- Speech and Language Therapist

Specialist Facilities Accessed

In order to provide a broad and balanced curriculum and offer a wide study support programme College accesses a range of specialist provision:

- Purpose built independence flat
- MSE room
- Hydrotherapy pool (located off site in local school)

Onsite work-based training facilities including:

- Garage Café open to the public (catering and hospitality)
- The Den shop (retail)

Access to work-experience with local partners including:

- Asda
- The Station Hotel
- Haslingden Community Link Café
- Pearson's Café
- Freshfields
- Dunkenhalth Hotel
- McDonalds
- NHS
- Hillside Nursery
- Charity Shops



Where a young person has a career aspiration not reflected in our current employee partnerships Personal Tutors seek to identify new links.

Access to local community groups including:

Civic Pride

Incredible Edibles

RAFT – Resourceful Action for Transformation (Local Food Bank)

What training have the staff supporting learners with special educational needs, had or currently having?

Most job coaches are trained in:

- Autism
- Positive Behaviour Management: Team Teach de-escalation techniques
- Moving and Handling
- Personal care
- Picture Exchange Communication System (PECS)
- Makaton
- Feeding and positioning
- Delivery of speech and language programmes
- Specialist IT
- Basic First Aid
- Sensory regulation



Most Lecturers are trained in

- Autism
- Positive Behaviour Management: Team Teach
- Makaton
- ELKLAN Language Programme
- Treatment and Education of Autistic and Communication-impaired Children (TEACCH)
- Derbyshire Language Scheme (DLS) and joint target setting with speech and language therapists (SALT)
- Picture Exchange Communication System (PECS)
- Education of the Developmentally Young (EDY)
- Curriculum Planning
- Total Communication and Alternative and Augmentative Communication (AAC)
- Pedagogy for children and young people with Severe Learning Difficulties (SLD)
- Pedagogy for children and young people with Profound and Multiple Learning Difficulties (PMLD)
- Specialist IT
- Basic First Aid

How will my young person be included in activities outside the College building including day and residential visits?



Young adults have an ongoing entitlement to develop their skills for learning, skills for life and skills for work in the setting best suited to their needs and aspirations.

At Valley College, we deliver a high quality community education that helps to provide learners with the knowledge, skills and understanding to prepare them to play a full and active part in society.

In particular, community education should prepare learners to take their place in society as responsible citizens by providing them with the skills and knowledge to manage their lives, home and money well and to make sound financial decisions.

At Valley College we aim to ensure learners are accessing off-site activities for at least 50% of their timetable.

EQUALITY AND DIVERSITY

Valley College is committed to ensuring a culture of inclusivity in which equality and diversity are embedded within all aspects of College life. We aim for all learners, staff, advocates to feel valued and respected, to be treated fairly and to have equal opportunity to access College activities and services. We recognise, value and celebrate the differences of individuals in the College community including visitors and the extended community of partner organisations.

Valley College is committed to ensuring that discrimination or harassment does not happen and that a safe welcoming environment is ensured for all. Robust policies and procedures are in place to reflect our commitment to the delivery of the Equalities Act.

INDEPENDENT TRAVEL TRAINING:

Travel training has proven to be beneficial in enabling all users of public transport to have equality of access and independence.

At Valley College we want to assist in overcoming challenges, remove barriers to independent travel and give our learners greater access to jobs, services and social networks. Travel training is a very important skill for life. Being able to travel with less support enable learners to engage in social and educational activities and helps them to maintain better relationships. Independent travel skills also helps to open up employment opportunities, contributing to a more fulfilled life.

Our travel training programme aims to empower our learners to take greater control in their lives, enabling them to learn new skills and take advantage of opportunities in their communities.



How accessible is the College environment?

The College is all on one level and the Ewood campus is fully accessible. The College has a fully equipped bathroom to accommodate hygiene and personal care routines with mobile hoists available.

How will College prepare and support my young person when joining College and for future transition?



All prospective learners and their advocates are invited to make a non-prejudicial visit (NPV) to the College, this includes a full tour and an opportunity to discuss the learner's needs. Where a learner is already in an educational setting we will, wherever practicable, visit them in their current setting. In the first 6 weeks of the learner starting College, the learner and advocates are invited to a Target Setting Review. Some learners may benefit from a gradual introduction to life at Valley College and the transition arrangements are therefore carefully planned for each individual.

Valley College's aspiration is for all learners to leave the College with a plan for their future which is appropriate to meet their individual needs. Through person-centred planning and education we aim to equip our learners with the skills and resilience to cope with the adult world of work. All learners at Valley College have an entitlement to Information and Guidance (IAG) education delivered through discrete lessons, work-based learning and through key events in College.

In addition, the IAG and work-related learning programme aims to:

- Develop learners' functional skills within the subject areas of English, Maths, ICT and communication
- Help learners to make choices about their career pathway
- Develop practical work skills and independent living skills

Valley College ensures that all College Leavers have the appropriate destination for them, whether this is supported employment, a social care package, supported living, further education or supported volunteering.

How are advocates involved in College life?

Valley College is keen to engage with all our advocates and to work in partnership to ensure the best outcomes for all of our learners. We have:

- Consultation Evenings
- Coffee Mornings in the Café
- Awards Evenings
- Advocate Director roles

Who should I contact for further information or to discuss a concern?

If the learner attends Valley College please contact their Personal Tutor/ Lecturer. Alternatively, you can contact the Head of College, or our CEO depending on who you feel would be most relevant to your enquiry.

Who should I contact if the learner wants to join the College?

All admissions to Valley College are managed by the Local SEND Team. Please contact the team who have issued the learner's Educational Health Care Plan to ask about admissions. Please note we are unable to take applications from individuals with complex health needs at this time.

An application form for Valley College is available on the website along with an outline of the admissions process.

SEN Information Report

Completed April 2020

**Signed Head of College: Eileen Melling
Chair of College Directors: Nicola Barcroft**

Preparation for Adulthood Citizenship and Employability