

Local Offer

Setting	Totton College
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Town	Totton
District/Borough	Hampshire
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Short Headline	Totton College Local Offer

Brief overview	Totton college is an inclusive sixth form college with a specialist unit attached. We provide a wide range of courses and support to enable young people with SEND to develop skills for the next step in life
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Age range	16,17,18,19
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Resourced provision (Mainstream with resourced unit)	X
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Sign and symbols		PECS (Picture exchange communication system)	X
British Sign Language		Braille	
AAC (Augmentative and Alternative Communication)	X	Sign supported English	
Makaton	X		

Hydrotherapy Pool		Sensory room or area	X
Wheelchair Access	X	Accessible changing area	X
Accessible toilets	X	Low stimulus environment	
Secure environment		Soft play facility	
Sensory adaptations (such as colour scheme)		Physical adaptations (such as hand rails)	
Accessible parking	X		

Complex Health needs	X	Autistic Spectrum Conditions	X
MLD (Moderate Learning Difficulties)	X	PMLD (profound and multiple learning Difficulties)	X
SLD (Severe learning Difficulties)	X	Social, mental and emotional health	X
SpLD (Specific Learning Difficulties)	X	Hearing Impairment	X

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Challenging Behaviour		Visual Impairment	X
Physical Disabilities	X	Personal Care Needs	X
Communication needs (Speech, Language and Communication)	X	Any Impairment (Any condition or impairment)	X

Needs led school nurse	X	Needs led SALT	X
Needs led OT	X	Needs led physiotherapy	X
Personal Care	X		

Key words (10)	Special needs, independence, work skills, life skills, SEND, learning support
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<u>Respite and Support</u>		Respite & Short Breaks		Funding & Direct Payments	
Common Assessment Framework (CAF)		Emotional Wellbeing	X	Advocacy	
Support groups and voluntary organisations		Disabled Children Fostering & adoption		Support and family members	

<u>Health</u>		Children's nurses		Specialist Clinics	
Sensory	X	Pre-birth & birth		Dental care	
Complex health needs	X	Doctors & Hospitals		Emotional health and wellbeing	X

<u>Equipment & Therapies</u>		Wheelchair Services		Speech & Language	X
Continence Services		Occupational Therapy	X	Physiotherapy	X
Other Equipment		Other Therapies		Grants	

<u>Education & Childcare</u>		In school therapies		SEN Support	X
Childcare & Early yrs		Learning from home		Schools	
Colleges & Post 16	X	Transport		Transition	X

<u>Leisure & Play</u>		Clubs & Activities		Things to do	
Holidays		Sport & Fitness		Friendships & relationships	X
Hampshire Gateway					

<u>Preparation for Adulthood</u>		Getting involved		Independent living	X
Parents, siblings & Family carers		University & work	X	Staying healthy	X
Money	X	Getting around	X	Being an adult	X

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How does your education setting know if young people need extra help and what do I do if I think my child has special educational needs? (250 words)

At Totton College (TC) we feel that understanding and providing the right support for young people, at the earliest opportunity is essential for them to get the most from their time with us. Before your young person starts at college we will work with you, your young person, carers, feeder schools and other organisations to understand their individual support needs. This can be as early as Year 10 for some learners. At enrolment we will complete assessments to provide us with more information about preferred learning styles and the areas your young person needs to focus on for instance in Maths or English. Once at college we constantly monitor young people for issues such as a change in attendance, behaviour, emotional stability or if they are generally not making the progress expected for the level of their course. These can be some of the indications that a young person will need extra help. If you feel your young person requires extra help with any aspect of college, please contact their Progress Coach, their class Teacher or their Head of Faculty. Or if your young person is aware they need extra help and feel confident to deal with this themselves, encourage them to speak to their Progress Coach, class Teacher, Faculty Manager or a member of our Student Welfare Services Team about the difficulties they are experiencing.

How will the education setting staff support my child/young person? (250 words)

The support provided to each young person is needs led and varies to compliment the course they are on. Learning Support: support for mainstream classes will be provided by study skills sessions, learning support staff in lessons to help with specific aspects of learning, differentiated learning material, exam considerations, note taking and other support strategies. Our Student Welfare Service provides a range of support for emotional, health and wellbeing issues, counselling, financial hardship and housing. The Skills for Life Team provide support to learners with more complex special educational needs and disabilities. This can include small group size teaching, social communication lessons, therapies, personal care, behaviour management support, mobility support, and medical needs support. Learning Support Assistants are used in a higher ratio to young people than for mainstream Learning Support, for example a young person supported by the Skills for Life Team may require 1:1 support at all times. This level of support will be provided in co-ordination with a young person's local education authority.

How will the curriculum at your education setting be matched to my child/young person's needs? (250 words)

The College welcomes applicants for any course, however all young people must attain the minimum course entry requirements to be accepted on that course. Mainstream courses will provide opportunities for overlearning, homework help and some in-class support will be provided by our Learning Support team to ensure all young people can access their curriculum. Our Skills for Life courses are delivered with more differentiation to meet the needs of each learner and their individualised programmes. A higher level of support in the lessons ensures that each young person can focus on their individual learning plan which is related to their Education, Health and Care Plan (EHCP).

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How will both you and I know how my child/young person is doing and how will you help me to support my child/young person's learning? (250 words)

All young people receive weekly meetings with their Progress Coach to set and monitor individual learning targets.

Information about progress, performance and attendance is available through various means and a summary of this information will be emailed or posted to parents/carers five times a year. There are also regular opportunities to engage directly with teachers throughout the term. Moreover, if specific issues with performance, attendance or behaviour do arise you will be contacted directly by your young person's Progress Coach."

Young people supported by the Skills for Life team will also have additional liaison opportunities such as daily diaries where home and college can communicate information relating to feeding, medication and behaviour etc. If there are any issues concerning the wellbeing of a young person, home/college/external agency liaison will take place as needed.

Where a young person has an EHCP they will have an annual review completed against their EHCP targets and outcomes.

The college will liaise with and support medical professionals (e.g. CAMHS) where appropriate to ensure the best outcomes for our young people.

What support will there be for my child/young person's overall wellbeing? (max 250)

The college provides access to Student Welfare Services and The College Nurse, support can be provided on a range of issues such as anxiety, depression, social and domestic difficulties as well as financial difficulty.

Within the Skills for Life Team additional support is provided to those with emotional, social or physical vulnerabilities, in addition to medical and wellbeing support from the college nurse.

What specialist services and expertise are available at or accessed by your education setting? (max 250)

Therapies (SALT, Physiotherapy, OT)

ADRC (Behaviour Specialist)

Hampshire Specialist Teacher Advisory Service.

As part of our careers service while young people are with us they work alongside the opportunities advisor to identify appropriate next steps after college: This includes links with other agencies such as The Hampshire Awards Scheme - Prince's Trust Programmes, Wheatsheaf Trust employability – for Southampton residents only, and It's Your Choice for those who are not directly ready for the work place. This can also include assistance in using specialist job finding services for people with disabilities for those who are work ready.

Other (Wheelchair Services for repairs, Other services are used but these are resourced depending on need).

What training are the staff supporting children and young people with SEN and Disabilities had or having? (250 words)

Staff in the Skills for Life Team complete the following mandatory training:

First Aid

Moving and handling

Safeguarding

Fire procedures

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Equality and Diversity

Other training:

Makaton

PECS

Elklan – Speech and Language Support

Behaviour Management

Training from College Nurse around specific medical needs (e.g. Peg feeding).

Autism awareness

Brain in Hand (support for specific learners)

Therapy Assistants

Sensory equipment

Where a young person has specific medical needs, staff will receive training e.g. dispensing rescue medication.

Teaching Assistants are trained to the following levels:

NVQ Health and Social Care – levels 2 and 3

Supporting Teaching and Learning – level 2 and 3.

Teaching and learning – Diploma for Specialist Support – level 3.

How will my child/young person be included in activities including trips run by your setting? (250 words)

We make every effort to provide all young people with the opportunity to take part in all trips relevant to their learning.

A risk assessment will be completed taking into account all young people's needs, with input from the Health and Safety Officer and College Nurse where appropriate.

How accessible is your education setting? (indoors and outdoors) (250 words)

The college site is accessible to wheelchair users and individuals with limited mobility, each building has electronic doors and there are 4 lifts available to provide access to classrooms on the first floor. The Skills for Life building has been designed to provide maximum accessibility to young people with physical difficulties.

How will the education setting prepare and support my child/young person to join the education setting, transfer to a new setting and or the education stage and life? (250 words)

The college will visit feeder schools, have open evenings and taster days for year 11 young people to get to know the college and staff.

Where required additional visits to college can be arranged for parents/carers/young people, or for college staff to go to the young person's school.

For young people supported by the Skills for Life team, additional transition work will be provided this can include college link sessions, extra visits to college, attendance at reviews by college staff and visits to school to get to know the young person.

Our student Welfare Team offers careers guidance to all learners who wish to use the service.

Within our Skills for Life Team we have dedicated resource to provide guidance around careers, future placements and next steps, this includes liaison with family, carers and other agencies,

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practical support with interviews, university applications or providing cohesion as the young person goes through the process of leaving college and taking the next step.

How are the education setting resources allocated and matched to children and young people's special educational needs and disabilities? (250 words)

All young people can receive extra help from our Learning Support Team and Student Welfare Services.

The Learning Support Team Manager will work with the young person (and parents/carers if required) to assess the extra help required and what this will look like.

Where a learner holds an S139a/EHCP, they will be referred to the Faculty Manager for the Skills for Life Faculty. This document will detail the support, additional services and medical needs that a young person will require to meet their targets and outcomes. The college will apply to the relevant education authority for funding so that resource can be provided to support the young person in achieving these outcomes.

We then use staff with the appropriate skillsets to provide the support needed, for instance where a young person has High Functioning Autism, they will be supported by staff who have not only been trained in this area, but who also have experience in the role of supporting young people with ASD.

How is the decision made about what type and how much support my child/ young person will receive? (250 words)

As we obtain information through interviews, school references and reports, attending school review meetings and we receive documentation such as S139a or EHCP, we will assess the best way we can support your young person and the resources required to do so when they first arrive at college.

If a particular approach worked well in a previous setting we will try to replicate its success again.

Where the need for extra help is recognised after a young person starts college, our Learning Support Team will discuss with the young person (and parents/carers where required) the extra help they can provide as soon as they are made aware of a request for extra help.

Where a learner has an S139a/EHCP this will detail more specific support needs that the college will need to meet. The college will co-ordinate with the young person's local authority to obtain funding. This will allow us to provide the appropriate support to enable a young person to meet the targets and outcomes in their EHCP plan.

All support will be reviewed regularly with you, your young person, the teacher and progress coach to ensure that it continues to support your young person as they work towards their outcomes and aspirations.

How are parents/young people currently involved in your education setting? How can I be involved? (250 words)

Young People can get more involved with the college by joining the Student Union, volunteering at college open evenings and getting involved with college wide events.

There are various Enrichment activities available e.g. film club (these are subject to an individual's timetable).

Parents can encourage and support their young person to fully engage and participate in their curriculum and take responsibility for their learning.

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Who can I contact for further information? (250 words)

If you would like to learn more about the support Totton College can offer young people with special educational needs or disabilities, in particular how we could support your young person, please contact: Carol Palmer

Tel: 02380874874 Email cpalmer@totton.ac.uk

Should your young person have already started college you can still contact the following people to discuss any issues relating to extra help that they may need; Progress Coach, Class teacher, Faculty Manager, Student Welfare Services, and Learning Support Team.