

SEND Local Offer

The College will co-operate with the local authority to identify and meet the needs of young people with EHCPs. The College recognises its statutory duties in relation to the SEND Code of Practice for all students between the ages of 16-25. Woking College has considered the following fourteen questions about our support processes for learners. The questions are designed to help you make a decision about which institution is most appropriate for meeting the need of the young person in your care. Most answers are embedded in the Learning Support and SEND Policy however some additional information has been added below.

1. How will I know college staff will support me?

- Each individual student's progress is important to the College. This has led to the impressive track record that Woking College has in supporting students to achieve the highest possible grades regardless of their personal circumstances and/or SEND, with these students achieving value-added scores equivalent to their peers without SEND.
- You can speak to any member of staff about your additional learning needs or about strategies that will help you learn in and out of your classroom.
- College staff will do everything they can to support your learning and your needs, however it is important to remember that College is a more independent learning environment than school and therefore you will be expected to take more responsibility for your learning and your work. The support that you take up at the College is voluntary and will not be imposed on you, however in some cases this support will be essential to achieving success on your courses.

2. How will I know how I am doing at college?

- Students will receive four progress reports each academic year.
- The college holds Academic Tutoring Days within each academic year, during which students and their parents/carers are invited to meet with a teacher from each subject in order to discuss their progress and to set targets.
- Personal Tutors conduct regular one-to-ones with their Tutees to discuss how they are coping on their courses and to raise any concerns which have been brought to their attention by subject teachers.
- Subject teachers will provide half-termly diagnostic feedback in addition to the two formal internal/mock assessment weeks each year.

3. How will the curriculum be matched to my needs?

- At Woking College you are able to mix vocational and academic qualifications as part of your study programme. Vocational courses tend to assess students using a higher proportion of coursework, whereas academic qualifications tend to have a higher proportion of examination based assessment.
- We offer a wide range of courses at Levels 2 (entry requirement = 4 x grade 3 at GCSE) and Level 3 (entry requirement = at least 4 x grades 4 and above at GCSE). There are also subject specific entry requirements for many courses which can be found in the College prospectus and on the courses pages of the College website.
- The decision about which courses to take and at which level will be made in conjunction with a senior manager during the enrolment process.
- Within classes, activities will be differentiated to suit different learning styles and needs. In addition, extra subject workshops are often offered by teachers outside of lessons to support those who are struggling.

4. What support will there be for my overall wellbeing?

- Students will be monitored by - and can contact at any time within the college day - any of the following staff: Personal Tutors, Heads of Year, subject teachers and Heads of Department, the Learning Support Team, the Careers and Progression Department, College Counsellors, Designated Safeguarding Officers and the Finance Department.
- Within the Learning Support Department, students with EHCPs will be allocated a Mentor.
- There are also some specialist services available in College, including a dedicated Student Wellbeing Co-ordinator, the College counselling service; and the Surrey Mental Health Support Team who deliver support within college.

5. What specialist services and expertise are available at or accessed by the College?

- The College has a qualified access arrangements assessor who is able to recommend students for access arrangements in line with the JCQ guidance and criteria.
- The college has 2 trained ELSAs (Emotional Literacy Support Assistants) and students can be referred for ELSA support.
- The Learning Support Department liaises regularly with the Surrey County Council Pathways Team (who create and regulate EHCPs).
- Teachers follow the graduated response as set out by the SEND code of practice and refer onto learning support when additional intervention is needed and is regularly reviewed.

6. What training have the staff supporting children and young people with SEND had or are having?

- The Head and Assistant Head of the Learning Support department have extensive experience in supporting students with SEND in a mainstream setting and regularly update their own training.
- There are approximately 23 Learning Support Assistants and Teachers in the Learning Support Department, all of whom attend regular in-person and online training on various aspects of their role.
- The Learning Support Department arranges regular INSET for all staff about how best to support students with SEND, using both internal and external expertise.
- The Head of Learning Support is part of a group of managers (from within S7 i.e. a local consortium of colleges) who share best practice on relevant topics and issues.

7. How will the College prepare and support me with my additional needs when I transfer to College and with the next stages of education and life?

Before enrolling at College:

- All students applying to the college will have a face-to-face interview. Students who have declared to the college that they have an EHCP will be interviewed by a specialist member of the Learning Support Team.
- All students who have accepted a place at the College will be invited to attend a Welcome Day in the Summer Term of Year 11. Additional support on Welcome Day is offered by the Learning Support Department to any students who have identified significant learning or emotional support needs.
- Additional tours/visits can be arranged upon request according to need.
- Depending upon need, the Learning Support Department will either meet with the student prior to enrolment to discuss their needs or, when a need for additional support is identified during their studies, the student will be invited to meet with the Department to draw up a plan of support.

After enrolling at College:

- All students will attend an induction day in which you are given information about the IT facilities, Learning Support, the Careers and Progression Department, the College site and your new timetable.
- As with the Welcome Day, students who have identified significant learning or emotional support needs at enrolment are offered additional support from the Learning Support Department including attending sessions with a small group supported by an LSA.
- Any student may book an appointment with the Careers and Progression Department at any time to discuss what options they have after College, including applying to University, undertaking an apprenticeship or looking for employment. These topics will also be covered during Foundation (Level 2) and Year 13 tutor group sessions. Students with an EHCP can attend these sessions with their Learning Support mentor if they wish.
- Students with an EHCP will be offered direct support from a mentor to help with UCAS, apprenticeship and job applications throughout their time at College.

8. How does the College know if I need extra help and what should I do if I think I may have special educational needs?

- Staff and students can approach the Learning Support Department at any time to discuss concerns and look at possible interventions. Parents/carers can also contact Learning Support if they have a concern that a student is struggling, or if the current support is not appropriate. Support which equates to a reasonable adjustment can then be put in place with the agreement of the student.
- The College is also provided with EHCPs and connected documents by the appropriate local authorities.
- Documentation regarding one or more SEN diagnoses must be provided by parents/carers, the College is not given documentation regarding SEN by secondary schools.

9. How will you help my parents/carers to support my learning?

- The College welcomes contact from parents/carers and this relationship is initiated by Personal Tutors, who will contact each parent/carer via email at the start of the Autumn Term.
- If subject teachers have any concerns about a student's progress, these will be passed onto the Personal Tutor who will contact home to discuss them and arrange a meeting if necessary.
- The four progress reports are sent home via email each year (and a hard copy given to students).
- Parents/carers of students with an EHCP will receive regular contact from the student's designated Learning Support Mentor.

10. How will parents/carers be involved in discussions about and planning for my education?

- Parents/carers are invited to attend the College interview with the young person in their care, as well as enrolment, when students meet with a senior manager to agree an appropriate programme of study.
- During the year the College holds Academic Tutoring Days, during which parents/carers are invited to meet with a teacher from each subject that the young person in their care is studying in order to check their progress and set targets.
- At the end of the First Year, parents/carers of Level 3 students are invited to attend a Higher Education information evening.
- Parents/carers can contact or make appointments to meet with the Personal Tutor or Head of Year at any time, however email communication is the quickest and most common method of communication between home and College.
- Parents/carers of students with EHCPs will be invited, with the consent of the young person in their care, to attend an EHCP review meeting during the academic year.

11. How will I be included in activities outside the classroom including college trips?

- The College runs a wide variety of on-site enrichment activities. These change annually; the full list is published in September.
- The Learning Support Department run a supervised 'Chillout' lunch area for students who have social anxiety and communication needs.
- The College is able to provide personal support in the form of an LSA during off-site trips for students with SEND and, in some circumstances, financial support to ensure that all students are able to participate equally in activities outside the classroom.

12. How accessible is the school/college environment?

All reasonable adjustments have been made and the College buildings are fully wheelchair accessible. A visit can be arranged should you wish to see and check the College site in person.

13. Who can I contact for further information?

Should you request further information on any of the above, please contact the relevant person below:

- Dee Rai as Head of Learning Support (dra@woking.ac.uk)
- Jo Nicholls as Deputy Head of Learning Support (jni@woking.ac.uk)
- Helena Clarke as Assistant Principal Support for Learning and Wellbeing (hcl@woking.ac.uk)
- General enquiries (wokingcoll@woking.ac.uk)
- If the young person in your care is a current student, you should contact their Personal Tutor as a first point of enquiry. Their email address is usually the first initial of their first name, followed by the first and second letters of their surname and then finally '@woking.ac.uk'.

14. How are the College's resources allocated and matched to young people's special educational needs?

Each student who enrolls at College is funded a standard amount by the ESFA. If additional support (and therefore funding) is required, then this will be estimated by the College and applied for through the Local Authority. It is therefore important that you make any additional support needs known to the College as early as possible.