

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 new SEND Code of Practice for all students between the ages of 16-25. Therefore, at the request of the Local Authority, 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 your son/daughter's needs. Most answers are embedded in the policy above 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.*
- *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 during the academic year.*
- *The College holds two Academic Tutoring Days during the year, in which students and their parents/guardians are invited to meet with a teacher for each subject in order to discuss their progress and to set appropriate targets.*
- *Personal Tutors conduct regular half-termly 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 3 (entry requirement = at least 5 x Grade 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 interview and 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.*
- *The Learning Support Department also offers more tailored support for those with SEND (see point 4 under 'General Overview').*

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

- *See points 1-4 under 'General Overview'.*
- *Students will be monitored by and can contact at any time any of the following staff: Personal Tutors, Heads of Year, subject teachers and Heads of Department, the Learning Support Team, the Progression Department, College Counsellors, Designated Safeguarding Officers and the Finance Department.*
- *Within the Learning Support Department, students with EHCPs will be allocated a Mentor.*

5. What specialist services and expertise are available at or accessed by the school/college?

- *The College employs specialist teachers in the subjects/courses offered.*
- *A JCQ approved Educational Psychologist visits the College several times between September and January to assess select students for whom additional evidence is needed in order to obtain exam concessions.*
- *The Learning Support Department liaises regularly with the Surrey County Council Pathways Team (who create and regulate EHCPs).*
- *The College ensures that the Safeguarding, First Aid and Counselling teams are appropriately qualified and receive regular updated training.*

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

- *The Learning Support Department is led by a qualified teacher with experience in supporting students with SEND in a mainstream setting.*
- *There are more than ten Learning Support Assistants in the Learning Support Department, all of whom attend regular 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, both using 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 you help my parents/guardians to support my learning?

- *The College welcomes contact from parents/guardians and this relationship is initiated by Personal Tutors, who will contact each parent/guardian 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 (as well as a hard copy given to students).*
- *All students are given a planner in the first few weeks of the Autumn Term in which they can record homework and other commitments. Parents/guardians may find it helpful to look at this, as well as logging onto ProPortal (using their son/daughter's username and password) to view the most recent targets set by subject teachers.*

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

- *Parents/guardians are invited to attend the College interview with their son/daughter, as well as enrolment, when students meet with a senior manager to agree an appropriate programme of study.*
- *During the year the College holds two Academic Tutoring Days, during which parents/guardians are invited to meet with a teacher from each subject that their son/daughter is studying in order to check their progress and set targets.*
- *At the end of the First Year, parents/guardians of Level 3 students are invited to attend a Higher Education information evening.*
- *Parents/guardians can contact or make appointments to meet with their son/daughter's 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/guardians of students with EHCPs will be invited, with their son/daughter's consent, to attend an EHCP review meeting between March and June.*

9. 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 weekly drama-based confidence building workshop in the Autumn Term for students who have social anxiety and communication needs. There is also a supervised 'Chillout' lunch area for these students.*
- *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.*

10. 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.

11. Who can I contact for further information?

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

- *Ruth Dunford as Head of Learning Support (rdu@woking.ac.uk)*
- *Chris Draper as Learning Support Manager (cdr@woking.ac.uk)*
- *Laura Cook as Director of Support for Learning (lco@woking.ac.uk)*
- *General enquiries (wokingcoll@woking.ac.uk)*
- *If your son/daughter 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'.*

12. How will the school/college prepare and support me to transfer to a new college or the next stage of education and life?

Before enrolling at College:

- *Students who attend our feeder schools may be invited to attend a Taster Day in the Summer Term of Year 10.*
- *Each year we hold two open evenings, typically in October and June. These will be advertised on the College website.*
- *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. In addition, additional tours/visits can*

be arranged upon request.

After enrolling at College:

- *You will attend an induction day in which you are given information about the IT facilities, the Learning Resource Centre, Learning Support, the Progression Department, the College site and your new timetable.*
- *Any student may book an appointment with the 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 Level 2 and Second Year tutor group sessions.*

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

See points 6-9 under 'General Policy Statements' and points 12-15 under 'Examination Concessions.'

14. How are the school's/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 EFA. 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.