



# WOKING COLLEGE

Parents and Carers Handbook

2024/25



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## Welcome from the Senior Leadership Team

### Welcome to Woking College

Our relationship with parents and carers is very important to us. Therefore, we have produced this booklet so that you are aware of the important information and guidance that we have given to students in their first few weeks with us.

The College prospectus and website ([www.woking.ac.uk](http://www.woking.ac.uk)) provides useful information and news about the College. The Student Handbook has been issued to students and this sets out in detail useful information about College life.

Each student has been allocated a Personal Tutor to support them while they are at College and this member of staff will normally be your first point of contact. However, the Heads of Year and members of the Senior Leadership Team are also available to discuss any matters that concern you.

We look forward to working with you to ensure that the young person in your care achieves their potential in all that they do and that they enjoy their time at Woking College.

#### The College Executive



2024-25 Student

## Charter for Parents and Carers

We welcome your involvement as parents and carers in the life of the College and we value the opportunity to work with you to guarantee the success of all our students. If we have any concerns about the young person in your care, we will certainly wish to discuss this with you and, where necessary, will contact you to arrange a meeting. If you wish to discuss anything with us, please contact the Personal Tutor or Head of Year.

While the young person in your care is studying at Woking College, you will receive regular progress reviews as well as invitations to parents/carers' Academic Tutoring Days. We will also keep in touch with you through our termly newsletter.

If you feel unhappy with the service that we offer, please get in touch with us to share your concerns through the Personal Tutor or Head of Year. If you remain unhappy with the resolution, please contact Deputy Principal, Nuweed Razaq.

## College Executive Team

|               |  |                  |
|---------------|--|------------------|
| Brett Freeman | Principal  | bfr@woking.ac.uk |
| Nuweed Razaq  | Deputy Principal   | nra@woking.ac.uk |
| Laura Cook    | Assistant Principal (Curriculum and Quality)             | lco@woking.ac.uk |
| Helena Clarke | Assistant Principal (Support for Learning and Wellbeing) | hcl@woking.ac.uk |
| Fiona Munday  | Finance Director   | fmu@woking.ac.uk |

## Parent/Carer Involvement in College

Parents and carers can offer support to the College by attending Visual Arts, Performing Arts and Sports events; offering an insight into the world of work through work experience; talking to a group of students; or considering involvement as a parent/carer Trustee.

## Woking College Corporation

Woking College is a 16-19 Academy Trust and has a Board of Trustees including, among others, parent/carer members and a staff member. Many of the members have had experience of being a parent/carer of a student studying at the College. Trustees are all volunteers and are not paid for their duties.

The Chair of Trustees can be contacted via the Clerk of the Corporation, Barbara Maude (bma@woking.ac.uk).

## Timetable

The timetable is designed to provide students with as much flexibility as possible and an individual programme of study is created to fit their subject choices meaning their timetable may well be different from every other student in the College. The week is divided into six teaching blocks. Most students will have some non-contact time each day. In addition, some activities may take place after College, particularly clubs and enrichment activities. Visual of timetable structure:

| <b>WOKING COLLEGE</b>                            |  |                |                  |                 |               |
|--|--|----------------|------------------|-----------------|---------------|
| <b><u>TIMETABLE BOX STRUCTURE: 2024/2025</u></b> |  |                |                  |                 |               |
|  | <b>MONDAY</b>  | <b>TUESDAY</b> | <b>WEDNESDAY</b> | <b>THURSDAY</b> | <b>FRIDAY</b> |
| 8.45   | 3  | 6              | 2                | 5               | 1             |
| 10.00  | 5  | 4              | 3                | 4               | 2             |
| 10.05  |  |                |                  | Break           | Break         |
| 11.05  | Staff Briefing   | Break          | Break            | Break           | Break         |
| 11.20  |  |                |                  |                 |               |
| 11.40  | Tutor Period<br>for Year 12/L2<br><br>Lunch for<br>Year 13 | 2              | 1                | 3               | 5             |
| 12.40  |  |                |                  |                 |               |
| 12.40  | Tutor Period<br>for Year 13<br><br>Lunch for<br>Year 12/L2 | LUNCH          | LUNCH            | LUNCH           | LUNCH         |
| 1.40   |  |                |                  |                 |               |
| 1.40   | 1  | 5              | 6                | 2               | 4             |
| 2.55   | 4  | 3              | 6                | 1               | 6             |
| 3.00   |  |                |                  |                 |               |
| 4.00   |  |                |                  |                 |               |

Box structure

Example timetable

| Day          | Senior Tutor   |       | LOL   |   | Personal Tutor  |  | FNE  |  |       |
|--------------|--|-------|---|---|---|--|--|--|-------|
|              | 08:45  | 09:00 | 10:00   | 11:00   | 12:00   | 13:00  | 14:00  | 15:00  | 16:00 |
| <b>M O N</b> | 08:45 - 10:00 201ALELIT-22<br>A Level English Literature<br>W15 (16)<br>Wheeler T (16)                   |       |   |   | 12:40 - 13:40 DALFNE-3<br>Year 13 Tutor Group Fieida Nettl<br>B07 (16)<br>Nettleton F (16)                                  |  |  |  |       |
| <b>T U E</b> | 08:45 - 10:00 301ALFILM-22<br>A Level Film Studies<br>A Level Film Studies<br>W05 (16)<br>Mingoma S (16) |       |   | 11:40 - 12:40 304ALPSYC-22<br>A Level Psychology<br>B07 (16)<br>Nettleton F (16)  | 12:40 - 13:40 305ENRFAD-23<br>Film Addicts<br>Film Addicts<br>B10 (16)<br>Barrett B (16)                                    |  |  | 15:00 - 16:00 307ALELIT-22<br>A Level English Literature<br>A Level English Literature<br>W15 (16)<br>Wheeler T (16) |       |
| <b>W E D</b> | 08:45 - 10:00 401ALPSYC-22<br>A Level Psychology<br>A Level Psychology<br>B07 (16)<br>Nettleton F (16)   |       | 10:05 - 11:20 402ALELIT-22<br>A Level English Literature<br>A Level English Literature<br>W17 (16)<br>Longthorne-Boyle L (16) |   | 12:40 - 13:40 405ENRPSY-23<br>Designing Studies in Psychology<br>Designing Studies in Psychology<br>B04 (16)<br>Keep D (16) | 13:40 - 16:00 406ALFILM-22<br>Level Film Studies<br>Level Film Studies<br>W05 (16)<br>Mingoma S (16) |  |  |       |
| <b>T H U</b> |  |       |   | 11:40 - 12:40 504ALELIT-22<br>A Level English Literature<br>A Level English Literature<br>W17 (16)<br>Longthorne-Boyle L (16) |   |  | 13:40 - 14:55 506ALPSYC-22<br>A Level Psychology<br>A Level Psychology<br>B07 (16)<br>Nettleton F (16) |  |       |
| <b>F R I</b> |  |       | 10:05 - 11:05 602ALPSYC-22<br>A Level Psychology<br>A Level Psychology<br>B07 (16)<br>Nettleton F (16)                        |   |   |  |  | 15:00 - 16:00 607ALFILM-22<br>A Level Film Studies<br>A Level Film Studies<br>W05 (16)<br>Mingoma S (16)             |       |

## Enrichment

The College has always aimed to provide a broad and balanced educational experience for our students and the Enrichment programme is designed to supplement the curriculum provision. There are over sixty courses from which students may choose including sports, arts, musical activities, and vocational studies. It is compulsory for students to choose at least one enrichment from the offer provided. Enrichments are included as part of a student's College timetable. Attendance to enrichment courses is important and treated in the same way as their lessons. Any U marks will automatically trigger an email to the student and to their primary contact.

## The Woking Way

As a College, we are committed to developing and extending opportunities and experiences for our students beyond the classroom. The Woking Way is a wrap-around programme which enables learners to develop beyond and outside of their academic or vocational studies. All students work towards achieving The Woking Way certificate recognising their commitment to their personal development. This bespoke programme is designed to develop the cultural capital of our learners. Setting our students apart, The Woking Way enables students to experience and participate in a range of activities, workshops, lectures, trips, and events under the categories of Wellbeing, What Next, Wider learning, Working with the Community and World of Work. With over 60 enrichment options, in addition to the Excellence Programme, STEM, Short Courses, Lunchtime Lectures and EPQ, there are multiple opportunities open and available to our students.

## Progression between Years and Levels – Important information:

In order for **students to progress from the first year to the second year of an A Level course they will need to achieve at least a grade E in their Year 12 end of year examination. In order to progress onto Year 13 of an Applied General (C/BTEC) Level 3 course, students will need to have passed all first-year modules.** It is essential that students attend College from mid-June to the end of the summer term as Year 13 work will commence during this period and compulsory work will be set for the summer holiday. Students may be in different teaching groups for the second year of their course.

Students on a one-year Foundation Level (Level 2 - GCSE) programme will need to achieve Merit grades in their B/CTEC Level 2 courses in order to progress onto Level 3 (Advanced Level). All students looking to progress will need to demonstrate satisfactory attendance (90% or above) and commitment, and final decisions regarding progression will be subject to the discretion of the Assistant Principal.

## Functional Skills

In line with Government policy, the College is committed to developing and accrediting the English and Maths skills of our students. Our students will be working towards achieving a minimum Level 2 in each of the main Key Skills (Literacy and Numeracy) if they have not achieved the GCSE equivalent at grade 4 or above. In addition, themed literacy and numeracy weeks are in place across all curriculum subjects throughout the academic year.



## Learning Resource Centre (LRC)

The LRC is equipped with over 80 computers and other resources. Students are free to use the facilities in the College in term time between 8am and 5.30pm Monday to Friday. The LRC is also open at points during the Easter break to enable students to complete coursework or revise. The internet can be accessed by all computers connected to the College network.

Students are free to use this facility for research and College work purposes. All students also receive an email account with the College to aid them with their college studies and have access to a wealth of subjects, careers and wider College information through Microsoft Teams pages and channels. **Please note that all our computers are monitored to ensure all our students are safe online. Students are informed of this at the start of term and they sign an agreement to confirm they have read and understood the expectations of online usage whilst at College.**

## Tutorial Programme

Every student in the College is a member of a tutor group and, as such, participates in the tutorial programme as part of their programme of study. This programme aims to develop students' ability to monitor and improve their own academic progress and to research and plan for moving on after College. The tutorial programme also provides students with a greater awareness of social, health and economic-related issues. **Attendance at the weekly tutorial session is a compulsory part of every student's programme of study.**

## External Examinations

A Level subjects are assessed through linear examinations. Some A Level subjects may contain coursework modules. In addition, many of the Applied General courses also have external examinations as part of their assessment. A Levels are fully assessed at the end of Year 13 and students on A-Level courses will take their public examinations in the summer of Year 13. Those on Applied General courses may take public examinations exams at various points during Year 12 and Year 13. Year 12 end of year examination results form the basis of UCAS offers and predictions. Therefore, there is a focus on examination work right from the start of their College courses.

## Examination Entry & Payment

The College pays examination and course registration fees for all students who are under 19 at the beginning of their course. However, if overall attendance falls below 90% covering the whole of the student's course at the time of exam entry and/or registration, students may be charged for exams and/or course registration. This can amount to over £130 for each course. Where a student fails to improve upon their attendance despite numerous warnings, the Assistant Principal reserves the right to withdraw the student from examination/coursework entry. Serious long-term illness and hospital/medical appointments must be supported by a medical certificate. These absences will be excluded from the calculation of 90%. Minor illnesses will count against attendance.

Students will be required to pay for any resit in any externally assessed units on Vocational courses. It is at the College's discretion whether a resit is permitted in the following situations:

- Contravening exam regulations
- Gross misconduct in relation to college discipline

Routine appointments at doctors, dentists, opticians or driving tests and lessons should be made in the student's own time; these absences will count against their overall attendance as will holidays taken during college term time. We will aim to keep parents/ carers advised about the attendance of the young person in their care if it is a cause for concern.

## Careers Information

The College has a well-resourced careers library which is open for student use during the College working day. Advice and guidance take place in small groups or on a one-to-one basis. Individual appointments to see the careers adviser can be made via the Personal Tutors. Students' primary access to careers education is through the tutorial programme. There is also a wealth of information and resources on the Careers Teams page plus a weekly careers bulletin emailed to all students. A range of independent advisers are regularly welcomed into College from a variety of organisations and institutions. The department runs several events every year which includes two Careers Conferences in the March and June of Year 12, talks, workshops, trips and visiting speakers.

The careers adviser can support students through a wide range of areas such as:

- ✓ Choosing A level courses to suit particular career paths or to keep options open
- ✓ University applications including help with choosing a course or university
- ✓ Accessing software to identify potential careers
- ✓ Access to printed books and other resources, as well as university prospectuses
- ✓ Mock interviews for employment or university
- ✓ Searching and applying for jobs including CV writing
- ✓ Finding apprenticeships
- ✓ Work experience
- ✓ Planning Gap Years

One-year Foundation (Level 2) students are carefully guided through the year by undertaking a special programme which includes individual guidance interviews. All options after College are addressed including work based learning through employment, returning to College for Level 3 study and other Further Education options.

For Year 13 students there is a comprehensive programme which guides students through the application processes for Employment and HE.

## References

References are written for students in consultation with teaching staff and Personal Tutors. References are usually treated as confidential although open testimonials can be obtained in consultation with the student's Head of Year.

## Value Added and Target Grades

Statistically, the best single indicator of how a student will perform at A Level and on Level 3 Applied General is their achievement at GCSE. A number of organisations have developed systems to enable colleges to analyse A Level value-added performance relative to GCSE. The GCSE results of each student can be converted to an average GCSE score by giving a score of 8 for a grade 9 descending to a score of 1 for a grade 1 (note grades 5, 6 and 8 are scored to a decimal point). An average GCSE score of 6.5 therefore indicates that a student's average GCSE is between a grade 6 and a grade 7.

This type of data is used in systems such as A Level Performance System (ALPS) and allows the College to take into account the relative GCSE ability of students and find out how our students performed at A Level relative to other sixth form colleges. It also allows us to identify which students have exceeded their targets and which have under-achieved in their A Level and vocational qualifications and to predict realistic target performance levels for new students in College.

Grades at GCSE and A Level cannot be directly compared. The national average data illustrates that students who average a grade 4 at GCSE will need to over-achieve in order to get better than a D/E grade at A Level. Furthermore, it predicts that students who achieve 8 or 9 at GCSE should not automatically assume they will achieve A grades at A Level. We use this process to give students a minimum target grade at the start of their studies and we measure their progress against this grade. Our goal is to encourage and support students to achieve or exceed their minimum target grade, and personalised academic targets are regularly set in all subjects to help students maximise their progress.

## Pastoral Care in College

The College continues to maintain its strong commitment to the support and guidance of each individual student, primarily via the Personal Tutor. The College Counsellors are also available to meet with individual students by appointment, which can be arranged through their Head of Year. We also have a Head of Student Wellbeing who is available for all students who need someone to talk to about how they are feeling. Where necessary, or where it is in the best interests of the student, the College may also draw on the professional experience of external agencies. This would normally be done in consultation with parents and carers.

## Young Carers and Looked After Children

There is bespoke support available for Young Carers and Looked after Children. It is important that students or parents/carers disclose this at enrolment or to their Personal Tutor to ensure that they are equipped with access to relevant support systems.

## Learning Support

When students apply to the College and when they enrol, we ask that they tell us if they have any medical conditions or disabilities that we should know about. This information is treated in confidence and is used only to offer students support. They can talk to their Personal Tutor, Head of Year, Learning Support or Head of Student Wellbeing about any support needs that they may have.

Woking College aims to ensure equality of opportunity and a wide and varied curriculum for each student in order that they can become an effective and independent learner, who is able to achieve their maximum potential. The College seeks to identify learners with special educational needs and / or disabilities (SEND) as early as possible to provide appropriate support. A copy of the Learning Support and SEND policy is available on the Woking College website.

## Safeguarding & Online Safety

The College takes its Safeguarding duty very seriously, and a dedicated team work to ensure that students are supported and monitored pastorally. The Designated Safeguarding Leads are Helena Clarke, Assistant Principal (Support for Learning and Wellbeing) and Sophie Mngoma (Director of Pastoral Care).

As part of our Safeguarding policy, the College is committed to the safety of all students when working online. The College uses filters and monitors all usage of the IT network. Staff are trained to understand e-safety and the dangers present online. The College tutorial programme aims to educate students about being safe online and when using social networking sites. There is further information on online safety including links to helpful resources for parents and carers available on the Woking College website. If a student misuses the College online system, their parent/carer will be informed, and depending on the nature of the incident, they may be suspended pending a meeting with their parents/carers.

## Use of Artificial Intelligence (A.I.)

As emerging technologies like artificial intelligence (AI) become more prevalent, Woking College is proactively developing strategies to guide the safe, effective, and ethical use of these tools for student learning following principles outlined below:

1. **Support Education Goals for All:** AI will be thoughtfully used to enhance outcomes for every student.
2. **Privacy & Security:** AI use will align with GDPR regulations, protecting student data.
3. **AI Literacy:** Students and teachers will build skills to critically evaluate the accuracy of and potential bias within AI and utilise AI technologies ethically.
4. **Academic Integrity:** Students are expected to produce original work and properly credit all sources, including AI tools.
5. **Continuous Evaluation:** We will routinely audit AI use, updating policies and training as needed.

We remind parents and carers that AI tools may have age restrictions. For example, ChatGPT currently requires users to be at least 13 years old and requires parental or legal guardian consent for students between the ages of 13 and 18. We will assume consent from parents for their young person to use ChatGPT, unless you would like to contact us to opt out. Our goal is to create a learning environment where AI technologies enhance learning and to prepare students for the future.

Our message to students is that any use of Artificial Intelligence (A.I.) to enhance their learning must be authorised by a member of staff and A.I. generated material must not form part of their homework, coursework on non-examined assessment submission. Woking College uses A.I. detection software and, where an unauthorised submission is discovered, a student will be treated in the same way as having plagiarised work. Students should not copy work from friends, textbooks or the Internet. It is acceptable to quote sentences from textbooks, but students must acknowledge the quotation. **All submitted coursework must be the work of the student; plagiarism will lead to disqualification.**

## Communication with Parents and Carers

Parents and carers are kept informed of events in a variety of ways. The College X-feed, Facebook and Instagram pages keeps students and parents/carers informed of what is going on in the College. Letters and emails may be used to update parents/carers or to inform them of particular events and developments. The College has its own website ([www.woking.ac.uk](http://www.woking.ac.uk)); which features current news, the College calendar, events, the newsletter, the prospectus, departmental and subject profiles and careers information.

If particular problems occur during a student's time in college, parents/carers will generally be contacted by telephone or letter as appropriate. **The College will be contacting parents/carers regularly by email so please provide us with your contact email address for correspondence.** All progress reports are sent to parents/carers via email. **If you are not receiving emails from the College please check that they are not being sent to your Junk Folder by default.**

## Use of Non-Contact Time

All students in the College will find that, within the overall College timetable arrangements, they have a certain number of blocks free each week when they are not timetabled for classes. These "non-contact periods" offer them the chance to organise their own work and to study independently. The LRC is the main area available for supervised quiet study although practical subjects also provide areas for students to continue with their own work.

## Part-Time Work

We recognise that many students have part-time jobs which give them personal and financial benefits and we encourage students to hold such positions. However, we strongly recommend that students should not take on more than 8-10 hours of part-time work per week during term time periods. Research shows that any more than this can affect final grades. It is expected that students will undertake working commitments outside of the College day to ensure they are available from non – timetabled events, such as Careers Day, which takes place outside of timetabled lessons.

## Trips & Visits

A range of educational and recreational visits are offered for which your consent is always required, regardless of the age of the student. There is financial support for any student who may need it. Students should speak to their tutor or Head of Year for more information and all requests for support should be made to Helena Clarke, Assistant Principal (Support for Learning and Wellbeing).

## Attendance & Absence

The College expects 100% attendance and all students are required to attend all timetabled lessons and tutorials irrespective of when they have non-contact periods. Absence from College, when known in advance, should be notified to the Personal Tutor. **Absence must always be explained. If students are absent, we ask the student or their parent/carer to complete the absence form on our website before 8.30am: <https://woking.ac.uk/report-absence/>** **When a student misses a lesson or a registered enrichment, a U (unauthorised absence) email will be generated and sent to the student and their parent/carer.** Please ensure that the College has your correct and update to email to allow for instant communication home. Prolonged or unexplained absence will involve contact with parents/carers and may result in discontinuation of a student's programme of study, or withdrawal from examination entry. Attendance is checked regularly and students who fail to attend classes or tutorial through absence or lateness may find themselves facing a formal disciplinary procedure. The College accepts that some absences are unavoidable and these are categorised as 'authorised'. These include:

- Non-routine medical appointment which cannot be made outside College hours
- Careers/job interview
- University open day visit/interview (up to a maximum of 3)
- Religious holidays
- Work experience placement related to College course
- Participation in a College activity
- Funeral of a close friend or relative
- Serious failure of public transport

The following absences are generally not acceptable and are considered 'unauthorised':

- Holidays and leisure activities
- Part-time work which is unrelated to the programme of study
- Birthdays or other similar celebrations
- Babysitting younger siblings or other family chores
- Driving tests or lessons

## Financial Help

Alongside our Bursary provision, the College has set aside a Learner Support Fund to provide help to students facing financial difficulties whilst incurring expenses relating to their academic courses, such as an essential educational trip/visit and buying specialist equipment/materials. Requests, which are always treated sensitively, should be made to the Assistant Principal, Support for Learning and Wellbeing, Helena Clarke, in the first instance.

## Holidays during Term-Time

Students should not take holidays in term-time. Course programmes are demanding and the time available to prepare for examinations and assessments is relatively short. In exceptional circumstances, such as to compete in international sport, students who require leave of absence during term time must complete an 'Absence Request Form' and send it to their Head of Year, along with a supporting letter from parents/ carers. The Assistant Principal, Support for Learning, will make the final decision as to whether such absences can be authorised.

Please note that all first-year students will be expected to return to college in mid-June (after their end of year examinations) to begin Year 13 work. **It is a condition of progression into Year 13 that students attend these lessons and satisfactorily complete the work.**

## Smoking and Vaping

Students are strongly encouraged not to smoke or vape as it is very harmful to health. Smoking or vaping is only permitted in the defined external area of the College between the Learning Resource Centre and the field. Smoking or vaping is not permitted in any other part of the College and any contravention of this rule will result in disciplinary action including suspension from college pending a parent/carer meeting.

## Alcohol & Illegal Substances

No one is allowed to consume or possess alcohol or illegal substances on College premises or at College events whether on or off site. Any student found under the influence of or dealing in such substances will immediately be suspended pending an investigation, which may result in the student being asked to leave College. Such instances will also be reported to the police.

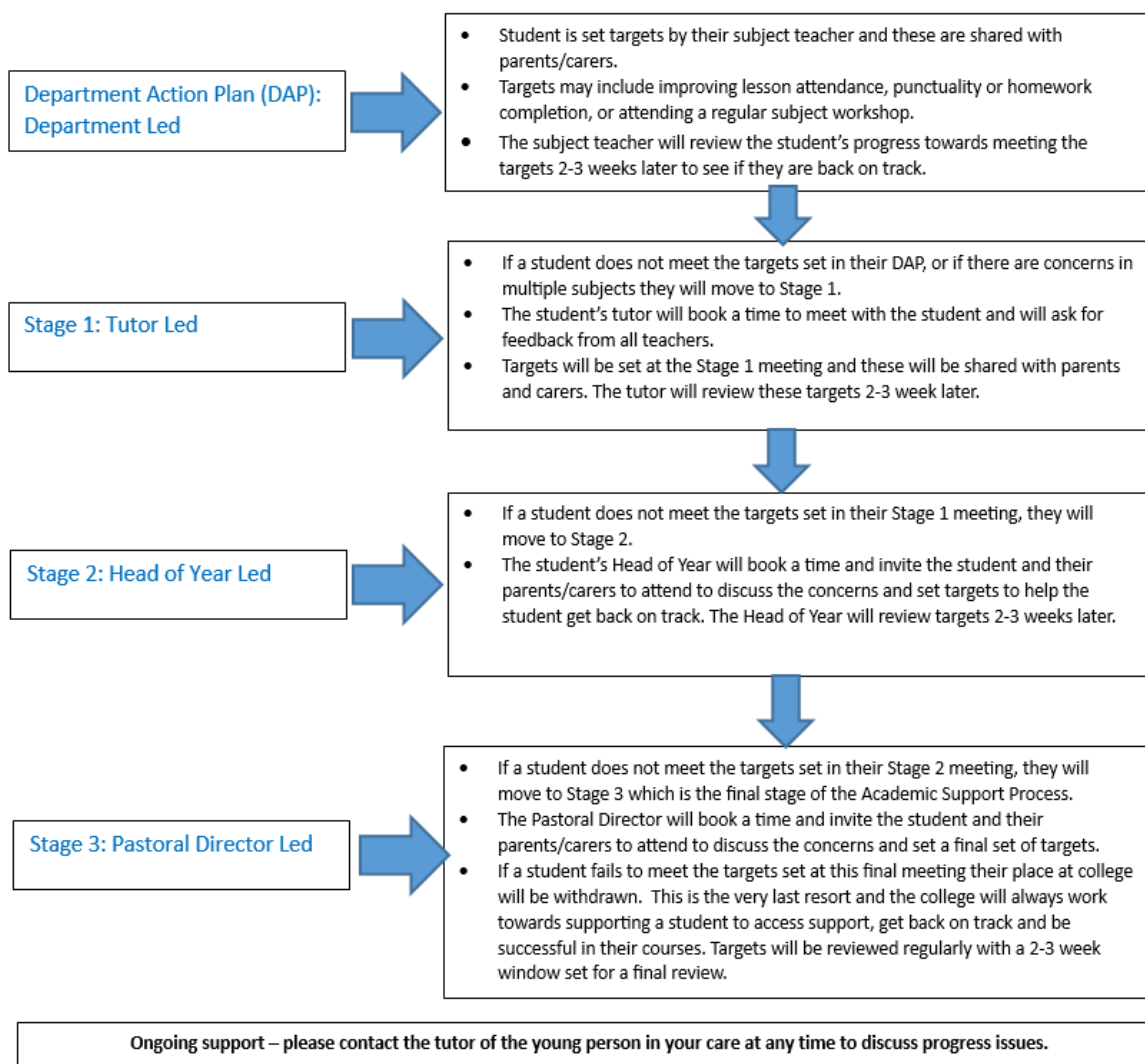
## Exclusion

The College is committed to the provision of first class learning opportunities for all students. In a very limited number of cases, it is sometimes necessary to exclude a student from the College as part of the disciplinary procedure. This would normally follow discussion with the student and parents/carers. The College always aims to act in the best interests of all students and staff of the College. Exclusion decisions will only be made by the Principal or Deputy Principal.

## Woking College – Academic Support Process

When students join the College, our expectations of maximum attendance in lessons, working to the best of their abilities and seeking support when needed to aid their achievements is made clear to them by their teachers, tutors and Head of Year. When a student is identified as underperforming for whatever reason, there are a number of strategies available to teachers and the pastoral team to help them get back on track. The purpose of the Academic Support Process is to encourage and aid students in their subjects to help them fulfil their potential. We want to enable students to be successful on their programmes of study and prevent them from reaching the next stage of the Academic Support. Our approach relies very much on the support of parents and carers. There are four stages to the process as shown below.

### The four step Approach to Academic Support







## Sustainable Access to Learning (SAL)

Woking College provides full time education for its students. Our default position, as a College, is that we want all students to complete their studies successfully and achieve their potential. There are occasions, however, when a student’s physical or mental health impacts their ability to access their learning making successful completion of their studies challenging. In these cases, we will work with a student and their parents/carers to implement support to help them to access their learning; this could include adapting their programme of study or including additional support sessions or mentoring.

### Before you join Woking College:

During our Enrolment process we encourage students to disclose any physical, mental health or additional learning needs at any of the following stages: in the initial application; during interview and/or at enrolment. Any disclosure will not prejudice any decision about an offer of a place at Woking College. Earlier disclosure allows the College to assess a student’s needs and to put appropriate support and/ or any reasonable adjustments so the student is able to achieve their full potential.

It may be appropriate that we seek further information from Health Professionals and other relevant agencies. These meetings will further enable the College to put an appropriate support package together and to aid a smooth transition into the College.

If a student has an Education, Health and Care Plan (EHCP) this will be reviewed by the Learning Support Department before the student starts at the College and further reviews will take place throughout the student’s time at College.

### **Purpose of a SAL:**

The purpose of the Sustainable Access to Learning Policy is to create a plan of action when a student’s mental or physical/medical health is so affected that it is impacting their ability to sustain their studies on their current programme.

**Its key function is to put together a short-term plan of additional actions to support students to reintegrate with their studies or to look at viable alternative courses of action (e.g. reduce programme or consider a possible restart of courses when health has improved).**

## Key Indicators:

Serious concerns about a student's ability to study may present in a number of different ways.

Some of the most common indicators are:

- A significant deterioration in academic performance; failure to submit work; poor communication with teachers or support staff. Non-stop absence of 2 working weeks or more.
- Ongoing absences with inconsistent communication.
- The sudden on-set of a physical, medical difficulty or mental health problem.

## The Procedure - 3-stage approach

Decisions are made on a case by case basis. The process is always bespoke to each individual student.

### SAL 1: Led by Head of Year (HOY)

Student and their parents/carers meet with the HoY and Tutor to discuss the issues impacting the student and how best to support them including reducing their programme.

### SAL 2: Led by Director of Pastoral Care (DP)

SAL 2 is requested if the student's health continues to deteriorate and impacts on their ability to access their College programme. The DP meets with the student, their parents/carers, and HoY to discuss how to move forward.

### SAL 3: Led by Assistant Principal (Support for Learning and wellbeing).

SAL 3 is the final stage of the process. The Assistant Principal meets with the student, their parents/carers and HoY to discuss the final outcome of the process and decide what is best for the student.

Decisions for a student to withdraw / offered a fresh start are made in SAL 2 and 3 if this is the best decision for the student. To restart Year 12, the student must restart before turning 18.

The HoY is the first point of contact for students and their parents and carers when a SAL is instigated.

|  |  |
|--|--|
| <p><b>Supporting attendance:</b><br/>To be successful in College, high levels of attendance are essential and so we have a variety of processes to support students to attend all their lessons:</p> <p><b>Emails home:</b> if students are absent from a lesson and the reason is unknown, this will trigger an email to the student and their parents/carers alerting them to the absence and asking for clarification of the reason. To report an absence you should use the form on the College website: <a href="https://woking.ac.uk/report-absence/">https://woking.ac.uk/report-absence/</a></p> <p><b>Financial Support:</b> If there are financial barriers impacting on students' ability to attend College, you may be eligible for a Bursary <a href="https://woking.ac.uk/admissions/financial-assistance/">https://woking.ac.uk/admissions/financial-assistance/</a></p> <p><b>Progress Mentors:</b> For students who are struggling with significant barriers to their College Attendance, we have additional mentors who will support and encourage them to attend and access their learning.</p> | <p><b>Supporting students with their Mental Health and Wellbeing:</b></p> <p>The <b>weekly tutorial programme</b> delivers sessions on a range of wellbeing and health topics including personal safety, stress management, driving safety, drug and alcohol abuse, healthy relationships, sexual health, bullying, digital safety, and sleep hygiene.</p> <p>In addition to this, the <b>Head of Student Wellbeing</b> and the enrichment team organise a range of cross-College wellbeing events through the year including craft activities, goal setting, baking, and visits from the Therapy Dog.</p> <p>Students also have regular opportunities to speak to their tutor about how they are getting on and students, parents and carers are all able to contact a tutor or Head of Year via email if they would like to find out about additional support or share any information about a student's mental health.</p> <p>In addition, students can access the following extra support:</p> <ul style="list-style-type: none"> <li>• A <b>Peer Mentor</b></li> <li>• A <b>Green Card</b> to help students with anxiety who may need support to take short breaks from lessons at points of high stress.</li> <li>• The daily lunchtime <b>Chill Out group</b></li> <li>• Drop-in support from the <b>Head of Student Wellbeing</b></li> <li>• Targeted support groups for anxiety and bereavement</li> <li>• A referral to the <b>College counselling team</b></li> <li>• Referrals to additional external support groups</li> </ul> <p>For more information about any of the above, students can speak to their tutor, Head of Year, or the Head of Student Wellbeing.</p> |
| <p><b>Supporting students when there are outside issues impacting their learning:</b></p> <p>We are well aware that many students are struggling with challenging circumstances outside of College that impacts their learning. Having caring responsibilities, experiencing bereavement or serious illness of relatives and loved ones, or facing potential homelessness are just a few examples of situations that can have a huge impact on students.</p> <p><b>Heads of Year, Personal tutors and the Head of Student Wellbeing</b> are the first port of call in these situations, but they also are able to refer students for counselling support or to external agencies for expert help where needed.</p>   | <p><b>Supporting Students Academic Progress:</b></p> <p>There are many reasons why students might struggle to manage the demands of their courses in College and we have a range of support systems in place to help them with this including:</p> <ul style="list-style-type: none"> <li>• <b>Room B9</b> for supervised study or to book a 1-2-1 with a member of the Support for learning team.</li> <li>• <b>Timetabled additional study support sessions</b> in the LRC</li> <li>• <b>One-off Learning Skills Enrichment</b> sessions to help improve organisation, revision or develop a positive mind-set.</li> <li>• <b>Learning Mentor</b> to help develop independent study skills.</li> <li>• A Peer mentor to help with subject -related support.</li> <li>• Subject workshops</li> </ul> <p>A <b>Departmental Action Plan</b> to give students clear targets to get back on track.</p>  |
| <p><b>Supporting Students with their Physical Health:</b></p> <p>If students have a specific medical or health condition, we can discuss ways in which we can support the student to manage their condition and access their learning.</p> <p>We also have a team of trained <b>First Aiders</b> to respond to medical emergencies. If the young person in your care has a condition that may require emergency medical treatment (e.g., serious allergies, heart conditions etc.) please discuss this with staff urgently so a care plan can be created.</p>  |  |

## What We Expect From Our Students

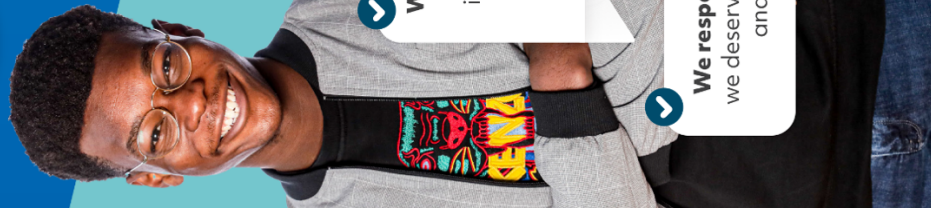
College is a new and more relaxed environment compared to school; however, it is important that students have a clear understanding of our requirements which will enable them to make a success of their time with us. We therefore expect that all students will:

- Accept responsibility for their own learning and academic progress with the support of their Personal Tutor, Subject Teachers and Head of Year.
- Complete all set work to the best of their ability and by the required date, as well as giving appropriate time to background study, research and examination revision.
- Attend all designated activities fully and punctually.
- Maintain an acceptable, courteous standard of behaviour at College and whilst engaged in activities associated with the College. Ensure that their behaviour never has a detrimental effect on the academic progress of other students.
- Follow the College Equality, Diversity and Inclusion and Safeguarding expectations with regard to all students, members of staff and visitors and never knowingly endanger the health and physical well-being of others.
- Respect and maintain the condition of the College buildings, property and general environment.
- Follow any instructions and guidelines issued by the College and its staff.



## WOKING COLLEGE RESPECT CHARTER

# AT WOKING COLLEGE...



✓ **We believe** that bullying, hate speech, harassment and discrimination have no place in our community.

✓ **We recognise** and respect the gender identities of others.

✓ **We understand** that our own behaviour can have an unintentional negative impact on those around us and we are committed to listening to others and respecting their boundaries.

✓ **We respect ourselves** and know that we deserve to be treated fairly, equally and respectfully by others.

✓ **We support** each other to be the best we can be.

✓ **We respect** the rights of individuals to hold different beliefs and views and to express them appropriately without discriminating or disrespecting others.

✓ **We recognise** that we are all learning and that challenging each other over intolerant views or disrespectful speech helps everyone learn.

✓ **We are committed** to educating ourselves and each other about sexual harassment and assault and to challenging and reporting incidents of harassment and assault in our community.

✓ **We are polite**, friendly and inclusive, and care about the wellbeing of others.



## Transport

If the young person in your care will be travelling to College by bus and/or train and intends to purchase the subsidised weekly ticket, they can apply for a SCC travel pass. Application forms are available online at [surreycc.gov.uk](http://surreycc.gov.uk).

## Reception

The Reception of the College is staffed from 8.00am until 4pm Monday to Friday. Enquiries can be directed to reception in person or by telephone using the main College number 01483 761036.

## College Opening Hours

The College buildings are normally open for student access and use from 8am until 5:30pm during term time. Specialist facilities (science labs, photography rooms, art and design rooms and the sports hall) will only be available outside lesson times by clear arrangement with staff due to other timetabled lessons and for health and safety reasons. Details of holiday access will be given to students in advance of each holiday period.

## Student Union

The Student Union is an elected body which discusses the issues affecting students and raises them with senior staff and trustees. They also organise activities for the students such as charity events and social activities.

## Catering in College

The College Refectory provides meals and snacks, which are of good quality and good value for money when compared with other local options, from 8am until 2pm daily. Vending machines for snacks and drinks are also available throughout the day. The College is committed to promoting healthy eating.

## Contacting Students

In an emergency, students can be contacted via the College switchboard (01483 761036). This provision is made for emergency use only and whilst every effort will be made to contact the student as speedily as possible, we cannot guarantee being able to relay a message.

## Lockers

A very limited number of lockers are available at College, on a first come first served basis, for the storage of inexpensive personal property. An initial charge of £20 is made, £10 of which is refunded when the key is returned (£10 usage fee). Lockers are of light construction and students are advised not to leave expensive items in them.

## Security

Students should avoid bringing valuable items into College wherever possible. Where this cannot be avoided, students are advised to ask staff to help them arrange safekeeping. The College is protected by CCTV cameras.

All students will be issued with a College ID and lanyard card when they start at College. This must be worn by students at all times and be clearly visible. Spot checks are carried out by senior management and security staff.

## First Aid

The College has a number of members of staff who are qualified First Aiders. Students who are feeling unwell may seek assistance from any member of staff or from Reception, where a first aider will be called if necessary. Students leaving the College due to illness should inform relevant staff by completing a signing out form. We do not keep a supply of epi-pens, paracetamol or inhalers on site as students are encouraged to take responsibility for their own health and wellbeing.

## Safety Procedures

The College has a full set of safety rules and procedures and students are instructed to follow these and any instructions given by a member of staff. Students are given a Health and Safety briefing as part of the induction process.

In the event of a fire or any other emergency, a continuous alarm will sound and everyone will be asked to leave the building immediately using the nearest safe exit. These fire evacuation practices take place at least once a term.

## Parking

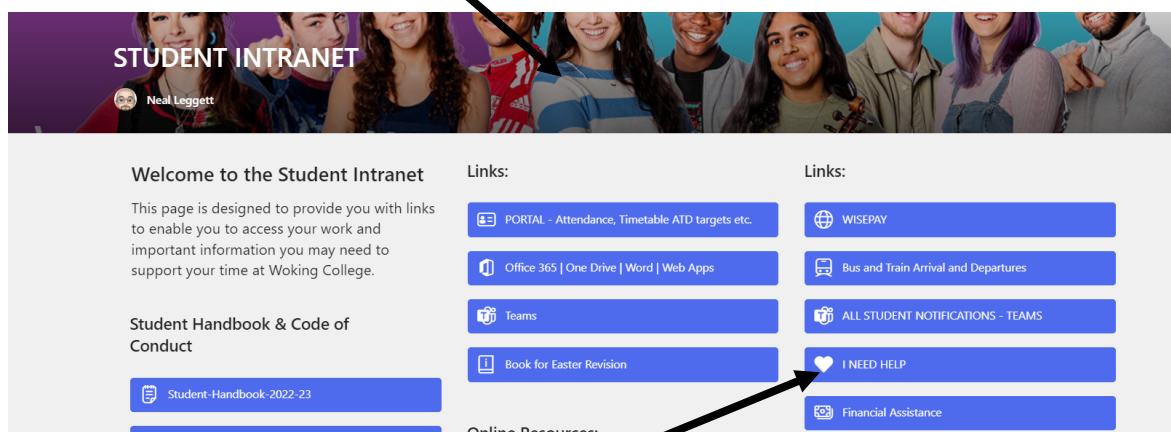
Limited parking spaces are available for students on a first come first served basis. Students need to register their vehicles with the Registry department who will issue them with a parking permit. Motorbikes can be parked in the designated area.

If students are being dropped off or collected from College at any time, drivers are asked to park safely outside the College. Please do not block the entrance gate as this presents a danger to pedestrians and other vehicles.

## A quick 'how to' guide for new students

### How to access your timetable:

Once you have your login from the IT department, you will be able to access the student intranet. From this page you can click on the link to PORTAL. This will show you your lesson timetable.



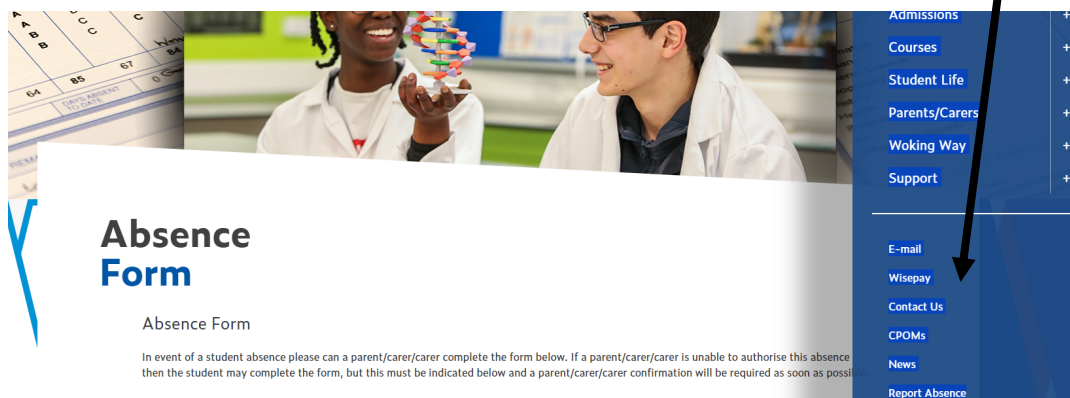
### How to access help and support:

There are many ways you can access help and support. The best way is to speak to a member of staff (e.g. a teacher, your tutor, a Head of Year or one of the registry team), but if this is not possible, you can click on the link on the student intranet page that says 'I NEED HELP' and you will get a choice of options depending on the type of help you need. You will then be able to email the correct person to help you.

## How to Report an Absence:

### Unexpected Absences:

If you are absent from College due to illness, you need to ask a parent/carer to report your absence. They can do this on the Woking College website by going to the drop down menu and selecting 'Report Absence'. This will take them to an absence form which they need to complete.





### **Illness whilst in College:**

If you are taken ill whilst in College and need to go home, you need to go to the college Registry (W28) to collect a sign-out form. This form must be signed by your teachers for the remaining lessons in the day before you return to Registry to sign out.

### **Planned Absences:**

If you have a planned medical appointment (which cannot be arranged for outside lesson-time), University Open Day, hospital procedure, national or international sporting commitment or other planned absence, you will need to collect an Absence Request form from the College Registry (W28) and take the completed form, along with relevant evidence, to the Assistant Principal Support for Learning and Wellbeing for approval. Please make sure you do this well ahead of the planned absence.

## Key Dates 2024/2025

The College term dates are detailed on our website.

| Date  | Event                                   | Description  |
|---|---|--|
| 27 <sup>th</sup> August – 9 <sup>th</sup> September | Enrolment and Induction                 | New and returning students enrol for courses and new students familiarise themselves with the College, its systems and attend our Welcome to Woking Day.   |
| 10 <sup>th</sup> September                          | Lessons begin                           | Students collect timetables and lessons start  |
| 27 <sup>th</sup> September                          | End of the Course Change Window         | Student programmes are permanent from this point   |
| 21 <sup>th</sup> October                            | Open Evening                            | An opportunity for prospective students and parents to visit the College   |
| 17 <sup>th</sup> October                            | Progress reports issued                 | Progress report issued and sent home via students  |
| 24 <sup>th</sup> October                            | Staff INSET                             | College closed to students   |
| 25 <sup>th</sup> November                           | Progress reports issued                 | Progress report issued and sent home via students  |
| 26 <sup>th</sup> November                           | Staff INSET and Academic Tutoring Day 1 | College closed to students. Afternoon – the first day of our Academic Tutoring Day. Students have appointments with teachers to discuss their progress.<br><b>No lessons running on this day</b> |
| 27 <sup>th</sup> November                           | Academic Tutoring Day 2                 | Individual appointments with subject teachers for students and parents to discuss progress and set targets.<br><b>No lessons running on this day</b>   |
| 28 <sup>th</sup> November                           | Academic Tutoring Day 3                 | Individual appointments with subject teachers for students and parents to discuss progress and set targets.<br><b>No lessons running on this day</b>   |
| 29 <sup>th</sup> November                           | Administration Day                      | <b>No lessons running on this day</b>  |
| 30 <sup>th</sup> January -7 <sup>th</sup> February  | Assessment week                         | Assessment across all subjects   |
| 3 <sup>rd</sup> March                               | Progress reports issued                 | Progress report issued and sent home via students  |
| 5 <sup>th</sup> March                               | Academic Tutoring Day 1                 | Individual appointments with subject teachers for students and parents to discuss progress and set targets.<br><b>No lessons running on this day</b>   |
| 6 <sup>th</sup> March                               | Academic Tutoring Day 2                 | Individual appointments with subject teachers for students and parents to discuss progress and set targets.<br><b>No lessons running on this day</b>   |
| 7 <sup>th</sup> March                               | Staff INSET                             | College closed to students   |
| 2 <sup>nd</sup> June                                | Staff INSET                             | College closed to students   |
| 3 <sup>rd</sup> -6 <sup>th</sup> June               | End of year Assessment for Year 12      | Assessment across all subjects   |
| 23 <sup>rd</sup> June                               | Progress reports issued                 | Progress report issued and sent home via students  |
| 27 <sup>th</sup> June                               | Welcome Day                             | College closed to current students   |
| 2 <sup>nd</sup> July                                | Last day for students                   | Students finish for Summer break at the end of the day   |
| 14 <sup>th</sup> August                             | A-Level Results                         | Provisional date for publication of Summer exam results  |
| 21 <sup>st</sup> August                             | GCSE Results                            | Provisional date for publication of Summer exam results  |

Please note that these dates and events are subject to change. Further information will be given to students and published on our website. Additional staff INSET days also to be confirmed.

## Notes



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@woking-college