

The Local Offer for young people with Special Educational Needs and Disabilities (SEND) in Post-16 Further Education and Training provision

2015/16 Academic Year

The following information must set out the provision, facilities and support available for young people with SEND to access and progress in Further Education (FE), including sixth form and general FE Colleges, training providers and Independent Specialist Provision (ISP). The information has been split into specific sections and aligns to the draft SEND Code of Practice¹ published in April 2014. Amendments, if required, will be made once the final SEND Code of Practice is published. Annex 1 of this document outlines the statutory duty pertaining to post-16 FE and training provision to be included in the Local Offer and should be read in conjunction with this form.

Provision through FE and training should maximise young people's potential for independence, focusing on long term goals, with a specific focus on paid employment. The time spent in FE and training should provide each young person with a firm foundation from which to continue their learning in context through living and working in their local community after completing formal learning.

Please provide as much detail as possible within the sections below as this will enable young people, families and professionals to understand your provision and navigate the local offer more effectively. Where a web link can be provided to access the information in more detail, please reference this.

Provider Details	
Provider Name:	Westminster Kingsway College
Provider Type:	FE College
Provision specialism/s:	LDD (PMLD, SLD and MLD), autism, vocational training, Independence skills.
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¹ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/304534/Code_of_Practice_Draft.pdf

Provider Details

Contact for SEND Provision:	Paul Nee
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Education Provision

Curriculum offer for young people with SEND in mainstream settings, including online and blended learning and structure i.e. number of days / hours per week

We support learners with SEND in all of our mainstream courses that are funded by either the EFA or SFA. We have not yet offered online or blended learning. However for applicants with SEND applying in good time we will investigate the feasibility of any such request. Learners' courses are predominately study programmes where the weekly hours may differ but will all be up to 600 hours over the academic year in line with funding regulations. There are also internships, apprenticeships, Access programmes and HE courses on offer.

Curriculum offer for young people with SEND in specialist settings (including units within mainstream settings), including online and blended learning and structure i.e. number of days / hours per week

We have a mixed offer depending on our learners' needs and abilities. We are continuing to run vocational courses specifically aimed at learners with LDD at entry level at King's Cross Campus. This will include health and social care, child care, construction/DIY skills, media, textiles, sport, beauty, theatre skills and gardening, all subject to numbers and interest. All of our courses have embedded English and maths, with some learners having additional discrete English/maths classes if appropriate to their needs including Functional Skills exams. In addition all courses include independent living skills and communication, with this being the main emphasis for learners where appropriate. Enterprise and business have a strong theme through all of our work with our learners developing real employment skills and small businesses including our coffee shop, catering service and our market stalls in the college atrium.

Our new vocational skill Centre 'Kennet West' which opened in September 14 was originally offering three distinct vocational pathways in catering, Media and print studies and Theatre Skills. This has now naturally progressed into Enterprise and Business, Catering and Theatre Skills. Media and print studies still runs but is embedded through other vocational routes as opposed to a stand-alone pathway. The success of the enterprise and business pathway has led to the learners running a real market stall on the Maida Hill market two days a week selling handmade jewelry, cards, bags, t-shirt prints, jams and potted plants all made to a

Education Provision

	<p>high quality in their enterprise lessons. In addition they run a catering business which is working in partnership with QE2 school servicing their conference center.</p> <p>The building is on the same site as Queen Elizabeth 2nd School on Kennet Road W93LG and has been developed in partnership with both College Park and Queen Elizabeth 2nd Schools. We have excellent levels of support and outstanding facilities for the delivery on these pathways.</p> <p>A new offer for PMLD learners and learners with autism and complex challenging behavior is Alexandra College. This brand new provision has been developed in partnership with Camden LA and the service is being delivered by Macintyre who are a nationally based specialist provider in this field. The new college is opening in phases with an offer of 22 places available this academic year (15-16) growing to approx. 50 for the following academic year (16-17).</p>
<p>Apprenticeship, Traineeship and Supported Internship offer</p>	<p>Work placements are a key function on our programmes where all learners participate in at least one placement a year, with many learners having multiple placements. In addition we have gone into partnership with The Camden Society running a full time supported internship where learners' skills are developed in a real work environment over a couple days a week. There are no entry qualifications required for this, just the desire to develop and to find meaningful and appropriate employment.</p>
<p>Approaches to teaching young people with SEND, including adaptations to ensure progress within differentiated learning</p>	<p>All programmes are differentiated to ensure learners' needs are planned for and met. All learners have an ILP with individual targets set for them. These individual targets are worked on in all sessions across the curriculum ensuring individuality is core to our programmes.</p>
<p>Extra-curricular activities available for young people that complement the learning experience, including eligibility and access</p>	<p>There are a range of clubs available such as the book club, arts club, games rooms, sports activities and the student gym, singing club. These clubs are evolving all of the time. In addition we are working in partnership with QPR football club who are running weekly coaching sessions for our SEND learners.</p>

Support to access and progress in education

<p>Eligibility criteria for young people with SEND</p>	<p>There is no specific criterion for a learner to join a discrete LDD course. They are very individual and can/do cater for many different needs. A SEN learner joining a mainstream programme would require the same entry requirements as any other learner, although allowances for exams and support would of course be made</p>
<p>Arrangements for accessible careers advice and guidance, including access to benefits advice</p>	<p>The careers provision in the College is managed by the same team that manage SEND support in College. Thus students with SEND can expect an integrated careers experience with their progression directly supported by a careers team all of whom have at least a level 7 qualification in careers guidance. The College also buys in a careers service from Camden Local authority and therefore can draw on some of Camden's expertise. This includes the provision of benefits advice as well as an intensive Connexions PA based in the College.</p>
<p>Expertise in teaching and support staff (including basic awareness, enhanced and specialist), including staff training programmes</p>	<p>Specialist teaching and support staff are recruited and are used to staff all of the LDD programmes. On-going CPD is seen as a must and staff must buy into this philosophy. Full time teaching staff in the LDD department have a specialist MA in SEN.</p>
<p>Support available for young people with SEND (where not detailed elsewhere)</p>	<p>There is a range of support available depending on the learner's unique needs, the course they are enrolled on and the building that they study in. This ranges from having a qualified and dedicated link advisor in the college who is available only when needed, to full-time in class support by specialised support workers in class. All learners with SEND are initially assessed by a specialised advisor and information is collected from a variety of sources including LDAs and reports from ancillary professionals and previous education settings.</p>
<p>Assessment process, including partnership working with schools to inform and support assessment</p>	<p>Assessments are seen as the building blocks to all learners' successes and therefore a great deal of effort is made with them. The process starts before a learner joins the college with taster sessions, infill, and partnership work with the schools. When a learner starts the first 6 weeks of their programme is dedicated to the baseline assessment period, which then formulates the learner's Individual Learning programme and targets. This is then an on-going process throughout the learners programme with summative and formative assessments.</p>

Support to access and progress in education

<p>Adaptations to the curriculum, learning environment and access to ancillary aids and assistive technology e.g. communication aids</p>	<p>Adaptations are made where ever required and appropriate. Assistive technology is seen as a must in meeting individual learner needs. Specialist staff are bought in to ensure that staff are fully trained in the use of, and the ability to update assistive technology as needed.</p>
<p>Access to the Bursary fund, including eligibility and use</p>	<p>Full advice and guidance is given to all learners explaining what their entitlements are. Support is put in place ensuring all learners can apply for any bursary they may be eligible for.</p>
<p>Assessing and reviewing progress against outcomes, including how you work with parents/carers to do so</p>	<p>Learners continually have their progress monitored and reviewed. Small steps and progression are viewed as crucial and have the utmost importance placed upon them. Learners' outcomes are discussed at the beginning of the course ensuring that learners' targets and work are always directed to ensuring they are achieved.</p>
<p>Access to therapies (such as SaLT, Physio and OT) and services relating to mental health that educate or train a young person</p>	<p>Therapies are assessed on an individual basis and bought in as required. This will be led by a learner's Education Health and Care Plan.</p>
<p>Facilities available to meet specific medical/health conditions</p>	<p>The College has a fridge to store medicines. We also have a confidential space in which all interviews happen.</p>
<p>Referral mechanisms in place to access support not ordinarily available i.e. health therapies, mental health and advice for young people around housing, benefits etc.</p>	<p>The College has a team of student support co-ordinators who can assist students accessing not only services the College provides such as counselling, mental health advice, benefits and housing advice, but also external services such as CAHMS support and specialist legal advice.</p>
<p>Transition planning support for young people moving on from further education/training (including transition to Higher Education and, where relevant, transition from a residential setting to home/local community setting)</p>	<p>Transition in and out of the college is crucial. All learners have a nominated personal tutor who will be the main link, and take responsibility for this process. We will work alongside external agencies to attempt to ensure as smooth a transition as possible that can be achieved. Where learners are moving from, or to a residential setting we will identify this as a learner outcome and have bespoke targets in place to ensure the success is maximized. We fully appreciate that this is a key area of anxiety and stress for learners (and families) and strive to make it as smooth and seamless a process as possible.</p>

Planning & Reviewing Provision	
How young people are involved in shaping the offer	We continually re-vamp the LDD curriculum based solely around what learners have asked us for. We take the learner voice very seriously and want to ensure we are delivering what they require. We were told the learners wanted a more vocational offer and this is what we have developed, including Digital media, Entry level Construction/DIY skills, horticulture, Theatre Skills, Health and social Care and sports to name a few of the new areas.
How provision is assessed, including evaluating effectiveness of provision	The effectiveness of all provision is scrutinised in a number of ways including success rates, retention and achievement rates, learner feedback and course evaluations which are completed by both students and staff
Support for learners to make their voice heard including advocacy support	All courses have course reps which are elected students who attend staff meetings to put forward the views of the group. All meetings must be minuted with identified actions and crucially, the follow up to the action. In addition there are focus groups and tutorials where learners are encouraged to have their voice heard.
Arrangements for communicating with and involving parents/carers in young people's education and training, including reviewing progress	Parents are invited in to all 16-18 year old open evenings, and an open dialogue encouraged where two way communications are facilitated. This age group will be extended to 16-24 for young people with SEN.

The following sections focus specifically on the four key pathways² which support young people to prepare more effectively for adult life and align to the draft SEND Code of Practice (April 2014). Please outline how your offer aligns to each of the life pathways.

Employment	
Curriculum offer focusing on employment	The LDD curriculum places a huge focus on employment. Specific employment routes will be identified as initial outcomes for learners and the direction the learning takes will be led by this. The 'Essential work Skills' that learners require are embedded into the programme, with all LDD learners assessed and key priorities identified and worked towards. Specific employment qualifications are

² http://www.preparingforadulthood.org.uk/media/300444/pfa_delivering_sept_2013.pdf

Employment	
	used as appropriate with learners.
Opportunities for work experience and voluntary work within the offer	Work experience is part of the curriculum across the college for all learners as part of the Study programmes, and seen as high priority in the LDD curriculum. Partnerships with external agencies are developed and utilised to both source and sustain placements. This work is imperative in generalising newly learnt skills and developing them in a safe but challenging context.
Support to find paid work, including job coach support, vocational profiling, systematic instruction and partnership working with specialist organisations	We have developed a new Supported Internship specific to finding employment for LDD learners. All learners on the programme are assessed and placed on appropriate placements. Designated job coaches go and work with the learners on placements ensuring they are taught the correct skills in situ, ensuring their employment opportunities are maximized and increased. Systematic instruction is used to break the job roles down and learn them in small manageable steps.
Entrepreneurship support – self-employment, social enterprise start-ups, community interest groups etc.	Enterprises are used as excellent vehicles for developing business and work knowledge, with enterprise and business now being the main pathway of the LDD curriculum. The success of the enterprise and business pathway has led to the learners running a real market stall on the Maida Hill Market two days a week selling handmade jewelry, cards, bags, t-shirt prints and potted plants all made to a high quality in their enterprise lessons. In addition they run a catering business which is working in partnership with QE2 school servicing their conference centre. There is a coffee shop ran by the LDD catering learners from the king's Cross Campus one day a week where the learners all underwent Barista Training prior to starting. All learners participate in enterprise lessons where high quality handmade merchandise including handmade jewelry, greeting cards, bags, t-shirt prints, jams and potted plants are produced and sold, subject to rigorous quality checks.
In-work support arrangements e.g. Access to Work	This can be assessed and arranged on an individual basis
Other information that supports this pathway	

Friends, Relationships and Community

Curriculum offer focusing on increasing social interaction and accessing the community	This year we have taken this one step further in line with the pathways to adulthood and EHCP outcomes and are organising social events after college to help develop and facilitate friendships. These events include theatre trips, a movie nights and bowling nights. PHSE and social skills are embedded into all LDD programmes. Learners have comprehensive assessments and priority skills developed and developed across all sessions. Social communication opportunities are created and facilitated across the curriculum. Great use is made of the community and groups are out and about around London all of the time – This is viewed as particularly important with London being a rich resources for developing and generalizing real skills.
Buddying / peer mentoring support systems for young people	This is used as and when appropriate. We train learners in taking on the buddy role and they thrive in this.
Groups and networks that enable young people to make friends and socialise	There are many enrichment groups that happen across college. These groups are greatly encouraged as they produce informal but crucial learning and peer bonding opportunities. Staff in the LDD curriculum facilitates social networks for the learners as and when possible.
Other information that supports this pathway	

Independent Living

Curriculum offer focusing on independent living skills	This is embedded through the LDD curriculum and all learners will participate. What a learner needs to develop is determined via individual assessments and can include cooking, shopping, budgeting, ironing, washing, personal care, travel training
Opportunities for residential options as part of the curriculum (if applicable)	We do not currently have residential opportunities at Westminster Kingsway college. From Spring 2016, however, there will be short breaks units available on site at Alexandra College for up to seven young people at a time, whether or not they attend Alexandra college. The short breaks provision will focus on helping young

Independent Living	
	people to develop independent or semi-independent living skills. There will be halls of residence style accommodation with five bedrooms – some of which will have en-suite bathrooms and a shared kitchen and living space, as well as a bedroom for staff. There will also be a separate two bedroom flat for those young people who are almost ready to live independently.
Support for young people and families to transfer learning from college to home, including how progress is communicated to families to support consolidation	We have very close ties with families and share all learning targets learners' homes. This ensures continuity is developed and maintained.
Independent travel training	Very high priority placed upon this skill. Seen as crucial and all learners are assessed with a view to undertaking where possible. Systematic instruction training used where appropriate. Where learners are not yet ready for individual 1:1 training group community travel is utilised. In addition we liaise with local authorities to utilise any support services that may be available.
Other information that supports this pathway	

Good Health	
Curriculum offer focusing on maintaining and improving health	Good health is embedded through the LDD curriculum as part of healthy living and we work in line with the four pathways to adulthood and EHCP outcomes.
Counselling and support groups for young people to meet emotional well-being and mental health needs	The College offers counselling to young people through a partnership arrangement with the Terrance Higgins Trust called "TalkSafe". The counselling is available onsite or a short walk from the King's Cross Centre on Gray's Inn Road for students who would prefer this as a venue. The College is exploring the provision of mental health and well-being workshops for delivery within the study programme. This will be piloted in the 2014-15 academic year.
Other information that supports this pathway	The college has a canteen onsite at both its main campuses. The offer available supports healthy eating.

Annex 1 – Extract from Draft SEND Code of Practice (April 2014) relating to post-16 further education and training provision

Overview of the Local Offer

Include information about:

- special educational, health and social care provision for children and young people with SEN or disabilities – this should include online and blended learning
- other educational provision, for example sports or arts provision
- post-16 education and training provision
- apprenticeships, traineeships and supported internships
- arrangements for travel to and from school, post-16 institutions and early years providers
- support to help children and young people move between phases of education (for example from early years to school, from primary to secondary) and to prepare for adulthood
- leisure activities

Ensure the local offer includes eligibility criteria where relevant

Involve parents and young people directly in discussions and decisions about the support available to them individually and more strategically

Engagement requirements for the Local Offer

Development of the Local Offer

Involve children with SEN or disabilities and their parents and young people with SEN or disabilities in:

- planning the content of the Local Offer

Content of the Local Offer

Educational provision

Set out in their Local Offer an authority-wide description of the educational and training provision children and young people with SEN or disabilities can expect to be provided from the funding provided to providers of relevant early years education, schools and the full range of post-16 providers in their area.

This includes information about the arrangements in place for:

- identifying the particular SEN of children and young people
- consulting with parents of disabled children with SEN and disabled young people with SEN
- approaches to teaching, adaptations to curriculum, the learning environment and access to ancillary aids and assistive technology, including Augmentative and Alternative Communication (AAC) and disabled children and young people and those with SEN
- assessing and reviewing pupils' and students' progress towards outcomes, including how they work with parents and young people in doing so
- supporting disabled children and young people and those with SEN in moving between phases of education and preparing for adulthood and independent living
- securing the services, provision and equipment required by children and young people with SEN or disabilities
- securing expertise among teachers, lecturers or other professionals to support children and young people with SEN or disabilities – this should include professional development to secure expertise at different levels:

- awareness (to give a basic awareness of a particular type of SEN, appropriate for all staff who will come into contact with a child or young person with that type of SEN)
- enhanced (how to adapt teaching and learning to meet a particular type of SEN, for early years practitioners, class and subject teachers/lecturers and teaching assistants working directly with the child or young person on a regular basis), and
- specialist (in-depth training about a particular type of SEN, for staff who will be advising and supporting those with enhanced-level skills and knowledge)
- assessing and evaluating the effectiveness of the education and training provision they make for children and young people with SEN or disabilities
- enabling disabled children and young people and those with SEN to have access to facilities and extra-curricular activities that are available to those who use the setting, and
- supporting the emotional, mental and social development of disabled children and young people and those with SEN (this should include extra pastoral support arrangements for listening to the views of pupils and students with SEN and measures to prevent bullying)

Other educational provision

Local arrangements for collaboration between institutions to support those with SEN (for example, cluster or partnership working between post-16 institutions or shared services between schools)

Health provision

Include information about provision made by health professionals for children and young people with SEN or disabilities . This must include:

- speech and language and other therapies such as physiotherapy and occupational therapy and services relating to mental health (these must be treated as special educational provision where they educate or train a child or young person)
- services assisting relevant early years providers, schools and post-16 institutions to support children and young people with medical conditions

Social care provision

Include information about social care services supporting children and young people with SEN or disabilities. This should include:

- leisure activities
- support for young people in living independently and finding appropriate accommodation and employment

Provide a range of short breaks for disabled children, young people and their families, and prepare a short breaks duty statement giving details of the local range of services and how they can be accessed, including any eligibility criteria (The Breaks for Carers of Disabled Children Regulations 2011)

Set out the support groups and others who can support parent carers of disabled children and how to contact them

Training and apprenticeships

Identify training opportunities, supported employment services, apprenticeships, traineeships, supported internships and support available from supported employment services available to young people in the area to provide a smooth transition from education and training into employment

Transport

include information about arrangements for transport provision, including for those up to age 25 with an EHC plan, and this should include local authorities' policy statements, including information about:

- any support available from the local authority or others with transport costs

Support available to children and young people to help them prepare for adulthood

Set out the support available to help children and young people with SEN or disabilities move into adulthood

Information, advice and support

Provide information for parents and young people about where to get information and advice