

SEN and Disability Local Offer

Name: King George V College

College/Sixth Form Setting Name and Address	King George V College, Scarisbrick New Road, Southport. PR8 6LR.	Telephone Number	01704 530601
		Website Address	http://www.kgv.ac.uk/
Does the College/sixth form setting specialise in meeting the needs of young people with a particular type of LDD?	King George V College is a provider of post-16, level 3 study programmes. We provide high quality, individualised support for learners with learning difficulties and / or disabilities who meet our entry criteria. This is achieved through the provision of Additional Learning Support tailored to the needs of the individual. In addition, trained curriculum staff address the identified, additional needs of learners within their classrooms through reasonable adjustments to teaching and assessment. The college has experience of meeting the educational needs of learners with a range of physical disabilities, sensory impairments and specific learning difficulties and the site is fully accessible to people with mobility needs.		
What age range of learners does the College/sixth form setting cater for?	16 - 19		
What is the admission criteria for your College/sixth form?	A levels: 5 Bs grades at GCSE. BTECs: 5 Cs at GCSE. Additional requirements are needed for some subject choices. Appeals for special consideration from applicants with: health issues, a disability and / or learning difficulty are welcomed.		
Name and contact details of your College/sixth form setting Additional Learning Support lead	Amanda Watson Learning Support Leader awa@kgv.ac.uk 01704 530601		

Name and contact details of the person/role responsible for maintaining details of the Local Offer

Name of Person and Job Title	Amanda Watson		
Contact telephone number	01704 530601 ext. 600	Email	awa@kgv.ac.uk

Accessibility and inclusion:

Information about the College, courses and student support is available on the King George V College website. Visit <http://www.kgv.ac.uk/> for details on individual courses and entry requirements.

Teaching and support staff at King George V College work hard to minimize the barriers to learning for students with learning difficulties and disabilities. All students with learning difficulties and disabilities are taught in mainstream classes and are offered additional support and reasonable adjustments appropriate to their needs. Students identified as having additional support requirements may benefit from differentiated teaching, resources and assessment practices in the classroom as well as individualised specialist support from the Learning Support department. In addition, all students have access to a range of support through our pastoral care system, counselling, careers information and guidance. The core aims of all our college support systems are to enable every student to access the curriculum and achieve their potential while preparing for the next steps into Higher Education, training or employment.

King George V College is a single site campus and all buildings are fully accessible. Automatic entrance doors and key-operated lifts ensure that anyone using a wheelchair, or who has difficulties using stairs, can access all parts of the campus. The College will carefully timetable any students with mobility issues so that, where possible, students who use wheelchairs are not required to access rooms above the ground floor – currently all rooms with specialist equipment, i.e. laboratories, music, media, art and photography studios are on the ground floor. Additionally, all of our science laboratories have fully equipped adjustable benches.

Fire evacuation chairs are provided at main stairwells. Students who may require assistance are given a Personal Emergency Evacuation Plan (PEEP). This is devised by our Health and Safety Officer, in liaison with the student and parents, and shared with all relevant college staff.

The college has accessible toilets in each building and there is also a First Aid rest room with an adjustable bed. Student parking is allowed at the campus on application for a parking permit, there are a number of accessible spaces allocated in the main car park, closest to the main entrances.

Students who require assistive technology or adapted aids will undergo an assessment of their individual needs. Where college is made aware of specific technology requirements, a pre-enrolment meeting can be arranged to review the equipment and software already being used and discuss the implications for teaching and learning at college.

Teaching and Learning:

We welcome applications from students with learning difficulties and disabilities and aim to make the transition from school to college as smooth as possible. Learning Support staff will be available at open evenings and enrolment to enable students and parents to meet additional learning support staff and ask any questions. The Learning Support Leader is available to talk to any prospective student before applying for admission and we ask students requiring support to tick the appropriate boxes on the College application form. We encourage early contact to discuss and plan support needs in advance. If appropriate, schools are contacted to gain a full overview of the student's support needs before enrolment in order to support transition.

Students are actively encouraged to disclose any learning support need and/or disability on application, at course discussions and at enrolment. However, students enrolling at College will have opportunities to disclose any difficulties at any point during their course of study.

The Additional Learning Support department has a purpose built space including a quiet workroom for students as well as individual workrooms for 1:1 tutorials and exam arrangement assessments and practice. The Learning Support team is made up of Specialist Tutors, Learning Facilitators and an Assistive Technology officer who work with staff across college to provide a co-operative and pro-active approach to learning. The Learning Support team consists of well qualified and experienced staff all of whom attend regular training and professional development in order to keep up to date with developments in their field.

Every student with an identified learning difficulty and/ or disability will be assigned a Specialist Tutor within the Learning Support or Student Services department as appropriate. An initial assessment of the learner's needs by their Specialist Tutor is then used to develop a plan of support which is communicated to relevant staff and tailored to meet individual need to ensure inclusivity. Support begins by teaching staff adjusting their teaching methods, resources and approaches as necessary to meet the needs of the diverse range of students with difficulties and disabilities. Staff training on supporting learners is available to all classroom teachers and is an integral part of the College's CPD programme.

An agreed programme of additional support may include:

- Support in the classroom and on educational visits
- Individual Study skills support
- Specialist Tutor support for dyslexia
- Student Support Officer
- Curriculum support – staff training, adjustments to materials / delivery of curriculum
- Loan of specialist equipment
- regular liaison with external agencies and case conferences drawing all relevant parties together for the benefit of the learner

Assessments for exam access arrangements are available to eligible students in line with exam board regulations. King George V College does not provide diagnostic assessments of learning difficulties – any student needing a full diagnostic assessment for the purposes of applying for the Disabled Student's Allowance (DSA) will be given appropriate guidance and advice, together with a contact list of appropriately qualified individuals who could provide this service.

Progress monitoring and review:

The progress of all students is monitored carefully by curriculum staff with continual academic tracking throughout the year. Through individual meetings and reviews, teachers and pastoral staff take swift action if a student is not reaching their target grade in the form of a staged SMART target process.

Person-centred reviews of additional learning support are carried out regularly by liaison between Learning Support staff, teaching staff and the student. Teachers are informed of reasonable

adjustments and any concerns are shared electronically through the College intranet which ensures that updated information is available to all relevant staff as quickly as possible.

Health and emotional well-being:

Students who disclose a medical condition that do not require Additional Learning Support will have their needs met by the Student Services Officer. Students with a significant medical condition, or who require medication whilst at college, will additionally have a meeting with the Health and Safety Officer who explains procedures for storage and administration of medication, e.g. epi-pens. The Health and Safety Officer will prepare a Medical Care Plan in collaboration with students and parents and this will be communicated with relevant staff including all First Aiders. In case of a medical or first aid emergency the college has named qualified First Aiders on duty in every department. If specific risks are identified, additional staff training may be necessary to deal with these situations along with additional equipment.

The college has a Counselling Service and the Progress Coaches and Student Services Officer also support students with emotional and social needs. Where necessary, liaison takes place with external services, CAMHS for example. The Student Services Officer also provides advice on accessing benefits, housing services or refers students to external agencies when appropriate.

Communication:

Parents /guardians can access information on student attendance and progress on-line via the Parent Portal. Each student has a named Progress Coach who parents can contact with any concerns and queries. In addition, parents are encouraged to ring or email Learning Support Tutors directly if this is more relevant. Regular progress evenings are timetabled so that parents/guardians can meet with subject teachers and formal, written reports on progress are provided at set times throughout the College year.

Working together:

Progress subject reviews and reviews of support ensure that the changing needs of individual learners are addressed, however, KGV aims to put the student at the heart of everything we do and we take the opinions of our students seriously. The college has a Learner Voice policy that ensures regular student feedback on experiences both with curriculum teaching and all other aspects of college life. This gives students the opportunity to influence change and development. There is an NUS affiliated Student Direct which holds weekly drop-in sessions, monthly full meetings and bi-termly meetings with subject representatives to discuss the issues affecting our students. The chairs of Student Direct are elected by the students in the summer term – ready to start in September. Students are also involved in the Equality and Diversity group which enables them to have a voice in terms of policy development and key issues.

Learners with learning difficulties and/or disabilities are invited to fill out an on-line questionnaire at the end of the year regarding the additional support and reasonable adjustments they have received. The Learning Support team also organizes an annual student-led focus group where students who receive Additional Learning Support are able to express their views and feedback opinions and suggestions for improvement.

Further advice and support:

The Learning Centre is the home of the Progress Coaches and the Careers Hub. The college's Careers Service provides impartial and professional advice and guidance every day during term time. Our Careers Advisor works on an individual basis with students to support their transition to university or employment and also works with students to locate appropriate work placements / voluntary work.

Our team of specialist Progress Coaches offer pastoral care as well as having particular responsibility to guide students through university applications and the UCAS system. All our coaches are qualified, highly experienced individuals and provide a wide range of advice and support for students throughout their time in College.

Support can be arranged for students when English is not their first language. This may involve timetabled lessons with our specialist IELTS (International English Language Testing System) teacher, these students will also have the opportunity to sit the IELTS exam required for university entrance.

Where appropriate, students aged 16-19 can apply for bursary funding to support the cost of attending college. The bursary is means tested and designed to support students from families on state benefits or low incomes. Bursary students are given financial support providing their attendance remains high.

The College provides affordable, safe, subsidized coach transport that covers a wide geographical area.

Transition to and from college:

King George V College works closely with prospective students, parents and partner schools to ensure a smooth transition to post 16 education. The Learning Support team is always available at College Open Evenings and to provide information and advice. Students also experience College life through Taster Days and New Student Days in years 10 and 11 and additional support can be arranged for these visiting students by prior arrangement with the Learning Support Leader.

Following application every student is invited for a course discussion meeting with a member of College staff. As part of this meeting students are given another opportunity to declare a learning difficulty, disability or medical condition and to provide information about their current support needs at school.

The Learning Support Leader will attend transition and review meetings when invited to do so by schools for students with more complex additional support requirements. This will inform forward planning and include consideration of educational, social and care needs of each individual student in order to put reasonable adjustments in place.

For students with less complex needs, but where a learning difficulty and/or disability are disclosed prior to enrolment, the Learning Support Leader may contact students, parents and schools to identify if further information or meetings are appropriate to aid transition. Pre-enrolment meetings to inform support and pre-enrolment taster days can also be arranged.

Enrichment and additional activities:

KGV provides a wide range of enrichment opportunities as well as subject-specific trips and residential visits. These activities are available to all students and have inclusion and accessibility considered as part of the planning and risk assessment process. Reasonable adjustments are made to minimize barriers to participation and, where appropriate, students are supported in their attendance of enrichment and additional activities.