

*Motivate, Develop, Inspire*,

**Special Educational Needs and Disability (SEND) Report Information and Local Offer:**

**September 2023**

This report is available on the college’s website. The Birmingham City Council "Local Offer" sets out a wealth of information about support services available to support children and young people with special education needs. You can find the Birmingham Local Offer here: www.localofferbirmingham.co.uk

The 'Local Offer', helps families understand what services they and their child can expect from a range of local agencies. Victoria College is an Independent Specialist College for young people with Profound and Multiple Learning Disabilities (PMLD).

**1) What kind of Special Educational provision does the College provide?**

|  |  |  |
| --- | --- | --- |
| Types of need | Examples of support in our College | How we check it is working |
| Cognition and Learning | Small groups. High adult to student ratios. Personalised targets for students. Experienced staff team. Flexible learning programmes. | Regular assessments of personal targets.Review of the students EHCP (Educational Health Care Plan) |
| Physical Disabilities and Profound and Multiple Learning Disability | Support for physical difficulties, provision of physiotherapy services and support for motor programmes. Experienced staff team. Use of Total Communication approach, for example Makaton, objects of reference, photographs and symbols. Provision of speech therapy. Communication targets for all students.  | Regular review of communication targets. Review of EHCP. |
| Complex medical needs | The college has an experienced educational team and a dedicated health team consisting of qualified nurses and a physiotherapist. The students may need support with their diet, including the correct consistency and/or physical support to eat orally where staff are trained to meet the needs of the students. For those that require their nutrition via gastronomy or nasal feeds, the nursing team facilitate this process, ensuring the students’ needs are met. Regular input and monitoring from Adult Learning Disability Dysphagia Team, dieticians and families ensure the students are supported to eat and drink safely and with dignity.  | Personalised targets and planning for individuals. Staff evaluations of training. Review of EHCP.Medical reviews. |

Our students may have any combination of the above.

**2) How does the College identify and assess Special Educational Needs?**

All our students are aged between 19 and 25, have SEND and an Education Health and Care Plans. Students who apply for a college place, are visited in their school, they are invited to visit college and formal assessments also take place before a place is offered. The college staff work closely with school staff, families and other professionals to ensure the students needs can be met whilst the students’ study in college.

**3) How are parents of young people with SEND involved in their education?**

The interaction with parents prior to the place being confirmed is extremely important, where families have the opportunity to visit the college by personal appointment or during an open day. Finding out about the student, beyond the EHCP is very important, and families hold a wealth of knowledge, helping the students in identifying their aspirations and future goals. Once the student starts at the college, communication with families continues with parents as often as necessary to ensure that they are happy with the education their young person is receiving and that the young person is happy both at college and at home.

The home college diary is an opportunity for day to day communication, more formal communications take place at EHCP reviews, transition events, coffee mornings and of course via email and phone calls.

**4) How we involve the students in their own education.**

Students’ voices are listened to from the very beginning. Once the educational placement at Victoria College is confirmed and the students attend for transition mornings, the college staff work with them to identify the best ways to communicate, to find their interests and really get to know the students. When the students start college, we continue to build strong relationships with the students to identify how they communicate their choices so that these can be respected and acted on.

Students have the opportunity to choose during education scenarios but also socially at lunch times as to where they would like to go for their social time. They can also be involved in interviewing future teachers and teaching assistants where their opinions are listened to. Students complete dream jars about their futures and are involved in tutorials where they review their targets with their key workers, setting their next target as they progress into adulthood.

**5) What arrangements are there for assessing and reviewing the young people’s progress towards outcomes, including opportunities to work with families.**

We have robust RARPA system in place including baseline assessments, recording data, target setting and tracking of progress. Our targets are set and reviewed regularly. There is an initial baseline review and then an annual review meeting held every year with the family and multi-disciplinary team to discuss the progress of each student. Half termly reports are shared with families identifying the students targets so that they can be embedded at home as well as in college. We use “We track me” a digital platform to record the information for each student.

**6) What are the arrangements for supporting young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood, outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society.**

There is a robust transition process into and out of college. If your son or daughter are interested in a college place, then the process begins with an enquiry and visit to the college with the Head of College or Senior leader showing you around and answering questions. A visit to meet the student either in their school or home will take place for an assessment followed by sharing of essential documents. Further conversations will take place and a consultation is sent from SENAR of the local authority you live in. We educate young people from a number of local authorities. Once the place is confirmed, usually around March prior to the September intake, further information is shared and the students will visit the college for a number of mornings with their school staff.

During this process we will start to look to the future so that the learner’s journey through college is focused on preparation for adulthood. Transition events take place each year, as well as the EHCP reviews, where conversations will take place regarding the future for the students.

A recent addition to the college course is a transition year, where the focus for the students is twofold: volunteering and independent life skills and looking at/attending adult provision in their local community.

Following up on destinations for our young people once they leave college is important too, and we continue to monitor this for three years after they leave college.

**7) The approach used in the college to teach young people with PMLD.**

Our tutors and support staff have a great deal of experience working with young adults with SEND. For staff who are new to the college we offer induction and training including Manual Handling and Communication. We also have a schedule of both mandatory and PMLD specific training across the year.

Preparation for Adulthood is the focus for the curriculum, that allows assessment of personal targets to take place across the four strands: Independent Living Skills, Employment, Health and Community Inclusion. In addition, communication and cognition skills are embedded throughout the college day.

The college involves many other specialists in the education of the students. Speech and Language therapists, rebound therapists and music therapists are employed weekly to offer additional therapies. Art therapists, music groups, careers advisor and other specialists visit college to give students additional opportunities to experience a range of learning and interest activities. Some sessions are in class groups of 8, some are in smaller groups and some teaching and learning is delivered 1:1.

**8) How adaptions are made to the curriculum and the learning environment of young people with PMLD.**

All students within college have PMLD, however it is still necessary to differentiate teaching and learning so that each individuals’ needs are met.

**9) What training and expertise do the staff in College have in relation to students with Special Educational Needs?**

The head of college has over 25 years’ experience in teaching children and young people with a variety of additional needs. Our teachers and teaching assistants have a wealth of experience and skills that benefit the young people we educate. For those staff that are new and learning, experience is shared and training opportunities take place regularly to upskill staff. We have staff who are experienced in Intensive Interaction, Hearing Impairment and Visual Impairment and in some instances have qualifications in these areas

Specialists and trainers are bought in from external agencies to ensure materials are current and all areas are covered.

**10) How do we evaluate the effectiveness of the provision?**

Each year a Self-Assessment report is written and shared with staff and trustees, from this, a development plan is written to ensure the quality of education, behaviours and attitudes, personal development and leadership and management within college is continually analysed for improvement.

Ofsted inspect the college and report their findings. Any recommendations are embedded into the development plan.

Feedback from families and students is sought and used for improvements and developments as needed.

Staff surveys are carried out.

**11) What support to we give for improving emotional and social development, including additional pastoral support for listening to the views of the young people and measures to prevent bullying?**

The college has introduced the Student council, which the students have chosen to call learners voice. They have the opportunity to set their own agendas and priorities, they are invited to take part in the interview process for staff, to meet visitors and be involved in decision making on behalf of their peers.

A new member of staff, a family support worker, started in September 2021 for 1 day a week, in September 2022 this was doubled. They work with families and attends student council, transition events, are a mental health first aider. They arrange a half termly coffee morning for families to attend, some sessions have guest speakers and other sessions are informal.

The new RPSHE curriculum is covering a number of topics including well-being, online safety, anti-bullying, friendships and relationships, consent and more, in an appropriate style for our students.

**12) How do we involve other bodies, including health and social care, local authority support services and voluntary sector organisations in meeting the young people and their families’ needs.**

The Board of Trustees’ have a wealth of knowledge and experience between them. Information/advice/matters of potential interest are disseminated at Board Meetings, visits and/or via other communications and can then be shared with families, carers and students.

Recently, we have worked with a number of charities who have donated financially to the development of the outside space for our students, staff and families.

The Special Educational Need and Disability Information and Advice Service (SENDIASS) are available to help parents through the assessment process and can also help facilitate College visits and offer advice.

**13) If a parent or a young person with SEND has a complaint about the college, how does the governing body deal with the complaint?**

Victoria College has a complaints policy. In the first instance we would encourage parents/carers to contact the Head of College to discuss the complaint with regards to resolving the issue, if this is not successful then follow the steps as outlined in the policy, which can be found on the website or please call the college reception and ask for a copy.

**14) How can parents find the Birmingham Local Authorities Local Offer?**

The Birmingham Local Offer website includes information about the wide range of services that are available to support all areas of a child’s life (0 to 25 years) especially those with a Special Educational Need or Disability (SEND).

This includes support with education, physical and mental health, social care, leisure activities and moving towards independence and adulthood.

SENAR are the department within the LA who manage the assessment and admissions process. They can be contacted on 0121 303 1888 or email at SENAR@birmingham.gov.uk. There are several parent support groups in Birmingham who offer support and guidance. Birmingham updates and newsletters can also be found here: [News | Local Offer Birmingham](https://www.localofferbirmingham.co.uk/news/)

The Dudley Local Offer website includes information about the wide range of services that are available to support all areas of a child’s life (0 to 25 years) especially those with a Special Educational Need or Disability (SEND).

It includes a video for parents and families and a number of key documents. The web address is: [SEND Local Offer | Dudley CI](https://dudleyci.co.uk/send-local-offer)

The Worcestershire local offer can be found here: [SEND Local Offer | Worcestershire County Council](https://www.worcestershire.gov.uk/thelocaloffer).

The website states: Our Local Offer provides information about provision families can expect to be available across education, health and social care for children and young people who have Special Educational Need (SEN) or are disabled, including those who do not have Education, Health and Care (EHC) plans.  You can find out about resources, services, support, activities and events here.

Every Local Authority has to work with children and young people, parent carers and professionals to make sure that everything that's included on the Local Offer website makes sense and is helpful and relevant. This is an on-going process so things will change again over time as needed. If you want to send us your thoughts and feedback on the Local Offer please email **localoffer@worcschildrenfirst.org.uk**

**Families in Partnership** If you would like to know more about how you can get involved with shaping services, Families in Partnership is Worcestershire's parent carer forum.

They are an independent group of parent carers of SEND children who work alongside Worcestershire County Council, education, health and other providers to make sure the services they deliver meet the needs of children and young people with special educational needs and disabilities in the county.

To find out more, including how you can get involved, visit the [**Families in Partnership website**](https://www.carersworcs.org.uk/parent-carer-forum)

Worcestershire Children First has also created a **SEND Stakeholder Group** to enable a range of organisations and experiences to be represented in SEND services.

The group meets virtually once a month, 5.00pm to 6.30pm, and has a varied agenda which covers SEND services, including health and social care.

All formal parent/carer groups are welcome to send a representative and there is an open invitation to join each month. Please email **sendimprovement@worcestershire.gov.uk** if you’re interested and would like to know more.

There is also a video for students preparing for adulthood.

The Wolverhampton local offer can be found here: [What is the Wolverhampton Local Offer? | Wolverhampton Information Network](https://win.wolverhampton.gov.uk/kb5/wolverhampton/directory/site.page?id=iCfN-Jt1k_A#:~:text=Watch%20on%20The%20Wolverhampton%20Special%20Educational%20Needs%20and,Centre%2C%20to%20support%20access%20to%20the%20Local%20Offer.)

You can find information on what services young people and their families can expect from a range of local agencies including:

* Special educational provision;
* Health provision;
* Social care provision;
* Other educational provision;
* Training provision;
* Travel arrangements for children and young people to schools, colleges and early years education; and
* Preparing for adulthood, including housing, employment and leisure opportunities.

The Local Offer Group was established to oversee the planning and delivery of the new Local Offer. The following principles were adopted by the Group and will continue to be at the heart of our Local Offer.

The Local Offer will be:

* Co-produced
* Accessible
* Up to date
* Comprehensive
* Transparent

The website also has a video for families and carers.

**15) Linked documents include:**

• Complaints Policy

• Anti-Bullying & Harassment Policy

• Safeguarding Policy

• Special Educational Needs & Disability Policy

• Equality Policy

**16) Monitoring and updates**

This report will be monitored throughout the year and ratified by the Board of Trustees every September. Amendments will be made as appropriate to changes in local provision, or statutory guidance.

Date accepted by Trustees:

Signed:

Caroline Lane: Chair of Trustees

Date for Review: September 2024