

## **Overview**

Prior Pursglove and Stockton Sixth Form College is an open access college; we pride ourselves on always finding a course for anyone who applies to us regardless of age, ability or level of need. We are committed to providing an inclusive and supportive environment where students can thrive and reach their potential. The college welcomes applications from all, regardless of prior achievement and is committed to providing appropriate resources, facilities and services to enable all students to be successful.

Our programmes range from Entry Level vocational courses to Level 3 A Levels and BTECs and we offer support at all levels of the curriculum.

Support in college ranges from subject and study skills support in both small groups and 1-1 sessions outside of the classroom to the more specialist support offered to students with more complex needs.

The Learning Support team are based in the Endeavour Faculty and all learning support staff are trained in dealing with a wide range of conditions including ASD, ADHD, SEMH, dyslexia and dyspraxia.

## **Identification of needs**

1. a) The college identifies young people with special educational needs through initial assessment and information gathering from other agencies including parents, schools and social services. This also includes the transfer of information such as EHCPs and SEN Support Plans.  
b) Parents are involved throughout the process from application, through interview and enrolment and throughout the college journey at meetings, formal Parents' Evenings, progress reports, phone calls and EHCP review meetings.

## **Support**

2. a) All young people are assessed on entry to find the correct level of ability and support required. Staff continually monitor and assess the students and the KAG (Key Assessment Grades) system allows this to be done formally five times a year. The online ILP system is updated constantly and information sent to parents on a regular basis. Support is evaluated after each assessment point and changed if necessary.  
b) As each young person with SEN is identified, a plan is put in place for that young person in the form of a Provision Map. This will state the primary need of the young person and what kind of support is needed. This is overseen by the SENCO and implemented by the learning support team. Information is taken from various sources including EHCPs, SEN Support Plans, initial assessments, the young persons' wishes and parental views. Parents /

carers are involved throughout. Impact is measured based on results and outcomes.

### **Curriculum**

3. A range of subjects is on offer at all levels from Classical Civilisation to Personal and Social Development.. There is an emphasis on English and maths throughout all levels and each student has a Progress Tutor and at least 90 minutes of tutorial per week. Our highly experienced teachers are able to differentiate their subjects to cater for all abilities and needs and they work closely with the learning support team to ensure that all students are able to access the curriculum.

### **Accessibility**

4. Both campuses are fully accessible to all and have access to accessible toilet facilities, hoists and designated disabled parking. In cases where English is not the first language, interpreters are used to enable students to participate fully in the curriculum and college life and ESOL classes are also provided when necessary. Other resources are put into place on an individual basis for young people with hearing impairment and sight loss.

### **Parental Involvement**

5. The college has an open door policy and parents / carers are welcome to contact college at any time to discuss the young person's progress and ask for a meeting. Open Evenings and Parent Evenings take place regularly throughout the year and progress information is sent home several times a year. Parent Governors are on the board of governors who meet regularly throughout the year and play a role in deciding the strategic future of the college.

### **Overall Well Being**

6. Each young person has a Progress Tutor and is enrolled on a tutorial programme which is timetabled for at least 90 minutes a week. The programme includes citizenship, British values, equality and diversity and independent living skills. There is a full time Transition Mentor who provides support for those young people struggling with the transition from school to college. Counselling services are available for young people to access in college and the college works closely with local authorities and the specialist services they provide.

### **Specialist Services and Staff Training**

7. All staff in Endeavour Faculty including the learning support team are trained in Pivotal behavior strategies and Securicare positive handling techniques. All college staff are involved in an on-going programme of professional development to ensure that they stay up to date with current research into teaching and learning and SEN reforms. Counselling and transition services are as stated above.

### **Activities outside of school**

8. Enrichment activities take place during the college day usually at lunchtime and include sports, debating societies and drama productions. Educational visits and residentials are an integral part of some course and all young people are encouraged and supported to find an appropriate work placement. Support will be put in place if required for any of these and parents / carers will be consulted.

### **Transition**

9. Transition usually starts at Year 10 with taster sessions and this carries on into Year 11 with preview days where the young person can spend a couple of days at college trying the subjects they would like to study. We also offer bespoke transition packages to young people either individually or in school groups depending upon the level of need and the length of transition required. The transition mentor is also available to work with young people requiring support.

### **SEND Resources**

10. The school receives an element of funding for each young person identified with SEN. Any young person with an EHCP and who has more complex needs is identified and the college applies to the relevant local authority for an appropriate level of high needs funding.

### **11. Further information**

The SEND Co-ordinator for Stockton Sixth Form is Tristan Keates and the Inclusion Manager is Sharon Moore. You can contact them via [t.keates@tvc.ac.uk](mailto:t.keates@tvc.ac.uk) [s.moore@tvc.ac.uk](mailto:s.moore@tvc.ac.uk) or 01642 612611

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