

### Report reviewed and updated September 2021

*Our aim is to create a positive and inclusive atmosphere where there is a shared commitment to value diversity, empower students and facilitate successful progression.*

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### Overview of the College

Greenhead College provides full-time advanced level courses for students aged 16-19. Our excellent examination results are outstanding for a college of our type, placing us near the top of many A-level performance tables. Details of the available subjects, entry requirements and admissions policy can be found on the website [www.greenhead.ac.uk](http://www.greenhead.ac.uk). We are committed to making this website accessible to everyone, so please use the accessibility tools provided by modern browsers to view the site in different ways. For more information please consult the BBC "[Myweb my way - making the web easier to use](#)".

You may also request a printed prospectus or information in an alternative format by contacting the College directly on 01484 422032. Three 'Open College' events are held each year, which provide an ideal opportunity for prospective students and their families to visit the College, collect information and discuss individual learning needs with both academic and pastoral staff.

### Mission statement

Greenhead College aims - "to provide a supportive environment in which individuals feel valued, grow in confidence and fulfil their potential for academic, moral, social and physical development..." We are proactive in promoting an inclusive approach to teaching and learning, with high quality personalised teaching, differentiated for individuals and embedded in all subject areas. Our vision for young people with Special Educational Needs and Disabilities is that they achieve the very best they can from their education to lead happy, healthy, independent and rewarding lives. We have a culture of high expectation at the college and strive to narrow any potential gap in outcome, attainment and progress between young people with or without special educational needs and/or disabilities.

***“Students receiving support achieve at the same rate as all students”  
(Ofsted 2008).***

The full range of disability is represented within the student body, including communication and interaction, cognition and learning, social, emotional and mental health and sensory/physical/medical needs.

### **Named contacts for students with SEND**

<b>Principal</b>	<b>Simon Lett</b>
<b>Deputy Principal</b>	<b>Maureen Bunter</b>
<b>Governor with responsibility for SEND</b>	<b>Stuart Irving</b>
<b>Contact Details</b>	<b>Greenhead College, Greenhead Road, Huddersfield, West Yorkshire. HD1 4ES</b>
<b>Additional Learning Support Manager</b>	<b>Claire Berry:cberry@greenhead.ac.uk</b>
<b>Telephone</b>	<b>01484 422032</b>
<b>Local Offer webpage link</b>	<b><a href="https://www.greenhead.ac.uk/local-offer/138.html">https://www.greenhead.ac.uk/local-offer/138.html</a></b>
<b>Age Range</b>	<b>16-18</b>
<b>Funding</b>	<b>EFA</b>

### **Identification of Additional Needs**

#### **Application**

We welcome applications from students who may have a physical or learning disability, a medical condition or mental health issue and recognise the rights of all learners to be treated fairly, regardless of disability. Every effort is made to meet individual needs and we employ our best endeavours to ensure that all students have equal access to the opportunities and experiences offered. Our SEND Policy, Social, Emotional and Mental Health Policy, Access Arrangements Policy and Equality and Diversity Policy can be viewed on the website. Special educational provision will apply to any student disclosing a SEND, regardless of whether or not the student has an Education, Health & Care plan (EHCP).

#### **Disclosure**

The application form provides the first opportunity for students to disclose any additional needs. We subsequently interview all applicants individually and invite further discussion regarding current and anticipated support. We want the college experience to be both rewarding and successful and actively encourage students to be completely open about

their individual needs. The more information we have at point of application, the better we can plan ahead and prepare an appropriate support plan.

*Further opportunities for disclosure exist:*

- at the application interview
- on the confidential form
- during the enrolment process
- when completing the learning agreement in tutorial
- during individual interviews with tutors
- during monitoring interviews with subject teachers
- via exams officers
- on the PaWS application form
- when arranging field trips
- at any point during the course

## Transition

### Pre-induction

Increased networking with partner schools and outside agencies has improved early identification and subsequent support for students with special educational needs. A dedicated liaison team works directly with partner schools to provide information and guidance to year 11 pupils within the school setting, delivering school assemblies aimed at improving the knowledge and skills of students in preparation for transition.

We are regularly invited to year 10 and 11 assessment reviews for pupils with SEND and have an established link with Calderdale and Kirklees Career service. For those students with an EHCP, visits are made to schools to check that we have everything in place for a successful transition.

We work in partnership with local schools to offer Year 10 'taster days' during the summer term; an Open Morning and two Open Evenings held across October and November provide a further opportunity to look around the college. If you apply to Greenhead College and are offered a place with us, you will be invited to attend a Year 11 Bridging day in the summer before you start. The Additional Learning Support team also run a transition morning in July.

## Assessment

A member of the Additional Learning Support team will meet with students in the first few weeks following enrolment to discuss aspirations, individual needs and how to provide the support that will best suit the individual. This ensures that:

- individual needs are identified and agreed
- subject teachers and tutor are fully aware of specific requirements
- suitable provision is made to meet individual needs
- there is liaison with outside agencies if appropriate

## Range of support

When you start at college there are many sources of help available:

- All students have a **Personal Tutor** who maintains an overview of academic progress, emotional health and well being. Your tutor is the best person to speak to in the first instance if you feel that you need some extra help.
- **Initial screening using Quicksan** for study support and literacy difficulties will be carried out during the College induction process. If appropriate, students are invited to access study skills support from the Additional Learning Support Department and complete a further screening literacy test, namely Lucid EXACT.
- Additional support and **Access Arrangements** for examinations are implemented by the Additional Learning Support Team, in close collaboration with the Examinations Manager.
- If you have difficulty with your work, teachers are readily available in **subject specific resource areas** and many departments employ peer mentoring schemes.
- The **Study Centre and Learning Support** provides a quiet area for independent learning, access to individual support and workshops.
- A **Learning Mentor** is available to assist with motivation, time management, personal organisation and generic study skills.
- The Student **Bursary** Fund aims to support young people who face the greatest financial barriers to continuing in education.
- Our **Careers Advisers**, together with Calderdale and Kirklees Careers, are on hand to give you individual help where necessary.
- The College employs three experienced **Counsellors**, available throughout the week to listen to your concerns and help you to find a solution to any problems.

## Involving students in planning support

### Initial Assessment

If you are identified as requiring additional support, information is collated from a range of sources: student, parent, previous educational provider and current teachers. If you fall behind with your work we can provide additional resources for independent study, or suggest strategies to enhance progress. The initial discussion focuses upon how we can best meet the needs of you as an individual, whilst ensuring that this is what you actually want. Details of the initial discussion are recorded, with both parties signing to acknowledge agreement. All teachers, personal tutor and support staff who work with the student will be made aware of the needs, the desired outcome, the support provided and any teaching strategies or approaches that are required. This information is recorded on the college information system (Cedar). Support could include assistive technology or other specialist equipment, in-class assistance, a learning mentor, personal or mobility care.

Independent learning is encouraged at all junctures; discussions regarding health and safety and increased responsibility for personal medication form an integral part of this initial interview.

## **Student Voice**

The annual on-line evaluation enables students with disabilities to make a positive contribution to improvement plans by identifying barriers and prioritising disability equality initiatives. The Greenhead College Student Association has an Equality and Diversity Officer who is elected each year.

## **Communication with parents**

The Personal Tutor is the first point of contact for any concerns that parents may have concerning a young person with SEND, though you may also contact a member of the Additional Learning Support Team or a member of senior staff. Tutors are available by telephone or email during the college day and meetings can be arranged at mutually agreed times if this would be more appropriate.

Although the Children and Families Act 2014 applies directly to young people after compulsory school age, we will continue to involve parents, guardians and carers in the vast majority of decisions. Information is shared on the college website, whilst the New Parents' Evening in September provides a valuable opportunity to ask questions face-to-face. Appointments can be made with individual teachers during Parent Consultation Evenings, which are held towards the end of the Autumn and Spring terms.

## **Monitoring Progress**

### **Record Keeping**

All students accessing additional support (including those without an EHC plan) have a separate file, retained within the Additional Learning Support Department, detailing the learner journey from pre-induction to progression. Accurate records detail any additional or different provision utilised to meet the student's SEN and note progress towards specified outcomes. The Individualised Learner Record (ILR) includes information regarding disclosure, intervention and specialist support. This information is revisited at interim points throughout the course to evaluate and adjust support as appropriate. Regular liaison with tutors and subject specialists ensures continuity and consistency.

### **Review**

The effectiveness of support and its impact on the student's progress is reviewed regularly. Formal monitoring occurs at the end of each term, with an opportunity for all students to discuss their progress with both subject teacher and personal tutor. This culminates in a written report and subsequent Parents' Evening.

New regulations place a responsibility on college to engage with the local authority to carry out a formal annual review for students with EHC plans. This multi-agency review will focus specifically on the next steps for students and the support they need to prepare for adulthood.

***'Careers Advisors attend EHCP reviews and transition support is excellent including tailored visits and work placements' (The Quality in Careers Standards July 2019)***

## **Accessibility**

### **Physical Access**

In the older parts of the building, it is still difficult to reach a small number of rooms, although specialist teaching rooms are fully accessible for students with mobility impairment, through the provision of lifts. There are no restrictions on choice of curriculum; individual needs can be accommodated via sensitive timetabling. Copies of the site plan, which indicate the location of accessible toilet facilities and advised routes

for wheelchair users, are available from reception; ramps have now been installed at all entrance and exit points. A personal Fire Evacuation Plan is provided for all students who require this facility, which is agreed with the student in advance and made available to subject staff.

### **Equipment**

We address the needs of students who require assistive technology on an individual basis, based on what is already being used. In recent years we have purchased adjustable furniture and specialist I.T. software and hardware, fully supported by technicians within college.

### **Transport**

Although there is no parking for students on the site, reserved disabled parking bays are available for Blue Badge holders by prior negotiation.

If you are unable to travel from home to college independently, it may be possible to arrange transport through Kirklees Council, although you will be expected to contribute to the cost of this provision and must meet their specific criteria.

## **Inclusion**

We have an award winning Enrichment Programme at Greenhead College, with a broad range of activities on offer, catering for all tastes. This includes:

- Sport and Physical Activity
- Music and Drama
- Emotional Wellbeing
- Vocational I.T. qualifications
- Voluntary Service
- Duke of Edinburgh Award
- World Challenge

A weekly 'nurture group' allows those students who feel more vulnerable, or in need of support, to make friends in the friendly, informal atmosphere of Learning Support. Trips, residential visits and work shadowing placements/projects include accessibility considerations as part of the planning process.

## **Preparing for Adulthood**

Learners with disabilities are encouraged to develop their self-confidence by acting as worthy advocates and representatives of the College; a considerable number of students are involved in work experience placements and community participation.

Progression to Higher Education (HE) courses for students with SEND has remained consistent throughout the last three years. The department provides support for DSA applications and liaison with HEI Student Services as appropriate on behalf of individuals. The Study Centre offer workshops focused on Personal Statements and there are strong links with the Careers department via shared activities within the sphere of Student Services.

***'The level of support for SEND students is comprehensive and learners are well supported on university visits and with transition planning' (The Quality in Careers Standards July 2019)***

## **Tutorials**

The tutorial programme contains a range of topics aimed at supporting the transition to adulthood:

- Higher education and/or employment
- Independent living
- Participating in society and contributing to the local community
- Being as healthy as possible in adult life

## **Support and training for college staff**

### **External services**

The department has full access to external specialist services and expertise to support the learning of students with SEND. This includes CAMHS, specialist sensory services teams and associated health practitioners. In addition, we employ Educational Psychologists from the Educational Guidance Service to assist with assessment for Access Arrangements.

### **In service training**

The Learning Support team includes both support and teaching staff, with an avid interest in current SEND developments and new legislation.

All members of the Additional Learning Support team are Mental Health First Aiders. The Additional Learning Support manager is a Specialist Dyslexia Assessor/Teacher whilst other members of the team have received specialist training in specific areas such as sign language, counselling, dyslexia support and mentoring.

## **What to do if things go wrong**

If you wish to make a complaint, your tutor is the first person to contact. However, you and your parents are always free to contact the Principal or the Deputy Principal.

If the problem is still not resolved, you have the right to take your complaint to the Chair of Governors and still further to the Education Funding Agency (EFA) which has a duty to provide education for 16-19 year olds with learning difficulties or disabilities. A copy of the EFA's procedure for handling complaints is available on the gov.uk website.

### **This report has been written in conjunction with:**

- Additional Learning Support Manager
- Deputy Principal

**Review Date: September 2021**