Bridge Training – Local Offer

Bridge Training Ltd (BTL) provides courses and support for students with a range of learning difficulties and disabilities, but is not a specialist LDD provider.

BTL offers a variety of vocational courses, alongside Maths, English and work placement provision, from Entry Level to Level 3, for young people aged 14 – 19 (up to 25 if young person has an LDD and appropriate documentation). We also offer certain courses for people aged 19+.

1	**How does our college know/identify that students have special educational needs (SEND)?**
	BTL has a robust Initial Assessment process to ensure we collate as much information as possible about prospective students' learning and behavioural support needs. We work in partnership with the Youth Support Teams, Social Services, schools and external agencies working with the student to collate relevant support needs and determine whether a comprehensive support package could be put into place to assist the student in achieving their goal(s). **Summary of ways needs are identified:** • Self-declaration on application form • Referral paperwork (eg Moving on Assessment, Education, Health and Care Plans (EHCPs), YOS Risk Assessment etc) • Course interview • Diagnostic assessment results • Induction • Mid-way reviews • Tutorials
2	**What are the first steps our college will take if special educational needs are identified?**
	Students with EHCP's If a student wishes to enrol on one of our courses, who has an EHCP, a specialist co-ordinator will meet with the student and their family and assess the support needs. A bespoke package of support will then be put in place so that the student can work towards, and achieve, their educational outcomes. Students without EHCP's If a student is identified as having SEN prior to enrolment, and does not have an EHCP, a request for a Moving on Assessment will be made to the YST to enable Bridge to ascertain the complexity of the individual's support needs. If the individual's needs can be met within the scope of BTL's mainstream provision, a package of support will be put in place for the individual to ensure they achieve their goal(s). If, however, BTL is unable to meet the individual's support requirements, a referral will be made to the YST to look at alternative provision. As a student's needs may emerge at any point during their time at BTL, screening, assessment, information sharing and application for funding may take place at any point within the year.
3	**What should parents/carers do if they think their son/daughter has SEND? How can they raise concerns?**
	Parents and carers can contact either the Centre Manager or the Safeguarding Manager at BTL if they have any concerns about their son/daughter having SEND. BTL may then liaise with the YST, if appropriate, and arrange a multi-agency meeting to include the student and their parent(s)/carer(s), to look at the best way to support the student and their family. This may include

		the following:
		- A referral via the YST for a specialist assessment to be undertaken (eg S&L. CYPS etc) - Additional 'in house' support (dyslexia screening/support) - A referral to the Local Authority for an EHCP to be initiated - Transition to an alternative/SEN educational provider
4		**How will our college include parents and students in planning support?** Support needs are discussed at several points during the following pre-enrolment and enrolment stages: - Initial 'look-around' - Formal interview/diagnostic assessment - Induction There are also various points during the course programme where the student's progress and support needs can be discussed. These include: - Course reviews - Mid-IAG review - Tutorials In addition to the above, for students who have an EHCP in place, they will have monthly reviews with the EHCP Co-ordinator, who will also liaise with the student's parent(s)/carer(s) on their progress against their identified outcomes, and whether additional support needs to be implemented. A formal review will also be conducted annually, which a representative from the Local Authority will attend, along with the student and their family, to ensure the stated outcomes are being met. For every student enrolled on a course at BTL, we will email their Individual Learning Plan (ILP) to them every half-term, so they can see the progress they are making towards their targets and overall qualification aims. The ILP can also be made available to parents/carers upon request.
5		**How will our college teach and support students with SEND?** *(Curriculum, teaching, learning environment, access to ancillary aids, assistive technology, additional support available* BTL's Equality of Opportunity policy sets out our commitment to providing an inclusive learning environment within a mainstream setting
	a	**For students without an Education, Health and Social Care plan (EHC)** - Teachers use the information collated within the student's ILP to provide differentiated lesson activities and adapted assessment methods, where possible in a realistic working environment, to suit the learners and ensure achievement of learning outcomes. - SMART targets are set regularly that stretch and challenge the students. These targets are reviewed weekly and the students are emailed a copy of the ILP half-termly so that they can track their progress - Ensure students receive regular feedback about their progression towards their targets and are informed of how they can improve to ensure they achieve their set targets. - Ensure student achievements are celebrated over the duration of their programme. - Maths and English diagnostics are undertaken by the student pre-enrolment. This enables the student to be placed in the class according to the level they are 'working towards', so as to challenge the student but also give them an achievable aim - Assess students who need specific access arrangements or reasonable adjustments to be made for examinations and, where eligible, ensure they are given additional time, larger print, coloured paper, a reader or a scribe.

b	**For students with an EHC plan**	

The same support as outlined in 5a will be offered to students with an EHCP and in addition:

- Identification and implementation of a bespoke package of support linked to set outcomes within the EHCP. Many of these students will have an assigned teaching assistant during their sessions and certain students may also have one-to-one English and Maths support or a designated mentor if identified as an outcome in their EHCP
- Liaison with the Local Authority, parents, carers and external agencies to monitor progress against identified educational outcomes.
- Monthly one-to-one review meetings
- Annual review meetings with the Local Authority, the student, their parents(),carer(s) and external agencies

c	**How does our college plan the support? How are our resources allocated and matched to needs?**

For students with an EHCP, we liaise with the Local Authority to plan for the appropriate level of funding for that student prior to them starting. As the outcomes in the EHCP are reviewed on a monthly basis, application for further funding can be made throughout the year, if a new need is determined and recorded on the EHCP.

For students without an EHCP, we plan the support using a variety of methods, including:

- Obtaining the appropriate assessments pre-enrolment to ensure a package of support can be put in place for the individual from the point they start with us.
- Dyslexia screening software for students identified as having difficulties whilst on programme
- Students identified as being 'vulnerable' having access to a qualified Advice & Guidance Manager who can assist the student in managing their support needs and make referrals to external agencies (eg YST, CYPS, counselling services etc)

d	**How is the decision made about the support the student will receive?**

- Pre-enrolment through requested additional support information, such as a Moving on Assessment, EHCP, YOS risk assessment etc
- By discussing specific support needs with the student
- Transition meetings with current supporting agency – eg YST, school, social services, Virtual School etc
- Taster days
- Input from parents/carers and any agency already working with the young person

This information is then collated into a bespoke support package, which is consistently implemented by all subject teachers.

e	**How will progress towards identified outcomes and effectiveness of our SEND provision be assessed and reviewed by us and how will we involve parents, students and young people in this process?**

Students with an EHCP
- Monthly one-to-one review meetings between the EHCP Co-ordinator and student
- Annual review meeting with the Local Authority, parents/carers and the student
- Liaison with teachers, teaching assistants, parents/carers and external agencies working with the student throughout the year
- A parents evening at least once a year, where parents can meet their sn's/daughter's teachers and discuss the progress they are making towards their goals

For all students
- Academic, personal and social targets are set for each student at the beginning of their

		programme and these are reviewed, and new targets set regularly with the student, throughout the year • Students are emailed a copy of their ILP every half-term so that they are aware of how they are progressing in each subject • If a student is falling behind in their targets, an Educational Review Meeting will be arranged involving the student, their parents/carers, the Safeguarding Manager and the student's teachers to identify the reasons behind this and put support in place to assist the student in achieving their targets.
6	**Who will be working with the student?** *(Assessing, reviewing, overseeing arrangements, working towards outcomes, including looked after students)* The following members of staff will/may work with students during their programme: • Teachers • Teaching Assistants (EHCP students only) • EHCP Co-ordinator (EHCP students only) • Student Welfare Manager (also appointed Safeguarding Manager) • Children in Care (CIC) Lead Person • Qualified counsellor • Specialist support worker (eg drug, alcohol, relationship support worker) • Work Experience Team • Centre Manager • YST	
7	**How does our college ensure that the information about a student's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that student?** Students with an EHCP The EHCP Co-ordinator will liaise on a regular basis with the relevant teacher(s) and assigned staff to inform them of the specific support needs the student has, and the outcomes that have been set on their EHCP. The EHCPs will be scanned onto our secure central system for staff to have access to, so they can re-read the information when and if necessary. Students without an EHCP A secure central system is used to store the students' ILPs and this is accessible to all staff prior to the student starting a programme at BTL. This details any SEN a student has, as well as any information collated from requested assessments and from their Induction.	
8	**What role will the student's teacher play?** Our teachers have the key responsibility for ensuring that an inclusive learning environment is created and that students have equal access to learning opportunities, support and resources (including the adjustment or differentiation of resources). As part of this, all teachers are expected to have an awareness of which students have an EHCP or are on a Child Protection Plan and work closely with both the EHCP Co-ordinator and Safeguarding Manager to manage these specific students' support needs.	
9	**What expertise does our college and our staff have in relation to SEND?** *(three levels: awareness, enhanced, specialist)*	

	a	**Training of staff**
		BTL places great value on Continued Professional Development (CPD) of all our staff and actively encourages teachers to develop their awareness of SEN and how to support students with SEN in an inclusive environment In addition to this, BTL also has whole staff training days throughout the year, where they are able to gain awareness of specific special educational needs (eg Asperger's Syndrome, Autistic Spectrum Disorder, ADHD etc) and regular staff meetings, where the Safeguarding Manager will update staff on the latest updates regarding SEND
	b	**List areas of expertise** Specialist staff at BTL have a range of qualifications and training as appropriate to their specific role. These include • Masters in Childhood and Education – Professional Studies • Masters in Education - Professional Studies • Postgraduate Certificate of Education • Postgraduate Diploma in Education • Level 4 NVQ Advice and Guidance • BA (Hons) Psychology • Level 3 NVQ Health & Safety • Batchelor of Education • C&G L3 Beauty Therapy • IOSH Health and Safety • Level 4 Counselling Skills • BA (Hons) Social Sciences • EdExcel Level 5 Childcare, Learning & Development • L4 NVQ Business and Administration • Level 3 Diploma in Hairdressing • Level 4 Preparation to Teach in the Lifelong Learning Sector • Engineering/Motor Vehicle Studies National Certificate
	c	**What intervention programmes does our college run for students with SEND and how are they delivered?** *(one to one support or in groups)* in order to meet the identified educational outcomes, intervention programmes may include: • Counselling • Mentoring • Support through the CYP service • Housing support • YST For students with an EHCP, in addition to the above, the following interventions may be provided: • One-to-one classroom support (Teaching Assistant) • One-to-one English and/or Maths sessions • Speech and Language Therapy • British Sign Language Interpreter
	d	**What teaching strategies does our college use for students with learning difficulties?** Strategies depend on each student's individual support needs and will be taken from their Moving on Assessment or EHCP. This may include differentiated resources for students with dyslexia or who are visually impaired, a BSL interpreter. a reader and/or a scribe for

		examinations,
	e	**What support does our college put in place for students and young people who find it difficult to conform to normal behavioural expectations and how do we support students and young people to avoid exclusion?** BTL is a mainstream educational provider and, as such, expects students to conform to a code of conduct relating to their behaviour, conduct and attitude. A Learning Agreement is signed by each student during Induction, where behaviour expectations are outlined and agreed to. . However, BTL also understands that some students may have difficulty in controlling their behaviour and so a one-to-one session is conducted with each student during their Induction, which identifies their 'trigger points', how they respond in these situations and techniques for calming down. This information is then placed on the student's ILP, so teachers are aware and can support the student in the way that is most effective for that individual. If a student's behaviour continues to remain poor whilst on programme, an Educational Review Meeting may be held with the Safeguarding Manager, the student, their parents/carers and their teacher(s) to identify what the problems are and set individual personal targets to improve the student's behaviour. This may include: • A Common Assessment Framework being undertaken with the student (and their family where appropriate) to manage unmet needs and engage the services of external agencies (eg drugs/alcohol support, counselling etc) • A 'My Plan Plus' assessment being undertaken (for students with a disability) to offer the same support as above • Placing the student on a Behaviour Contract to set short-term, specific targets related to behaviour, attendance, attitude in class etc
10	**Which other services do we use to provide for and support our students?** *(Health, Social Services, Local authority support services, voluntary organisations – specialist support teachers, educational psychologists, teachers for hearing and visual impairment, ASD advisory teachers, behaviour support etc)*	
	a	**How do we meet the needs of SEND students** See Question 5
	b	**How do we support families of these students?** See Question 5
11	**How does our college provide support to improve the emotional and social developments of our SEND students?** *(pastoral, medical, social support available)*	
	a	**How does our college manage the administration of medications** *(knowledge and training of staff; what parents have to let college know; college being in touch with parents)* BTL requests students disclose health and medication information during the enrolment stage. This information is recorded on a separate form, and kept in their student file, so it can be accessed by Appointed First Aiders or Emergency Services if required. Any student taking medication which needs to be administered whilst they are in training must give the medication to the Centre Manager, who will ensure the safe storage of the

		medication, and allow the student to access it according to the administration instructions on the front of the medication. For this reason, all medication handed in must be in its original packaging.
	b	**How does our college help with personal care where this is needed** *(for instance: toileting, eating)* BTL staff cannot offer this level of support and so can only be costed into a support package for students with an EHCP.
	c	**What is our policy on day trips, college outings, health and safety arrangements?** All students sign a Learning Agreement prior to the commencement of their programme which details behaviour expectations both on and off site. Students are also given information regarding health and safety arrangements both in their specific vocational area and generally, across the sites they will be working at. A risk assessment is conducted for every off-site activity. Individual risk assessments may also carried out for students considered vulnerable, or if special arrangements need to be considered as part of a student's SEN, which is kept securely with the Safeguarding Manager.
	d	**What extra pastoral support do we offer, and what pastoral support arrangements are in place to listen to students with SEND?** • Access to a qualified NVQ Level 4 Advice and Guidance worker, who can offer students pastoral support and undertake CAF/My Plan Plus assessments where appropriate • Referrals to specialist agencies (eg counselling, housing, YST) • Use of our discretionary fund to assist students with specific support that may have a cost-element attached to it **What measures are in place in our college to prevent bullying?** BTL' has a comprehensive Anti-Bullying Policy details how we tackle bullying and the support that we can put in place for any student who feels they are being bullied. In addition to this, all students agree to abide by the code of conduct that is explained to them during their Induction. During their Induction, students are also informed of the procedure for reporting bullying to staff.
13		**Who will be talking to and keeping in touch with the parent/carer? (working together towards outcomes, reviewing arrangements; including looked after students)**
	a	**Who will explain and discuss this with parents/carers?** For students with an EHCP, it will be the EHCP Co-ordinator who will liaise with the parents/carers on a regular basis For students without an EHCP, the following BTL staff may liaise with parents/carers: • Safeguarding Manager – for Children in Care, Children on a Child Protection Plan or young people who are considered vulnerable by any other virtue • Centre Manager • Subject teacher(s) – if appropriate
	b	**How will parents/carers know how well their son/daughter is doing?** For students with an EHCP • Regular liaison with the EHCP Co-ordinator • Parent's evening • Annual EHCP Review Meeting

		For students without a EHCP
		- The parents/carers of can request to see their son/daughter's ILP at any point during the year - Educational Review Meetings (this can be requested by the parents/carers as well as by BTL - CIC Review Meetings - for a young person in care - Core Group Meetings – for a young person on a Child Protection Plan
	c	**How does our college measure outcomes and impact of the support provided to the student?** For students with an EHC plan the support provided is in line with their identified outcomes and the impact will be measured according to whether these outcomes have been met. This will be reviewed on a monthly basis and also annually during the formal Annual EHCP Review. For students without an EHCP, all targets (both academic and personal/social) are recorded on the student's ILP and reviewed accordingly. Students have regular discussions with the Safeguarding Manager and/or their teacher to assess whether the support provided is meeting their needs. Half-way through their programme students are asked to complete a mid-IAG review, which looks at how they think they are progressing in their subjects and if they require any additional support
14	**How will our college involve young people with SEND in their education?** BTL is committed to working with the student, their parents/carers and support worker(s), to ensure the most effective support package is developed, tailored to individual need, to assist the student in their learning.	
15	**What accredited and non-accredited courses do we offer for young people with SEND?** Using the EHC plans, or Moving on Assessments, we can build a tailored programme around individual support needs that will meet the required outcomes (in the case of EHCP students) and allow the student to achieve their goals All our courses are accredited and range from Entry Level to Level 3 qualifications. For students wishing to undertake a Level 1 or higher qualification, they need to be working towards that level for their Maths and English. All students will complete a Maths and English diagnostic assessment pre-enrolment to ensure they are matched to a course that is appropriate for the level they are working at. Detailed course information can be found on our website: www.bridgetrainingltd.co.uk To book in to have a look around Bridge and for questions regarding enrolment, please call our us on: 01452 411112	
16	**How do we assess and evaluate the provision we have arranged for the student?** *(effectiveness, outcomes, progress)* Key performance indicators (KPI's) are set for each department and these are monitored, evaluated and reported back to staff at regular intervals. The KPI's that are measured include achievement, attendance, retention and progression. Teachers are subject to observations throughout the year, to encourage and retain high standards of teaching, learning and assessment.	

		Students are given the opportunity to provide feedback formally every three months and complete a mid-course review evaluation. This feedback is analysed and used to develop working practice on a on-going basis throughout the year. For students with an EHCP, one-to-one monthly reviews take place between the EHCP Co-ordinator and the student, to see progress made against set outcomes. Provision can be amended at any point throughout the year if the outcomes are struggling to be met.
17		**How do we prepare our college to welcome and support SEND students and how do we arrange and support a transfer to another college/educational establishment?**
	a	**How do we prepare our students for adult life?** *(higher education, employment/ independent living)* During induction, students make an assessment on their current work experience, personal and social skills and agreed targets are set for them to improve upon these skills during their programme. These targets can include the following: • Working towards being able to travel on public transport (in conjunction with the NSC) • Independent living skills • Working with others • Managing emotions • Working towards gaining a work placement
	b	**What special arrangements are made for exams?** Using information gathered from the student's EHCP or Moving on Assessment, special arrangements may be arranged for examinations for specific needs, based on agreement from the relevant awarding body. These arrangements may include one or more of the following: • Reader • Scribe • Different coloured exam paper • Large-print exam paper • Separate room
	c	**What resources and equipment do we provide for students with SEND?** For students with an EHCP, funding can be obtained to purchase the specific resource(s) needed to meet the required outcome. For all other students, BTL has access to assistive technology including screen readers and tints and voice recognition software.
	d	**What arrangements are in place with other colleges/educational providers when our SEND students transfer?** Our EHCP Co-ordinator will liaise with the Local Authority and/or the school or alternative external agencies to ensure the transition is well-planned and we have access to the EHCP in advance to ensure specific resources are planned for and costed so the student has access to this from the beginning of their programme.
	e	**How accessible is our college to students with SEND?** Arrangements on our Archdeacon site include: • Allocated disabled parking • Disabled toilet • Ramp for wheelchair access • Evacuation chair

We do have certain courses that are based on the first floor of the building and we do not have lift access, however we will endeavour to do the best as is practically possible to accommodate a student's needs, and this will be discussed with the student and their parents/carers prior to enrolment.

Arrangements across both sites include:

- Coloured overlays for PC's
- Large=print worksheets/booklets
- Coloured worksheets/booklets

18	**What can you do if you are not happy?**
	(Who to talk to and who to complain to; arrangements made by the governing body)
	BTL has a grievance policy, which outlines how a student can raise a concern or complaint about any aspect of their treatment pre enrolment or whilst they are on programme. This information is given to students during their induction and is also made available upon request
19	**How can parents/carers arrange a visit to our college? What is involved?**
	Contact our main reception line on 01452 411112 and book in to have an initial look around one or both of our sites. Where we can show you the teaching rooms and answer any questions you may have regarding Bridge, our courses and support we can offer.
20	**Who can you contact for more information?**
	(class teacher, other staff, SEND policy; Parent Partnership Service; IPSEA)
	Please call our main line on 01452 411112 and ask for the following:
	Emma Edkins - Centre Manager for the Archdeacon Centre Marcus Ridler – Centre Manager for the Skills Centre Marina Pulido – Safeguarding/Student Welfare Manager Sally Hammond – Business Manager/Schools Contract Manager
	Alternatively, you can view our most up to date course information on our website: www.bridgetrainingltd.co.uk
21	**When was the above information updated?**
	(must be updated annually – please provide date of latest update)
	April 2015