

Beaumont College

SEN and Disability Local Offer

Accessibility and Inclusion

The College provides an accessible learning and living environment for students aged 16 – 25 years (Day learners) and 18 – 25 years (Residential learners) with a wide range of physical and/or learning disabilities.

More information about our College can be found at: www.scope.org.uk/support/services/education/beaumont-college – alternative formats can be made available on request. Our Admissions & Funding team are on the end of the telephone and are happy to take your call: contact them on 01524 541400.

The Curriculum

Our curriculum caters for a wide range of abilities and provides a personalised learning experience throughout the students' learning journey. The College delivers the curriculum through the Five Pathways described below and offers each learner a unique experience.

Sensory Communication:

Students following this pathway will develop increased levels of engagement with a broader range of activities and people and make positive steps towards becoming intentional in their communication for example, by beginning to demonstrate preferences and make choices. This pathway will support students to establish a positive presence within their local community. In partnership with significant others, students will work towards outcomes to support their transition to a future quality of life. Tangible outcomes students will be working towards might include the development of anticipation, a willingness to explore and participating in daily routines.

Intentional Communication:

Students following this pathway will be supported to build upon emerging cognitive skills and formal expressive/receptive communication skills. The pathway will provide opportunities to use these with a range of people including peers in a variety of contexts both within college and in the wider community.

Access through Partnerships:

Students following this pathway benefit from the support that comes from working in partnership with another person and/or specialist equipment.

The activities in the pathway provide opportunities for the student to identify their preferred support approaches and to trial a range of specialist support equipment to find what works best for them. Students are able to develop their skills in directing and in taking the lead within an enabling relationship. This will, in turn, allow them to take an increased amount of control over their lives in their own home and within the community.

Independent Lifestyle Skills:

This pathway will take the student through a mixed programme of activities that will enable them to prepare for life in independent living & community based activity. They will learn new skills that maximise independence and increase communication and social interaction skills.

Life and Vocational Preparation:

This pathway involves preparation for the future opportunities, responsibilities and experiences of adulthood, work or volunteering. The pathway aims to ease the transition from college to further education, training or employment. It focuses on preparing for future life choices through developing work and independence skills.

The College offers assistive technology (AT) and environmental control systems (ECS) which are used to facilitate access to education throughout the curriculum. Most of this is designed using adapted mainstream technology, making using it more affordable for sustained use beyond the students' time at Beaumont College.

Specially adapted communication devices and augmentative communication systems are used throughout the College. Each student's communication needs are met within a total communication environment.

Beaumont College students take an active role in a range of community based activities, work experience and work placements. Partnership work with local employers, schools, creative art and sports based organisations enhances inclusion in everyday life experience.

Local schools, colleges and university students access work placements at the college as part of their own education.

Teaching and Learning

Beaumont College has a robust intake assessment process. Detailed information is requested from the student's school to include learning style, level of ability, and accreditation gained or working towards. In addition, copies of School Review Reports, Statement of Special Educational Need, SLT, Physiotherapy and Occupational Therapy information are all used to give the student the best possible transition and educational experience. Where available a Learning Disability Assessment (LDA) or Education, Health & Care Plan (EHCP) is requested.

Once all the relevant documents are returned, the multi-disciplinary team review this and make recommendations. This determines whether the application moves through to the next stage, which is to attend college, to meet with individual professionals for more in depth assessments of their specific educational, therapeutic and support needs or if further information needs to be sought before this can happen.

The student, supported by their parents/carers and college professionals also complete a P.A.T.H. (Planning Alternative Tomorrow's with Hope). This is the person centred planning tool used by Beaumont College.

Students themselves begin to steer their Person Centred Programme at their PATH meeting by outlining future life plans, ambitions & aspirations. This forms the basis for the Aim of Placement. Each student's Aim of Placement is based on the outcomes of assessments, the student's PATH and all information supporting their application.

Students are provided with support based on the assessment of need. They are allocated support for both session based activity and community access and activity. Depending on the outcome of assessment, this may be at 1:1, 1:2, 1:3 or 2:1 according to need.

Staff working with students are well qualified and regularly access continuing professional development opportunities. All staff have annual refresher training in safeguarding and health and safety. To ensure that students are well supported and that needs are met, staff are trained as described below:

Staff specialisms in the support of SEN and disability:

Tutor

Degree, PGCE, Moving & Handling, First Aid, Health & Safety in Health & Social Care (Level 2), Medication Training, Epilepsy Awareness, MIDAS Training, Specialisms in Disability/Autism/Behaviour, Management of Actual or Potential Aggression (MAPA), On-going Student Specific Training

Learning Support Worker

Learning Support Certificate, Degree, PTLLS, Moving & Handling, First Aid, Health & Safety in Health & Social Care (Level 2), Medication Training, Epilepsy Awareness, MIDAS Training Specialisms in Disability/Autism/Behaviour, Management of Actual or Potential Aggression (MAPA), On-going Student Specific Training

Keyworkers/Support Workers

QCF Diploma in Health & Social Care (Level 2/3), Learning Support Certificate, Health & Safety in Health & Social Care (Level 2), Moving & Handling, First Aid, CIEH, Management of Actual or Potential Aggression (MAPA), Medication Training, Epilepsy Awareness, MIDAS Training, On-going Student Specific Training

Therapists

Therapy Specialists on site, fully qualified and experienced:

- Occupational Therapists
- Physiotherapists
- Nurses (Specialisms in Epilepsy & Continence)
- Behaviour Specialist
- Speech & Language Therapists.

On-going Professional CPD is promoted and accessed by all therapists.

All staff have access to refresher training throughout the year. The Workforce Development team provide multiple opportunities.

Progress monitoring and review

Pre-entry assessment provides a solid base for each student's Aim of Placement, following each student's PATH meeting a set of Expected Outcomes are written and Steps to Achievement identified to support achievement of the Aim of placement.

Students' following accreditation routes have their work assessed and recorded following the criteria set for the specific qualification. Some students are not able to access accreditation and their progress is recorded using the Recognising and Recording Progress and Achievement (RARPA) method. For some students a combination of both forms of recording are used.

Baseline and ongoing assessment provide an opportunity for teaching staff to review, and where necessary revise, the student's programme. Formal student tutorials are held with the student's assigned Pathway Co-ordinator/Manager three times per year to assess what's working and what's not working so well. The student also has an Annual Review attended by the student, their family and stakeholders from the local authority, careers and, in some cases, the health authority. During the review all attendees can review progress and make comment on next steps whether this is continued education or in the case of transition year about planning to ensure smooth transition.

Throughout the student's placement progress is continually reviewed as part of whole college quality assurance processes, where issues are identified this would not be left until the tutorial but addressed as needed. A Reflective Practice Forum (RPF) is held every week and student progress and methods of best practice are discussed and appropriate actions taken.

Students, parents and the local authority receive written reports from the college following the Annual Review and in the case of first year students, at the end of the first term. Parents and students have the opportunity comment on progress in the report prior to each review.

Safeguarding

Staff recruitment and training

Staff are recruited to the requirements of 'Keeping Children Safe in Education' guidelines and receive Safeguarding and Health & Safety training in the first 6 days of induction training. Refresher training is delivered annually across all staff groups. The College's proven record of outstanding practice in the area of safeguarding is led by the college's safeguarding group who in turn, have access to a team of Scope safeguarding managers for training and advice. This group meet every half term as a large team of Designated Safeguarding Advisors (DSA), drawn from departments across the College. The Registered Manager oversees the work of the safeguarding group as well as any alerts raised, to ensure compliance with Scope and local authority and procedures.

Student support

All support staff receive a structured handover from colleagues prior to starting shift, to ensure clear communication between staff. Students are supported according to their assessed need. This person-centred approach is used for support within the College and for accessing community based activity and enables us to maximise opportunities for students. Detailed student specific support protocols are in place. These protocols are accompanied by Capacity, Risk and Vulnerability statements that identify risk areas and direct staff to specific strategies that enable informed risk taking. Information Technology Risk Assessments and Acceptable Use policies are in place to ensure that students understand the risk associated with internet use (including where applicable, social media).

The Student Union have produced a user friendly Safeguarding booklet for themselves and their peers which is used across the College. A member of the management team attends the Student Union meeting once per month to discuss any issues arising and students are aware of the complaints and concern procedure. A daily narrative is completed for all residential students, while day learners use a communication book between college and home. Both recording systems are used to ensure clear communication between staff and to enable clear communication between college and home as part of our comprehensive approach to safeguarding.

Health (including Emotional Health and Wellbeing)

Emergencies

Students are required to provide at least one contact to be used in the case of an emergency.

Medication procedures

Student medication is administered in line with Scope's medication policy via a clear Medication Administration Record (MAR) provided via the pharmacy. The MAR is signed each time medication is administered and a regular audit takes place as part of quality assurance.

First Aid and student specific training

All staff are trained in basic first aid and a proportion of staff are qualified first aiders. In addition to this the college has invested in first aid trainers so that we are able to deliver in-house first aid training.

Staff are trained in the administration of medication. Where students have specific identified needs the staff are also trained in those procedures. Emergency Rescue Medication for epilepsy and anaphylaxis, Asthma management, gastrostomy and bolus feeds are an example of some of the specific training delivered. Our provision of high quality health support for students enables them to greater access education.

Therapy and emotional health and well being

The college employ in-house Occupational Therapists, Physiotherapists, Speech & Language Therapists, a Behaviour Specialist and College nurses to provide therapy within the classroom. The work of the therapists is supported by fully trained communication technicians and staff specialist in physiotherapy, foot care and the use of equipment that facilitates access to learning.

The College employs a counsellor who works with students as they require input. Students can be referred to the counsellor or can contact him themselves if they need to. The person centred way in which our staff support the students, offers emotional support and enables an overview of well-being to be maintained. A further addition to keyworker and student support staff is the Pathway Coordinator who ensure that students are well supported in session based activities.

The college maintain excellent relationships with local services and the students' placing authority. This is invaluable in cases where additional support may be needed out of term time or by the family as a whole.

Communication

Communication with parents and/or carers

Residential students

All students living at the College during term time have an allocated Keyworker who works with the student regularly. In addition to this, each living area has a Student Support Manager and an Area Co-ordinator. Together, the team provide points of contact for families and carers. Minimum contact is discussed during pre-entry stage, for example, parents may choose to be contacted every day, twice a week or any other time. This of course is dependent upon the wishes of the student who will decide if they would like contact to occur and how often.

Parents and/or carers are always invited to the annual review and are able to visit at any time or organise to go out of college. Subject to the wishes of the student, arrangements can also be made for parents or carers to speak with a particular person concerning aspects of education, therapy or support at Beaumont College.

Day students

Contact is maintained on a daily basis via a communication book and staff and managers are always available by telephone or email.

Stakeholder contact

The college management team are available for contact by stakeholders in the student's placement. The admissions and funding team are also available by telephone, email or face to face meetings with prospective students and their parents and families and, of course, current students and families.

Working together

Working together with parents/carers

Beaumont College is committed to working with students and their families or carers and there is ample opportunity for this. Prior to application parents/carers are welcome to visit college for a full tour when they can have any questions answered and see the college 'in action'.

During the assessment process, families have the opportunity to meet with therapists, personal tutors, members of the admissions team, student support staff, and managers.

On the student's induction day the management team meet with parents and families to introduce themselves and there are photographs of the senior management team and governors on notice boards around the college.

We have Parent Forums at all sites, Lancaster, Blackpool, Carlisle and Barrow and the forums are producing very good results for transition particularly from college into adult life. The Parent Forums have a website presence where they can share information and discuss any issues or share good practice.

A Parent/Carer survey is carried out annually and any issues raised in this are acted upon by the management team and the results made known.

Setting name and address

Scope
Beaumont College
Slyne Road
Lancaster
LA2 6AP

Does the post 16 setting specialise in meeting the needs of young people with a particular type of LDD?

Yes – We cater for people with all disabilities

What age range of learners does the post 16 setting cater for?

16 – 25 years Day learners
18 – 25 years Residential learners

What is the admission criteria for your post 16 setting?

That the College is able to meet the young person's educational needs

Name and contact details of your establishments Additional Learning Support lead

As Beaumont College is a Specialist Further Education College this post is not required.

The College's Admissions & Funding team can be contacted on: 01524 541400
beaumontadmissions@scope.org.uk

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

Name of Person and Job Title: Pam Murphy
Vice Principal

Contact telephone number: 01524 541400

Email: pam.murphy@scope.org.uk

I confirm that our Local Offer has now been published on the Institution's website: www.scope.org.uk/support/services/education/beamont-college

Name: Pam Murphy
Vice Principal

Date: 01/2015