

THE C&M
COLLEGE
NETWORK.

THE
CHEADLE
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MARPLE
SIXTH FORM
COLLEGE.



Choices

Skills for Life and Work



INFORMATION AND ADVICE

'SEN College Offer'

Pre-Entry - Entry Level 2 Provision
(CHOICES)

CHEADLE & MARPLE COLLEGE NETWORK IS COMMITTED TO SUPPORTING THE LEARNING OF ALL STUDENTS

CHEADLE & MARPLE college network aims to be an 'inclusive college'.

What is CHOICES?

CHOICES is a specialist provision for LDD learners working at Entry level with a focus on developing skills for independent living and/or work.

What are the aims of the CHOICES provision?

- To help students with learning difficulties and disabilities improve and develop their independent life skills and prepare for working life.
- To enable learners to develop their social and personal skills within a discreet provision, while also being part of the wider college community.
- To enable all students to be included in the learning opportunities of the college.
- To help learners fulfil their aspirations and prepare for a worthwhile next step e.g. into employment/supported employment.

WHO TO CONTACT

If you:

- require further information about the CHOICES provision
- wish to make an application to CHOICES
- would like to discuss the learning needs of an individual student
- would like to arrange a visit to the provision.

Contact:

Jen Beresford
Head of Inclusive Curriculum
e. jen.beresford@cmcnet.ac.uk
t. 0161 4864640

PRIOR TO ENTRY

Making an application / referral

The CHOICES department has a well-established school links programme and we regularly attend school reviews and parent information events to aid with the transition process from school to college.

We work closely with schools and Services for Young People throughout the process to support young people with what can be a difficult period. We also work closely with Services for Young People using school support plans and the LDA (Learning Disability Assessment) to ensure learners' needs can be met upon starting in CHOICES.

As well as having a variety of open evenings and mornings throughout the year we also encourage parents and young people to come in for a visit to see the provision, meet the staff and discuss any particular support needs. In addition to this we sometimes arrange for groups of learners to come to the provision for a group visit with their school. Parents and carers are welcome to arrange visits directly with the CHOICES team or through their current school/college.

Learners can either apply directly to the college or, if appropriate, be referred through the Stockport LLDD assessment panel.

Referrals from the Stockport LLDD Panel

The college works closely with Services for Young People and the Stockport LLDD (Learners with learning difficulties and disabilities) assessment panel.

A desktop assessment will take place for all learners who are presented at the panel to see if local colleges can meet the needs of the individual. Where it is agreed that the college can meet needs, a member of the CHOICES team will then arrange to carry out a classroom assessment to take place in the current education setting. Following this and if appropriate, learners will then be invited in for taster sessions at the college to assess suitability to the provision. Most students come with their TA from school and this is an opportunity for the CHOICES LSA's (Learning Support Assistants) to share strategies in relation to the methods of support used for individual learners. If the assessment is successful and the provision is deemed suitable for the young person an offer will then be sent to out and this is accepted either as a first choice or second choice acceptance.

Making an application to CHOICES

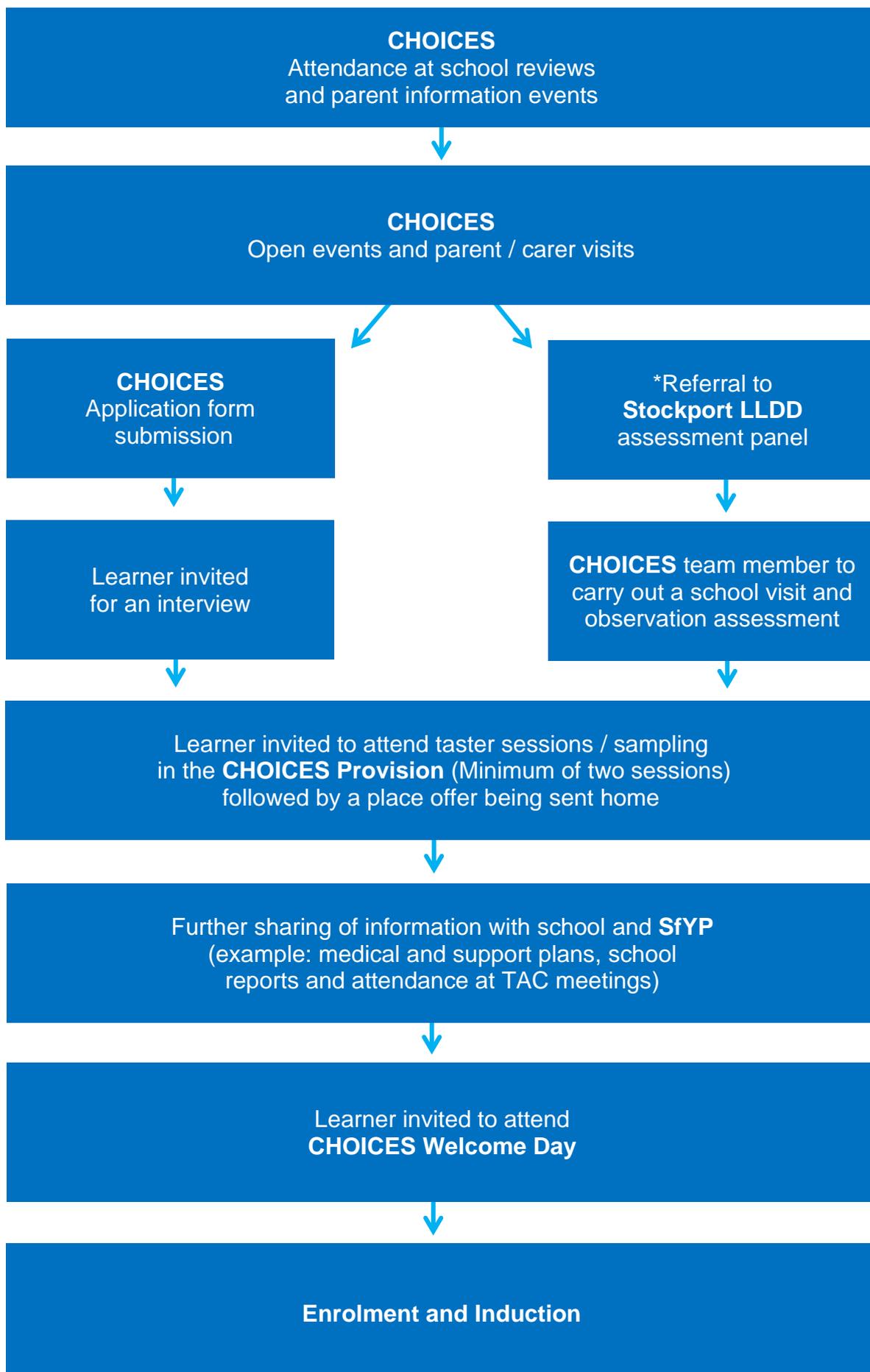
When an application is submitted to the college please remember to indicate that you wish to make an application to CHOICES and this will be then sent through to the CHOICES department so that we can follow up with any necessary arrangements.

Students will then be invited to an interview and at this stage any support or specific learning needs and individual aspirations can be discussed.

Students will then be asked in for taster sessions to assess suitability for the provision. Most students come with their TA (Teaching Assistant) from school and this is an opportunity for the LSA's at college to share strategies in relation to the methods of support used for individual learners. Where possible we like applicants to come for at least two taster sessions so that we can build up an accurate picture of how best to support the individual. For some learners a longer transition period is needed and further link days can be arranged. If the assessment is successful and the provision is deemed suitable for the young person an offer will then be sent out and this is accepted either as a first choice or second choice acceptance.

All students that have accepted a place in CHOICES will be invited to a Welcome Day in July. This is an opportunity for learners to visit the provision again to aid with their transition and meet the rest of the learners that will be with them when they start in September.

The following is a summary of the CHOICES application and transition process.
(*this may change for 2015 entry)



STARTING AT COLLEGE

Enrolment

Learners will be sent an individual appointment for enrolment at the college. This will take place in the CHOICES provision with a CHOICES tutor. Learners will be given their individual timetable and an invitation to the Parent/Carer welcome evening.

Parent/Carer Welcome Evening

All young people and their parents/carers are invited to the CHOICES welcome evening prior to starting at the college. This is an opportunity to meet the team, discuss the college timetable, medical needs, college protocols and ask any questions relating to the course programme.

Induction / Initial Assessment Period

All learners will participate in a two week induction process designed to help learners settle in at the college and become comfortable with their new setting. Induction will include classroom and college orientation, ice-breaker and team building opportunities as well as informal assessments designed to help ensure an appropriate curriculum and support is in place. The initial assessment period lasts for 6 weeks and is centred on tailoring an Individual Learning Plan that is appropriate to the learner's ability, support needs and aspirations.

Teaching and Learning

CHOICES is a well-supported discreet provision for SEN learners working from Pre-Entry Level (Milestone 7/8) up to Entry Level 2.

All courses are national qualifications aimed at helping learners to improve their independent life skills and prepare for work.

The provision is housed in its own contained unit which includes a kitchen area, changing and toileting facilities, secure recreational outside space and fully accessible teaching facilities.

We offer a unitised programme which has been designed to meet individual needs and allow for full accreditation on the Edexcel Entry Level BTEC curriculums including; Entry 1 in Pre-vocational study, Entry 2 in Pre-vocational study.

Courses run from 1 to 2 years with opportunities for learners to remain, by progressing onto higher level courses. Learners will attend college 4 days a week with lessons starting at 9 am and finishing at 3pm each day.

Learners will benefit from a varied curriculum that is designed around the needs of individual students. This will include a focus on developing independent life skills, personal safety, travel training, managing money, literacy, numeracy, ICT and work skills. There will also be opportunities to take part in an annual residential visit, drama productions, enterprise activities (including a college shop and various fundraising activities), work experience and a number of college and inter-college sporting events.

Learning will take place in small groups of 6 - 8 learners delivered by lively and experienced, SEN (Special Educational Needs) specialist tutors. Lessons will include practical tasks, discussion, group work and individually set work. Learning is developed further with a lot of the curriculum being delivered outside of the classroom in order to develop skills in 'real' situations. There will be weekly trips into the community which provide the perfect opportunity to develop a range of core skills. Examples of CHOICES trips include; visits to Stockport, Manchester City Centre, museums, the theatre, cinema, local sports and leisure centres, restaurants and Blackpool to name a few.

Work Experience

All learners will have the opportunity to participate in individually tailored work experience placements designed to be appropriate and beneficial to each learner. These can be made up of both internal and external placements usually as a 1 or 2 week block placement with the opportunity to continue 1 day a week where appropriate. Learners will be appropriately supported with transport to and from the placement and with support while at work. Examples of the types of work experience placements we have offered include:

- Local shops
- Office work
- Local supermarkets including ASDA, TESCO, Morrison's and Waitrose
- Pet shops
- Local farms
- Hair salons
- Dog groomers
- Manchester United
- Car garages
- Care homes
- Libraries
- Charity shops and more.

Staff and Support

Learners will benefit from small group sizes with a maximum of 8 learners supported by 1 tutor and 3 learning support assistants in each session. Support is consistent at all times with LSAs allocated to individual students throughout the day. LSAs are in place for meet and greet duties prior to lessons starting in the morning to ensure that all learners arrive safely and are supervised until the start of their lessons. LSAs remain with students throughout break and lunch times and are on hand to support with buying food and drinks, meeting dietary needs, access to extracurricular activities (including sports clubs, drama groups and a film club), support with various activities within the CHOICES area and support with personal care needs where appropriate. Staff members are also in place at the end of the day to support learners with taxis and transport and ensure everyone leaves safely.

During lessons learners are supported to access the curriculum through the use of specialist and adaptive resources or equipment and communication support through the use of Makaton singing, symbol software and augmentative communication devices such as Dynavox, Proloquo2Go and iPads etc.

Learners are supported to achieve individual targets at all times throughout the day with an emphasis on keeping safe, developing communication and independence and also personal or behavioural skills.

All staff members within the department are experienced specialist SEN teachers and Learning Support Assistants with extensive training in specialist teaching strategies, behaviour management and a comprehensive understanding of the needs of LDD learners.

Specialist Equipment

Learners will also benefit from access to a range of specialist and adaptive equipment used to support LDD learners including:

- Rise and fall tables
- Adapted keyboards and computer equipment
- Laptops
- Specialist software including Widgit and symbol software
- Adapted kitchen equipment
- Writing slopes
- Magnifiers
- Adapted sports equipment

- Reading/scanning pens
- Augmentative communication devices including Dynavox and iPods/iPads
- Hoists
- Communication aids such as now and next boards, communication key rings and visual timetables
- Adapted stationery equipment including pen grips and document holders etc.

The above list is a summary of equipment available. Please liaise with the CHOICES department with regard to further details or requests for specialist equipment not listed.

Monitoring Progress

Upon enrolling at the college, learners will be allocated a personal tutor who will teach them for the majority of their lessons and work closely with them to implement and review an Individual Learning Plan. This will include individual SMART targets geared towards developing personal, social and behaviour targets, functional skills targets as well as work skills and employability targets. These targets are reviewed and updated on a regular basis and are geared towards helping each learner prepare for the future in a way this is appropriate to them. Progress is monitored through different forms of assessment including observation of practical tasks and unit accreditation. Parents/carers are also informed of progress through annual learner review meetings and progress reports.

Annual Learner Review

All learners will have an annual learner review which will take place in November and will focus on the progress the learner has made in relation to their Individual Learning Plan and provide an opportunity to discuss the young person's aspirations and any potential transitions from college. This will be a multi-agency meeting with representatives from Services for Young People, Social Services, Health Services and transition links such as representatives from supported employment or education providers. Input from the learner and parents/carers is strongly encouraged.

Links with Parents

Parent-tutor communication is also supported through the use of individual communication diaries that are used on a daily basis. Open channels of communication are strongly encouraged through regular telephone calls and face

to face meetings where appropriate. Parents are also invited into college throughout the year to support learners with various fundraising projects, enterprise activities and to watch the annual CHOICES pantomime.

Links with External Agencies

In CHOICES we work closely with a number of external links including:

- Various local employers (work experience links)
- Services for Young People
- Social Services
- Transport
- Connexions
- Positive Steps
- Pure Innovations
- Mencap
- Local schools and colleges

Where appropriate we may also buy in services for learners such as: Speech and Language (S<) input, travel training or supported employment.

These links are particularly important when aiding learners with their transition to and from college.

Exiting Arrangements

Upon completion of the CHOICES programme, learners will benefit from an exit meeting to ensure that a suitable transition is in place and we will once again work closely with external agencies to ensure all appropriate arrangements have been made to accommodate a suitable transition for the learner.

The majority of our learners will progress onto higher level courses including; step in to work programmes and mainstream vocational courses, or move in to employment/supported employment.

CHOICES Learners

There are no entry requirements for the CHOICES provision and courses are available for all LDD learners who are working between Milestone 7 and Entry Level 2. Staff members have experience working with learners with a wide range of special educational needs including:

- Autistic spectrum disorders
- Downs Syndrome
- Fragile X Syndrome
- ADHD/ADD
- Cerebral Palsy
- Tourette Syndrome
- Dyslexia
- Dyspraxia / Dysgraphia
- Physical disabilities
- English as an additional language
- Deaf and Visually Impaired learners
- MLD
- Social / Emotional Needs
- Mental Health
- Literacy and Numeracy difficulties

CHOICES staff members are also trained to deal with various medical needs including epilepsy, diabetes, specialist diets, allergies and personal care needs. All staff members have also been trained in First Aid with staff being able to administer medication where necessary.

Behaviour

CHOICES learners can present challenging or entrenched behaviours and additional support for this can be implemented in response to pen-portraits, risk assessments and through the use of individual behaviour plans. These are built into the learner's ILP and are reviewed on a regular basis. These, alongside strong communication with home, help ensure a suitable learning environment is in place and that risk to self and others is limited.

Equality & Diversity

The Cheadle & Marple College Network are committed to delivering equality of opportunity for all learners. With this in mind the CHOICES provision

endeavours to provide an accessible and challenging learning environment that will provide a meaningful and beneficial experience for all young people.

Parent/Carer Input and Learner Voice

In CHOICES we always try to ensure that we are providing the best possible support and experience for our learners and a big part of ensuring this is through seeking input from the young people themselves and their parents or carers. For that reason we aim to carry out Learner Voice activities throughout the year which provides the learners with the opportunity to tell us how their college experience could be improved e.g. the types of lessons they have enjoyed and the skills they would like to develop further. At the end of each year we also like to have feedback from parents and carers in relation to how their young person has progressed, what they have enjoyed, what their experience of transition was like and how we could improve.

WHERE TO FIND US

MARPLE CAMPUS:

Room B09

CHOICES Department:
(0161 484 6600)
Eileen Warburton
Catherine Suter
Learning Support Assistants

CHEADLE CAMPUS

College

Jen Beresford - Head of Inclusive Curriculum
(0161 486 4640)

Room C10

CHOICES classroom:
(0161 486 4605)
Sally Carmichael
Saima Ul Haq
Learning Support Assistants