

Warrington Education providers (0-25)

Full Name of Education setting

Warrington & Vale Royal College	
Physical address	Winwick Road
Town	Warrington
District or Borough	Cheshire
Postcode	WA2 8QA
Contact Person	Rachel Clarke
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Facebook address	www.facebook.com/wvrcollege/
Twitter address	www.twitter.com/wvrcollege
Logo or picture	

Short Headline	Hello Future
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Brief overview of your service (30 words)

Type of education setting

Warrington & Vale Royal College offers excellent facilities. The learner is at the heart of everything we do and they are well supported on their programme of study. Success is achieved through meeting individual needs and promoting the student experience. Preparation for future careers and progression are our priority.

The following details will help users of the website to find your information quickly and easily.

Preschool aged 0-2		Secondary school	
Preschool aged 2-3		Nursery School	
Preschool aged 3-5		Secondary with 6 th form	
Infant school		Post 16 provision (Colleges)	√
Primary school		Special school 2-19 years	
Junior school		Higher Education (Universities)	√

Which of the following best describes your education setting? (tick all that apply)

Mainstream	√	Special	
Resourced provision (mainstream with resourced unit)		Academy	
Community school		Foundation	
Free school		Alternative provision (pupil referral unit)	
Faith school		Residential 38/44 weeks	
Early years SEN provision		Residential 48/52 weeks	
Hospital school		Independent	
Opportunity school		SEN Hib	
Childminder (Early years education)		School nursery	
Day nursery (38/50 weeks)		Pre-school playgroup	

What communication methods do you offer? (Tick all that apply)

Signs and symbols		PECS (Picture exchange communication system)	
British Sign Language		Braille	
AAC (Augmentative and Alternative Communication)		Sign supported English	
Makaton			

What facilities does your education setting have? (tick all that apply)

Hydrotherapy pool		Sensory room or area	
Wheelchair access	√	Accessible changing area	√
Accessible toilets	√	Low stimulus environment	
Secure environment		Soft play facility	
Sensory adaptations (such as colour scheme)		Physical adaptations (such as hand rails)	√
Accessible parking			
Any further comments regarding these statements (e.g. not all toilets are accessible)			

If you are a special school, do you specialise in any of the following? N/A

Complex health needs		Mild Autistic Spectrum Condition	
MLD (Moderate Learning Difficulties)		PMLD (Profound and Multiple Learning Difficulties)	
SLD (Severe Learning Difficulties)		Social, mental and emotional health	
SpLD (Specific Learning Difficulties)		Hearing impairment	
Challenging behaviour		Visual impairment	
Physical disabilities		Personal care needs	

Communication needs (Speech, Language and Communication)		Any impairment (any condition or impairment)	
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Are any of the following made available on site at your education setting?
(Needs led refers to resources that are allocated according to assessed need)

Needs led school nurse		Needs led SaLT (Speech and Language Therapy)	
Needs led O/T (Occupational Therapy)		Needs led physiotherapy	
Personal care			

*can be made available – sourced in

Key search words.

The website will use keywords to search for information. Please provide a list of the key words that users of the website may use to find your setting? e.g. special needs, impairment, inclusion. (maximum of 30)

Key words	The keywords will auto fill if the keyword has already been entered. Each Key word entered must be separated by a comma.
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Sections and subsections

The website will have a number of sections to assist navigation. Please advise which of the following **sections** you would expect users to look for your information?
(Please do not tick them all only the ones that are relevant to this service)

Respite & Support	Respite and short breaks		Funding and direct payments	
Common Assessment Framework (CAF)	Emotional wellbeing		Advocacy	
Support groups and voluntary organisations	Disabled children fostering and adoption		Support and family members	

Health	Children's nurses		Specialist clinics	
Sensory	Pre-birth & birth		Dental care	
Complex health needs	Doctors and hospitals		Emotional health & wellbeing	

Equipment & therapies	Wheelchair services		Speech & language	
Continence services	Occupational therapy		Physiotherapy	
Other equipment	Other therapies		Grants	

Education & Childcare	In school therapies		SEN support	√
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Childcare & Early years		Learning from home		Schools	
Colleges & Post 16	√	Transport		Transition	√
Higher Education	√	Other (please specify)			

Leisure & Play		Clubs & activities		Things to do	
Holidays		Sport & fitness	√	Friendships & relationships	√
Gateway					

Preparation for adulthood		Getting involved	√	Independent living	
Parents, siblings and family carers		University and work	√	Staying healthy	√
Money		Getting around		Being an adult	

2b) Education settings guidance for completing the Local Offer questions

All education settings have a statutory requirement to meet the needs of children and young people with SEND covering 0-25 years. The answers to the questions need to explain clearly to parent carers, young people and other interested parties how this works at your setting. Some education settings have eligibility criteria – it is important to make it clear when, how and by whom these are applied, as it may be that this happens at an earlier stage before you meet the family. This might be relevant for Q 7, 12 and 13. (Please follow the guidance notes for more information about what to include under each of the questions) We would encourage you to answer as many of the questions as possible, however it is recognized that not all the questions are applicable to all settings.

Parents and Carers would like you to answer the following questions
(Please be careful with your use of acronyms and/ or specialist terminology ensuring that your answers can be clearly understood by parent and carers):

1. How does your education setting know if children/young people need extra help?

On receipt of a learner's application we contact the learner and their school. We discuss support needs with the young person and their parents/carers and request information from the school SENCO and teachers. We also discuss longer term goals and aspirations. Learners and their parents/carers are invited into College to discuss suitable courses and support requirements. We cater for young people with low to moderate learning needs such as: Autism, ADHD, moderate learning difficulties and dyslexia; we support young people with physical difficulties, including visual or hearing impairment and mobility difficulties.

We have experienced staff who are trained to support learners with a range of Specific Learning Difficulties (SpLD). We welcome applications from learners with other medical needs which can be discussed on an individual basis to ensure that we are able to offer the programmes and support that will enable them to achieve. We will discuss the education and support we can offer with you so that you can decide if Warrington & Vale Royal College is the right place to study.

For learners who have high needs, we allocate learning facilitators to deliver their daily support. Their facilitator will help them settle into the College so they become comfortable in their new surroundings and can engage successfully in their learning. We will continue to support learners as they develop their independence and begin to interact with their new friends and others around the college. Learners are monitored carefully at all times and we will work with the learners, staff and parents/carers to ensure the support measures in place are appropriate and allow them to grow their independence in readiness for their next steps.

Family members are very important links for the College. We want to work with you to provide the best possible support package for young people. We can help you to complete application forms and to apply for any financial support which may be available in the form of bursaries. We will invite families to visit the College on a regular basis to meet with tutors, discuss progress, celebrate success and discuss any concerns.

2. What do I do if I think my child has special educational needs?

From your first contact with the Learning Support Team, you will be given the name of a key contact person who will support the young person and their family. You will be given contact details for the staff team so the young person is able to communicate with an adult at all times. This will mean that you can raise any concerns that you may have in a timely way. We are also happy for parents/carers to make appointments to meet with the Learning Support Team.

3. How will the education setting staff support my child / young person?

We plan to visit all local schools and contact the young people who may be interested in coming to study at the College. We work with our partner schools in a variety of ways from Year 7 onwards and we can attend school reviews for learners in Year 10 and Year 11. From Year 10, school pupils will be invited into the College for activity and taster days on a regular basis so the young people can become familiar with the College ready for their transition.

The Curriculum Team in partnership with the Learning Support Team will plan a programme of study for the young person. The programme will include vocational study, English, Maths, work experience, enrichment and tutorial. There are also opportunities to undertake traineeships, supported internships or apprenticeships, depending on the individual learner aspirations. Curriculum teams and support staff will work with the young people on a regular basis and

will communicate with parents and carers to provide information on progress, achievement and any concerns.

The Curriculum team, Progress Coach and the Learning Support team are the key contacts in the College to liaise with the young person and their family. The Learning Support Team reports to the executive leadership team and the Governors on a regular basis. The reports include detail as to how the College is complying with its duty to provide young people who have chosen to study at the College with the special education provision and support they require to our best endeavours.

We will know that our provision is appropriate for the learners if learners are attending, participating, progressing and achieving on their programme of study. We will use feedback from our learner voice survey and parent/carer feedback to provide further evidence which we will make available to all learners and their parents/carers.

4. How will the curriculum at your education setting be matched to my child / young person's needs?

The Support Plan will provide details of all the support needs for a young person and will be available to all staff working with that young person. It will include their educational history, the type of support they require inside and outside the classroom, for example at break and lunch times. The document will also include plans we may have made in agreement with the learner and their family to encourage independence.

We aim to provide an inclusive environment at the College where all our learners are given equal access to their course of study, to the enrichment programme, to all student sport and leisure activities and to work placement opportunities. Assistive technology will be available to help learners to become more independent and better prepared for their next steps into adulthood. Differentiation will enable the College to provide the extra support so all learners can achieve and enjoy their studies.

5. How will both you and I know how my child/young person is doing and how will you help me to support my child / young person's learning?

Parents and carers can contact the Learning Support Team, the Progress Coach or any other member of staff by phone, email or in person. Contact details for the Learning Support team and Progress Coach will be made available to families.

Parents and carers will receive regular information on the progress the young people are making. Tutors and support staff at the College will get to know the young people and build relationships with them as we feel this is very important to help the young people to settle in and to help them to achieve on their course. All learning is tracked and carefully recorded so we will be able to provide instant feedback on the progress young people are making on their course. We will have regular reviews and parent/carer evenings.

At the regular review meetings, we will work with the young people and their families to plan their education programme based on their support needs. We will also set activities and tasks to be completed at home, so the whole family can contribute to the learning experience. We will always maintain regular contact with families.

6. What support will there be for my child's/young person's overall emotional health and wellbeing?

Looking after pastoral and emotional needs are just as important to us as support and learning needs. Progress Coaches will meet with the young people to discuss any issues they may have. We have policies in place to hold some medications for students; this will need to be discussed on an individual basis. Our policy on the administration of medicines is available to all parents/carers. We have a health and well-being team and trained staff who can deal with any safeguarding or risk assessment concerns.

We have Progress Coaches who work with each of our teaching teams and they look after attendance and will contact parents/carers if there are concerns about attendance or punctuality. All our staff will monitor and address any behaviour issues. The Progress Coach will make an appointment with parents or carers if we have concerns about behaviour. We have a student charter which will tell you how we expect our young people to behave and how they can expect college staff to behave towards them. We also have a disciplinary policy which will provide sanctions from a verbal to a written and a final written warning if a learner's behaviour is unacceptable and contravenes the standards of behaviour we expect from our young people. We expect our young people to respect others and the environment around them and to treat other people the way they would expect to be treated.

7. What specialist services and expertise are available at or accessed by the education setting?

The specialist team includes staff with skills in Specific Learning Difficulties (SpLD) e.g. Autism, ADHD, dyslexia, dyspraxia and dyscalculia.

We will work in close collaboration with external agencies, including Health and Social Services, to make sure that learners are receiving the support they require to study on a course at the College.

8. What training are the staff supporting children and young people with SEND had or are having?

The Learning Support Team and all tutors receive regular professional training to refresh and update their skills.

9. How will my child/young person be included in activities outside the classroom including school trips and provision for access to Afterschool clubs?

Providing our young people with the opportunity to broaden their experience with educational and social trips and visits is an important part of the courses we deliver. All learners are well supported on their visits.

10. How accessible is the education setting environment?

Warrington & Vale Royal College is fully wheelchair accessible; we have lifts for first floor access. The building is visually very pleasant with an open and light environment. We have accessible toilets on each floor at both ends of the building.

Equipment for our young people with special educational needs is stored securely in the College and it is collected by the key staff working with young people on a daily basis.

11. How will the education setting prepare and support my child/ young person to join the education setting, transfer to a new education setting or the next stage of education and life?

They will be invited into the College for open events initially then from year 10 they will be invited for regular visits and we will visit them in their current school. We will help the young people to prepare for transition to the College with regular contact meetings and visits. We will make sure that the course, room and staff are known to the young people and we will prepare for their enrolment with the College.

12. How are the education setting's resources allocated and matched to children's/young people's special educational needs?

The College Learner Support budget is allocated according to the individual needs of all our learners. The Local Authority and the Education Funding Agency meet the cost of the support for our young people where there is a higher level of need.

13. How is the decision made about what type and how much support my child/young person will receive?

Support needs are determined based on the information provided by an EHCP (where applicable), school staff, learners and parents/carers. An informed decision will be made by the Learning Support Team on a support plan which will be written in full agreement with the young person and their parents/carers. This will recognize the need to be able to adapt and update the support plan in recognition of the young person's growing independence and future goals.

We will judge the impact of the support plan by considering the progress a learner is making on their course, by the way in which they settle into college, through the formal learner support reviews and from the learner voice feedback.

14. How are parents involved in the setting / school / college? How can I be involved?

We will invite parents/carers to be involved with the progress of all our young people. You will be invited in to meet with staff on a regular basis and you can request meetings with us.

15. Who can I contact for further information?

The Learning Support Manager, Learning Support Officers or Progress Coaches can be contacted. Contact details will be provided when we first meet with you and your child/young person. You are welcome to visit the College for a preliminary visit on one of our open evenings or for a taster event.

We have a student services team who can provide advice and guidance or you can look at the Warrington Borough Website to find out more information about the Local Offer

Children and Young people would like you to answer the following questions (please answer these questions in a manner that you feel is appropriate for children and young people):

1. How does the education setting know if I need extra help?

You can let us know on your application form. We will visit your school and talk to your teachers. You can also tell us when we first meet you.

2. What should I do if I think I need extra help?

Please discuss how we can help you with your tutor, or the College Learning Support Team.

3. How will my course work be organised to meet my individual needs?

You have course work dates set in advance so you can plan ahead. Your work will be planned to stretch and challenge you, to help you make progress and achieve and to grow your independence and work towards your goals.

4. How will I be involved in planning for my needs and who will explain it and help me?

We will meet with you regularly so we can talk about your course and make sure you are happy and enjoying life in the College.

5. Who will tell me what I can do to help myself and be more independent?

We will provide the opportunities to develop the skills to prepare you for adulthood and achieve your goals. We will support you in all aspects of your study including when you go on trips and visits.

6. What should I do if I am worried about something?

In the first instance, you can talk to your tutor or Progress Coach. Your meetings with your Progress Coach are on a one to one basis so you can have a chat and share anything you are worried about. You can also talk to the College Support Team if you want to discuss any worries away from your tutor, this includes our Wellbeing Manager and a College Wellbeing Mentor.

7. How will I know if I am doing as well as I should?

Your tutor and Progress Coach will work with you to set some targets at the start of your course. The targets will be based on the aspirations in your EHCP. They will meet with you on a regular basis to check if you have achieved these targets and they will check if you have completed all the work that has been set for you. We will also discuss your attitude to work, behaviour and attendance to make sure that you are getting the most out of your course. If you or your tutor has any concerns we will discuss this with you and work on how we can help you to improve.

8. How can I get help if I am worried about things other than my course?

You can speak to the Wellbeing Team, the college wellbeing mentor or any member of staff. We will do all we can to support you in college or signpost you to agencies externally if appropriate.

9. Are there staff in college who have had special training to help young people who need extra help?

We have staff who are trained to support young people with a variety of needs and difficulties. We also make sure that all our staff attend regular sessions and updates.

10. Can college staff get extra help from experts outside the college if they need to? (e.g. advice and training on medical conditions)

The Learning Support team can liaise with the local authority and other external agencies to help learners receive the support they need.

11. If I have difficulty in taking part in college activities what different arrangements can be made?

a. How will I know who can help me?

Your tutor, Progress Coach and the learner support team will all work together to help you to participate in college activities.

b. Who can I talk to about getting involved in student activities if I need extra help? Will I be able to access all of the activities of the education setting and how will you help me to do so?

We will take all reasonable steps to enable you to take part in activities which are open to all students as long as it is safe to do so.

c. If I have a disability or additional need how can I join in college activities?

We have excellent facilities with wheelchair access; we have accessible changing and toilet facilities for wheelchair users. A radar key can be provided. We will endeavour to provide the support required so that you can join in with college activities, as long as it is safe and appropriate to do so.

12. What help is there to help me get ready to start college?

We will meet with you in your school and attend your review meetings from Year 10. We will invite you to visit the College for open days, taster days and activity sessions in years 10 and 11. You will be invited for transition visits in year 11 so you can get to know the staff and systems at the College.

13. I am coming to college to prepare for employment – how will I be supported?

Personal and social development and preparation for employment will be part of your Programme of Study at the College. We will offer you the chance to undertake some work related study and work experience. We will support you to undertake work experience and onto a traineeship, supported internship or apprenticeship if this is the right programme for you. Employability skills are embedded in all learning activities, so learners can develop the professional skills and behaviours that they will need in the workplace.