

**Access  
Creative  
College**

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# **SEND Programme**

**Local Offer -  
Education and Training**

## Full Name of Education setting:

Access Creative College – National Independent Training Provider

<b>Head Office Address:</b>	<b>50 Fountain Street Manchester Greater Manchester M2 2AS</b>
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<b>Twitter:</b>	<b>www.twitter.com/access_creative</b>
<b>Logo:</b>	 <b>access</b> creative college

## Address of Satellite Centres

1. 68 Heath Mill Lane, Digbeth, Birmingham, B9 4AR
2. 309 Central Park, Petherton Road, Hengrove, Bristol, BS14 9BZ
3. All Saints Street Bristol, BS1 2LZ
4. 3rd Floor Silvergate House, 32 Clasketgate, Lincoln, LN2 1JS
5. 50 Hoxton Street, Shoreditch, London, LN1 6LP
6. St James Buildings, 65 Oxford Street, Manchester, M1 6FQ
7. 24 Hulme Street Manchester M1 5BW
8. 114 Magdalen Street, Norwich, NR3 1JD
9. The Jam Factory, 106 Eldon Street, York, YO31 7NH

## Brief overview of your service (30 words)

Access Creative College (ACC), formerly known as Access to Music is inspected by both Ofsted and the Independent Schools Inspectorate (ISI) the results of our recent inspections are as follows:

Full Ofsted inspection :

**May 2016 Grade 2 (Good) in all categories**

Educational oversight inspection – Independent Schools Inspectorate:

**March 2017 Grade 1 (Outstanding) in all categories**

ACC offers excellent resources and facilities for students interested in pursuing a career in the creative industries sector. The learner is at the heart of everything we do and they are well supported on their journey through a vocational pathway and programme of study. Individual needs are met and the whole student experience matters to us. Careers and progression are a priority; your pathway to employment starts here.

## Type of education setting

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

## Which of the following best describes your education setting?

Mainstream	✓	Special	
Resourced Provision (Mainstream with resourced unit)		Academy	
Community School		Alternative Provision (pupil referral unit)	
Free School		Residential 38/44 weeks	
Faith school		Residential (48/52 weeks)	
Early years SEN provision		Independent Training Provider	✓
Hospital School		Higher Education (Universities)	
██████████		SEN Hub	
Childminder (Early years education)		School Nursery	
Day Nursery (38/50 weeks)		Preschool playgroup	

Hydrotherapy pool		Sensory room or area	
Wheelchair Access (limited access at all centres, lifts are available but we do not have automatic opening doors, wheelchair access is not available at our York campus )	✓	Accessible changing area	
Accessible toilets (no disabled toilet facility at York campus)	✓	Low stimulus environment	
Secure environment	✓	Soft play facility	
Sesory adaptations (such as colour scheme)		Physical adaptations (such a hand rails)	
Accessible parking			

Any further comments regarding these statements (e.g. – “Not all toilets are accessible”)

Please note arrangements will be discussed and considered for each learner on a case by case basis.

## Key search words

Access Creative College, Music, Games, Media, Events

## Sections and subsections

### Respite and 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 and birth	
Dental Care		Complex health needs	
Doctors and Hospitals		Emotional Health and Wellbeing	✓

### Equipment and Therapies

Wheelchair Services		Speech and Language	
Continence Service		Occupational Therapy	
Physiotherapy		Other equipment	
Other therapies		Grants	

**Education & Childcare**

In school therapies		SEN Support	
Childcare and Early years		Learning from home	
Schools		Centre & Post 16	✓
Transport		Transition	✓
Higher Education		Other (Please Specify)	

**Leisure & Play**

Clubs and activities		Things to do	
Holidays		Sports & fitness	
Friendship & relationships	✓	Gateway	
Music Events	✓		

**Preparation for Adulthood**

Getting involved	✓	Independent living	
Parents, siblings and Family carers		University and work	✓
Staying health (tutorial programme)	✓	Money	
Getting around		Being an adult	✓

## 2b) Education settings guidance on the Local offer questions

Access Creative College as an Independent Training Provider is not legally obliged to comply with the SEND Code of Practice. The legal obligation lies with the Local Authority. The local authority will make a contract with the college to provide a programme of study for a learner and an agreed package of support. The LA maintains the legal responsibility under the SEN Code of Practice.

Access will always consider carefully whether this is the right provision for a learner and will offer them a place based on the suitability of our provision.

All places for high needs learners have to be approved and funding agreed before the offer of a place is confirmed.

# Parents and Carers would like you to answer the following questions

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

When a learner requiring support makes an application to any Access location, we make contact with the learner, their parents/guardians/carers, any external stakeholders such as key workers and social workers and their school. We invite the learner and their parents/carers into the relevant centre for a visit so we can meet with them and discuss any concerns that they may have. We discuss the service we can offer to young people so that collectively we can decide if Access is the right place to study.

All new learners who have identified needs are allocated learning support. We can offer a transition visit for learners where this will help them to feel ready to join the college (for 2020.21 this will be subject to Covid guidance and numbers in the centre). Their Course Leader and the Learner Support Team will help them through the six-week induction, so they become comfortable in their new surroundings.

We continue to support learners for their learning and pastoral needs, and as they develop their independence and begin to interact with their new friends and other students around the centre. Learners are monitored carefully at all times and we will work with the learners on a one-to-one basis if resources and funding have been allocated to the learner.

Family members are very important links, so we work with them to enable a smooth transition and support. As stated above, we invite parents, guardians, and carers to visit the relevant centre to meet with tutors to celebrate the young people's success and to discuss any concerns. We can also help them to complete application forms and to apply for any financial (bursary) support which may be available.

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

Your first contact is with your local centre’s Learner Support Manager – this is the key contact person who will support the young person and their family. This will mean that you can raise any concerns that you may have on a daily basis. We are also happy for parents/carers to make appointments to meet with the Head of Additional Learning Support and Exams, the Course Pathway Manager or Centre Manager.

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

The Learner Support Manager may visit a potential learner in their current setting in order to assess their needs and to ensure that we can provide the support they require. School pupils will be invited to the relevant centre for activity and taster days.

The Head of Additional Learning Support and Exams works closely with the Centre Management Team in each centre to consider the support needs of learners. The Head of ALS and Exams reports directly to the Director of Education.

We will know that our provision is appropriate for the learners if they are enjoying life at their centre, attending, making progress and achieving on their course. We use feedback from our learner voice survey and parent/carer feedback to provide further evidence which we 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 individual Education Health and Care Plan (EHCP) provides details of all the support needs for a young person. It includes their educational history, the type of support they require inside and outside the classroom, for example at break and lunchtime. The document also includes plans we may have made in agreement with the learner and their family to help them to become more independent. The learner will have a 1:1 meeting with the LSM as a minimum at the start of their course and throughout the year to ensure that the support being provided is of benefit to the learner.

Targets will be set based on the aspirations of the learner as stated in their EHCP and on their course aims.

We aim to provide an inclusive environment at each centre where all our learners are given equal access to their course of study, to enrichment and to work experience opportunities. Assistive technology can be available to help learners to become more independent. Differentiation in the classroom and in the centre will enable each centre to provide support so all learners can achieve and enjoy their studies.

Regular reviews take place throughout the year and learners are monitored and observed at all times. Each learner will have a personal, secure Individual Learning Plan (ILP). Images and videos of all activities can be uploaded to the individual learner Moodle account and/or to the ILP. This forms part of an individual study programme for each learner with targets set to enable learners to achieve and aspire to greater success.

## 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 make contact with the Head of Additional Learning Support and Exams, the centre Learner Support Manager, or with any other member of staff by phone or in person. Contact details for the Head of Additional Learning Support and Exams, LSM and Pathway Managers are made available to parents/carers when we meet for the first time.

Parents/carers will receive regular information on the progress their child is making. Tutors and support staff at the relevant centre will get to know the young people and build relationships with them, as we feel this is very important to help the young people settle in and to achieve on their course. All learning is tracked and carefully recorded so we can provide instant feedback on the progress young people are making on their course.

Reviews for Education, Health and Care Plans will take place annually in collaboration with the learner, the Local Authority SEN team, parents/carers, any specialist stakeholders, ALS Tutors, Pathway Managers and the Head of Additional Learning Support and Exams as required. Interim reviews can be scheduled as required.

## 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. Pathway Managers will meet with the young people to discuss any issues they may have. We are committed to promoting the health and well-being of all students and have trained staff who can deal with any safeguarding or risk assessment concerns.

We have Learner Support Managers and Additional Learning Support (ALS) staff who work with our teaching teams. The LSM in collaboration with the Pathway Manager manage attendance - they will contact parents/carers if there are concerns about attendance or punctuality. We also have a student Mental Health Champion at each centre who can offer pastoral care and mental health and wellbeing support.

Each centre holds a management meeting on a regular basis to discuss any learners who may be at risk due to their personal circumstances, their health, engagement with learning, attendance and any concern regarding level of progress. Additional support will be provided as well as regular contact with the learner and their parents/carers.

All our staff monitor and address behaviour issues. The LSM and Course Leader or Pathway Manager will make an appointment with parents/carers if we have concerns about behaviour. We have a student charter (10 Commitments) which will tell you how we expect students to behave and how they can expect centre staff to behave towards them.

We also have a disciplinary policy that provides 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 students 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 Head of Additional Learning Support and Exams is available to assess learners. The Head of ALS and Exams is also the college SENCO and is qualified to level 7 with the skills and experience to assess and advise on support for learners with Specific Learning Difficulties including Autism, dyslexia, dyspraxia, dyscalculia, ADHD and other related conditions.

## **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?**

We involve parents, carers and young people in the planning of activities and trips out and about from the centre. Providing our young people with the opportunity to broaden their experience with work placement, enrichment, 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?**

Most centres have a lift to enable a wheelchair user or a person with mobility difficulties to access the building. However, we do not have automatic opening doors so a management plan will be introduced for each learner who has mobility issues to ensure that they can get access to the relevant areas of the building.

Please note: two of our centres at York and Bristol have limited wheelchair access. We have disabled toilets in most centres with the exception of our York centre which does not have disabled toilet facilities.

## **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?**

Prospective learners are invited into the relevant centre for open events and taster days. We make sure that the course, accommodation and staff are known to the applicants and we prepare them for their enrolment with the relevant centre.

A programme of transition visits can be created and agreed with the learners and parents/carers who feel that this would be beneficial.

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

The ALS budget is coordinated centrally and allocated according to the individual needs of all our learners.

Learners with higher needs are assessed and funding to support the learner’s is discussed and agreed with the learner’s home local authority.

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

Every learner is assessed in relation to their individual needs in order to help determine whether Access is the appropriate place for them to study. LSMs liaise with school staff, parents/carers, SENCOs and SEN teams at the local authority to discuss a learner’s support needs.

We 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 the centre, and if they are enjoying their course from the learner voice feedback.

## **14. How are parents involved in the setting/school/centre? How can I be involved?**

We invite parents/carers to be involved with the progress of all our young people.

## **15. Who can I contact for further information?**

The Head of ALS and Exams can be contacted, as can the LSM and other staff at the relevant centre. Contact details are provided when we first meet with parents/carers and their child/young person. Parents/carers are welcome to visit the centre for a preliminary visit on one of our open days or for one or more of our taster events.

# Children and Young people would like you to answer the following questions

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

We ask about any learning support you may need on your application.

Prospective learners are invited to disclose any learning difference or medical conditions at application, interview or enrolment. We prefer to know as soon as possible so we can plan a support plan for our learners.

We will also meet you at the interview and invite you to disclose and discuss the support you have received in school or college.

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

Please discuss how we can help you with your Pathway Manager, your LSM or ALS Tutor.

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

We plan learning activities to stretch and challenge all our learners and which help them to progress.

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

We will meet with you so we can talk about your course and make sure you are happy and enjoying life at college. The key person to explain this will be your ALS Tutor.

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

We will work with you to help you to become more independent and to progress towards your chosen career and study programme goals.

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

You can always talk to your Pathway Manager or your LSM or ALS Tutor. You will meet with your LSM or ALS Tutor for a one-to-one meeting so you can have a chat and share anything you are worried about. You can also talk to the Head of ALS and Exams if you wish to discuss any worries away from your tutors.

Our student Mental Health Champions are also there to support you.

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

Your Pathway Manager and LSM and ALS Tutors will work with you to set 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?

We have LSM and ALS Tutors who can meet with you to provide further advice and guidance regarding your personal care and can arrange for you to meet appropriate professional staff from external agencies and services. If you are worried about any aspect of your course or your life in the centre you can talk to your Pathway Manager or LSM and ALS Tutors.

We hope we will not have to discuss concerns about behaviour, but if we do your Learner Support Manager (LSM) will speak with you about this and we will be in touch with your parents/ carers and invite them in to meet with you and the staff.

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

We have staff who are available to support young people. For learners with higher support needs we may employ additional qualified support staff. We also make sure that all our staff are provided with regular training sessions and updates. We have staff who are qualified to assess a learner's needs.

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

We can make referrals for you to gain specialist external support.

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

### **a. How will I know who can help me?**

Your Pathway Manager, LSM and ALS tutor will all work together to help you to participate in all centre 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 help you to take part in any activities which are open to all students.

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

We provide an inclusive environment - all our learners are invited to participate in centre activities.

## **12. What help is there to help me get ready to start centre?**

We will invite you to visit the centre for open days, taster days and activity sessions/workshops.

## **13. I am coming to the centre to prepare for employment – how will I be supported?**

Life skills and preparation for employment will be part of your course at Access Creative College. We aim to offer meaningful and relevant work experience opportunities.