

# SEND PROGRAMME LOCAL OFFER-EDUCATION & TRAINING

**Responsible for Implementation: Access Further Education - Quality, Curriculum and Operations SLT (AFE-QCO-SLT)**

**Latest Review Date: April 2026**

**Next Review Date: April 2028**

**Authorised By: Access Education Group Executive Leadership Team**

## Contents

1. [Education Setting Details](#)
2. [Satellite Centres Addresses](#)
3. [Brief Overview of Service](#)
4. [Type of Education Setting](#)
5. [Description of Education Setting](#)
6. [Key Search Words](#)
7. [Sections & Subsections](#)
8. [Education Settings Guidance on the Local Offer Question](#)
9. [Parents and Carers would like you to answer the following questions](#)
10. [Children and Young people would like you to answer the following questions](#)

## About Us

Access Education Group ('AEG') has subsidiary companies, trading names and trading partnerships through which it operates. The trading names and partnerships might have their own names or brands, but the legal entity for the purpose of this policy is Access to Music Limited. Trading subsidiaries, trading names and trading partnerships include Access Creative College ('ACC'), Access Industry and Access Sport. The dBs Institute (DBS Music UK Holdings and its subsidiaries), whilst a separate legal entity, shares common Directorships with the College, however, responsibility for finance-related Policies within dBs falls to the CFO of AEG.

## 1. Education Setting Details

### Full Name of Education Setting:

Access Creative College-National Independent Training Provider

### Head Office Address

Hanover House, 30-32 Charlotte Street, Manchester, M1 4FD

### Website:

<https://www.accesscreative.ac.uk/>

<https://accesssport.ac.uk/>

### Facebook:

[www.facebook.com/accesscreativecollege/](http://www.facebook.com/accesscreativecollege/)

### X:

twitter.com/access\_creative  
 https://twitter.com/accesssportcoll

## 2. Satellite Centres Addresses

- 68 Heath Mill Lane, Digbeth, Birmingham, B9 4AR
- 309 Central Park, Petherton Road, Hengrove, Bristol, BS14 9BZ
- All Saints Street Bristol, BS1 2LZ
- 3rd Floor Silvergate House, 32 Clasketgate, Lincoln, LN2 1JX
- 41 Commercial Rd, London E1 1LA
- St James Buildings, 65 Oxford Street, Manchester, M1 6FQ
- 24 Hulme Street, Manchester M1 5BW
- 114 Magdalen Street, Norwich, NR3 1JD
- 6 Elizabeth Court, Higher Lane, Plymouth, PL1 2AN
- Access Sport centres, see appendix

## 3. Brief overview of your service

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: **March 2022 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.

## 4. 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)	✓

## 5. 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)	

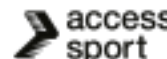
Childminder (Early years education) SEN Hub

Day Nursery (38/50 weeks) School Nursery

#### Preschool playgroup

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 a hand rails)	
Accessible parking			

3 ©Access Creative College



ALS Policies & Procedures

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.

## 6. Key Search Words

Access Creative College, Music, Games, Media, Events, Sport, Football

## 7. Sections and subsections

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

### Equipment & Therapies

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

SaLT, VI, HI and Local Authority Sensory Service will be approached as required according to individual needs.

### 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 and fitness available at Access Spo Centres Only	✓
Friendships and relationships	✓	Gateway	
Music events	✓		

### Preparation for Adulthood

Getting involved	✓	Independent living	
Parents, siblings and family carers		University and work	✓
Staying healthy (tutorial programme)	✓	Money	

Getting around		Being an adult	✓
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## 8. Education Settings Guidance on the Local Offer Question

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

Access Creative College provides vocationally specific courses for young people. These are tailored to particular areas, which are; music, media, games, sport, e-sports, software development and events production. To be suitable for one of our courses, young people should have a genuine interest in the area of study being applied for.

## 9. Parents & Carers Would Like You to Answer the Following Questions

### 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 to learners where this will help them to feel ready to join the college and to experience the college environment. 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.

### 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, or Assistant Head of Student Support, Maths & English – 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 Support, Student Services and Safeguarding, the Course Pathway Manager or Head of Centre.

### 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 Support, Student Services and Safeguarding works closely with the Centre Management Team in each centre to consider the support needs of learners. The Support, Student Services and Safeguarding reports directly to the Director of Quality.

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.

### **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. In addition, the EHCP 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 Learner Support Manager, or Assistant Head of Student Support, Maths & English 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 and the outcomes 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 is available to help learners to become more independent. Differentiation in the classroom and in the centre will enable each cent 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.

### **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 Support, Student Services and Safeguarding, the centre Learner Support Manager, or Assistant Head of Student Support, Maths & English, alternatively with any other member of staff by phone or in person. Contact details for the Head of Support, Student Services and Safeguarding, Learner Support Manager, or Assistant Head of Student Support, Maths & English 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. Course Leaders and support staff at the relevant centre will get to know the young people and build relationships with them, as we feel this 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, the Learning Support Team, Pathway Managers and the Head of Support, Student Services and Safeguarding as required.

### **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. Each of our centres has a Pastoral Manager or a Learner Support Assistant with responsibility for pastoral care under the direction of the Learner Support Manager, or Assistant Head of Student Support, Maths & English. We are committed to promoting the health and well-being of all students and have trained staff who can deal with any safeguarding risk assessment concerns.

We have Learner Support Managers, or Assistant Head of Student Support, Maths & English, as well as Learner Support Assistants who work with our teaching teams. The Learner Support Managers, or Assistant

Head of Student Support, Maths & English in collaboration with the Pathway Manager and Pastoral Manager, manage attendance - they will contact parents/carers if there are concerns about attendance or punctuality. The Pastoral Manager offers 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 Learner Support Manager, or Assistant Head of Student Support, Maths & English 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 the

We also have a disciplinary policy that provides sanctions from a verbal to a written and a final written warning if learner's behaviour is unacceptable and contravenes the standards of behaviour we expect from our young people.

We expect our learners to respect others and the environment around them and to treat other people the way they would expect to be treated.

### **What specialist services and expertise are available at or accessed by the education setting?**

The Head of Support, Student Services and Safeguarding is available to assess learners, they are 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 conditions.

### **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.

### **How will my child/young person be included in activities outside the classroom including school trips and provision for access to after school 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 and we offer an inclusive education providing every learner with an opportunity to engage and achieve.

### **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 obtain access to the relevant areas of the building. We have accessible toilets in all centres.

### **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

### **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 Creative College is the appropriate place for them to study. The Learner Support Manager, or Assistant Head of Student Support, Maths & English will 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.

### **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.

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

The Head of Support, Student Services and Safeguarding can be contacted, as can the Learner Support Manager, or Assistant Head of Student Support, Maths & English 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 the taster events that are provided.

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

### **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 which will meet your needs.

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

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

Please discuss how we can help you with your Pathway Manager, your Learner Support Manager, or Assistant Head of Student Support, Maths & English or ALS tutor.

### **How will my coursework be organised to meet my individual needs?**

We plan learning activities to stretch and challenge all of our learners, helping them to progress.

### **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 Learner Support Assistant.

### **Who will tell me what I can 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.

### **What should I do if I am worried about something?**

You can always talk to your Pathway Manager or Learner Support Manager, or Assistant Head of Student Support, Maths & English, alternatively drop into the daily Pastoral Care Triage session. You will meet with your Learner Support Manager, or Assistant Head of Student Support, Maths & English or the Pastoral Manager 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 Support, Student Services and Safeguarding if you wish to discuss any worries away from your tutors.

Our Pastoral Managers are there to support you.

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

Your Pathway Manager, Learner Support Manager, or Assistant Head of Student Support, Maths & English and LSA will work with you to set targets at the start of your course. The targets will be based on the aspirations and outcomes 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.

### **How can I get help if I am worried about things other than my course?**

We have a Learner Support Manager, or Assistant Head of Student Support, Maths & English and Pastoral Managers 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 Course Leader, Pastoral Manager, LSA or Learner Support Manager, or Assistant Head of Student Support, Maths & English.

We hope we will not have to discuss concerns about behaviour, but if we do your Learner Support Manager, or Assistant Head of Student Support, Maths & English 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.

### **Are there staff in the 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 and updates. We have staff who are qualified to assess a learner's needs.

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

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

### **If I have difficulty in taking part in centre activities what different arrangements can be made? How will I know who can help me?**

Your Pathway Manager, Learner Support Manager, or Assistant Head of Student Support, Maths & English and LSA will all work together to help you to participate in all centre activities.

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.

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.

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

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

### **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.

## Appendix

## Site list and addresses.