



SEN and Disability
Local Offer
Myerscough College
Land-based and Sports College
Setting number: 106924

College/Sixth Form Setting Name and Address	Myerscough College Bilsborrow Preston Lancashire PR3 0RY		Telephone Number	01995 642222 08006525592
			Website Address	www.myerscough.ac.uk
Does the college/sixth form setting specialise in meeting the needs of young people with a particular type of LDD?	No	Yes	If yes, please give details:	
	No		<p>Myerscough College is a land-based and sports college and offers vocational courses from Entry level to Degree level.</p> <p>The College provides courses and support for students with a range of learning difficulties and disabilities but it is not a specialist LDD college.</p>	
What age range of learners does the college/sixth form setting cater for?	<p>Myerscough College has an extensive provision of courses at Further Education level for young people 16 – 18 years and 19+ years.</p> <p>There is a range of courses for 14-16 years.</p> <p>There is a range of degree level courses for undergraduate and post graduate students.</p>			

Name and contact details of your college/sixth form setting Additional Learning Support lead	Valerie Senior Head of Inclusive Learning vsenior@myerscough.ac.uk 01995 642222 ext 2017		
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Name of Person and Job Title	Karen Ball Transitions Co-ordinator		
Contact telephone number	01995 642107	Email	kball@myerscough.ac.uk

Promoting Good Practice

Myerscough College prides itself on its inclusive and supportive culture and ethos. Our vision is “**to provide opportunities for all to succeed**”. All students with learning difficulties and disabilities are fully integrated into the Myerscough College community.

Ofsted has recognised Myerscough as an “Outstanding College” for the care provided to under 18 residential students and there are many positive observations relating to the care and support of young people who study at the college.

<http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/130743>

“The College takes care to ensure that learners attend the right course, provide good learning support and create an environment that encourages learning”

<http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/CARE/SC059709>

“Young people feel extremely valued and are proud to be students at the college. They feel readily able to express their individuality and in doing so, learn to accept the individual needs of their peers”.

“Of particular note are the inclusive measures for students with additional needs, which unequivocally demonstrate how the college embeds their approach towards equality and diversity. All aspects of planning and care practice are highly personalised to meet the individual needs of each young person in college...”

The College values include “providing a safe and supportive culture” and the feedback we have received from students, parents and external partners fully reflects the inclusive nature of the College. Myerscough College has a history of successful partnerships with external agencies and specialist colleges relating to supporting students with a variety of learning differences.

The College has particular expertise in using assistive technology to promote learning. The College is featured on the LSIS Good Practice website for its promotion and development of assistive technology to support learners and promote independent learning.

The College has a high number of successful students with various learning difficulties, disabilities and sensory impairments.

One of our particular success stories is that of a horticulture student with dyslexia. He began his career on a level 2 course in horticulture. After successful completion of this course he went on to study on a level 3 course and achieved with merits and distinctions. With this qualification he was able to enter our Higher Education provision and achieved a BSc (Hons) degree in horticulture and has recently gained employment in a botanical garden.

Myerscough College has had a number of successful students who have studied with us who are profoundly deaf. They have played for the Manchester United and Everton Deaf football teams and the England Deaf Football team. They have travelled to various countries of the world playing their sport.

The College has a large provision for Foundation Learning and has specialist provision for learners with a range of learning difficulties and disabilities.

As part of their learning programmes there is a strong emphasis on employability and vocational experience. A number of students with significant learning disabilities have gained experience in supported employment and have carried out work experience both on and off our campuses.

As stated in the Ofsted Report 3 - 7th June 2013:

The college is careful to ensure learners with additional learning needs have support plans which will help them make good progress and be successful. Learners value the availability and quality of the support they receive.

“Learning support staff work well teachers to support effectively learners with additional needs. Electronically based individual learning plans include a good range of information about each learner and this is used well to monitor learners’ progress.”

I confirm that our Local Offer has now been published on the college/sixth form setting website.

Please give the URL for the direct link to your college/sixth form setting Local Offer	http://www.myerscough.ac.uk/LocalOffer		
Name	Stuart Davidson	Date	6 – 06 - 2014

Accessibility and Inclusion

- **How accessible is the environment**

The College Main Centre is at Bilsborrow, near Preston. There are other centres at Liverpool (Croxteth Campus), Burnley (Crow Wood Equine centre), Blackburn (Witton Campus) and Manchester (Old Trafford Cricket grounds).

Information regarding these Centres can be found on our College website <http://www.myerscough.ac.uk/>

The Myerscough Preston campus has good levels of wheelchair accessibility throughout. There is a safe, wheel chair accessible pedestrian route through the site with dropped curbs and tactile pavers at road crossings.

The majority of buildings are either constructed with level access or have been adapted to provide wheelchair access in the form of ramps etc. Certain remote practical buildings present some challenges for accessibility but the Estates department has mobile ramps etc. which can be deployed as necessary.

The Preston site has approximately 30 designated accessible car parking space for “Blue Badge” holders.

Most of the College’s teaching rooms are installed with hardwired hearing loops, and all reception desks have mobile units for use

on the desk and in spaces where hard wired systems are not available.

All teaching blocks have accessible WC's at all floor levels and lifts are available in all multi storey teaching blocks. Specialist changing facilities are available within the College's Foundation Learning provision.

The College has Personal Emergency Evacuation Plans (PEEP's) for students with mobility and sensory impairments which could affect their ability to evacuate a building in an emergency.

One of the College's minibus fleet is adapted with an internal tail lift to provide transportation for wheelchair users when required.

Students with particular dietary requirements can discuss their needs with the College Catering team and arrangements can be made to provide appropriate dietary requirements.

- **How accessible is information?**

The College website follows 'Accessibility' guidelines and Information (both course related and policies/procedures) is available in printed form and available as pdf downloads from the College website <http://www.myerscough.ac.uk>.

Course and support related information can be provided in a different format e.g. Braille, large font, tactile or audio, on request.

The College has access to a large number of specialist software programmes which can provide information in pictorial form or adapt information according to need e.g. magnification, background colour, text to speech or the use of mind mapping software.

The College employs a team of BSL British Sign Language communicators who work with profoundly deaf students and provide awareness training to staff and students.

- **How accessible are resources?**

The Foundation Learning Centre is a dedicated facility to meet the needs of young people with learning difficulties and disabilities. It is built to the latest building regulations guidance and incorporates adjustable desks, adapted seating, adaptive and assistive technology and signage that reflect aspects of SEN.

There are adjustable height desks and assistive technology aids in a number of College classrooms and facilities across the campus and other centres.

Classrooms are well resourced with many of the latest technologies to support teaching and learning.

There is residential accommodation at the Preston Centre for Further Education and Higher Education students including some rooms which are adapted to meet the needs of those with mobility and sensory needs.

- **Do you have specialised equipment?**

At Myerscough College we have a range of equipment and assistive technology to help make learning more accessible and increase learner independence.

Our range of equipment includes:

- Magnifiers
- Electronic Magnifiers
- Alternative keyboards, ergonomic mice and input devices
- A range of laptops and netbooks
- A range of tablets including iPads
- Use of specialist apps
- Digital E-pens
- Digital note taking pads
- Tinted overlays
- Touch screen monitors
- Myapps USB sticks – with preloaded free open source software
- Digital voice recorders and MP3 players
- Large computer monitors
- Pocket spellcheckers and dictionaries
- Dragon Speak - 'speech to text' software
- Portable loop systems
- Writing with Symbols software
- Ergonomic chairs
- Height adjustable desks
- Scenic Eye magnification software
- Lunar Plus software

- CCTV portable version
- Other assistive technologies and software

Discussions are encouraged through the Inclusive Learning Team with students/parents regarding any particular assistive technology/resources that may be required.

Study programmes

- **How will the provision adhere to the Study Programme principles, in terms of a coherent learning programme?**

Myerscough College provides a range of study programmes from Entry Level to Degree Level in a wide range of vocational areas. Details of all our courses are available on the College website and in our prospectus <http://www.myerscough.ac.uk>.

Study programmes at Myerscough College have three key elements, in line with the Department for Education guidance for study programmes.

1. A substantial qualification such as a Level 2 or Level 3 full qualification.
2. Working towards Level 2 in Maths and English, if not already achieved.
3. Work experience or other work preparation programme.

Foundation Level learners studying at Entry Level and Level 1 will be working towards a full qualification and have Maths/English at their appropriate working level and suitably supported work experience.

Enrichment activities are built in to all full-time learning programmes.

These may include trips/visits plus sporting and social activities.

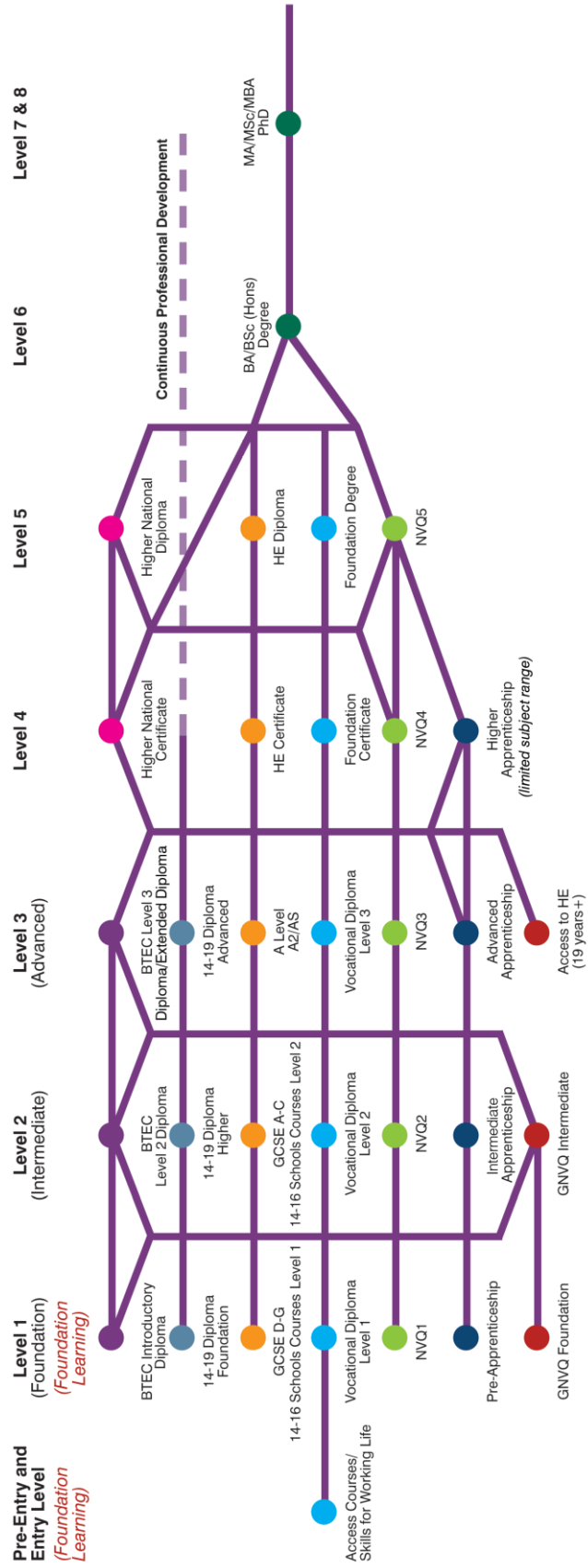
Personal tutorials and course tutorials take place throughout the College year.

Full time programmes usually require attendance at College for 3 – 4 days per week, according to the course design and level of course.

Timetables are issued to students to inform them of the required hours of attendance. Timetables, including days of attendance, may alter on a termly basis according to the modules being covered.

A map of how the Study Programmes relate to other School/College/University programmes is shown below.

Curriculum Map



- **Which sectors/subjects will young people be able to access, allowing their needs and interests to be met?**

Myerscough College Course Enquiries Team can provide Information, Advice and Guidance on all courses available across all our Centres. Contact 01995 642211 or 08006525592 or via e-mail on enquiries@myerscough.ac.uk

Myerscough College currently provides:

14 – 16 years provision – a selection of Level 2 and in-fill courses

Foundation Learning – from Entry level to Level 1

This includes Independent Living, Personal Development and Employability alongside vocational skills development in areas such as gardening, agriculture, horse care, small animals, motor vehicle, sport and leisure.

Agriculture – from Level 1 to Higher Education

Countryside Studies – from Level 1 to Higher Education

Fishery Studies – from Level 1 to Higher Education

Animal Studies – from Level 1 to Higher Education

Veterinary Nursing – from Level 3 to Higher Education

Arboriculture – from Level 2 to Higher Education

Equine Studies – from Level 1 to Higher Education

Farriery – from Level 2 to Higher Education

Floral Design – from Level 2 to Higher Education

Horticulture – from Level 1 to Higher Education

Landscape – from Level 2 to Higher Education
Creative Studies – from Level 2 to Higher Education
Sports Studies – from Level 2 to Higher Education
Cricket Studies – from Level 3 to Higher Education
Football Studies – from Level 2 to Higher Education
Golf Studies – from Level 2 to Higher Education
Rugby Studies – from Level 2 to Higher Education
Basketball Studies – from Level 3 to Higher Education
Public Services – from Level 1 to Level 2
Agricultural Engineering – from Level 2 to Higher Education
Motorsports – from Level 2 to Higher Education
Photography – from Level 2 to Higher Education
Sportsturf – from Level 2 to Higher Education

A range of Supported Internships.

For further information contact Barry Sherriff or e-mail

bsherriff@myerscough.ac.uk

A range of Apprenticeships from Traineeships to Advanced Apprenticeships are delivered throughout the North West and nationally.

For further information call Employer Services on 01995 642255

Or e-mail employerenquiries@myerscough.ac.uk

We would encourage you to attend our Course Advice Mornings or Open Day and Country Fair to find out more about our courses.

See our website for more details:

www.myerscough.ac.uk

- **How will initial assessment be taken into account when determining the appropriate study programme for a young person?**

Initial assessments will be carried out at interview, at enrolment, at induction and on-programme to ensure that all learners are placed on the appropriate level of course to meet their individual learning requirements.

The Inclusive Learning Team will meet with learners who disclose a learning difficulty or disability and ensure that we have a full picture of the individual learning and support requirements of each individual.

The College operates a 42 day probationary period and during this time there may be adjustments to study programmes and levels if this is felt necessary.

A number of proactive steps are taken by the College to promote the disclosure of relevant information, before, during and after enrolment. However, the College reserves the right to withdraw a student where failure to disclose can have a serious impact on the student's learning and ability to engage in the College community.

- **What additional support can be provided during lessons by both teaching and support staff?**

There is a team of Inclusive Learning staff – Co-ordinators, Tutors, Mentors, Advisors and BSL Communicators.

The Inclusive Learning team provide in-class, small group and 1-1 support for students with learning difficulties, disabilities and sensory needs.

There are teaching staff throughout the College, at all levels of education and training, with experience of differentiation and adjustments/interventions for those with additional learning needs.

The Foundation Learning provision has staff with expertise in learning difficulties/disabilities and they provide courses from Entry Level 1 to Level 1 for those learners with LDD.

- **What provision do you offer to facilitate access to the curriculum and to develop/promote independent learning?**

Our team of Inclusive Learning staff provide in-class and out of class support according to the individual needs of students.

For students with significant learning disabilities, support is provided before class, during breaks and lunchtimes, and until transport arrives. Independence skills are promoted during timetabled and non-timetabled times.

Additional support staff from external agencies may sometimes be required to support students whilst in College.

The College has an extensive provision of Entry level and Level 1 courses, which includes independent living, employability and personal development as an integral part of their course provision.

- **Please describe staff specialisms/expertise in working with young people with Learning Difficulties and/or Disabilities (LDD)**

The College has teaching staff and support staff with a range of experience and specialisms around learning difficulties and disabilities.

There are staff with expertise in supporting students with moderate to severe learning disabilities, sensory impairments, Autism Spectrum, ADHD, attentional difficulties and specific learning difficulties.

We have BSL British Sign Language communicators available at all our centres.

There are specialist assessors for dyslexia and for exam access arrangements.

Teaching staff within the Foundation Learning provision have appropriate teaching qualifications and relevant SEN experience. Many of the staff have additional specialist qualifications.

Staff are fully updated on Safeguarding and Health and Safety on an on-going basis.

- **What ongoing support and development is in place for staff supporting young people with LDD?**

An annual programme of Continuous Professional Development is in place for Teaching and Support staff.

Each year there is a focus on particular learning difficulties and disabilities and often external speakers/training agencies are used to deliver short courses and qualifications.

Heads of Learning Areas and Centres monitor the support that is provided to students and also coordinate training arrangements for staff in their area. This ensures all staff are fully up to date and able to provide the best possible support for our learners.

- **What arrangements are made for reasonable adjustments in the curriculum and support for learners during exams and assessments?**

Reasonable adjustments are discussed at interview, at enrolment, at induction and on-programme for individuals with additional requirements.

Exam access arrangements are put in place for students, as required, following specialist assessment reports and permissions from awarding organisations.

Individual cases are reviewed at the Admissions and Support Advisory Panel to ensure that appropriate and reasonable adjustments are put in place for learners.

- **What external teaching/distance learning do you offer?**

There is a programme of apprenticeships which run throughout the North West and in many parts of the country. This is delivered by work place tutors/assessors.

Some specific courses are delivered by distance learning and through on-line delivery.

- **What arrangements are in place to ensure that support is maintained in "off-site provision"?**

Work place tutors and assessors visit students in the workplace and there are literacy/numeracy support tutors and inclusive learning tutors for Apprenticeships and Skills students.

There is on site and work place provision at our College centres in Preston, Blackburn, Liverpool and Manchester which is supported by tutors, assessors and support staff.

Progress monitoring and review

- **What arrangements are in place for review meetings with learners with Statements or Education, Health and Care (EHC) Plans?**

Review meetings are held, as required, for students with additional needs to review progress and discuss any concerns.

With the introduction of Education, Health and Care Plans, reviews will be held annually for all students who fall under the new statutory guidance.

- **What arrangements are in place for learners with other SEN support needs?**

Progress and support is monitored on a regular basis for all those with SEN requirements. Each student has an individual learning plan which is electronically accessible by the student, tutors and support staff.

- **Please describe your initial assessment processes and how this informs the learner's Individual Learning Plan (ILP)?**

The General Education Team carry out initial and diagnostic assessments for all students in literacy, numeracy and IT during the induction period.

Curriculum staff carry out various initial assessments during the induction period. The results of these assessments are recorded on the student electronic individual learning plan and are used to develop target grades for all learners.

This process helps the College to evaluate the progress made by each learner and provide on-going support where necessary.

- **What process is in place to regularly monitor and review progress against an ILP?**

Every further education student receives a number of personal tutorials each year by their Course Tutor, in liaison with the Inclusive Learning team and the Student Support and Welfare team.

Support arrangements can be amended at any time to support individual learning needs.

- **How are the outcomes of progress reviews shared with parents/carers and support agencies where relevant?**

Students have access to their individual electronic learning plans throughout the year and there are two formal parents evenings each year to discuss progress and next steps with each individual.

Individual reports are currently sent out to students/parents/carers detailing student progress towards their targets, twice per year.

Reviews are arranged to discuss individual needs with external support agencies, if required.

Safeguarding our learners is at the heart of all we do at Myerscough College. Information regarding safeguarding is accessible for all on our website. <http://www.myerscough.ac.uk>

- **What are the handover arrangements for when young people are arriving and leaving college?**

Inclusive Learning staff have arrangements in place to meet young people with significant needs from SEN transport. They are met from transport or from parents/carers in the morning and are seen safely back on to transport when courses have finished. There is an area set aside for Special Needs Transport.

Many students use College buses and there is a system for monitoring the bus area, staffed by the Support and Welfare team. There are designated parking bays for the disabled throughout the campus.

- **What support is offered during breaks and lunchtimes?**

Inclusive Learning staff support students with significant needs during breaks and lunchtimes in order to ensure they are safe and able to learn independent living skills.

Foundation Learning students, plus other vulnerable students, have support staff available during lunchtime periods.

- **How do you ensure the young person stays safe outside the classroom?**

We have a policy which covers all students who go off campus for any external visits/activities and we carry out risk assessments for all practical activities and sports activities outside the classroom. Individual risk assessments are put in place as required.

All staff and regular visitors are DBS checked.

All staff have safeguarding training and the College has a team of people who have completed the Designated Senior Person training. The College works closely with a range of external agencies to ensure our learners are fully safeguarded.

- **What are your arrangements for undertaking risk assessments?**

It is the policy of Myerscough College to promote the safety and wellbeing of staff and students at all times.

The College recognises the key role of the development and use of risk assessment as a tool for identifying and minimising hazard and controlling risk. Staff are responsible for completing risk assessments for all activities. All hazards and their risks must be detailed and actions recorded to eliminate or control them.

Individual or group risk assessments are put in place, as required. All staff are required to complete mandatory health and safety training.

Where can parents find details of policies on supporting learners, protecting vulnerable learners, safeguarding etc.?

Policies and procedures relating to students are available on the college website, on the student intranet, and paper copies are available on request.

- **What is the college's policy on safe storage and administration of medication?**

Myerscough College has an 'Administering of Medicines – policy and procedure'.

The College expects learners to disclose health and medication information prior to enrolling on a course.

Students are required to provide their 'Mydetails' on their individual on-line MyPage and assistance is provided with this process, if necessary.

Individual needs are identified and measures put in place to support, including the safe storage of medication.

College staff do not administer medication but are able to oversee the taking of medication, should this be required.

- **How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?**

The College will work with families and Health / Care professionals in the completion of Education, Health and Care Plans.

These plans will be shared with relevant staff within the College, such as curriculum staff, Inclusive Learning and

Student Support and Welfare staff and also with the Residential Support Services staff and external support agencies, as required.

- **What would the college do in the case of a medical emergency?**

The College has a First Aid Policy and a hospitalisation procedure. All staff are familiar with this policy and procedure.

The College has competent and trained First Aiders who receive regular training in relation to their First Aid role; many of these are also trained in the use of defibrillators which are available across the College campus.

How do you ensure that staff are trained/qualified to deal with a young person's particular needs?

The Inclusive Learning team and Foundation Learning team have staff with various specialisms and skills e.g. British Sign Language communicators, Makaton trained staff, specialists in profound and multiple learning difficulties, specific learning difficulties, autism and attentional difficulties.

The Student Support and Welfare Team support all students across all our centres.

The team comprises of Student Support Officers, Student Welfare Officers, trained counsellors, a College Chaplain, a trained nurse linked to the local NHS Doctors surgery (for

residential students) and referrals can be made to a range of external health and therapy services.

Training records for all teaching and support staff are kept by the Continuous Professional Development team and qualifications and CPD records are analysed by the CPD team and Heads of Area to ensure that any training requirements are put in place, as required.

- **Which health or therapy services can young people access on your premises?**

A range of health professionals work with the College e.g. CAMHS (child and adolescent mental health service), Phoenix and Butterfly agencies (for those who are affected by self-harm), CRY (cardiac resuscitation in the young) and many others who attend wellbeing events throughout the year.

Health and therapy services are not routinely provided on the premises although arrangements can be made to access services either at the College or in health and care locations, if required.

A counselling service, Chaplaincy service and Multi-Faith room are accessible to all learners.

- **What policies/services do you have in place in relation to emotional health and wellbeing, such as chaplaincy, welfare and counselling?**

The Student Support and Welfare Policy details how the College keeps learners safe and how the College puts in place appropriate care, guidance and support interventions to support learners.

A record of all care, guidance and support interventions is kept on the Student Support Register to enable the College to monitor all concerns and evaluate the effectiveness of measures put in place to support individuals.

Communication

- **How do you ensure that parents know “who’s who” and who they can contact if they have concerns?**

Students and their parents will have the opportunity of meeting staff at or prior to an interview. Students are allocated a Course Tutor and a Personal Tutor at the start of their course.

If parents have any concerns, these should be raised with the appropriate Head of curriculum area in the first instance.

Course and College handbooks help to introduce students to the College and a full induction programme is provided.

College policies and procedures are published on the website www.myerscough.ac.uk.

- **Do parents have to make an appointment to meet with staff or do you have an Open Door policy?**

Teaching staff and support staff are happy to meet with parents to discuss any concerns or issues.

Parents who wish to meet with staff should make an appointment. This can be arranged by e-mail or by telephone to the staff member or Business Support team.

- **How do you keep parents updated with the progress or their son/daughter?**

Parents afternoon/evenings take place twice per year to give parents the opportunity to come in to College to discuss the progress of their son/daughter.

Reports are sent out twice per year and inform students/parents on progress against targets and note any concerns.

- **Do you offer Open Days?**

The College hosts a series of Course Advice Mornings and events throughout the year.

Myerscough College representatives attend more than 250 careers and progression events within schools across the North West each year.

All the dates for Course Advice Mornings are on the College website or can be provided by phoning the College Reception on 01995 6422 or by personal enquiry to the College.

The Course Advice mornings run from 10 am to 12.30 pm.

If anyone has any particular requirements they are encouraged to contact the Enquiries Team on 01995 642214 or 08006525592 or e-mail enquiries@myerscough.ac.uk

- **How can parents give feedback to the college?**

Feedback can be given via the [Myerscough College Feedback Form](#), which is available on the College website, or can be collected from the Core or at Main Reception.

Parent questionnaires and surveys also capture feedback and inform practice.

Working together

- **Do you have learner and/or parent agreements?**

Myerscough College prides itself on building successful relationships with parents, guardians, carers and learners, to ensure our learners meet their full potential.

As part of this partnership, students and/or their parents/guardians are required to enter a learner agreement and accept the conditions of this agreement when they accept a place at Myerscough College.

This includes confirming agreement to adhere to all College policies and procedures, including the Myerscough Code and the Student Disciplinary Policy and Procedure.

College policies can be found on the College website:

<http://www.myerscough.ac.uk>

Students also sign to accept their Inclusive Learning Support Agreement.

Negotiations may be required with the Local Authority in regard to additional funding to meet individual learner needs.

- **What opportunities do you offer for learners to have their say?**

The College values the views of learners and as such Course Representatives are elected for every course.

In addition there are various student surveys, course committee meetings, student focus groups, Myerscough Student Union (MSU) and a compliments, complaints and suggestions procedure.

Students can vote for members of staff who have inspired them to do well or who have been particularly supportive via the annual staff recognition awards.

There are two Student Governors who represent the views of learners at the highest levels in the College.

- **What opportunities are there for parents to have their say about their son/daughter's education?**

Parents are encouraged to be involved with all aspects of the learner journey, both prior to application, during the application process and on programme.

Parents Evenings and individual meetings regarding young people are held throughout the year.

- **What opportunities are there for parents to get involved in the college or become a governor?**

Any interested party can apply to be a College Governor when positions are vacant, and this includes applications from parents. Parents are encouraged to get involved in the College via parents evenings, the annual programme of events and through surveys.

- **How does the Governing Body involve other agencies in meeting the needs of young people with LDD and supporting their families?**

The Transitions team and Student Support and Welfare team liaise closely with many external agencies on behalf of the College and its Governing body.

The Governing Body receives regular reports on student progress, welfare and safeguarding in addition to training in these matters.

What help and support is available for the family?

- **Do you offer help with completing forms and paperwork?**

The Admissions team are always on hand to support young people and their families to complete applications for College courses during visits to the College and during the enrolment and interview process.

The Inclusive Learning Team are also on hand for young people with SEN requirements and their parents.

- **What information, advice and guidance can parents and young people access through the college?**

Information, advice and guidance is available both via the website and by various people throughout the College.

Key points of contact for IAG are the College website, the Schools Liaison team, the Admissions team, the Inclusive Learning team, the Student Support and Welfare team and the Curriculum teams.

IAG is available upon enquiry, at Course Advice Mornings and at events throughout the year or via telephone or e-mail:

01995 642211 or 08006525592

enquiries@myerscough.ac.uk

- **Do you provide help with travel plans to and from college?**

Myerscough College has a Travel Plan Document which provides a detailed coordinated approach to transport at College.

There is also a Transport Policy which details arrangements for students using College buses and Local Authority funded transport.

The College has a number of dedicated buses which come on to the Preston campus each day during term time, arriving at 9 am and leaving at 5 pm.

There are also local buses that can be accessed by students throughout the day.

Details about College buses, routes available and the cost of travel are available from our Enquiries Team:

01995 642211 or 08006525592

enquiries@myerscough.ac.uk

Some students may meet the criteria for subsidised/supported transport from their local authority. Parents or carers should contact their local authority to find out details of how this is

managed and the cost of any contribution they may be required to make.

Bursaries may be available to enrolled students which may help towards transport costs. Contact the Finance team for further details:

01995 642398 or e-mail FEbursery@myerscough.ac.uk

Arrangements for individual learners regarding their travel arrangements to College may be discussed at Education, Health and Care Plan reviews.

- **What is your policy in relation to the young person accessing the 16-19 Bursary Fund?**

The College has a Bursary Fund for learners with an annual household income of less than £30,000. There is also a Bursary for vulnerable learners.

Students aged between 19 and 25 who are subject to a Learning Difficulty Assessment (LDA) or Education Health and Care Plan (EHC Plan) and European Social Fund (ESF) students aged between 16 and 18 on 31st August 2014, are also entitled to a free healthy lunch option while attending college, if they meet the eligibility criteria.

For further information and application forms visit www.myerscough.ac.uk under FE Finance and Fees, or contact the Finance Office:

01995 642398 e-mail FEbursary@myerscough.ac.uk.

Transition to and from College

- **How do you work with your local schools in supporting the transition of young people and understanding their prior attainment and needs?**

The College Schools Liaison team visit local schools for visits and progression events.

Our SEND Transitions team go into mainstream and special schools to attend annual reviews and transition meetings/events. Evidence is gathered and documented for use by the College staff at interview, enrolment and induction.

Transition for students with additional support needs is done on an individual basis depending on their requirements.

Applications from students with complex needs or which involve external agencies or additional resources are referred to the College's Admissions and Advisory Panel.

This Panel meets twice monthly and supports the transition of students from school to College.

- **What support do you offer for new learners coming to the college?**

The College offers advice and guidance throughout the transition process.

The College organises visits to feeder schools and prospective students are encouraged to attend College centres with their parents, guardians and external support staff.

Our Transitions Team organise taster days/sessions on an individual basis, dependent upon student requirements. Visits to the College to meet with key individuals are encouraged.

- **What support is offered for young people leaving the college?**

Independent careers advice and guidance is offered to all learners prior, during and on leaving College.

The Foundation Learning team offer an annual Progression Event and parents/carers are invited alongside external agencies promoting their services for independent living, supported living and work opportunities.

Progression opportunities within the College, either further education, higher education or apprenticeships are promoted during personal tutorial sessions and on parent's evenings.

- **Are there appropriate progression routes within your college provision for young people with LDD?**

All students receive guidance on progression within college and post college opportunities through our Careers Advisors and course tutors throughout their time in college.

- **How will a study programme support the learners planned destination?**

The College has a comprehensive Learn2Work programme that is designed to help learners think about their options and what they plan to do on leaving College.

It is a programme delivered through course tutorials and includes; career action planning, interview preparation, CV preparation, employment opportunities and recruitment services and employer talks.

Employability modules are incorporated into the majority of study programmes to prepare young people for the world of work.

- **What advice/support do you offer young people and their parents about preparing for life after college?**

The College co-ordinates a range of events and activities throughout the year where organisations who offer various opportunities such as apprenticeships, independent living and supported employment can promote to a range of audiences such as learners, parents, guardians and external support.

Enrichment/Additionally

- **Do you offer provision during holidays and also before or after the main timetabled college day?**

The College currently operates a 34 week term for Further Education courses, a 30 week term for Higher Education courses and an on-going programme for Apprenticeships.

There is an information, advice and guidance service which operates throughout the holiday periods but no direct support is available for Further Education and Higher Education students.

Students with significant needs are supported before class, during breaks and lunchtimes and after class as agreed in their Education, Health and Care Plans.

- **What activities/provision do you offer which are available to young people?**

The College provides a range of enrichment activities which includes sport and non-sporting activities.

Myerscough College has a very active MSU (Myerscough Students Union) and College Sports Makers whose role involves involve the promotion of enrichment activities for all students at all centres.

A number of activities are included in timetabled activities as part of health and well-being initiatives. There may be charges for some of the enrichment activities.

Curricular areas also organise a variety of trips, residential visits, guest speakers and work related activities. These vary by curricular areas.

- **How do you make sure clubs, activities and residential trips are inclusive and accessible to all young people?**

Individual needs and requirements are considered when planning any activity or visit and support arrangements are made, which are detailed on risk assessments for all activities run by and through the College.

Reasonable adjustments are made to support the inclusion of learners and minimise barriers to participation.

- **How do you help young people to make friends and interact with their peer group?**

There are numerous opportunities that enable young people to make friends and interact with their peer group during the College programmes of activity. The study programmes include elements of enrichment activity and additionality.

The College is accredited by the Mentoring and Befriending Foundation and has achieved “Approved Provider Standard

Accreditation” for safe and effective practice in mentoring and befriending.

This programme involves current students being trained as mentors and ambassadors, which allows them to provide support for prospective and current students.