



Local Offer Statement

John Ruskin College is a mainstream Sixth Form College which provides an inclusive and supportive environment.

The College specialises in vocational qualifications for 16-19 year olds to give students the preparation and practical skills they need to acquire to work in their chosen career paths. Our curriculum incorporates courses from Foundation Levels to Level 3 qualifications including A Level Pathways, Traineeships and Apprenticeships.

Learners benefit from high industry standard facilities in all our curriculum areas

The College is committed to ensuring that applicants have fair access to courses and qualifications, whilst giving the students, parents and guardians clear and impartial advice on the routes available to them, to allow them to pursue their future aspirations.

Applicants need to meet our entry requirements, which are detailed on our website and in our prospectus. The College's curriculum offer is available on the College's website: <http://www.johnruskin.ac.uk/>.

The admission arrangements for applicants who have disclosed learning needs are fully embedded within the general admission process. Adjustments and support mechanisms are offered to all applicants who have disclosed needs and who have been identified as requiring support. Support is allocated within the parameters of the ALS budget. Applicants with a Statement of Education and/or a Learning Disability Assessment are considered for a place, if the College's provision can meet their needs within reasonable adjustments. All applicants have an equitable access to support, whether they have a Statement of Education or not.

Although, John Ruskin College is not directly involved with the statutory assessment of special needs, the College recognises the importance of accurate identification of learning needs and will work with other providers of services to ensure that a learner is supported by the appropriate agencies. Learners with learning difficulties and disabilities have a voice, which is valued and consulted, both within informal and formal arenas. They are given the opportunities to get involved in decision making about their support and education, and the college offers this opportunity to parents and guardians.

At this stage of their education and training, the main objective of support is to develop the learners' ability to work independently. Support is arranged by the Learning Services Department team and can take various formats: assistive technologies, as well as 1 to 1, small group support and in-class support. These support mechanisms are reviewed on a regular basis. The College is committed to providing effective differentiation within the curriculum as learners with needs are welcomed as an integral part of the College's community.

The learners' progression, in each subject studied is formally recorded on our electronic tracking system, eprogress (IEP) which is accessible remotely via our secured systems. Whilst catering for learners' diverse needs, the College has high expectations of behaviour and academic effort.