



## Local Offer Statement

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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 Levels 1 to Level 3 qualifications, including 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 additional learning support (ALS) budget.

Applicants with an Educational Health Care Plan (EHCP) 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 an EHCP 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: making the best use of assistive technologies, as well as 1 to 1 sessions, small group support, access arrangements, and in-class support for learners in their EHCP and access to the Well-Being Services. These support mechanisms are reviewed on a regular basis and are highly- personalised, depending on the learners' needs. 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 and the College's policies and procedures apply to all learners including those with special education needs.

The College has achieved the 'Leader in Diversity' (Stage 3) award which evidences the College's commitment to provide opportunities for all to succeed.

A whole college approach to inclusion ensures that learners with special educational needs and disability (SEND) have a positive experience and achieve on their course.

At John Ruskin College, providing a safe and supportive environment is a priority and an essential part of the College values and ethos. The ALS department is highly responsive to the learners with SEND needs. On average learners' support programmes are arranged or reviewed within 4 days or less.

The College has had a number of successful high support needs learners moving on to higher education or other positive progression.

In the last inspection report 2017, staff members were recognised by the inspectors as "good at identifying learners' particular additional support needs" and "use their time and expertise skilfully, and enable learners in receipt of additional support to integrate well into lesson activities and make good progress" (Ofsted, October 2017, p5).

John Ruskin College is committed to ensuring that the College:

- provides a high quality provision to meet the needs of learners
- identifies applicants' learning needs or disabilities and their normal way of working
- focuses on inclusive practices and removing barriers to learning
- promotes an environment in which every learner feels valued and able to communicate their wishes and feelings successfully
- promotes the mental and emotional well-being of young people

Sixth Form College Name and Address	John Ruskin College Selsdon Park Road South Croydon CR2 8 JJ		Telephone number: 0208 651 1131
			Website address: <a href="https://www.johnruskin.ac.uk/">https://www.johnruskin.ac.uk/</a> <a href="mailto:info@johnruskin.ac.uk">info@johnruskin.ac.uk</a>
Does John Ruskin College offer a specialist provision for learners with a specific learning difficulties or disability?	NO	YES	Details
	NO		John Ruskin College offers vocational courses from L1 to L3 including Apprenticeships. The College provides opportunities for applicants with SEND to enrol on courses and endeavours to make the reasonable adjustments to help them achieve and be successful.
Name and contact details of the Additional Learning Lead	Helene Greenidge Learning Services Manager		Helene.greenidge@johnruskin.ac.uk
Whole College Approach to Inclusion			
How accessible are the College facilities?	The College has a visitor car park with two designated car parking spaces for 'Blue Badge' holders.		

	<p>Ramps are in place to support access to the building both externally and internally. Three lifts allow disabled users to access all floors.</p>	
	<p>The building offers very good access for wheelchair users throughout. Ramps and lifts facilitate the accessibility of the entire building.</p> <p>The sport's field may be a challenge for the wheelchair users.</p> <p>Disabled toilets are available on each floor and equipped with keyless digital lock to secure the exclusivity of the disabled toilet use for learners with disability and ease their access.</p> <p>Personal emergency Evacuation Plans (PEEP) are agreed for all learners with identified mobility and sensory impairments which could impact on their ability to evacuate the building safely.</p> <p>The 'Accessibility Guidelines' are followed to ease the readability and accessibility of the College website.</p> <p>College information can be provided in Braille format, large font, and audio. Specialist software programmes are in place to allow modification such as: magnification, background colour, text to speech.</p> <p>The College will employ British Sign Language (BSL) communicator to support profoundly Deaf applicants from the application stage and to support learners if required depending on their local authority SEN department's approval.</p>	
How accessible are the resources?	<p>Adjustable tables and desks and seating are available in classrooms where appropriate and in the Learning Centre. The space allowing learners to withdraw from the mainstream provision called the Hive is sensory disorders friendly and decorated with muted colours.</p>	
	List of specialist equipment. This list is not exhaustive	Electronic magnifiers software such as Supernova

		Alternative keyboards and ergonomic mice and input devices
		Laptops
		Digital e-pens
		Tinted overlays
		Touch screen monitors
		Digital recorders
		Dragon speak – speech to text software
		Height adjustable desks
	Discussions are encouraged during the admission interview process with the learners regarding any particular assistive technology or resource that may be required.	
What range of study programmes are available at John Ruskin College?	<p>The Study Programmes at John Ruskin College have three elements in line with the Department of Education guidance.</p> <ol style="list-style-type: none"> <li>1. A vocational qualification such as a Level 1, Level 2 or Level 3 full qualification.</li> <li>2. A Maths or English qualification at Level 2 equivalence if they have not already achieved these.</li> <li>3. Work experience in the areas of study.</li> </ol> <p>Trips, visits, personal tutorial and course tutorial are built into the full-time learning programmes. Learners' needs are taken into consideration when activities are planned. Some Study Programmes include elements of enrichment activity and additionality.</p> <p>Reasonable adjustments are considered as early as the pre-entry stage to ensure the inclusion of learners in the whole College's activities to maximise their participation and minimise barriers.</p>	

	<p>Learners on full-time courses are required to attend College for 3 to 4 days a week in accordance with the course design and level.</p> <p>To review the sectors and subjects which are on offer please access the College website:  <a href="http://www.johnruskin.ac.uk/">http://www.johnruskin.ac.uk/</a></p> <p>For further details on Apprenticeships, please access the following link and apply directly to John Ruskin College on our web site  <a href="https://www.johnruskin.ac.uk/courses/how-to-apply/">(https://www.johnruskin.ac.uk/courses/how-to-apply/)</a> or email the Apprenticeship Team on apprenticeships@johnruskin.ac.uk or telephone 020 8652 1131 ext. 126/131.</p> <p>Applicants are encouraged to attend the Open Days arranged throughout the academic year and keep warm activities. Please see the website for the forthcoming dates.</p>
<p>What additional support can be arranged during lessons and outside of lessons time?</p>	<p>The Learning Services team provide in-class support, small group support, 1 to 1 support, escorting and comfort support such as lunch club, rest breaks in the ALS dedicated space, the Hive, Well-Being support, revision English and Maths workshop, access arrangements during mocks and public examinations in accordance with the learners 'identified needs and "normal way of working". Specialist support such as personal care or BSL Communicators are arranged as required and dependent on the College's ability to recruit the specialists. Teaching staff are experienced in delivering a differentiated curriculum and at making reasonable adjustments working collaboratively with the Learning Services Team.</p>

	<p>The College has staff with expertise in supporting learners with various learning difficulties such as ADHD, ASD, Dyslexia, hearing impairments emotional and mental health difficulties.</p> <p>All College staff are fully updated concerning Safeguarding and Health and Safety, and arrangements are made for staff to be upskilled every year by external agencies focussing on special education needs topics.</p> <p>Support tutors will deliver additional support to Apprentices during their visits in their workplace.</p>
<p>What reasonable adjustments are made to support learners with SEND during public examinations?</p>	<p>During the admission process, the applicants have the opportunity to discuss their needs with regards to their additional needs.</p> <p>Access arrangements assessments are arranged for candidates for whom the College can evidence a continuity of needs and for whom, their "normal way of working" at John Ruskin College warrants reasonable adjustments.</p> <p>The College will deliver the access arrangements, solely, in accordance with the Joint Council for Qualifications and Examination Boards regulations.</p>
<p>Are initial assessments required before being offered a place?</p>	<p>Initial assessments are carried out during the induction to the learners' Study Programme on entry and on-programme throughout the academic year. The Learning Services team meet with the learners with Special Education Needs and Disabilities (SEND) to ensure that their requirements are well-understood and a full picture of their "normal way of working" is recorded to inform their support arrangements.</p> <p>A 42-day probationary period is in place during which time is given to make adjustments to the study programmes and levels of study if this is considered to be necessary.</p>

	<p>The College has put in place robust systems to facilitate the disclosure of SEND and relevant information concerning learners' difficulties and needs at the admission and enrolment stages. Therefore, the College reserves the right to withdraw an application or enrolment if the undisclosed needs of learners severely impacts their ability to settle in their course or impacts negatively on the education of other learners on site.</p>
<p>What support arrangements can be put in place?</p>	<p>Lessons are planned and delivered to give each learner with SEND or without a differentiated experience during lessons. Teaching Assistants are deployed across the provision to support the delivery of English and Maths and to support the learners. Workshops are arranged to offer repetition and reinforcement learning opportunities to all English and Maths learners.</p> <p>The Learning Services team has members of staff with expertise in supporting learners with SEND. Learners may be allocated the following support arrangements:</p> <ul style="list-style-type: none"> <li>• 1 to 1 In- class support</li> <li>• Small group in-class support</li> <li>• Comfort support and escorting</li> <li>• Lunch club</li> <li>• 1 to 1 support outside of lessons</li> <li>• Small group support outside of lessons</li> <li>• Exam revision support</li> <li>• 1 to 1 support with Well-Being Officer (6 weeks' intervention plan)</li> <li>• Well-Being small group support</li> <li>• 1 to 1 intervention (as part of the curriculum delivery) for English or Maths</li> <li>• Access the Hive space for rest breaks</li> </ul>

	<ul style="list-style-type: none"> <li>• Support from external agencies when appropriate and depending on the learners' entitlements</li> <li>• Access arrangements for mocks, assessment points and public examinations</li> <li>• Support with transitioning to positive progression</li> <li>• Reviews (departmental, cross college and with external agencies) including annual reviews for learners with EHCP</li> <li>• Highly individualised support depending on the needs of the learners as detailed and in accordance with the recommendations on their EHC plan and their local authority's approval.</li> <li>• Learners on external teaching provision such as an apprenticeship are supported by their employers and their tutor with extra support as required with literacy and numeracy.</li> </ul>
Monitoring of learners' progress	<p>All learners' progress is recorded on the College Electronic Individual Learning Plan called Eprogress.</p> <p>Initial assessments result as well as formative assessment results are logged on Eprogress.</p> <p>All learners are expected to take part and be present for their assessment points tests which are recorded on Eprogress.</p> <p>Attendance and punctuality data, attitude to learning, target grade, current grade and next steps to improve are recorded on the system and accessible remotely.</p> <p>The information gathered on Eprogress is used to develop target grades for the learners and to evaluate the general progress of the learners.</p> <p>The learners' Course Tutor will be monitoring on a weekly basis the learners progress and will be delivering a number of personal tutorials as well as group tutorial to</p>

	<p>support the learners' progress, development and welfare and behaviour.</p> <p>The College makes arrangements for a series of Parents Evening meetings where parents/guardians can discuss the learners' progress and any concerns they might have. Parents and guardians can request to meet staff outside of the Parents Evening meetings and make an appointment via email preferably with their tutors, or the Learning Service Manager (Acting SENCo).</p>
<p>How does the College ensure that learners are safe outside of classroom time?</p>	<p>The College has very robust policies to cover learners on and off the premises such as the external visits and trips. The risk assessment process includes several verifications, checks and referral points and therefore is rigorous and robust.</p> <p>Hazards and risks are regularly reviewed within the framework of a specific committee meetings and as the normal day to day function of the College.</p> <p>The College's Safeguarding processes are well implemented by all staff who are supported by Safeguarding Champions and the Designated Senior Member of staff who works closely with external agencies to fully safeguard learners.</p> <p>DBS checks are required for all staff and regular visitors.</p> <p>Policies relating to learners are available on the College website and paper copies and/or special formats are available on request.</p>
<p>Health and Emotional Health Well-Being</p>	
<p>What support is available to learners with health and medical conditions?</p>	<p>John Ruskin College has a clear procedure concerning health and medical conditions.</p> <p>We endeavour to welcome all learners with medical conditions. The College recognises that since having a medical condition has implications for a young person's learning and well-being, the College ensures that staff are aware of their duty of care to</p>

learners with a medical condition. Our policies and procedures promote a 'whole college' approach to regularly train staff so that they are confident in carrying out their duties. Our policies and procedures reflect the requirements of the key legislation in this area.

We work very closely with learners, parents and guardians and health professionals to ensure we have robust procedures in place for the administration, management and storage of specific medical conditions medication at College.

Concerning the management of asthmatic conditions on site, learners are normally responsible for carrying their medication at all times, however, the College is allowed to make provision for learners who may have forgotten their Salbutamol pump. If a care plan has been forwarded to the College, in these instances, learners will be able to access the College's inhalers stock, if in crisis.

The College is NOT authorised to give a learner, in crisis, access to the College's inhalers stock unless the medical evidence is kept on record. The First Aiders and/or the emergency services will be contacted as required, in these instances.

Concerning the management of the risk of anaphylaxis shock, Parents/Guardians and learners are required to disclose any medical conditions or needs and provide the College with an up to date epipen care plan. Epipen care plans are issued by General Practitioners. It is the responsibility of the Parents/Guardians and learner to ensure that the College is kept informed of any medical conditions and changes. It is the parents/guardians and learners' responsibility to attend their medical reviews with their doctors or specialist healthcare professionals.

The College is NOT authorised to give a learner in crisis access to the College's spare epipen kept for other learners. The First Aiders will be on attendance and the emergency services will be contacted as required, in these instances.

- The College is able to provide safe storage for emergency medicine in the event of a serious

medical incident. For chronic ailments, the learners must carry their own medicine on themselves and self-administer the medication.

- In the case of a medical emergency, the College has a First Aid Code of Practice and a team of dedicated and well-trained First aiders.
- Training is arranged as often as it is required to keep the staff abreast of the learners' medical needs. Specific training is arranged for the Learning Services team, Tutors and First Aiders to provide the first line of response in particular circumstances.
- All staff training is arranged to cover the use of defibrillators and cardiac resuscitation.

Health and therapeutic treatments are not routinely arranged on site. However, the College will support the delivery of specific support arrangements delivered by health professionals when appropriate and as part of the learners' EHC plan.

Health advice such as sexual health is available on a monthly basis.

Chaplaincy and a Multi-Faith room are accessible to all learners. Support is arranged with the Well-Being Officer as a first line of response and for a limited amount of sessions, in the event of emerging emotional and/or mental health needs which were not disclosed on entry.

The College has in place a series of policies which outline how the College keeps learners safe and how care, guidance and interventions are arranged to support learners, such as risk assessments. These policies are available on our website.

Learners are offered numerous opportunities to make friends and to interact with their peers and the wider College community through the enrichment activities (sport and non-sport activities). The College has dedicated members of staff whose role is to organise and facilitate the access to the enrichment activities and work toward

	<p>the full participation of learners with SEND in the College life.</p>
<p>Support for the family and carers and working together</p>	<p>Learners and their parents or guardians are required to enter into a learner agreement and accept the terms and conditions of their enrolment at John Ruskin College before accepting a place on a course. This includes adhering to all the College policies and procedures which include the disciplinary policy and procedures.</p> <p>The College particularly values the participation and involvement of parents and guardians in the life of the College. Parents are invited to become governors.</p> <p>Learners with SEND also sign up to a support programme at the pre-entry stage or on entry and are required to comply with the terms of their support programme.</p> <p>Learners and their parents and guardians are given several opportunities to express their views, through surveys, various forums and learner focus groups. All learners are made aware at the induction stage and during the tutorial programme of the compliments and complaints procedure. Parents and guardians interested in becoming part of the College Governing body are welcome to apply when a vacancy arises. Governors are updated on a regular basis and in accordance with the schedule of meetings concerning the support and welfare of learners with SEND.</p> <p>The College key points of contact with regards to information and guidance are available on the website, as well as the Admission and the Learning Services Team.</p> <p>If learners meet the criteria for subsidised or supported transport from the local authority, it is recommended that their needs are clearly discussed during their EHCP annual review prior to applying to John Ruskin College and for the parents and guardians to promptly contact the SEND Transport Department of their local authority, so that</p>

	<p>arrangements are in place before the beginning of the College calendar.</p> <p>There is a whole College approach to support the transition of learners with additional needs. For applicants with complex needs who may require the support and intervention of external agencies, the College examines their application case by case and is reviewed by both the Learning Services and Curriculum teams.</p> <p>The College has also a policy concerning the access to the 16-19 Bursary Fund.</p> <p>Learners coming from low household income can make an application to be assessed for their eligibility to access the Bursary Fund.</p> <p>Financial support is dependent on good attendance.</p> <p>Learners with EHCP are entitled to a free lunch card option while attending College if they meet the eligibility criteria. For further information, learners should contact the Student Liaison Officer in the Student Services Department.</p>
Transition to and From College	<p>The College arranges a series of Open Days throughout the year. All the dates are published on the College' s website. The Admission team is always available to support applicants with their queries. Use the following email: <a href="mailto:info@johnruskin.ac.uk">info@johnruskin.ac.uk</a></p> <p>All learners receive guidance on progression for their internal or external progression through the College Career Advisor and their Tutors.</p> <p>Employability modules are embedded in the delivery of the curriculum as well as special events to support progression such as Career Fairs, access to Higher Education, Employability Week and a range of other events, including support from the Apprenticeship Work Based Learning Team.</p>

GDPR	<p>The Learning Services Department needs to hold information about you, so that we can support you. Any personal information that you give to us will be processed in accordance with the UK Data Protection Act 1998, the GDPR 2018 College Data Protection Policy. <a href="#">Link on the College website to the Data Protection policy.</a></p> <p>The Learning Services Department staff in charge ALS cannot carry out their role without access to the student's confidential records.</p> <p>These records could be, for example: DSA letters, needs assessment and diagnostic assessment reports, EHCP and any other special education needs and disability reports, schools and ALS records. These documents are required to confirm the funding and the additional support required. Staff will need to use these documents in their professional role to establish a learner's appropriate learning support plans. Both paper and e-records are required to be stored by the ALS department and be ready for inspections by external services.</p> <p>We will use your personal information to:</p> <ul style="list-style-type: none"> <li>• Make arrangement for your additional learning support at John Ruskin College or to be supported by any other appropriate in- house or external services</li> <li>• To enable us to compile statistics where you will not be identified as an individual</li> <li>• To meet the requirements placed upon us by external agencies including for the auditing processes <ul style="list-style-type: none"> <li>○ In these instances, if your records are selected for the audit, these will be transferred for the inspection and then be destroyed by the auditors after the audit.</li> <li>○ They will see your personal data contained in the ALS records</li> </ul> </li> </ul>
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	<p>Records need to be ready for inspection for at least 7 years after the learners have left the College. Beyond that date, records will be destroyed. In some cases, safeguarding and some ALS records would need to be kept in the archives for the benefits of external agencies.</p>
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