



**Totton College**  
**SEND Parent/Carer**  
**Guidebook**

**Nacro** >

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## **1. Priorities for SEND learners**

- At Totton College, our focus is on a whole learner approach, meeting the full range of a learner's needs including education, health, social, emotional, and therapy-based needs. The intention is to promote independence, social and life skills and to encourage ambitious and realistic employment opportunities within the local area. Preparation for adulthood is at the core of all provision with a focus on a progressive SEND curriculum. The curriculum is planned to equip learners with the skills, knowledge and behaviours they need to progress on to their next, suitable stage of adulthood and/or independence, education or employment. Learners with high levels of SEND are supported to achieve their full potential through bespoke and specialised provision, with an emphasis on setting achievable but ambitious targets and improving confidence and engagement in areas of key skills such as functional English and maths. Our intent is to balance a safe and supportive environment with the promotion of independence, exposure to realistic employment industries and significant progress towards achievement, outcomes and aspirations. Not just academically, but socially, emotionally and as independent individuals.

## **2. SEND Processes at Totton College**

- **Applications**  
All applications for courses are made online via our website [www.totton.ac.uk](http://www.totton.ac.uk). You will be asked, as part of the application form, if you have any disabilities or special educational needs and/or an EHCP (Educational Health and Care Plan). Each course has different entry requirements depending on the level of course. If you wish to apply for a Skills for Life course (our specialist SEND provision) you will need to select the Skills for Life department as your course option. This is so that you can be invited in for a discussion/interview with the Curriculum Manager for Skills for Life to discuss course options rather than selecting a course that might not be suitable or may need to be worked towards across a period of time.
- **EHCP Consultation**  
Many parents and young people are already aware of the EHCP and consultation process, but it is not familiar to everyone, nor does it work in exactly the same way for every LEA (local education authority), school or college. This is the process wherein the LEA will consult a variety of age-appropriate educational settings based on the needs and provision outlined in the EHCP document to determine whether the setting can meet the needs of the young person or not. Initially, this process is just between the LEA and the education provider. If you would like a specific education provider to be considered then it is important to make sure the LEA are aware, either by contacting their SEN team directly or reference the desired placement in the most recent annual review of the EHCP (these should be held annually within the current education setting).
- **Visits & transition**  
We encourage transition visits for all young people with SEND moving to a new setting. Where possible, we will arrange this in groups with the local feeder schools. In many cases, however, the young person isn't transitioning alongside their current school peers or at a different time and may want/require an individual visit. We are always happy to facilitate this, several times if needed. These visits can be for a variety of reasons, such

as overcoming anxiety, transport routes, meeting teaching and support teams, finding out more about a specific course, ensuring that facilities can meet need, discussions around support and medical needs and many more. These visits usually include a tour of the college buildings and an opportunity to meet either the subject specific manager or a member of teaching and support staff.

We do offer a 'welcome day' to all those learners who have applied by a set point in the year. This is usually in the summer term and is designed to be a short day of subject based sessions to give a 'taster' of the chosen course.

- **Meeting needs and provision on EHCP**

Every member of staff working with learners will have access to their EHCP, sections B and F (special education needs section and the provision section). This allows all staff working with the learner to be aware of what needs to be in place to meet needs as well as desired outcomes, objectives and summary of need. Each learner will also have a PEN profile outlining their main needs and learning and support strategies, which is shared with all teaching and support staff working with that young person. Some students will require additional services such as therapy and/or medication or personal care support all of which can be provided as part of the provision outlined in an EHCP.

- **Progress coaching**

All students have weekly sessions with their progress coach (usually the teacher that sees them the most). This is a weekly opportunity to discuss student progress and targets but also an opportunity to discuss more holistic and pastoral matters. The progress coach acts as the 'go to' member of staff in college for both the student and the parents.

- **Annual Review**

Every student with an EHCP will have an annual review at some point during the academic year. The first term (Sept-Dec) is usually reserved for those learners that we expect to be leaving at the end of the academic year. You will receive notification of your Annual Review meeting at least two weeks in advance and will be offered the option of attending in person or via video call.

At the review, progress towards outcomes, independence and academic qualifications will be discussed and teaching and support staff will share their views on general progress, progress towards EHCP outcomes and next steps. Local authority and social care representatives will be invited where necessary. Please let us know as soon as you can if there are other professionals, that we may not know about, involved with the EHCP that should be invited to the review.

We will always seek the views of parents and the young person prior to a review and parents should receive a copy of paperwork in advance of the meeting and then a final copy following the meeting.

Part of the purpose of the annual review is to identify if needs are being met successfully, what else can be put in place to continue to meet needs and make progress towards adulthood and independence as well as to identify suitable next steps for the following academic year.

### 3. Key provision available at Totton College

- **Learning Support and Teaching Assistants (LSAs & TAs)**– Totton College has a team of over 40 LSAs & TAs who offer a wide range of support across all our subject areas. This is in addition to our therapy team and college nurse. The support the team offer varies depending on the needs of each learner, but can often include: 1:1 support, group support, scribing, reading, personal care, supporting anxiety & SEMH, support with eating, medication, support during breaks, lunch and at the beginning and end of the day as well as support with communication and social skills. The team are experienced in supporting a wide variety of learning difficulties and disabilities and take part in a minimum of two annual, compulsory training weeks where their skills, knowledge and expertise are refined and updated regularly to ensure the best quality of support possible.
- **Therapy Assistants** – We have a dedicated team of therapy assistants at Totton College. Available 5 days a week, the team support teaching and learning for those with additional needs as well as carrying out individual 1:1 or group therapy programmes. This can include social skills sessions, physio programmes, fine and gross motor skills activities, sensory regulation, gym and movement sessions and support with personal care.
- **Speech and Language Therapy (SaLT)** – Alongside our therapy assistants we have a team of Speech and Language therapists. These are also available 5 days a week and have considerable input into teaching and support strategies for SEN learners. The speech and language team are able to support and lead social skills and communication sessions and also train our support and teaching staff in different communication approaches and techniques. The SaLT team carry out communication assessments for speech and language as well as support and deliver 1:1 and group SaLT sessions. They also help to develop support packages for learners including the use of zones of regulation and comic strip stories.
- **Occupational Therapy (OT)** – Totton College is able to offer a level of occupational therapy input. We have a variety of external OT professionals available to support our learners at Totton College. These specialists offer full OT assessment including sensory integration where needed, and design and plan new OT programmes and/or support strategies for our learners. They also offer specialist training to teaching and support staff.
- **Physiotherapy** – We currently have an NHS Trust physiotherapist available part time at the college. Their role is to assess new students with physio needs and set up physiotherapy plans which the therapy assistants will then carry out. The Physiotherapist reviews these programmes regularly and provides annual reports for students on progress. We use a variety of equipment that assists the therapy roles including therapeutic beds, hoists and slings. Some equipment may need to be provided by student/parent/carer depending on need.
- **College Nurse** – A college nurse is available throughout the day to offer medical support, administration and guidance to learners. They are responsible for putting protocols in place in case of emergency and managing the medication kept onsite. They hold a record of all declared medical conditions of learners and any medication to be taken during the college day.

- **Specialist Tutor 1:1** – We have a specialist tutor available to facilitate additional 1:1s for learners who require it as part of their agreed provision, but also available for learners who need extra support, particularly for English, maths or assignment writing. These can be regular weekly slots or one offs as required and can be requested as well as referred.
- **Sensory room & garden** – There are multiple sensory rooms available around the college (particularly in the Skills for Life area) as well as a sensory garden. These are to allow a safe space for learners who are feeling overwhelmed to help calm, de-stress and regulate their senses and emotions. These are also used for certain timetabled classes and sensory therapy sessions.
- **Assistance with personal care** – The support staff at Totton are able to help learners with personal care management. This could be anything from helping with coats and bags to full toileting and cleaning support. We have large disabled toilets with changing beds, sanitary disposal waste bins and hoists. Personal care plans are compiled for those who need this level of support and they are always supported by two members of staff when toileting, if required.
- **Communication** – Not all learners that attend Totton College are comfortable or able to communicate verbally. We offer a variety of alternatives including Makaton, signs and symbols and visual timetables. If there is a particular approach that has worked well in a previous setting, we would do our best to see that it is implemented where appropriate at college, for example; turning over a coloured card or agreed item on a desk as a sign that they would like some help from staff.
- **Sensory boxes** – Sensory boxes, filled with sensory, fidget toys and other sensory items are located in every Skills for Life and Pathways classroom as well as being available to all mainstream vocational learners and LSAs. These boxes also contain a quick guide to fine motor skills exercises and some resources to support with these exercises, which are designed to help with emotional and sensory regulation.
- **Quiet room** – We have several ‘quiet rooms’ located around the college. These provide a safe space for learners if they need to take a moment out during the college day. They are strategically placed around the college to make them as accessible as possible and offer calming environments for any learner who needs them.
- **Exam Access Arrangements** – Additional access arrangements can be put in place for learners sitting exams in line with JCQ requirements. This will usually be requested from a previous school and put in place, but you can make requests and we have the capacity for additional screening and assessment of needs when required.
- **Small Group Sizes** – Totton College is able to offer a mix of group sizes depending on the course of study. Whilst the average size of our groups vary, very few of them are as large as mainstream schools, sixth forms or large vocational colleges. Our average ‘small class’ size is around 8-12 allowing learners to have a greater staff to learner ratio and a more supported learning experience.
- **Social, emotional, mental health** – We are dedicated to supporting young peoples’ mental health and offer a variety of services for learners. This includes our dedicated Welfare Officer available 5 days per week as well as our onsite counselling service. We

also have several LSAs trained in Mental Health Awareness and Support and will be offering group mental health support sessions as part of our enrichment offer.

- **Enrichment activities** – On certain afternoons during the timetabled week learners have the opportunity to take up an enrichment activity. This could be one of many options from social communication or dance to swimming or art. These options change termly. They give learners a chance to experience a different topic and socialise and learn in a different class group.
- **Homework club** – We offer a range of additional study opportunities at Totton College including our homework club. Held regularly, for two hours per week, this offers learners a quiet space to study at college, with LSA support, outside of their normal timetabled hours. We know that some learners struggle to do college work at home for a variety of reasons and sometimes need additional support. This is an excellent opportunity for those who are worried about getting behind with assignments or just want to take the extra time to improve their work, get some support or proof reading or simply do a little bit extra to help improve their understanding.
- **Skills for Life Department** – Our specialist Skills for Life Department is designed to be suitable for those young people with a higher level of need. Please see the Skills for Life section of our website for more details.  
[Skills for life - students with educational needs - Totton College](#)
- **Pathways Department** – Courses in the Pathways department are designed for those who have been out of/disengaged from education for a period or are struggling with anxiety or anything else that affects ability to attend regularly. These courses also act as an excellent stepping stone for those who are not yet quite ready for a mainstream vocational course or need to achieve an additional level in English or maths. Please see the Pathways section of our website for more details [Progression Classes for Learners | Hampshire | Totton College](#)

#### 4. Before and After College

- **SEND Transport** – Unlike at school, all post 16 SEND transport is arranged between parent/carer and Local Education Authority (LEA). I have included links to Hampshire County Council and Southampton City Council transport information and email contacts. Please be aware that the deadline to apply is usually the end of July. Our support staff meet learners from transport from 8:30am and accompany them to be collected by transport at the end of the day.

**HCC** - <https://www.hants.gov.uk/educationandlearning/schooltransport/parent-carer/application-process/post-16-provision>

**SCC** - [Apply for post 16 travel support \(southampton.gov.uk\)](#)

- **Adult Social Care** – Whilst at Totton College some learners reach the end of their education journey, either because there are no more suitable courses to access, or they have reached the cut off age. For many of these learners the next step is engagement from your local authority adult social services and access to day services. This is usually a self-referral process and can take a considerable amount of time to put in place. Once a learner with SEND leaves education and does not go into substantial employment and cannot support themselves independently, it is the duty of adult services to engage and support them. I have included some useful links to local adult services information below.

##### **Southampton**

[Apply for a care assessment \(southampton.gov.uk\)](#)

##### **Hampshire**

[Adult social care | Health and social care | Hampshire County Council \(hants.gov.uk\)](#)

- **Next steps** – A common concern for parents and carers at the end of an academic year is ‘what next?’. Where possible, we will always try to offer a suitable course for the next year of study and this will be discussed as part of the annual review, however, there are some cases when we may not be able to offer a further year of study. EHCPs entitle young people to access education until the age of 25, as long as there is suitable provision available. This means that there needs to be a suitable course that is accessible, at the right academic level that builds on individual progress for the learner. If we expect the learner to be leaving college at the end of the academic year, we will always try to make this clear to parents/carers as early as possible so alternative provision or a transition to adult services can be actioned. We have a dedicated careers and information, advice and guidance (IAG) officer available to discuss options with learners and/or parents/carers throughout the year.



## 5. Key Contact Details

General SEND enquiries			<a href="mailto:sendsupport@totton.ac.uk">sendsupport@totton.ac.uk</a>
Will Rogers	Head of SEND Support	07483027605	<a href="mailto:wrogers@totton.ac.uk">wrogers@totton.ac.uk</a>
Jenny Mason	Curriculum Manager (Skills for Life)	07407733998	<a href="mailto:jmason@totton.ac.uk">jmason@totton.ac.uk</a>
Lee Morgan	Curriculum Manager (Pathways)	07795114816	<a href="mailto:lmorgan@totton.ac.uk">lmorgan@totton.ac.uk</a>
Jade Roots	Curriculum Manager (Creative & Service Industries)	07483030221	<a href="mailto:jroots@totton.ac.uk">jroots@totton.ac.uk</a>