



SEN and Disability Local Offer:

Name: Freeman College

Setting Name and Address	Freeman College 88 Arundel Street Sterling Works Sheffield S1 2NG	Telephone Number	0114 252 5953
		Website Address	www.rmt.org
Does the post 16 setting specialise in meeting the needs of young people with a particular type of LDD?	<p>The college have a wide range of relevant skills, areas of knowledge, qualifications and training including; Alcohol Awareness, Autism and Aspergers Awareness, Child Protection, Safe Guarding Vulnerable Adults, Safe Guarding including Child and Adult Abuse and Neglect, Risk Assessment, Drug Awareness , Sexual Health, Epilepsy, Diabetes, ADHD, Counselling, Communication with Adults with Learning Disabilities, Dyscalculia, Dyslexia, Dyspraxia, Safe Handling of Medicines, Equality and Diversity, Mentoring, Food Hygiene, Health and Social Care, Care Planning, Business, Finance and Marketing, First Aid, Fire Marshal, Bereavement, Managing Challenging behaviour, Total Communication, Practical Skills and Therapeutic education, Listening to Families, Positive Approaches, Supporting Victims of Domestic and Sexual Abuse, Social Stories, Transformative Team Leadership and Management, Management of Actual or Potential Aggression, Mental Capacity Act, Mental Health Awareness, Mentoring, Access and Security.</p> <p>We do not cater for just one type of learner. We have students with a variety of different characteristics and our learners are not defined by their disabilities. We find many of our students have learning disabilities along with social and emotional difficulties. Some examples are: Autism spectrum, ADHD, mental health, Fragile X, Kline felter, Semantic and Pragmatic disorder, Attachment Disorder, sexualised behaviour, verbally and physically challenging behaviour, high functioning Autism, Pervasive Developmental Disorder or P.D.A, anxiety, emotional health or mental health needs, social communication needs, Tourette Syndrome, ADHD, speech, language and communication difficulties, Dyslexia, long term medical and /or health needs, OCD.</p>		
What age range of learners does the post 16 setting cater for?	16-25		
What is the admission criteria for your post 16 setting?	We consider all applications within the age range.		
Name and contact details of your establishments Additional Learning Support lead	Ruth Bright Head of Admissions		

Name and contact details of the person/role responsible for maintaining details of the Local Offer

Name of Person and Job Title	Ruth Bright		
Contact telephone	0114 252 5953	Email	Ruth.bright@fmc.rmt.org

number			
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I confirm that our Local Offer has now been published on the Institution's website.

Please give the URL for the direct link to your Establishments Local Offer	TBC		
Name		Date	

Accessibility and Inclusion

- There are 4 different sites across Sheffield. We have lift access but because some of the buildings are listed, the adaptations we can make are limited. Some of the workshops are not accessible for wheelchair users.
- As we focus on arts and crafts most of the workshops are visually stimulating, with displays of work and paintings, posters and photographs of student activities. However, we also have visually quieter workshops for students who need this sort of environment, and a designated Common Room and Quiet Room for students who need time out from sessions. In addition, some students are timetabled at first exclusively at the quieter Tintagel and High Riggs sites, and only access the busier sites at a pace they are comfortable with.
- Where possible, students use professional equipment in practical sessions, e.g. a professional grade blowtorch in Metalwork, to develop responsibility and confidence. Adaptations to this may include ear defenders for noisier sessions, easy-grip knives in Catering, labelled pedals on the floor looms, etc. Specialist equipment not already in place can be requested by Student Journey Managers, tutors or others working with the student. Most workshops also have a quieter working area for students who find the main workshop too busy or noisy.
- We provide a quiet and safe space for learners. We have a quiet room, but our students can also pick alternative quiet spaces that they feel safe in.
- There is a quiet place for students to eat if necessary. This would be in the Common Room or Quiet Room. Staff can also accommodate students in other spaces as needed, although the ultimate aim would be to encourage them to eat socially.

Teaching and Learning

In our experience our success with student engagement is due to the individually tailored and unique approach to learning based on the following principles:

A holistic and inclusive approach to the developing child. Starting with their own interests and aspirations students have the opportunity to develop projects guided by the teacher, facilitating and encouraging the young person's creativity, self-esteem and initiative.

Practical Skills Therapeutic Education (PSTE) Young people gain skills and confidence through designing and participating in real-life, purposeful activities both in school and within the community.

Accredited qualifications- Our students aim to complete accredited 'Skills for Life' Edexcel units as well as non-accredited units to help them to achieve long term aims and goals. Embedded function skills, such as English, Maths are brought to life through our practical sessions. Our provision is rated by Ofsted as "good" with elements of "outstanding".

Individual Therapies are incorporated into each timetable

- Speech and Language Therapy
- Massage Therapy
- Movement Therapy (Eurythmy)
- Anthroposophic Medicine
The college doctor and therapists work closely with staff and parents / carers at all times to provide holistic therapy and complimentary treatments
- Relationship Counselling and Sexual Health advice for students

Progress monitoring and review

- Daily or weekly as appropriate contact in person between the student and their Student Journey Manager through informal daily contact and weekly timetabled sessions with the student
- Daily or weekly contact between the students' Student Journey Manager and their parent/carer as appropriate
- Termly reviews held in College throughout the academic year to which parent /carer, the student, associated professionals including the Local Authority are invited and encouraged to attend. The student is supported to attend the review as is appropriate to their needs

Safeguarding

- We are not a secure unit and constant supervision cannot be guaranteed. However, all students are assessed and the level of support required is logged in their personal risk assessment which is routinely revised. The Freeman College has a Support and Attendance team who provide this additional support to the exact level required for each learner to stay safe. A specialist Safeguarding Senior Manager advises and directs staff regarding individual personal safety, risks and risk management strategies. All members of staff are trained in safeguarding.

Health (including Emotional Health and Wellbeing)

- Relevant staff receive medication handling training and we have designated first aiders at each site. We do not assist with feeding or hands-on personal care beyond, e.g. prompts or accompanying students to the toilet but remaining outside the cubicle.
- In the first stage of their learning, the students will learn to feel safe and stay healthy. Targets are set for a student around health and wellbeing and students can access our health and wellbeing timetabled session.
- The in-house therapeutic team comprises a homeopathic GP, Speech and Language Therapist (and assistant), counsellor, Massage Therapist and Movement Therapist. We also have regular visits from a consultant psychiatrist and Sexual Health Counsellor who work across the Trust. Being based in the centre of Sheffield, we can also access NHS facilities as necessary and we work closely with CAMHS.
- We monitor the social and emotional wellbeing of learners through weekly 1:1s, and systems which allow tutors, support workers and residential staff to input and communicate any observations to all concerned. We would recommend different programmes for students to help them individually e.g. counselling and other therapies,
- Most sessions are arranged around a central work table and tutors encourage conversation and positive working relationships between students. As there are no more than 3 students in a session staff are aware of who is struggling to join in and can use different strategies to help them. Students are encouraged to spend breaks and lunchtimes in a communal area and staff will try to engage with those on the periphery.
- Tutors, support worker and S&A staff spend break and lunchtime with the students in communal areas. Staff are also on duty in the main courtyard and Common Room before college starts and during breaks. Tutors collect their students at the start of each day and take them to their first session.
- At present, students with the difficulty of becoming anxious are supported through outreach work with support workers, by starting and ending their day at one of the quieter sites, and by accessing a part-time timetable or a shorter day.

Communication

- We have a speech and Language Therapist on site. All learners are assessed by the SALT, interventions are allocated on need. Each learner is assessed at pre-entry and re-assessed each year. Within the college Communication Skills and Language Development specialists are guided by SALT in developing individual, bespoke accelerated learning programmes and intervention. We offer communication drama which is a less formal way to access very beneficial communication skills.

Working together

- Each student has their own Student Journey Manager. The Student Journey Manager will form a very strong link with the parent, professionals and other services involved normally through phone or in person.
- At Admissions level, targets are set in accordance with S139as, application information and the 3 day assessment, all of which can reflect student and parents' wishes. We have termly reviews that look at progress and targets and all involved are invited to support the student if necessary. We also have annual reviews to which student, parents and professionals are invited.
- We have a family day before the start of term in September for new starters. Parents can come and meet staff and other families.
- We hold communication and consistency as very important and endeavour to work closely with all involved.

Help and support available

- Help and support is always available for everyone involved with Freeman College.

Transition to and from the institution

- Following an application, students attend a 3 day assessment which helps them to decide whether they want to attend the college, and helps the college determine if and how it can meet the needs of this student. If funding is confirmed, the student is invited to a transition visit, where they attend the college as a current student and reinforce their knowledge of sites, staff, routines, etc. New starters can also attend Family Day before the start of term in September, where they meet their fellow first years and key members of staff. The first day of term in September is also exclusively for first years, so they can begin to find their feet before the other students arrive.
- Transition begins in the last year, led by the Student Journey Manager with the help of the Work Experience Coordinator. The student is involved in the planning of transition activities and they may take the form of increasing attendance at a mainstream college, visits to work placements, work experience as part of the curriculum, etc.
- Past leavers have gone on to mainstream college courses, university, supported and independent living, volunteer placements, and supported and independent employment.

Enrichment/Additionality

- Residential students have opportunities to attend social events, e.g. cinema, bowling, and visit other college household. Day trips and other activities are organised for 52 week students during college holidays