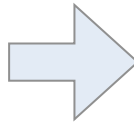


1. Pre Entry

- Open invitation to attend Open Day for learners and parents
- Formal interview with Director Student Services
- Student led peer to peer tour of site
- Collation of information inc. Pre-entry Assessment of Support Requirements, School Reports, Care Plans, LA Young People's Team Advice, Social Services input, ROA etc.
- Offer of two day link visit incorporating a taster session within each subject area
- Vocational & Functional Skills Diagnostic Assessments
- Appropriateness of each individual applicant discussed with input from all staff and a formal decision made on whether a place will be allocated



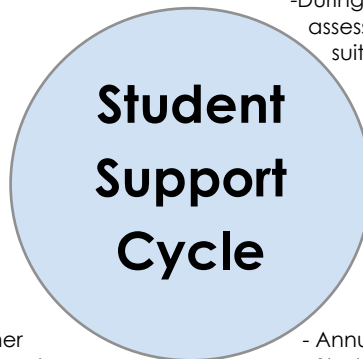
2. On Entry

- A two week trial agreement between Petty Pool College and the learner (& family/carers if necessary is signed)
- All New Starters are given a full day induction to the provision including small group team building, a full functional skills assessment and leavers' class buddy scheme Site Induction, including all aspects of emergency health and safety & locating key areas/staff
- Learners follow a two week (max) rolling timetable to allow them to experience each subject area fully, prior to selecting a course and being profiled, enabling learners to make a more informed choice/minimise transfers
- During this time, each new starter completes the baseline assessments for each individual course and their suitability for each area is discussed by the team



4. On Exit

- Transition students are identified during the summer term of the academic year prior to exit and informed they will join the Employability Course (one of the leavers' groups) the following September
- The final academic year spent at Petty Pool is devoted to exploring the ambitions and options available to each individual, this might include progression to a mainstream college course, supported employment / voluntary work, securing a placement within day service provision, or in most cases a 'package' involving a combination of options
- The units studied during this year have been selected to compliment the imminent changes with the learners' lives and allow them to procure valuable skills, for example Interview skills, Applying for a job, Learning from a Work Placement and Working as a Volunteer
- The WBL and MORE Manager and Job Coaches work with all transition students to secure and support work placements and ensure these ultimately lead to sustainable, permanent positions which are suitable destinations for the individual upon exit from Petty Pool College, be they paid or voluntary
- 1:1 independent Travel Training is also offered where possible
- Should the individual wish to explore the possibility of living more independently in supported housing for example, the College will also support this decision and provide routes to enable this
- Progression and Transition is student centred, however, annual review meetings are held to bring all parties involved in the process together in order to formulate an action plan
- The learner is supported by the Curriculum Manager and Director of Student Services to invite one or more of the following to attend: Parents/Carers/Partners/Friends, Social Workers and Local Authority Careers Advisors, Advocates, Behavioural Support Team Specialists and any other relevant professionals
- Throughout the spring and summer terms Petty Pool College supports each individual to attend college and job interviews, visits and taster days and finds and facilitates voluntary placements and work experience sessions
- Students leaving the College are presented with a portfolio at the Leavers' Prom in July, to supplement the Record of Achievement they have from school
- This Portfolio contains details of all the qualifications they have gained during their time at Petty Pool, as well as any Work Placement certificates and in-house awards, A reference from the Director of Student Services and from the Curriculum Manager and the CV they have produced during their final Year
- Each July a 3 / 6 / 12 month destination analysis is produced



3. On Course

- Annual EHC Plan Review Meetings are facilitated
- Students produce an Individual Learning Plan (ILP) outlining short & long term goals in SMART targets. These are used as a starting point for learning, reviewed weekly and reset half-terminly to monitor progress
- C&G Individual Assessment Plans detail the level of support individuals will require to prove themselves competent at time of assessment
- Tutors carry out a detailed assessment of the Support Requirements of each individual learner, with consultation from Managers, other Tutors and Learner Mentors to establish the correct levels, inform LM Timetabling/distribution across college and justify funding claimed
- Learners receive the support as determined within this assessment both in-class and socially during their break-times via the LM timetable
- A number of learners will receive 1:1 support where their requirements dictate this as a necessity; e.g., Learners with Challenging behaviour, Communicators for learners with Hearing Impairments or additional PA Support via direct payments in special circumstances
- Support needs are also reviewed termly as they can fluctuate rapidly depending on the nature of the individual and changes in their personal circumstances
- LM's complete an auditable diary of the support they have provided for each session and break – be it for a group or an individual on a 1:1 basis
- Tutors produce highly detailed pen portraits of each class outlining the dynamics of the group and Profiling individual learners to assist LM's working with the class and provide an overview for any Observers
- Any student issues arising are discussed and minuted during weekly Tutor meetings to enable effective communication and information sharing amongst all staff enabling effective support to be given
- Weekly Learner Mentor meetings also take place to monitor where support is best utilized and give a platform for concerns to be raised
- If appropriate, incident reports are completed and kept on file to allow behaviour to be monitored and changes to needs identified / patterns to be easily identified
- Where necessary Petty Pool works in partnership with outside agencies for the benefit of the learner, e.g., the behavioural support teams, community nurses, advocates, social workers, physiotherapists, occupational therapists, speech and language therapists etc. in line with the Trust's ethos and holistic approach to education