

Special Educational Needs Information Report

Homefield



Name of School	Address	Telephone	Email	Website
Homefield College	42 Saint Mary's Road Sileby Leicestershire LE12 7TL	01509 815696		www.homefieldcollege.ac.uk

Name of person to contact	Linda Crump
----------------------------------	-------------

Who Homefield supports	<p>Homefield College is an independent specialist college providing education and training for people with a wide range of learning difficulties and/or disabilities including:</p> <ul style="list-style-type: none">• People described as having severe or moderate learning difficulties and associated syndromes• Individuals on the autism spectrum including Asperger's Syndrome• People with severe communication difficulties• People who exhibit emotional and behaviour disorders:• People described as having challenging behaviour which arises as a result of their Autism and/or communication difficulties• Down's syndrome• ADHD and ADD
-------------------------------	--

	<ul style="list-style-type: none"> • PDA • Dyspraxia and dyslexia • Hearing impairment • Visual impairment <p>And medical conditions for example</p> <ul style="list-style-type: none"> • Cerebral Palsy • Coeliac disease • Depressive episodes • Epilepsy • Gross and Fine Motor problems • Mobility difficulties <p>The majority of students who come to Homefield College are on the autistic spectrum.</p>
<p>How to apply</p>	<p>In the majority of cases the parents/carers, careers advisors and school staff together identify Homefield as being a suitable placement for a young person. The young person will need to have an EHCP. The easiest way to start the application process is to ring the college on 01509 815696 and ask for an application pack. If anybody wishes to have a chat about applying the best person to ask to speak to is Linda Crump, Funding and Admissions Manager. There is also an online enquiry form.</p> <p>The college offers taster days for school pupils throughout the year. Additional visits to the college are offered all year round for parents/carers and school pupils.</p> <p>To help decide if Homefield is a suitable placement for a young person there is a two stage assessment process.</p> <p><u>Stage One</u> - collection of paper work</p> <ul style="list-style-type: none"> ○ The college, having received a completed application form, will ask for copies of previous reports or assessments. Examples of reports can include:-

	<ul style="list-style-type: none"> ○ EHCP ○ School reports ○ Behaviour and Communication Plans ○ Psychology reports <p><u>Stage Two</u> - meeting the young person and talking to people who know them best.</p> <p>Stage Two is very important. It allows the college to meet and work with the young person and decide how Homefield College could best help them to achieve their goals. Achievement of agreed goals will mean that the young person and the people close to them have a better future. More importantly it allows the young person and the people who know them the best to decide if Homefield is a suitable place for the young person attend and learn the new skills which will improve their future life.</p> <p>Stage Two includes:</p> <ul style="list-style-type: none"> ○ Parent/Carer interviews ○ Visits to the school by Homefield staff and interviews with school staff ○ Young person coming to college for a one day experience of student life at Homefield ○ Young person coming for a two day experience ○ Young person coming for an overnight stay if they are interested in a residential placement <p>The college has a multi-disciplinary team who review each student's application to ensure that we can provide a suitable course for the young person. If we feel we are a suitable place we produce an outline of what the course at Homefield could look like for that person and the level of support they will require. The detailed course outline is sent to the relevant local authority, who will decide if they will agree to fund a place at Homefield College.</p>
<p>How Homefield staff support the young person</p>	<p>Following pre-entry assessment, each student begins their time at Homefield with a six week period of intense observation to ensure that what we planned to do for the student is still the best plan. Over this six week period we identify more precisely what the student can do by themselves, what they can do with help and what they cannot do safely. By doing this we can be more specific as to what are the most important skills for an individual to learn first. We then seek to tie that in to their strengths and to their interests. This information is used to develop an Individual Learning Plan (ILP).</p> <p>An ILP is made up of four parts:-</p>

	<p><u>Long Term Goals (LTG)</u> - what is planned for the young person to have achieved at the end of their time at Homefield. This is agreed with the young person and their parent/carer. Progress towards the achievement of a LTG is reviewed each year with the young person and the parent/carer.</p> <p><u>Medium Term Goals (MTG)</u> - what is planned for the young person to have achieved within each academic year. By achieving their MTGs the young person will achieve their LTGs. Progress towards the achievement of a MTG is reviewed throughout the year by college managers.</p> <p><u>Targets</u> - the new skills a young person will learn. By learning these new skills the young person will achieve their MTGs. College managers and other staff continually monitor and set new targets to PUSH students towards the achievement of their MTGs.</p> <p><u>Objectives</u> - each target is broken down into a number of small steps, each of the steps is an objective. Staff working with students are required to collect evidence that an objective has been achieved. The staff then identify the next objective that a student must work towards. This process is ongoing throughout the year to ensure achievement of the targets.</p> <p>During the year we continually monitor students' learning to ensure all are achieving to their full potential. We do this in a variety of ways including the use of data and through regular meetings.</p> <p><i>Staff assess students' starting points well using a very comprehensive system of assessment. They use this detailed information to inform and set appropriately challenging targets for each student.</i></p> <p style="text-align: right;">Ofsted report July 2017</p>
<p>How the curriculum is matched to my young person's needs</p>	<p>The student is at the centre of learning at Homefield College and therefore the college course will be designed around the individual. First and foremost the course will be put together in such a way as to ensure that the student will feel comfortable, safe and happy in the learning environment provided by the college. The student's strengths, abilities, needs, interests and desired outcomes are used to shape their individual weekly timetable and identify what the student will be expected to learn in each activity they do.</p> <p><i>Homefield students live and learn in the community. They participate in an innovative, personalised and community-based curriculum, which meets their diverse needs very well and prepares them for</i></p>

their next step, adulthood and independence. They undertake learning in settings such as a café, a print shop, a farm, a local further education college, a sweet shop, a wood workshop and in a wide range of work-experience placements. [Ofsted report July 2017](#)

No two students' timetables are likely to be the same! Timetables are reviewed at least on a monthly basis and changes are made to ensure maximum progress. The college will provide a student with as wide a variety of experiences as possible so that they can make an informed choice about not only what they want to learn but how they want to learn. For many students learning to recognise and communicate what they dislike is an important learning step, reflecting greater confidence and independent thought. Students and parents/carers are involved in creating a unique timetable.

The majority of the teaching and learning for our students does not take place in our main building in Sileby. Where possible we use community settings e.g. on the bus, in supermarkets, shops, cafes, leisure centres, museums. Opportunities to learn in different everyday environments helps to ensure that our students gain skills that will enable them to become as independent as possible in their home community. For example, students will access keep-fit sessions taking place at a local leisure centre, which is also used by members of the general public.

An everyday activity, such as going to a leisure centre on a bus to use the swimming pool is made up of many different learning opportunities for our students: crossing the road, travelling on public transport, using money, communicating with members of the public, how to take care of yourself and your appearance before and after carrying out a physical activity such as swimming. All of these are skills which our students need to practice and improve so that their future lives and the lives of those close to them are better.

The college has its own shops that provide realistic learning environments as they are open to the general public. Barrow of Treats is our cafe which is open to the public, plus a separate sweet shop which are both located in Barrow Upon Soar. Sip & Surf is an eBay and a print shop located on Market Street in Loughborough. Both shops are a bus/train ride from the main college building.

In addition, the college has other areas which have been purpose built to provide realistic working environments.

- Vocational Centre (opened September 2017) offering a woodwork enterprise, plus classrooms for sessions such as IT, floristry, craft and performing arts.
- Horticulture Enterprise providing gardening skills plus small animal care

- Partnership with [New Leaf Triangle](#), providing a specialist learning environment on a farm which is ideal for individuals on the autism spectrum to learn vocational as well as self management skills.
- Work with local general further education colleges to extend our offer and prepare students to go on to main stream colleges post Homefield.

The college offers formal classroom sessions for such subject areas as English, Maths, IT, media studies and photography.

Independent living sessions to develop a young person's skills in relation to personal care, domestic skills and meal preparation take place in real house settings, that have a close resemblance to the domestic settings the young person is likely to progress to after they leave college.

The college also has a separate sensory room and a relaxation room for students that need 'time out' periods. It is important that students identify what will help them to relax and learn how to give themselves time out so that they can then return to a scheduled activity or start a new activity.

There are additional therapies and alternative learning opportunities these include:-

- Art Therapy
- Music Therapy
- Drama Theray
- Occupational Therapy
- Physio Therapy
- Yoga
- Reiki

External work placements are also provided and are wide ranging. Work placements used will reflect the interests of the students. Current placements include retail work at Tesco, customer service experience at McDonalds, animal care at Redgate Animal Sanctuary and many more.

Homefield offers a good range of qualifications through City and Guilds, from pre-entry to level 1 in English, Maths, communication, living skills, Employability Skills, Horse Care, Hospitality and Catering and Skills for Working Life which covers a wide range of vocational subjects and IT,

How you will know how the young person is doing

Every student has a personal tutor who they are in regular contact with. Personal tutorials enable students to feel comfortable communicating with a specific member of staff. Personal tutors will discuss with the student each week their timetable and progress, reinforcing the learning and going through any concerns. As a result of this new targets are often identified or existing ones refined.

Twice a year students meet with their subject tutors to review the learning taking place in that particular session. Again as a result of this meeting new targets are often identified or existing ones refined. Students complete a vocational questionnaire to identify the areas of work experience that would best suit them. They are then provided with an opportunity to try an activity. If the student wishes to work at one of the college shops or centres they are required to apply for an advertised position and will be interviewed. This helps them to better prepare for life after college.

At least one annual person centered planning /EHCP review to look at the learning that has taken place and agree the next learning steps. The student's own views are of paramount importance as the reviews provide an opportunity to explore the transfer of skills from college to the home setting and involve the student setting targets for themselves to achieve at home. If a young person can do a task at college they need to be able to do it at home as well. Students are encouraged to identify tasks they want to do at home but can't and the college will then work with the student and parents/carers as required to make this a reality. We also ask parents/carers if there is something they specifically would like the young person to do or do more of at home.

Every student has a baseline report written when they start at Homefield, to identify their starting point and priorities for learning. Every student receives an annual progress report.

Homefield has an active student council with its own budget. All students are invited to join the student council who then take actions forward on behalf of the student body to the Senior Management Team (SMT) and to the Trustees.

In addition to the achievement of goals, targets and objectives the college has a special achievement system. Special achievements are tracked weekly and 2 outstanding students are selected as students of the week. The system supports the students to motivate themselves to achieve their targets.

	<p>Twice a year students attend special celebration events and receive certificates for their special achievements. Annually, there are prizes for students that have made exceptional progress.</p>
<p>What support is available for the young person's overall well-being</p>	<p>The majority of students who come to Homefield require support in developing socially and a lot of their learning will be focused on this. All students have a personal tutor who in addition to overseeing the young person's time at college, this member of staff will also be providing weekly pastoral care, including emotional support and social development.</p> <p>All staff are trained in de-escalation techniques and complete a two day Team Teach programme every two years. Students have individual Positive Handling Plans (PHP) detailing anxiety triggers, anxiety signals and how staff are to respond to these. These plans are monitored and reviewed by the Inclusion Team. The Inclusion Team oversees a team of staff specifically trained to work with individual students and provide ongoing support for students and staff.</p> <p>Homefield provides additional therapy input into the curriculum, in response to the sensory needs of many of our learners, such as 1:1 sessions with a therapist, sensory circuits, sensory diets, intensive interaction and many more.</p> <p>Students who are not currently ready to access the college learning environments follow a 'no limits' programme. This programme is delivered within the young person's own local community. These students have higher behavioral needs and are usually supported by more than one member of staff at a time. For the majority of these students emotional and social development is the main focus with targets and objectives to help prepare them to start accessing Homefield college provision as set out in the rest of this offer alongside other Homefield College students.</p>
<p>What specialist services and expertise are available at or accessed by the Homefield?</p>	<p>The other professionals whose views we incorporate in our planning and delivery include:</p> <ul style="list-style-type: none"> Occupational Therapists Physiotherapists Speech and Language Therapists Child and Adolescent Mental Health Service Professionals Social Workers Careers Advisors Doctors

	<p>LLDD nurses Adult social Care – Safeguarding team</p> <p>The college pays for external careers advisors, from the student's own county, to attend person centered planning reviews and we actively seeks the support of external bodies such as Fosse Autism.</p> <p>In addition, the college supports students and their families/carers with issues surrounding transition in and out of college, such as seeking to resolve transport issues and finding and accessing the next placement. We use voluntary organisations to provide work experience placements for students during their time at college and after they leave.</p> <p>Homefield has Autism accreditation from the National Autistic Society (NAS), which verifies its ability to meet the needs of individuals on the autism spectrum.</p> <p>The college continues to maintain its good status as verified by Ofsted (June 2017).</p>
<p>What training are the staff supporting the young people with SEND had or are having</p>	<p>Our staff undertake a robust training programme, to ensure that they are best prepared to effectively meet the changing needs of our students. Staff training includes:</p> <ul style="list-style-type: none"> ○ Autism Awareness ○ Safeguarding and Prevent ○ Team Teach ○ Administration of medication (as required) ○ Equal Opportunities and Diversity ○ Makaton ○ Communication Training, including the use alternative communication systems and devices ○ Teaching and learning delivery ○ Personal Tutor ○ Sensory needs ○ Intensive interaction ○ Sensory inhibition programme e.g. deep pressure and joint compression

	<p>Some staff have also completed:</p> <ul style="list-style-type: none"> ○ Bachelor of Philosophy Degree in Autism ○ ACE/Certificate in Autism <p>Specialist staff include:</p> <ul style="list-style-type: none"> ○ Speech and Language Therapists(SLT) ○ Psychotherapists in the creative arts i.e. drama, music, art. ○ Occupational Therapist <p>Staff have regular training and also attend external training on subjects including the Mental Capacity Act, Deprivation of Liberties, Picture Exchange Communication System (PECS).In addition staff will attend training if it is felt that they need to in order to address a particular need of a specific student or we purchase additional specialist input to address a need.</p> <p>Homefield has an Autism Policy</p>
<p>How the young person can be included in activities outside of the college day</p>	<p>The college offers extra-curricular activities and services in the evenings, weekends and during holiday times.</p> <p>During the evenings enrichment activities include (not an extensive list): leisure centres, gyms, swimming clubs, Youth Clubs, pub and cafe visits, use of parks, cinemas, museums, shopping, bowling, ice skating, places of worship and events in the local community. The college also has a football team which is very popular with all students.</p> <p>Evening, weekend and holiday activities are planned by specific staff and students are able to put forward their ideas, vote for places to visit and choose whether to attend or not.</p> <p>The college provides an annual celebration event in the summer which family/carers are encouraged to attend. In addition there is an annual winter celebration which is open to all students.</p> <p>If a young person is funded for a three day education programme at Homefield then a decision will be required by the parents/carers as to what the young person should do for the other two days a week during term time.</p>

	<p>Homefield therefore offers a Day Services package and we can discuss with parents/carers and social workers as to how this is funded. The advantage of the young person attending Homefield for the full 5 days during term time is that they will receive a consistent approach and are given additional opportunities to practice their skills.</p>
<p>How accessible is the college environment</p>	<p>The assessment process enables the college to identify if it will be able to meet the needs of individual students.</p> <p>When prospective students are assessed we will identify if there are any necessary adaptations that are needed or any specialist equipment that they will need.</p> <p>The college's two full-time Speech and Language Therapist works closely with health care providers to ensure communication aids are in place if needed and that they are suitable for the student. Every student is provided with a communication plan by Speech and Language Therapists. In addition, students with high sensory needs are provided with sensory assessment and plan, by an occupational therapist.</p>
<p>How the college will prepare and support the young person to join Homefield and transfer to a new college or the next stage of education and life</p>	<p>Students are offered transition visits to college and taster days, before they leave their current education placement. These are usually for a full day and begin in the last term of the school year, dependent on the needs of the student.</p> <p>Near to the end of the pupil's current education placement the college will visit the placement. The visit will enable the college to gain any new information and will involve informally observing the young person in their current setting and speaking to their staff. Parents/carers are also invited to attend a meeting as part of the visit. Sometimes a visit to the young person's home setting also takes place. The college provides an induction handbook for students (which are highly visual) and a copy is also sent to the existing education placement. This is to enable the existing placement and the parent/carer to help prepare the student for coming to Homefield and also support their peers to understand where the student is going to go.</p> <p>The college also offers overnight stays (called residential experiences) during holiday times and some students may choose to come prior to the start of the academic year. There is also a Day Services offer which runs during the holiday times, which students can choose to attend.</p> <p>The college supports the student and their parents/carers to identify suitable next stage of education and life. Students are supported to visit the next placement, this can become part of their programme whilst at Homefield to ensure a smooth transition. In addition, Homefield provides a Transition Event every year inviting identified future providers to exhibit their offer.</p>

<p>How Homefield's resources allocated and matched to the young people's special educational needs</p>	<p>Once Homefield has been identified as a suitable place for a young person a detailed course offer is sent to their funding authority, identifying the level of support they will require. Homefield will liaise closely with the student's current education or home setting.</p> <p>The college's Speech and Language therapists and Inclusion Team will have also assessed the pupil and put in place any necessary resources.</p>
<p>How is the decision made about what type and how much support that the young person will receive</p>	<p>The assessment process enables the college to identify if it will be able to meet the needs of individual students.</p> <p>When prospective students are assessed we will identify if there are any necessary adaptations that are needed or any specialist equipment that they will need.</p> <p>The Speech and Language and Occupational Therapist works closely with health care providers to ensure communication aids and necessary equipment are in place if needed and that they are suitable for the student.</p>
<p>How parents/cares can be involved in the learning</p>	<p>There are a number of opportunities for parents/carers to get involved and hear about their son/daughters education and this is actively encouraged.</p> <p>Each day student is provided with a communication book enabling daily messages to be sent from home to college and vice-versa. Each student will have an allocated parent contact who will make regular contact with the home. Parent/carer input is seen as being key in ensuring that the student learns to their maximum potential.</p> <p>A parents evening is provided in the first term, providing an opportunity for parents/carers to meet tutors and learn more about the progress being made.</p> <p>Every student will have an annual review meeting. Here the voice of the student and their parents/carers or other family members are of paramount importance as it is against the aspirations of the young person and their family that the success of the college's provision will be ultimately measured. The review is also attended by college staff, careers advisors and the student's social worker.</p>

	<p>Parent/carers are asked to complete questionnaires to help the college further improve its practice as well as gaining positive feedback. Homefield also has a compliments and complaints policy.</p> <p>Views of the effectiveness of the college provision are sought throughout the young person's time at college and for up to 5 years after they leave the college.</p>
<p>The additional services provided by Homefield</p>	<p>Homefield College offers a variety of residential experiences. These are tailored to meet the needs of the young person and their families. Some young people live at Homefield 52 weeks per year, some live at college term time only. Other young people and their families choose to have residential experiences in a pattern to suit them. A residential experience has the added benefit of providing families with some respite while the young person gains extra time to learn and practice their new skills such as living with others, personal care, meal preparation and domestic skills. We also provide support to the families as for some of our young people it is the first time they have stayed away overnight in a residential setting.</p> <p>We also provide Supported Living opportunities where we support the young person to live in their own flat or shared house in and around Sileby. Some young people may then choose to continue to live in that flat or shared house after their education package has come to an end.</p>
<p>Who to contact for further information?</p>	<p>For more information please contact: Linda Crump Homefield College 42 St.Mary's Road Sileby Leicestershire LE12 7TL Telephone: 01509 815 696 Ext 403</p>