

# Selby College

## Supporting transition for 14-16 year olds



### Supporting transition for 14-16 year old learners within an FE setting

Selby College is a general further education college and the main provider of post-16 education and training in the Selby area. We aim to be an outstanding provider of education and training by ensuring access to learning for all people in our rural area. Some of the ways we aim to fulfill our mission is by supporting the community, developing relationships with our local schools and by giving impartial advice.



#### What was the issue?

The college has supported post-16 learners with a range of learning difficulties for many years. It became clear that some of these learners would have benefited from spending time at Selby before 16. Through this they would gain experience of the college and this would allow a more gradual and supported transition to post-16 learning. Once this gap in the college's provision was highlighted a plan of action was put in place.

#### What we did

An offer was made to six partner schools.

The offer:

- Up to a max of 8 learners in total per group (this links in to small group funding and in line with best practice post-16).
- 1 day per week in college for 2 years (year 10 and year 11). Later parents requested that this increased to 2 days per week.

Only two of the schools responded to the offer but each identified six learners. Some schools stated they didn't have such learners or were already addressing the learner's issues.

#### How we supported the learner's transition

- Discussions took place with senior leaders of local schools to identify an appropriate curriculum offer
- A partnership booklet was produced to provide information to parents and learners
- Information was included in school 'option' booklets for year 9 learners

- Selby College staff attended year 9 option/careers events and information for parents evenings at the schools
- Learners applied through their school but on a Selby College pre-16 application form
- Selby College staff interviewed learners and offered places where appropriate
- In the weeks leading up to the start of term Selby College staff worked with the young people and their parents/guardians to ensure a smooth transition into college. This included trips to college and meeting staff.

### **A learner's programme of study**

Initially the plan was for learners to attend Selby College one day per week. Their programme would be made up of:

- 1 day per week at Selby College studying: Independent Living/Skills; Independence and Work; plus PSD at Entry 2. The aim was to progress to full time study post-16 at Selby to study Life Skills. After a few months a number of parents requested that their children attend two days per week.

and

- 4 days in school including registration with their school year colleagues studying maths, English, BTEC Science, PE, ICT, ASDAN CoPE, and PSRE.

### **How was it funded?**

Each learner was funded directly from their schools per capita entitlement. Contract arrangements were agreed with North Yorkshire Local Authority through a standard protocol contract. This is negotiated directly with the school.

### **What was different?**

There were a number of approaches which were different from work with other learners in college:

- The level of interaction with the young people. The college wide application process would not have suited these learners so individual plans were made to ensure plans met the learner's needs.
- Meeting parents to start a relationship and have the benefit of their input. For example, parent's evenings were different. They focussed on supporting parents to discuss issues with staff while their children were supervised by college staff. This allowed parents to fully engage with their child's tutors without distractions.
- Learners visited college with their supporters. Work has then been done to reduce the dependence on these supporters.
- Visits to college during evenings when college was quiet to induct learners into the layout of the buildings.
- Tracking documents were produced on a termly basis and forwarded to schools.

- We also fully utilised the good practice followed for all learners across college for example by following the standard college policy on reporting to parents/guardians.
- Placing learners on the e-tracker system so that all staff involved in each individual learner's programme of study were constantly updated on their progress or any issues.

### **What worked well?**

Transition from school support to college support has been challenging. Encouraging independence has needed careful and sensitive handling. Our approach (which is the general approach in FE) was to give support when needed to maximise the learner's independence. This was rather than giving support and withdrawing it when no longer needed, as happens in school. We have found that learners can do much more than anyone expected them to be able to. The main reason for this has been the development of trust with parents, open communication lines, and learners feeling safe and listened to. This has taken time but has been worthwhile. This established model has given us evidence to give to future learners and their parents.

### **What next**

We plan to continue working with schools to help them understand our provision and how it could support their learners.