

Local Offer (0-25 years of age)

Full Name of Education setting

Access To Music – National Independent Training Provider

Head Office address	22-24 Hulme Street
Town	Manchester
District or Borough	Greater Manchester
Postcode	M1 5BW

Contact Person	Head of Quality and Learner Services John Sikora
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Facebook address	<i>www.facebook.com/accesstomusic</i>
Twitter address	<i>www.twitter.com/accesstomusic</i>
Logo or picture	

Address of Satellite College Centres	<p>Access to Music Birmingham, Heath Mill Studios 68 Heath Mill Lane, Digbeth, Birmingham B9 4AR</p> <p>Access to Music Brighton, Enterprise Point Melbourne Street, Brighton BN2 3LH</p> <p>Access to Music Bristol, 309 Central Park Petherton Road, Hengrove, Bristol BS14 9BZ</p> <p>Access To Music Lincoln, 3rd Floor Silvergate House 32 Clasketgate, Lincoln LN2 1JS</p> <p>Access to Music London, British Academy of New Music Sugar House Yard Sugar House Lane, London E15 2QS</p> <p>ATM London at the Institute of Contemporary Music Performance , 1A Dyne Road, London NW6 7XG</p> <p>Access to Music Manchester, St James Buildings, 65 Oxford Street, Manchester, M1 6FQ</p>
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	<p>Access to Music Norwich EPIC, 114 Magdalen Street Norwich, NR3 1JD</p> <p>Access to Music York, The Jam Factory 106 Eldon Street YORK, YO31 7NH</p>
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Brief overview of your service (30 words)

Access to Music (ATM) was awarded Ofsted grade 2 for all aspects of its provision in its most recent Ofsted inspection (May 2016) with outstanding aspects. ATM offers excellent resources and facilities for students interested in pursuing a career in the creative industries sector. The learner is at the heart of everything we do and they are well supported on their journey through a vocational pathway. Individual needs are met and the whole student experience matters to us. Careers and progression are a priority; your pathway to employment starts here...

The following details will help users of the website to find your information quickly and easily.

Type of education setting

Preschool aged 0-2		Secondary school	
Preschool aged 2-3		Nursery School	
Preschool aged 3-5		Secondary with 6 th form	
Infant school		Post 16 provision (Colleges)	√
Primary school		Special school 2-19 years	
Junior school		Higher Education (Universities)	√

Which of the following best describes your education setting? (tick all that apply)

Mainstream	√	Special	
Resourced Provision (Mainstream with resourced unit)		Academy	
Community school		Foundation	
Free school		Alternative Provision (pupil referral unit)	
Faith school		Residential 38/44 weeks	
Early years SEN provision		Residential 48/52 weeks	
Hospital school		Independent Training Provider	√
Opportunity school		SEN Hub	
Childminder (Early years education)		School Nursery	
Day Nursery (38/50 weeks)		Preschool playgroup	

What facilities does your education setting have? (tick all that apply)

Hydrotherapy pool		Sensory room or area	
Wheelchair Access	√	Accessible changing area	√

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Accessible toilets	√	Low stimulus environment	
Secure environment	√	Soft play facility	
Sensory adaptations (such as colour scheme)	√	Physical adaptations (such as hand rails)	√
Accessible parking	√		
Any further comments regarding these statements (e.g. – “Not all toilets are accessible”)		Each ATM Centre offers full access for wheelchair users	

Specialist support provision in any of the following?

Complex Health needs		Mild Autistic Spectrum Conditions	√
MLD (Moderate Learning Difficulties)	√	PMLD (Profound and multiple learning Difficulties)	
SLD (Severe Learning Difficulties)		Social, mental and emotional health	√
SpLD (Specific learning Difficulties)	√	Hearing Impairment	
Challenging Behaviour	√	Visual impairment	√
Physical Disabilities	√	Personal Care Needs	√
Communication needs (Speech, Language and Communication)		Any Impairment (Any condition or impairment)	

Are any of the following made available on site at your education setting? (*Needs led refers to resources that are allocated according to assessed need*)

Needs led school nurse		Needs led SALT (speech and language therapy)	
Needs led O/T (Occupational therapy)		Needs led physiotherapy	
Personal Care	√		

Key search words.

The website will use keywords to search for information. Please provide a list of the key words that users of the website may use to find your setting? e.g. special needs, impairment, inclusion. (maximum of 30)

Key words	<i>Access to Music, Music Education, Creative and Digital Media, Music Business, Music Technology.</i>
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Sections and subsections

*The website will have a number of sections to assist navigation. Please advise which of the following **sections** you would expect users to look for your information? (Please do not tick them all only the ones that are relevant to this service)*

Respite & Support	Respite & Short Breaks		Funding and Direct Payments	
Common Assessment Framework (CAF)	Emotional Wellbeing		Advocacy	
Support groups and Voluntary Organisations	Disabled Children fostering and adoption		Support and family members	

Health	Children’s Nurses		Specialist Clinics	
Sensory	Pre-birth & birth		Dental Care	

Complex health needs		Doctors and Hospitals		Emotional Health & Wellbeing	
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Equipment and Therapies		Wheelchair Services		Speech & Language	
Continence Services		Occupational Therapy		Physiotherapy	
Other Equipment		Other therapies		Grants	

Education & Childcare		In school therapies		SEN Support	√
Childcare & Early yrs.		Learning from home		Schools	
Colleges & Post 16	√	Transport		Transition	√
Higher Education		Other (please specify)			

Leisure & Play		Clubs & activities		Things to do	
Holidays		Sport & fitness		Friendships & relationships	√
Gateway		Music Events	√		

Preparation for Adulthood		Getting involved	√	Independent living	√
Parents, siblings and Family carers		University and work	√	Staying healthy	√
Money	√	Getting around	√	Being an adult	√

2b) Education settings guidance for completing the Local Offer questions

All education settings have a statutory requirement to meet the needs of children and young people with SEND covering ages 0-25 years. The answers to the questions need to explain clearly to parent carers, young people and other interested parties how this works at your setting. Some education settings have eligibility criteria – it is important to make it clear when, how and by whom these are applied, as it may be that this happens at an earlier stage before you meet the family. This might be relevant for Q 7, 12 and 13.

(Please follow the guidance notes for more information about what to include under each of the questions) We would encourage you to answer as many of the questions as possible, however it is recognized that not all the questions are applicable to all settings.

Parents and Carers would like you to answer the following questions

(Please be careful with your use of acronyms and/ or specialist terminology ensuring that you answers can be clearly understood by parent and carers):

1. How does your education setting know if children/young people need extra help?

When learners make an application to any of the Access to Music colleges we make contact with the learner, their parent/guardians/carers and their school. We will visit them in school to discuss their support needs with the school SENCO and their teachers. We will invite the learners and their parents or carers into the relevant ATM College for a number of visits so we can meet with

them and discuss any concerns that they may have. We cater for young people with mild learning to severe learning difficulties, we support young people with physical mobility problems and visual impairment. We also cater for young people with mild Asperger's or autism. We have staff capable of supporting learners with ADHD (Attention Deficiency Hyperactivity Disorder) and SpLD (Specific Learning Difficulties e.g dyslexia, dyspraxia, dyscalculia). We welcome learners who have other medical needs which can be discussed on an individual basis to ensure that we can make any necessary arrangements to offer the most appropriate care. We will discuss the service we can offer to your young people with you so that you can decide if Access to Music is the right place to study.

With all our new learners who have high needs, we allocate a learner support tutor and additional learning support tutor to deliver their daily support. Their course tutor and additional learning support tutor will help them through the six week induction so they become comfortable in their new surroundings. We will continue to support learners as they develop their independence and begin to interact with their new friends and other students around the ATM college. Learners are monitored carefully at all times and we will work with the learners on a one to one basis if the learner, staff and parents feel this is necessary.

Family members are very important links so we want to work with you to provide the best possible support package for your young people. We will help you to complete application forms and to apply for any financial support which may be available in the form of bursaries. We will invite parents, guardians and carers to visit the relevant ATM College on a regular basis to meet with tutors to celebrate the young people's success and to discuss any concerns.

2. What do I do if I think my child has special educational needs?

From your first contact with the ATM College Learning Support Team, you will be given the name of a key contact person who will support the young person and their family. You will be given contact details for the staff team so the young person is able to communicate with an adult at all times. This will mean that you can raise any concerns that you may have on a daily basis. We are also happy for parents/carers to make appointments to meet with the ATM SENCO, ALS tutor, course tutor/s or learner support tutor.

3. How will the education setting staff support my child / young person?

We make planned visits to all the local schools in our ATM Centre catchment areas on a regular basis and make contact with the young people who may be interested in coming to study at Access to Music. We are willing to attend school reviews for learners from year 10 through to year 11. When the young people have been assessed, the Additional Learning Support tutor will write an individual support plan (ISP). School pupils from year 10 will be invited into the relevant ATM College for activity and taster days on a regular basis so the young people become familiar with the ATM College in readiness for their transition.

The Additional Learning Support Co-ordinator will work closely with other members of the learning support team and course tutors in each of the ATM Colleges to plan an education programme for the young people. The education programme will focus on a one or two year course which will include some work experience and will lead to a vocational pathway to employment, traineeship, apprenticeship or supported internship depending on the individual learner and their aspirations. Course tutors and support staff will work with the young people on

a daily basis and they will communicate regularly with parents and carers to provide information on progress, achievement and any concerns. The Learning Support Team will meet with parents or carers on a regular basis.

The ATM Coordinator /SENCO who is responsible for coordinating student support in the ATM Collegiate will appoint a member of the Learning Support team staff to liaise with each young person and their family and to be their key contact in the relevant ATM College. The ALS Coordinator/ SENCO reports to the executive leadership team and the Board of Governors on an annual basis. The reports include detail as to how the ATM College is complying with its duty to use best endeavours to provide the young people who have chosen to study at Access to Music with the special education provision and support they require.

We will know that our provision is appropriate for the learners if they are enjoying life at the relevant ATM college, attending, making progress and achieving on their course. We will use feedback from our learner voice survey and parent/carer feedback to provide further evidence which we will make available to all learners and their parents/carers.

4. How will the curriculum at your education setting be matched to my child / young person's needs?

The individual Education Health and Care Plan will provide details of all the support needs for a young person. It will include their educational history, the type of support they require inside and outside the classroom, for example at break and lunchtime. The document will also include plans we may have made in agreement with the learner and their family to help them to become more independent with travel training for example, or some supported work placement opportunities.

We aim to provide an inclusive environment at the ATM Collegiate where all our learners are given equal access to their course of study, to the enrichment programme and to work placement opportunities. Assistive technology will be available to help learners to become more independent. Differentiation will enable the ATM Collegiate to provide the extra support so all learners can achieve and enjoy their studies.

Regular reviews will take place throughout the year and learners will be monitored and observed at all times. Each learner will have a personal, secure e-portfolio. Images and videos of all activities can be uploaded to the individual learner Moodle and/or ILP. Parents and carers may be given access to the relevant learner progress records and to view daily activity logs for their son/daughter. This will be part of an individual curriculum devised for each learner with targets set to enable learners to achieve and aspire to greater success.

5. How will both you and I know how my child/young person is doing and how will you help me to support my child / young person's learning?

Parents and carers can make contact with the ALS Coordinator/ SENCO, the centre ALS tutor/key contact or with any other member of staff by phone or in person. Contact details for the SENCO, key worker and class tutors will be made available to parents/carers when we meet with you for the first time.

Parents and carers will receive regular information on the progress the young people are making. Tutors and support staff at the relevant ATM College will get to know the young people and build relationships with them as we feel this is very important to help the young people to settle in and

to help them to achieve on their course. All learning is tracked and carefully recorded so we will be able to provide instant feedback on the progress young people are making on their course. We will have regular monthly reviews and parents/carer evenings as well as our usual ATM College Progress Reviews which take place in November, March and May.

At the regular review meetings we will work with the young people and their families to plan their education programme based on their EHCP. We will also set activities and tasks to be completed at home, so the whole family can contribute to the learning experience. Parents/carers will be invited into the relevant ATM College on a regular basis and we are planning to offer some parent/carer voice meetings so you can discuss any concerns with the ALS Coordinator/SENCO, ALS tutor and course tutors. We will always maintain regular contact with parents/carers and families.

6. What support will there be for my child's/young person's overall emotional health and wellbeing?

Looking after pastoral and emotional needs are just as important to us as support and learning needs. Progress tutors will meet with the young people to discuss any issues they may have, we are also planning to introduce student mentors who will befriend young people new to the college and help them to settle into college life. We are committed to promoting the health and well-being of all students and have trained staff who can deal with any safeguarding or risk assessment concerns.

We have Additional Learning Support (ALS) and Learner Support Tutors (LST's) who work with each of our teaching teams and they look after attendance and will contact parents/carers if there are concerns about attendance or punctuality. All our staff will monitor and address any behaviour issues. The ALS, LST and Course Tutor will make an appointment with parents or carers if we have concerns about behaviour. We have a student charter (10 Commitments) which will tell you how we expect our young people to behave and how they can expect college staff to behave towards them. We also have a disciplinary policy which will provide sanctions from a verbal to a written and a final written warning if a learner's behaviour is unacceptable and contravenes the standards of behaviour we expect from our young people. We expect our young people to respect others and the environment around them and to treat other people the way they would expect to be treated.

7. What specialist services and expertise are available at or accessed by the education setting?

We have specialist trained staff who can assess learners and provide appropriate support. The specialist team which includes staff qualified up to level 7 with the skills and experience, who can assess and support learner with Specific Learning Difficulties including; autism, dyslexia, dyspraxia, dyscalculia, ADHD and other related conditions.

We currently do not offer speech and occupational therapy. We will work in close collaboration with health and social services to make sure that learners are receiving the support they require to study on a course at the ATM Collegiate.

8. What training are the staff supporting children and young people with SEND had or are having?

The Learning Support Team and all tutors receive regular professional training to refresh and update their skills.

9. How will my child/young person be included in activities outside the classroom including school trips and provision for access to Afterschool clubs?

We will involve parents, carers and young people in the planning of activities and trips out and about from the ATM College. Providing our young people with the opportunity to broaden their experience with educational and social trips and visits is an important part of the courses we deliver. All learners are well supported on their visits.

10. How accessible is the education setting environment?

All ATM College centres provide fully wheelchair accessible, we have lifts for first floor access. The building is visually very pleasant with an open and light environment. We have disabled toilets in all ATM centres.

For learners and parents/carers whose first language is not English we would provide an interpreter, we have staff members who can provide language support.

Equipment for our young people with special educational needs is stored securely in each of the ATM College's by the Resources Manager and it is collected by the key staff working with young people on a daily basis.

Staff are trained to use specialist equipment, which is regularly checked and serviced if required.

11. How will the education setting prepare and support my child/ young person to join the education setting, transfer to a new education setting or the next stage of education and life?

We will visit schools and young people who are interested in studying at the ATM Colleges from year 10 onwards. They will be invited into the relevant ATM College/centre for open events initially then from years 10&11 they will be invited for regular visits and we will visit them in their current school. We will help the young people to prepare for transition to the College with regular contact meetings and visits. We will make sure that the course, room and staff are known to the young people and we will prepare for their enrolment with the relevant ATM College/Centre.

12. How are the education setting's resources allocated and matched to children's/young people's special educational needs?

The ATM Special Education Needs budget is coordinated centrally and allocated according to the individual needs of all our learners. The Local Authority and the Education Funding Agency will meet the cost of the support for our young people.

13. How is the decision made about what type and how much support my child/young person will receive?

Every learner will be assessed in relation to their individual needs in order to help determine whether ATM is the appropriate place for them to study. Meetings with school staff and parents/carers will all be used to provide the information we need to make sure that we provide the best possible support package for the young people who choose to study at any of the ATM

Colleges. An informed decision will be made by the SENCO and the Additional Learner Support tutor, Learning Support Co-ordinator and Curriculum Leader on a support plan which will be written in full agreement with the young person and their parents/carers.

We will judge the impact of the support plan by considering the progress a learner is making on their course, by the way in which they settle into the ATM college/centre and if they are enjoying their course from the learner voice feedback.

14. How are parents involved in the setting / school / college? How can I be involved?

We will invite parents/carers to be involved with the progress of all our young people. You will be invited in on a regular basis, you can contact us and visit at any time. Coffee mornings and parents focus group will be an important part of the activities

We will inform you when the learners do a good piece of work or achieve progress in a daily activity log which will be sent out to you via an email link.

15. Who can I contact for further information?

The SENCO can be contacted, the key contact for your young person or senior managers at the relevant ATM College. Contact details will be provided when we first meet with you and your child/young person. You are welcome to visit the ATM College for a preliminary visit on one of our open evenings or for one or more of our taster events.

We have a student services team who can provide advice and guidance or you can look at the ATM's Website to find out more information about the local offer.

Children and Young people would like you to answer the following questions *(please answer these questions in a manner that you feel is appropriate for children and young people):*

1. How does the education setting know if I need extra help?

We will visit your school and talk to your teachers. You can also tell us when we first meet you.

2. What should I do if I think I need extra help?

Please discuss how we can help you with your tutor, key contact person or the College/Centre ALS tutor

3. How will my course work be organised to meet my individual needs?

We will plan work for you to stretch and challenge you and help you to progress.

4. How will I be involved in planning for my needs and who will explain it and help me?

We will meet with you so we can talk about your course and make sure you are happy and enjoying life in the ATM College.

5. Who will tell me what I can do to help myself and be more independent?

We will work with you to help you to become more independent each day from home to college. We will support you when you go on visits and when you are learning to travel independently.

6. What should I do if I am worried about something?

You can always talk to your course tutor or your ALS support tutor . You will meet with your ALS progress tutor for a one to one meeting so you can have a chat and share anything you are worried about. You can also talk to the ATM College SENCO if you want to discuss any worries away from your tutor.

7. How will I know if I am doing as well as I should?

Your tutor, learning support facilitator and ALS tutor will work with you to set some targets at the start of your course. The targets will be based on the aspirations in your EHCP. They will meet with you on a regular basis to check if you have achieved these targets and they will check if you have completed all the work that has been set for you. We will also discuss your attitude to work, behaviour and attendance to make sure that you are getting the most out of your course. If you or your tutor has any concerns we will discuss this with you and work on how we can help you to improve.

8. How can I get help if I am worried about things other than my course?

We have learning support staff who can meet with you to provide further advice and guidance regarding your personal care and can arrange for you to appropriate professional staff from external agencies and services. If you are worried about any aspect of your course or your life in college you can talk to your tutor, ALS tutor or learning support key contact who will all be able to help you.

We hope we will not have to discuss concerns about behavior, but if we do your ALS tutor and/or Learner Support Tutor will speak with you about this and we will be in touch with your parents/carers and invite them in to meet with you and the staff.

9. Are there staff in college who have had special training to help young people who need extra help?

We have staff who are trained to support young people. We also make sure that all our staff attend regular sessions and updates. We have staff who are qualified to assess learners.

10. Can college staff get extra help from experts outside the college if they need to? (e.g. advice and training on medical conditions)

We can make arrangements with external services for speech therapy, occupational therapy and we can also train appropriate members of our staff to help with a particular medical condition.

11. If I have difficulty in taking part in college activities what different arrangements can be made?

a. How will I know who can help me? Your tutor, ALS/Progress tutor and the learner services team will all work together to help you to participate in all college activities.

b. Who can I talk to about getting involved in student activities if I need extra help? Will I be able to access all of the activities of the education setting and how will you help me to do so? We will help you to take part in any activities which are open to all students.

c. If I have a disability or additional need how can I join in college activities? We have excellent facilities with wheelchair access in the majority of our centres, we have disabled changing and toilet facilities. A radar key can be provided. We will provide the support you need so that you can join in with all college activities.

12. What help is there to help me get ready to start college?

We will meet with you in your school from year 10. We will invite you to visit the ATM College for open days, taster days and activity sessions in year 11. You will be invited for regular visits in year 11 so you can get to know the staff at the ATM College.

13. I am coming to college to prepare for employment – how will I be supported?

Life skills and preparation for employment will be part of your course at Access to Music. We will offer you the chance to have some work experience which may be in the ATM College or out at a place of work. We will support you with work experience and progression onto a higher level training course, apprenticeship or into a supported internship if this is the right pathway for you.