

St Elizabeth's College & Supported Living

Learner Voice Strategy

Responsible Person: Head of College and
Registered Manager

Renewal Date: 1st June 2020 (Approved by Governors)

Date of next Review: March 2022



St Elizabeth's College

Learner Voice Strategy

1. Background and Aims

This policy sets out the College's strategy to promote and enable learner voice, through every step of their learning journey, including the formal and extended curriculum and living arrangements.

The learner voice steers individual, operational and strategic decision making, through various forums including:

- The Learner Council
- House Meetings
- Tutorials and Key Worker sessions
- Learner satisfactions surveys
- Satisfaction target setting
- Compliments, comments and complaints (learner grumbles)
- Parent / carer satisfaction surveys

All learners will be involved, regardless of any protected characteristic(s).

Learner Council Members include:

- Chair
- Secretary
- Treasurer
- Equality and Diversity representative
- Centenary Close representative
- Events secretary
- Day learner

2. Learner Voice

2.1. Before applying formally to College

Understand St Elizabeth's College and the programme

Learners will be fully involved, to the level of their ability, in applications, Open Days, informal visits and as part of transition planning. We will explain the programme in alternative formats, where appropriate. Where possible, we will ensure that the programme is promoted so that all potential learners have the opportunity to find out about St Elizabeth's College. The application process seeks to find out about the learner fairly and fully, including obtaining information from schools and parents / carers. Applications will be considered in accordance with the College Admissions Policy. The College will make clear its commitment to Equal Opportunities and ensure that it complies with the relevant legislation.

2.2. Pre-entry Assessment - Identify

What your long term goals, hopes, aspirations and learning needs are

Prospective learners are required to undertake an assessment, following receipt of an application and panel decision regarding the learners' suitability as a candidate for admission to College. We will ask the learner what their long term goals are, why they want to come to college and what they expect of the College. The assessment will also be used to inform the individual needs of the learner so that the College is best placed to implement the most appropriate strategies and meet the outcomes identified in the learner's Education, Health and Care Plan (EHCP). We will endeavour to answer questions and provide reassurance to the learner, parents and carers about coming to college. The learner's own views will be the primary indicator of the offer of a place.

Once a place has been offered and funding approved, we will work with the learner to plan their transition, taking their wishes into consideration when arranging living groups etc.

2.3. Initial Assessment – Agree

What extra help you need and what will most meet your needs, goals and aspirations

During the first half term at college, we will observe and talk with the learner to identify what they like, are interested in and what extra support they need (if any). The planned curriculum will be timetabled in advance and will allow for learners to make choices (depending on their learning pathway), about types of enterprise and/or work related learning activities they would prefer to engage with later on in the curriculum year or throughout their pathway of learning. Choices will be offered in formats and ways that learners can access. Learners will be supported to settle into their homes, sign tenancy agreements, and develop friendships and relationships with their peers and staff.

2.4. Target Setting - Decide

What you need to learn to help you achieve your goals and aspirations

Throughout their programme, learners will have an 'Individual Learning Plan' and targets which are reviewed and updated regularly, to reflect the objectives and outcomes from the EHCP and curriculum programme, and a pen portrait. This will be used by staff to determine learning during the waking day. The curriculum offers a range of learning programmes which include, work-related / employability learning, English, mathematics, ICT, community engagement, personal and social development and preparation for adulthood. Staff will support learners to identify their starting points and/or what they need to improve and agree targets with each individual learner. Staff will work closely with learners to review how learners are progressing towards their targets. Learners will have a Lecturer as a 'Key Tutor' and from the supported living team, an RLSA or Key Worker will have regular key worker sessions to support them in this.

2.5. Teaching & Learning – How

Your learning preferences

Learning will be delivered in a way that is accessible to learners and they will have the opportunity to reflect on and contribute to their learning programme, through regular reviews and feedback. The College will seek the views of learners at least twice a year, and where possible every term, by a survey, which will be analysed and presented in a learner friendly format. The curriculum has depth and breadth ensuring all learners have access to an interesting, challenging and relevant education, which is committed to learner progress and aspiration. Teaching will take place throughout the waking day to ensure that all learners are able to make progress and learn in an environment that is relevant to their long term goals.

2.6. Reviewing Progress - How

Your learning and what you need to do to improve and achieve your targets

Throughout the year reviews of progress in English, mathematics and preparation for adulthood will inform full reviews, target setting and identify areas of least progress. Learners' progress will be formally reviewed at least twice a year, through a Progress Report at the end of the Autumn Term and a Full Year Report during the third term. Learners, if they choose to, will fully participate in their reviews with their parents, carers and other stakeholders.

2.7. Assessment and Achievement - Celebrate

Everything you have achieved

Learners' achievements are fully celebrated. In addition to informal recognition, such as during sessions, there will be celebration events held at the end of each term. Learners will be encouraged to make decisions about how the events will be designed and proactively encourage their peers to participate / attend. Learners will be encouraged to participate and

engage in the Centre's ethos, mission and vision and include a focus of spirituality and well-being. Learners will have their attainment accredited through formal qualifications, awarded at the end of their final year in college. A graduation event will take place annually and marks the end of Year 3 learners' time in college.

2.8. Destinations

For your future in learning, work and/or independence

The College will support the learner and their parents and carers in collaboration with specialist teams, local authorities and other relevant organisations to establish what long term destinations are appropriate for them and will support them to achieve this. The College is committed to a continued dialogue with learners, parents and carers once learners have graduated to establish short, medium and long term destination outcomes.

2.9. Extra Curriculum activities

Broadening experience and opportunities

We will explore external activities, events and outings with you to identify what you would like to do, both during college hours and when you are in your home. These might include attending parties, discos, bowling, going out to dinner, visiting friends or just relaxing. A timetable will be developed with you to include examples like those noted above, but also for when you want to go for example go shopping.

2.10. Mental Capacity

Knowing your rights

St Elizabeth's College and Supported Living setting have robust practices in place in the assessing of individual's mental capacity. At all times we assume an individual has capacity, unless proven otherwise. All individuals who are deemed to lack capacity are empowered to make decisions for themselves wherever possible. This includes using communication tools to allow the person to communicate in whatever way they can.

We endeavour to ensure that all stakeholders, including the individual, are involved in any best interest decisions that need to be made on their behalf. We provide a flexible framework that places the individual at the very heart of the decision making process.

2.11. Quality Improvement and the Learner Voice

The Learner Council

The College has established a Learner Council. This will comprise of learners from the residential accommodation (supported living) and day learners, who are elected by the learners. Staff representatives from the College, Supported Living and other appropriate representatives, for example fundraising, will also attend. Learner Council meetings will be held every half term and will be embedded in the College Quality Cycle. Feedback and subsequent actions from these meetings will be monitored at regular intervals and progress will be shared through a range of methods. Staff will support this process. Learners will be supported to share their ideas and wishes with their council representative, and when appropriate learners will be invited/encouraged to debate matters for the Learner Council during course sessions.

House Meetings

Learners hold regular 'House Meetings' during which they are supported to air their views and concerns. The Registered Manager and/or Deputy Registered Manager liaise regularly with Catalyst Housing Association. Any issues that are not within the remit of the Housing Association will be referred to the College Leadership team for action.

2.12. Observations of Teaching, Learning and Assessment

Your thoughts and opinions of your learning activities

Senior Managers will undertake observations of teaching, learning and assessment at regular intervals throughout the academic year. Learner feedback will be sought during observation practice and will inform development plans and quality improvement planning, which may necessitate further actions dependent on the nature of the feedback received.

Satisfaction surveys/Compliments/comments and complaints (grumbles)

Learner feedback, in whatever form, is extremely important to the College. The College will ensure it retains all compliments/comments/complaints received and analyse them at least annually to ensure it continues to meet the needs, interests and aspirations of its learners. Where appropriate, actions will be undertaken, targets set and results will be reported on. A 'You Said' 'We did' display will be regularly updated in accordance with the actions taken.

3. College Policies

All policies will be regularly reviewed to ensure that they comply with Equalities Legislation.

4. Strategic

Learners will be supported to contribute to strategic planning and monitoring, as appropriate. Learners will be invited to contribute their views to Governor Meetings, where appropriate, for example to make presentations about their achievements.

5. Safeguarding

Learner health and safety is of utmost priority to the College. A Safeguarding Board meets regularly to monitor, review and take positive action in dealing with any matters of safeguarding.

Through teaching, learning and assessment safeguarding will be embedded within delivery. Through learning programmes the development of awareness, skills, knowledge and understanding of individual safety will be reinforced. A programme which addresses the Prevent agenda will be delivered throughout the academic year to support learners understanding of radicalisation and extremism. Safeguarding will be a standing agenda item at Learner Council meetings and House meetings. For any learner that discloses a safeguarding matter/issue the Safeguarding Policy/procedure will be activated immediately.

6. Monitoring of this strategy

Actions outlined within this document will inform the Quality Improvement Plan and will be explicitly linked within this plan.

The Learner Voice Strategy will be regularly monitored in line with the Quality Improvement Cycle and progress fed back to learners through appropriate forums.

7. Effectiveness Measures

We monitor the actions taken as a result of feedback, in any form, including:

- Actions as a result of Learner Council requests
- You Said We Did displays
- Learner satisfaction survey target achievement
- Parent/carers satisfaction survey target achievement
- Comments, compliments and complaints (grumbles)
- Feedback from observations of teaching, learning and assessment
- Quality improvement planning review and quality cycle
- Ofsted and CQC reporting