



Learner Voice Strategy

DATE CREATED	March 2024	DATE OF NEXT REVIEW	April 2025
POLICY OWNER(S)	Head of Supported Living / Director of Learning		
DESIGNATION	St Elizabeth's College / Supported Living		

Purpose of policy	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.
Intended audience	All college and Supported Living staff
Links to other policies	

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 Voice
- Tutorials and Key Worker conversations
- 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 Voice Members include:

2. Chairperson
3. Events Representative
4. Equality & Diversity Representative
5. Day Learner Representative
6. Bungalow Representative

2. Learner Engagement

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.

3. Pre-entry Assessment - Identify

Long term goals, hopes, aspirations and learning needs

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.

4. Initial Assessment – Agree

What extra help learners need and what will most meet their 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.

5. Target Setting - Decide

What people need to learn to help them achieve their 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 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 conversations to support them in this.

Anna Drury (Hertfordshire County Council) comes to visit on a fortnightly basis to provide class sessions and 1-1 slots with our learners. The session themes focus on careers, personal development and teambuilding in fun and interactive sessions. The aims are talk through information to progress the learners' education, training or to support them in finding a job based on their skills, qualities and aspirations. These help to inform termly transition meetings with families and other stakeholders.

6. Teaching & Learning – How

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 day to ensure that all learners are able to make progress and learn in an environment that is relevant to their long term goals.

Aspirations Week - The learners meet a range of professionals who discuss what skills, qualities and qualifications are required to undertake their specific role. The learners evaluate whether this is something they aspire to achieve in their futures and we explore this with support. The learners will then request a job experience of their choice which they undertake at the centre in a different department.

7. Reviewing Progress –

Individual learning and what people need to do to improve and achieve 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.

8. Assessment and Achievement - Celebrate

Everything our learners 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.

A final celebration for the year is the annual Prom that all learners are invited to attend regardless of placement year.

9. Destinations

For 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.

10. Extra Curriculum activities

Broadening experience and opportunities

We will explore external activities, events and outings with the learners to identify what they would like to do, both during college hours and when they are in their home setting. These might include attending parties, discos, bowling, going out to dinner, visiting friends or just relaxing. A timetable will be developed with the learner to include examples like those noted above.

Enrichment Week - During term 1 the learners are given the opportunity to meet and take part with shared activities as a whole college and as part of their peer group. The learners vote and decide as a class throughout the year what they would like to do. The themes focus on culture, nature and cuisine and within that they will be further supported to progress in their preparation for adulthood. Each activity is evaluated and discussed as a peer group to ascertain what made the day work / or not work well.

Volunteer Week - The learners are invited to explore different places in their community that they would like to volunteer in based on their aspirations, skills and qualities. All learners then have an arranged voluntary placement in order for them to have a taster for the experience.

11. 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.

12. Quality Improvement and the Learner Voice

The Learner Voice

The College has established a Learner Voice group. 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.

At appropriate times, representatives from the Learner Council will be invited to College Governors meetings.

All learners also have access to the Social Hub where they can meet to socialise, integrate and share ideas about their services.

13. 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.

Each term, at least one manager from College/Supported Living will conduct an audit to ensure best practice is maintained in the classroom and in the domiciliary areas. This promotes quality and continuity of expectations and standards.

14. 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.

College Policies

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

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.

Safeguarding

Learner health and safety is of utmost priority to the College. Reports for Safeguarding are completed to Governors and the Health Care Quality Committee on a termly basis. Monitoring of incidents takes place daily. These are reviewed and action taken in dealing with any matters of safeguarding. We work closely with parents/carers and external agencies to manage 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. For any learner that discloses a safeguarding matter/issue the Safeguarding Policy/procedure will be activated immediately.

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.

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/carer 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