**FREQUENTLY ASKED QUESTIONS**

**Q: HOW LONG ARE THE COURSES? HOW LONG CAN MY SON/DAUGHTER/CLIENT BE IN COLLEGE FOR?**

**A:** The funding for supported learning and other discrete (non-mainstream curriculum) supported courses at The Henley College is provided by your local authority. This funding is reviewed annually, and is dependent on the young person demonstrating meaningful progression towards their identified programme (usually stated in outcome form in their EHCP). The majority of courses on offer run for three years.

**Q: HAVING AN EHCP MEANS THAT MY SON/DAUGHTER/CLIENT IS ENTITLED TO FURTHER EDUCATION FROM AGES 17-24 INCLUSIVE, AND CAN STAY IN COLLEGE FOR THIS TIME.**

**A:** Having an EHCP is no guarantee that education will continue until the young person is 25. Their placement is reviewed on an annual basis by both the funding authority and the college and is dependent on the young person demonstrating progression (in a manner relevant to the individual’s needs) that merits a continuing educational placement. The EHCP is then updated should this be required.

**Q: HOW DO YOU EVIDENCE PROGRESSION FOR FUNDING?**

**A:**  All students will have an identified programme aim: put simply, the reason they are attending college. We evidence progress towards this by: setting termly targets, recording and evidencing progress on target trackers and individualised learning plans (which helps to inform progress towards the programme aim), and entering students for qualifications wherever appropriate.

**Q: ARE THE COURSES FULL TIME? IF NOT, WHAT HAPPENS ON THE DAY(S) STUDENTS DO NOT ATTEND COLLEGE?**

**A:** The course, runs for five days per week.

**Q: HOW LONG IS THE DAY? WHAT ARE THE TERM DATES?**

**A:** The courses run from 9:00am-3:30pm Mondays-Friday. Term dates (in terms of start and finish dates) vary slightly from year to year, but broadly match the school calendars (in terms of half-term dates and closures for summer, Easter, and Christmas.

**Q: HOW WILL I KNOW MY SON/DAUGHTER/CLIENT IS MAKING PROGRESS?**

**A:** All students have an allocated personal tutor, who will serve as your point of contact throughout their education. You will be invited to attend educational reviews throughout their course, where the tutor will discuss progress towards targets with you. This will be a two way dialogue, we recognise that parents and carers are the experts when discussing the needs of the student. The student will also be invited to attend these reviews and contribute. The EHCP will be reviewed on a yearly basis, where professionals from a range of agencies will attend.

**Q: WHAT HAPPENS AFTER COLLEGE/AT THE END OF THESE COURSES?**

**A:** Progression routes are highly individualised, dependent on the competencies and needs of the young person, and often dependent on a number of factors outside of the college’s direct control (for example, availability of paid work or work placements in the wider community). Given that programmes run from Pre-Entry to entry level two. You will recognise that there is a huge diversity in terms of outcomes, given that students may need very differing amounts of support. Some examples are included below for your reference:

* For a young person with complex needs, requiring 1:1 support at all times: progression may be into individualised, community based packages or a further discrete programme (if funding allows for this)
* For a young person with moderate learning difficulties and/or disabilities: progression may be onto further vocational based training (further detail on the following pages) or onto mainstream education (as the way these courses are funded differs from the courses detailed)
* For students who have demonstrated that they are able to work without support to a large extent, (for example, travelling to college independently, using the college facilities such as the canteen independently, without support from college staff), the aim will be sustainable and meaningful work/voluntary placements.

All students will work towards developing independent living skills. Again, the wide range of need means that what this means varies according to the individual. Examples below:

* To develop the coping strategies and internal discipline necessary to minimise any incidences of challenging behaviour or anxiety that can affect participation in education Through to:
* Making a successful transition into independent/semi-independent living in the community with minimal support