



22 March 2019 10am — 2pm

College Details

Birtenshaw College
323-325 Crompton Way
Bolton
BL2 2PE (BL2 2JX Sat.
Nav)

Tel: 01204 602330

www.birtenshaw.org.uk

Email: enquiries@birtenshaw.org.uk

Diary Date



**YOU ARE
INVITED**

Community Café
Monday — Thursday
10.15 — 11am



INFORMATION, ADVICE AND GUIDANCE NEWSLETTER

Spring Term, 2019

Issue 1

As the new term begins, we continue to support learners and their families to make choices about the next steps in their lives. We recognise that this can be a time of uncertainty and, following feedback from parents and carers, we have introduced a termly newsletter which aims to provide information, advice and guidance about College and services available within the community. We value your input.



“A man can only attain knowledge with the help of those who possess it. This must be understood from the very beginning. One must learn from him who knows.
George Ivanovich Gurdjieff

(1866 – 1949, Russian psychologist & scientist)

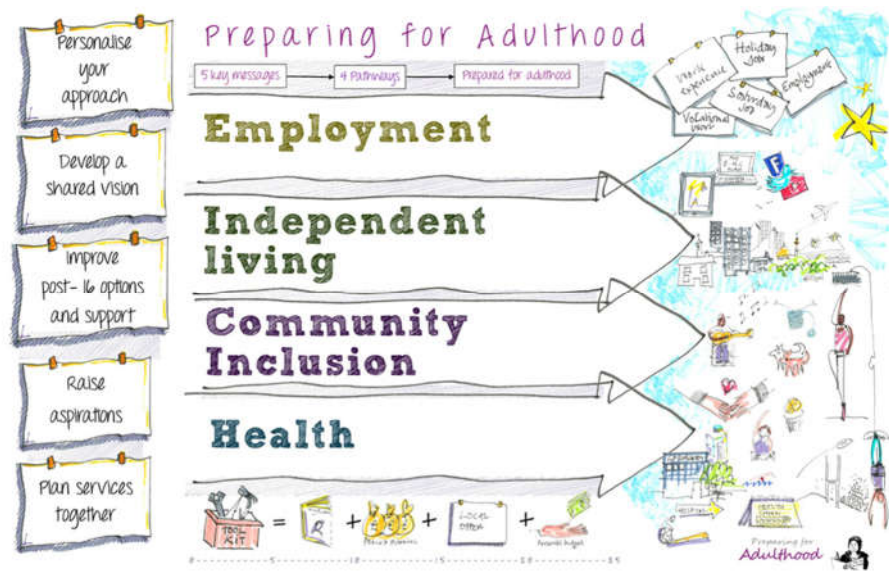


The Quality in Careers Standard is the national quality award for careers education, information, advice and guidance (CEIAG) in schools, colleges and work-based learning. We are currently working towards achieving this quality standard and have successfully achieved Stage 1.

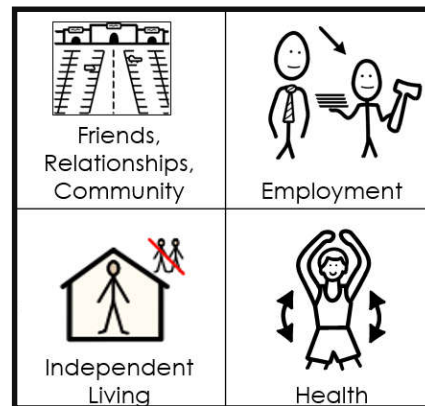
What can you share with other parents/carers?

In This Issue

- College Curriculum
- Who's Who?
- Employer engagement
- Preparing for Adulthood meetings
- Signposting
- General Information
- You Said ... We Did ...
- Dates for your diary
- Community Café



www.preparingforadulthood.org.uk



College Curriculum

The Department for Education (DfE) states that ‘young people should be supported to exercise choice and control over their lives, including the four Preparing for Adulthood outcomes:

- moving into paid employment
- independent living
- having friends and relationships and being part of their communities, and
- being as healthy as possible.

The curriculum at Birtenshaw College is based on the Preparing for Adulthood outcomes:

- Employment
- Independent Living (choice and control over their own lives)
- Friends, Relationships and Community
- Health

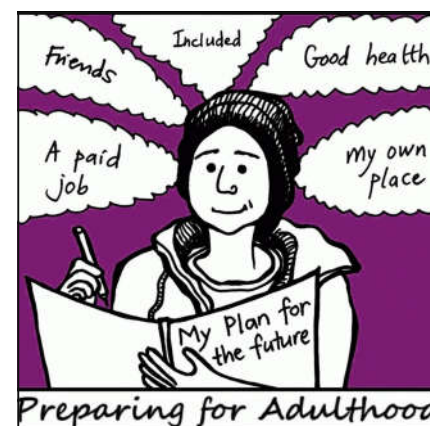
Most learners attend College three days each week and each learner follows the curriculum model best suited to their needs and aspirations, as stated in their Education and Health Care Plans (EHCPs).



Department for Education

The DfE is responsible for children’s services and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England.

www.gov.uk/government/organisations/department-for-education



We value our partnership with parents and carers and your input is essential in ensuring that each learner achieves their potential and the best outcomes for adult life. We would like to hear your views and comments regarding our provision and the support and guidance you would like. We **will** act on your comments and suggestions and provide feedback on this.



You said	We did ...				
More information and communication regarding what happens at College	We will produce two newsletters each term for parents and carers: <ol style="list-style-type: none"> 1. At the start of each term giving relevant information on learning, dates for diaries, signposting information, etc 2. At the end of each term highlighting key learning moments. 				
Change times of Preparing for Adulthood meetings	These will now take place at 10am in College on the following dates: <table border="0"> <tr> <td>29 January 2019</td> <td>19 March 2019</td> </tr> <tr> <td>7 May 2019</td> <td>2 July 2019</td> </tr> </table>	29 January 2019	19 March 2019	7 May 2019	2 July 2019
29 January 2019	19 March 2019				
7 May 2019	2 July 2019				
Information about Wills and Trusts	We contacted Mencap’s Wills and Trust Service to invite them to attend a Preparing for Adulthood meeting. Whilst they were unable to do so, they informed us that they hold free seminars on how to provide financial security for a relative with a learning disability. The seminars are delivered by solicitors who specialise in this complex area of law and they will help you understand the merits of all your different options, and answer any questions you may have. You can book on their Manchester seminar on 11 April 2019 by visiting their website https://www.mencap.org.uk/event/mencaps-planning-future-seminar-manchester-0				
Information about housing	Birtenshaw and Bolton Cares will be guest speakers at the Preparing for Adulthood meeting on 29 January 2019 to discuss housing options post 19. We are still awaiting confirmation from Bolton Council.				
Social Workers & Health Services to explain what is on offer after Birtenshaw	We are awaiting confirmation from the Community Learning Disability Team to be the guest speakers at the 19 March meeting.				
What is on offer for learners with health needs e.g. physio, hydrotherapy, rebound?	Bolton NHS visit College to support physiotherapy as does the Bolton SALT team who support speech and language. Rebound is delivered by trained staff at College. Learners go swimming at Birtenshaw School each week and hydrotherapy sessions are delivered by Occupational Therapy on a 6 week rotating programme at Bolton One.				
Still to action:	<ul style="list-style-type: none"> • Are there any music therapy groups in Bolton? Can learners access music therapy at College? • Jubilee Centre – maybe get someone to discuss with us what they are proposing for new centre – opportunity for parents to have an input. • Information about benefits. 				



Preparing for Adulthood (PfA) Meetings

Each half term a meeting will be held for parents/carers to share information and offer advice and guidance about one of the Preparing for Adulthood outcomes. Your input is essential to ensure that guest speakers are invited to talk about what is important to you.

Dates for your diary:

Date	Time	Preparing for Adulthood Outcome	Guest Speaker(s)
29 January 2019	10am	Independent Living: Housing	Birtenshaw Bolton Council Bolton Cares
19 March 2019	10am	Health & Social Care	Community Learning Disability Team (tbc)
7 May 2019	10am	To be decided at Spring Term PfA meetings.	
2 July 2019	10am		

Connexions have requested that this important information is shared with you

The Department of People (Children and Adults Services) are reviewing the Transition Offer for Young people alongside partner agencies. The scope of this is to apply to young people from age 14 upwards, who as a result of complex or additional needs, require additional support to move into adulthood. We really want the views of parents/carers to inform what we do and help us design an effective future transition offer. We would therefore like to invite you to an event.

This event is aimed at parent/carers but is running alongside separate events for engagement with young people. Please come along to either of the following events to share your invaluable experience.

Tuesday 29 January, 6:00 pm at Bolton Science and Technology Centre, Minerva Road, Bolton, BL4 OHA.

Wednesday 30 January, 1:30pm at Bolton Science and Technology Centre, Minerva Road, Bolton, BL4 OHA.

In order to ensure we can accommodate comfortably please can you confirm your attendance by emailing Adrian.Wolstenholme@bolton.gov.uk



GROUP 1: Model 1

Group 1 Teacher



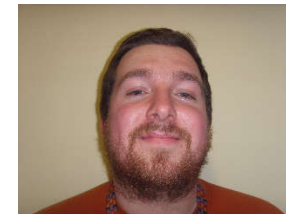
Samantha Haslam

Senior Learning Support Assistant (SLSA)



Sal Matadar

Learning Support Assistants (LSAs)



Joel Barnes



Ajay Singh



Zowie Stott



Mariana Straut

Model 1: Sensory and Experiential Learning

Communication and Cognition

Learners have a daily Communication and Cognition session to give learners an understanding of the theme of the day. Learners will explore their daily timetable, objects of reference, symbols, pictures and signing associated with the day.

Community

Learners make links with the local and wider community through visiting places such as religious buildings, libraries, UCAN centre, community cafes and joining local groups. Learners are encouraged to develop and transfer their communication skills with unfamiliar people and tolerate less familiar places.

Creative

During Creative sessions, learners will form a group enterprise. They will make items to be sold at local events, for example scented candles, bath bombs and scented soaps.

Choice and Control

Learners are encouraged to show their preferences and develop new skills through horticultural activities such as growing their own herbs and using adapted gardening tools.

Health needs

A learner's health needs take priority during the day and underpin learning activities. Learners have access to hydrotherapy, swimming, rebound and the gym as well as physiotherapy programmes. Professionals also support health needs within College.

GROUP 2: Model 2

Group 2
Teacher



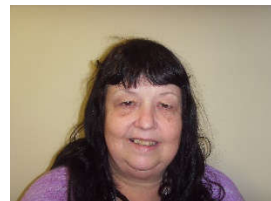
Rebecca Hawksworth

Senior Learning
Support Assistant (SLSA)



Nicola McEwan

Learning Support Assistants (LSAs)



Heather Holland



Edyta Glogowska



Janine Innes

Model 2: Developing Skills for the Work Place and Choice and Control

Communication and Calculation

Learners have a Communication / Calculation lesson each day to consolidate, develop and apply their communication and calculation skills in applied learning contexts. They are also encouraged to apply this learning throughout the curriculum and in real life contexts within the community.

Employment

Learners take part in internal work placements to develop their skills for work. These include looking after and caring for animals on the Farm (Animal Care), growing and caring for plants (Horticulture) and preparing and making food, drinks and snacks (Catering).

Independent Living and Friends, Relationships and Community

This term learners will develop their independent living skills through learning how to keep safe. The focus is identifying key safety signs and symbols, recalling and responding to health and safety advice and following simple safety routines i.e. crossing the road.

Health

Learners are encouraged to choose activities which promote their health and wellbeing. These may include swimming, using the gym, walks and going to the cinema, amongst others.



General Information



On occasions there may be the opportunity to take learners swimming outside their timetabled session. It would be really helpful if you could send in a swimming kit that could remain at College for the term. We have laundry facilities at College to support learners to develop their independent living skills and have the capacity to ensure swimming kits are washed after each session.

Learners on the Hospitality and Food Studies course prepare and cook hot meals and a range of sandwiches each day (Monday—Thursday). A daily menu is provided from which learners can make their own choice and use money in a real life context. To support learners to develop their understanding of budgeting it would be beneficial if lunch money was provided on a weekly / termly basis. There will also be opportunities for learners to purchase lunch from local shops or from the café (sandwiches) at other times.

Wednesday Menu		Name
Jacket Potato - with butter £1.00	<input type="checkbox"/>	Additional toppings on both Jacket Potatoes and Salads add 50p.
Cheese	<input type="checkbox"/>	
Beans	<input type="checkbox"/>	
Tuna Mayonnaise	<input type="checkbox"/>	
Sandwiches (Brown or White Bread) - £1.50		
Ham	<input type="checkbox"/>	Tuna Mayonnaise <input type="checkbox"/>
Cheese	<input type="checkbox"/>	Egg Mayonnaise <input type="checkbox"/>
Toasty - £2.00		
Ham and Cheese	<input type="checkbox"/>	Cheese <input type="checkbox"/>
		Tuna Melt <input type="checkbox"/>
Side portion £0.50 <input type="checkbox"/> Full portion £1.00 <input type="checkbox"/>		
Wedges	<input type="checkbox"/>	Chips <input type="checkbox"/>
		Salad <input type="checkbox"/>
Salad - £2.00	<input type="checkbox"/>	Egg <input type="checkbox"/>
		Cheese <input type="checkbox"/>
		Tuna <input type="checkbox"/>
		Ham <input type="checkbox"/>
Today's Special - £2.50		
Penne Pasta Bolognese with Garlic Bread	<input type="checkbox"/>	Vegetarian <input type="checkbox"/>



Spring Term

Term Begins Tuesday 08 January 2019
 Half term Monday 18 February – Friday 22 February 2019
 Term Ends Friday 05 April 2019

Summer Term

Term Begins Tuesday 23 April 2019
 Bank Holiday Monday 06 May 2019
 Bank Holiday Monday 27 May 2019
 Half Term Tuesday 28 May – Friday 31 May



The many barriers faced by people with SEND to access employment include:

- a lack of good quality support to get and maintain employment
- a lack of support to build confidence and skills
- employers' attitudes
- lack of understanding as to what people with SEND can do with the right support

We believe that learners should have the same rights and opportunities as everybody else. Many people think that people with SEND can't work and have low expectations about what they are able to achieve. This is wrong. We need to change how people think so that many more people with learning disabilities get a job.

The following organisations are like-minded and are supporting learners to develop their employability skills in work placements. We would like to acknowledge the difference they are making to the outcomes for our learners ...



Margaret Haes Riding Centre

GROUP 3: Model 2

Group 3 Teacher



James Grant

Senior Learning Support Assistant (SLSA)



Carrie Webber

Learning Support Assistants (LSAs)



Constant Anaset



Martha Khwiya

Model 2: Developing Skills for the Work Place and Choice and Control

Communication and Calculation

Learners have a Communication / Calculation lesson each day to consolidate, develop and apply their communication and calculation skills in applied learning contexts. They are also encouraged to apply this learning throughout the curriculum and in real life contexts within the community.

Employment

Learners take part in internal work placements to develop their skills for work. These include looking after and caring for animals on the Farm (Animal Care), growing and caring for plants (Horticulture) and preparing and making food, drinks and snacks (Catering).

Independent Living and Friends, Relationships and Community

This term learners will develop their independent living skills through learning how to keep safe. The focus is identifying key safety signs and symbols, recalling and responding to health and safety advice and following simple safety routines i.e. crossing the road.

Health

Learners are encouraged to choose activities which promote their health and wellbeing. These may include swimming, using the gym, walks and going to the cinema, amongst others.

GROUP 4: Models 2 & 3

Group 4
Teacher



Clare Foster

Senior Learning
Support Assistant (SLSA)

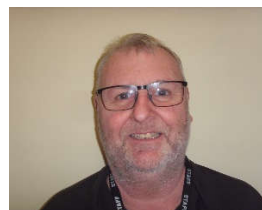


Vinesh Fatania

Learning Support Assistants (LSAs)



Michelle Heaton



Paul Aldred



Lisa Brooks

Model 2: Developing Skills for the Work Place and Choice and Control

Communication and Calculation

Learners have a Communication / Calculation lesson each day to develop basic communication and maths skills. They are encouraged to apply this learning throughout the curriculum and in real life contexts within the community.

Employment

Learners take part in internal work placements to develop their skills for work. These include looking after and caring for animals on the Farm (Animal Care), growing and caring for plants (Horticulture) and preparing and making food, drinks and snacks (Catering).

Independent Living and Friends, Relationships and Community

This term learners will develop their independent living skills through learning how to keep safe. The focus is identifying key safety signs and symbols, recalling and responding to health and safety advice and following simple safety routines i.e. crossing the road.

Health

Learners are encouraged to choose activities which promote their health and wellbeing. These may include swimming, using the gym, walks and going to the cinema, amongst others.

GROUP 5: Models 2 & 3

Group 5
Teacher



Paul Ridgley

Senior Learning
Support Assistant (SLSA)



Lovewell Msimanga

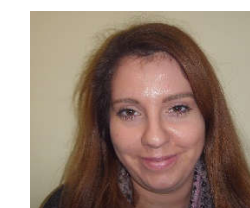
Learning Support Assistants (LSAs)



Jeanette Allport



Urszula Kruk



Charlotte Hatton



Samantha Pollitt

Model 3

Focus: Developing Functional Skills and Work-related learning within the community

Functional Skills

Learners have a Functional Skills lesson each day to extend their knowledge of maths and English in a functional context.

Employment

Learners take part in both internal and external placements to develop their employability skills. This is accredited through the ASDAN Employability qualification. The focus this term is on Health and Safety in the workplace, maintaining work standards and learning from work experience.

Independent Living and Friends, Relationships and Community

This term learners will focus on personal safety within the home and community. Learning is accredited through the ASDAN Personal and Social Development qualification.

Health

Learners are encouraged to choose activities which promote their health and wellbeing. These may include swimming, using the gym, walks and going to the cinema, amongst others.