

Horizons College

Address: The Segal Centre, Stratton Road, Swindon, Wiltshire, SN1 2PN

Website: <http://Horizonscollege.ac.uk/>

HORIZONS College opening hours for the students: 9.10 am – 15.15 pm

Point of contact:

Genti Mullaliu – Principal of Horizons College

Email: admissions@horizonscollege.ac.uk

Type of Provision: Independent Specialist College Education (Section 41)

Age range: We cater for Students aged 16-25 years

Vision: Empowering Learners to Shape Their Future

Our Mission

- To be an innovative and inclusive learning community for all.
- To provide a safe, stimulating learner centred environment.
- To equip learners with skills for work and life.
- To collaborate with our local community and employers through effective partnerships
- To develop independence and the confidence to carry on their journey through life

Overview of the Provision

Horizons College exist to create opportunities for learners to develop skills and empower them to shape their future.

Here at Horizons College we are constantly looking at what skills learners would like to develop and how this impact on the lives they want to live. Young people develop and mature during their time at College and the dedicated team of support surrounding them offer opportunities that will improve their independence and confidence.

Our care and support for our learners is always at the heart of what we do, where our learners learn new skills and are better equipped for the future. Our college community depends on us staying true to the things we are praised for, being a place of innovative and inclusive learning community for all, providing a safe, stimulating learner focused environment. The college has been successful in equipping learners with skills for work and life and collaborating with our local community.

The college is an independent specialist college part of the Brunel Education. The learning programmes are specifically aimed at a group of learners with a range of Special Educational Needs and Disabilities including those with complex medical, care and therapeutic needs and/or sensory processing difficulties.

Situated in the centre of Swindon, Horizons is an integral part of the community. Horizons College consists of two campuses located in close proximity with different learning focuses. The curriculum for Post 16 learners provides progression and accreditation based on their starting points after completing the statutory school education with a greater emphasis on life & work skills, developing independence and transition to adulthood. The curriculum design and implementation also enables them to make a positive contribution to their community.

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Horizons College is developing a highly ambitious work related curriculum. The college has developed and continues to develop strong business links with local employers. Developing our learners' skills for work is embedded deeply in the culture of challenging and high aspirations as detailed in outcome for learners and work experience data below. This collaboration has been further developed since this to include corporate companies as partners such as Baxter Story, Waitrose, and WH Smiths

Learner Profile Pathways and Qualifications

The courses on offer at Horizons College to enable young people to develop independent living skills and employment skills are:

Pathway to Employment – Vocational Skills, Skills For Independence and Work

Pathway to Life Choices – Independent Living Skills, Personal Progress, Skills for supported employment

Personalised Learning Bespoke Pathways – Sports, Hospitality, Health Social Care, Horticulture, Customer Service, Practical skills.

Functional Skills - Edexcel Functional Skills qualifications in Maths, English and ICT (Entry Level or Level 1), Ascentis Stepping Stones Maths and English Award, Certificate.

Horizons College consists of four cohorts of learners with special educational needs, additional complex social and behavioral related needs.

Cohort 1: Young people with profound, multiple learning needs.

Cohort 2: Young people on the autistic spectrum and/or with complex learning needs

Cohort 3: Young people with complex learning needs and/or autistic spectrum disorder some of whom have the potential to progress to supported, in some cases, unsupported employment.

Cohort 4: Young people with complex learning needs and/or autistic spectrum disorder some of whom present with challenging behaviour have the potential to progress to supported, in some cases, unsupported employment.

Extra Curricular activities

Horizons College believes that education is not just about the acquisition of qualifications but also the development of the whole person. The diverse and ever evolving extended curriculum enables learners to choose activities that promote positive mental and emotional and physical health and development.

Horizons College has a wide range of activities available in response to interests expressed by learners and learners are encouraged to explore personal social and ethical issues as well as make a positive contribution to the community.

Admissions Process

The process for applying to the Horizons College. During the application process there are a number of stages to follow which will be clearly explained by the Transitions Co-ordinator. See Admissions Chart attached.

Horizons College will ensure that all reasonable adjustments are made to ensure all learners have the opportunity to achieve their potential. Our Therapy Team undertake assessment

of all learners and work closely with staff to develop individualised therapy programmes and support practical resources.

Horizons College is an inclusive and welcoming environment that celebrates the individuality of all learners.

Assessment

All learners will undertake a baseline assessment in all areas of their learning on entry to Horizons College and this assessment will inform the target setting process. Targets are monitored and tracked electronically and all targets are reviewed and revised regularly to ensure sufficient challenge.

Formative assessments are an integral part of lesson planning linked to defined criteria determined by the curriculum and the individual needs of the student. Assessment of students' attitudes, behaviour and effort are distinct from the assessment of knowledge, concepts and skills.

Transitions – Career Advice

Whichever learning pathway the young people take at the Horizons College, all three programmes offer:

- A fully person centred planning approach to support young people and their families/carers, working closely with community partners in planning a successful transition to adult/working life.

Learners also have opportunity to undertake external work experience placements and have access to Careers Advice, Information, Education and Guidance (CIAG). The courses above are undertaken over 3-years.

Staff Expertise

All teaching staff are highly skilled and qualified.

The teaching team includes Ten Specialist Tutors, Two Senior Learning Support Staff and 35 Learning Support Assistants. Since May 2019 The college has been successful in employing a therapy team which consists of: One Clinical Team Leader, Occupational Therapist, Physio Therapist, Speech and Language Therapist and a college nurse.

The combined cohorts had sixty eight learners start, ranging from Pre-Entry level to Entry 3 and Level 1.

The College had made significant improvement since its last inspection as confirmed from the most recent Monitoring visit June 2019.

Monitoring of the effectiveness of the provision

There are robust systems in place for senior leadership staff and Governors to monitor the effectiveness of the Horizons College provision. Learning Leads also monitor the delivery of the curriculum and the progress made.

Equal Opportunities: At Horizons College we are committed to ensuring equality of education and opportunity for all members of Horizons College community –students, staff, governors, parents and community members. We aim to develop a culture of inclusion and diversity where everyone, irrespective of their race, ethnic or national origin or their citizenship, gender, age, sexual orientation, religious belief or disability feels welcome, valued and able to participate fully in the College life.

We also have a student council, to which all students contribute. Students voice is a priority. Bullying of any kind is not tolerated.

Other useful websites:

My Care My Support

<http://children.mycaremysupport.co.uk/>

Special educational needs and disability - A guide for parents and carers

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417435/Special_educational_needs_and_disabilities_guide_for_parents_and_carers.pdf

SEND Code of Practice

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

NATSPEC <http://www.natspec.org.uk/>

EFA(Education Funding Agency) <https://www.gov.uk/government/organisations/education-funding-agency>