

RISE COLLEGE

Together we are strong, together we grow

PROSPECTUS

WELCOME MESSAGE FROM THE PRINCIPLE



Thank you for taking the time to consider a course at Rise College. We are an independent SEND college in the London borough of Harrow. The primary goal of Rise College is to provide a comprehensive educational environment for young people with Special Educational Needs or those who are vulnerable and face challenges, particularly those on the autism spectrum, between the ages of 16 and 25 years of age.

We work with all of our students to build a bespoke programme to help achieve the outcomes in their Education Health and Care Plan and to prepare them for adulthood.

Rise College is an equal opportunities college and therefore, equal opportunities encompass all that we do.

At Rise College we are committed to ensuring that all our students move on to achieve aspirational outcomes based in the local community.

We pride ourselves in building bright futures and changing the lives of our students. You are welcome to come and visit us to see what we have offer and ask any questions you may have.

Maureen Amah-Ota
Principle

OUR VISION, AIMS AND ETHOS



OUR VISION

Every student is safe

Every student is inspired

Every student is empowered



OUR AIMS

Prepare students to be independent by developing academic, life and work skills ready for life after college.

Through work experience, we provide students with social and vocational opportunities in the heart of the community.

Provide a learning environment that is stimulating, creative and bespoke.

To empower and enable students to be fulfilled, happy and confident.



OUR ETHOS

We move the earth to achieve the best outcome for all our students





CURRICULUM

Our curriculum at Rise College is designed to support students in achieving their EHCP outcomes through our study programmes. These study programmes are aligned with the Preparing for Adulthood Pathways, ensuring that students receive a comprehensive and personalised curriculum.

We base our curriculum pathways on the National Curriculum, PSHE Education Planning Framework for pupils with Special Educational Needs, and Entry Level courses and qualifications from awarding bodies such as ASDAN, AQA, and OCR. Our goal is to provide a rich learning experience that promotes independence and self-confidence.

The learning pathways we offer are flexible, allowing students to build on the skills they have previously learned. Students can access a curriculum that meets their holistic needs and is appropriate for their developmental understanding. This can include courses from the semi-formal curriculum, the formal curriculum, or a combination of both.

At Rise College, we prioritise teaching independent living skills while also extending literacy, numeracy, and communication skills to prepare students for further education and beyond. We have established partnerships with additional learning providers to enhance our curriculum, offering opportunities for both independent and supported work experience.

As part of our curriculum, students can expect to study for nationally accredited vocational and functional skills qualifications at Entry Level or higher, depending on their level of progress and understanding.

COURSES

01

English

Functional Skills Entry Level 1/2/3 and Level 1/2

02

Mathematics

Functional Skills Entry Level 1/2/3 and Level 1/2

03

Information Technology

Entry Level 1/2/3 and Level 1/2

04

Health & social care

Level 1 and 2

05

Personal & Social Development

Level 1-2

06

Certificate of employability

Entry Level 1-3 and Level 1-2

07

Relationship, Sex & Health Education

08

Childcare

Level 1-2

09

Hospitality

Level 1-2



ASSESSMENT

At Rise College, we believe that effective teaching starts with assessment. We focus on identifying each student's strengths and weaknesses, regardless of any named disabilities they may have. Our main concern is how the individual functions in their daily life and how they communicate.

Our assessment process goes beyond just academic abilities. We also consider physical, emotional, social, and intellectual development. Our approach emphasises what students can do rather than what they can't. This provides a foundation for their learning journey.

Assessment begins even before the student starts school, with a pre-visit from with the form teacher. We then compile a formal entry profile following the procedures outlined in the PARR policy, with specific reference to the child's EHCP (Education, Health and Care Plan). This baseline assessment helps us create the first Individual Education Plan tailored to the student's unique needs.

To ensure comprehensive evaluation, we use a combination of formative and summative assessments. This allows us to track progress and adjust our teaching strategies accordingly. At Rise College, assessment is a vital tool in providing the best education for every student.

Formative assessment plays a crucial role in monitoring your child's progress and providing continuous feedback. It allows teachers to make informed decisions to enhance their teaching methods and support students in their further improvement. Here's how formative assessments benefit both students and teachers

IDENTIFYING STRENGTHS AND WEAKNESSES

Formative assessments help students understand their areas of strength and weakness. By recognising what needs improvement, they can focus their efforts on specific areas to grow and excel.

ADDRESSING DIFFICULTIES

Teachers rely on formative assessments to identify any challenges students may be facing. This enables them to promptly address those difficulties, offering targeted support and personalised teaching to ensure your child's success.

At our school, we believe in the power of formative assessments to drive continuous improvement and foster a supportive learning environment for every student.

Summative assessments serve as a way to evaluate your child's learning at the end of a specific period, such as the end of a term or academic year. These assessments compare your child's progress against established standards and benchmarks, such as the engagement model. This type of assessment is for pupils working below the national curriculum assessment and who may not be engaged in subject-specific study.

At Rise College, we have implemented a comprehensive system of assessment called the Planning, Assessment, Reporting, and Recording (PARR) policy. This policy ensures that both formative and summative assessment approaches are effective and consistently utilised throughout the school. It is an essential document that is shared with new teaching staff during face-to-face induction sessions conducted by the school's Senior Leadership Team (SLT), ensuring that assessment approaches remain consistent for all students.

CERTIFICATE IN PERSONAL AND SOCIAL DEVELOPMENT



ADDRESSING DIFFICULTIES

This course embraces personal, social, health, citizenship and ICT, and enables candidates to develop skills that prepare them for independence and working life.

The Personal and Social Development (PSD) qualifications offer imaginative ways of supporting students in becoming confident individuals who are physically, emotionally and socially healthy being responsible citizens who make a positive contribution to society and embrace change managing risk together with their own wellbeing as well as introducing them to new activities and personal challenges. The qualification is credit-based and candidates will study a wide range of units aimed at personal, social development. Candidates must complete 13 credits worth of units to achieve the full qualification.

ENTRY REQUIREMENTS

The course is aimed at high needs students who are working at Entry 1 or towards Entry 2 who have minimal or no formal qualifications. Students will have an interview prior to enrolment and will undertake an assessment to ascertain current levels.

ASSESSMENT

Students complete a portfolio of evidence which is internally assessed by college assessors against the unit assessment criteria. There is a mandatory Assessment Checklist provided for each unit that needs to be signed off by the tutor in order to complete a unit. Checklists must also be signed by the candidate, assessor and internal moderator to authenticate the work added to each candidate's portfolio of evidence.





CERTIFICATE IN EMPLOYABILITY

COURSE CONTENT

The ASDAN Level 1 Certificate in Employability is designed to help learners develop the skills needed to become successful employees. The primary purpose of this qualification is to support them in overcoming barriers to entering work. It is primarily intended for young people and adults who are not yet ready for employment but for whom a job is a realistic aim within a reasonable timescale. It may also suit those experiencing the workplace for the first time that need to develop employability skills.

Students will study mandatory units together with a range of option units to develop employability skills. Units are designed to be practical and will allow learners to develop employability skills, which will improve their career prospects. Functional Skills in English, Maths and ICT will form an integral part of this Foundation Learning programme.

Students study a range of units to support understanding of work place requirements. Learners will have the opportunity to participate in an enterprise activity. It is primarily intended for young people and adults who are not yet ready for employment but for whom a job is a realistic aim within a reasonable timescale. It may also suit those experiencing the workplace for the first time that need to develop employability skills.

PROGRESSION

- ASDAN Level 2 Award and Certificate in Employability
- Progression routes for candidates achieving the Employability qualifications include apprenticeships, traineeships, employment, further education and any other qualifications at a higher level.

ASSESSMENT

Candidates complete a portfolio of evidence which is internally assessed against the unit assessment criteria. Assessors need to ensure that there is explicit evidence in the portfolio to show that the candidate has met the required standard.

SPORTS PROGRAMME

Combine your love of sports and fitness with qualifications that can progress you to higher education or a career in the industry. Sport offers access to a huge choice of job roles, from hands-on fitness, to administration and management. All of our courses give students an insight into all of the sectors which can be accessed.

Our sports teachers are enthusiastic and come from a variety of sporting and teaching backgrounds and many are still very involved with sport outside the College. We also have a fun and engaging enrichment programme of extra- curricular activities. You will develop on a range of skills including:

- Teamwork
- Self-motivation
- Problem solving
- Resilience
- Communication
- Reflection

COURSE CONTENT

NCFE Level 1 Course in Sports at Rise College will develop your core knowledge and skills needed for an amazing career in the sports and active leisure. This course will open your eyes to the wide world of sport. The course involves activities including taking part in sport in exercise, how the body works and sports coaching. This is a vocational course which involves the following learning combination: classroom tuition, physical sport, a tutorial, enterprise related enrichment, extra- curriculum related enrichment, work experience in a relevant institution, and application preparation to an appropriate employer. Rise College has a wide variety of sports and clubs available to participate in.

COURSE OUTCOMES

Level 1 qualification and progression opportunities. With the addition of specific activities, the Sport study programme is designed to give applicants a higher chance of getting into a career of choice. The programme is further supported with HE talks, visits and workshops.

PROGRESSION

Level 2 Sports programme, employment or apprenticeship.





INFORMATION TECHNOLOGY

This is an introductory programme in computing and aims to provide you with the opportunity to develop a range of skills within the IT sector. The units cover activities such as creating a website, developing and using digital information with IT. Learners will develop a range of skills in the IT sector in areas such as problem- solving, working with others, communication and research and supporting progression on to further study.

Our Level 1 course introduces and inspires our students into three key industries, Information Creative Technology (ICT). The course is perfect for those who have an interest in this subject area and learn foundation skills to support their future endeavours in the IT industry. This is a one year course where you then progress onto a Level 2 course in ICT once achieved.



COURSE OUTCOMES

Mandatory Units:

- Information Technology Systems
- Creating Systems to Manage Information
- Using social media in Business
- Programming
- IT Project Management
- Cyber Security and incident Management
- IT Service Delivery

HEALTH, SOCIAL AND CHILDCARE

Our study programme in the health and social care provides learners with a structured and challenging learning experience to support their development and progression, whether that's on to further study or their dream career.

This qualification:

- is aimed at learners who wish to develop an understanding of these settings before deciding whether working in the sector is for them
- allows learners to gain the knowledge, understanding and skills required for employment and/or career progression in the sectors
- allows learners to tailor their learning to their interests through the provision of a broad range of optional units
- provides opportunities for the development of transferable skills
- supports progression to Level 2 qualifications in health, social care or children's settings
- provides learners with the opportunity to progress to employment, in due course, in a range of job roles in the care sectors.





COURSE OUTCOMES

Mandatory Units:

Understand the Range of Service Provision and Roles Within Health and Social Care (Adults and Children and Young People), Early Years and Childcare

Awareness of Health and Safety in Health and Social Care (Adults and Children and Young People), Early Years and Childcare
Introductory Awareness of Inclusion and Disability

Introduction to Communication in Health and Social Care (Adults and Children and Young People), Early Years and Childcare

Awareness of Safeguarding in Health and Social Care (Adults and Children and Young People), Early Years and Childcare

LEVEL 2 CERTIFICATE IN HEALTH AND SOCIAL CARE

Mandatory Units:

- Human Growth and Development
- Safeguarding and Protection in Health and Social Care
- Equality, Diversity and Rights in Health and Social Care

CHILDCARE



COURSE CONTENT

LEVEL 2 CERTIFICATE IN WORKING WITH CHILDREN IN EARLY YEARS AND PRIMARY SETTINGS

This qualification covers a range of key subject areas that provide learners with the knowledge, understanding and skills needed to care for and educate children aged between 0 and 11 years 11 months old. It has been designed to support learners to progress on to Level 3 qualifications across a number of sectors, including the Early Years Educator sector, the Supporting Teaching and Learning sector, and the Children and Young People sector. It also contains significant transferable knowledge for the Health and Social Care sector.

COURSE OUTCOMES

Mandatory Units:

- Child Development From Birth to 11 Years 11 Months
- Play and Learning
- Exploring Legislation
- The Role of the Childcare Practitioner
- Nutrition
- Physical Development and Physical Activity
- Professional Skills Record

HOSPITALITY

INTRODUCTION TO THE CATERING AND HOSPITALITY INDUSTRY

This course is ideal for students who would like a more 'hands on' approach to their learning and allows learners to gain practical skills, knowledge and understanding in the subject area.

LEVEL 2 CERTIFICATE IN UNDERSTANDING EXCELLENCE IN CUSTOMER SERVICE FOR HOSPITALITY

This qualification is designed for learners who are looking to enter, or progress within, employment in the hospitality sector. It will enable learners to develop knowledge and understanding of customer service excellence for the hospitality sector.



COURSE OUTCOMES

Mandatory Units:

- Principles of Customer Service in the Hospitality Sector
- Understand Effective Teamwork in the Hospitality Sector
- Understand Legislation and Guidance Relevant to the Hospitality Sector
- Understand Professional Personal Standards in the Hospitality Sector



RELATIONSHIPS AND SEX EDUCATION



In 2020, the government made Health Education and Relationships and Sex education (RSE) compulsory, which makes most of the Personal Social Health Education curriculum now mandatory for all students in all schools. This applies to all students including those with Special Educational Needs. We will ensure that our students are receiving age appropriate, useful RSE that ultimately enables them to live healthy, safe lives.

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. Today children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

AIMS FOR OUR RSE PROGRAM

The aim of Relationships Sex and Health Education is to give our young people the information needed to develop healthy, nurturing relationships of all kinds, not just intimate relationships.

Students should be given opportunities to understand how healthy relationships can benefit their own mental wellbeing and self-respect. Effective Relationships and Sex Education does not encourage early sexual experimentation but teaches our students to understand human sexuality and respect themselves and others.

Knowledge about safe sex and sexual health remains important to ensure young people can make safe, informed and healthy choices as they progress to adult life (where our students have this level of understanding).



OVERVIEW OF RSE CURRICULUM

RELATIONSHIPS AND SEX EDUCATION	PHYSICAL HEALTH AND MENTAL WELL-BEING
Families (including different types of family units)	Internet Safety
Being Safe (including public and private behaviours)	Mental well being
Respectful Relationships including friendships	Physical Health and Fitness and Healthy Eating
Sexual Relationships and Sexual Health	Physical changing body and puberty

THERAPEUTIC AND ENRICHMENT PROGRAMMES

As part of their programme, students at Rise College also benefit from a range of therapeutic services such as Equine Assisted Therapy, Art Therapy, Speech and Language Therapy and Occupational Therapy.

EQUINE ASSISTED THERAPY

incorporates horses into therapeutic activities such as grooming, feeding, and leading a horse while being supervised by qualified therapists.

Young people often find it difficult to open up or process painful emotions and experiences. Equine-assisted therapy allow young people of all ages to work on issues such as:

- Assertiveness
- Confidence
- Developing and maintaining relationships
- Emotional awareness
- Empathy
- Impulse control
- Problem-solving skills
- Social skills
- Trust in others
- Trust in self



ART THERAPY is an established form of psychotherapy, delivered by trained art therapists (also known as art psychotherapists).

Art therapy uses art as the primary mode of expression, alongside talking with an art therapist. It aims to reduce distress and improve social, emotional and mental health by promoting insight, self-compassion and a sense of agency and self-worth.

During the sessions which are in groups, students are supported by an Art Therapist to use art to express and articulate often complex thoughts and feelings.



ENRICHMENT PROGRAMME

Art Club	Athletics	Badminton
Basketball	Football	Circuits Classes
College Magazine	Cricket Team	Dance Classes
Film Society	Fitness & Training	Fitness Room
Games Club	Jack Petchey Awards	Table Tennis



INDEPENDENCE SKILLS

INDEPENDENT TRAVEL TRAINING

Rise College provides independent travel training for learners who come to college with Local Authority provided transport.

Travel Training gives people with special educational needs or disabilities the confidence and skills to travel independently on buses, trains and walking routes.

Being able to travel on public transport is a key life skill. It lets you make choices about how you live, go about your daily life and fulfil your potential.

ADDITIONAL BENEFITS

These skills can help people access further training, employment, and locations that they were previously unable to independently.

Because of the independence young people will get from the training, their parents and carers can benefit from a long-term reduction in care responsibilities. This will help them participate more in employment, education, and leisure activities.

THE PROGRAMME INCLUDES

- one-to-one personalised travel trainer support
- increased confidence and self-esteem
- journey planning
- road and personal safety skills
- time management
- problem solving in unexpected situations
- emergency strategies



HOW THE TRAINING IS DELIVERED

A travel trainer gives the training on a one-to-one basis. The trainer will support the young person through the different stages of training:

Initial road safety and personal safety training

Initial training to the student's bus stop or train station

Training from home to college

Shadowing the journey

Final review/assessment and sign-off

Parents and carers will be involved from the outset. The travel trainer will meet them to:

explain how the programme works

make sure the training is tailored to meet the student's needs

answer any questions

Throughout the training, there will be regular reviews and assessments of the young person's progress, which will be shared with the family

The trainer will provide a timetable for the training sessions, which will be constructed around the learner's college start and finish times





INDEPENDENCE SKILLS

COOKING

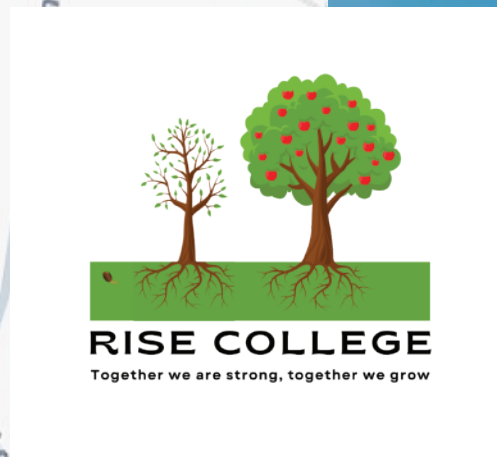
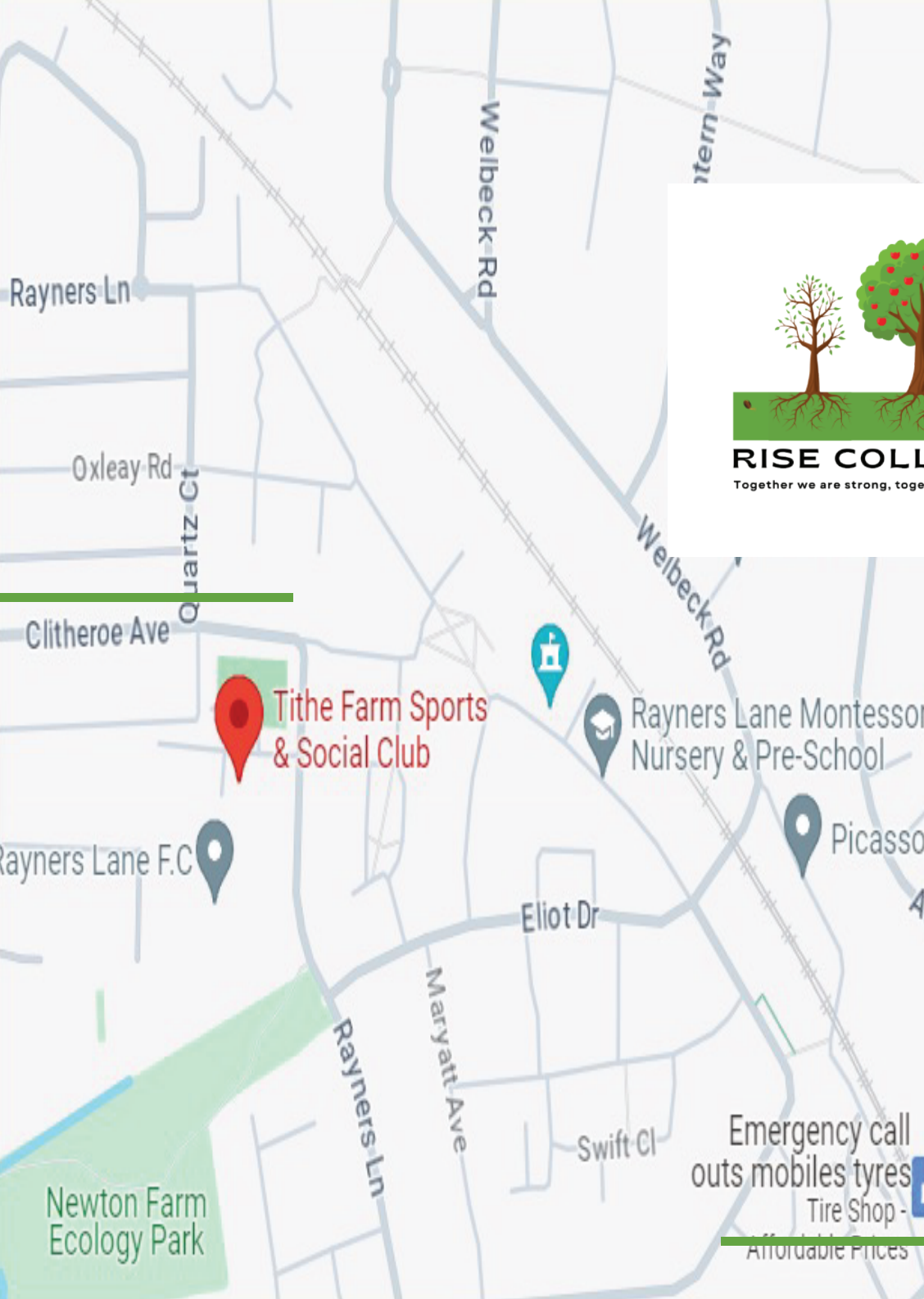
Preparing healthy meals is an essential independent skill to develop because it can help you save money and improve overall health. At Rise College we teach basic cooking skills that students can apply to several meals, such as boiling water, chopping food properly and following simple recipes.

Before students can start cooking they complete the Level 2 Food Hygiene and Safety for Catering course.

BEFORE THEY MAKE A MEAL STUDENTS

- are given a budget
- decide what they want to cook
- Write down the ingredient list and cooking method
- research the nutritional value of the meal by looking at fat content etc and grading each ingredient using the traffic light system. For example. Butter would be red, cream might be orange depending on the type and amount and broccoli would be green. They are only allowed 2 red ingredients in a meal and as many green ingredients as they want.
- shop for groceries
- purchase non-perishable items.
- purchase perishable items in the exact amount they plan to use in the meal.
- buy vegetables and fruits that are in season.
- prepare the meal which they have for lunch





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