

Self-Assessment Report 2017-18 and Quality Improvement Plan 2018-19

Area **Derwen College**
UKPRN: 10001929

Date **November 2018**

Framework **Ofsted (FE & Skills)**

Overall effectiveness	Outstanding
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for learners	Outstanding

College Profile

Derwen College works with young people with learning difficulties and disabilities. We provide inspirational learning, development and care to enable the achievement of aspirations, which transform lives by delivering work-ready and independence skills to both day and residential students across our large main campus and at our three satellite centres. We focus on individual outcomes for students with a wide range of learning difficulties, disabilities and behaviours of concern. Derwen students are provided with maximum work experience opportunities through our extensive commercial operations and business partnerships (see Appendix 2 – student demographics 17-18).

Our Mission:

To provide inspirational learning, development and care and enable the achievement of aspirations which transform lives.

Our Vision:

To be the first choice in specialist education and independent living.

Our Values:

- *Being **non-judgemental** in our work and lives*
- ***Caring** for and about others*
- ***Respecting** others even when we feel challenged*
- ***Nurturing** to ensure we get the best out of each individual*
- *Being **creative**, finding innovative ways to overcome life's challenges and hurdles sometimes by taking a risk*
- *Developing **collaborative** partnerships to get the best out of people*

DC offers three main provisions:

- a one to three year education provision for young people (Students) aged 16-25 with learning difficulties and disabilities, either on a day or residential placement basis
- a two year living and work experience provision for young people (Trainees) on a living and work programme(LWP) aged 16-25 with learning difficulties and disabilities which can be an extension of the education provision. This can be undertaken either on a day or residential basis
- a 52 week residential provision for 37 older adults (Clients), all with a level of learning difficulty or disability

Overall Effectiveness / Executive Summary

Grade: Outstanding

The overall effectiveness of the College is outstanding. Highly effective self-assessment is embedded across the organisation including at its three satellite sites. Throughout 2017-18 College leaders have responded dynamically to the challenging external environment and there has been significant purposeful, rigorous and analytical focus on the College's strategic direction. Robust overview and monitoring of the colleges financial position continues to be central to the work of governors and senior leaders.

Overall College Strengths

Governors and senior leaders set an ambitious and demanding ethos, mission and culture and continue to steer the organisation skillfully through challenging times

Extremely robust quality improvement cycle reflecting both Ofsted and Care Quality Commission (CQC) frameworks resulting in excellent quality of provision across all sites

Highly effective performance management and professional development of staff across the organisation

Excellent person-centered admissions and pre-entry processes leading to development of truly bespoke programmes and tailored support packages

Consistently outstanding quality of teaching, learning and assessment including provision of employability skills, information, advice and guidance

Extensive external work experience programme with 97% of students accessing, high quality, community placements during 2017-18

Impressive industry partnerships leading to paid employment

Excellent support for independence including meal preparation, travel training and (where appropriate) self-medication

Outstanding sports and leisure programme with particularly impressive D of E Award Scheme outcomes

Overall College Areas for Improvement

To ensure the long-term financial stability of the organisation by aligning income and expenditure in line with the colleges strategic objectives

To monitor the impact of new business initiatives, e.g. The Hub / Short Breaks provision / Derwen School partnership, and to maximise benefits to the different learner groups and to the organization as a whole

To maximise the potential of the Premier Inn training facility by opening to the public during 2019, and to continue to explore the feasibility of an on-site caravan park

To formulate a clear strategy for communication with internal and external stakeholders to ensure consistency, timeliness and accuracy of messaging including consolidation of new MIS systems

To ensure that student facing areas keep pace with the changing demands and support needs of the whole cohort including an update of the Student Union and programme of renovation for the bungalow site

During 2017-18, the College has maintained its outstanding quality whilst adapting to the changing needs of its student cohort. The cohort in recent years has seen a gradual increase in students whose primary learning disability are autism and behaviours of concern. The quality of student experience has been at the heart of every review undertaken and every decision made, and College leaders are confident that the re-modelling work done during 2017-18 will bring positive, long-term benefits to current and future cohorts and to the organization as a whole. The College's ethos is unchanged – the learning experience at Derwen is planned to maximise social mobility and employability prospects and prepare young people with special educational needs and disabilities (SEND) to live as independently as possible in the future and to make a positive contribution.

The College's specialism continues to be provision of real experiences of work in customer-facing settings and the vocational curriculum offer has been refined during 2017-18 to align even more closely with planned outcomes and destination data. As a result, a streamlined curriculum model is in place focusing on: Hospitality and Customer Services; Creative Studies; and pre-vocational Work Skills. The Care, Independence, Health and Wellbeing provision has also been updated to ensure ongoing relevance and to support the full range of young people attending as either day or residential learners.

This progress has been made against a backdrop of extremely close financial monitoring in order to ensure long-term sustainability. In response to the reduction in residential placements the College has successfully worked towards a planned 'downsize' for September 2018. Senior College leaders explored a range of options for the properties that are no longer of strategic value and have come to an arrangement with an external provider who will run a stand-alone business, 'The Derwen School', on a separate part of the campus from January 2019. The school will be for 11-18 year olds with SEND and will run entirely independently of the College, however, it is anticipated that some mutually beneficial partnership working will take place and that, in time, the school could become a feeder for the College. A rolling plan of renovations is underway for the remaining residences with the bungalow site a priority. Alongside this work College leaders have explored a range of new business ideas several of which are now being taken forward including the launch of new 'Short Breaks' activities provision, anticipated to grow throughout 2018-19.

Partnership working remains central to the curriculum model and the College's relationship with Premier Inn is an excellent example. It is anticipated that eleven of fourteen students of the July 2018 leavers will go on to gain paid employment with Premier Inn following their training programme at Derwen, and there are plans to work alongside Premier Inn to adapt the existing 3-bed training facility into a small hotel open to the public from 2019. The training centre has been built and supplied by Novus and Premier Inn and is an exact replica of a mini Premier Inn Hotel. As planned, the commercial outlets underwent a review during 2017-18, resulting in the relocation of the farm shop into the Garden Centre to provide an improved shopping experience for customers and to create a busier, more realistic work environment for retail students. The opportunity to develop a small-scale caravan park onsite as an extension of the hospitality curriculum continues to be explored. Extensive partnerships with local and national employers continue to ensure that students have access to relevant and meaningful external work experience placements as an integral part of their individual programmes. In July 2018, the College achieved Fair Train Gold Standard reaccreditation in recognition of the quality of external work experience.

Supported by the successful Learning and Enterprise Partnership (LEP) GD3 bid, the old farm shop has been converted into 'The Hub'. This area now forms the base of our employer engagement and marketing operations and includes interactive IT facilities, bookable training rooms that are open to the public, and the main College reception and this will further enhance students' programme as part of the hospitality pathway. 2018-19 will see further development of this resource as the base for our external CPD programme 'Learn with Derwen' and the roll-out of further GD3 apps in partnership with key employers. The College has worked in partnership with Premier Inn to create a fully interactive training App that details all job routines within a housekeeping environment. The App has been designed to provide visual, written and Makaton prompts to help all learners practice industry tasks. The App has been extremely successful and has prompted independence and confidence.

One male student in Hospitality and Housekeeping who has used the App said:
'It helps me to do the task and will get me a job'

During 2017-18, the Admissions process was reviewed, and an extended period was dedicated to pre-entry processes involving the young person and their family, moving the process from one day to two. This has helped to ensure that all new starters benefit from a comprehensive and realistic programme tailored to meet their individual needs from day one. Significant progress has also been made during 2017-18 with the consolidation of a truly bespoke target setting and monitoring process across all sites.

Teaching, learning and assessment are outstanding with 98.2% of the 56 sessions observed judged to be either 'good or better' by the end of the observation programme. The provision of Information, Advice and Guidance (IAG) is excellent and includes delivery of 'Employability' modules at key points in the learners' programme. All students have regular individual personal tutorials providing high-quality curriculum support, leading to excellent progress towards their individual outcomes. The College underwent a successful Matrix Standard re-accreditation during 2018.

Promotion of equality, diversity and inclusion (EDI) is excellent. The assessment process identifies any specific resources a learner needs to access their programme and the Therapy Team are part of this initial process either seeing individuals or reviewing pre-entry assessment information to identify the specialist support needed. The College has a thriving Student Union (SU) and was recognised in 2018 with the NUS Award for 'Democracy'. A comprehensive Learner Voice programme ensures that all students have a voice and are enabled to be influential in developing an inclusive future for themselves and their peers. Students take part in a wide range of networking opportunities across the UK including participation in local charity events, national conferences and the Natspec Student Voice Parliament. An example of Learner Voice in action during 2017-18 has been the development of 'Hunters', a student-led initiative to provide drinks and snacks in the SU at key times, which has seen students working alongside staff on a rota at break and lunch times. The Student Union Board will play a key role in plans to update the SU during 2018-19.

Care support is good and support for independence, health and wellbeing is outstanding. Care plans are detailed and highly personalised, involving the student at key stages. Healthy eating is promoted across College and the management of special diets is extremely well developed. Significant progress has been made with Independence during 2017-18 including the move towards supported lunches, building on the successful implementation of supported breakfast and evening meal. The progress made with travel training during 2017-18 is impressive with all learners who took part in travel training assessments passing their assessment 57 / 57 achieved units across the programme. The sports and leisure programme is extensive and highly inclusive, with all of the 50 learners on Duke of Edinburgh (D of E) Awards achieving across the Bronze, Silver and Gold schemes during 2017-18.

Consolidating the College's approach to behaviour management has been a major focus throughout 2017-18 and, working closely with the British Institute of Learning Difficulties (BILD), an implementation and training plan is well underway. The Work Skills Pathway has been clarified and is well resourced in order to support those learners with the most complex needs, including behaviours of concerns and those who benefit from a sensory approach to learning and this new pathway will be closely monitored and reviewed through 18-19.

Leadership and management are outstanding. The culture of promoting vision and ambition for all is exceptional. Governors and staff have worked harder than ever during 2017-18 to continue to provide opportunities of the highest quality for young people with SEND and to shape the organisation for the future. Governors' range of knowledge, skills and experience is broad, relevant and generously shared. The year has been characterised by the stability in the Board membership, with far fewer changes than in recent years, enabling governors to consolidate effectively their team working. This has led to significant, purposeful, rigorous and analytical focus on the College's strategic planning and the developments and changes needed to secure its future. The commitment of governors to this task has been outstanding. Members have shown real commitment to increasing their knowledge and understanding of the College's operation. For a few the requirements of their full time employment, limit the take up for development opportunities. Governors have welcomed the annual training programme for their ongoing development. Feedback from them identifies that they have found the curriculum walk-throughs and the focused learning walks particularly useful. These have enabled governors to see and experience the students' learning environment, allowing them to link the reports provided to them at meetings with the learners' experience of the programme.

Governors have requested that the walk-throughs and learning walks continue to feature strongly in their annual CPD programme.

The College enjoys an established reputation for high-quality provision locally, regionally and nationally and continues to be responsive to the needs of its students, parents, employers and partners. The focus of all College operations is, unequivocally, the students who are valued as individuals. This approach is underpinned by the way in which all areas of the curriculum work together, supported by input from clinical and therapy services, to provide highly enriched, challenging and enabling programmes. Cross college, engagement and partnership with local businesses and community groups are outstanding. College leaders continue to play an active role externally to influence policy at regional and national level through membership of numerous associations and committees, and the Strategic Advisor is the current Chair of Natspec. It is recognized that during times of change effective communication with all stakeholders, particularly parents and carers, is more important than ever and this will remain a priority throughout 2018-19.

Quality Improvement Plan 2017-18

Summary of QIP Target Outcomes 2017-18		
Targets		Final RAG rating
Effectiveness of Leadership and Management		
ELM1:	Continue to review staffing, recruitment, training and pay at all levels in line with evolving priorities	
ELM2:	Review and consolidate curriculum and commercial operations to keep pace with changing need / demand and make best use of resources	
ELM3:	Further development of new programme strands introduced in 2016-17 (Positive behaviour and Sensory)	
ELM4:	Explore additional business opportunities with new and existing partners	
ELM5:	Implement a care restructure to support communication and consistency of quality and approach throughout the 24 hour period	
ELM6:	Continue to equip Governors to fulfill their function to an outstanding level	
ELM7:	To achieve the very highest health and safety standards across campus	
ELM9:	To ensure that planning and processes contribute towards a significant reduction in the deficit	
ELM10:	To ensure that ICT systems and staff skills remain fit for purpose	
Quality of teaching, learning and assessment		
QTLA1:	Ensure that teaching and learning staff have the appropriate knowledge and skills to support the changing cohort	
QTLA2:	Continue to develop the independence programme ensuring that the pace of improvement is maintained	
QTLA3:	Ongoing development of bespoke target setting system	
QTLA4:	Ensure that every opportunity is taken to use technology effectively and creatively across the whole curriculum	
Personal development, behaviour and welfare of learners		
PDBW1:	Consolidate the College's policy and approach to positive behaviour management	
PDBW2:	Continue to develop and refine IAG offer	
PDBW3:	Raise the profile of Learner Voice across College	
PDBW4:	Continue to develop and refine the Health and Wellbeing programme	
Outcomes for learners		
OFL1:	Increase opportunities with new and existing national chain organisations across all programme areas to improve outcomes for all learners which reflect individual aspirations and future career pathways	
OFL2:	Ensure that data capture and analysis is comprehensive and is used effectively to inform planning	

QIP Target outcomes Key

Green

progress towards target is good or better than planned

Amber

progress towards target is less than planned but remains within an acceptable range

Red

progress towards target is less than planned and outside an acceptable range

Effectiveness of leadership and management

Grade: Outstanding

Governance, leadership and management of the College are outstanding. The Governors, Strategic Advisor, Principal and Senior Team continue to set a clear direction for the organisation and there has been significant, purposeful, rigorous and analytical focus on the College's strategic direction. The senior leadership team has been consolidated during 2018 and the Directorates rationalized into a clearer structure (*see link for Leadership team structure <http://bit.ly/2W9uy4w>*).

Management of Care and the vocational curriculum areas have also been reviewed and restructured to reflect and support the evolving needs of the student cohort. Despite the challenging environment, the culture of the organisation remains ambitious, positive and forward-looking.

Strengths

Governors and Senior Leaders following detailed analysis and evaluation of recent experiences, strategic direction and predicted impact of legislation and reputation give the highest priority to identifying and monitoring of new activities set an ambitious and demanding ethos, mission and culture for the financial management of the College and continue to steer the organisation skillfully through challenging times

Streamlining of the Senior Leadership team and Directorates has resulted in a dynamic and cohesive team with clear areas of accountability

Streamlined curriculum management structure now well positioned to support the refreshed offer aligned to realistic student outcomes

Rationalization of the care management structure and implementation of the cluster model now well positioned to support the needs of the evolving student and trainee cohort

Leaders and managers have been highly effective in seeking and maintaining external partnerships to support skills development and maximise opportunity for all students

Highly effective self-assessment is embedded across the organisation to inform and develop challenging quality-improvement plans

Staff have very high aspirations for and expectations of students and, as a result, progress, achievement and behaviour are excellent

Outstanding teaching and learning environments and resources including newly appointed day student base, 'Corner House'

Excellent independence opportunities for all students including enhanced opportunities for meal preparation and travel training

Excellent promotion of health and safety, safeguarding and robust risk assessment

Very good promotion of British Values

Areas for Improvement

To ensure that student facing areas keep pace with the changing demands and support needs of the whole cohort including an update of the Student Union and programme of renovation for the bungalow site

To consolidate the cross college approach to communication with parents and carers to ensure consistency and timeliness

To ensure that digital systems and staff skills remain fit for purpose including the ongoing implementation of EBS system to support an improved cross-college information capture, monitoring and sharing

To evaluate the impact of the implementation of the college's Positive Behaviour Support strategy to ensure that individual needs are met appropriately

Explore the feasibility of an on-site caravan park to enhance student experience through an extension of public facing hospitality provision

Framework items: Effectiveness of leadership and management

Demonstrate an ambitious vision, have high expectations for what all learners can achieve and ensure high standards of provision and care for learners

The Strategic Advisor, Principal and Senior Team continue to set a clear direction for the organisation and the strategic planning process is robust. The leadership and management structure at all levels of the organisation is continually reviewed to ensure that the right people are in the right roles to deliver the College's strategic aims. Despite the challenging environment, the culture of the organisation remains ambitious, positive and forward-looking. Leaders and managers at all levels continue to drive forward ambitious initiatives to enhance the learner experience including continued outstanding partnership working with, for example, Premier Inn, Sainsbury's and Bidfood. Other excellent community links include Severn Dee Travel in partnership with whom the College operates the Station Café.

A 'Curriculum Manager' role has been introduced to support the various 'Pathway Leaders' and the quality team has been strengthened to ensure consistency across the provision (*see link for curriculum overview <http://bit.ly/2sEEiGM>*). As planned, a review of the Care management structure was undertaken and has resulted in the implementation of a cluster model, which has enabled more effective communication between students, staff, parents and carers. The role of the 'Area Satellite Manager' introduced during 2016-17 continues to have a positive impact on the operational needs of the three satellites and functioning of the three teams and the ongoing development of individual satellite team members will be a focus for 2018-19.

The governing body encourages, supports and holds to account those responsible for the delivery of high-quality provision in the College. Governors have high expectations of senior managers' performance and have ensured that the Senior Leadership Team is strong and well supported. Individual governors have developed strong working relationships with the leadership team and, governors' scrutiny is even more appropriately challenging and analytical. Committees have given detailed scrutiny to significant matters including the identification of assets for disposal. The alternative use of redundant buildings, the long-term well-being of the clients, the management of tenancies and the cluster model have all been the focus of much debate and close monitoring.

Improve staff practice, teaching, learning and assessment through rigorous performance management and appropriate professional development

High-quality teaching and learning is at the heart of the organisation, 98.2% of the 57 sessions observed were judged to be either good or better this year by the end of the cycle, and this is comparable with previous years. The quality assurance of teaching, learning and assessment encompasses a range of measures focusing on professional development and highly tailored support. Learning Mentors continue to support staff with a variety of 1-1 and team interventions, workshops and formal training. Delivery is flexible to increase accessibility for staff, e.g. lunchtime workshops, team meetings, holiday workshops and as part of the Teaching and Learning Course.

The quality of teaching, learning and assessment has continued to be a priority for governors with an update provided within the Principal's Report at every Board meeting. Specific topics are reviewed in more detail by the termly Standards and Effectiveness Committee, a particular area of scrutiny during 2017-18 has been the way that we collate and present analysis of data.

The College's Continuing Professional Development (CPD) programme is extremely well planned and comprehensive. Analysis of Autumn and Spring term observations inform individual and curriculum area and college CPD needs. The current observation record allows the observer to make clear recommendations for CPD that are then picked up by the observee's line manager through appraisal and inform setting of individual targets. During 2017-18 the external CPD offer was consolidated into a 'Learn with Derwen' programme, now marketed effectively and planned to develop throughout 2018-19 as part of the work of The Hub. Courses offered externally include Makaton, Elklan and Autism Awareness. The quality assurance of the CPD programme is effective and feedback from participants is consistently very good.

Performance Management systems are robust and during 2017-18 managers across the organisation have undertaken related training increasing their confidence and skills. During 2017-18, 23 staff were supported with a Performance Improvement Plan (PIP) for a variety of performance and conduct issues compared with 35 last year, and 8 disciplinary hearings were undertaken compared with 14 the previous year. Teaching and learning staff who are observed at less than good are supported by learning mentors to improve their practice.

Evaluate the quality of the provision and outcomes through robust self-assessment, taking account of users' views and use the findings to develop capacity for sustainable improvement

Self-assessment is very well established and highly effective. It involves all staff and governors in a staged process throughout the academic year and takes account of the views of students, trainees, clients and a wide range of other stakeholders as an integral part of the College's quality cycle. Comprehensive moderation ensures that self-assessment remains rigorous and robust.

Following self-assessment, Quality Improvement Plans (QIPs) are produced, outlining challenging targets and key actions which are closely monitored throughout the year by area leads. Governors have a firm grasp of the College's strengths and areas for improvement as a result of their participation in the SAR process and subsequent monitoring of QIPs at Committee level.

14 areas across College produce SARs, the majority reporting against the Ofsted framework while Care and Clinical report against the CQC framework. This results in a comprehensive review of all areas of provision with input from staff at all levels and close monitoring by area managers. All the resultant evidence is then pulled together into an over-arching College SAR and QIP.

A comprehensive strategic planning event takes place annually which includes governors, the Leadership Team and key managers, and focuses on outcomes of self-assessment, analysis of legislative frameworks and national trends, which supports the update and identification of key strategic aims. The setting of demanding targets across the College, together with an expectation of high standards, is a priority for all leaders, and the monitoring and review of the achievement of these targets is more rigorous than ever before.

Provide learning programmes or a curriculum that have suitable breadth, depth and relevance so that they meet any relevant statutory requirements, as well as the needs and interests of learners and employers, nationally and in the local community

The range of provision is excellent and the curriculum offer has been reviewed and updated across all sites during 2017-18 to ensure that it reflects the changing cohort, the range of desired outcomes and the likely destinations of our learner group. Five pathways are available at main site: Hospitality and Housekeeping; Retail; Horticulture; Creative Studies and pre-vocational Work Skills.

The Care, Independence, Health and Wellbeing provision has also been updated to ensure ongoing relevance and to support the full range of young people attending. The Independence programme is now successfully embedded across all residences with staff routinely supporting students with road safety, shopping and budgeting, cooking and household tasks. The decision was made to cease the use of the College Eatery for large scale provision of student meals and to provide a more realistic model which replicates supported living settings, thus better preparing individuals for life after college. All residences are now very effectively delivering supported breakfasts, lunches and evening meals increasing learners' independence and skills.

The progress made with travel training during 2017-18 is impressive with all learners who took part in travel training assessments passing their assessment, 57 / 57 students achieved units across the programme.

Day student numbers have continued to increase at the main site and at all three satellites and much work has been done to ensure relevant, high-quality provision and resources for this growing group. A dedicated day student base 'Corner House' opened in September 2018 including kitchen facilities to support independence learning for this non-residential group.

As planned, the College's approach to behaviour support was a major focus of 2017-18 and part of this work was the consolidation and marketing of a new programme strand. The Work Skills Pathway has been developed to support those learners with the most complex needs including behaviours of concerns and those who benefit from a sensory approach to learning. Students accessing the Work Skills Pathway develop their pre-vocational, communication and team-working skills well through practical project work. As students develop on this pathway they are supported to access periods of work experience within one of the three customer-facing pathways and, ultimately progress on to a full-time vocational pathway in the future if appropriate. Those students for whom a customer-facing environment is not appropriate can access the Work Skills Pathway full time, and resources to support sensory integration strategies have been improved and extended.

The curriculum at the satellites has continued to be developed in line with local need and direct enrolments have continued to grow at each site. To complement the well-established land-based operation, 'Leaf it to Us', opportunities to access accreditation in Vocational Studies with optional routes have been established since last year. Numbers at Ashdale House remain low, however, significant progress has been made with school links and marketing and, in response to market feedback, and investment has been made to ensure that facilities are appropriate for future students with Profound and Multiple Learning Difficulties (PMLD). The commercial upcycling work done at Ashdale is now being marketed as 'Hwre' and students produce high quality recycled items for sale. The Ashdale team will work closely with Retail staff and students at main site over the coming year to promote these products through relevant on-line platforms. The curriculum at Craven Arms has strengthened its links with local businesses providing increased opportunities for the cohort to access a wide range of external work experience placements. All five students on programme accessed external work experience on a weekly basis. All opportunities to develop the independence skills of satellite students including shopping, cooking and accessing local community facilities are maximised.

Relationships continue to develop with local authorities nationally and locally, to ensure the best use of each site and to deliver programmes that increase students' opportunities for employment and independence. In January 2017, funded by The Whitbread Group, the Premier Inn Training Centre opened, extending on-site training opportunities in hospitality and housekeeping. Access to the training centre helps to prepare students for local work experience and, ultimately, employment back in their home areas. To date 11 of 14 students have gained paid employment with Premier Inn as a direct result of this initiative, and plans are under way to build on this

The 'Living and Work' provision has been consolidated and a strategic decision made not to offer residential placement on this programme in the future, and priority for residential placements being offered to students on study programmes. Provision for the existing 'Trainee' group (37- week attendees) has been reviewed and updated and it is anticipated that a small day cohort will be sustained. The 'Client' group (52-week attendees) is now managed directly from Acorns. Both groups have access to work placements on site and, where appropriate, externally, and in line with their Local Authority contracts their provision is subject to annual review.

Successfully plan and manage learning programmes, the curriculum and careers advice so that all learners get a good start and are well prepared for the next stage in their education, training or employment

The admissions process has been reviewed and strengthened and the admissions panel introduced in 2017 is now well-established and central to the whole process. A longer period of pre-entry assessment has been introduced involving the learner and their family, and staff from across College, to ensure that all new starters benefit from a comprehensive and realistic programme designed to meet their individual needs from day one.

Careers advice is well-embedded into the curriculum offer and innovative planning of work experience ensures all students' needs are catered for. During the year, 97% of students participated in external placements following careful management and job matching. 100% of Trainees on a Living and Work programme also accessed an internal or external work placement in line with their career aspirations. The College achieved Matrix Standard re-accreditation for the quality of IAG in 2018 and was again awarded the Fair Train Gold Standard for the quality of work experience.

Actively promote equality and diversity, tackle bullying and discrimination and narrow any gaps in achievement between different groups of learners

Equality of opportunity and recognition of diversity are promoted extremely well throughout the College, and supported by all key policies and procedures. The college has a strong anti-bullying ethos and new students are asked to discuss and sign a student code of conduct and take part in a 'Be Safe' day which includes conversations on bullying when they start college. All reports of bullying are followed up according to college policy and procedure and key themes where identified inform further training for students as well as accessing discrete personal development modules. Pre-entry assessment clearly indicates the support and resources an individual needs and close monitoring of progress identifies if a student is falling below target and for what specific reasons. The therapy team, including speech and language, physio and occupational therapy work closely with all staff to offer support and guidance on access and support needs of individuals where identified. Due to the changing need of the cohort recent CPD has focused significantly on autism, including Elklan training, communication for verbal pupils with ASD, digital tools in the classroom and assistive equipment for independence.

All new staff complete a mandatory on-line Equality and Diversity module and the extensive staff CPD programme offers a wide range of specialist training opportunities focused on learning difficulties and disabilities so staff understand barriers to learning and how to implement effective strategies. Additional modules are delivered within the Teaching and Learning Course; a two-term accredited course for new members of teaching and learning staff and a unit is also delivered within the Care Certificate which all care staff must complete in order to pass their probation. Through the fifteen units of the Care Certificate, staff are taught about care values, such as independence, respect, dignity and personal choice and they are encouraged to become Dignity Champions as part of this induction.

There is strong Learner Voice representation in termly Equality, Diversity and Inclusion meetings where students feedback to staff on specific topics of interest to them and in particular, events they would like to go to or celebrate throughout the year. The cross-college EDI Log introduced in 2017 is accessible to all staff, and contains regular updates from across College with examples of positive EDI related activity and events. The college is committed to raising the profile of the capabilities of young people with learning difficulties through the wider community. This takes place through a wide range of ongoing work with: the National Union of Students', looking at democratic policy and procedures, engagement with community groups such as local primary schools, external performances by Derwen on Tour and working with local and National employers such as Premier Inn and Whitbread. Every year the Governors receive a comprehensive Equality, Diversity and Inclusion (EDI) report.

Actively promote British Values

Raising awareness of the Prevent Agenda and British Values with students, staff and governors has been an ongoing priority. As a result, British Values are now more widely recognized by staff and feedback from CPD activity tells us that staff feel more confident to identify and expand upon the many naturally occurring opportunities within everyday curriculum activity. A quick reminder guide was designed to act as an aide memoire on Prevent and staff worked together on looking at how they supported British Values in the curriculum. This information was used to design an A4 poster to support lesson planning (see link for British Values @ Derwen <http://bit.ly/2WoOIrv>) Further work is planned with the Student Union Board to ensure accessibility of key themes for the different learner groups.

Make sure that safeguarding arrangements to protect learners meet all statutory and other government requirements, promote their welfare and prevent radicalisation and extremism

The College has highly effective health and safety and safeguarding systems in place to ensure that students, staff and visitors are kept safe and that students are enabled to make choices and take risks without being exposed to unnecessary harm. A College risk monitor register is updated termly and discussed at Leadership Team and Board meetings. The College Board ensures rigorous scrutiny of a termly safeguarding report and all incidents are recorded and confidential files stored securely. The organisation continues to work through a three-year 5* British Safety Council (BSC) Assessment plan.

The high priority given to health and safety and safeguarding results in the provision and maintenance of an exceptionally safe environment for students. Appropriate supervision, continual health and safety monitoring and training, maintenance of equipment and the campus, all contribute to the outstanding arrangements. Much of the centre of the College is now pedestrianised and foot-traffic has been minimised with the introduction of a permissive pathway last year. Extremely careful planning has gone in to the preparation for the partnership agreement with Bryn Melyn Care (The Derwen School) and monitoring the impact of this, and any subsequent campus updates, is a very high priority for 2018-19.

Individual students' risk assessments continue to be robust and support the management of risk across all areas of the College. They are aligned to Education and Health Care Plans (EHCP) and link directly to individual care plans. Risk assessments are reviewed on a 6-9 monthly basis as well as immediately following an incident or identified issue. Risk assessment across external placement provision is extremely rigorous and comprehensive, and arrangements for safeguarding students on employers' premises are effective and thorough through the production of the Health, Safety and Welfare Assessment Record.

The College has a highly effective safeguarding team who work closely with all staff and students to provide a safe and supportive environment. The e-safety coordinator continues to support and monitor students in the safe use of social media and any issues are identified promptly and appropriate support put in place.

Safer recruitment remains a high priority and all staff have a very good understanding of the potential risks to students and how to report issues of concern due to highly effective mandatory training, including: Mental Capacity Act (MCA) and Deprivation of Liberty Safeguards (DoLS); health and safety; infection prevention and control; safeguarding; and managing challenging behaviour whilst protecting the dignity and rights of the student. Training in health and safety and safeguarding continues to be prioritised and completion of the Education and Training Foundation (ETF) Level 2 on-line Safeguarding Assessment is mandatory for all staff. In addition to recruitment screening, the current three-year cyclical update of the Disclosure and Barring Service (DBS) check continues to exceed statutory requirements.

In the recent Student Survey 95% (155/163) students agreed with the statement "*Do you feel safe at College*"; 96% of trainees also agreed with this statement and 91% of students (146/160) communicated that they knew what procedures to follow if they didn't feel safe. Where students state that they do not feel safe, the Personal tutor follows up areas of concern identified.

Quality of teaching, learning and assessment

Grade: Outstanding

Teaching, learning and assessment are outstanding. Robust initial assessment ensures that all students and trainees benefit from a comprehensive and realistic programme offer that is tailored to meet their individual needs and funded outcomes. Study programmes are completely bespoke and for the majority of learners have a core aim of preparing for work. There is a strong focus on the development of independence and the necessary work skills to prepare for work. This includes appropriate functional, vocational skills and/or qualifications. Curriculum design is strong in the majority of programme areas ensuring that session planning and delivery have maximum impact and that learning and progress are measurable. Careers IAG remains a strong focus and the College achieved successful re-accreditation of the Matrix Standard for the provision of information, advice and guidance to students and prospective students. Students and trainees receive excellent support through termly reviews with personal tutors, mentors, key workers and annual reviews to plan for their future and achieve positive outcomes

Strengths

Excellent admissions processes in place that give both prospective students and their families increased time to ensure a fully accurate starting point is captured to inform robust programme planning

Very thorough observation process (98.2% of 57 sessions observed at 'good or better') and moderation with peer partners – *during 2017-18, paired observations were completed on main site with Hereward and Royal National College (RNC) and away with us visiting RNC and Pengwern for purposes of moderation and observation team CPD.*

Highly responsive CPD programme delivered during 17-18 to ensure that staff remain current in the skills and knowledge needed to work with the learners at Derwen, 17-18 bespoke CPD training included; *Bespoke Target Setting, Functional Skills; Structure of Taught Sessions and Progress Comments on the Database to support tracking*

Comprehensive and well-established processes and opportunities to capture and record student feedback over time.

Very appropriate and bespoke target setting for students to ensure close monitoring of progress over time for both accredited and non-regulated learning

Strong focus on promotion of equality of opportunity and diversity across the College to ensure equality of opportunity and inclusion for all learners

Areas for Improvement

Continue to develop and refine independence targets to team working with them and individuals

Ensuring staff digital skills are up to date.

Ensure that observation record captures teaching and learning staff's reflection on practice and effectively supports professional development and action planning

Continue to develop and refine autism focused CPD

Framework Items: Quality of teaching, learning and assessment

Teachers, practitioners and other staff have consistently high expectations of what each learner can achieve, including the most able and the most disadvantaged

All staff have high expectations for all learners at all levels, staff tailor all programmes of learning, training, and support specifically to individual needs and individual progress is monitored closely. During the year the College sought external advice from the British Institute of Learning Difficulties (BILD) to further develop the skills and knowledge needed by staff to support the changing cohort at main site and Satellites. A new working model will be introduced for 2018-19 and all staff will be trained to varying degrees according to role, to recognise, support, assess and analyse any behaviour of concern.

The quality of teaching, learning and assessment remains a high priority, and 2017-18 saw impressive observation results with 98.2% of curriculum sessions (57) observed at 'good or better' (by close of cycle). Very thorough performance management, including termly appraisals, mandatory training and additional CPD identified through annual observations, ensures staff have every opportunity to improve their practice further in order to ensure the best outcomes for learners. Learning Mentor support remains highly effective. Five staff were observed as less than good during the observation cycle. Two of those staff were supported and sessions re-observed as good or better, two staff left the organisation through voluntary redundancy and one staff member continues to work with a learning mentor into Autumn 2018. Development around teacher reflection has been identified after external training for the observation team in September as an area of improvement to strengthen the process further and improve the setting of individual self-development targets through appraisal.

Teachers, practitioners and other staff have a secure understanding of the age group they are working with and have relevant subject knowledge that is detailed and communicated well to learners

Staff recruitment is focused on employing the best possible candidate to support the values and ethos of our college and key post have a minimum skill set requirement. Ongoing appraisals identify any individual training and development needs and there are excellent opportunities for CPD for all staff through an annual CPD programme that is designed around feedback and identified areas for improvement. This ensure that they remain up-to-date with current and mandatory training and have the opportunities to develop further their knowledge and understanding of working with young people with learning difficulties and/or disabilities. New staff are expected to complete the majority of mandatory training within the first three weeks of starting work, and feedback from observations results in clear recommendations being made for CPD and specific training to further strengthen sessions and outcomes for students and trainees.

Assessment information is gathered from looking at what learners already know, understand and can do, and is informed by previous providers as appropriate

There are excellent admissions processes in place and in response to internal and external feedback the admissions process moved from one to two days for September 2017. Programme Managers are now fully responsible for the programme offer to their cohort and have built additional time into pre-entry visits. This allows time to meet potential students' families and to build on the existing work carried out by the Marketing and Admissions teams, to fully inform programme planning and the offer of either a residential or day placement at main site or satellites. Baseline and pre-entry assessment process are extremely robust and fully assess all aspects of a student's developmental needs during the two day process

All prospective students have an initial tour of the college followed by a comprehensive interview with the family (this includes a functional skills assessment). The college liaises with current or previous school using school reports and other available material to clearly establish the individual's starting point.

Assessment information is used to plan appropriate teaching and learning strategies, including identifying learners who are falling behind in their learning or who need additional support, enabling learners to make good progress and achieve well

Target setting is very appropriate and has been a strong focus for the College in recent years. After an initial trial and pilot, improved target setting has been implemented which allows for additional setting of bespoke targets within curriculum areas to support closer monitoring of individual progress over time and includes appropriate strategies to address students who are identified as below target. Robust tracking and monitoring is in place for both accredited and non-regulated learning (RARPA) and this year 95% of students achieved their overall combined programme targets. All areas work closely with key information from the therapist team to ensure that individuals receive the support and assistance they need to achieve in all areas of their programme.

Ongoing development of the current care plan has seen the pilot this year of a new template, which separates care support needs from Independence targets. This template will be used from September 2018 with the addition of a new one-page profile. This was launched in summer 2018, as a supportive document to the care and independence plan. This new one-page profile provides a summary of all essential information that enables care staff to respond quickly to student needs. This is particularly beneficial to agency staff, and staff stepping in to work with students they are not familiar with. Work continues on training all care staff to feel confident to track and record students' independence within the care plan template using the A-E to record and monitor progress.

Learners understand how to improve as a result of useful feedback from staff and, where relevant, parents, carers and employers understand how learners should improve and how they can contribute to this

Opportunities and processes to capture and record student feedback are very well developed across the College. Students are encouraged to reflect both informally and formally on their progress across the whole of their programme at key stages in the academic year and discuss their progress, next steps and achievements. This is achieved through daily and weekly feedback in sessions and residences, end of term programme-area evaluations, regular tutorials and annual reviews. The College has a very effective tutorial system in place and the tutorial log is now part of the students' individual learning records. Personal tutors receive termly training and this year have had training on: review process; Learner Journey (start to finish); and, use of visual resources to support tutorials and help students record their feedback about their progression. Staff have high expectations for students and use all available methods to feed back to students, and give them opportunities to reflect on and improve practice.

One student who had particular difficulty responding to constructive feedback during his time with us went on to be nominated for the graduation trophy for overall student for 2018 for overcoming disability. Curriculum staff and the personal tutor in the nomination commented on this:

'X came to realise and appreciate the benefits of teacher feedback to improve his work and develop new skills. X is now in part time employment with Premier Inn at Shrewsbury'.

Another student who wanted to extend his travel training to his work placement expressed the need for a new target to help him develop the skills he needed: this was done and achieved. This student is now independent in accessing his workplace.

Students also acknowledged the feedback they get about their progress over time in the Student Survey (see headline survey results Appendix 2).

95% (149/156) agreeing that 'staff talk to them about how they are getting on and what they need to do to improve',

This is an improvement on last year's outcome where 88% (138 out of 156) said 'yes' staff do talk to them about their progress.

Trainees on the Living and Work programme also acknowledge the support they get to recognise their progress with:

87.5% (21/24) agreeing that staff talk to them about their progress and 12.5% (3) saying no,

Engagement with parents, carers and employers helps them to understand how learners are doing in relation to the standards expected and what they need to do to improve

The College offers very clear information, support and guidance for transition planning and continues to work closely with parents and carers to ensure that students' starting points are correct and that transition outcomes are clear from an early stage in a student's programme. All employers receive an annual pack which outlines the expectations of our students working with them, including key policies on safeguarding, Prevent and Equality and Diversity. From September 2018, the role of the Transition and Local Authority Officer will be to attend all annual reviews where possible, to further strengthen working relationships with parents, carers and local authorities and fully establish appropriate and available work placements in the home area. Parents and carers are encouraged through annual review to support skill development at home and often targets are recorded in the students' ILPs to demonstrate this.

Equality of opportunity and recognition of diversity are promoted through teaching and learning

Equality of opportunity and recognition of diversity are strongly promoted throughout the college in all aspects of learning and provision. Outstanding staff training ensures that all students and trainees are fully supported and their individual needs met. An online Equality & Diversity module via the Education Training Foundation is mandatory for all new staff to complete. Staff also complete a mandatory training in Makaton to learn the basics of communicating with sign and symbol and there is an opportunity for staff to be trained to Regional Local Tutor status with Makaton through the College. Information is available to students and trainees in a range of formats including text, sign, symbol and picture and teaching and learning resources are produced to meet the needs of the cohort in either English or Welsh. Welsh speaking staff are identified on a poster and by their lanyard and a badge.

There is strong Learner Voice representation in termly Equality, Diversity and Inclusion meetings, with selected students from the Student Union Board. Students' feedback to staff on specific topics of interest to them and in particular, events they would like to go to or celebrate throughout the year.

Some of the events students celebrated this year include:

Down's Syndrome Awareness Day; World Autism Awareness week and International Epilepsy Day

Through the joint work with staff and students in the Autumn term students were challenged to design a poster on what Equality and Diversity meant to them through a cross College competition and winning design to be selected by two of our governors and displayed across the College. The winning poster simply said:

'Our difference makes no difference'

In June, students across the programme areas supported a staff-training day for Premier Inn staff on raising the focus on disability awareness in the workplace.

In Independence, students learnt about different countries taking part in the World Cup during 2017-18. They researched food and recipes from around the world, exploring how to cook different meals, helping them experience different cultures and learn new recipes. The College also offers an extremely diverse sports and leisure programme. All students can participate regardless of need with adaptive equipment. This allows students and trainees to experience a wide range of activities both internally and externally and highlights from this year include:

- *Female football partnership formed with Chester Football Club and the Derwen Devas female team was formed. Fourteen students represented Derwen College at a tournament at St George's Park in Telford.*
- *Natspec Games – eleven students competed in football, boccia, gym fitness and tennis*
- *Three students competed in the North of England Disability golf open*
- *One student and two staff attended the Whitbread Diversity and Inclusion Day(our first employer resource network that represents and supports the LGBT community), where they delivered a 1 hour disability work shop to about 20 staff*
- *Llangollen Eisteddfod inclusion project – Derwen on Tour performed on the main stage and were featured briefly on S4C*

The College continues to have an increasingly strong Learner Voice profile and the Student Union Board remain highly focused in its ambition to drive policy at national level. This year some of the events students participated in externally included:

- *NUS Democracy Award awarded to Derwen College student Union Board – two students attended and received the award at a formal ceremony in Birmingham*
- *NUS National Conference in Glasgow, where two students went on stage in front of around 1000 students to make a speech supporting our motion calling for further engagement with SEND learners. The motion was passed unanimously and has now become policy for the forthcoming year.*
- *Natspec Annual Conference in Birmingham where two students helped present a workshop on engaging students in strategic decision-making processes*
- *NUS Disabled Students Conference in Manchester, two students attended*

English, mathematics and other skills necessary to function as an economically active member of British Society and globally are promoted through teaching and learning

Teaching and learning in relation to the development of functional skills across the College is excellent and all staff ensure that students develop transferable English and numeracy skills where appropriate. Training this year has included an introduction to the use of Numicon, a multi-sensory approach to numeracy learning, which is part of a project two members of the Functional Skills team have been leading. The CPD received positive feedback and the impact has been evidenced through observations. Students make excellent progress in their functional skills learning through both embedded and discrete provision, including the achievement of accreditation.

There has been continued and increased involvement in external events and competitions, for example Math's Week 2018 where the College received a Highly Commended Cross College Participation award from Natspec at National Conference.

CPD is well planned, to support staff in embedding, recognising and recording Functional Skills. Following a need identified in 2016-17 for increased CPD on 'the basics', a package of training has been delivered to all programme areas as a refresher.

In ICT, the Lead Digital Practitioner continues to make the pre-entry assessment process more rigorous to ensure accurate starting points are identified for each learner, including accessibility needs, as part of programme areas' subject assessment. This will then ensure more accurate monitoring of progress in ICT. CPD has been delivered across the programme areas to further support staff development in ICT and the learners in the use of changing digital technologies e.g. supportive apps, tablets, iPads and touch screen PCs. Students are still encouraged to bring their own devices to sessions and use them where appropriate to support development of new skills and knowledge and use own devices as effectively as possible transferring skills learnt from college to home e.g. online shopping lists, my choice iPad

The College continues to work closely with industry specialists to ensure that teaching and training remains current and realistic with achievable outcomes. Priority is given to ensure we are in line with industry standards and practice and that residential accommodation also offers the range of opportunities needed to develop the skills that young people need to develop to live independently or with support in the future. During 2017-18, to support this further, the students' main meal at tea-time moved away from the Eatery into the residences. Following consultation, by the end of this year the Eatery will close. The students, with the necessary support, will cater for all their own meals in either their own residences or in the day-student provision. The independence programme continues to move with the pace that is needed to maximise learning opportunities for students and respond to the increasingly more focused funded outcomes to develop independent living skills and undertake travel training, and to prepare for adulthood.

Personal Development, Behaviour and Welfare of Learners

Grade: Outstanding

The personal development, behaviour and welfare of learners is outstanding. Almost all students undertake high-quality meaningful work experience placements through both internal and external placements and the Colleges commercial areas provide excellent opportunities for students to develop their social, vocational and employability skills. The college has a restaurant, Garden Centre shop, coffee shop and Premier Inn training facility on site and manages the local railway station café. The college has strong working relationships with national and local employers who provide relevant and current IAG to ensure that the curriculum offer remains current and up-to-date with industry standards. Staff use competition activity as a highly effective tool to motivate and inspire students and trainees to develop their skills further and attendance and punctuality is very good in the vast majority of sessions.

Student and trainee feedback this year was encouraging:

98.6% of students (74/75) and 91% (11/12) said 'yes' their external work experience was helping them learn skills for when they left College e.g. Employability skills, travel training and communication.

The College has a strong approach to ensuring that all its students, where appropriate to programme offer and in line with future aspirations, develop the necessary emotional resilience, needed in modern-day society and the world of work. All students follow a well-designed discrete personal development programme and have access to a very wide variety of enrichment and sports and leisure activities (including Duke of Edinburgh) to encourage an active and healthy lifestyle (see link for Duke of Edinburgh's Award page <http://bit.ly/2RH78Vy>).

Strengths

Exceptionally good opportunities for students to develop self-confidence and esteem over time and gain awareness of how to become a successful learner.

Comprehensive Personal Development programme that is current to the 'risk' associated with young and vulnerable people in modern society

Highly effective Independence Health and Wellbeing programme offer that supports students to develop the skills needed to live supported or independently

Strong and diverse Sports and Leisure programme including Duke of Edinburgh

Impressive opportunities for students to enter national competitions

Very good opportunities for individuals to celebrate their progress and achievements

Excellent provision for delivering IAG to students

Impressive Learner Voice with strong national profile

Areas for improvement

Continue to develop the delivery and capture of independence skills through supported meals in all residences

Review current provision for counselling and pastoral support to ensure that the model is clear and sustainable

Framework Items: Personal development, behaviour and welfare

The provision is successfully promoting and supporting learners' pride in achievement and commitment to learning, supported by a positive culture across the whole provider

The College's culture of recognising individual achievement and supporting students in taking pride in their work and achievements is impressive. Competition activity is successfully used across the College to enable students to develop workplace resilience and to showcase their skills. In June, students across the programme areas supported a staff-training day for Premier Inn staff on raising the focus on disability awareness in the workplace. The event saw 50 Premier Inn managers from across the region undertaking disability awareness training delivered by Derwen staff and getting involved in 'Have a go' activities alongside our students. The day was highly successful and gave the students and trainees a platform to display various skills to a wide audience from industry.

Highlights of student participation and successes in external competitions listed below:

(See link for further student achievements/ posters <http://bit.ly/2FS0wxn>)

- ***Two students competed at the Birmingham Inclusive Skills Competition*** and achieved gold for table laying and another silver for catering
- ***One student competed in the Wales Inclusive Skills Competition*** and achieved Bronze in table laying
- ***UK IT Challenge*** – Two students were chosen to compete in this national competition
- ***Special Olympics*** – one student competed in external event and achieved 2 gold medals at regional swimming gala, two students competed in the North Shropshire cross country, and one student achieved gold the other bronze

Students in Hospitality and Catering studies are now requesting more competition activity, which has led this year to an internal catering competition being organised and students voting for their own winner. This event was so successful it is now an annual event in the curriculum.

One student said:

'I think that my vocational work programme is good. I enjoy baking and the training kitchen. I am proud of myself because I got a silver certificate and came second.'

Students and trainees celebrate their achievements at many stages in the programme with us, both informally and formally, through end of term evaluations and certificates, annual prize-giving in July, and finally, end of programme graduation, which is hosted off campus. Approximately 250 people came to graduation in October 2018 to celebrate end-of-programme achievements and progress for 57 Study Programme students and seven Living and Work Programme trainees. All students receive a portfolio of certificates for achievement at graduation. Students are involved in the setting up and running of the day with students from hospitality serving drinks to the guests and Derwen on Tour performing several signed songs and giving ex-students from the group an opportunity to participate in the final act.

The provision is successfully promoting and supporting learners' self-confidence, self-awareness and understanding of how to be a successful learner

Through the curriculum, students and trainees have exceptionally good opportunities to develop their self-confidence and esteem over time and to gain awareness of how to become a successful learner. Students are encouraged to recognise the skills they are building over time and the qualities and strengths they display, this also supports their writing of their CVs. Examples of students' quotes demonstrate this well:

- *didn't have the confidence to answer the phone on reception, now I do'*
- *'I didn't have the confidence to talk to customers in the shop, now I do'*
- *'I couldn't prepare the daily float money, now I can'*
- *'I always wanted to work on a till, now I can'*

Four students who attended external work placements at Tesco's and worked on the tills this year all received a WOW **Tesco Service Award** – these awards are based on number and quality of customer feedback and our students have been awarded them in relation to their till work at Tesco in Ellesmere.

All of the above students' also received additional bronze awards and two also received silver. One of these students has subsequently had an interview with Tesco and a firm job offer from her local store in Pembrokeshire.

The provision is successfully promoting and supporting learners' choices about the next stage of their education, employment, self-employment or training from impartial careers advice and guidance

Students and trainees are supported very appropriately during many stages in their programme to think about and develop the skills they need for the next stage of their education, employment or training. The College recently achieved its three-year re-accreditation of the Matrix Standard for the provision of information, advice and guidance to students and prospective students.

Towards the end of the year, key staff completed a full review of the College's current employability skills offer to ensure currency and standardisation, in line with the curriculum review and restructure. New partnerships have been forged with the local Job Centre that this year delivered two, two-hour workshops on interview practice to final year Hospitality and Catering Studies students. The workshops focused on - what to expect at an interview, application forms, what to put on a CV and how their local job centre can support them in their home area. Next year it is anticipated that the Job Centre will deliver approx. six workshops to final year students across both curriculum areas. Work continues towards maximising relationships with local partners and industry champions across the curriculum and Satellites.

The College, through the Matrix Standard is recognised for its excellent provision for delivering IAG to students and key comments from the report are below:

- *The College embodies the ethos of the Matrix Standard in that it provides a needs-led, student-focussed service. Information, advice and guidance is seen by staff as fundamental to the way in which students are helped to engage in learning, work experience and social/personal skills development. The needs-led nature of the service is articulated in the Student Agreement and was evident not only through talking to staff but also from the positive feedback from students and partners. Of note, is the support to students to participate in skills competitions where students compete with students from other Colleges and through which they practise and develop a range of vocational and social skills.*

The provision is successfully promoting and supporting learners' employability skills so that they are well prepared for the next stage of their education, employment, self-employment or training

Highly relevant and specific employability modules are delivered at key stages of the students' programme, looking at aspects of getting ready for work, exploring the world of work, and career planning. The college continually strives to improve students' opportunities to experience the world of work and develop their employability skills further. To address the need of increasing students' experience in customer service opportunities, the Farm Shop moved in to the Garden Centre, due to this being a busy commercial area. We hope to see an increase in footfall over 2018-19 and stronger opportunities for students to develop their employability skills further.

A high percentage of students continue to access external work experience placements that are suited to their aspirations and planned destinations where known. Local and national employers provide a wide range of work opportunities for our students and feedback was very positive about our partnerships in the employer survey.

All employers who responded to our survey stated that:

- *They would be extremely likely to offer further work placements in the future to a young person with learning difficulties and /or disabilities*
- *It had been (Extremely – seven / very - two) beneficial to their organisation to offer a work placement to a young person with a learning difficulty and /or disability.*
- *They were extremely clear about the College's expectation of them as a work placement*

The College works closely with approximately 42 local authorities, parents, and carers to support the setting up of work placements linked to the students' and trainees' home areas. During 2017-18 the team contacted every summer 17 leavers' families to gain additional information about setting up placements or paid work in the home area.

The provision is successfully promoting and supporting learners' prompt and regular attendance

Close monitoring of attendance and punctuality ensures that students and trainees get the support they need to get to sessions / work on time. Staff successfully promote the importance of attendance and to the 'World of Work' to students and trainees, and the expectations of being on time. Where particular issues occur around regular attendance, whether by residential or day students, all relevant teams work closely with that young person, their families and local authorities where needed, to address the concerns and to agree the outcome. Recently, additional emotional and wellbeing support put in place for one student in Hospitality and Housekeeping ensured that he had the skills and confidence to manage his emotions and anxieties so that he could access an external work placement.

The provision is successfully promoting and supporting learners to follow any guidelines for behaviour and conduct, including management of their own feelings and behaviour, and how they relate to others and make safer choices (including how to keep themselves safe from relevant risks such as abuse, sexual exploitation and extremism, including when using the internet and social media).

Students receive a wide range of formal and informal information, advice and guidance on how to keep themselves safe during their time at College, with a strong focus on making safer choices as they prepare for adulthood. Guidelines for behaviour and conduct in College are very clear and all students, on starting College, sign a student agreement, available in both text and symbol versions. The College's Personal Development programme and team have been re-structured this year, and new ways of working have been introduced to further strengthen this provision. There is a good range of discrete PD provision, including online safety, which will be expanded on in 2018–19 to include Drugs Awareness and further development of the relationships provision. This is a highly responsive programme, to support students and trainees with the challenges and risks in today's society and their home areas. To ensure that staff remain up-to-date with the current issues young people face in modern society, this year's staff conference will focus on 'Understanding modern risks affecting vulnerable adults'.

The online safety modules have been reviewed to ensure currency, appropriateness and relevance in relation to national guidance. In all observations of discrete PD sessions this year, good, positive working relationships were seen between the students and staff, and students were able to demonstrate that they felt safe to talk openly about sensitive subjects. There have been good examples of individual progress, particularly around online safety. For example, one student wrote about what he had learnt:

'Knowing who to be friends with, keeping a strong password and avoid sharing personal information like date of birth, age and where you live. Not posting inappropriate photos.'

The introduction of 'Smoothwall' has further strengthened the College's response to online safety monitoring, and allows safeguarding staff to support and monitor individuals, with the development of bespoke internet access if 'risk' has been identified, but without restricting the student's time online.

The College continues to work closely with existing and new families. The Parent/Carers' handbook (available on the College's website) gives clear information, advice and guidance to prospective students, trainees and their families about life at College. Further work continues with supporting parents and carers through the transitioning of their young person from childhood to adulthood, and the balance of parental involvement (*see link for handbook on College website <http://bit.ly/2B6ojWC>*)

In summer 2018, through the friends and family feedback, one parent said:

'Please make sure all staff know that I am over the moon with xxx progress! He's so confident and happy at Derwen I couldn't dream of a better place for him to be.'

The provision is successfully promoting and supporting learners' knowledge of how to keep themselves healthy, both emotionally and physically, including through exercising and healthy eating

The College offers an environment where individuals can learn how to keep themselves healthy, both emotionally and physically. A new nursing model was introduced for 17-18 that gave each Cluster a number of identified nursing staff allocated specifically to them, which has further improved the delivery of the service. Each student has a dedicated link nurse. Students and trainees continue to work closely with staff to review their care plan and ensure that the support they receive is personalised. Nursing support in the residences is highly effective in supporting students to learn some, if not all, the components of self-medication:

For example, a student has progressed to self-medicating, after first being shown by staff what to do, then observed and supported by staff where needed, to medicate safely before finally being assessed by a nurse as competent to self-medicate.

Managers are responsive to any changes in a student's needs and regular meetings take place in the clusters / residences with specific multi-disciplinary team meetings where needed, with both internal and external partners. This, alongside the restructure of the Personal Development provision, has allowed further discrete provision to be delivered directly to individuals or small groups of students who have requested additional support, specifically around relationships. The PD teachers work collaboratively with one of the nurses who has a specialist qualification in sexual health. The Health and Wellbeing Centre also has set opening times where students can pop in and ask the nursing team for additional advice on health and wellbeing issues, supporting the focus on good health, both physical and emotional. Owing to the increasing issues of emotional and mental health in young people across Britain, a review of the College's current offer for pastoral and counselling support will take place, to ensure an effective and responsive model is in place.

All students are encouraged to exercise and eat healthily. Part of the planned move to students preparing all their own meals in residences was in response to student feedback about not liking the food in the Eatery and increasing further opportunities for independence. The Independence Health and Wellbeing (IHW) focus this year has been to work towards all meals provided in College being made in the students' own residences, by students themselves, with the necessary support. This has been a three-year long plan, in which IHW has worked with staff, students and other interested parties including the Environmental Health Officer (EHO) to ensure that all staff know what is needed to ensure safe food-practices within our residential houses. There will be ongoing development of this through 2018-19 and close monitoring of safe working practices will be implemented to ensure compliance with EHO regulations.

The College has a strong and diverse sports and leisure programme, as well as opportunities for students to access the Duke of Edinburgh Award Scheme. This year saw exceptional achievements of Duke of Edinburgh Awards, spread across all levels and the first time students achieved and were awarded gold.

The provision is successfully promoting and supporting learners' personal development, so that they are well prepared to respect others and contribute to wider society and life in Britain

Destination data strongly informs curriculum design and the focus of supporting the young people that come to us to prepare for adulthood and life in Britain and develop the skills they need to contribute to the wider society. The college has a strong focus on developing the learners understanding of democratic processes via the students' council and learner voice remains incredibly strong at the College both internally and externally. The focus this year was to further raise the profile of Learner Voice across College, a re-model of the student council gave greater clarity of purpose and differentiated more effectively between students, trainees and clients, and a new base and branding was established.

A recent strength highlighted from the triennial Matrix Accreditation Standard review in reference to Learner Voice said:

The College has worked hard to develop an effective Learner Voice strategy the key strands of which are the Student Union Board, Student Union and a suite of student feedback surveys. Feedback from students on the work of the Student Union Board was overwhelmingly positive with students describing how the Student Union Board takes an active role in the College decision-making process. Of particular note, is the way in which Student Union Board representatives are able to use the opportunity to gain experience and to develop a range of skills, for example, advocacy, presentation, managing meetings, decision making skills and the positive impact the experience has on individual's confidence and self-esteem.

Outcomes for Learners

Grade: Outstanding

Outcomes for learners are Outstanding. Excellent achievement of qualifications where 94% of students successfully achieved suitably challenging accreditation and 95% achieved their overall combined programme targets and nearly all learners make excellent progress as a result of excellent teaching. All students have a wide range of challenging targets set relating to their vocational areas, work experience and functional skills, which are closely monitored to review progress.

The learning experience at Derwen is planned to prepare young people with SEND to prepare for adulthood and maximise social mobility and employability prospects and to live as independently as possible in the future. 23% of 16 / 17 leavers are known to have progressed into employment (paid or voluntary) and 39% have progressed into independent or supported living.

Strengths

Highly bespoke programme offer with 98% students accessing work placements sought in line with the individuals' future aspirations

Excellent achievement of useful accreditation

- 100% of students registered on the Level 1 Award in Food Hygiene Awareness achieved their qualification (15 leavers)
- 94% of students that undertook functional skills accreditation achieved full or partial awards
- 94% of students achieved their vocational accreditation

Outstanding achievement of independent travel skills –100% of students (57/57) achieved different elements of travel training assessments including walking, bus, taxi and train

Excellent achievement of employability skills - strong partnerships with national employers inform programme planning and accuracy of skills development in line with industry standards – Premier Inn, Tesco's, Sainsbury's, Prezzo's

Increased number of students achieving paid work with Premier Inn on leaving college – 11/14 of the 17-18 cohort will have paid work

Extremely good development of work related skills through well-designed curriculum

Excellent development of personal skills such as communication, confidence, independence and self-esteem during time at college

Areas for Improvement

To extend opportunities for customer facing work through development of Premier Inn training facility into a fully functioning hotel, open to the public

Capture and quantify the development of transferrable skills evidenced through parent / carer feedback

Monitor the newly established supported internship offer (Shropshire and Preston) to ensure quality and sustainability

Framework items: Outcomes for learners

Learners progress well from their different starting points and achieve or exceed standards expected for their age

Staff have high expectations of what individuals can achieve, external work experience opportunities are excellent, and 98% of students and trainees attend a work placement each week. All students have different starting points and robust assessment, tracking and information from reviews enable students to be job matched to appropriate placements where they have the best chance of progressing.

Examples of this are:

- *A student had a bespoke placement at a local football club set up in line with his aspirations and we worked with his mum to ensure the job match was correct*
- *A student at review stated that she wanted to work in housekeeping. This resulted in her trying a term in the Premier Inn training centre and then, in her last term, she went out to an external placement where she flourished and gained so much more knowledge and skill that she is now on the list for a paid outcome at her local Premier Inn*
- *One student is working in a farm shop in his home area. This placement was set up during term time as a bespoke work placement*
- *Another student secured a work experience placement in Subway in her home area during the holidays and we were able to keep her placement going by ensuring she could access it weekly. She now has paid employment between 2/4 hours a week on leaving College this summer*

Close working relationships across the College ensure that all opportunities for independence are maximised. Staff within the Independence and Wellbeing team have closely supported seven students to travel to their work placement independently this year. Travel training skills are developed to be transferable and ensure that these individuals will be able to travel independently on leaving College, which strengthens the opportunities available to them.

- *32 / 32 students passed their walking assessment*
- *20 / 20 students passed their bus assessment to travel independently*
- *Four / four students passed their taxi assessment*
- *One / one student passed their train assessment*

Carefully considered strategies are used to ensure positive outcomes. A particular success was the close work of staff in supporting one young man with behaviors of concern into an external work placement. Ground rules were established resulting in him making his own decision each week as to how he felt and if he could perform at his work placement. Highly supportive and positive relationships with staff ensure students are comfortable to ask for specific placements or changes to placements.

Examples of this are:

- *One student who was struggling to be on time for her placement: some discussion with the student, and changing the placement to another site, resulted in a 100% punctuality rate and development of employability skills.*
- *Another learner stated she did not like her placement and wanted to go to the Co-Op instead. After explanation that this placement entailed quite a long walk she agreed to try it, resulting in 100% attendance rate.*
- *Two learners asked if they could do additional hours at a placement that resulted in one of these learners gaining paid employment on leaving College.*

The College continues to develop links with new local partners and national chains partners, such as Prezzo's Italian restaurant and use their knowledge and experience to ensure that students and trainees are learning the current skills needed in industry.

The college continues development of the supported internship programme, having had communication with two local authorities - Preston and Shropshire with potential suitable employer placements. Identifying and working with young people from these authority areas remains an ongoing top priority. However, it is of paramount importance that it is the most suitable work preparation programme for the young people identified by local authorities.

Learners attain relevant qualifications so that they can and do progress to the next stage of their education into courses that lead to higher-level qualifications and into jobs that meet local and national needs

Programme areas support students and trainees to achieve appropriate accreditation and core vocational skills. This enables them to access further education, higher-level qualifications and ultimately to access work that meets the local and national need whilst developing their independence and emotional resilience.

The College currently uses a range of awarding bodies to provide the relevant qualifications that young people need to progress including: City and Guilds, Pearson, Agored Cymru, English Tourist Board and RSPH for Food Hygiene awareness.

Qualifications and achievements this year included:

- 94% of students achieved their vocational accreditation
- 100% of students registered on the Level 1 Award in Food Hygiene Awareness achieved their qualification (15 leavers)
- 94% of the students who undertook functional skills accreditation achieved full or partial awards
 - English Entry Level - 47 out of 48 learners achieved full or partial awards (98%)*
 - English Level One – 1 out of 2 learners achieved a full award*
 - English Level Two – 1 learner*
 - Maths Entry Level – 43 out of 45 learners achieved full award (95.6%)*
 - Maths Level One – 1 out of 3 learners achieved full award (33%)*

Impressive achievements with Duke of Edinburgh across the range of award

- 8 Students achieved Gold Award
- 21 students achieved Silver Award
- 21 students achieved Bronze Award

Curriculum design is current and realistic in supporting young people into jobs that meet the local and national need. There are still challenges in achieving a full return of destination data, though the information received is used highly effectively to have impact on learners and strengthen outcomes. In spite of increased resources being made available to collect robust destination data, return rates remain comparable with the previous year.

The majority of successful outcomes continue to be within the area of hospitality and/ or customer services and restructuring of the programme areas began in Spring 2018, to reflect these current and continuing trends. All areas have had a productive year and significant achievements both internally and externally for learners.

Quality Improvement Plan 2018-19

Effectiveness of Leadership and Management	
Targets:	
ELM1:	Work towards achieving an outstanding financial health rating
ELM2:	Governors to closely monitor and support college developments and new activities
ELM3:	Achieve the highest health and safety standards across the college
ELM4:	Formulate a clear strategy for communication with key stakeholders to ensure consistency, timeliness and accuracy of messaging
ELM5:	Ensure that student facing areas keep pace with the changing demands and support needs of the whole cohort
ELM6:	Clarify and consolidate our approach to digital technologies within the curriculum and wider college operations
Quality of teaching, learning and assessment	
Targets:	
QTLA1:	Continue to develop the delivery and capture of independence skills through supported meals in all residences
QTLA2:	Ensure that staff digital skills are up to date to meet the current needs of the cohort
QTLA3:	Maximise opportunities for teaching and learning staff to reflect on practice to support professional development
QTLA4:	Continue to develop and refine autism focused CPD
Personal development, behaviour and welfare	
Targets:	
PDBW1:	Review of pastoral & counselling to ensure sustainability
PDBW2:	Further raise the profile of British Values at student level
PDBW3:	Monitor and review Positive Behaviour Support revised working model
PDBW4:	Continue to develop the delivery of Careers Information Advice and Guidance and work towards three year Matrix Standard action plan
Outcomes for learners	
Targets:	
OfL1:	Ensure that the annual review process is comprehensive and meets the needs of Local Authorities annual review of EHCP and updates
OfL2:	Extend opportunities for customer facing work through development of Premier Inn training facility into a fully functioning hotel, open to the public
OfL3:	Monitor the newly established supported internship offer (Shropshire and Preston) to ensure quality and sustainability

Appendix 1: Derwen College Headline Survey results 17-18

Further information on annual quality surveys can be viewed on the College website at the following link: <http://bit.ly/2UpHdii>



100% of responses said that they had found assessment visits a positive experience
100% of responses said that they were impressed with the facilities Derwen College was able to offer



83% of responses said they would recommend Derwen College to others
83% of responses rated the facilities and resources at college as excellent or very good



70% of replies rated communications with the college as outstanding
78% of replies rated the partnership with Derwen as outstanding



96% of students said 'yes' they felt safe in college
99% of students said 'yes' their work experience was helping them learn skills for when they left college



96% of trainees said 'yes' they felt safe at college
91% of Trainees said 'yes' they felt safe at their external work experience placement



23% of our 16-17 student leavers are in either voluntary or paid work or further education
39 % of 16-17 student leavers are in either residential or supported independent living placements



100% of replies said 'yes' that they would be extremely likely to offer further work placements in the future to a young person with learning difficulties and /or disabilities

In addition, **100%** of replies also said 'yes' it had been extremely beneficial to their organisation to offer a work placement to a young person with a learning difficulty and /or disability.

Appendix 2: Provider details / demographics: 17-18

DC Main campus – 156 learners

Age range of learners:	<u>16-18</u>	<u>19+</u>
	22	134
<u>Main course or learning programme level</u>		
Entry Level Preparation for work	22	130
Entry Level Non regulated provision Retailing	0	1
Entry Level Foundations for Life & Learning	0	2
Level 1 Preparation for work	0	0
Level 1 Non regulated provision Horticulture	0	1
<u>Number of all learners</u>		
Private	0	2
English ESFA funded	20	102
Welsh funded	2	30

DC Ashdale – 3 learners

Age range of learners:	<u>16-18</u>	<u>19+</u>
	0	3
<u>Core Aim/ Main course or learning programme level</u>		
Entry Level Preparation for work	0	1
Entry Level Foundations for Life & Learning	0	2
<u>Number of all learners</u>		
Private	0	0
English ESFA funded	0	0
Welsh funded	0	3

DC Craven Arms – 6 learners

Age range of learners:	<u>16-18</u>	<u>19+</u>
	2	4
<u>Core Aim/ Main course or learning programme level</u>		
Entry Level Preparation for work	2	4
Entry Level Foundations for Life & Learning	0	0
Level 1 Preparation for work	0	0
<u>Number of all learners</u>		
Private	0	0
English ESFA funded	2	4
Welsh funded	0	0

DC Walford – 8 learners

Age range of learners:	<u>16-18</u>	<u>19+</u>
	6	2
<u>Core Aim/ Main course or learning programme level</u>		
Entry Level Preparation for work	6	2
Entry Level Foundations for Life & Learning	0	0
Level 1 Preparation for work	0	0
<u>Number of all learners</u>		
Private	0	0
English ESFA funded	6	2
Welsh funded	0	0