



# Self-Evaluation Summary Document

## Period: 2017/2018



### Content:

1. Key Characteristics of Calman Colaiste
2. Effectiveness of Leadership and Management
3. Quality of teaching, learning and assessment
4. Personal development, behaviour and welfare
5. Outcomes for young people
6. Overall Effectiveness

## 1. Key Characteristics of Calman Colaiste

**Calman Colaiste** is an independent specialist college providing further education for young adults with autism, learning difficulties and complex needs.

It offers a range of bespoke programmes for learners at our new college base in Thorney, near Peterborough, alongside our existing satellite provisions in Cambridgeshire, Nottinghamshire and Lincolnshire.

Calman Colaiste is set within a 28 acre farm with a newly rebuilt education block, animal husbandry and horticulture at its centre.

The curriculum provides learners with the opportunity to develop skills for adulthood through a range of Enterprise, Vocational and Work Related learning experiences. Learners are supported to develop their independence skills through an integrated programme of learning and therapy.

The college offers young people, with a range of special educational needs the opportunity to develop independent living skills, work-related learning skills and skills for adulthood. The college brings together the four preparing for Adult Pathways:

- Supported/Independence
- Supported /Employment
- Better Health
- Community

Learners will access all four Pathways but the content of their programme will be weighted towards their desired personal outcomes.

The curriculum will focus on communication and social interaction and can include Makaton, Picture Exchange Communication system (PECS) and the use of social stories to support understanding.

The majority of learners have 52 week care in the local areas of Cambridgeshire and Lincolnshire and will attend 38 weeks of college education.

Our approach to education at Calman Colaiste is to inspire and motivate our learners through a range of positive learning experiences. Each learner will be engaged in a personalised learning programme that is appropriate to their age and ability. Literacy and numeracy are at the core of the curriculum, which is taught through enterprise and vocational work-related learning experiences

## **Kisimul Learning for Life**

### ***Structured life skills and vocational programmes for young adults aged 16-25 with learning disabilities***

#### **Philosophy:**

The aim of the Kisimul's *Learning for Life* programme is to offer a broad, balanced and structured programme of learning opportunities in our college to young adults who are resident in our registered adult homes and supported living services.

The purpose of the provision is to help our learners to continue to develop core functional skills, vocational skills and life skills. The programme is designed to enable our learners to continue to achieve, whilst living as independent a lifestyle as they are able to given their individual needs and abilities by integrating a structured learning programme at college into their daily lives.

#### **Aims of Learning for Life**

- To be an inclusive learning provision which welcomes all young adults with diverse ranges of complex needs, behaviours and sensory processing disorders;
- To develop confidence and skills through a relevant and flexible programme appropriate to our learners' individual needs;
- To equip young adults with the tools to effectively communicate; self-regulate their behaviour; and cope with sensory dysfunctions through a multi-disciplinary approach;
- To offer our learners accredited courses such as Life and Living Skills: Personal Progress; Towards Independence: ASDAN; Personal and Social Development.
- To use accredited learning routes as a means of supporting individual progression to develop independent living and vocational skills.
- To empower our learners to plan and manage their own futures where possible.
- To provide a programme which raises aspirations and recognises personal achievements.
- To provide a programme which actively promotes equality of opportunity and challenges stereotypes.
- To enable our learners to enjoy and achieve.

#### **Organisation of *Learning for Life***

The Kisimul *Learning for Life* programme has been specifically designed to include the development of suitable skills to equip our young adults to continue to develop in terms of their functional skills, vocational skills and socialisation skills.

Much of this work takes place in the college and reinforced within the home environment, but we believe that a structured programme of learning activities will help to embed the personal development within a range of contexts.

The programme is able to build on skills such as numeracy, literacy, computing and social development. Core skills are developed in real life activities and situations, such as cooking, shopping, community based learning, and work related learning tasks.

Our learners are given every encouragement to continue to move forward towards independence, which is the common thread of our 'Learning for Life' programme. Particular emphasis is placed on

the way the environment is managed, resources and materials used, though activities such as animal care, horticulture, the café and lending library.

The learning tutors and support staff are committed to enable all our learners to have greater control and choice in all aspects of the curriculum, through differentiated approaches to learning and communication styles and preferences.

The programme is delivered in the college by a team of tutors, who receive support and guidance from the leadership team of our highly successful schools based in Lincolnshire. Each learner has an Individualised Learning Plan which reflects their wishes and individual needs as well as agreed areas for development.

Students are given opportunities to access a range of off-site sporting and leisure activities, such as rebound therapy, and swimming. These opportunities help to develop engagement and personal interests. Included in the programme is access to a range of therapeutic experiences such as communication groups, musical interaction, and aromatherapy.

### **Equal Opportunities:**

Entry to all programmes of study is based on academic willingness and appropriateness, regardless of sex, race, disability, religion or belief.

Disabilities: In accordance with the statutory requirements we aim to make the programme accessible to all learners as far as is reasonably practicable.

## **1. Key Characteristics of Calman Colaiste**

- The majority of our students have transitioned from Kisimul Schools based in Lincolnshire. (Swinderby and Acacia Hall).
- Students are placed at Calman from 6 Local Authorities; reflecting a diverse demographic, with 23 students placed at the college in September 2017 and (1) student in December 2017. The college has plans to provide day placements to suitable students moving forwards.
- All our young people live in Kisimul Adult Homes within Cambridgeshire and Lincolnshire on 52 week placements. Three of the Adult Homes are Residential and four are Supported Living.
- There are 19 males and 5 females, reflecting a 4:1 ratio.
- The college is registered to take learners from aged 16-25.
- All students at the college have an EHCP outlining Complex or Severe Learning Difficulties and the vast majority have ASD within their presentation.
- The students come through an admission process which is complex but thorough; prior to placement at Kisimul, a preliminary assessment document is completed by the Psychology team, with input from senior residential and educational personnel. Transitions are carefully planned, and other than in exceptional circumstances Kisimul does not facilitate emergency placements. The college has had no recent history of placement breakdown.
- The education team is supplemented with Residential Support Workers (RSWs) at the college. This results in a significantly high ratio of staffing within the college. There are currently: (4) FTE Tutors; (4) Learning Support Assistants on establishment, to support the

young people within teaching groups. There is also support from (1) Animal Husbandry Personnel. The college is supported from Kisimul (Swinderby) with (1) Speech and Language Therapist and 1 Occupational Therapist. Working alongside these is (1) Music Therapist and (1) Aromatherapist (external provider)

- Calman Colaiste has (1) Head of College, 1 Tutor taking on a senior role, and is fully supported by the Kisimul School Leadership Group (KSLG). For the college this consists of: Director/ Asst Director of Ed. Kisimul North.
- The Directors of Kisimul Group Ltd. have corporate governance responsibility for the school's performance, and the Head formally reports to the Director of Education for the Kisimul Group on a monthly basis.
- Calman Colaiste opened in September 2017.

As a new provision it has the following facilities:

- 4 learning spaces (classrooms), which include an ICT suite
  - Café which includes a teaching and learning kitchen
  - Horticulture Barn, which includes a 'Boot Room'
  - Farm to facilitate Animal Husbandry
  - Library
  - Sensory Multi Interactive Learning (SMILE) room (April 18)
- Staff Training is in place with programmes of induction for new staff, supplemented by:- Safeguarding and behaviour management training, SEN and ASD training and communication training, as well as mandatory health and safety training packages. This programme is regularly updated and refreshed, for example, all teaching staff have training packages in place on PREVENT strategy, CSE, FGM, and Forced Marriage. The college staff enjoy the opportunity to join the wider education network for relevant training modules throughout the year. This includes management training and also the provision of training specific to the roles and their curriculum focus.
  - The college has used the AET Progression Framework for its assessment processes and is currently looking at ASD strands in the current B Squared pool. All students have an Individual Care Plan, which outlines: SEN, Communication and Behavioural Profiles, Risk Assessments, Medical Care Plans, Educational targets and strategy and intervention. Educational, residential, supported living teams liaise daily with reference to Daily Records

**References:** Site Plan, College Staff Structure, Learner Register, Accreditation Tracker, Staff Training Matrix, Student Group lists.

## 2. Effectiveness of leadership and management

### 2 Effectiveness of leadership and management

- A Head of College was appointed in July 2017 to oversee the new provision at Calman Colaiste (having previously been Deputy Head at Cruckton Hall School – Kisimul site in Shrewsbury). This has enabled a smooth transition for both students and staff under the guidance of the Asst. Director and Director of Education.
- The leadership team are passionate about success for Kisimul. All have a wealth of SEN experience, and use this to good critical effect. Likewise, Tutors have excelled with additional responsibilities and delegation. All leaders within the group are passionate about ensuring that Calman Colaiste establishes itself as an Outstanding provider.
- The college has developed a Matrix for ‘Staff support’ which includes:
  - Induction overseen by the senior tutor with guidance from the Head of College. The process covers all aspects of both day to day and statutory processes, but also pedagogy in relation to SEN.
  - Induction: this gives a rigorous and informed induction period of 6 weeks alongside senior staff. This enables them to establish good knowledge of procedure and documentation, as well as support for meeting various student needs.
  - Probationary: a 6 month review highlighting strengths and improvements
  - Employee Support
  - Annual PDR’s.

Tutors are given targets related to: student progress, their wider school contribution, curriculum and subject knowledge, and outcomes related to their teaching improvement plans. CPD will be identified to support achievement of targets.

- All tutors are subject to regular lesson observation and feedback; with an improvement plan related to observations to feed into the PDR process and for tutors to reflect upon to improve their everyday practice and delivery. The sharing of good practice is essential in developing the tutor role and improving teaching and learning.
- The (Kisimul) leadership team has recognised the growing population of the college and identified a pool of future teachers and tutors from within the group to train at local colleges.
- The college curriculum is subject to on-going review. The curriculum provides learners with the opportunity to develop skills for adulthood through a range of Enterprise, Vocational and Work Related learning experiences.  
The curriculum closely linked to accreditation, functional and contextualised learning and acquisition of independent living skills.  
Accreditation is linked to ASDAN and AQA Unit Awards  
The college is currently looking at the Arts Mark Award to enrich the arts provision and recognise the creative curriculum.
- Staff training programmes are in place (SSS CPD and Learning Heroes) which offer bite-sized training modules to supplement the cycle of statutory training.

- Self-evaluation at the college is supplemented by quality assurance visits by the Directors/s of Education and by compliance and quality assurance audits from the compliance elements of the Group provision.
- The college's processes for observation and quality assurance is embellished by learning walks and lesson observations with a focus on the learner's engagement, experience and understanding.
- The college has rigorous procedures related to: recruitment, staff training, DSOs and regular reference and reminders of whistle blowing policies and procedures in staff meetings in order to keep individuals safe.
  - All members of KSLG have completed 'Safer Recruitment Training' when completing recruitment processes.
  - Calman Policies are subject to purposeful and regular review; and group wide development of consistent QA procedures ensures that this monitoring is rigorous and self- critical.
- The college uses meeting times purposefully, with detailed agendas and minutes kept and distributed to ensure communication is paramount. This is accompanied by the provision of a college 'Events Planner' providing an overview, and deadlines for information and documents required.
- Assessment for learning looks at various strands of qualitative and quantitative information to indicate progress.
- Joint meetings (with Kisimul – Lincolnshire) occur termly where developments are cohesively approached or shared to ensure all teaching staff regularly communicate, share good practice and are aware of current initiatives or developments.
- Staff have an excellent induction process but would benefit from staff handbook for reference.

**References:** Management structure (2017-2018), College Staff Structure, Calman Colaiste Development Plan Document 2017-2018, 2018-2019), Staff Support Schedule, Induction Booklets, Safer Recruitment Certificate, College timetable, Curriculum Overview

**Improvement Focus 2018/19:**

- To further embed the assessment framework and produce a summary overview document describing the various routes of assessment and progress in place at the college.
- To develop a summary staff handbook for reference for processes for T&L.
- To identify middle management training and CPD to insulate for future growth.

### 3. Quality of teaching, learning and assessment

#### 3. Quality of teaching, learning and assessment

- As a new provision tutors have (to date) had two lesson observations along with feedback of strengths and areas for development. The college will promote evidence based SEN practice by a thorough process of quality assurance and improvement cycle. This will be continually updated to reflect current initiatives and developments to reinforce and enhance the on-going reflective practice and developing role of the SEN Tutor.
- In Sept 2017 Calman introduced new 'Individual Learning Plans' (ILPs). These are closely linked to agreed/intended outcomes for EHC Plans, and enable progress to be tracked overtime, whilst providing tangible evidence in the form of photographs linked to targets, or scanned examples of work produced.  
Tutor meetings/training sessions and individual support is given to tutors to establish this new way of identifying learning intentions.
- Tutors reporting arrangements on progress are well received. Calman Colaiste has received feedback from LA representatives that Annual Review Reports are among the most comprehensive and detailed available within any setting.
- Calman Colaiste uses the 'Kisimul Education Health and Care Plan' document to reflect the changing focus of the new SEN Code of Practice and to cater for the wide range of detail and information required by the differing local authorities' EHCP documentation. This includes the YP's current needs, abilities and behaviours and new Support Plan feedback from parents and professionals is consistently positive in relation to the quality of information received.
- Tutors complete a 3 weekly planning document to include individualised learning intentions for students within each session. Students participate in a range of planned activities including classroom based and outdoor sessions which include the development of Maths, English and ICT. This includes personal development such as: life-skills; independence skills, vocational skills and accredited learning wherever possible.
- Provision for communication is good. The college has links with (Acacia Hall) for Makaton signing. All staff have the Foundation Level of Makaton signing, and can access Kisimul's SaLT services for support and resources as required. A number of staff have completed the 2 day PECS training.
- Kisimul Schools commissioned 2 day of PECS training in Sept 2017 to ensure that all teachers have completed this qualification. Calman Colaiste staff were involved in these sessions.
- The college has invested in new technology to support learning. The use of interactive whiteboards and I-Pads to support learning is evident across the curriculum.
- All staff use 'Boardmaker' software and 'Communicate in Print' throughout the college to enhance specialised resources for students.
- Recording and evidencing of progress and work can be seen within the copious work records and photographic evidence collated for ASDAN modules and AQA Unit Awards throughout the college. Tutors and support staff also keep detailed session evaluations which feed into the ILP evidence. Peer moderation of weekly plans has recently been introduced to support consistency.
- Tutors write and send Weekly Reports to parents (copies to House Manager)

- Learning Support Assistants within the college are knowledgeable regarding student profiles and have all taken on additional roles for example:
  - Overseeing all off-site activities
  - Co-ordinating SMSC
  - Creating PECS and documenting all college resources
  - Coordinating ASDAN Towards Independence

There is a training programme available at the local college providing Levels 3 and 4 qualification along with an online version through Openworld.

- The college model of RSW's who work alongside and support the education staff is essential as they are adept at redirecting negative behaviour patterns, and the management of behaviour is a strength. Throughout the college, there is evidence of confidence and authority in dealing with SLD, ASD and Challenging Behaviour. Student engagement and progress is testimony to this. Where there are inevitable behavioural outbursts, these are managed efficiently and with minimal disruption to the learning of others. The staffing arrangements for class groups are considered to ensure there is a range of experience and skill set within each room in order to compel better consistency of approach.

#### **Improvement Focus 2018/19:**

- To develop Vocation and Work Related Learning within the community which will reflect in the accreditation on offer with specific modules being aimed at work experience, work awareness and skills and qualities for work.
- To develop 'bite-sized' Makaton and PECS training sessions which can be implemented as part of staff meetings in order for staff's skills and everyday effective communication.
- To revise curriculum routes for learning and overview document to outline in detail the provision by level of need to support teaching delivery.

**References:** Lesson Observations and Analysis, ASDAN examples, training matrix, EHCP matrix, example of EHCP/ILP documents, feedback from reviews, tutor planning, evidence of additional roles (LSA), example of Weekly Report.

#### 4. Personal development, behaviour and welfare

- Calman takes its responsibilities for its students very seriously. It has a comprehensive single central register for all staff and ensures all teaching staff receive annual safeguarding input and refresher training. Calman keeps extensive records of accidents and incidents with detailed Daily Records for each student. There are bound recording books for physical interventions
- All students have a Positive Behaviour Support Plan (PBS), which outlines proactive and reactive responses required to manage behaviour presentation.
- Where appropriate, Calman Colaiste adopts the policy framework common to all Kisimul schools and care homes. The Behaviour Policy is reviewed annually. The document is focused on dealing with behaviour following a broad set of shared principles and rights for access to learning and being safe. Essentially there is a focus on individual approaches to dealing with behaviour. This is reflected within the PBS documentation that details individual approaches and profiles for each student. The 'Pupil Profile' section of the document gives the learner a voice and outlines the approaches most likely to produce a positive response alongside areas of difficulty.
- The college has a very structured routine and transitions are managed carefully. Some students for example, may need to transition into college over time and a timetable/plan is in place for these students.
- The college has an outside learning environment as well as recently enhancing the education base provision with a SMILE (Sensory Multi-Interactive Learning Environment) suite. During Phase 2-3 this will be developed to include a cycle track, sensory garden and further leisure facilities.
- Each tutor group has a classroom base and care is taken to identify the daily routine through visual timetabling and prompts, to enable learners to understand and predict change and upcoming activities for the day. This is again individualised to the learner's needs, behaviour and abilities to enhance their understanding and self-regulation of behavioural needs.
- Each student has a daily individualised diet of sensory modulation through provision of 'Sensory Greetings' exercises, to ensure students are best prepared to engage with learning. This also promotes positive touch, and is a valuable communicative exchange prior to more formal cognitive based work taking place. The college has links with Kisimul School in Lincolnshire for OT provision.
- The college promotes student voice, even where students have complex and challenging communication disorders and challenges. The student committee was elected in October 2017. Currently they have looked at the Lending Library and the choice of books, which Christmas films to watch, naming of new animals to our farm and planning of summer activities. The student board display is located in the Library.
- All staff are trained (through BILD accredited Timian Training) to intervene physically (as a last resort) if the situation necessitates keeping students or other learners safe. These interventions are carefully recorded and analysed for patterns of outbursts and to identify triggers. Within the current period from September 2017 - April 2018 there has been three recorded physical interventions. This is a remarkable statistic given the nature of the learner profiles and is testimony to consistency and resilience of staff to improve behaviour and enhance life experiences for our young people.
- The college attends an annual safeguarding training day in October, delivered by the Assistant Director. Bitesize summary training module (SSS CPD) in CSE and Keeping Safe in Education Guidance were outlined to all staff.

- All teaching staff have received the leaflet PREVENT, CSE, FGM as part of their induction and referred to.
- Kisimul takes bullying seriously, and resources have been created for students to refer and receive advice on bullying issues. A display board is located in the college reception for this purpose along with interactive prompts and pictorial reference. Students receive information on bullying at least once every term. Classrooms also have visual reminders.
- All students have access to a 'suggestions box' which can be used for bullying amongst other things.
- There have been no direct reports by students of bullying behaviour.

**Improvement Focus 2018/19 :**

- To develop student questionnaires and visual resources in order to get a more accurate feedback from learners about the quality of teaching and the curriculum delivery.
- To further develop the SRE curriculum to promote work on forming and sustaining relationships within the college.

**References:** Anti – Bullying Policy overview, bullying board, Training Matrix, PREVENT, CSE, FGM leaflets, Policies, Lesson Observation analysis,

**5.Outcomes for young people**

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- Individual Learning Plans (ILP's) were introduced in their new format in September 2017. This is closely linked to EHC outcomes review processes, and ensures that Tutors are clear on the main areas of focus for teaching delivery, and this is based on real life and functional acquisition of skills. Learning plans are evaluated 3 monthly, and progress shared with parents and professionals during review processes.
- The college has been using the AET Progression Framework to track and monitor progress, and is investigating other ASD specific systems to track progress.
- SaLT input for specific students is currently at one day per week and assessment shows a marked improvement in communication.
- Students enjoy learning at Calman Colaiste. This is reflected by the positive behaviour and through direct observation of lessons; where student engagement is outstanding.

- In order to celebrate and encourage student voice, all students are encouraged to contribute to their review processes and indicate preferred choices through the use of augmentative communication and questionnaire.
- Student voice is also encouraged within Education Reviews where students are encouraged to complete a 'Support Plan' to express their desires, likes and needs and where appropriate students are invited to their annual reviews to communicate this to parents and professionals. Videos are used to present achievements at the start of reviews, which demonstrates students completing and participating in a range of activities and social events to reinforce their engagement and enjoyment at Calman Colaiste, and focus the review process on the young person's needs and achievements.
- All students access the range of off-site activities within the community with positive engagement.
- Personal, social and emotional achievements are good, and reflect close liaison between residential, supported living and college personnel. This includes students who successfully access community resources on a weekly basis such as Stable Management, Swimming, Rebound Therapy sessions or sailing.
- Accreditation is diverse, and is developing reflective of the growing scope of the college and the established provision at the college base. The majority of students are on track to receive a range of functional learning and vocational awards during their time at college through ASDAN and AQA Unit Awards.
- The college is now registered with the Duke of Edinburgh Award Scheme and a discussion is planned in order for it to be implemented within the curriculum.
- Student work is recognised and celebrated around the college within displays.

#### **Improvement Focus 2018/19:**

- To develop the use of augmentative communication devices such as tablets to enhance the communication for individual students when appropriate.
- To develop an annual Student Achievement celebration
- To develop and implement the Duke of Edinburgh Award scheme within the college curriculum

**References:** Accreditation Trackers, Parental/LA feedback docs, lesson observations, 'Curriculum Overview' document, Timetable

## 6.Overall Effectiveness

### 6. Overall Effectiveness

- As a new provision Calman Colasite is enabling students attending college to engage in a range of activities that provide opportunities in relation to acquisition of functional skills, social development, emotional literacy, physical health and behavioural self-management.
- Students are making progress because the teaching is effective, targeted and underpinned by expertise and knowledge in relation to SLD, ASD and Challenging Behaviour.
- Students' behaviour is very good, relative to their presentation on admission to Kisimul School. The Teaching team is resilient, committed, empathetic and knowledgeable of individual student need, and committed relationships and liaison between educational, residential, supported living and therapeutic staff.
- The Leadership and Management of the college is supported by the KSLG and has an on-going commitment to further improve practice through rigorous self-evaluation and critique. This has led to direct improvements in teaching and learning, such as the ILP outlines and the college curriculum routes, and additional training support for staff.
- The college aims to promote independence and prepare our young people for adulthood.
- The curriculum provides learners with the opportunity to develop skills for adulthood through a range of Enterprise, Vocational and Work Related learning experiences.
- There are plans in place to extend the provision over time, and these should reflect a growing establishment of diverse physical and vocational opportunities for students at the main college base and wider provision.
- Transitions to the colleges have been managed effectively, and the majority of learners, including those with very challenging and complex processing and sensory disorders, are coping with the small group context provided.
- The external college feedback from key stakeholders has been consistently positive. This reflects both provision in place, standards of reporting and the progress students are making within their individual pathways within the college.