



## **Calman Colaiste**

### **Local Offer Information**

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## **Background Information**

**Calman Colaiste** is an independent specialist college providing further education for young adults with autism, severe learning difficulties and complex needs. It opened in September 2017.

We offer 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, with animal husbandry and horticulture courses 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 courses. Learners are supported to develop their independence skills through a holistic programme of health, therapy and care.

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 skills 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 area of Cambridgeshire and Lincolnshire within Kisimul Group social care provisions, but we are able to offer places to day students if they are deemed appropriate following assessment.

Our approach to education at Calman Colaiste is to inspire and engage 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. Baseline assessment is used to formulate learning goals and a curriculum targeted to the needs of the individual.

English and Maths are at the core of the curriculum, which is reinforced in context through enterprise and vocational work-related learning experiences

## **Aims of the college**

### **We aim to:**

- provide a positive, safe and caring environment within which young people and staff feel happy and secure in the process of learning;
- remove/reduce a young person's barriers to learning;
- provide young people with access to quality education and pastoral care which will enhance personal development, stimulate growth and provide equal opportunity;
- develop young people's self-esteem, independence and awareness of, and consideration for, the feelings and the needs of others in the college and within the community at large;
- encourage young people to positively manage their own behaviour and difficulties;
- establish a climate within which young people and adults can interact and relate, engendering high levels of mutual interest and personal respect;
- develop the skills needed in each young person so they can be as independent as possible and ready for life after college;
- Provide a broad and balanced curriculum that meets each young person's needs.
- work in partnership with carers and other professionals
- provide our students with the opportunity to learn socialisation skills both within the college and the local community.
- Provide physical exercise, which improves health and also releases unrestrained energy
- Provide musical activities which are often a successful medium for students with limited communication skills.
- Involve families in the life of the college by inviting them to reviews and social events.
- Provide regular detailed reports of students' progress.

## **Environment**

The college environment reflects the needs of the student cohort. The College has 4 large, bright learning spaces including a purpose built ICT Suite, Creative Art room and space for Music Therapy. There is a Café training kitchen and Library. The outside spaces include a Horticulture Barn and Animal Husbandry where students have the opportunity to undertake their Vocational courses and are able to practice their work related skills. There is a small sensory room, where aromatherapy provision is located. Each learning space has an interactive white board and a high standard of accommodation conducive to learning.

Students travel to college via minibus from their adult homes, which can be used to access the local community and also enable them to access additional curriculum activities such as horse riding, stable management, rebound, sailing and swimming.

## **Admissions**

Students at the college will normally have an active Education Health and Care Plan (EHCP) in place, outlining their specific needs and the provision determined to meet those needs. Parents or Professionals wishing to pursue a placement with Kisimul are very welcome and actively encouraged to visit the college. Please see the contact information on page 8. Parents may also wish to contact the SEN department within their local authority to advise that they wish to pursue a placement. If there is an active Social

Care agency support in place for families, it is advisable to contact those professional and inform them of the desire to seek a placement within one of our Adult Homes and subsequent college placement.

We are able to offer day placements where viable and subject to assessment of needs and compatibility within the college provision.

Kisimul will carry out an assessment of the young person. This is achieved through liaison with parents and professionals, and visits to the current placement by a combination of senior Education, Residential and Therapeutic Staff.

Kisimul has good working relationships with placing authorities and works closely with commissioning professionals in seeking approval to assess young people. Placements at Kisimul are typically pursued when a young adult's needs are unable to be met in local provision or placements are at risk of breaking down, or have broken down already.

### **Curriculum**

Our Curriculum is underpinned through our 'Learning for Life' programme.

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 and 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.

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; to enable them to lead as fulfilling and independent lifestyle as possible, whilst continuing to gain accreditation and to make positive contributions to the wider community. In accessing the programme, a balance must be maintained between reaching a learner's full potential, and setting achievable and attainable outcomes. We aim to enable our learners to build upon their strengths and manage their emotional difficulties.

The programme is able to build on skills such as Maths, English, computing and social development. These skills are strengthened through a functional and true to life approach to contextualised learning and practice of independent living. Core skills are developed in real life activities and situations, such as cooking, shopping, community based learning, and work related learning tasks.

The learning tutors and support staff are committed to enable 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 an education team, who receive support and guidance from the leadership team of our highly successful schools based in Lincolnshire, to enable learners to develop skills in appropriate contexts and situations. This helps them to contextualise their understanding. The learning tutors plan and deliver sessions which encourage the learners to develop the range of skills needed to improve their independence skills and understanding.

Relevant accredited modules are planned and delivered, and tailored to our learners' individual choices and needs. They 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.

The college takes a holistic approach to communication delivery, using oral, signed and symbolised augmentative communication to support learners in understanding expectation and to enable them to relate their responses within sessions. A structured routine, involving daily sensory greetings and social skills sessions, is a consistent theme within all groups throughout the college.

### **Accreditation**

The college follows the ASDAN accreditation award scheme - Towards Independence. The college also allows students the opportunity to study a wide range of AQA Unit Awards within their Vocational courses. The Duke of Edinburgh Award Scheme is also undertaken by students.

### **Therapeutic Services**

Kisimul has a large number of multi-disciplinary services accessible to students, and driven by the provision elements of their EHCP.

### **Speech and Language**

Assessments are carried out to inform communication profiles and to ensure that college interventions are targeted and appropriate. SaLT can provide direct support using therapy and specialist SaLT assistants, and consultation and training for the education teams. This may include advice on augmentative communication, teaching approaches and support for target setting.

### **Music Therapy.**

All students benefit from an interactive experience with a Music Therapist. Individual sessions can also be undertaken on a therapeutic level and builds up confidence and communicative capacity using music and intensive interactive approaches to learning.

### **Aromatherapy.**

The aromatherapist works with individual students encouraging positive touch and relaxation using holistic treatments based on individual preference and needs.

## **Tracking Progress**

Kisimul uses a variety of internal and external assessments to track the progress of learners including BSquared Connecting Steps. Each learner has a detailed assessment profile that is informed by record keeping during sessions and outcomes prescribed within each aspect of the curriculum.

Weekly reports are emailed to parents. Progress is formally reported on at Annual reviews. Parents can contact the college at any time.

## **Healthy Living and Keeping Safe**

The college has detailed record keeping processes for each session of the college day, which record responses, behaviour patterns and well-being of learners. Staff have regular safeguarding training from senior leaders within Kisimul to ensure they are aware of the signs and symptoms associated with possible protection concerns. Incidents, accidents and any physical interventions necessary to keep young people safe from harm, are recorded in detail. This includes schedules and symbolised support to speak to learners after incidents to reassure them and ascertain their well-being.

Kisimul takes a very determined approach to gleaning student views about their environment and the provision on offer. There is an active student voice, which supports making decisions about the college, curriculum, and events.

## **Challenging Behaviour**

The college has an individual approach to the challenging behaviour presented by the students. Behaviour management is non-aversive, and all staff are trained in Timian, a BILD (British Institute of Learning Disabilities) accredited programme of de-escalation, recognition of cues and triggers, legal and statutory procedures and use of safe physical intervention where necessary. Individual strategies and intervention for students are comprehensively risk assessed, and any new or emerging behaviour patterns are added and analysed accordingly.

## **Staff Training**

The college has a comprehensive and detailed training programme in place for all staff. New staff are mentored by senior staff and have a detailed induction programme in place on appointment. Training days include statutory courses and refreshers in safeguarding and Timian, as well as updates on new recording processes. External training in PECS is also a key feature of the college programme for staff. Additionally, the therapeutic teams deliver a range of training in communication, sensory processing and behaviour management.

## **Cultural Diversity**

The college has a varied curriculum, which aims to ensure learners can experience a variety of cultural beliefs and diversity. On an individual basis, students' beliefs and cultural dynamics such as diet are outlined within their plans, so that all staff are respective and aware of specific needs. The college has an active approach to support both local and national causes with fundraising for Cancer Research and Save the Children. The college embraces key sporting events such as the World Cup and Winter Olympics to introduce other cultures to learners.

## **Contacts**

### **To arrange a visit:**

**Ann Spowart - Head of College**

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### **Enquiries:**

[enquiries@kisimul.co.uk](mailto:enquiries@kisimul.co.uk)

### **Referrals Team**

Telephone: 01522 868279 (Head Office)