FE Reforms Ambassador - Oaklands College Experience

June 2014
Why we do it......
Draft Code of Practice

- The involvement of children, parents and young people in decision making
- The identification of children and young people’s needs;
- Collaboration between education, health and social care services to provide support;
- High quality provision to meet the needs of children and young people with SEN;
- Greater choice and control for young people and parents over their support;
- Successful preparation for adulthood, including independent living and employment.
Jonathan Elkhuja – Regional Adult Learner Award Winner 2011

- Jonathan Elkhuja overcome severe dyslexia and a physical disability, in his bid to be a carer.
- After years of studying on various Oaklands College courses, the 21-year-old achieved his dream when he was offered a role at Greenacres Residential Home for the elderly.
- Jonathan said his journey had been an emotional one.
- “The first time I became aware of being different was when I started at a secondary school.
- “When I got stuck in reading, people used to take the mickey out of me. That made me feel down and stopped me wanting to learn and improve,” he said. “Even though I had to work hard to overcome my barriers, I knew that I would succeed in the end,” he said.
- “I hope that in time I will be able to make a real difference to the lives of people who are less able than myself.”
Matthew – Springfield YPP

Then

- Vulnerable adult with autism
- Very nervous, non-verbal and refused to use dyvanox machine, anxious and scared of new tasks environments
- Presented himself in covering his ears, jumping and skipping around a lot and making a high pitched noise. He would work himself into an emotional state and it would take at least 10 minutes to calm him down.

Now

- Learnt BSL and actively communicates with staff and peers every day; family now learning so they can communicate with him too
- His independence skills have grown enormously. He goes to the toilet on his own, can go around a shop, can help prepare his own lunch and can make items in multiskills, such as a pencil case and bird box with very little support. He can function within a group and has increased his ability at ball games such as football and rugby, displaying good gross motor skills.
Joe Agg – Supported Learning

- Joined from mainstream school at 16
- Complex autism and associated activities impacting on his mental health
- Independent travel – now goes on train to meet his friends
- Performed at College event
- Supports staff and students with IT
- Half day work experience each week in IT department
Kashiba – Springfield Focus

- Joined after being excluded from an SLD school - complex autism and associated communication and behavioural difficulties
- Multi-agency approach to re-engage him with education
- Gone from close 2:1 support in the community to more distant 1:1 support
- Now able to go out to swimming pools and go out with his family which they haven’t been able to do for years
- Unlocking his speech and language difficulties has been key to making progress and he is now advancing far quicker then ever anticipated and he is well on track to making a successful transition to adult life

Even managed to overcome his fear of needles so can now do blood tests without any incidents!
Michael - Landmark

- Joined from MLD school with mild aspergers, low confidence and self-esteem
- Was a keen footballer and developed his confidence and stamina aiding his communication skills and enabling greater participation in group activities
- Keen entrepreneur he began a tuck shop in Landmark after having spotted a gap in the market!
- Led to work experience that he could now travel to independently following travel training….supermarket so impressed asked him to leave his CV in case a job came up
- After successfully completing a mainstream business and retail course at Oaklands he secured a permanent job at the supermarket
- And he now lives independently in the area as his family has moved elsewhere
Partnership Working
Building on strong foundations

- Improving Choice Funding (Placement Funding)
  - Grown from a handful of students to over 80 at Oaklands College
  - Personalised programmes to meet individual needs from a rounded perspective
- No surprises
  - Case management meetings mapping out potential students over the next 3 years
  - Clear monitoring of needs, assessments and choices
  - Enables local offer to develop to meet future needs
Hertfordshire Approach

- Four further education colleges used to working together on this and other areas
- Local Authority with a clear focus on this provision and these students having positive progression to adulthood
- Constant review of national context and policies – pooling knowledge from Association of Colleges Learning Difficulties and Disabilities group, briefings and events
What we have done and what we are doing

High Needs Funding
Curriculum – New developments and mapping
Supported Internships and Work Experience
Preparing for EHC Plans
Workforce Development
Engaging with Young People
High Needs Funding
High Needs Funding Task Group – Phase 1

- December 2012 established a task group with representatives from the four Hertfordshire FE colleges and key local authority officers

- Each College nominated 3 or 4 representatives, including the curriculum lead and finance director

- Focus on developing a common approach to implement changes in a way which reduced the potential turbulence for young people, parents and college staffing & funding

- Developed a local HNS funding agreement with local colleges including over the border colleges and ISPs

- 1:1 meetings with each College to discuss confidential issues more openly, including moderation exercise on a sample of high needs students across the range of College provision to ensure consistency in provision and costs
High Needs Funding Task Group – Phase 2

- Oversee further development of common HNS arrangements

- Subgroups:
  - Curriculum review exercise
  - Management information systems to reduce duplication in entering student information
Curriculum – New Developments and Mapping
Curriculum Mapping

- Map learning pathways, progression routes and outcomes
- Understand the curriculum offer for high needs students supported by core funding (elements 1 and 2)
- Identify the range of circumstances in which a student is likely to require top up funding (element 3) to be able to access the curriculum
- Analyse group sizes and staffing models
Intended Outcomes

- To develop and extend the range of local provision available, e.g. Supported Internships in order to improve outcomes for learners
- Provide information to help develop the Hertfordshire local offer post-16
- Identify best practice in terms of outcomes, effectiveness and efficiency
- Generate proposals for additional curriculum development opportunities to further improve outcomes for learners and providing ‘value for money’
Transition Support Worker Pilot

- Posts based in three colleges from May 2013
- 3 way funding: College, School and Local Authority
- Support during year 11 and first term at College placement for identified vulnerable students from LD and SEBD schools
- Extended to December 2014 in two of the colleges
- Final evaluation report October 2014...evidence to date is that is makes a very positive impact
Action Research Projects

- On phase 2 of action research projects now between SEBD schools, LD schools, FE Colleges and work based learning providers

- Focus is on
  - Establishing a more co-ordinated approach to transition post 16
  - Broadening the offer made available to SEBD/LD School and post 16 providers
  - Planned joint staff training between SEBD/LD schools and post 16 providers
Oaklands College and Batchwood School

- Providing a personalised curriculum for a targeted cohort of Year 11 students that consists of three elements:
  - a vocational programme delivered at Oaklands (up to 2.5 days)
  - an extended work placement (1 day)
  - completion of core KS4 subjects (1.5 days)
- Developing a 5 day post-16 programme for students with more complex SEBD needs jointly delivered between the college and school.
Supported Internships and Work Experience
Work Experience at Oaklands

- Increase in number of work placements – over 100 students have accessed work placements so far this year.
- Partnership work with Shaw Trust; one full time job so far this year.
- More staff allocated to support students in workplace as job coaches.

CASE STUDY

- Hayden joined Landmark from a mainstream school with one to one support under Improving Choice funding due to his challenging behaviour and anger management difficulties.
- A personalised plan together with enrichment opportunities enabled him to gain in confidence and gradually his one to one support was withdrawn.
- After completing work experience leaving he was supported into a voluntary work placement which has translated into full time paid work in a local horticultural business.
- He is now completing his second year of full time employment and returns to Landmark to share his experience with new students and parents.
Supported Internships

- Part of enhancing the curriculum and developing the Local Offer for the County
- Structured study programme that includes on-the-job training provided by experienced job coaches
- Overall goal of Supported Internships is for disabled young people to move into paid employment
- Engage with employers to increase their confidence in working with disabled young people
- Supported Employment Advisers trained in Systematic Instruction
- Welfare to Work provider engaged
- College working group established to develop offer in partnership with Services for Young People
EHC Plans

- Getting ready for conversions and new EHC plans
- Training on new legal duties, report writing, mediation etc
- Responsibility for annual reviews of plans
- Hertfordshire Pathfinder leading on briefings to schools and colleges
- Pilot EHC plan workshops facilitated
Workforce Development
Workforce development

- Training sourced and supported by Services for Young People for FE College staff in areas such as:
  - Training in Systematic Instruction
  - ELKLAN (Speech and Language approaches)
  - NAS accreditation
  - SEND Duties training on the new EHC Plan
Engaging with Young People
Engagement in Local Offer

- Ran preliminary workshop on the content and feel of the web-site detailing the local offer
- The consultation took place with 12 students (mix of school and college) aged 14-19
- G stated, “I don’t understand what some words mean so I switch off”
- S stated, “It’s all a bit formal looking”.
- The young people struggled to find the 3 areas we asked them to search for (Channel Mogo*, Oaklands, Autism) Most used known search methods such as favourites or Google.
Youth Focus Group...Next Steps

- The Young Peoples views are currently being captured on film (available to the public as web-link on Herts Direct Local Offer Page)
- Planning a Young People Manifesto event where Young People will share their views to Heads of Services and other relevant stakeholders
My perspective
Why we do it....

- Because government tells us to
- Because the local authority makes us
- Because OFSTED like it
- Because of Jonathan
  
  “I hope that in time, with more experience and further qualifications, I will be able to make a real difference to the lives of people who are less able than myself.”

- And hopefully these reforms will enable us to support more people into adulthood even more successfully