

## **MONITORING VISIT: MAIN FINDINGS**

**Name of college:** National Centre for Young People with Epilepsy

**Date of visit:** 3 April 2008

### **Context**

The National Centre for Young People with Epilepsy College (NCYPE) is situated in Lingfield, rural Surrey. It provides residential and day education for students aged 16-25 with epilepsy or other neurological conditions and associated special needs. Currently, 106 students attend the college and represent a wide ability range from profound and multiple learning disabilities and severe learning difficulties through to students who can access part of their curriculum in mainstream provision. The Learning and Skills Council fund 77 students, Education and Learning Wales funds three, 25 are funded by their local authority and one is funded by the state of Guernsey. The NCYPE Mission Statement is: '*Better Futures for Young Lives with Epilepsy*'. The NCYPE provides learning opportunities to promote spiritual, moral, intellectual and physical development and its aim is to help prepare the student for transition into the community and for the responsibilities of adult life.

The curriculum rationale is to provide informal and formal learning opportunities, offering a wide range of vocational experiences in order to promote a holistic and inclusive learning experience.

### **Achievement and standards**

<b>What progress has the college made with setting, recording and analysing the achievement of student targets?</b>	<b>Reasonable Progress</b>
---	----------------------------

The outcomes from the multi- disciplinary baseline assessments are used to inform target setting. The college literacy and numeracy baselines are detailed. However, the college is developing the vocational courses baselines in order to assess more effectively the starting point for each student. The targets are negotiated with the student. All staff have received training on setting effective, meaningful targets. Targets are identified on the individual learning plans, and they are worked on in both teaching sessions and the extended curriculum by all staff. Each area has a different recording method

to capture target achievement. Despite the differing recording mechanisms, there is an effective system in place to collate the outcomes. This takes place at the multi-disciplinary meeting which is held once a term for each student. The process is well matched to need so that if the student achieves their targets before then, a meeting is held sooner and targets changed accordingly.

Achievements of targets are adequately analysed at a group and individual level. However, the college acknowledges that they need to refine this analysis to recognise short, medium and long term target achievements. Currently the college scrutinises the achievements of ethnic minority students but does not analyse achievement by gender. There is also an effective process in place to monitor the quality of the content of the targets set to ensure that they are relevant, meaningful and in a medium which the students can access. College certificates are awarded appropriately for non-accredited learning.

### **Quality of provision**

<b>What progress had the college made in improving the specialist qualifications that teachers and classroom support workers have?</b>	<b>Reasonable Progress</b>
--	----------------------------

The college has made reasonable progress in improving specialist qualification for teachers and classroom support workers. There are now two clear career progression routes offered for all members of staff. Support staff are encouraged to gain their level 3 national qualification in classroom support after they have achieved an internal student support workers grade three. The college also provides support staff with the opportunity to become a further education team assistant or train to become a lecturer. In line with national expectations, the college is ensuring that all lecturers are suitably qualified. When they have achieved the necessary qualifications there are further opportunities for professional development such as post of senior lecturer and a programme co-ordinator. Staff are also actively encouraged to take a specialist qualification in learning difficulties and/ or disabilities. Currently two members of staff are studying for a bachelor of philosophy in this area, two are studying for an advanced diploma and one is studying for a certificate in special educational needs.

Training needs are well analysed and outcomes successfully used to inform a training plan. This information is prioritised according to college and individual requirements. The college received 'Investors in People' in January

2008 where training was identified as strength. However, the college does not centrally hold up-to-date information on staff qualifications in literacy and numeracy at Level 2 or equivalent.

<b>What steps have the college taken to improve the progression to employment for the more able students?</b>	<b>Reasonable Progress</b>
---	----------------------------

The college has made reasonable progress in improving the progression to employment for students. For the period 2006/07 six students enrolled at a general further education college, two remained at the further education college that they were attending whilst at NCYPE, one student went into paid employment, one went into voluntary work, one gained supported employment and one was involved in a job-match scheme. This is an improvement on the previous year 2005/06, where none of the 16 leavers went into employment. However, the college acknowledges that further work is necessary to ensure a higher percentage of students gain employment.

The college has taken measurable steps to improve employability skills by ensuring that all students have access to work experience whilst at college. For the period 2006/07 seventeen students had external work placements and 73 had internal work placements. At the time of inspection the data for 2007/08 showed that there is already an increase in the number of students accessing external work placements. The college has effectively increased the number of work placement providers that they use.

Curriculum developments have occurred to incorporate work related skills. The life skills curriculum promotes skills the student needs for transition from the college. 'Self sufficiency' now forms part of the curriculum. Last year students were offered a short course in preparing for an interview. Links have been developed with other partner colleges to offer more opportunities for the students to extend their learning and promote employment skills. This year, twenty-one students have enrolled on vocational courses at two local general further education colleges.

The college is now gathering appropriate destination data. For example a questionnaire is sent to all leavers to gain knowledge of their living and employment situations. This is still in its infancy and outcomes from the findings have yet to be actioned. The Connexions officer supports the college in tracking leavers. Connexions works closely with the college and all

students have access to impartial careers guidance. Employment literature is now more accessible for all students. A dedicated section has been made available in the library.

## **Leadership and management**

<b>What progress has the college made in involving staff in the self assessment process?</b>	<b>Reasonable Progress</b>
--	----------------------------

The college has made reasonable progress in involving all staff in the self assessment process. All staff received detailed training about the process and the common inspection framework. A perception questionnaire, which related to key questions, was given to all staff members so that they could evaluate the situation and make their views known. Each staff member was put into a self-assessment report writing team. The individual comments were collated and analysed and outcomes were used to form judgments. However, too many staff found the questionnaire difficult to understand. The college responded promptly to this situation and the questionnaire has been amended for this academic year. At present the college takes a voluntary approach to its staff contributing to this process. Last year only 5 % of the care team took part, already this year they have had over 50% participation rate from the same team. The college is exploring methodologies to ensure all staff contribute to the self assessment process.