

Young Epilepsy

Independent specialist college

Inspection dates		21-23 January 2014
Overall effectiveness	This inspection:	Good-2
	Previous inspection:	Satisfactory-3
Outcomes for learners		Good-2
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Good-2

Summary of key findings for learners

This provider is good because:

- Learners make very good progress in developing their personal, social, communication and independence skills and in their ability to make decisions and choices about their lives.
- The highly effective joint working between education, residential, therapy and medical staff helps learners achieve challenging learning goals.
- Good accommodation and excellent resources lead to a high quality educational experience for learners, stimulating and motivating them to succeed.
- The senior managers and governors set very high standards and are constantly seeking to improve all areas.
- Learners have a strong influence on the decisions made by the college.
- Communication and joint working with families, employers and other partners are excellent.

This is not yet an outstanding provider because:

- Too few learners progress into further education, paid or voluntary employment when they leave college.
- A minority of lessons are not good or outstanding.
- Not all tutors and support staff record how well learners are learning and how they can improve.
- Some of the ideas and plans that managers have are not yet having a sufficient impact to learners.

Full report

What does the provider need to do to improve further?

- Increase the number of learners progressing into paid or voluntary employment by further developing the skills and expertise of support staff and by enhancing the links with the communities and employers to which learners will return when they leave college.
- Increase the proportion of good and outstanding teaching and learning by further systematically sharing the most effective practice and by clearly recording the progress learners make and the skills they develop in non-accredited provision.
- Sustain the strong drive to develop the provision by maintaining the focus on improving the quality of the learners' experience and by further developing the skills and expertise of teaching and support staff.

Inspection judgements

Outcomes for learners	Good
------------------------------	------

- Young Epilepsy transforms the lives of many learners by helping them to develop their independence, manage and modify their behaviour, and become more sociable. The thorough and wide-ranging assessment process involves all relevant areas of the college and results in a comprehensive learner profile leading to a well-planned highly individualised curriculum and a clear analysis of learners' starting points.
- The vast majority of learners make good progress in improving their communication skills. Learners with little or no verbal communication are enabled to express themselves and make choices through gesture, signs and by using appropriate technology. Parents and carers of these learners report a significant reduction in levels of frustration and improved behaviour at home. More able learners develop assertiveness and advocacy skills that they use in college and in the wider community.
- The promotion and development of employability skills is good. By the time they leave college all learners take part in work experience that builds on their interests and aspirations. The Work Skills Week involved a large majority of the learners applying for jobs through a simulated Jobcentre at the college and completing a work placement within the wider organisation. For many learners this was their first experience of work.
- Employers commented very positively on the progress made and skills developed during work placements as a result of good preparation of the learners, appropriate support and the careful consideration given to matching the learners to job roles. High standards in work are set and reinforced; although, in some instances, the feedback given to learners is too vague and fails to provide the clarity or detail necessary for progress to be accurately recorded. However, in 2012/13 no learners progressed into sustained paid work. Young Epilepsy responded by identifying support staff with the potential to become job coaches and initiating a training programme.
- Progression into further education is satisfactory. The links with local colleges are good, enabling learners to broaden their experience and further develop their skills.
- Arrangements for the transition of learners are good. The development of shared objectives between therapeutic, education, health and residential staff results in all staff being clearer about their role in enabling learners to achieve their goals. Learners are most successful when representatives from local authorities attend every review, engage with parents and carers and work with learners and families to establish appropriate accommodation, support and, where appropriate, employment, making good use of the detailed information provided by the college. However, the work of Young Epilepsy would be improved by more consistently productive

relationships with all local authorities to provide appropriate contacts or devise a suitable package of care, education, employment and accommodation.

- Parents and carers are now involved in assessing learners in the home demonstrating how well skills are transferred and sustained.

The quality of teaching, learning and assessment

Good

- Teaching, learning and assessment are good and contribute to the good progress in social and personal development made by all learners. High expectations and strong individualised support enable students to succeed. The level of support for all learners is good. Each individual's support is carefully planned, reviewed and adapted according to their needs. This support includes a wide range of interventions through the therapy team, psychology and specialised medical support teams working closely together to ensure all learners' needs are met. Attendance is good and where learners are unable to attend, due to health or behaviour changes, strategies are in place to minimise the impact.
- Tutors use their skills and experience very effectively, resulting in well-planned lessons. Good resources and a wide range of activities, in classrooms, workshops and in the wider college and local community fully engage, challenge and motivate learners. In the best lessons learners are developing their independent learning skills at all levels and support staff will withdraw or use skilful questioning to promote independence.
- Tutors use very effective classroom and behaviour management strategies to enable learners to participate in activities and to begin to develop the skills to manage their own behaviour. Staff know the learners very well and use that knowledge highly effectively to plan learning and monitor and identify progress. However, the written evaluations do not always reflect the progress made by learners.
- The college has a very good range of information and learning technologies (ILT) which tutors and learners use very well. Young Epilepsy works collaboratively with other colleges to develop ILT programmes to enhance learning opportunities and develop personal and social interaction in a safe environment. This includes developing personal and social skills by using internet video programmes so learners can keep in touch with their families, friends and other learners across the country.
- All staff work closely together to design individualised programmes for learners, with the focus on the learners' needs, and linking with accredited programmes where appropriate. However, not all learner targets reflect the initial assessment information appropriately.
- Learners taking part in the multi-skills projects around the campus make excellent progress in developing practical, communication and personal skills. Learners are actively involved in planning, designing and costing the projects. Recently, learners refurbished the college library and part of the student common room. The current project, involving designing and fitting a small kitchen, provides an excellent environment for learners to develop good practical skills that they can use when they leave college. Professional standards are reinforced by teaching that reflects a wide range of experience in the construction trade.
- Learners benefit from a strong focus on reinforcing an understanding of the world of work. Although no staff have a formal information, advice and guidance qualification, they use their experience and expertise well to encourage learners to explore appropriate employment options, including supported and voluntary work. The highly structured approach to developing work related skills within the whole learning community develops learners' confidence and motivates the learners to progress into internal and more challenging external work placements. Learners are well prepared for moving on to life outside of the college environment and are supported effectively to make choices and decisions about their future. However, the number of learners progressing to paid and voluntary work remains an area for improvement.
- A wide range of techniques and strategies helps learners improve their functional English and mathematical skills. Staff use incidental and naturally occurring opportunities in the college, residences and local community to reinforce mathematics and English development. The use of

formal qualifications to accredit learning and the monitoring and recording of progress on these qualifications is good.

- The promotion of equality and diversity through teaching and learning is good and fully embedded in the inclusive learning environment. Learners feel safe at college and are confident to approach any staff if they have any difficulties. Learners develop an increased environmental awareness through stimulating learning opportunities using a good range of conservation projects. Tutors arrange a large number of visits to a wide range of local and regional sites, and work with community organisations to broaden the learners' experiences.

The effectiveness of leadership and management

Good

- The strong and relatively new senior leadership and management team has created and established a solid learner-centred approach throughout the college. Staff are more motivated and enthusiastic following the significant changes made since the last inspection. Learners contribute to decision making as well as influencing the educational curriculum and activities that take place in the residences. Some management initiatives are recent and had not made a demonstrable impact on learners at the time of inspection.
- The governing body provides strong support as well as challenge to the senior leadership team. They set a clear vision, focused on achieving outstanding teaching and learning, learner outcomes and progression. Senior leaders enthusiastically put this vision into practice and promote a culture of self-reflection and ambition throughout the staff team.
- Quality assurance is rigorous. Thorough and accurate self-assessment draws on views of employers, parents, carers and local community contacts as well as all staff. Managers and staff have a relentless drive to seeking and implementing potential improvements, and developments are in progress in virtually every aspect of the college's provision. Creative ideas are in abundance and lead to well drafted plans. Actions and decisions are recorded clearly, followed up quickly and closely monitored.
- Leaders and managers take effective measures to improve teaching and learning. They manage the performance and development of staff well. The standard of teaching, learning and assessment has greatly improved since the last inspection and continues to improve. All teaching staff are appropriately qualified or working towards qualification. Professional development is encouraged and supported. However, some of the highly effective practice identified by inspectors is not routinely shared across the college. Managers intend to introduce a career pathway for support workers to develop the skills needed to become learning support assistants, who in turn could progress to become teachers. The staff learning and development schedule does not yet reflect this ambition.
- The learning environment is good in classrooms, in the many and varied work placements, and in the on-site residences. Classrooms, including those on the farm and in the horticulture area, are equipped to a high standard, well lit, with stimulating displays. Learning resources, including the technical support given to staff to make best use of the ILT facilities, are good. Where appropriate, resources are used to challenge gender, racial and disability stereotypes.
- Relationships with learners are excellent. Teaching and support staff know and understand the learners well, and interact with them very well, whether in the residences, the classrooms, the internal work placements, the farm, the horticulture area or in the community. This means that, in effect, the curriculum is 24 hours per day for the majority of learners, as staff in the residences reinforce learning as well as support learners' well-being and enjoyment.
- Relations with learners' parents and carers are good. Tutors get to know most of them well. Parents' and carers' views clearly influence learners' individual learning plans and objectives. Parents and carers are briefed frequently and regularly on learners' progress and welfare, by email and by telephone.
- Equality and diversity, named Fairness and Respect by the learners, are great strengths of Young Epilepsy. Learners propose the policies and priorities, which are submitted for approval

through the Learner Voice group, and the equality and diversity committee, which includes teacher, learner and governor representatives. The Fairness and Respect group developed a 'No Bully' policy for instance, consisting of a learner-designed poster, which is now prominent across the college.

- The arrangements for safeguarding learners meet statutory requirements, and risk is managed appropriately. E-safety is a high priority and learners understand the risks associated with social networks and the consequences of cyber bullying. The revised incident reporting system is simpler to use and makes sharing information easier. As identified by Young Epilepsy, external lighting between the college and some residences is insufficient. Plans are in place to make the necessary improvement.

Record of Main Findings (RMF)

Young Epilepsy

Inspection grades are based on a provider's performance: 1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	14-16 part-time provision	14-16 full-time provision	16-19 study programmes	Traineeships	19+ Learning programmes	Apprenticeships	Employability	Community learning
Overall effectiveness	2	-	-	-	-	2	-	-	-
Outcomes for learners	2	-	-	-	-	2	-	-	-
The quality of teaching, learning and assessment	2	-	-	-	-	2	-	-	-
The effectiveness of leadership and management	2	-	-	-	-	2	-	-	-

Subject areas graded for the quality of teaching, learning and assessment	Grade
Independent living and leisure skills	2

Type of provider	Independent specialist college								
Age range of learners	19+								
Approximate number of all learners over the previous full contract year	Full-time: 113								
	Part-time: none								
Head of College	Karen Grist								
Date of previous inspection	February 2011								
Website address	http://college.youngpilepsy.org.uk								
Provider information at the time of the inspection									
Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 and above		
Total number of learners (excluding apprenticeships)	16-18	19+	16-18	19+	16-18	19+	16-18	19+	
Full-time	-	115	-	-	-	-	-	-	
Part-time	-	-	-	-	-	-	-	-	
Funding received from	Education Funding Agency (EFA)								
At the time of inspection the provider contracts with the following main subcontractors:	<div> <div></div> <div>N/A</div> </div>								

Contextual information

The Young Epilepsy Further Education College is a residential and day provision for learners aged 19 to 25 with epilepsy and or other neurological conditions and associated special educational needs. Many learners have additional needs, requiring physical and medical support. This is provided by a multi-disciplinary team including consultant doctors, specialist nurses, educational psychologists, occupational, physiotherapy and speech and language therapists, lecturers, student support workers and residential care staff. The college is situated near Lingfield in Surrey and the majority of learners come from London and the South East of England.

Information about this inspection

Lead inspector	Nigel Evans HMI
-----------------------	-----------------

One of Her Majesty's Inspectors (HMI) and two additional inspectors, assisted by the Head of College as nominee, carried out the inspection with short notice. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors also used data on learners' achievements over the last three years to help them make judgements. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected throughout the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider. Inspectors looked at the quality of teaching, learning and assessment across all of the provision and graded the sector subject areas listed in the report above.

What inspection judgements mean

Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Handbook for the inspection of further education and skills 2012*, Part 2:

<http://www.ofsted.gov.uk/resources/handbook-for-inspection-of-further-education-and-skills-september-2012>

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



Learner View is a new website where learners can tell Ofsted what they think about their college or provider. They can also see what other learners think about them too.

To find out more go to www.learnerview.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and provider inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2014

