

Livability Nash College

Interim visit report

Unique reference number:	131924
Name of lead inspector:	Joanna Walters Her Majesty's Inspector
Visit date(s):	11–12 November 2020
Type of provider:	Independent specialist college
Address:	Croydon Road Hayes Bromley BR2 7AG

Interim visit

Context and focus of visit

On 17 March 2020, all routine inspections were suspended due to the COVID-19 (coronavirus) pandemic. As part of our phased return to routine inspections, we are carrying out 'interim visits' to further education and skills providers. Interim visits are to help learners, parents, employers and government understand how providers are meeting the needs of learners and apprentices in this period, including those with high needs and those with special educational needs and/or disabilities.

We intend to return to routine inspection in January 2021 but will keep the exact timing under review.

The focus of these visits is on the themes set out below and the findings are based on discussions with leaders, managers, staff and learners.

Following changes to government guidance and the imposition of COVID-19 lockdown restrictions, we made this visit remotely to reduce pressure on the provider.

Information about the provider

Livability Nash College is located in Hayes in the London Borough of Bromley. The college is part of the Livability Trust charity that provides services such as care homes, residential centres and a school. The charity has a Christian faith ethos and welcomes people from all faiths and none.

The college provides education and training to young people aged 19 to 25 years with severe, profound and complex special education needs and/or disabilities, including complex physical, health and medical conditions.

There are approximately 47 learners, all of whom have high needs. All learners have an education, health and care plan (EHC plan). Learners follow individualised programmes that aim to build their skills, knowledge and behaviours so that they can live more independently.

What actions are leaders taking to ensure that they provide an appropriate curriculum that responds to the reasonable needs of learners and stakeholders and adapts to changed circumstances?

Leaders made the decision at the end of March 2020 to close the college for a short period of time. They used this time to plan how best to continue to teach each learner and put in place COVID-19 clinical safety procedures. They provided reassurance to local authorities, parents and carers on how they were keeping

learners safe when on site. Leaders and managers worked with local authorities to keep learners engaged with education.

Leaders and managers amended the curriculum plan for learners who were not on site at college. The focus was to ensure the well-being of learners. Tutors monitored learner progress against five areas: communication, emotions, behaviour, health, well-being and anxiety. The college reopened in April 2020. However, the majority of learners did not return to learning on site until June 2020 as they were shielding at home. Their learning took place remotely.

Leaders made extra funding available for staff development. Teaching staff received training on how to use different technologies to gather evidence of learners completing tasks at home, such as making a drink. Parents and carers sent tutors photos of learners completing activities at home.

Learners benefitted from a transition process that helped to familiarise them with the adapted college environment. Staff created social stories and sent photos of the college prior to the visit. Families said that their son/daughter benefited from this as it helped them to know what to expect when they returned. Compared with the summer term, learners' attendance has improved.

Most learners make progress towards completing their planned learning. There are a small number of learners who find it difficult to be in the college and take part in lessons.

What steps are leaders, managers and staff taking to ensure that the approaches used for building knowledge and skills are appropriate to meet the reasonable needs of learners?

During the period when college was only open to some young people due to COVID-19 restrictions, tutors sent learning resources to learners' homes. They visited learners who were shielding to drop off learning materials. These resources included activities such as matching games to identify fruit and vegetables. Therapists developed resources for learner's communication devices so that learners could express their needs, wants and thoughts. Parents and carers said that learners found these resources interesting and engaging.

Tutors and therapists used weekly one-to-one video sessions to assess learners' skills and knowledge development and how well they were managing isolating at home. Therapists looked at how physically mobile learners were at home. They put together bespoke guidelines to help with physical activities, such as using a treadmill to improve fitness. Families found this supportive and helpful.

Prior to the start of the academic year, tutors and therapists planned individualised programmes for learners to address their areas for development. They matched the work to learners' EHC plan outcomes. Therapists carry out specific activities with learners that feed into core projects. For example, in art therapy, learners complete

a painting activity of birds using stencils and sponges to compliment the installation of a garden they are creating. Therapists design resources, such as sing and sign videos, to help learners understand the importance of handwashing.

Leaders recognise that they have not been able to offer transition support to learners who were expected to finish college in July 2020. This is due to the closure of some external support services. This has resulted in learners returning to the college this academic year who might otherwise have gone on to alternative provision.

How are leaders ensuring that learners are safe and well informed about potential risks, including from online sources?

Leaders and managers adapted the centre in line with COVID-19 requirements. They have assessed the risks to learners at the college based on their vulnerabilities. Different groups of learners remain in specific areas of the college and in separate groups.

Leaders provide staff with updates on the current guidelines and how they can keep themselves safe. Staff sanitise equipment and resources before and after learners use them. They support learners to follow hygiene procedures, such as hand washing. This is communicated to parents through a daily contact book.

Staff use visual aids to support learners to understand how to keep themselves safe. Prior to learners returning to college, staff sent photos of themselves in personal protective equipment so that learners would not be shocked when they saw this. Learners are encouraged to use symbols to tell staff how they feel and if they are anxious.

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, 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 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020