

Livability Nash College

Progress monitoring report

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Name of lead inspector:	Jane Hughes, Her Majesty's Inspector
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Type of provider:	Independent specialist college
Address:	Croydon Road Hayes Bromley BR2 7AG

Monitoring visit: main findings

Context and focus of visit

Livability Nash College was last inspected in March 2020. At that time, inspectors judged the overall effectiveness of the provision to require improvement.

This monitoring visit focused on the extent to which leaders and those responsible for governance are taking effective action to provide education in the current circumstances. It was undertaken as outlined in the [operational note on visits carried out from January 2021](#) and with reference to the further education and skills handbook.

These visits are to help learners, parents, employers and government understand how providers are meeting the needs of learners in this period, including those with high needs and those with special educational needs and/or disabilities.

Following changes to government guidance and the imposition of COVID-19 (coronavirus) lockdown restrictions, inspectors carried out this monitoring activity remotely. As a result, the range of evidence available to inspectors was narrower than would be the case during an on-site inspection. Therefore, this report provides a more limited level of assurance.

The impact of COVID-19 has been taken into account in the findings and progress judgement below. Inspectors did not evaluate leaders' response to COVID-19 during the spring and summer of 2020, when the provider was not open to all learners and there were no national expectations regarding remote education.

Theme

What progress are leaders and those responsible for governance making to ensure that staff teach a curriculum and provide support to meet learners' needs, including the provision of remote/online learning?

Significant Progress

Leaders and managers acted quickly and highly effectively to rewrite and put in place an improved curriculum, following weaknesses identified at the previous inspection. They did this impressively during the COVID-19 pandemic. Leaders and managers ensure that the curriculum supports learners to meet their education, health and care (EHC) plan outcomes, including for health and well-being. They have adapted the curriculum to enable staff to react quickly when face-to-face teaching and support needs to move to a remote model.

Tutors and therapists work very closely together to plan and teach the curriculum. They ensure that learners benefit from tasks and activities that meet their highly individual and complex needs. They put in place carefully considered small targets for learners that get more challenging over time. This helps learners work towards their EHC plan outcomes. This also supports learners to develop other skills, such as decision-making, communication, social skills and managing their personal health routines. Learners' highly individualised plans focus clearly on their preparation for work, life and their next steps.

In learning sessions, tutors use a good range of individualised resources to engage learners and meet their sensory needs. For example, for learners who speak English as an additional language tutors use quizzes that have the questions in the learners' language and the learners speak the answers in English. For learners who learn from home, tutors use an online sensory game to develop their choosing skills. The game gives automatic positive sounds back to learners to help them make choices.

Leaders have put in place a highly effective multi-disciplinary team, made up of tutors, support staff and therapists, to identify the very best way to support learners. Staff in the team use the very detailed information and assessments they have about learners to tailor individual support plans. For example, they put in place appropriate support for learners who have health problems with eating and drinking, and for those who need extra support with their behaviour.

Leaders, managers and tutors have a very clear understanding about the progress that learners make. Tutors frequently and accurately record learners' activities and achievements. They capture and assess how well learners make progress by uploading photos, videos and observations of learners completing tasks. As a result, tutors have a comprehensive picture of how learners improve over time and meet their learning targets. Many learners have made good progress in completing tasks and have improved their concentration for longer in learning sessions.

Leaders and managers work very closely with various local authorities. Staff from the authorities speak extremely positively about how leaders and staff at the college support their young people. They give powerful examples of the impact that college staff have had on learners. For example, they recognise the success which tutors have had in supporting learners who have historically refused to go into classrooms, helping them to engage and enjoy attending sessions with their peers.

Parents really appreciate the support which their young person receives from staff at the college. They feel well informed about the progress their son or daughter makes. Parents say that tutors know their children very well and that they design activities around their children's interests, which they really enjoy. Parents recognise positive changes in their children's behaviour and skills development. For example, parents have noticed reduced anxiety levels and that their children do tasks at home more independently.

Leaders and those responsible for governance should take further action to:

- maintain the current focus they have on ensuring that learners benefit from a highly individualised programme that leads to a positive destination for learners.

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