

# Inspection of Routes4Life Limited

Inspection dates:

29 to 31 March 2022

## **Overall effectiveness**

**Good**

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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Provision for learners with high needs

**Good**

Overall effectiveness at previous inspection

Not previously inspected

## **Information about this provider**

Routes4Life Limited (Routes4Life) is a specialist independent college based in the London Borough of Havering. It provides education and training to young people aged 19 to 25 years with severe to moderate special educational needs and/or disabilities (SEND), including complex physical, health and medical conditions.

Learners follow a one-year community pathway that aims to prepare them for their next step into adulthood. The curriculum includes topics such as communication, English, mathematics, independence skills, community engagement, health and well-being, citizenship and relationships.

At the time of the inspection, there were six learners who have an education, health and care plan (EHC plan), all of whom have high needs.

## **What is it like to be a learner with this provider?**

Learners learn in a small, caring and supportive environment. They receive high levels of individual support from well-qualified and experienced staff. Staff take the time to get to know learners' aspirations and interests.

Learners take delight in the wide range of sensory activities in which they participate. They have a positive attitude to their college work. Tutors and support staff make learning enjoyable and purposeful. Learners particularly enjoy going to the allotment, supermarkets and the library. As a result, they develop helpful skills that prepare them well for adult life. For example, they learn how to visit the shops to buy ingredients with which they cook a simple meal.

Learners benefit from a consistent approach from staff to promote positive behaviours. Staff help learners manage their feelings and behaviours. As a result, learners feel safe and well supported. Staff do not use strategies or therapeutic input effectively enough for a few learners with very challenging behaviours. As a result, these learners are not sufficiently able to self-regulate and express their feelings independently.

Learners participate in a good range of activities to help them to develop their self-awareness and discover who they are, such as their likes and dislikes and how they interact with others and the space around them.

Learners make good progress toward achieving their personal learning goals. However, tutors do not set learning goals with high enough ambitions. The learning goals do not sufficiently reflect learners' individual abilities to continue their learning or move into employment after they leave Routes4Life. As a result, too many learners move into social care settings and do not move on to further learning or employment.

## **What does the provider do well and what does it need to do better?**

Leaders and managers have made significant improvements to the quality of provision since the previous monitoring visit in April 2021. Leaders have recruited new board members and staff who have appropriate skills and expertise within the post-19 SEND sector. However, leaders and managers are still not working collaboratively enough with the local authority to make sure all aspects of the provision, such as therapeutic input, meets the diverse needs of learners.

Leaders and managers have redesigned the curriculum so that it meets the needs and interests of learners well. The community learning pathway focuses on developing learners' independence for adult life and prepares them well for their successful transition to their next social care provision. As a result, the curriculum is purposeful and individualised to learners' personal goals and aspirations.

Tutors make good use of the range of information that is available at the start of the programme about learners to develop a suitable curriculum. They use EHC plan outcomes and assessments to set targets for learners that are based on what learners already know and can do. As a result, tutors adapt the curriculum in light of learners' goals

Tutors plan a well-sequenced, step-by-step curriculum that is tailored to the individual needs of learners. Tutors make good use of role play to help learners practise skills and behaviours before applying these in the community. For example, learners role play how to go shopping using their credit card before applying these skills in a supermarket.

Tutors and support staff encourage learners to think carefully about the activities they complete and what they have learned. Tutors use effective questioning methods to check learners' understanding and encourage them to do more. As a result, learners remember what they have learned and apply their knowledge and skills to practical situations with confidence. For example, at the allotment, tutors question learners about the use of different tools and guide them to select the right ones for different tasks.

Tutors promote fundamental British values well in the curriculum through a range of activities to help learners to contribute to their community. Guest speakers, such as the police, give talks that help learners understand the rule of law. As a result, learners have a good understanding of British values and how to be responsible citizens.

Tutors ensure the curriculum enables learners to access a good range of activities to help them keep fit and that promote their mental well-being. For example, digging and weeding at an allotment helps learners understand the fitness and enjoyment benefits of being together and feeling good about themselves. As a result, learners gain a good understanding of the importance of exercise through enjoyable activities.

Tutors incorporate equality and diversity into the curriculum well. Throughout the programme, tutors organise a variety of events that learners participate in to celebrate different religions and cultures, understand disability and live in the wider world. Tutors teach these topics well and with appropriate regard to the learners' level of understanding. As a result, learners look forward to these celebrations and can recognise and remember taking part.

Staff develop supportive relationships with parents and carers. For example, parents value the information they receive about their young person's progress. As a result, parents are supported well and feel active in their young person's learning journey.

Leaders and managers work well with parents and carers to support learners to successfully move on to their next provider. For example, staff arrange useful visits to social care providers for parents and learners to help them select a suitable setting. However, learners and their parents and carers do not receive

comprehensive enough guidance about the further study and employment options available on leaving Routes4Life.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and managers create a positive safeguarding culture. Staff receive training that sets clear expectations regarding the dignity, respect, care and safety of learners. Designated safeguarding leads are suitably qualified and manage any concerns about learners well. As a result, staff are vigilant, and learners are safe.

Staff are acutely aware of learners' vulnerabilities. Through the curriculum, staff equip learners with the skills to be able to identify healthy and appropriate relationships. For example, staff teach learners about 'stranger danger' and how some strangers may be safe but are not friends. As a result, learners become increasingly aware of who they can approach and who they should not.

## **What does the provider need to do to improve?**

- Tutors must set more ambitious learning goals for learners to extend their opportunities beyond Routes4Life so they can move on to further learning or employment where appropriate.
- Leaders and managers should ensure that learners benefit from a therapeutic offer that helps them to communicate and self-regulate more independently.
- Leaders and managers should ensure that learners receive impartial careers advice and guidance that includes all possible opportunities, such as further learning and employment.

## Provider details

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<b>Principal/CEO</b>	Emma Allen
<b>Provider type</b>	Independent specialist college
<b>Date of previous inspection</b>	Not previously inspected

## Information about this inspection

The inspection team was assisted by the provision development lead, as nominee. Inspectors took account of the provider's most recent development action plan and the previous new provider monitoring visit report. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements, including visiting learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

## Inspection team

Joanna Walters, lead inspector

Rosy Belton

Her Majesty's Inspector

Ofsted Inspector

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