

Inspection of Livability Nash College

Inspection dates: 22 to 24 March 2023

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	Requires improvement

Information about this provider

Livability Nash College is located in Hayes in the London Borough of Bromley. The college is part of the wider Livability Trust charity, which provides services such as care and nursing homes, residential centres, rehabilitation centres for people with brain and spinal injury, supported living services, a school and an independent specialist college in Dorset. The charity has a Christian faith ethos and welcomes people from all faiths or none.

The college provides education and training to young people aged 19 to 25 years with severe to profound special educational needs and/or disabilities, including autism spectrum disorder, and complex physical, health and medical conditions. At the time of the inspection, there were 60 learners, all of whom have an education health and care (EHC) plan and high needs.

All learners follow an individual programme based on their needs, aspirations and ambitions for adult life. The curriculum aims to build learners' skills, knowledge and behaviours to prepare them for the next stage of their lives, with a focus on the skills and knowledge they need to transition into the community, gain paid or voluntary employment, or continue with further education and training.

There is a range of therapies available for learners based on their individual needs and support requirements. This includes speech and language therapy, occupational therapy, music and art therapy, and physiotherapy. College nurses provide medical support for learners.

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

Learners benefit from learning in a safe and supportive environment where staff know the learners very well. Staff take the time to get to know learners, who have complex sensory, care, medical and behavioural support needs, and they understand how best to support them. Learners are happy at college and enjoy spending time with the assistance dog.

Learners benefit from a good education taught by qualified and nurturing staff. Learners make sustained progress, and most learners achieve their planned learning goals and EHC plan outcomes.

Learners participate in a good range of activities that enrich their time at college. Teaching staff and therapists plan teach activities, such as sport, drumming and dancing, effectively. Learners enjoy the exciting trips out to restaurants, swimming pools and horse-riding centres.

Learners learn how to lead a healthy and safe adult life while at college, based on their individual needs. Tutors teach learners about safe touch, internet safety and dealing with strangers. However, tutors do not teach learners a core curriculum on topics such as healthy relationships, gender identity or sexuality.

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

Since the previous inspection, leaders have addressed effectively the weaknesses identified by inspectors. They have successfully implemented a detailed improvement plan and a development and training plan for staff and have changed the structure of middle leadership, governance and the therapy team. Leaders made improvements in a systematic, methodical and considered way. As a result, the leadership team, including trustees and governors, has good oversight of the college. Leaders have high expectations and are ambitious for learners.

Tutors skilfully plan and teach the curriculum content, taking into account learners' EHC plan outcomes. Tutors teach relevant topics, such as healthy living, daily living skills and cookery. Learners benefit from internal work experience. Leaders have robust plans to develop external work experience opportunities to provide learners who are at a greater level of independence with further opportunities to develop the skills they need in real-work settings.

Most tutors use thorough assessments alongside learners' EHC plans to determine what learners know and can do at the start of their programme. However, in a few instances, tutors do not always use this information effectively to set specific targets or to plan what they teach.

Tutors devise highly individualised timetables and curriculum content for most learners that meet their complex needs. Staff take a flexible approach to ensure that learners access a varied curriculum, with a balance of classroom and practical

activities. This enables learners to build both their social and practical skills. As a result, learners purposefully engage with learning activities that enable them to develop new knowledge, skills and behaviours over time.

Most tutors use a range of teaching strategies and resources effectively that help learners to take part in lessons and practise the key skills they have learned. For example, staff widely use visual aids, communication devices and sequencing boards in lessons. Learners demonstrate high levels of motivation to use these with increasing independence. However, on a few occasions, tutors and therapists do not ensure that paper-based and digital resources are age appropriate. Tutors do not always use real-life objects to enable learners to make connections with their own lives for everyday activities, such as using money. As a result, learners do not all benefit from learning that can be applied to real-life situations.

Tutors and therapists plan curriculum activities together effectively, so that learners have good opportunities to work towards achieving their therapy goals in lessons. For example, learners who receive art therapy increase in confidence, broaden their communication skills, develop awareness of others and develop key skills for social interactions. Learners who receive therapeutic interventions make good progress.

Most tutors and support staff use appropriate assessment techniques to check learners' understanding and to record progress using video and photographic evidence. Most tutors adjust the curriculum content based on how quickly learners make progress. Most learners make good progress towards achieving their planned learning goals and EHC plan outcomes.

Leaders and managers provide a range of development opportunities for staff. Staff value the training they have on topics such as autism spectrum disorder and emotional regulation. However, leaders do not ensure that staff receive sufficient training in specific teaching and support techniques for interacting with learners who have limited or no verbal communication.

Tutors ensure that learners and their families receive advice and guidance about their next steps in good time. Tutors design the curriculum to ensure the successful transition of learners to the community, supported living or employment once they complete college. Learners take part in local, external, community-based activities to prepare them for engagement in community life. Tutors involve parents and carers effectively from the start of the programme using transition arrangements.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff understand how safeguarding, including the risks associated with radicalisation and extremism, applies to learners. Tutors and support staff know how to identify possible signs of abuse or neglect in learners and are sensitive to changes in learners' mood and behaviours.

Suitably trained designated safeguarding leads carry out their roles effectively. They take timely and suitable action to ensure that learners receive the appropriate help and support when staff raise concerns about learner welfare or safety.

The members of the pastoral team are highly trained and skilled in providing support when learners are unable to manage their own behaviour independently. The support the pastoral team provides ensures that other learners and staff are safe.

What does the provider need to do to improve?

- Leaders and managers must ensure that tutors teach learners a broad personal development curriculum, so that they develop knowledge on topics such as healthy relationships, gender identity and sexuality.
- Leaders must provide staff with training and development opportunities, so that they can provide highly effective teaching and support to learners who have complex communication needs.
- Leaders should ensure that the most able learners have a sufficiently challenging curriculum and opportunities to participate in external work placements.

Provider details

Unique reference number	131924
Address	Croydon Road Hayes Bromley BR2 7AG
Contact number	0208 315 4800
Website	www.nashcollege.org.uk
Principal, CEO or equivalent	Adele Audin
Provider type	Independent specialist college
Date of previous inspection	4 to 6 March 2020
Main subcontractors	None

Information about this inspection

The inspection team was assisted by the principal, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans and the previous inspection 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

Lois Knight

Joyce Deere

His Majesty's Inspector

Ofsted Inspector

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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