

Inspection of Henshaws College

Inspection dates: 16 to 18 May 2023

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Provision for learners with high needs	Good
Overall effectiveness at previous inspection	Good

Information about this provider

Henshaws College is an independent specialist college that provides education and training for learners with profound and multiple disabilities and complex needs. The college, which is based in Harrogate, provides day and residential provision for 66 learners, 32 are residential and 34 learners attend as day learners. Most learners are aged 19 years and over. All learners have an education, health and care plan (EHCP) coordinated by their local authority.

Learners have a personalised curriculum and benefit from having access to a wide range of subjects, such as art, music, dance, horticulture, English, mathematics, a forest school and swimming.

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

Learners behave well in lessons and around the college as a result of the effective and caring support of staff. Learners are respectful towards each other, staff and visitors. They take turns in responding to questions and do not speak over others. Staff create a calm environment, which enables learners to flourish. Learners know that staff will not tolerate poor or unkind behaviours, such as swearing and name calling.

Learners feel safe in college and know that staff will listen to them if they have any concerns. They have an appropriate understanding of how to stay safe online when using computers and are aware of the potential risks of talking to strangers. Learners recognise that a person in a uniform, such as a police officer, is someone that is likely to be able to help them in the community if they need it.

Staff support learners well to become active citizens and members of their communities. For example, learners are involved in helping to check the inclusivity of local community services and buildings. Other learners make communication resources for a local supermarket, which are free for anyone to use if they struggle to communicate. Learners understand the importance of being a good citizen.

Learners have a suitable understanding of fundamental British values and why they are important. Staff teach learners about this topic in ways that are meaningful to them. Learners sign up to and follow the college code of conduct, which encourages them to be respectful, kind and safe, and to work hard. Staff communicate these values well to all learners in the college, adapting the information to symbol format for learners where appropriate. Learners know that these are important values that everyone needs to follow.

Most learners have good attendance. Leaders and managers are fully aware of the reasons why a small number of learners have low attendance and work closely with parents, carers and staff to put strategies in place to improve attendance for these learners. Staff send work home and to the residential setting for learners to complete when they are absent.

In a few instances, staff do not ensure that learners are punctual and ready to start their lessons on time. Where this is the case, it is due to the transition time needed for learners with personal care and health needs moving between classrooms and buildings. This impacts negatively on the learning experience of other learners in the group as often there is a delay to the start of the lesson.

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

Leaders and managers have a clear vision for learners with high needs, which is to build their confidence, develop their independence and enable them to achieve their aspirations. They support learners, for who it is appropriate, to prepare for employment or to participate in volunteering opportunities. They help learners to make friends, learn to live more independently and to look forward to a positive future. Leaders and managers provide a personalised curriculum for learners with complex needs that focuses on developing skills for an independent and active life after college.

Staff accurately identify learners' starting points. They gather information from learners' previous educational providers, review EHCPs and complete their own comprehensive initial and diagnostic assessment. Staff use this information well to agree targets for learners that will enable them to meet the outcomes of their EHCP and to achieve their aspirations.

Instructors are suitably qualified to teach learners with high needs and complete effective training to develop their teaching skills further. For example, they attend training in autism spectrum disorder awareness and learning disabilities, which helps

them to develop effective strategies to teach learners who have barriers to learning. Enablers benefit from valuable training on providing good support to learners with high needs in the classroom. As a result, enablers allow learners time to process information and do not intervene to answer questions or complete activities for learners.

Most instructors teach learners well. They use a variety of teaching methods effectively to help learners learn. They repeat information and instructions frequently to help learners understand and remember. Instructors teach learners in small groups and individually, where appropriate. They embed English and mathematics well in lessons to help learners develop skills in these subjects. For example, learners count lengths in swimming and are taught to recognise coins when planning their shopping. However, in a few lessons the pace of learning is too slow. As a result, learners in these subjects do not make the progress of which they are capable.

The very small number of learners who enrol on English, mathematics and information and communications technology qualifications make good progress and most achieve these qualifications. Instructors teach these learners in discrete sessions and frequently on a one-to-one basis. They break tasks into small steps to help learners and prepare them well for assessments and examinations.

Staff check the understanding of learners well using a range of methods. They observe learners completing tasks such as cooking and making a hot drink and ask them questions about what they are doing. Staff give useful feedback to learners as they complete tasks, so that they know how to improve next time.

Most learners make expected or good progress towards meeting their individual targets. They develop communication skills and independent living skills, such as cooking and cleaning, and increase their confidence and self-esteem. Staff work closely with parents, carers and staff in residential settings to support learners to use these skills where they live. Staff are ambitious for their learners and learners develop skills and behaviours that enable them to live more independently. However, in a small number of sessions, learning activities and resources are not age-appropriate.

Staff monitor learners' progress well. They record this on an online system, which enables all staff to know the progress that learners make against the outcomes in their EHCPs. However, when staff give feedback to parents and carers in EHCP annual review meetings, they report on progress in subject areas rather than on the progress that learners make towards their individual outcomes. As a result, a few parents do not have a sufficiently clear understanding of the progress that their son/daughter/ward is making.

Leaders have developed a strong multidisciplinary approach to teaching and learning and ensure that therapeutic services are embedded in the curriculum. For example, speech and language therapists work closely with teaching and support staff to develop communication strategies for learners. Learners communicate effectively

through the use of symbols, Makaton, augmentative and alternative communication devices and intensive interaction.

Staff provide useful information to learners to help them make decisions about their next steps. They support them to consider appropriate options, such as employment, where they might like to live and how they would like to spend their time when they finish their education. Learners who may progress to employment benefit from more specific careers information and support from the college careers advisor and from an external specialist.

Leaders, managers and governors have accurate oversight of the quality of the education that they provide to learners. They complete a range of activities such as visits to sessions, speaking to learners and staff and looking at work that learners have completed. Leaders and managers complete these activities jointly with governors, so that governors have first-hand experience of the effectiveness of the provision.

Safeguarding

The arrangements for safeguarding are effective.

Designated safeguarding leads complete useful training, which enables them to keep learners safe. They ensure that staff complete effective training in safeguarding and the 'Prevent' duty, which enables them to recognise signs of abuse and how to report safeguarding concerns appropriately.

Learners have a suitable understanding of healthy relationships and understand that they can say no if they feel uncomfortable about anything. Staff teach learners about this topic and sex education in ways that are appropriate to their cognitive ability and understanding.

Leaders and managers ensure that staff complete appropriate risk assessments and personal behaviour plans, where appropriate, to keep learners safe. These are sufficiently detailed to ensure that staff know how to support learners effectively and keep them safe. Staff work well with learners to effectively manage their behaviour.

What does the provider need to do to improve?

- Ensure that transition arrangements between sessions does not impact on the punctuality of learners or delay the start of lessons.
- Ensure that all learning activities and resources are age appropriate.
- Ensure that the information provided by staff in preparation for annual reviews is linked to each EHCP outcome, so that parents and carers have a clear understanding of the progress that learners are making.
- Ensure that the pace of learning in all lessons is appropriate to enable learners to make the progress of which they are capable.

Provider details

Unique reference number	121777
Address	Bogs Lane Harrogate North Yorkshire HG1 4ED
Contact number	01423886451
Website	https://www.henshaws.org.uk
Principal, CEO or equivalent	Sally Daniels
Provider type	Independent specialist college
Date of previous inspection	21 to 23 November 2018

Information about this inspection

The inspection team was assisted by the deputy director of education, quality and therapy, 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

Jacque Brown, lead inspector	His Majesty's Inspector
Hayley Lomas	His Majesty's Inspector
Tracy Gillett	Ofsted Inspector

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 2023