

# Inclusion Hampshire

Monitoring visit report

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<b>Address:</b>	Unit 5 Meridian Office Park Osborn Way Hook Hampshire RG27 9HY

## Monitoring visit: main findings

### Context and focus of visit

Ofsted undertakes to carry out monitoring visits to independent specialist colleges newly funded by the Education and Skills Funding Agency. This monitoring visit was undertaken as part of those arrangements and as outlined in the 'Further education and skills inspection handbook', especially the sections entitled 'Monitoring visits' and 'Monitoring visits to providers that are newly directly publicly funded'. The focus of these visits is on the themes set out below.

Inclusion Hampshire is an independent specialist college based in Hampshire. Inclusion Hampshire is part of a wider charitable organisation that includes a specialist school. The college works with 16-to-25-year-olds living in and around Hampshire. All students have social, emotional, and mental health need and/or autism and are supported by education, health and care plans (EHCPs).

Inclusion Hampshire provides training and support to help young people to break down barriers to successful futures and prepare for independent living and employment.

At the time of the monitoring visit, there were 69 students attending the college. All students study English and mathematics at an appropriate level to their needs.

The college does not work with any subcontractors.

### Themes

**How much progress have leaders and managers made in designing and delivering relevant learning programmes that are clearly defined and tailored to suit the individual needs of learners? Reasonable progress**

Leaders have successfully developed provision to meet the needs of students, local employers, and the requirements of the local authorities that they work with. They provide highly individualised programmes which help students prepare for their next steps in life, education and work.

Leaders work well with employers and community organisations to provide opportunities for students to benefit from meaningful work experience and practise their wider social skills in the community. They collaborate closely with multi-agency professionals and the local authorities where students live and to ensure that students' education, health and care needs are met and that their outcomes are appropriately planned. As a result, students are supported well to progress towards their goals.

Leaders know their strengths and weaknesses well. They take swift and appropriate actions to improve the quality of training and develop opportunities for students to explore their interests and aspirations. For example, leaders have identified the industries that students move on to after leaving the college. They have used this information to develop partnerships with local businesses that enable more students to receive valuable work experience.

Leaders place a high priority on staff development and provide useful training which improves the quality of teaching and support. For example, leaders support staff to become emotional literacy support assistants to further support students' mental health and well-being. As such, staff develop their teaching practice and ability to support learners over time well.

Highly experienced governors provide useful support and links with appropriate partners for the college. Despite being relatively new, the board of governors challenge leaders in their actions effectively to improve the quality of provision. For example, governors and leaders have extended the range of opportunities for work experience so that more students benefit from this when appropriate. However, governors do not have full oversight of the progress that students make over time.

**How much progress have leaders and managers made to ensure that learners benefit from high-quality learning programmes that develop independence, communication and skills and help them to achieve their personal and/or work-related goals? Reasonable progress**

Leaders have created programmes that help students; many of whom have often experienced challenges and disruption to their education, to engage in learning and break down barriers to employment successfully. Many students lack self-belief and confidence when they join the college. Staff use their expertise well to help students to reflect accurately and develop a balanced and realistic appreciation of their strengths and areas for development. For example, staff work with students to identify their skills, knowledge, and behaviours to create a curriculum vitae to support their work placement and job search activities.

Staff assess students' starting points carefully and use this information to provide programmes that are closely aligned to students' individual needs and ambitions. Staff ensure that students develop skills and knowledge in the core areas of English, mathematics, and digital skills as well as, employability, personal and social skills. Staff support students well to develop their understanding of how to improve and maintain their mental health through activities such as meditation.

Students benefit from useful activities to prepare them for independence in adulthood. Staff encourage students to assume greater responsibility and autonomy in their learning successfully. For instance, in cookery lessons, students choose the

recipes and select the ingredients. Students then support each other to use new techniques in the kitchen, such as preparing avocados and making guacamole. As a result, students grow in confidence and learn the skills to keep mentally and physically healthy in the future.

Staff agree suitably challenging targets with students that reflect the outcomes in students' EHCPs and their career aspirations. Students have appropriate targets to help them achieve qualifications in areas such as English and maths, as well as targets to enhance their personal skills in communications and working with others. As a result, students acquire a range of academic and personal skills and knowledge that prepare them for work and adult life well.

While teachers monitor students' progress in individual lessons, staff do not always break longer term targets down into smaller milestones that staff and students can use to assess and record students' progress. As a result, it is difficult for staff and students to be clear and confident of the small and positive steps students are making towards achieving their long-term targets.

**How much progress have leaders and managers made in ensuring that effective safeguarding arrangements are in place? Reasonable progress**

The suitably qualified and experienced designated safeguarding lead uses appropriate policies and procedures to keep students safe. They have developed useful networks and relationships for advice and support when required.

Students feel safe and benefit from themed sessions which help them identify risks to their safety and take sensible action to keep safe. For example, students learn how to identify hate crime and how to protect themselves and others.

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