

## MONITORING VISIT: MAIN FINDINGS

Name of college: Dame Hannah Rogers Trust

Date of visit: 31 January 2008

### Context

Dame Hannah Rogers Trust provides education, care and respite care for children and young people with profound physical disabilities. It is situated on the edge of Dartmoor National Park in Ivybridge, near Plymouth in Devon. Previously the age range was from 5 to 19. However, during the academic year 2006 to 2007 Dame Hannah Rogers Trust introduced provision for adults. This new provision aims to broaden the range of opportunities for disabled young people and strives to be a national resource. The college wants the adult curriculum to be about choice, building independence, and experiencing a variety of interesting and motivating leisure activities.

This charitable trust has been in existence for over 220 years. The school and 19+ unit provision is set in 6 acres of grounds. It comprises the main building, further education unit, bungalows for the older learners, a hydro-pool and an Ofsted registered children's home, which provides flexible respite care for up to 50 weeks a year.

There are 14 learners in the post 19 provision, of whom 12 are funded by the Learning and Skills Council and 2 by the health authority.

### Achievement and standards

What progress has been made with the use of target setting?	Insufficient progress
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Recognising and recording progress and achievement (RARPA) is in its early stages of development. Progress has been slow with the use of target setting. The college sets targets in three key areas: communication skills, social skills and functional mobility and independence. A record sheet has just been created to document progress and achievement for the targets. This is in its infancy. Consequently, the college has yet to measure the impact of this recent development. Targets are worked on during the extended curriculum but as yet there are no formal processes in place to adequately record

achievements or progress. The college is now looking into ways of involving learners in the target setting process.

Baseline assessment is also in its infancy. This emerging process effectively captures the learners' voice but it does not sufficiently analyse and assess accurately their individual needs. The college has not yet identified the criteria it intends to use with regard to baseline assessments. For example, it is still deciding whether to use P-scales, or the adult curriculum, or can/cannot do statements. The college is currently working with a Quality Improvement Agency consultant to develop the use of non-accredited learning (RARPA) and baseline assessment. College leaders recognise that these are areas for development.

#### Quality of provision

How has the college progressed with the development of the extended curriculum and the life skills curriculum?	Reasonable Progress
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Reasonable progress has been made with the development of the extended curriculum. The Care Manager and the Head of Education are now responsible for this curriculum area. They have developed a range of community based activities such as attending the local youth club and participating in the Ten Tors Challenge.

The life skills curriculum is developing. The appointment of a part-time nurse has meant that more learners with additional complex medical needs are now able to access the community, accompanied and supported by this member of staff. This is already having an impact on the range of meaningful opportunities that these learners can access. More time has also been dedicated to the life skills curriculum within the timetable. This has furthered the opportunity to promote and develop these skills. The college acknowledges that it needs to have a more formalised approach to measuring the achievements of the learners' targets within these curriculum areas.

#### Leadership and management

What progress has been made in developing a teaching and learning scheme for the post-19 unit?	Reasonable progress
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There has been reasonable progress in developing the teaching and learning scheme for the post-19 unit. All teachers in the unit have an annual

observation and a mid-year review of their teaching. These reviews are used to inform the annual staff performance, and the outcomes are linked to college targets and to individual training needs. However, the basis of the college's high grades is not always clear. Set criteria are being ticked as being good or better, without sufficient further explanation. The grades awarded over the past year are not supported by adequate information about what learners have learned. High grades have been awarded even where the teacher's recording of learning has been found inadequate and there is no scheme of work.

What progress has been made with the development of the risk assessments for the learners in the 19+ unit?	Reasonable progress
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General risk assessments are well-developed, and are in place for all of the activities undertaken by learners. These are individualised as appropriate. Risk assessment covering learners' physical and medical needs are carried out by the medical staff and are thorough. All staff are trained in manual handling, under guidance from the physiotherapy team.

The health and safety policy and certain procedures are well-established, with regular reports that summarise any issues of concern. As yet, the governors of the post-19 unit do not receive separate health and safety reports.

What progress has been made in ensuring that safeguarding requirements have been implemented in the post 19 unit?	No discernible progress
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Dame Hannah Rogers post-19 unit is not fully compliant with safeguarding legislation. Whilst all of the staff have had CRB checks, only 5 of the 29 staff in the unit have had Protection of Vulnerable Adults (POVA) training. A significant number have not had adequate safeguarding training. Given the vulnerable nature of the learners this is a significant weakness.