

MONITORING VISIT FEEDBACK FORM – 2013 ANONYMISED VERSION FOR UPLOAD

Independent School/College:	WESC Foundation
Date of visit:	17th October 2013
Cost of Educational provision:	██████████
Officer(s) visiting:	Virginia Castle – 14+ Learning & Skills Strategic Team – Peter Dendle
Meeting with	Haydn Thomas – Deputy Principal Paul Hannan, Head of Education
Number of Devon Pupils Placed:	Pre 16 - 12 Post 16 - 20
Children in Care	██████████
<p>Learners identified on this visit:</p> <p>Key Stage Learners:</p> <p>██████████</p> <p>██████████</p> <p>██████████</p> <p>Transition:</p> <p>██████████</p> <p>██████████</p> <p>Learners who have had multiple placements:</p> <p>None</p>	
BACKGROUND INFORMATION	
<ul style="list-style-type: none"> • West of England College is a very specialised provision which aims to meet a wide range of needs from early years to post 19 provision. They have an extremely high level of specialist expertise, training and experience within the college which enables them to support these aims. • It was reported that all staff are MVQI trained or working towards this qualification. Staff members have 3 mandatory training days and a further 2 option days of training per year. • The college has a very effective system to monitor data about each student which should be used to feedback the relevant information about annual funding. • The college has a good system for monitoring progress, setting targets and comparing this progress against National Data. It might benefit from using percentages of progress when reviewing pupils functioning at P1 to P4. • Students are encouraged to be independent and build up self confidence through a wide range of work programmes and social activities. • It would be beneficial if the school could make links with a local school to enable students to mix and integrate with mainstream students and possibly access their resources. This could also benefit the mainstream 	

school who could draw on the specialist knowledge of staff and also allow students to develop friendships outside their usual peer group.

- The college were willing to look at the annual review summary form and attempt to highlight the necessary key indicators of progress, review of provision as set out in the Statement and funding alongside the more detailed information required by other professionals.
- The college is very keen to work with DCC and Babcock to offer outreach and support to CYP in other settings across Devon beyond that currently available

PROGRESS OF DEVON LEARNERS END OF KEY STAGE

The comprehensive tracking system used by the school enables staff to accurately track progress and set goals for individual students. The school is currently introducing Pivots which is a system to bench mark achievement by students against P Levels and National Curriculum Levels. This system will replace the one currently in use which is B-Squared. Annual Progress and Key stage progress is also bench marked against the National norm using Caspa. The students identified above all made very good progress against the National norm when filtered by educational need. Individual goals and progress was evident in the student's files. Where there was a dip in expected progress the school was able to identify the cause as a new teacher re-assessing students at the beginning of the year. The need to moderate assessment was discussed with the school to ensure objective and accurate assessment.

Baseline assessments have been re-introduced evidence seen of [REDACTED]. Individual Risk Assessments are in place, the tutor, Key worker, health team, mobility team and therapy team are involved in its creation and completion. The Clinical Psychologists is involved in certain cases. The risk assessment identifies the hazard, risk, the 'risk rating' the measures to control the risk and further 'risk rating' once the controls are in place.

BEHAVIOURAL PROGRESS

The Data Bridge system used by the school enables the SMT to target help and provision for students. The events log used to inform the Data Bridge system is being extended to cover the residential provision at school to give a wider view of student's behaviour and support needs. WESC have within their School/College 'Champions' who specialise in particular areas for example Autism, ADHD etc.

Behaviour plans for relevant students are in place and the monitoring of behaviour is carried out by Alison and Haydn, and incidents reported and collated by SMT. Behavioural support is available from external professional including a Clinical Psychologist who visits each week for a day and a specialist in Autism.

Restraints are not used and physical interventions are used as a very last resort to protect learners or staff from injury. Staff are trained in techniques and always use therapy to de-escalate situations. Sensory diets are in place for learners so that staffs fully understand each of the learners individual behavioural triggers. WESC has a detailed behaviour management policy in place.

THERAPIES AND VISITING PROFESSIONALS

A Clinical Psychologists visits WESC one day a week.
Careers South West Year 9 and Year 11

CIC EDUCATIONAL PROGRESS

One Student was identified as a CIC. The school reported that there was no difference in the progress made by this student when compared against the peer group as well as bench marked against National Norms using Caspa scores.

LEARNERS WHO HAVE HAD MULTIPLE SHORT TERM PLACEMENTS

Whilst no Devon pupil fell into this category we did have a discussion about an unnamed student from another authority whose placement had not worked out despite the intense efforts of the staff at the school. The school are well aware of the fact that a successful placement relies on an accurate and open pre-placement assessment and they were committed ensuring that all future placements were as a result of such an assessment.

TRANSITION

Transition plans were seen for [REDACTED] (17 learners).

Each plan is individualised and there are a range of actions for each of the learners moving on from WESC. The range will include independent/semi independent living, work preparation or finding jobs.

19+ WESC have introduced the 'Momentum Programme' which is for a programme for those students with severe or profound and multiple Learning difficulties. Residential settings afford the most likely destination for the majority of individuals and these are anticipated through the Momentum Curriculum. WESC have identified that learners are more akin to the life before them than the life behind them and therefore learners are encouraged to view themselves as individuals who opt into a variety of group activities encountering other individuals in different combinations by this process. The Momentum Curriculum incorporates the same elements as other programmes operating in FE. These are Employability, Functional Skills and Independence and Life Skills.

Although Momentum learners are unlikely to secure open employment, it will help their understanding of an engagement with society if they gain some understanding of the concept of work.

SUMMARY

WESC continues to be a professional forward thinking facility that meets the needs of a very special group of students. They have good systems for tracking progress and through their Data Bridge system they are able to target match staff time and students needs to ensure the most effective use of resources.

ACTION LOG

ACTIONS	DATE	WHO	Outcome
Chase up letter sent to Julia Foster regarding Internships and [REDACTED].	October 2013	VC	Julia Foster has emailed P Hannan – PH confirmed 15/11/2013

Peter Dendle & Virginia Castle
October 2013