



incorporating



and



**Executive Head: Jacqui Warne**



# **Ellen Tinkham College**

## **Prospectus**

***A new student comes through the 'doors' of the Ellen Tinkham College and the service changes according to the aspirations of that student and their supporters. The student, their family and carers are actively involved as equal partners.***

***This organisation is about personalisation – an approach to education, social care, health and other support services that puts the student at the centre of the decision making process.***

## OVERVIEW

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The Local Authority has highlighted a critical need for additional pupil places in special schools across Devon (aged 3-19 years) along with appropriate and affordable provision for young adults aged between 19 and 25. To help facilitate these plans, the Local Authority Education Department has recently acquired Bodley House in Whipton, Exeter and granted Ellen Tinkham School, an outstanding special school, and part of the Learn to Live Federation, full use of the building.

Bodley House will be refurbished and re-opened as a specialist 16-25 provision known as Ellen Tinkham College. The Local Authority will commission 16-19 places through Education for 600 hours per annum on a four day per week basis. The newly formed Learn to Live College Community Interest Company (CIC) will commission places for young adults aged between 19 and 25.

The refurbishment project is being overseen by Jackie Taylor, Project Manager from the Built Environment Team at Devon County Council. Phase 1 is expected to be complete for September 2016, ready for the first group of students to move in. Phase 2 will be completed in early 2017.

Ellen Tinkham School will transfer their FE department from the Hollow Lane site in September 2016. This will increase capacity at the Hollow Lane site for pupil places up to Key stage 4. There are currently approximately 25 students planning to make the move. The ethos and values of the Learn to Live Federation will continue to be a constant in the running and operation of the College. All students will access the personalised rights based package with personal and systemic advocacy at the heart.

This exciting development will support students and families to clearly differentiate their transition from school into Further Education. It is also a development that will demonstrate the Local Authority's commitment to extending outstanding provision for our students' with learning disabilities and complex needs, as we work together to create an outstanding college provision that will enable our young people to be the best that they can be.

The **Learn to Live College** is a Community Interest Company. Carolyn Purslow and Debbie Pritchard are the directors and the Governors of the Learn to Live Federation are members. The Learn to Live College will sub-contract the provision to the **Ellen Tinkham College** via a robust Service Level Agreement. This will ensure: continuity of ethos and values; well trained, skilled and experienced staff; flexibility of staff teams to ensure the most appropriate person to support learning and independence; and access to high quality facilities.

The 19-25 **Learn to Live College** has applied for a place on Devon County Council Preferred Supplier List (PSL).



## **THE OFFER – WHAT MAKES US UNIQUE**

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### **Our Vision Statement**

*Everyone will be the best that they can be  
Everyone has a voice  
No-one is excluded*

We offer a personalised, bespoke provision responsive to the needs of the individual. It is an inclusive and different specialist service co-ordinated and facilitated by the college leadership, teachers and a team of facilitative assistants, which focuses on exploring the wants and needs of the young adult within their local community – drawing on their community wealth and working towards the life they want to lead.

All of our students will be socially and emotionally vulnerable; many will have physical disabilities or medical issues that additionally disable them, creating barriers to inclusion in everyday journeys and, in social and learning opportunities. We develop the personalised programmes with the young people, their families and their key supporters – everyone integral to the planning.

Our students will benefit from:

- A person centred and flexible approach to education, health and social care
- Access to living, learning, enrichment and work opportunities within their local communities, e.g. setting up and running a community café, market stall other enterprise projects
- Social opportunities with people their own age, avoiding the isolation that many young adults with disabilities face
- Total communication environment
- A rights respecting ethos

### **What else is different?**

We look at the person and accommodate any support required for access to life and learning;

We're outcome focussed and our accreditation will be relevant to the young person and their future;

We can offer a flexible time frame for the individual and explore qualifications that extend and accredit what the young person can do. Our accredited courses give students the opportunity to transfer skills that will be useful and valuable in different environments. If a student is doing an accreditation it's because they're passionate about it;

We can enable any student to progress and achieve and we will **improve outcomes for our students.**

### **We dare to be different**

We have devised a three tiered structure based on **Empower, Enable** and **Enrich** pathways which are detailed below. These pathways are designed to offer highly person centred programmes tailored to meet the specific needs of the individual. In addition to their chosen pathway, all students will access our **core offer**. This includes:

**Self-determination:** Advocacy; person centred planning; Communication and Decision making; social and independent living skills.

**Health and well -being:** health education, sex and relationships education; Sport, physical activities, physio exercises; Keeping Safe/internet safety/mate hate programmes; ICT and assistive technology.

### **Empower (My Future)**

Typically Includes:

Preparation for work; travel training; accredited training courses including entry level Maths and English;

Work placements to include horticulture, rural skills and, catering and hospitality;

Developing social and friendship networks;

Exploring supported living options.

### **Enable (My Choices)**

Typically Includes:

Developing community networks and increasing independence;  
Decision Making and Behaviour Support;  
Communication and Interaction including support with ongoing personal Speech and Language programmes;  
Work related learning.

### **Enrich (My Life)**

Typically Includes:

Personal therapy programmes (in liaison with OT and Physiotherapists);  
sensory environments; developing communication and interaction;  
consistently working towards personal control over aspects of their environment.  
Intimate Care, administration of regular medication and full support for young adults who have gastrostomy feeds and; additional staffing.

**There will be cross over between pathways for some students.**

The pathways will be facilitated within the context of these specialist learning areas:

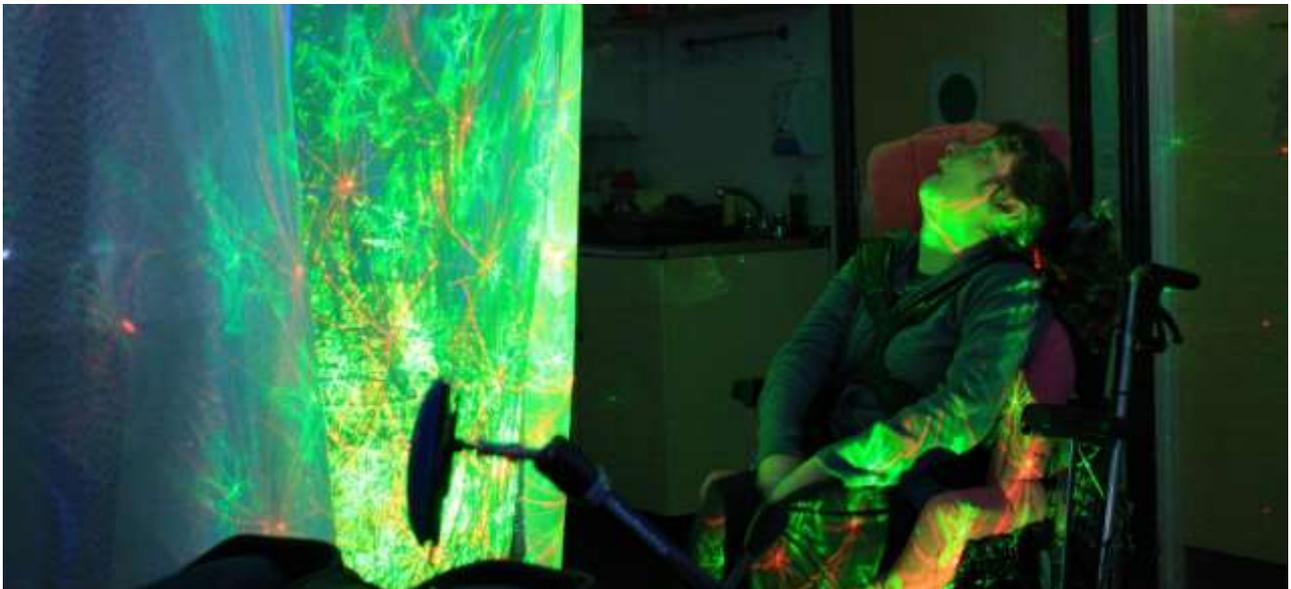
- **Making and Growing** – Enterprise projects, rural skills (including Design and Technology), horticulture growing fruit and vegetables, market stalls
- **Food, Catering and Hospitality** – Health and Hygiene, understanding food and developing cooking skills, promote self-sufficiency and healthy eating, Bodley House café, developing skills in the training kitchen, awards in Work preparation for the Service Industries
- **Creative and Expressive Arts** – Arts Award, sensory arts space, Music, Taiko Drumming, dance and drama
- **IT and Assistive technology** – Entry level 1-3 and level1 awards in ICT, developing use of assistive technology for communication, increasing independence and community access
- **Journeys into the community and employment** –developing confidence in public transport, navigating and problem solving, work related learning and work experience with local businesses, specialist support for internships and apprenticeships, access to community projects.
- **Independent living skills in a purpose built apartment** –designing your own living space, independent living skills from making a bed to cleaning a bathroom, sharing living space with friends, money management, links with supported living houses, shopping.

We can offer 'Scaffolded' support for complex students who have the desire and ability to access a course outside the college or for their transition year out of Ellen Tinkham College. The 'Scaffolded' support option includes:

- Personal advocacy
- Person centred review and action plan
- Communication and personal profiles
- Good choices plan
- Staff training

Additional therapies and extra-curricular activities may be commissioned. Subject to availability and timetabling these include:

Music therapy; Aromatherapy; Art therapy; Horse therapy; Rebound therapy; Yoga; C.B.T; Counselling; Residentials.



We will work to improve employability by: working with existing supported employment organisations and; through facilitating local social enterprises and entrepreneurs to engage with 'job carving'. (Job carving can be used to tailor a job so that it is suitable for a particular worker. Ref: base British Association for Supported Employment 2015). Employment opportunities are rare for adults with learning disabilities and complex needs and incredibly difficult to maintain when they are outside their accessible communities.

Increasingly, local community organisations are finding new strengths in collaborative practice. This is an opportune time to be tapping into these burgeoning networks and facilitating our students to be involved in the areas and groups of interest to them. There is a strengthening grassroots movement of social enterprises within Exeter, many of whom are enabling the participation of adults from marginalised communities. We see this as a potential opportunity to build meaningful social networks that may lead to long term job opportunities.

Young adults with disabilities and their families, carers and supporters are telling us they want to stay and grow up within their local community, increasing their involvement and growing a robust social and emotionally supportive network for the future. We are learning how to advocate for these young people and we can effectively evidence this. We have over 12 years' experience of supporting their transitions.

This community of young people have a surprising resilience; an increased understanding of personal advocacy and participation in decision making; a determination and creativity from families and key supporters to work on finding the balance between what's important to them and what's important for them. Such strengths within a community, however small and marginalised, will enable us to grow our person centred culture with a clear ethos:-

*To plan for and live the life you want with choices and control of your support through co-production*

### **16-19 Specific**

The College will offer education for 600 learning hours per annum, equating to 4 days a week. There is an option to purchase an additional fifth day top-up package, tailored to individual needs.

These may be work-related learning placements, independent living skills and travel training packages, or health and therapy care options.

This could be purchased by social care, health care, education or by families through their individual budgets.

### **19-25 Specific**

Through co-production, we will enable our students to find the people and places within their local communities, for sharing interests, activities and mutual support. We want our students to continue to learn and make progress with:

- communication and social interaction
- independence and decision making
- self-esteem and personal resilience

Funding for these places will be accessed mainly through social care and the NEW Devon CCG. Bespoke training courses and educational elements will be available and funded separately

The normal length of the college day will be the same hours as the 16-19 timetable. This can be extended by purchasing additional staffing resource blocks to 5 pm if required. There is also the opportunity to purchase educational elements such as accredited vocational training, which may also necessitate the purchase of additional staffing resources, dependent upon the individual timetable.



### Management Structure

Ellen Tinkham College will be led by Carolyn Purslow, currently Head of School at Bidwell Brook School. Carolyn is an experienced school leader with a particular interest in post 16 education and transition. She is also a director of Learn to Live College.

### Safeguarding

The Learn to Live Federation follow safer recruitment practices and ensure that all staff have a comprehensive induction training programme and access to regular updates, ongoing training opportunities, and enhanced DBS and their Safeguarding Adults level 2 (some will have level 3).

We believe that the best way to keep young adults safe is to ensure they have a voice and that they are fully involved in any choice and decision making that is about them. We will

assume the young adults have the capacity to make their choices and decisions. Where this is not possible or appropriate, we will use the 'best interest' process.

We will be open and transparent about our practice, operate an 'open door' policy and we will regularly welcome in colleagues from other disciplines and organisations to work in partnership and/or to collaborate on new ideas and new projects instigated by the students and staff. We will also facilitate our students to grow their community networks which will take them regularly into different settings.

Everyone working at the College will be aware and up to date with **safeguarding** issues. Internet grooming, mate crime and 'cuckooing' are some of the specific areas of abuse we will be alert to. Sex and relationships and keeping safe in education will be differentiated for individual students. We recognise the ongoing challenge of keeping students with learning disabilities safe whilst facilitating their growing independence and community networks. Staff know our students very well and can recognise signs that may show students are upset, worried or anxious about something.

The staff have a full induction programme to develop their understanding of our ethos and vision, the Learn to Live policies and working practice. Our students will be supported with dignity, compassion and respect and we will do our very best to ensure that all students are safe.

### **Travel Plan**

We are working with the Local Authority and families to: minimise the need for additional transport; enable travel independence for some students and to reduce the impact of any changes on the local community.



**Jacqui Warne**  
**Executive Head**

**June 2016**

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