

<b>Section 41 SPI Process:</b>	<b>Site Visit by Dr Mick Megee</b>
<b>Date of Visit:</b>	<b>26th February 2020</b>
<b>Institution Name:</b>	<b>The Walled Garden EmployMyAbility (EMA)</b>

<b><u>Evidence base for visit:</u></b>	
<b>1. Name and position of staff at institution present at visit:</b>	James Dunham      Lead Tutor Sammy Eaton      Deputy Manager Paula Harris      Transition Manager Hayley Fairbairn      DSL Darren Morgan      Tutor Louis Diment      LSW Shannon Smith      LSW Steve White      Managing Director Sasha Harper      Horticulturalist Laura Barns      Tutor Jacqui Church      Operations and Education Director Simon Chapman      Work Experience
<b>2. Observation of a number of training sessions:</b>	Four classroom lessons were visited, and students working in the horticulture, hospitality and catering facilities were observed together with the lead tutor.

<b>3. Scrutiny of documentation including:</b>	
Safeguarding policy	Examined – meets requirements
Staff qualifications	Examined
Policies and procedures – in relation to safeguarding, bullying, health and safety	Examined – meets requirements but no behaviour policy was in evidence, although staff say it exists
Prospectus/website (if available - not a mandatory requirement)	Examined – being updated
Progression/destination evidence if available	Examined
Management information or monitoring system for attendance and progression	Examined
Quality assurance/improvement arrangements	Examined – including report from external consultant
<b><u>Background</u></b>	
<b>Brief description of the provision, including location, site(s), resources</b>	EMA is located in two sites in Dorset which are 28 miles apart at Thorngrove and Moreton. Both are traditional garden centres open to the public that have been adapted as training centres for YP with SEND. The deputy manager is based on the second site. My visit was based solely in the Moreton Centre. Both sites have cafes which are used for work experience and training by the students. The café at Moreton is being refurbished and due to re-open in March 2020, and students there are working in another temporary teashop during the refurbishment.
<b>Give observations on the existing accommodation and, if applicable, the plans for any future accommodation. How</b>	The extensive gardening and horticultural accommodation provides the students with excellent opportunities to increase their skills and attain meaningful qualifications such as BTEC in

<p><b>detailed or advanced are these plans? - teaching, social and residential in respect of the capacity quoted.</b></p>	<p>horticulture and small animal care. On the Moreton site, the five single storey classrooms provide pleasant accommodation for learning basic skills and how to live independently. The number of classrooms is adequate for the students currently on roll, and an additional classroom is at the planning stage. The trustees are undertaking consultations about extending the Moreton campus with a new build on a site next door. The temporary teashop provides opportunities for work experience and attaining hospitality and catering skills, although it is shabby and does not offer a pleasant working environment.</p>
<p><b>Identify learning difficulties and/or disabilities for which the provider could not provide support</b></p>	<p>All students have an EHCP that identifies their individual disabilities and learning difficulties. These include emotional and behavioural difficulties, autistic spectrum disorder, learning difficulties, and students who are not in employment, education or other training. EMA admission policy excludes students who are unpredictably violent, require physical restraint or who may put other students and staff in harm's way.</p>
<p><b>Does the institution comply with safeguarding law and guidance about adults and children attending the same institution and sharing the same facilities, if that is what is intended?</b></p>	<p>All staff are fully trained in safeguarding and updated regularly when new information is received. All members of the senior leadership team are fully qualified as designated safeguarding leads and have received recent training up to level 3. Discussions with staff at all levels shows that they have a very good understanding of safeguarding law and guidance as it applies to the vulnerable young adults who participate in the programmes.</p>
<p><b>Do leaders and governors and teaching staff have an understanding of Children and Families Act, Mental Care Act and Care act as it relates to post 16 or post 19? Do they have sufficient understanding of the range of SEND experienced by their learners – and the way it affects their learning?</b></p>	<p>Discussions with leaders, trustees and classroom staff show that they all have a good understanding of the relevant legislation. Classroom visits, lesson plans and other documentation point to a good understanding of the range of SEND that prevails among the students.</p>

<p><b>Are governors/trustees appropriately experienced with an understanding of post 16/19 SEND provision?</b></p>	<p>A telephone conversation with one of the trustees shows that the governing board is appropriately experienced in the requirements of a young adults with special Educational Needs. The members of the Board include parents of the students and a functional skills tutor at a local Further Education College.</p>
<p><b>Dedicated 16-25 leadership – Is there an identifiable and qualified leader accountable for leading the education and pastoral support of ESFA funded 16-25 provision and students. Do leaders have the skills and experience to deliver this provision successfully?</b></p>	<p>EMA employs very well qualified leaders in both education and pastoral support. Discussions with staff, students and trustees show that the institution is very well managed and, in some cases, has had a transformative influence on the lives of the students who attend.</p> <p>Although there is an effective lead tutor, the trustees intend to improve the leadership of education further by appointing a Head of Education for September 2020.</p> <p>The senior leaders are identified by the staff as inspirational.</p>
<p><b><u>Specific observations: Curriculum programme</u></b></p>	
<p><b>What is the current offer for 16-19 study programmes (confirmed as up to 25 for HNS with EHCP)?</b></p>	<p>Learners at EMA follow an individualised, fulltime, two-year, 38-week course that provides a good balance between educational, personal and vocational areas. All students have individual timetables that reflect activities to support the achievement of long-term goals in these areas and which reflect their individual preferences and aspirations. Work-related elements in horticulture, small animal care and hospitality/catering are provided on site for almost all students although additional vocational opportunities may be sought where necessary. For example, two students are gaining experience at a local nature reserve as park rangers.</p>

<p><b>Can the provider demonstrate that the provision is tailored to meet the individual needs as stated in a young person's EHCP to enable them to meet the outcomes in the plan, including preparation for adulthood and their transition to the most appropriate destination?</b></p>	<p>Discussions with staff and students and examination of documents show that long-term goals take full cognisance of the targets set out in the EHC plans and adapted as necessary through the normal annual review process. However, these are not emphasised enough by staff throughout the day.</p> <p>All students participate in a program that allows them to achieve meaning for qualifications for example in BTEC and Edexcel</p>
<p><b>Is the provision for the 19-25 suitably tailored for this age group – does it focus on preparation for and progression to adulthood and the world of work? Are learning materials and resources age-appropriate?</b></p>	<p>EMA is well tailored to the age-group and provides very good training to prepare the students for their future lives and ongoing destinations. EMA represents a very positive realistic work environment that offers a good experience for students in the café, kitchens, grounds and animal care area.</p> <p>In the classrooms, most staff address and treat the students as adults although one or two staff are not as effective in this.</p>
<p><b>To what extent is this a distinctive post-16 / post-19 environment?</b></p>	<p>Good care is taken to ensure that learning environments and displays look like those attended by mainstream higher education students.</p>
<p><b>Comment of the nature of the offer. Include in this:</b></p>	
<ul style="list-style-type: none"> <li>• <b>The balance of care/therapy and teaching/independent living skills</b></li> </ul>	<p>Timetables are carefully balanced between these areas. Every student undertakes a program to improve their independent living skills such as those required for using public transport, handling money, telling the time and preparing their own meals. EMA offers additional therapies where are these are required. For example, a speech and language therapist attends EMA for 2 days a week supported by a full-time speech and language therapy assistant. They set and monitor targets and programmes for all staff to follow.</p>

<ul style="list-style-type: none"> <li>• <b>The inclusion of training for independence and meaningful and vocational experience on and off site, including use of community facilities</b></li> </ul>	<p>Students gain experience of working with customers and develop their work skills well. Some students achieve additional qualifications that improve their employment opportunities, these include food hygiene, using lawn mowers, strimmers and chainsaws. Appropriate risk assessments are carried out for all students before progressing to work related learning.</p>
<ul style="list-style-type: none"> <li>• <b>Whether the offer includes supported internships</b></li> </ul>	<p>EMA does not yet offer supported internships although some of the students go on to them after they leave.</p>
<ul style="list-style-type: none"> <li>• <b>The capacity for individualised learning</b></li> </ul>	<p>Most of the student's day is spent in very small groups of up to 3 students, and often in 1:1. No two timetables are the same.</p>
<ul style="list-style-type: none"> <li>• <b>The availability of specialist facilities and equipment for both care (e.g. hoists) and teaching (e.g. ICT)</b></li> </ul>	<p>No staff are employed solely for care needs as currently no student requires this support. The leaders confirm that if this were a necessity, they would then employ specialist staff. ICT equipment is used and adapted throughout the teaching areas, and specialist software is bought in as required for example, for sign/symbol usage.</p>
<p><b>If elements of the provision are subcontracted to another organisation what form does quality assurance take?</b></p>	<p>No elements of EMA are contracted to another organisation.</p>
<p><b>Comment (if applicable) on the proximity of the other institution's provision with the main provider – also arrangements for transport</b></p>	<p>EMA is based on two sites with adequate transport for staff and students, although this rarely necessary.</p>
<p><b>How does the institution evaluate the starting points for students and how is progress be measured?</b></p>	<p>Transition arrangements for those joining EMA are well developed in good time to ensure the students fits in quickly at the beginning of their course When students join EMA they undertake a 6-week assessment period in order to evaluate their individual starting points. Progress is measured against EHCP targets that are monitored three times a year.</p>

<b><u>Wider curriculum and internal policies</u></b>	
<b>Comment on the integration of curriculum with specialist support. Comment also on the role of care and therapy staff in the education programme. How are specialist support, care and therapies identified and resourced? Are they sufficient?</b>	Specialist support such as SALT is very well integrated into the student's programme, either through short withdrawal (if absolutely necessary) or more commonly through tutors and classroom staff applying the programmes throughout the day. The EHC plan will be the prime source for identifying need and the leaders will provide the required services. An OT and a SALT are currently in attendance to a sufficient level. Students say that they are helped to develop successful social skills as well as functional skills in maths and English. All support information is provided to identified tutors to enable them to plan support and teaching strategies and requirements.
<b>Comment on the capacity to deliver independent living skills</b>	The curriculum contains a strong life skills component. The scheme of work shows that the planning is good and there is good coverage across all the relevant areas such as finance and travel training. All staff deliver this.
<b>Comment on the work-related component and the extent to which this applies to all learners in the target group</b>	All learners undertake the work-related training and experience. They work in an ongoing horticulture business alongside real customers supported by the teaching staff. Students learn horticulture related skills in the fields of pest control, plant propagation, pruning and weed control. This covers understanding soils and growing as well as using and maintaining horticultural hand tools. Students also learn soft skills like communications in the workplace, industry health and safety and customer services.
<b><u>Staffing</u></b>	
<b>Discuss staff/student ratios</b>	Ratios very effectively meet the range of needs. Students are mainly taught in groups of two or three although occasionally a larger group is necessary with a maximum of 8, (with 3 staff).

<b>Clarify the numbers of care staff (staff employed solely for care needs)</b>	None
<b>Current team – Dedicated Staff and qualifications</b>	<p>Staff are well qualified to carry out their various roles, including qualified teachers. Staff receive appropriate training that develops their skills and enable them to better support their students. Training includes accredited advice and guidance and teacher training. There is a wide range of on-line learning that helps staff become more aware of key issues such as de-escalation, behaviour management, county lines and drug trafficking.</p> <p>Observation of sessions is carried out by senior staff and managers who identify strengths and areas for improvement. Teaching staff value these sessions and support provided to improve student experiences.</p>
<b>CPD programme – frequency and content. Is it appropriate and does it ensure that all learners’ needs are supported effectively?</b>	<p>Staff receive frequent and relevant training. CPD documentation indicates that all staff received a good range of updating and training in order to make sure that all learners needs are effectively supported. For example, in the past year staff have received training in Anxiety, Behaviours That Challenge, Medication Practice, Fire Safety, Risk Assessment, Safeguarding and Protection of Adults, Diabetes Awareness, Epilepsy Awareness, First Aid, Mental Capacity Act and DOLS, Mental Health, Health and Safety, Supervision, Autistic Spectrum Conditions.</p>
<b>What level of safeguarding and ‘Prevent’ duty training have staff and governors recently received?</b>	<p>All members of the senior leadership team have received level 3 training in safeguarding and all staff and governors receive regular updating in safeguarding as required.</p>
<b>Do the teaching staff have the skills and experience to teach the appropriate provision to this age group? Where teaching staff are the same staff for pre-16/19 learners, what</b>	<p>Teaching staff are well qualified, and observations show that they plan and deliver lessons effectively so that students make good progress. Relationships between staff and students are very</p>



<p><b>support/CPD do they receive/undertake to ensure that they understand fully the needs of this age group and the associated pedagogy?</b></p>	<p>strong and students say they have confidence in the staff to look after their interests and help them make progress</p>
<p><b>Do staff understand the changing personal and social needs of YP as they become adults – and know how to support these? (E.g. issues relating to sex and relationships, consumption of alcohol etc.)</b></p>	<p>Many of the staff have been recruited from Social care positions and have a good understanding of the changing personal needs of vulnerable young adults. The tutor system is effective and ensures that staff are aware are of the individual requirements of each student for example in relation to sex and relationships issues. Students say that the staff know them very well and they feel able to talk to any member of staff should they have a personal difficulty.</p>
<p><b><u>Concluding comments by Adviser</u></b></p>	
<p><b>Major Strengths identified</b></p>	<ul style="list-style-type: none"> <li>• Effective transition arrangements and initial assessments</li> <li>• Effective personalisation of the curriculum</li> <li>• Good range of on-site opportunities for vocational training and work experience</li> <li>• Strong staff/student relationships that assist good personal, social and educational development</li> <li>• Strong leadership and governance arrangements leading to effective management and future planning</li> </ul>
<p><b>Major Challenges identified</b></p>	<ul style="list-style-type: none"> <li>• Occasional lapses to ensure age-appropriateness in communication between staff and students</li> <li>• No behaviour policy in evidence</li> <li>• Temporary teashop not conducive to effective learning</li> <li>• Individual targets not emphasised sufficiently through the day.</li> </ul>