



"Students enjoy their time at college. They aspire to become active citizens in their community and participate enthusiastically."
OFSTED November 2022

Tuesday 31st January 2023

Tom Armstrong- Lead Tutor

The college acknowledges the following basic rights for all members and prospective members of its community:

- to be treated with dignity and respect
- to receive encouragement to reach their full potential
- to be treated fairly

What we do

- Beaumont College in Carlisle provides a **person-centred curriculum** to young people with physical and learning disabilities, aged 18 to 25 years.
- A variety of specialist support from highly trained staff, working alongside our tutors.
- We believe we can make this happen by working together with our students, their parents/carers, families, and other stakeholders.

What we believe

- We believe that excellence will be achieved through recognising the **value of every individual**.
- We aim to enable students to take **responsibility for their own lives** in whichever form this takes.
- Our values are clearly defined in the firm belief that all students can **reach their potential** given the **right opportunities**, the **right environment**, and the **right support**.

What can you learn?

- Your learning plan is person-centred. That means you're the most important person in this learning process.
- The college staff will start by getting to know you, talking about your future life ambitions and finding out what you would like to learn to help you get there.
- We will design a range of learning experiences to match what you need and want.
- Each student accesses an individual programme based on a combination of course choices that are tailored to meet individual needs and aspirations

1. Further develop his overall applied functional numeracy and literacy skills, including time and money.

2. To apply basic numeracy skills within a range of functional everyday scenarios.

With some support, will be able to identify a number and then count out the items/action needed.

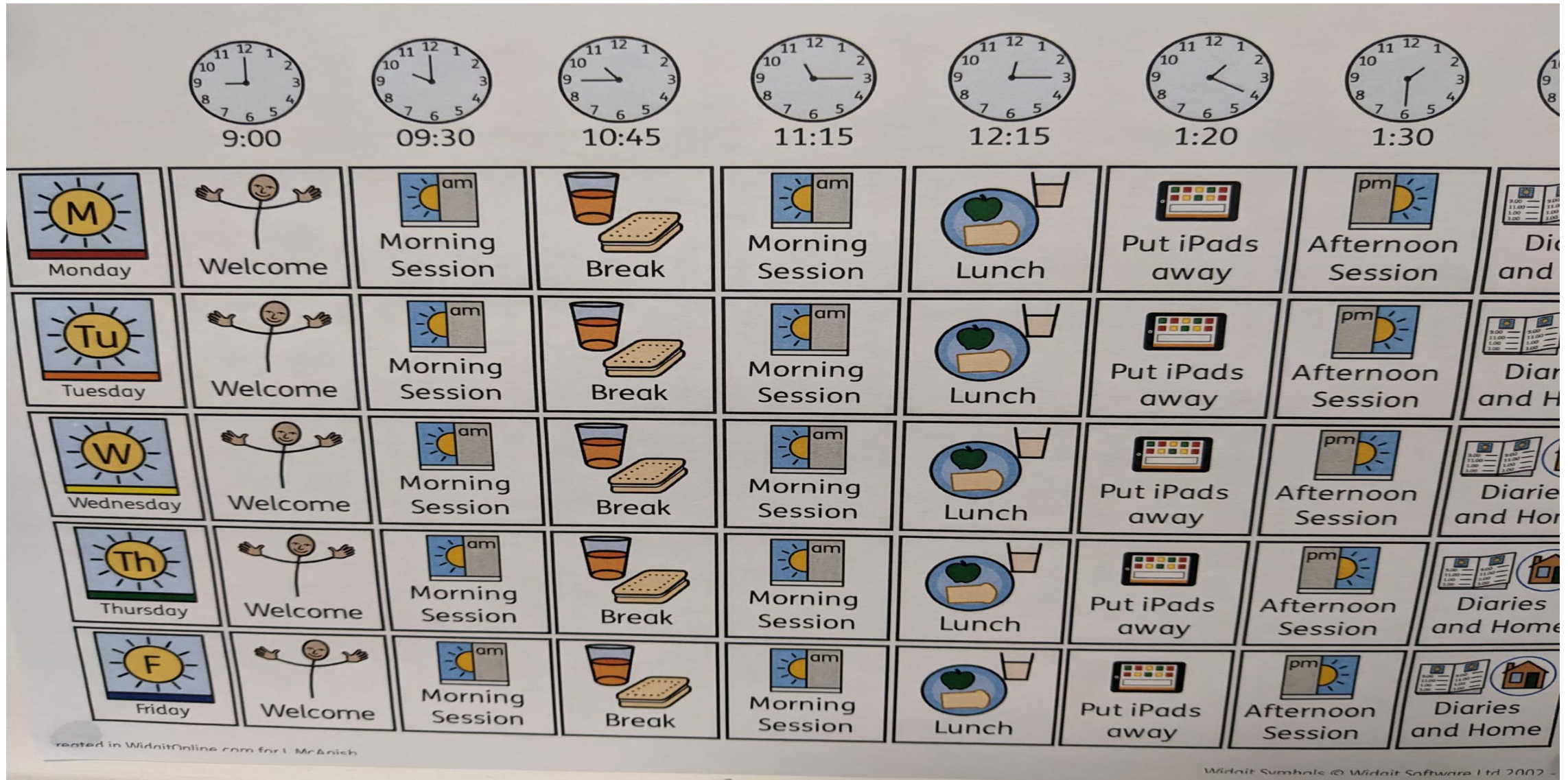
3 steps
with
increasing
difficulty

[illegible]

With some support, student will measure and count ingredients to the correct weight/length during plan, shop, cook sessions and use a timer to measure time/setting an alarm.

3 steps
with
increasing
difficulty

What might a day look like?





Monday



Tuesday



Wednesday



Thursday



Friday



Exploring
the Arts



Swimming



Plan, shop,
cook



Well-being



Communication



Work Skills



Health and
Fitness



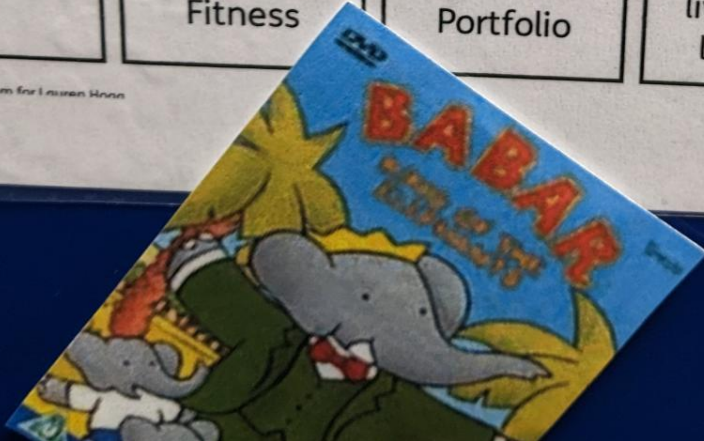
Personal
Portfolio



Skills for
living and
learning

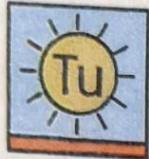


Environmental
Art





Monday



Tuesday



Wednesday



Thursday



Friday



ICT
Functional
Skills



Community
Boccia



Adventure
Film Making



Community
Access



Plan, Shop,
Cook



Environmental
Spaces



Personal
Portfolio



Adventure
Film Making



Skills for
living and
learning



Well-being



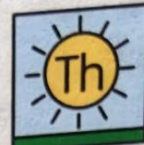
Monday



Tuesday



Wednesday



Thursday



Friday



Exploring
The Arts



Community
Boccia



Adventure
Film Making



Not In
College



Plan, Shop,
Cook



Environmental
Spaces



Personal
Portfolio



Adventure
Film Making



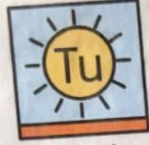
Not In
College



Well-being



Monday



Tuesday



Wednesday



Thursday



Friday



Home



Community
Access / Work
experience



Adventure
Film Making



Community
Access



Plan, Shop
Cook



Home



Arts Award



Adventure
Film Making



Student
Union



Well-being

Where will you study?

- Beaumont College in Carlisle is based at the Carlisle Youth Zone, Victoria Place. This will be your base and from here you will use the purpose built facilities and local community for learning activities.

When will you study?

- College is open 9am to 3:00pm term time.
- The academic year starts in September and ends in July. This means you'll have time during the holidays to relax and practice your new skills with others.

What does college look like?

Outside college



Reception

M



Sensory



M

Blue area



Dance and Drama room



Cafe



Art Area



M

Office



M

Sofa Area



Locker room



Main room

M



What our students say is good about Beaumont College, Carlisle

- Jamie- “I love it because I enjoy everything.”
- Milli- “cooking sessions are the best.”
- Rhys- “How kind the staff are.”
- Erin- “the different sessions”
- Natalie- “Kind people”
- Joe- “The building”
- Alex- “Some of the sessions”
- Abbie- “space”
- Konrad- “ipad”

What our staff say about working in College

- Tom- “love college because the students are fun and progress.”
- Sophie- I like working in college because I love seeing the students grow into young, independent adults and watching their progress and achievement.”
- Charlotte- “I like how everyone is friendly and work together to achieve their goals.”
- Yeliz- “I like working with the students, everyone works together as a team to work towards their achievements.”
- Michelle- “Everyday is different; like a big family.”

What our staff say about working in College

- Rosie- “I enjoy seeing the students reach their goals and be given opportunities and a variety of activities.”
- Aaron- “working with students and my work friends.”
- Haley- “All the students.”
- Simon- “I like to many things. I like working with my colleagues.”
- Laura- “I like working with all the students.”
- Lucy- “everyday is different.”
- Lauren- “no day is the same.”
- Genevieve- “everyone is friendly and we all get on really well. I like the opportunities we find for our students.”

Work Placements

- Students have an opportunity to attend work experience in college and work placements in the community. We have close links with local businesses who provide placements and we have worked with them over a number of years. Placements are very successful and can lead to paid and voluntary work once the student has completed their college course.

Current Placements



Teaching – sharing autism knowledge and increasing the skill level of professionals and practitioners.

Expanding – increasing own knowledge to provide high-quality services to autistic people and their families.

Appreciating – appreciating the strengths and uniqueness of autistic culture.

Collaborating and Cooperating with colleagues, other professionals, autistic people and their families.

Holistic – adopting a holistic approach, looking at the person, their family and community.

How can we support

- Students are encouraged to do exciting and adventurous activities that they may have always wanted to try
- Our interdisciplinary team do all they can to help students realise their dreams in the safest way possible
- We work together with our students to increase their independence, so they can take more control over their lives
- Allocated Learning support workers, Key workers, Student support workers
- Speech and Language Therapists and Dieticians
- Behavioural Specialist and staff trained in TEACCH principles and within the Institute for Applied Behaviour Analysis (IABA) approach
- Physio and Occupational Therapists
- IT and Assistive Technology support and guidance

Person centered Curriculum

- Five pathways to learning
- The Beaumont curriculum consists of five 'Pathways' to learning that are assigned based on **holistic assessment** and each individual PATH.
- Learning and teaching occurs **within sessions** and **community based** activities, delivered in real settings which ensures that students are able to **transfer skills beyond their college** course.
- Each young person and/or their advocate choose from subjects offered within these pathways through the **Individual Option Planning** process in order to build their programme.

Curriculum- Five pathways to learning

1. Sensory communication pathway
2. Intentional communication pathway
3. Access through partnerships pathway
4. Independent lifestyle skills pathway
5. Life and vocational pathway

1. Sensory communication pathway

- Students will develop **increased levels of engagement** with a broader range of activities and people.
- They will make positive steps towards **becoming intentional in their communication** such as by beginning to **demonstrate preferences, making choices**, and having an impact on their world.
- They will also have opportunities to develop **their sensory and exploratory skills**.
- Students will work towards outcomes to support their transition and a **future quality of life**. Tangible outcomes may include the development of anticipation, a willingness to explore, and participation in daily routines.

Learning styles, approaches, and context within this pathway may include:

- multi-sensory and contingent environments
- intensive interaction
- sensory integration
- objects of reference

Subjects and activities within this pathway may include:

- music
- dance
- sensory cooking
- exploratory art

2. Intentional communication pathway

- Students will be supported to build upon emerging **cognitive skills** and formal **expressive/receptive communication** skills.
- The pathway will provide opportunities to use these with a range of people including peers, in a variety of contexts both within college and in the wider community.
- Students will be working towards tangible outcomes which may include the **development of turn taking, attention and listening, following simple instructions, and learning new vocabulary**. The subjects and activities are practical in order to promote more purposeful participation.

Learning styles, approaches, and context within this pathway may include:

- use of Makaton sign and a range of visual strategies to support understanding
- experiencing and exploring
- multimedia including texture, taste, and smell
- group and peer work

Subjects and activities within this pathway may include:

- interactive media
- sensory cooking
- music
- environmental exploration

3. Access through partnerships pathway

- Students will benefit from the support that comes **from working in partnership with another person** and/or **specialist equipment**.
- The activities in the pathway provide opportunities for the student to **identify their preferred support approaches** and trial a **range of specialist support equipment** to find what works best for them.
- Students can develop their skills in **directing and taking the lead** within an enabling relationship. This will, in turn, allow them to take an increased amount of **control over their lives** in their own home and community.

Learning styles, approaches, and context within this pathway may include:

- access to Assistive Technology and alternative communication methods
- embedding the development of physical potential
- experiencing different venues
- collaborative approach to support

Subjects and activities within this pathway may include:

- Dance
- film making
- environmental art
- personal presentation

4. Independent lifestyle skills pathway

- This pathway will take the student through a **mixed programme of activities** that will enable them to prepare for **living a more independent life** and **participate in community** based activity.
- They will learn new skills that **maximise independence** within familiar routines such as **organisational skills, money handling, and personal safety**.
- Students will also have opportunities to **increase communication, decision making, and social interaction skills**, and to develop an understanding of **social rules** and learn to **cope with change**.

Learning styles, approaches, and context within this pathway may include:

- real and relevant situations
- practical, task-based learning
- establishing sequences and routines
- embedded skills for life

Subjects and activities within this pathway may include:

- photography
- work placement
- horticulture and conservation
- cooking

5. Life and vocational pathway

- This pathway involves **preparation for the future opportunities, responsibilities**, and experiences of **adulthood and work/ volunteering life**.
- The pathway aims to **facilitate the transition from college to training, employment, volunteering**, or to **continue in education**. It focuses on preparing for **future life choices** through developing **work and independence skills**.
- Students will have the opportunities to develop **leadership and self-advocacy** skills alongside the ability to **self-reflect and evaluate**. They will also learn about working within a team and employability skills.

Learning styles, approaches, and contexts within this pathway may include:

- independent research and study skills
- problem solving
- using technology
- embedded skills for life

Subjects and activities within this pathway may include:

- practical literacy, numeracy, and information technology skills
- work and employability skills
- Student Union
- enterprise and creative companies

Assistive Technology

- Beaumont College is a **national centre of excellence for Assistive Technology practice** and development.
- The Beaumont College Technology Team regularly works with specialist assistive technology providers and organisations to improve assistive technology equipment, software and practice.
- Through the use of Assistive Technology, students are able to access learning resources which may not otherwise be accessible to them. This can be simple modifications to a computer such as a rollerball instead of a mouse, or a keyboard with larger keys. Adaptations can also be made to the software on computers and tablets so that students' access is improved.
- Assistive Technology also encompasses **highly specialist devices and software such as electronic communication aids, eyegaze control, voice recognition, word prediction, switch control, door, window and curtain openers, and remote light switches.**
- The aim of introducing Assistive Technology is to enable an individual to **be as independent as possible** when achieving their educational and life goals.
- Assistive Technology supports our students to **access their learning programme, become more independent, communicate with people at College and stay in touch with friends and family** around the world. These benefits are not restricted to College life, and many students continue to use Assistive Technology whilst at home and after college.

Any Questions

Ofsted Quotes- November 2022

- Students enjoy their time at college.
- Students feel confident when introducing themselves and talking with unfamiliar people
- Students explain that when they first came to the college, they were very shy. The staff team have helped them to develop their confidence and resilience so that they are better equipped to deal with things when they do not go as planned
- Therapists and education staff work together to ensure that they meet students' needs effectively
- Since the previous inspection, leaders and managers have considered carefully the rationale for and implementation of the courses, qualifications and training they offer.
- Education staff and therapists promote student choice.
- Teachers, therapists and the assistive technology team collaborate closely to ensure the accurate identification of students' starting points
- Leaders and managers place high priority on keeping students safe.