Specialist Education for Young People in England and Wales

Since 1987, Ruskin Mill Trust’s Practical Skills Therapeutic Education method has enabled young people to overcome barriers to learning, become skilled, and return to their communities with greater independence

Ruskin Mill Trust
Operates five independent colleges, a specialist school and life-long residential and training provision for adults with learning difficulties and disabilities.

www.rmt.org
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Welcome to Ruskin Mill Trust

Since 1987, the trust has developed its unique brand of expertise working with young people aged 16-25 with complex behaviour and learning difficulties and disabilities, including autistic spectrum conditions, whose needs cannot be met elsewhere. Our provision offers both day and residential placements. Admissions are accepted all-year round.

Hundreds of students have benefitted from the Trust’s innovative Practical Skills Therapeutic Education (PSTE) method that draws its inspiration from the insights of Rudolf Steiner, John Ruskin and William Morris. PSTE enables each curriculum to offer an exciting and wide range of course subjects that gives students the opportunity to overcome barriers to learning, become skilled through doing real-life purposeful activities and engage as valued members of their community.

Brantwood Specialist School in Sheffield, launched in 2011, has developed a multi-disciplinary curriculum to engage 7 to 19 year olds in a way that other educational institutions have been unable to fulfil for many of the students. Brantwood, a day and residential provision, is also a registered Children’s Home.

The Trust also operates Clervaux which provides adult residential care and training based at two sites: Houses and an Artisan Bakery and Café in Darlington and an 100-acre farm and buildings at nearby Croft-on-Tees offering a range of training opportunities.

All provision is rated Good to Outstanding by Ofsted, Estyn, CQC and CSSIW (May 2016).

For further information please visit our website which includes details regarding Open Days and our admissions process:

www.rmt.org
enquiries@rmt.org

or use the contact details at the back of this prospectus.

re-imagining potential
Vision & Values

Provision in England and Wales

Our Vision
Each individual experiences meaningful relationships with universe, earth and people and has the potential to shape their own future.

Our Values
We value inclusive learning and living activities that integrate the intellectual, relational and practical
- We value respecting and striving to understand all peoples’ differences and uniqueness
- We believe all people have the potential for positive change and development
- We value relating with openness, goodwill, tolerance and treating individuals with dignity and respect
Method & Outcomes

Practical Skills Therapeutic Education

Ruskin Mill Trust provides students with holistic learning by role modelling positive relationships in the fields of arts, crafts, commerce, agriculture, nutrition, living skills and the environment.

By immersing students within the productive aspect of our curriculum, they learn to overcome their barriers to learning and to care for their own wellbeing and development. A student can then recognise their capabilities and positively contribute to society.

This approach is embedded within a unique research and training culture up to Masters level delivered through The Field Centre providing opportunities for all staff and the wider community for professional development.

Key Outcomes

Qualifications: Across Ruskin Mill Trust provision during 2014-2015, students undertook a variety of learning, through accredited qualifications and non-accredited learning units:

- 83% of students who left Ruskin Mill Trust in summer 2015 achieved accredited qualifications, averaging over three full qualifications each
- 94% of students who left Ruskin Mill Trust in summer 2015 achieved either qualifications or non-accredited learning aims (certificate of achievement), averaging over four full achievements each
- 83% of students undertook Work Experience in 2014-2015 equipping them with the skills for life, living and work

It is important to note that our transition teams will maintain contact with our students for up to six months after leaving college to ensure continuity in their ongoing development.
Practical Skills Therapeutic Education offers a three-stage process that enables our young people to engage in their own development and move forward with their lives.

The three stages therefore are key to achieving levels of work-readiness and independent living skills:

1. **Overcoming barriers to learning**
   Through our apprenticeship model, students are helped to identify and work through their barriers to learning and other authority issues.

   By supporting them to engage with practical skills and communicate both challenges and achievement, young people learn the first steps in following instructions, respecting social boundaries and observing safety protocols.

2. **Becoming Skilled**
   As confidence and self-respect grow through practical and social achievement, levels of support are reduced according to need while simultaneously offering new challenges to widen their skill-base.

   This includes a variety of internal work experience, and accreditation and qualification opportunities to support their goals to future work and independence living.

3. **Contributing to community**.
   This stage is focussed on outward-facing social and vocational enterprises and opportunities offered through both the day and residential programmes.

   External work experience, social enterprises, leisure programmes, living skills, cultural and social activities are all tied into their goals and pathways through college and transition out into their communities.

   The three-stage curriculum is translated into a bespoke study plan for the student aligning to agreed outcomes and integrated into both day and residential provision, as appropriate.

   It is important to note that the student’s movement through the three stages is not time-bound but driven by the student’s own ability.
Ruskin Mill College
16-25 years
Set in 140 acres with a farm, a fish farm, two converted mill buildings, woodlands, smokery and workshops. An organic café, gallery and farm shop are open to the public.

Glasshouse College including Argent College 16-25 years
Glasshouse includes arts, heritage and glass centres, plus a 40-acre farm nearby. Argent College is based in the Jewellery making district of central Birmingham.

Freeman College 16-25 years
Sterling Works, the Butcher Works, Tintagel House and Merlin Theatre are the city centre locations, with a 9-acre market garden nearby. Fusion Café and Shop are college-based social enterprises.

Coleg Plas Dwbl 16-25 years
Set in 100 acres of biodynamic farm, the college offers craft, land-based and work skills on site with work experience in the locality and with the Pembrokeshire Coast National Park.

Brantwood Specialist School
7-19 years
Set in the leafy suburbs of Sheffield, Brantwood is a registered Children’s Home, and provides a multi-disciplinary curriculum on site, at Tintagel House and at their small holding in the Peak District.

Clervaux 16+ years
Clervaux Life offers adults supported living in houses in Darlington, and training and education opportunities locally and at their 100-acre site at Croft-on-Tees.
Ruskin Mill College was established thirty years ago and now offers over 100 places where students have the opportunity to develop transferable skills through meaningful, hands-on, real-life activities.

Our experienced Pathways team works with each student and the relevant Local Authority assisting them to undertake work experience and prepare for their transition back into their respective communities. The Pathways team will stay in touch with the student for a further six months for continuity purposes.

The college offers a rich and varied curriculum and opportunities to develop communication, social, work and living skills, leading to increased independence. Activities include practical land-based and traditional craft activities including animal husbandry, fish farming, woodland management, horticulture, catering, drama and art, with communication and functional skills embedded throughout the day and residential provision. At Gables Farm and the market garden, students help to grow and harvest healthy biodynamic food, and prepare meals in the college canteens, café and households. Students can achieve awards, accreditation and qualifications both through college courses and external placements.

In residential provision, students live in family or team houses in the local community and can progress onto placements in training flats or semi independent living, where they have the opportunity to take greater responsibility for themselves.

“*My ability to work with others has developed big time while I’ve been here, especially in the NVQ. That was something I found difficult before, but it’s what you need in the workplace, in every workplace, you need to work together. I love working outside and using tools. I’ve always wanted to use a chain saw. We started in the coppice with the hand-tools and moved on to the brush cutter. That taught me to be observant as you had to put it down and stop strimming to let people come through.*

*I’ve changed big time since I started here. I feel grown-up and I am not nearly so anxious these days. I get on with more people, my relationships with other students have improved. I’ve learned to sort things out for myself.*

Jonathan

“We get over to Duchy Home Farm from college at about 9.30 am, have something to drink and get on with the work. We judge the pumpkins by size and colour and their individual characters. They are then priced up from 50p and we weigh and clean the vegetables.

*I work in the market garden at college and I am doing a qualification where we do similar things so it crosses over well with work experience here. I’ve kept growing like the vegetables since I’ve been at Ruskin Mill College and I’ve learnt a lot of skills. I’ve been in the independence flat three times, twice with a friend and once on my own. I like coming to the Duchy Farm and taking back some vegetables to cook in my household. If I had some land, I would grow my own food and it would have no travel miles.*

Chelsea
Glasshouse College offers over 145 places to young people with a wide range of complex learning, emotional and behavioural difficulties and includes both day and residential placements. Set within the heritage glassmaking district of Stourbridge, the college includes 46 acres of farm and woodlands nearby. Glasshouse also operates a satellite campus, Argent College, in Birmingham’s jewellery quarter.

Glasshouse College offers a rich and varied curriculum whose activities include traditional glassmaking, jewellery-making, land-based and traditional craft activities, animal husbandry, woodland management, bow-making, archery, mountain biking, catering, working a narrowboat, music, art and drama, with numeracy, communication and functional skills embedded throughout the day and residential provision. The college’s farm and gardens help students to grow and harvest healthy biodynamic food and then prepare meals in our canteens, cafés and households.

The college provides a range of internal and external work experience and benefits from two newly refurbished state-of-the-art visitor centres, the Glasshouse Arts Centre and the Ruskin Glass Centre, which offer students exceptional opportunities to develop social and vocational skills in professional and public environments. Residential provision is in local family and team house settings, with support for independent living, as required.

“\text{I love it on the boat. We navigate the boat to Stourbridge, Stourton and Stourport, which is a whole day out. Navigating the boat into a lock takes a bit of skill. It is practical with theory and there is a nice balance of both, including hands-on things like upkeeping the boat. I am doing a BTEC three mornings a week. We have to do paperwork so I like to get on with it during the session. It is a great social experience with students and staff as that is an area that some people struggle with.}”

\text{My time at Glasshouse College has been a bit of a journey. I’ve made a lot of new friends, learnt a lot of new practical skills, like teamwork and independence skills, and I’ve built up a lot of confidence.”} \text{Jacob}
Argent College is the latest provision delivering Practical Skills Therapeutic Education to young people aged 16-25 years. The curriculum includes a range of practical and vocational activities to help an individual develop their self-awareness and self-confidence, as well as preparing them with transferable skills for life after college. Students will be able to attain achievement awards and qualifications.

Based in the central Jewellery Quarter in Birmingham, and set within The New Standard Works, the college will be an integral part of the local community and offers work experience, social and cultural programmes. As The New Standard Works develops it will include a roof garden, bakery and café providing more opportunities for students to develop essential employment skills, as well as serving the community.

The curriculum at the Standard Works includes a range of traditional crafts, living skills and vocational training. Building on the heritage of the site and area, students will be able to choose sessions including: jewellery, enamelling, leatherwork, textiles, photography, print-making, living skills, catering, bread-making and candle-making. In addition, they will be able to work on the roof garden, growing vegetables for use in the café and bakery, students will be able to participate in drama, storytelling, the arts and transformative movement.

Drawing on the expertise of Glasshouse College, residential provision will be available, as the need arises, in family and team housing to promote further opportunities to develop independence.

“My interests are in photography and writing. My main focus is to capture the detail you get in macro-photography and apply that to jewellery. I photographed a feather, which inspired me to make this leaf. I write spoken-word poetry, mostly speaking about something one is passionate about and has affected one, for instance, I will speak about my bouts with depression.

I am very blessed to be here at Argent College and knowing that there is a place like this gives me hope for the world. You can be yourself and people will understand and listen to what you are going through and help you with such things as your mental health.” Gareth

“I’ve made a phone case, two dog collars and a wallet. I have two dogs, which are a cross between a Chihuahua and a Yorkshire Terrier, and I’ve given the collars to my mum so that the dogs will get them officially at Christmas. The wallet is also a Christmas present for my dad.

I like it at Argent College and it’s very good as there is nothing quite like it. Access is good and the support is good. Argent College wasn’t my first choice, but the other place couldn’t support my needs. I’ll be here for three years as part of my development, as I feel very supported here.” Rachel
Freeman College, awarded ‘Good’ by Ofsted, offers over 90 places to young people with complex learning and behavioural difficulties with both day and residential placements.

Based in the illustrious metalworking district of Sheffield, the college offers young people a unique opportunity to learn and develop transferable skills through meaningful real-life activities and accredited courses in both the day and residential programmes.

Following a personalised pre-entry assessment leading to an individualised learning and development programme, activities include traditional metal crafts such as spoon forging, copper-work, pewter-work and jewellery, as well as land-based and traditional crafts, animal husbandry, horticulture, catering and hospitality, music, art and drama, with communication and functional skills embedded throughout the day and residential provision.

Healthy food is grown and harvested at the college’s 9-acre market garden (using the biodynamic method) and prepared with students in the canteens, café and households. Students have a range of internal and local external work experience opportunities.

In residential provision, students live in family or team houses in the local community and can progress onto placements in training flats or semi independent living, where they have the opportunity to take greater responsibility for themselves.

“Coming to college has been really good as it gave me something to do, a routine and a social situation where I can talk with staff and students. Catering in Fusion Café has helped me improve a range of skills such as preparing food, interacting with the public and other real-life situations.

My independent skills have improved but my main issue has been feeling part of a community where people have your best interest at heart and here I can feel safe. At Freeman the staff are relaxed, friendly and interact with students far more than in mainstream.” Ed

“I hadn’t done any jewellery before I came here, but I had always enjoyed textiles. I like designing things and making them. I like trying new things. I think I’ve probably done most things since I’ve been here. It’s been a pretty good year. I don’t know what would be my best subject. I like everything.

I get on with the staff and with the students and I don’t get bullied like I used to. That makes me feel like a better person and I can actually get on with stuff.” Hazel
Coleg Plas Dwbl offers a rich and varied curriculum offers exciting opportunities to develop communication, social, work and living skills. Activities include practical land-based and traditional craft activities, animal husbandry, forestry, horticulture, catering and drama with social, communication and functional skills embedded throughout the day and residential curriculum.

Students help to work the 100-acre biodynamic farm producing, harvesting and preparing healthy organic food, and supplying local outlets. The college also offers a range of arts and crafts that include working directly with craftspeople in their workshops, as well as a unique opportunity to interact with the surrounding Pembrokeshire Coast National Park. Courses are accredited through the Regulated Qualifications Framework and students will also prepare for work competency through a wide range of internal and external work experience. Qualifications include Agored Cymru, LANTRA Awards and the Welsh Baccalaureate.

The curriculum is also supported by additional sessions and activities which help students to understand and explore the culture and history of the area and try local crafts. Throughout their placement, students are supported by staff to focus on transition and engage with the many transferable skills acquired to prepare for life after college.

In residential provision, students live in family houses or team houses and when appropriate, students can then progress to placements in training flats.

“I am getting on well. I have been doing lots of things, including green woodwork, iron age forge, pottery, jewellery and cooking in the kitchen for staff and students. It is brilliant here because I can come out of my shell. I was treated like a kid at my previous placement but here I am treated as a person and as a grown-up.

I love working with my hands and having a challenge. I feel I am a lot calmer. I am a residential student and the first few weeks away from home were hard, but now I feel more comfortable and I can relax. I love cooking things like stirfries and curries. Terry, my house manager, helps me to learn what I want to learn and gets me to the gym three or four times a week.” Ben

“I went to basket-making with Melissa and started to make loads of fish out of willow, and copper stars with Jonathan in Jewellery. I like fish and I wanted to do a big project. I had a chat with Jonathan and George, my Student Journey Manager, and we came up with the idea of making waves. I then decided that the fish would end up in a shark, so I made a shark’s head and jaws out of willow and its eye out of copper. Then we had to decide where to put it and the dining room wall was the best place.

I am really pleased with how it turned out and it is the best work I’ve done. I would like to do another big project.” Rebecca, right with sculpture
Brantwood is an independent specialist school for children and young people aged 7-19 with complex difficulties, particularly Autistic Spectrum Condition, including Asperger Syndrome, attachment disorder, PDA (Pathological Demand Avoidance), ADHD and those deemed ‘hard to engage’. The school offers daytime and residential provision up to 52 weeks and respite care subject to availability. It has been graded by Ofsted as ‘Good’ education provision and ‘Outstanding’ Care provision.

Curriculum
The curriculum has four distinct strands:
Steiner Waldorf Education provides a holistic and inclusive approach to the development of the young person, which emphasises the importance of the distinct ways in which humans relate to the world through their intellectual, emotional and physical activity.

Practical Skills Therapeutic Education (PSTE) enables people to develop transferable skills through real-life purposeful activities, gain confidence through achievement in school, engage in the wider community and achieve a wide range of qualifications according to their interests and skills.

The National Curriculum ensures that students can achieve appropriate nationally-recognised qualifications, including NOCNs, BTEC, GCSE and A level.

Individual Therapies, such as Speech and Language, Movement (Eurythmy), Massage, Art and Occupational Therapies, are incorporated into each young person’s education plan as appropriate. The team of therapists work closely with staff and parents/carers at all times.

As part of the afternoon creative practical skills sessions, Richard decided to make a coat in textiles and record the process in his work book. ‘We also looked at safety clothing and researched it on the internet That gave me the idea of making a coat. Kirsty and I went down to Ted Williams, a tailor in Sheffield (established 1948) and I spoke to Ted, who showed us how they produced made to measure clothes and then we saw some finished coats.’ Ryan

“I am a 52-week residential student living in the coach house. We have residential support workers and Richard and I do the cooking and help with cleaning and shopping.” John

After becoming a school refuser but since starting at Brantwood, Rebecca’s mum commented since she that they had ‘got their daughter back... once again become the bubbly, chatty, lively young lady she had been eighteen months before’.

Classroom sessions and catering are part of the successful curriculum mix.
Clervaux offers day and residential care places to young people and adults with complex learning and behavioural difficulties and support them in gaining training and further education.

The residential provision, Clervaux Life, carries the Trust’s vision to a whole-life approach providing 24-hour care and seeks to harness and nurture their potential by providing a rich and varied lifestyle. Our holistic approach provides the stability to build confidence, make positive lifestyle choices and develop meaningful relationships based on mutual respect. Provision is offered to those leaving full-time specialist education, those in need of additional independence training, and adults benefiting from long-term care.

Daytime work and training within the trust’s environment and ethos is available at nearby Croft-on-Tees. The rural setting of the Clow Beck Centre farm provides workshops and sessions in weaving, textiles, green woodwork, catering and stained glass as well as delivering land work, biodynamic agriculture, horticulture, animal husbandry and woodland management. These workshops and vocational training programmes offer service users both personal and vocational opportunities to develop skills.

In nearby Darlington, there are opportunities for service users to apply for supported work placements including through the bakery or front of house positions in our artisan bakery and café. This allows young people to work and train in a social enterprise, bring quality local and organic food to Darlington and engage with community life. Voluntary work, work experience placements and further education opportunities are supported within the local community where training and qualifications are available.

“I’ve done daytime sessions at Clow Beck Centre in green woodwork with Chris, textiles with Lone, pottery with Claude and weaving with Sybille when she was here, as well as gardening. I’ve enjoyed all these things and I’ve definitely enjoyed working in the café. I helped in the kitchen at Clow Beck.

In the Artisan bakery and Café in Darlington I can make a range of coffees and other drinks, do hot washing in the sink and load the washing machine, serve customers with their drinks and food and I help to prepare food. I started at Darlington College last September doing a NVQ Level 1 in Hospitality & Catering. It is going well and my attendance is 100%.”

Saskia

Right: Aaron with shop manager, Duncan Buckingham. Bike Stop is a Social Enterprise consisting of four staff, two of whom were volunteers and became apprentices. The shop is also supported by volunteers.

“At the house we play games and I like going to the park and riding my bike where there is a skate park. I took my bike to bits, dismantled it and put it back together and it works well now. I go out to places with a support worker and they help with my independence skills. I am now in the independence flat at the top of the house. It has been good for me and my mum thinks I have made good progress.”

Aaron
An initial enquiry is received by one of the Ruskin Mill Trust colleges or school. Parents/Carers are welcome to visit on Open Days or arrange a private visit (booking is essential). An application pack is sent out. The application pack can be requested by post or downloaded from our website which also will list Open Days: [www.rmt.org](http://www.rmt.org).

The completed application form is summarised and then reviewed by senior staff. We offer individual visits to students to discuss the next steps and look at our provision in more depth. We may visit students in their current placement or at home, or meet with professionals involved in their care to discuss their needs further.

Once all parties are agreed that the college/school is appropriate, the student will be invited in for an assessment during which they will take part in a variety of sessions as well as meet with key professionals.

Assessment reports are reviewed by senior staff and a decision is made whether to offer a place.

A letter regarding an offer of placement (subject to funding being agreed) is sent to the applicant. Copies of this letter are sent to parents or carers and professionals involved with the funding application.

Ruskin Mill Trust provision welcome expressions of interest and applications all-year-round. Once we have received a completed application form with the required background information, we aim to assess applications as soon as possible.
# Contacts

**Ruskin Mill College**
The Fisheries, Horsley, Gloucestershire, GL6 0PL
Age range of pupils: 16-25  
Enquiries: 01453 837500  
Email: enquiries@rmc.rmt.org  
Admissions: 01453 837501  
Email: admissions@rmc.rmt.org

**Coleg Plas Dwbl**
Mynachlog-ddu, Clynderwen, Pembrokeshire, SA66 7SE
Age range of pupils: 16-25  
Enquiries: 01994 419420  
Email: enquiries@plasdwbl.rmt.org  
Email: admissions@plasdwbl.rmt.org

**Glasshouse College**
Wollaston Road, Amblecote, Stourbridge, West Midlands, DY8 4HF
Age range of pupils: 16-25  
Enquiries: 01384 399400  
Email: enquiries@ghc.rmt.org  
Admissions: 01384 399467  
Email: admissions@ghc.rmt.org

**Argent College**
A Satellite of Glasshouse College  
Vittoria Street, Jewellery Quarter, Birmingham, B1 3PE
Age range of pupils: 16-25  
Enquiries: 01384 399400  
Email: enquiries@ghc.rmt.org  
Admissions: 01384 399467  
Email: admissions@ghc.rmt.org

**Freeman College**
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Age range of pupils: 16-25  
Enquiries: 0114 252 5940  
Email: enquiries@fmc.rmt.org  
Admissions: 0114 252 5953  
Email: admissions@fmc.rmt.org

**Brantwood Specialist School**
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Age range of pupils: 7-19  
Enquiries: 0114 258 9062  
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Email: admissions@brantwood.rmt.org

**Clervaux**
Clow Beck Eco Centre, Jolby Lane, Croft-on-Tees, North Yorkshire, DL2 2TF
Age range 16+
Phone: 01325 729860  
Email: enquiries@clervaux.org.uk  
www.clervaux.org.uk

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