1. What does your service do?

As a provision of Ruskin Mill Trust (Independent Education provider and registered charity) Freeman College offers a person-centred approach to holistic learning by role modelling positive relationships in the fields of arts, crafts, commerce, agriculture, nutrition, living skills and the environment. Freeman College placements are offered on either a day (Education) or residential (Education plus residential services) basis, for 36 or 52 weeks of the year. Students typically attend 30 hours education per week, by agreement with the Local Authorities annual review procedure, or by private agreement.

The Trusts method of Practical Skills and Therapeutic Education (PSTE) harnesses a craft and land based curriculum to stimulate the development of executive functions, which embeds Functional Skills (literacy and numeracy) into every area of college life and/or residential settings. This approach enables young people with learning differences to progress through our measurable three-stage pathway:

1. Overcoming barriers to learning
2. Becoming skilled
3. Contributing to community

The acquisition of craft skills, taught by tutors who are skilled in the craft, enables the young person to improve and develop executive functioning such as gross and fine motor skills, mental problem solving, functional skills, independent working, planning and execution of work in a practical manner. The curriculum encourages students to gain social and communication skills, self-confidence and independent living skills in preparation for transition into adulthood.
2. How are you regulated and governed?

Ofsted and the Care Quality Commission (CQC) regulate Freeman College. Latest inspection reports are available on our website at www.rmt.org/freeman. At time of print, ratings from both Ofsted and the CQC inspections are noted as: Good

Ruskin Mill Trust is governed by a board of Trustees who take an active role in the daily life of its schools and colleges whilst taking effective oversight of the organisational strategy.

3. What is your assessment process?

Freeman College kindly request that all prospective students take part in an assessment by our professional’s team. Ideally, the student assessment will take place on-site and within the current student cohort, although in some cases; our team will arrange for the assessment to take place at the young person’s current provision, and/or residential/care setting. This process allows the young person to experience first-hand, the PSTE method of learning and residential provision, and ensures the Freeman college team have a clear understanding of present need. Following completion of an assessment, the professional’s team will then write a full assessment report, which will be made available to stakeholders. This report details EHCP outcomes, how the college will meet such outcomes.

4. What therapies do you offer?

We have a qualified team of in-house therapists on site and employed by Freeman College, as standard that is included in our core offer. Therapies including Speech and Language Therapy (SaLT), Eurythmy (movement) therapy, Counselling, and Rhythmical Massage. The therapy team at Freeman College work collaboratively with the young person’s ELC to outline and implement effective strategies for self-regulation and anxiety management as well as contribute to the young person’s development towards self-autonomy.

Staff are also fully trained in Ruskin Mill Trust unique Practical Skills Therapeutic Education (PSTE) method and are highly experienced in working with young people with a range of neurodiverse diagnosis, primarily including ASC, ADHD, ADD, PDA, GDD, Learning Difficulties, and a range of Social and Emotional Difficulties.
5. What is your residential offer?

Residential provision is available through team houses (up to 4 students residing) situated within the local community, and we are also able to offer a single occupancy houses to support a gradual transition to living with others. Residential students have working care plans and independent living plans as standard. Residential provision provides an extended learning curriculum including the development of independent living, and transferable skills in preparation for adulthood. In addition, outside of college hours, students are supported to access social events and activities within the local community. Making choices and socialising with a peer group is a key part of independent living.

Alternatively, young people have the option of living with Shared Lives Providers (SLP’s) who have been trained and approved via an extensive assessment process (CQC). Living within a SLP enables young people to learn new skills and become as independent as possible, while sharing in a safe, welcoming family-based environment.

6. What pathways to adulthood do students have?

Freeman college students have many different pathways, aspirations and targeted destinations on leaving college. The Freeman college Pathways Team work with young people and their families to implement an effective transition plan into the next stage of adulthood that is carefully planned, staged, and paced to the needs of the young person.

74% of leavers from Freeman College have gone on to take up a range of pathways including further education, higher education, employment or voluntary opportunities within community. Academic years 2018-19

Pathways Coordinators are responsible for sourcing and putting in place meaningful work experience for our students, and progressing their transition plans in line with their aspirations and those detailed within their EHCP. They also teach employability skills and hold weekly transition seminars, and act as the students dedicated Job Coaches while on external work experience placements. The meaningful work experiences we provide support the development of the student’s autonomy and ability to make informed decisions around their future and aspirations as well as giving them real life opportunities to learn transferable skills in a work context. Transition plans are person centred and are developed with the student throughout their time at college.
8. What qualifications are on offer?

Bespoke timetables are created to meet the need of the individual aspiration, provide progression and stretch, and are reviewed termly along with one-page profiles and risk assessments. For young people wishing to attain qualifications, Freeman College offers units across the curriculum and supports the individual to achieve a range of BTEC (Skills for Life) Open College Network (Skills for Living and work) GCSE, and Person Functional Skills qualifications from pre-Entry Level to Level 3. A range of destinations are available to the young person following their time at College, from accessing further education, to voluntary and paid work placements, while others make significant steps toward supported or independent living options.

A GCSE programme is delivered in conjunction with Brantwood School sixth form (part of Ruskin Mill Trust) on our shared site at Netheredge, Sheffield. The Merlin Theatre and Freeman College music & drama provision is also based on this shared site. A full list of qualifications on offer at Freeman College is available upon request.

9. How is safeguarding ensured at Freeman College?

The team consists of senior management and residential managers. All Freeman College staff have rigorous training around effective safeguarding procedures – safeguarding reports are recorded and acted upon within two hours. A member of the safeguarding team is on the college site at all times of the college day, and the safeguarding team act as the residential duty team, available at all hours for staff support, advice and guidance.

10. Are Dedicated Education Learning Co-ordinators provided?

All students have an allocated Education Learning Co-ordinator (ELC) - an Education professional who supports the student to access their education and oversee progression at Freeman College. Each student has a minimum of 30 minutes 1:1 each week. The dedicated ELC leads on the creation of timetables with the Principal. Students complete a timetable preferences form with ELC on an annual basis. Students have input and choice. The ELC liaises with family – regular communication dependent on family preference - external professionals, attends external meetings, and chairs the EHCP Annual review. The ELC sets termly targets out of EHCP Outcomes and progress is mapped across the curriculum, recorded on a half-termly basis, as well as overseeing termly reviews of all progress documents.

11. What other targeted support is given?

When young people receive funding for additional support, Freeman College provide a small core team of up to 4 members of staff that work directly with the student, so as not to develop an over-dependence on individual staff. Likewise, additional support is reviewed on a termly basis with a view to reducing support wherever possible, to encourage the development of independent skills whilst ensuring the individual’s well-being lies at the heart of the decision making progress. Any change to additional support will be discussed with appropriate stakeholders, including family/carers and the Local Authority.
12. What does a typical student timetable look like?

The student’s individual timetable is reviewed on a termly basis with input and feedback from staff and the student. The intention of the craft curriculum planning is that the student experiences an embedded range of crafts and sensory environments e.g. ‘soft’ craft, as well as horticulture outdoor activity in a practical workshop environment – transforming material and in doing so transforming themselves. Transferable work-based skills and strategies are embedded across the timetable and curriculum. This is in addition to the young person benefiting from developing the physical co-ordination and other skills required by each craft, and the inherent therapy afforded by the curriculum itself. The Ruskin Mill Trust alternative approach is of particular benefit to young people who have not been able to attend and achieve in mainstream provision, to enable re-integration into the Education system. Timetabled sessions include catering, bakery, spoon forging, metalwork, pewter, jewellery, horticulture, blacksmithing, greenwood work, music, drama, weaving and felting.

Example timetable below.

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td>09:00 – 10:45</td>
<td>Functional Skills English. This is a class size of 1:2</td>
<td>Core craft session Baking</td>
<td>Core craft session Baking</td>
<td>Core craft session Baking</td>
<td>Drama 2 staff: 5 students ratio</td>
</tr>
<tr>
<td></td>
<td>Functional Skills Maths This is a session size of 1:2</td>
<td>1:3 student ratio</td>
<td>1 staff: 3 student ratio</td>
<td>1 staff: 3 student ratio</td>
<td></td>
</tr>
<tr>
<td>11:00 – 12:45</td>
<td>Weaving Maximum Ratio 1:4</td>
<td>Core craft session*</td>
<td>Core craft session*</td>
<td>Core craft session*</td>
<td>SaLT 1:1 30 minutes</td>
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<td>Lunch</td>
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<tr>
<td></td>
<td>Lunch</td>
<td>Health &amp; Nutrition promoted through embedded ‘Seed to table’ approach</td>
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<td></td>
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</tr>
<tr>
<td>13:30 - 16:00</td>
<td>Speech and language group 1:3 ratio. 45 minutes*</td>
<td>Art printing 1 staff: 3 student ratio</td>
<td>Independent Living Skills in the independent bungalow - this is furnished as an actual living space.</td>
<td>Metal work</td>
<td>Horticulture 1 Staff :4 student ratio</td>
</tr>
<tr>
<td>Afternoon break</td>
<td>Weaving Maximum Ratio 1:4</td>
<td></td>
<td></td>
<td></td>
<td>Massage therapy 1:1 60 minutes</td>
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<tr>
<td>14:30 – 14:45</td>
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</table>

* Typical class sizes and staffing ratios. Additional targeted support may be required in addition to staffing levels above which will be outlined in the confirmed offer documentation following assessment.
**Ruskin Mill Trust headlines 2018-20**

99% of Ruskin Mill Trust students make termly progress

Termly progress is measured by the Education Learning Coordinators and includes progress towards EHCP Outcomes, individual targets, functional skills development and improvements in behaviours.

*Based on term 1 2019/20 assessments.

87% of Ruskin Mill Trust students make termly progress in English and Maths

These judgements take into consideration qualification achievement, assessment levels, target and objective achievement and session engagement. Judgements are quality assured by Functional Skills leads.

*Based on term 1 2019/20 assessments.

85% of 2018/19 leavers achieved vocational qualification units

Vocational qualification units are accredited and nationally recognised. The units are the building blocks to full qualifications and students are supported to complete the required units for their qualification. Qualifications are typically through OCN or BTEC awarding bodies.

*Students who left the provision in 2018/19 who achieved at least one qualification unit.

100% of students completing their programme in 2018/19 accessed work experience placements

Students are supported to participate in internal and external work experience during their course.

*This figure does not include students who left their course early or did not finish their programme.

**Pathways to Adulthood**

Freeman college students have many different pathways, aspirations and targeted destinations on leaving college. The college works with young people and their families to implement an effective transition plan into the next stage of adulthood that is carefully planned, staged, and paced to the needs of the young person.

76% of leavers from Ruskin Mill Trust have gone on to take up a range of pathways including further education, higher education, employment or voluntary opportunities within community.

74% of leavers from Freeman College have gone on to take up a range of pathways including further education, higher education, employment or voluntary opportunities within community.

20% of leavers have gone into Social Care settings (High Needs individuals seeking further development of independent living and work skills). 6% NEET (in the case of one student where their family were not looking to pursue further placements at this time).

*Academic years 2018-19*
Get in touch

To make the process of referring a young person into Ruskin Mill Trust services as seamless as possible, or for further information about Freeman College, please contact our dedicated enquiries team today on 0330 055 2653