



ruskinmill
freemancollege

Local Offer



Name of site	Freeman College
Address	Sterling Works, 88 Arundel Street Sheffield, South Yorkshire, S1 2NG
Principal	Angie Iversen
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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**

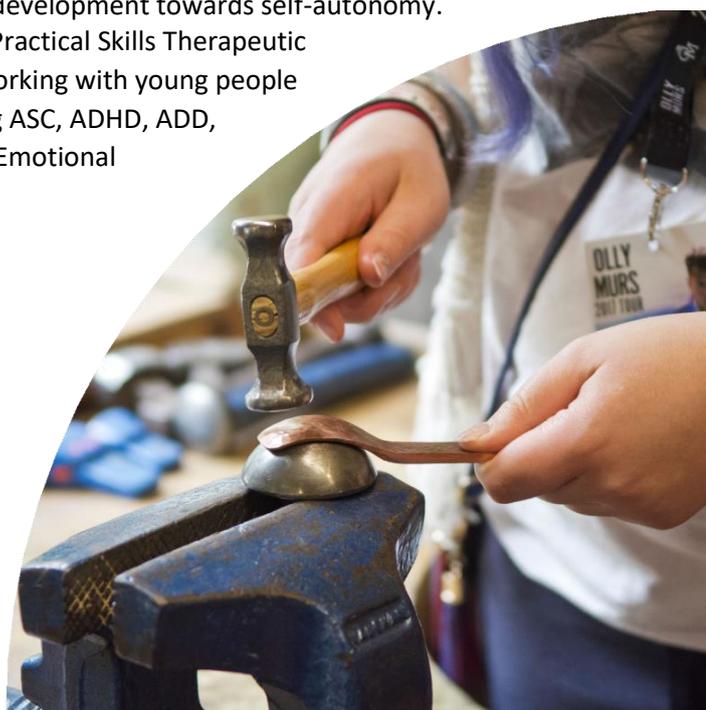
Ruskin Mill Trust is governed by a board of Trustees who take an active role in the daily life of its schools and colleges whilst taking effective oversight of the organisational strategy.

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?

Freeman College offer Speech and Language Therapy, Counselling and Eurhythmy therapy. The therapy team at Freeman College work collaboratively with the young person's Education Health and Care Manager 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 the 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 delivery 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 house 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 Education Health & Care Managers 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. Transition plans are person centered and are developed with the student throughout their time at college. 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.

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

The Work Experience and Employer Engagement Coordinator is 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.



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. Freeman College offer 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 Pearson Functional Skills, from pre-Entry, up to and including level 2. A full list of the qualifications on offer at Freeman College is available upon request.

9. How is safeguarding ensured at Freeman College?

The safeguarding 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. Education Health & Care Managers

All students have an allocated Education Health and Care Manager (EHCM) – an education professional who oversees the whole student journey at Freeman College. The EHCM leads on health and care provision. Students have timetabled 1:1 sessions with their allocated EHCM on a weekly basis. The EHCM leads on the individual curriculum alongside the College Principal. Students have input on their timetables. The EHCM liaises with family – regular communication is dependent on family preference, external professionals, attends external meetings and chairs the EHCP Annual review. The EHCM 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 students 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. The Ruskin Mill Trust method is of 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, land work, blacksmithing, green woodwork, drama, animal care, independent living skills, weaving and felting.

Example timetable below:

	Monday	Tuesday	Wednesday	Thursday	Friday
09:00 – 10:45	Functional Skills English. This is a class size of 1:2	Core craft session Baking 1staff: 3 student ratio	Core craft session Baking 1 staff: 3 student ratio	Core craft session Baking 1staff: 3 student ratio	Drama 2 staff: 5 students' ratio
	Functional Skills Maths. This is a session size of 1:2				
11:00 - 12:45	Weaving Maximum Ratio 1:4	Core craft session*	Core craft session*	Core craft session*	
				SaLT 1:1 30 minutes	
Lunch	Health & Nutrition promoted through embedded 'Seed to table' approach				
13:30-16:00 Break 14:30 – 14:45	Speech and Language group 1:3 ratio. 45 minutes*	Animal Care 1 staff: 3 student ratio	Independent Living Skills - this is furnished as an actual living space.	Metal work	Horticulture 1 Staff :4 student ratio
	Weaving Maximum Ratio 1:4			Therapy 1:1 60 minutes	

* 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.

Get in touch

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

Telephone: 0330 055 2653 or Email: admissions@rmt.org