

Residential specialist colleges: Outcomes achieved

Employment, supported/semi-independent living, qualifications and improved family relationships

Robert, who is on the autism spectrum and has complex learning disabilities along with severe communication difficulties, undertook a number of work experience placements over his three years at The Seashell Trust's **Royal College Manchester**, culminating in a supported internship. He progressed from there to part-time paid employment with corporate branding specialists, Laltex, where he now works in their unpacking department.

J, who has an autistic spectrum disorder, arrived at **Cambian Wing College** after a series of failed placements and it was agreed that local provision could not meet the complexity and combination of needs he presented. His family felt that they were at a crisis point. Residential provision enabled a holistic, multi-disciplinary approach that recognised J's social and emotional difficulty as his primary need; interventions to support this were introduced which have enabled his re-engagement in education. He has now gained a range of employability and independence skills and achieved qualifications - which has led to part-time paid employment and semi-supported living. He has also re-integrated into family life and his behaviour and self-esteem are vastly improved.

Olivia, who has Down's Syndrome and significant associated communication difficulties, completed NVQ level 1 qualifications in food preparation and food safety as well as awards in English, Maths and IT, while at **Foxes Academy**. With her new-found vocational and independent living skills - and increased confidence - she went on to secure a part-time paid role as a kitchen assistant at a university and also volunteers in a primary school kitchen. She now lives in her own housing association flat and travels independently to and from work.

Claire was a student at **Derwen College** where, as part of her course, she undertook a successful work placement at the Premier Inn in Chester. The college worked with Premier Inn to enable her to transfer her placement to a local hotel when she returned to her home town of Worcester. And after a short while, she was offered paid employment there. Having first gone back to her parents' home, she has since moved into her own home in a supported setting, where she is putting into practice the independent living skills she learnt at college.

John arrived at **Fairfield Farm College** after the sudden death of two family members. He had moved in with a cousin but this arrangement was only temporary. John, who has moderate learning difficulties and ADHD, needed to develop independence skills if he was going to be able to look after himself and acquire the skills he needed to gain a job. After a successful college placement, including work experience at an agricultural retailer, he now has now lined up work - with training - at a local garden centre and a supported living placement, along with two friends from college. He has the increased maturity and sense of responsibility to hold down a job and look after his own home.

Omesh has very complex needs including microcephaly, autism, behavioural and communication a profound learning disability. He took up a place at **David Lewis College**, because there was no local provision able to meet his combination of needs. Through consistent and familiar staffing in both the house and college, and support to develop new strategies, Omesh is now able to access the classroom with his peers. He is continually developing his communication skills and is beginning to make increased choices from a choice of two. His challenging behaviours have significantly decreased in both frequency and severity meaning that he is able to access off-site work experience sessions where he does litter control at two different local parks.