

Inclusion in Further Education

Kirklees College



What the Judges Said

It was a delight to read your entry, you have backed it up with clear data. It would have been nice to understand more about your identified weaknesses and deficits and how you plan to address them too.

Context

Kirklees College in West Yorkshire serves an area of significant deprivation and offers a 'second chance' and typically 'only chance' to young people who have not achieved at school or who have been excluded.

The context of college is influenced by two outstanding 6th form colleges in Huddersfield and a high performing selective Grammar School in North Kirklees. This has a significant impact on the profile of our students.

- 75.8% of 16 year old students recruited on to study programmes do not have both English and mathematics GCSE at grade A-C, putting us in the bottom 25% of colleges nationally for English & Maths starting points.
- 61.55% of all 16 to 18 year olds on study programmes do not have both GCSE A-C English and maths.
- 86.54% of all 16-18 year olds on study programmes did not have English or maths GCSE at grade A-C upon completing key stage 4.

Using deprivation data it is clear that the college recruits predominantly from the areas of highest deprivation. 45.3% of our 16-18 year olds and 54.6% of our 19+ students are from bands 1-2. This is markedly above the local population percentages and our student cohort is significantly more disadvantaged than their peers in surrounding institutions and in the sector as a whole.

23% of our students were eligible for free school meals against a secondary cohort figure of 18.8%. More importantly those students who receive free school meal perform 27.8% below their peers in secondary school, both locally and nationally, once at college we ensure that the gap is significantly reduced to only 3% below their peers.

We have many 'hard to reach' students with specific vulnerabilities including significant levels of mental ill health, who are at much higher risk of early withdrawal. These cohorts typically 'underperform' in relation to their peers and include students with SEND, looked after children and care leavers, young carers, young parents, safeguarded students and students who face substantial challenges in complying with basic behavioural expectations and are at high risk of becoming NEET. The low aspiration sadly often evident across these groups leads to their own high expectations of failure.

In order to support these students effectively and ensure they have optimum and equal chances of success, Kirklees College has broken from the 'norm' and gathered data to identify the achievement gaps between these cohorts and their peers in order to take actions specifically targeted at closing those achievement gaps and increasing equality of opportunity. This has included a focus on staff development in a number of areas including the identification and support for SEND and mental health issues.

Given the unique, complex and significant barriers to education and learning that these students face, Kirklees College has seen noteworthy positive impact of its intervention strategies leading to young people who would typically not join or stay in an education settings, being able to access and manage study programmes which lead to success and positive progression. The impact of our initiatives, which go 'above and beyond' the norm, is reflected in the outstanding outcomes for our young people and our significant narrowing of achievement gaps and 3 year upward

trends. Please note when examining the data that these are high risk student cohorts.

Entry

Kirklees College launched several initiatives to ensure inclusion for all and successfully help students overcome barriers to accessing education and learning.

The following information is a brief guide :

- Part of CYP Mental Health & Emotional Wellbeing Clinical Network we have agreed a set of core competencies for **all** staff to identify and support mental health barriers to learning. Includes a wide range of on line developmental programmes approved by NHS professionals.
- Recruitment of a mentoring team specifically dedicated to apprentices (approximately 1,500) to offer emotional and mental health and pastoral support (99% retention).
- Introduction of a wrap around support service for young offenders, 69 enrolments, retention 91%
- Launch of a project which gathers pastoral information from schools to identify pupils at high risk of NEET, who fall outside typical alerts for early drop out. Launched a programme to ensure positive supported transition to college and ongoing support. 17 identified from 4 feeder schools, 14 still on programme (82% retention). For 18/19, 43 schools involved and identification of 392 at risk.
- The establishment of Kirklees College as a 'restorative justice' institution, enabling mediation and restorative justice to be offered to manage conflict resolution, an area which regularly impacts on the most vulnerable students.
- The VLE 'toolkit' has been subject to careful scrutiny and revision and includes a wide range of resources from a number of external sources e.g. the Samaritans, Mind ED, Mental Health First Aid, Wise Minds.

- Counselling team created successful partnership with IAPT (Increased Access to Psychological Therapies) enabling IAPT to access clients within College, reducing missed appointments at external venues.
- College achieved Breastfeeding Friendly status to ensure all young mothers have suitable environment and support to breastfeed.
- Chaplaincy team launched Sept 2016 with excellent feedback from staff and students.
- External Mindfulness mentor work with identified students at risk; 33 students in 15/16, 58 in 17/18. Excellent feedback from students involved. 100% retention.
- Kirklees College Student Support department has made a significant contribution to an ETF project 'Mental Health & Apprentices' with interviews and case studies launched on the Excellence Gateway. The case studies detailed the introduction of the apprentice mentor team in September 2016, who have offered pastoral support to the apprentice cohorts for a wide variety of issues including mental health. Quote from Kathryn James Consultant: *'Kirklees College is the first place I go to when I need to showcase outstanding support for learners with mental health needs. The thoroughness of the provision and the thought that goes into providing all learners with mental health needs is exemplary. The work to use resources and funding effectively and innovatively is fantastic and I was really impressed by the support that is clearly being given to staff to develop their professional practice'*
- Introduction of new 'Care Co-ordinator' roles which are dedicated to specific vulnerable groups (SEND, Looked After Children and Care Leavers; Young Parents and Young Carers; Positive Behaviour Support) with specific training

including Mental Health First Aid, SEND, anger management, stress and anxiety, depression and low mood, coaching, positive listening.

- Wise Minds mental health support for 19+ students; research project led by College and Community Learning Trust.
- Launch of Kooth online mental health service for children, young people and adults, commissioned by the NHS and Local Authorities, provides counselling and an emotional well-being platform, accessible through mobile, tablet and desktop and is free at the point of use.
- Carers Federation quality standard achieved March 2018
- Gained free consultancy from Learning Work Institute for QSCF accreditation for supporting Young Adult Carers. Significant impact
- 15/16 Retention:77.61% Achievement: 67.16%. (pre project)
- 16/17 Retention: 87.65% Achievement :78.24% (post project)
- Muslim Women's Aid awarded college £3,000, offering support and advice on Mental Health, Anxiety, Domestic Abuse, Forced Marriage, Immigration and legalities. 14 self referrals in first week.
- SEND support staff trained to offer tracheostomy care (from specialist nurses) to support a specific student, allowing him to remain in college.
- All support workers trained in first aid (over 100 staff)
- Support staff attended Stammering Awareness training to support 4 students with stammers in college.
- Two Deaf Support self-funded on Interpreting Programme.
- Visual Impairment support attended external training event to develop Braille expertise to support specific student with declining sight, who now adapt resources in braille for student.
- Support team won national award for initiative in training staff to effectively support students with epilepsy.

IMPACT:

HIGH NEEDS STUDENTS:

	2014/1	2015/1	2016/1	WHOLE COLLEGE E 16/17	3 year trend	+/- whole college	+/- NR
HNS	5 (276)	6 (360)	7 (427)				
Retention	98.55 %	98.61 %	98.50 %	89.51%	=	+8.99%	+7.5%
Achievement	78.26 %	80.28 %	93.81 %	83.70%	+15.55 %	+10.11 %	+12.31 %
Pass rates	79.41 %	81.41 %	95.24 %	91%	+15.83 %	+4.24%	+5.74
				High Needs		WHOLE COLLEGE 16/17	
Retention (English and maths)				96.52%		87.31%	
Achievement (English and maths)				86.07%		78.37%	
Pass rates (English and maths)				89.18%		89.76%	

SUPPORTED STUDENTS (ALL): *This cohort relates to all the students supported by the department for SEND*

Supported	2014/15 (2,239)	2015/16 (1,461)	2016/17 (1,394)	Whole College 16/17	3 year trend	+/- whole college	+/- NR
Retention	92.54%	89.53%	93.26%	89.51%	+0.86 %	+3.7 5%	+2.2 6%
Achievement	72%	73.85%	84.79%	83.70%	+12.79 %	+1.0 9%	+3.2 9%
Pass rates	77.8%	82.49%	91.00%	91%	+13.12 %	=	+1.5 %

COUNSELLING SUPPORT:

	2014/1	2015/1	2016/1	WHOLE COLLEGE 16/17	3 year trend	+/- whole college	+/- NR
Counselling	5 (361)	6 (208)	7 (302)				
Retention	90.58 %	82.21 %	91.39 %	89.51%	+0.81%	+1.88 %	+0.39 %
Achievement	68.98 %	68.75 %	81.46 %	83.70%	+12.48 %	- 2.24%	=
Pass rates	76.15 %	83.63 %	89.13 %	91%	+12.98 %	- 1.89%	=

SAFEGUARDED STUDENTS: Significant growth in referrals, safeguarded students tend to be high risk of early withdrawal.

	2014/1	2015/1	2016/17	WHOLE COLLEGE 16/17	3 year trend	+/- whole college	+/- NR
Safeguarding	5 (467) 317 referrals	6 (803) 540 referrals	(1,138) 824 referrals				
Retention	82.66 %	79.83 %	86.33%	89.51%	+3.67%	- 3.18%	- 4.67%
Achievement	62.10 %	63.39 %	75.06%	83.70%	+12.96 %	- 8.64%	-6.44
Pass rates	75.13 %	79.41 %	86.95%	91%	+11.82 %	- 4.05%	-2.55

LOOKED AFTER / CARE LEAVERS

	2014/1	2015/1	2016/17	WHOLE COLLEGE 16/17	3 year trend	+/- whole college	+/- NR
LAC/ CL	5 (176)	6 (193)	(195)				
Retention	79.55 %	83.94 %	82.86%	89.51%	+3.31%	- 6.65%	- 8.14%
Achievement	60.23 %	69.95 %	76.41%	83.70%	+16.18 %	- 7.29%	- 5.09%
Pass rates	75.71 %	83.33 %	92.55%	91%	+16.84 %	+1.55 %	+3.05 %

YOUNG CARERS

Young Carers	2014/15	2015/16 (67)	2016/17 (170)	WHOLE COLLEGE 16/17	2 year trend	+/- whole college	+/- NR
Retention	n/a	77.61%	87.65%	89.51%	+10.04%	- 1.50%	- 3.35%
Achievement	n/a	67.16%	78.24%	83.70%	+11.08%	- 5.46%	- 3.26%
Pass rates	n/a	86.54%	89.26%	91%	+2.72%	- 1.74%	=