



## Cambian Lufton College

*Specialist College*

- Mixed Gender • 16-25 Years
- Up to 52 Weeks Residential • Day Placements



## Welcome

Welcome to Cambian Lufton College, a vibrant and socially inclusive community of young people aged 16 to 25 years old, with a learning disability and complex needs, including autism.

Over the past 50 years our role as an independent specialist college has been to enable young people to prepare for adult life. We seek to help young people gain the critical transferable life skills and the confidence they require to live more independently.

Our teams of highly skilled education, care and clinical staff deliver an outstanding personal, social and vocational experience that is tailored to meet the individual needs and wants of our students. The College focusses upon preparing young people for adulthood by equipping them with a toolkit for life after college... and they have fun!

We take immense pride in our commitment to delivering quality

learning through person-centred programmes that are supported by a range of therapeutic professionals and partnerships with other local education providers and employers.

Our young people join us from across the UK and benefit from supported access to a rich and balanced programme of educational activities that span the waking day. Students live and learn in an inclusive environment where staff are committed to enabling them to build upon their strengths and interests as well as gaining new and useful skills for life.

This prospectus will provide you with a basic overview of what we can offer. However we always welcome visitors and therefore we would like to take this opportunity to invite you to come and see the college in action and explore the great work that we do.



Sophia Cursons  
Principal

Lufton,  
Yeovil,  
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# Overview



## Enabling Young People to Lead Active Lives

Cambian Lufton College is an independent provider of specialist further education and residential care in the South West. We offer day and residential placements for young people aged 16 to 25 with an Education, Health & Care Plan (EHCP) reflecting their learning disability and assessed support needs.

The College is registered with both the Care Quality Commission (CQC) and Ofsted who undertake regular and rigorous inspections in addition to our own internal quality assurance processes.

Our person-centred approach provides students with an individualised learning programme developed to effectively match their needs and aspirations to promote independent living and adulthood.

We are proud of our reputation in promoting community inclusion for all of our students, so they are prepared for the next stage of their lives when they leave the college environment. Students are encouraged to play an active role in shaping their futures and where possible contributing to the plans set out. Capacity assessments are also conducted to ensure that those students that are capable of making decisions for themselves have their voice heard.

"Can't tell you what a difference being at College has made to A. She has blossomed and come out of her shell.

We think this is due to all the self esteem building work the staff done with her. She couldn't have been in a more caring environment; and this is the key to your success."

Parent of A

"It has been amazing to witness M building confidence, social skills, and making friends. The teachers and support workers are a credit to the college."

Parent of M

"Without the patience and understanding of all staff involved, B might well have 'folded' under the pressure of such a huge transition in his life, but instead he is looking forward to his new term in September."

Parent of B

## Typical Student Presentation

- Moderate to Severe Learning Disabilities
- Autism Spectrum Disorder & other Associated Learning Difficulties
- Behaviour and Emotional Needs
- A Broad Range of Complex Needs Including Medical Needs

# College Curriculum

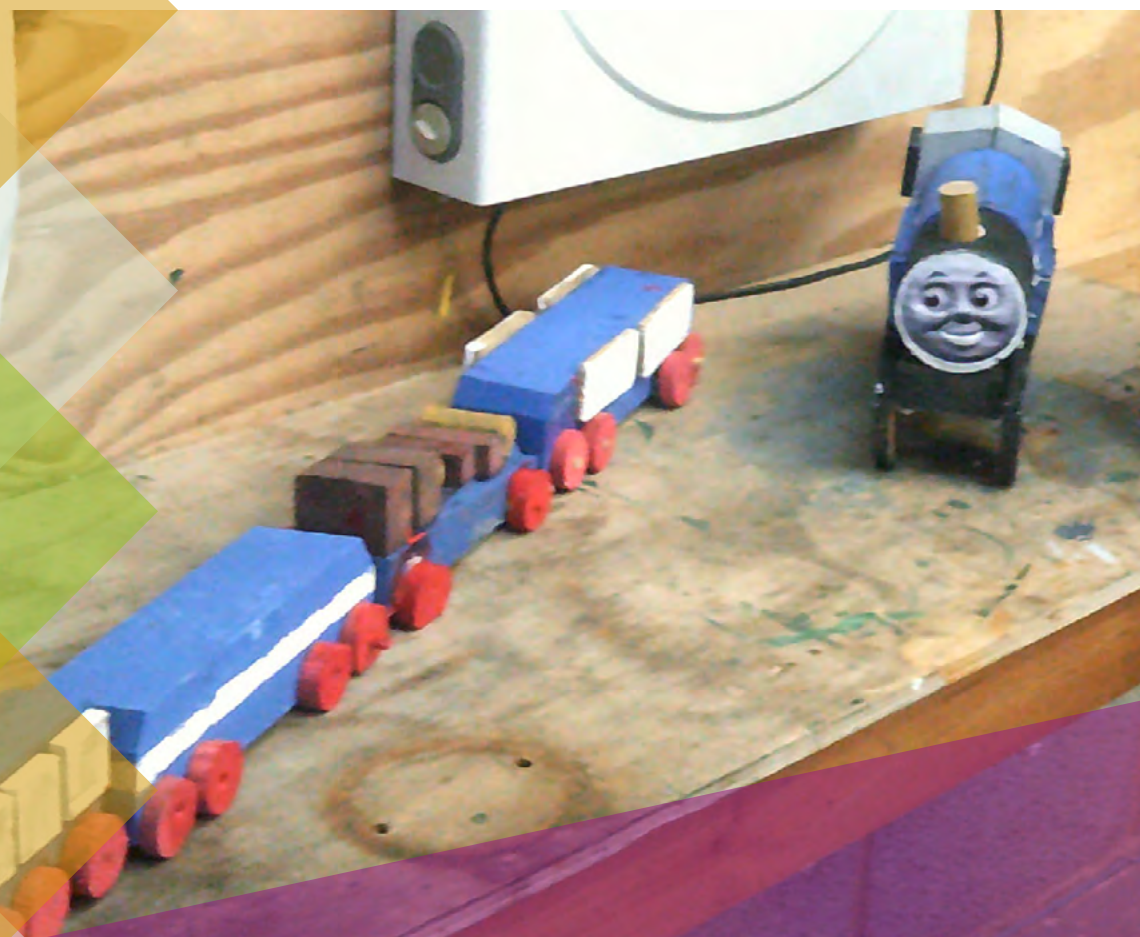


Cambian Lufton College offers various opportunities for external accreditation through the Qualifications and Credits Framework (QCF).

We provide flexible routes to full qualifications and offer units of study from pre-entry through to Level 1, leading to awards, certificates and diplomas.

The QCF is a key component in our work to help young people with a learning disability gain life skills. Self-esteem is essential to young people progressing into adult hood encouraging a passion for learning and broadening their horizons.

By offering the opportunity to undertake nationally recognised vocational qualifications, we help young people gain confidence and to lead socially active and engaged lives.



# Helping Achieve a Personal Best



## Qualification Journeys

### CORE

- City and Guilds Functional skills in Maths and English Entry Level 1- Level 1
- City and Guilds Certificate in English. Level 1 and 2
- City and Guilds Certificate in Maths. Level 1 and 2
- City & Guilds Qualification in Personal Progress: Award, Certificate, Diploma
- ASDAN PSHE Short Course

### WORK READINESS

- City & Guilds Qualification in Employability Skills: Award, Certificate, Diploma
- ASDAN Workright
- ASDAN Volunteering Short Course

### CREATIVE ARTS

- Expressive Arts Short Course
- Lifeskills Challenge Creative Projects

### LANDBASED SKILLS

- City and Guilds Skills for Working Life (incorporating horticulture, animal care and practical workshop skills.)

### PREPARING FOR ADULTHOOD

- ASDAN Towards Independence
- ASDAN Lifeskills challenge Sensory (PMLD)

### HOSPITALITY and CATERING

- ASDAN Toward Independence
- ASDAN Lifeskills Challenge Catering
- ASDAN Lifeskills Challenge Enterprise
- City and Guilds Certificate in Food Preparation and Cooking. Level 1
- City and Guilds Award in Food Safety Level 2

### SPORTS and OUTDOOR EDUCATION

- ASDAN Short Course Physical Education
- Duke of Edinburgh Award (Bronze, Silver and Gold)
- Activity Specific awards. (ie: Swimming, Football, Gymnasium, Horseriding, Archery)

# Volunteering and Work Placements



A person-centred programme of vocational activities and work preparation, together with internal or external work placements in real working environments ensures that students get a taste of what options are available to them after college.

All students follow a programme of Practical Living Skills within real-life supported living and community environments, with the aim of developing independence skills such as personal care, cooking, shopping, cleaning, laundry, travel training and community awareness.

The core curriculum is complemented by a wide range of specialist activities that enable students to develop new friendships and interests.

**Cambian Luffton College offers volunteering and work experience opportunities with more than 30 local and national companies and charities.**

**Students can choose from a variety of activities and clubs including:**

- ✓ Cow and Apple Restaurant
- ✓ Skippers
- ✓ Rag Barn
- ✓ Yeovil Day Centre
- ✓ Montacute House
- ✓ Lyatts Farm
- ✓ The Gateway Cafe
- ✓ St Marks Allotment
- ✓ Mamblesbury Court
- ✓ Chard Reservoir
- ✓ Brympton House
- ✓ Parsonage Farm
- ✓ Yeovil Recreation Centre
- ✓ The Friends Shop, Yeovil Hospital
- ✓ Yeovil Rugby Club
- ✓ Pevlings Riding Stables
- ✓ Bowdens Riding School
- ✓ Luffton Church
- ✓ Yeovil or Penmill Train Station
- ✓ Hamhill Country Park



# Our Specialist Interventions



By providing a wide range of specialist interventions, tailored approaches and proactive options for students, we ensure that all the young people have the opportunity to engage positively with staff and their peers.

Whilst with us, we encourage our students to pursue their interests and provide them the support they need to meet their agreed targets and consistently achieve their personal best. Our range of multidisciplinary therapies are delivered by a highly skilled and passionate team who work together to achieve a holistic inclusive environment.

## Speech and Language Therapy

Our Students Speech and Language Therapy need is provided by Qualified Therapists who are supported by Therapy Assistants.

Their role involves:

- Providing staff training across the College around making and using specific communication strategies (e.g. PECS, Intensive Interaction, Talking Mats, Key Word signing);
- Producing individual Communication Profile (CP) documents for all students;
- Supporting the College to achieve an Inclusive Communication (IC) environment where all modes of communication are equally valued and supported;
- Meeting the Speech and Language Therapy recommendations stated on students EHCP;
- Providing assessment and support for other specific communication needs through referrals to the SLT Team;
- Contributing to progress reports for students Review Meetings and giving advice about EHCP amendments;
- Providing general advice around specific students' communication goals, resources or environment as needed.

A photograph showing a person's legs and feet on a blue mat. They are standing on a yellow, ribbed, semi-circular mat with one foot on a purple mat. The person is wearing orange shorts and grey socks with black patches on the heels.

# Occupational Therapy

Occupational Therapy (OT) is a 'doing' therapy, we believe people are innately occupational beings & at Lufton College the OT role includes:

- Meeting the Occupational Therapy recommendations stated on students' EHCP;
- Working with students and their support staff to support student choice, control and independence in work, leisure and self-care activities;
- Assessing for the skills required to achieve, including: physical; sensory; knowledge; timing; organisational; problem solving and communication, motivational skills and occupational patterns;
- The OT will work with students and their support staff within educational sessions and in their residences;
- Some students will require a period of 1:1 Occupational Therapy intervention or will attend a group OT workshop;
- The OT will provide recommendations to the wider support team of strategies, activities or environmental adaptation to support learning and development.

## Psychological Support

The Psychologist at Lufton College supports students who might be struggling with their emotions and/or behaviour. This may be part of a recognised mental health problem or simply be a need that has arisen more recently.

Input offered will vary according to individual need but will usually consist of an assessment or information-gathering process, followed by an offer of either individual sessions or behavioural observations and staff support. Psychology input is evidenced-based and will aim to help individuals understand their difficulties and work to achieve specific goals, identified together.

Where individual work is offered this will be over an agreed period followed by a review.

## Psychiatric Support

There is a visiting psychiatrist to Lufton College who attends once a week. The psychiatrist provides consultation to the clinical team in multidisciplinary case discussions meetings. The psychiatrist also provides medication reviews for the students who have a 52 week residential placement and who are not under the care of other psychiatric services.

# Music Therapy



Music Therapy is a unique method of creative communication that takes place between the young person and the music therapist and offers opportunities for students who are referred to express themselves through music, supporting emotional, psychological and developmental issues.

The sessions are structured around the needs of the individual or group. The music in the sessions is largely improvised with the therapist using sensitively judged musical responses, giving the young person a sense of being heard and responded to in a special way, allowing them to develop their own musical language through instrumental play, body movements, vocalisations or gestures.

Making connections through music can have a positive impact on: with the therapist using sensitively judged musical responses, giving the young person a sense of being heard and responded to in a special way, allowing them to develop their own musical language through instrumental play, body movements, vocalisations or gestures.

Making connections through music can have a positive impact on:

- Self-esteem;
- Sense of identity;
- Communication skills;
- Social skill,
- Listening and concentration;
- Spontaneity and creativity;
- Emotional well-being;
- Cognition and behaviour;
- Motivation and initiation.



## A Home Away From Home

We understand that residential colleges can never replace home but we make every effort to create a welcoming, family environment where students feel safe and comfortable.

Our accommodations provide the necessary step between leaving home and community living that most young adults take during their natural transition to adulthood.

Students live within to the college campus and as their confidence and independence grows they may be able to progress through a range of residential settings that could include houses within the community.

We encourage students to personalise their bedrooms with posters and photos and take responsibility for keeping their rooms clean and tidy... accepting that it is their space!

Our students are young adults and as such it is really important that they play a lead role in where and how they would like to live. Whilst student compatibility can at times be a challenge, the College does try to accommodate student's preferences when it comes to specific environments.



### On-Site Facilities Include:

- ✓ ICT Suites
- ✓ Life Skills Kitchen
- ✓ Animal Centre
- ✓ Campus Shop
- ✓ Car Valeting Bay
- ✓ Greenhouses
- ✓ Lakeside Conservation
- ✓ Refectory
- ✓ Hall
- ✓ Wide range of classrooms

# Living Well



Students are encouraged and supported to develop and maintain healthy lifestyles, with a focus on positive social and emotional well-being.

## Our Living Well Approach Aims to:

Promote healthy eating and lifestyles

Increase health and well-being awareness

Residential students take an active role in planning the weekly menu for their accommodations. Strong emphasis is placed on providing students with the knowledge and support to make food choices which contribute to a healthy diet. Shopping for food is an integral part of the practical life skills curriculum that gives students the opportunity to learn about food labelling and to select healthy options when out in the community.

Our catering team also provides balanced healthy meals and snacks, served from the college refectory. Health and well-being plays a key role in making sure students' health needs are supported appropriately and that students, through specific programmes, are increasingly encouraged to where possible gain the necessary skills to also manage their own medical needs.

## Faith and Worship

At Cambian Lufton College we understand how important it is that students are supported to participate in worship according to their beliefs. There are a variety of places of worship in the local communities near to the College.

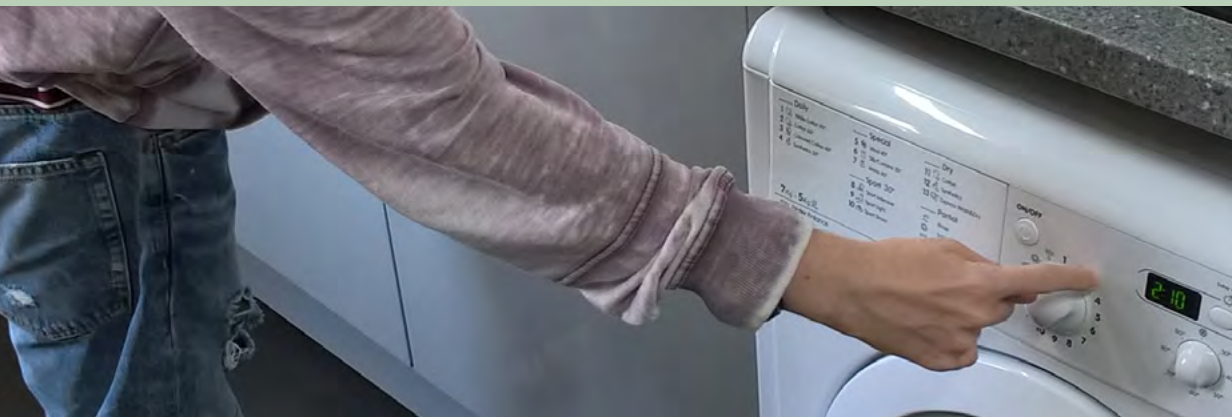
## Student Voice

The Student Council consists of elected students who are chosen to represent the views of all the students. The representatives meet regularly to initiate projects and develop new ideas.

They work to solve problems, influence and make changes in order to act in the best interests of the College. They suggest improvements to ensure that views are listened to and respected.

Students also have regular access to an independent advocate who visits the college regularly and who will act on their behalf should they feel they would like to raise concerns.

# Referral Route and Pathways



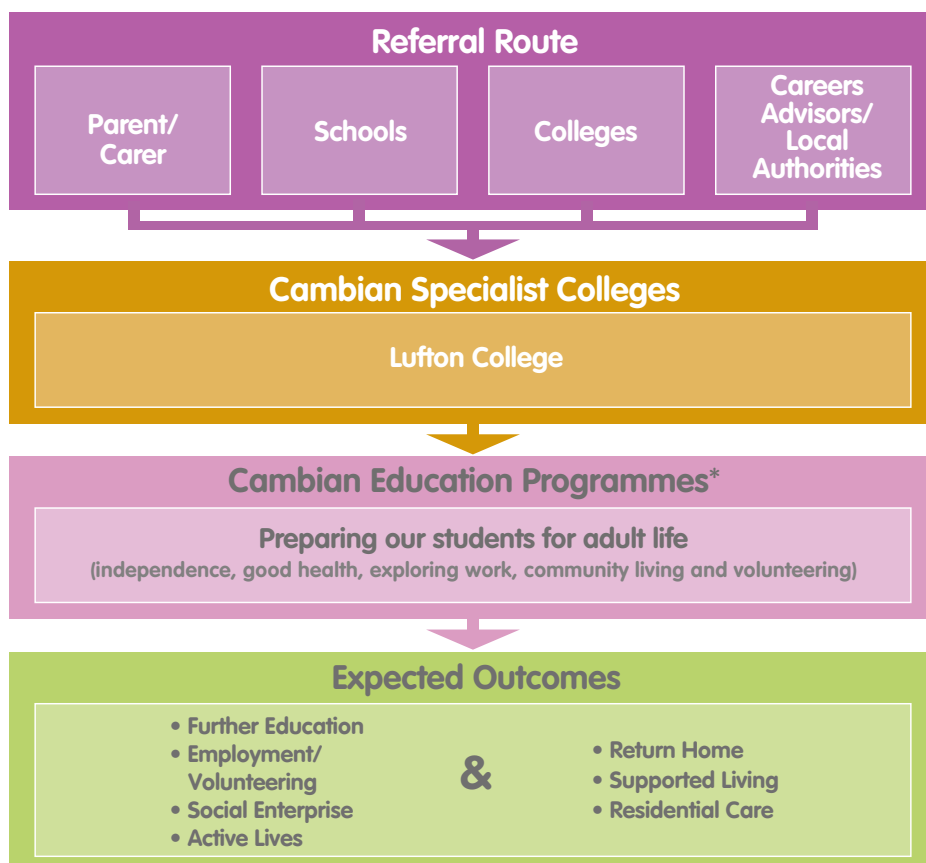
## Preparing Our Students for Adult Life

Our students follow a personalised programme of study, depending on their needs, abilities and preferences. The programme of study provides opportunities for students to develop their functional, vocational and personal skills whilst also experiencing community living. We have established strong links with local organisations and employers that support the College by providing work experience, community based learning, volunteering, social enterprise and leisure opportunities.

“People received very individualised support at the college that promoted their independence. They were supported to access a wide variety of learning and work experience opportunities in the local community during college times.”

**Quote from  
Inspection Report  
2019**

## Referral Route, Education Programmes and Expected Outcomes



\*Determined by individual assessments of need.

## When we first met Harvey at Cambian Lufton College:

Harvey is a young man that has a formal diagnosis of selective mutism as well as a severe learning disability, global developmental delay and sensory processing disorder. This means that he chooses not to speak and does not talk to those around him unless he wants to. Harvey came to us in May 2019 and this was the first time he had ever been in residential care. This was a very uncertain time for him and he struggled with the transition into a 52 week residential care setting which was so new to him. Harvey had a diverse multidisciplinary team that worked closely with him in order to meet his needs. We continue to work in this way and our onsite Occupational Therapist and Speech & Language Therapist have maintained meaningful working relations with his team from within his home county. It would be honest to say that Harvey did have a challenging few months, which appeared to stem from confusion and a lack of understanding... however with the commitment of his family and staff things soon improved.



## Harvey's Education:

When Harvey first started his education at the College's Manor Farm site, it was clear to see that his capabilities were such that he was more able than many of the other students that lived there. Harvey was slowly transitioned into Lufton Manor sessions and staff could see that he had a real enjoyment for learning. Transitions are always a difficult time for Harvey and the fact that he was in a new and unfamiliar environment away from home made things all the more confusing for him. Care staff supported Harvey to attend sessions and his tutors worked with him to enable breaks during the sessions as a redirection technique. Harvey has recently been working towards leaving his 1:1 care staff and at 08:30am he transitions to his allocated Teaching Assistant where he gains ongoing support to complete his educational day.

## Harvey's Care:

Harvey's care staff learned all about Harvey and how to best support him with his individual needs. They worked together to find the best ways in which to promote his independence as well as allowing him time to make his own choices around his care. Staff worked with him, creating boundaries as well as discussing and consulting with Harvey with regards to any changes that may be made. His dedicated team also keep Harvey's key supports, parents and social workers involved and up to date at every stage. Harvey's personal care is now fully completed by him and he couldn't wait to show his mum and dad his new skills and improved independence.

## Harvey's Progress:

Harvey was very unsure of having different students living with him within the home and was initially struggling with this. However, Harvey took on this new challenge and... during spring 2020 Harvey began speaking at College!

Harvey now successfully transitions between sites for education and does this almost independently. In addition to working with a variety of education staff to support him in various sessions, he will now say what he likes or doesn't like to do. Harvey now lives with another student who lives here for 38 weeks a year. He clearly enjoys having them around and as they are two lads... they have fun playing pranks on staff... as well as having down time relaxing, watching movies and eating buckets of popcorn.

Harvey is continuing to have support from the Speech & Language team to support and encourage him to speak whilst at college, as well as continuing with his weekly occupational therapy tasks which he uses in his home accommodation when not in sessions. Harvey enjoys participating in the activities that the College offer, and loves to take part in things such as archery and rugby. This is truly incredible considering this is a social team game and he now participates with limited support from staff. We are so proud of Harvey!

**Cambian Lufton College** provides specialist further education services in the South West, offering day and up to 52 weeks residential placements for young people aged 16 to 25 with a learning disability and complex needs.

Matthew is now 20 years old and has a diagnosis of autism, severe intellectual disabilities, ADHD and epilepsy. He experiences severe anxiety, obsessive compulsive behaviours and is sensitive to noise and touch. Matthew joined Cambian Lufton College in 2018 to increase his independence and learn new skills.

## Education & Work Experience

Matthew follows his personalised timetable and has support to engage within his education sessions, his timetable consists of outdoor vocational subjects as he likes to be kept active. He also volunteers at the local country park, and despite Matthew needing a lot of physical and verbal support when he first started volunteering, he has been able to develop his skills and can now use equipment with greater confidence, now only requiring verbal prompts.

## Care

When we first met Matthew he needed physical support with his personal care. He had difficulties in using the toilet correctly and shaving his facial hair. With encouragement and a number of creative strategies Matthew now appears to enjoy this task and looks in the mirror with pride at the result of his handy work. Matthew has continued to progress in independence with his daily living skills and works with staff to ensure he completes his personal care, keeps the home clean and is involved in preparing meals.

Matthew has received specialist input from the onsite therapy team to support him to develop his communication skills, independence and general wellbeing. He has become more vocal in expressing himself and when he feels that he cannot use his voice he will seek his communication aid and initiate it in this way. This is a great development for Matthew and is really important in helping him to manage his anxieties.

He also receives input from our Occupational Therapist who has designed a sensory programme for Matthew to follow. This plan seeks to stimulate his needs and keep him motivated and engaged. Matthew has really benefitted from this approach which has also assisted in reducing his anxiety. Because Matthew is less anxious he is now more willing to try new things and take part in activities that he hasn't done before. Matthew is now able to use his own coping mechanisms to help keep him calm and it is great to see him self regulate his own feelings.

## Working Together

Cambian Lufton College have worked closely with Matthew's family to ensure that the skills he has learned at college can continue to be supported on home visits. His family have commented:

**"There is a huge difference to his life – Thank you for your dedication, hard work and going the extra mile!"**

Matthew now returns home to spend time with his family every other weekend and clearly enjoys some quality time in their company. When the Covid-19 lockdown restrictions were announced Matthew was not able to see his family. However, we introduced 'Zoom' calls in order for him to video call them, Matthew was able to keep them entertained during this time by using this platform to show off his singing and dancing.

Matthew's parents were so pleased to be able to see him and keep in regular contact and they sent us the following message:

**'To everyone who is helping to keep Matthew safe and well. Thank you SO much for all you are doing to keep Matthew entertained and healthy. We miss him so much but it really helps being able to see him on Zoom. Thanks for supporting him with this. Stay well and again thank you.'**

\*Name has been changed to protect identity. Photo for illustrative purposes only.



# Why Choose Us?

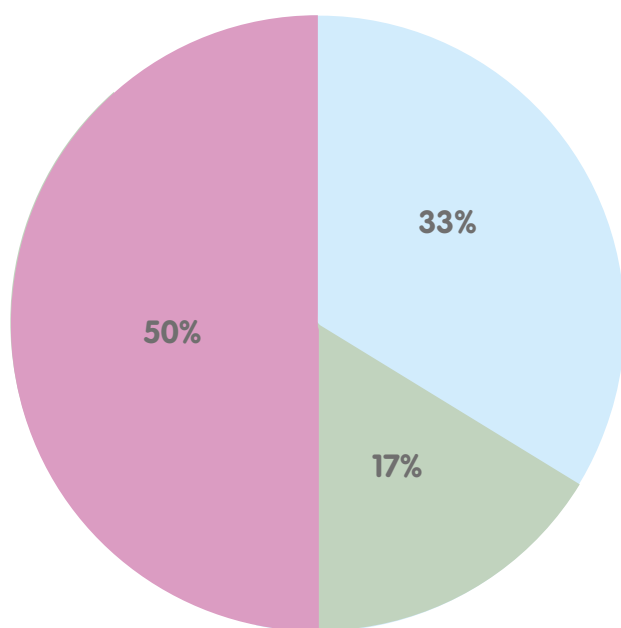


## Destination Outcome

Our students leave Cambian Lufton College with the skills that are important to them as they progress towards the next stage in their lives. Cambian Lufton College has an outstanding reputation for supporting young people to learn, achieve and prepare for adulthood.

In 2019, 17% of our students moved into shared accommodation with other Lufton students, 33% moved into Supported Living and 50% went home to live, following the end of their studies

## Housing Outcomes 2019



- Going home to live
- Supported accommodation
- Shared accommodation with other Lufton students