

# Langdon College

Interim visit report

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<b>Unique reference number:</b>	131910
<b>Name of lead inspector:</b>	Alison Cameron Brandwood, Her Majesty's Inspector
<b>Visit dates:</b>	30 November to 1 December 2020
<b>Type of provider:</b>	Independent specialist college
<b>Address:</b>	9 Leicester Avenue Salford Manchester M7 4HA

## Interim visit

### Context and focus of visit

On 17 March 2020, all routine inspections were suspended due to the COVID-19 (coronavirus) pandemic. As part of our phased return to routine inspections, we are carrying out 'interim visits' to further education and skills providers. Interim visits are to help learners, parents, employers and government understand how providers are meeting the needs of learners and apprentices in this period, including learners with high needs and those with special educational needs and/or disabilities (SEND).

The focus of these visits is on the themes set out below and the findings are based on discussions with leaders, managers, staff and learners.

Following changes to government guidance and the imposition of COVID-19 lockdown restrictions, we made this visit remotely to reduce pressure on the provider.

### Information about the provider

Langdon College is part of the Langdon Foundation, a registered charity and company limited by guarantee. It is a small residential and day college with campuses in Salford and London that provide education and support primarily for 37 Jewish students. Students have a variety of SEND and/or social and emotional difficulties. The majority of students have an education, health and care (EHC) plan. At the time of the visit, there were nine students at the Salford campus, two of whom were residential, and 24 students at the London Edgware campus. Leaders have a partnership arrangement with a Jewish college, Kisharon, in London, which provides education to four Langdon College students.

### **What actions are leaders taking to ensure that they provide an appropriate curriculum that responds to the reasonable needs of learners and stakeholders and adapts to changed circumstances?**

Leaders and managers set up remote learning shortly after COVID-19 restrictions came into place in March 2020. Students accessed their full timetable via online live lessons, resources uploaded to the online learning platform, telephone calls with teachers and paper-based workbooks. Therapy sessions, such as in occupational and speech and language therapies, continued throughout the COVID-19 restrictions. Leaders invited all students to return to college from June 2020 on a part-time rota basis. Most students returned, and those who did not continued to study remotely.

Leaders shared with us that, since the start of the pandemic, a high number of staff and students' family members and close friends have died, including one of their students. They described how this has greatly affected the mental health and well-being of students, parents and staff. Staff described how the principal helps them to

support grieving parents and students. They told us about the bereavement support they receive from colleagues and leaders.

A few days before the start of the autumn term, leaders relocated the London campus to a larger building. Parents told us how this has made an enormous difference because there is much more space and better resources, such as a fully fitted kitchen.

Since September 2020, both the London and Salford campuses have been closed temporarily due to positive COVID-19 cases. Leaders described how they immediately and seamlessly implemented their remote learning strategy.

Students who study with their partner college, Kisharon, continue to take part in a full curriculum, including external work experience. Leaders told us that students work with staff at the local library to locate, bag and deliver books for the 'select and collect' library book service. They put together and package candle kits for a shop to sell to synagogues for Hanukkah.

**What steps are leaders, managers and staff taking to ensure that the approaches used for building knowledge and skills are appropriate to meet the reasonable needs of learners?**

During the COVID-19 restrictions in March 2020, leaders revised the independent living curriculum to focus on home-living skills. Teachers adapted lessons to meet individual needs, such as producing visual aids for digital and dial-operated washing machines. Students took part in live-streamed online cooking lessons. Leaders delivered ingredients and equipment to students who needed them.

Leaders told us how they introduced new students to the college before they started in September 2020. Students took part in online lessons. They visited the college to become familiar with their surroundings and met leaders and staff.

Leaders described the 'recovery curriculum' they have developed to focus on students' well-being and mental health. In September 2020, students took part in an extended induction period. Staff assessed how well students were settling into college life and engaging with their learning. They used 'social stories' and photographs to encourage students to share their feelings about their experiences during the pandemic. Students participate in mindfulness and meditation activities to reduce anxieties.

Teachers assessed students' skills and knowledge to identify whether they had fallen behind in their learning. They created individual learning plans for each student, which considered their individual circumstances and their EHC plan targets. Leaders and teachers review students' progress weekly and adapt their individual learning plans accordingly.

Students said that they love being in college. They described the friendships they have made across the London and Salford campuses during the online weekly get-togethers. Students enjoy doing the daily 'active mile'. They learn about road safety and their surroundings while walking to a local park.

Leaders explained the difficulties in securing external work placements at the Langdon College campuses because of the pandemic. They have developed an in-house tuck shop where students practise the skills they need to work in the retail sector, such as communication and numeracy.

Leaders told us that they continue to quality assure the curriculum. They observe face-to-face and online lessons, provide feedback to teachers and share good practice.

### **How are leaders ensuring that learners are safe and well informed about potential risks, including from online sources?**

At the start of the pandemic, staff contacted students daily to assess their needs and well-being. They took students who were feeling isolated at home on socially distanced walks. Staff escalated any concerns they had about students' well-being to senior leaders, who contacted external agencies where appropriate.

Leaders told us how students and staff keep themselves safe online. Teachers use a creative media project to teach students about the dangers associated with social media. Staff talk to parents about how to keep their young person safe online. Students told us how they keep safe by not sharing their personal details.

Students explained how they keep themselves safe by wearing masks and sanitising their hands. They have designed their own face masks and hand-sanitiser bottles, which are being made for them to wear and use. Students know whom to contact if they have any safeguarding concerns.

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