



ACCOUNTABILITY AGREEMENT

2022-2023



HerewardCollege
PROMOTING **INDIVIDUAL** ACHIEVEMENT

Hereward College Accountability Agreement

Purpose:

Hereward College is a General Further Education College with a mostly SEND student population located in Coventry which also attracts residential learners from across England and Wales as well as day learners from the West and East Midlands. The College offers inclusive provision for all learners, with specialist facilities for learners with broad-spectrum needs, including, autism, physical and sensory impairments, medical conditions, social, emotional and communication difficulties, acquired head injury and associated learning difficulties.

A pathway approach to learning is emphasised at Hereward and this ensures that all levels are catered for, with a dedicated programme of study developed to help learners achieve their goals. Courses range from pre-entry up to level 3, with a Learning for Life sensory group specifically aimed at students with profound and multiple learning difficulties. English and maths are included on all programmes and there is a focus on employability. Hereward offers work skills and employability programmes, including supported internships, working in partnership with regional and national employers. The College also has a small adult education provision mostly targeted at supporting individuals that work within the SEND and care sectors.

The College recognises its role in being a leader in the field of SEND education and works with the national organisation Natspec to provide guidance and support on employment to its membership of over one hundred colleges.

The College also takes seriously its role as a key ally to the regional local authorities and over the last few years the College has created bespoke provision to meet the needs of learners where there has been no other provision available to them regionally.

More than anything else the College remains focussed on improving the experiences of all its learners and of meeting and exceeding their expectations and those of their family and carers.

Mission

Our mission statement is:

“Hereward helps learners to make progress and realise their potential and ambitions. The creativity and skills of staff, working in partnership with the community and employers, ensure learners develop skills for life and work, achieve appropriate qualifications and develop safe and healthy lifestyles that prepare them for the future.”

Vision

The College’s Vision is:

“Each learner’s experience at Hereward College will prepare them for the next stage of their life, with outstanding employability skills and much greater control over their own future. Their growing independence and well-being will enable their talents to shine.”

Curriculum Intent

The curriculum intent is linked to four strategic intentions of the College which are the major strategic drivers and all college activity is arranged around these intentions as detailed below.

	Intent
<p>Strategic Intention 1 <i>Embed the person-centred destination-led structures and develop staff to focus support for learners to raise their aspirations and help them to prepare for adulthood and achieve their goals for health, employment, independent living and being part of the community</i></p>	<p>Our intent summary is that:</p> <ul style="list-style-type: none"> ➤ programmes of study support the gaining of greater independence skills ➤ study programmes support the increasing complexity of presentation of learners ➤ study programmes are coherently planned and sequenced and builds skills and knowledge ➤ the curriculum is appropriately resourced to meet the complex needs of learners ➤ programmes and ways of working support the management of learner behaviour that allows them to then make a positive contribution to society whilst at College and on graduation ➤ all aspects of a learner's programme of study supports the gaining of social and work skills.
<p>Strategic Intention 2 <i>Deliver exciting, innovative and effective learning, teaching and assessment that actively engages learners, develops their English and maths skills, helps them to make progress and enables them to achieve their goals and qualifications and move on to the next stage of their lives.</i></p>	<p>Our intent summary is that:</p> <ul style="list-style-type: none"> ➤ staff have the subject expertise and understanding of SEND to provide consistently strong levels of support for learners ➤ the Hereward Approach is embedded in all aspects of teaching, learning and assessment.
<p>Strategic Intention 3 <i>Be pro-active to benefit learners by collaborating and working with partners, including parents and carers, local authorities, health and care agencies, employers and funding agencies, to enable the learners' goals and ensure the SEND Code of Practice is delivered.</i></p>	<p>Our intent summary is that:</p> <ul style="list-style-type: none"> ➤ employer needs within specific localities will be identified and vocational provision developed to meet those needs ➤ programmes of study support the needs and aspirations of young people with SEND and meet their needs and the needs of employers ➤ new models of delivery will be explored with local authorities that addresses their provision gaps and future needs in line with the mission vision and values of the College ➤ the curriculum is appropriately resourced to match the expectations of employers
<p>Strategic Intention 4 <i>Maximise the effectiveness of all physical and staffing resources to improve the quality of provision, grow Hereward Training and new services, and maintain the College's financial health and viability while providing value for money.</i></p>	<p>Our intent summary is that:</p> <ul style="list-style-type: none"> ➤ labour market intelligence and employer need in the region will be used to define the subjects being taught within each of the College's locations and will also define the mode of delivery

Context and Offer

Hereward College has a fulltime cohort of circa 320 learners, all of whom have an Education Health and Care Plan. The majority of learners travel to Hereward from Coventry, Warwickshire and Solihull although residential learners are from across the country.

The characteristics of Coventry, Warwickshire and Solihull's labour force influence the focus of where the College's skills support is targeted. For example, Coventry has a high employment rate in professional occupations. However, there is a continued need for labour with the requisite generic, leadership and management, and technical skills to fill new roles, so it is vital that the College provides the placements and skills that reflect this. As with much of the UK over the last year the local area has had a higher-than-average number of vacancies. Employers particularly struggled to fill roles in hospitality, logistics and Health & Social Care. As an example of how the College has tailored the curriculum and training offer to reflect and meet the needs of the skills gap, the offer now includes distance learning Level 2 and 3 qualifications in Health and Social Care and is working in partnership with Warwick Conferences providing high quality training for both staff and students in an industry standard facility, on site.



Warwickshire has a strong and growing economy. The number of vacancies for employment opportunities within this county have also been growing, and the ratio of vacancies to working age population is significantly above - and almost double - the national and regional averages. A tight labour market with limited excess capacity, coupled with strong demand for labour, inevitably leads to problems with recruitment and skills shortages. Recent surveys of local businesses have found that 70% of companies were facing recruitment difficulties due to not being able to find people with the right skills that they required, and that 62% of businesses believed that their firm was suffering from a skills shortage. The College is working closely with the Warwickshire Skills Hub to support their campaign to tackle the skills shortage in the area and actively working in Warwickshire with Pathway learners and Supported Interns.

Nationally the numbers of people with a learning difficulty gaining paid employment as fallen over the last five years from 8% in 2017 to just 4.8% in 2022. At the same time the number of young people being assessed as needing an EHCP as continued to rise. The table overleaf shows the rise nationally and it should be noted that rate of increase is mirrored in counties across the West Midlands.

EHCP No. to 2022					
	2018	2019	2020	2021	2022
Number of statements and EHCPs combined	319,819	353,995	390,109	430,697	473,300

Approach to developing the annual accountability statement

In developing the College strategic plan, curriculum plan and this Accountability Agreement due regard has been given to national and regional economic factors as well as the needs of local authorities. Our main external stakeholder group is comprised of the following:

- Coventry, Warwickshire and Solihull Local Authority SEND and social care departments
- Coventry and Warwickshire Chamber of Commerce
- Coventry and Warwickshire Growth Hub
- Regional and National employers

The main College stakeholder is its student body and each full time student has an Education, Health and Care Plan which sets out their medium and long-term goals. Analysis of student need expressed through the EHCP process helps to shape the College curriculum. The College runs an employer forum where senior leaders from a range of employers input on the curriculum and each vocational programme in the College is influenced by employer partners. In the section below an overview is given of the curriculum offer.

Hospitality

Current Programmes at Hereward:

Hospitality at Entry Level 3, Level 1 and 2

Food preparation and service at Entry Level 1 & 2

Transition to Employment programmes and Supported Internships with the Holiday Inn, Premier Inn and smaller hospitality providers.

Customer Service

Current Programmes at Hereward:

Transition to Employment – Customer Services at Entry Level 3, Levels 1 & 2

Supported Internships at Severn Trent Water, Warwick University, The British Heart Foundation

Business Studies at Entry Level 3, Levels 1, 2 & 3

Communication

Current Programmes at Hereward:

Communication skills are either embedded into all programmes of study and Internships, or defined as separate timetabled events. The significance of communication is emphasised in the Hereward Approach, the College places huge emphasis on the importance of developing the communication skills of all learners to equip them for the future. The College uses a range of communication methods to support all learners' needs.

The Green Economy

Current Programmes at Hereward:

Horticulture at Entry Level 3 and Level 1

Business at Entry Level 3, Levels 1, 2 & 3

Environmental skills are taught and embedded in programmes at Entry Level 3, Levels 1, 2 & 3 as part of the employability, personal, social development and citizenship curriculum.

Business in Action

Construction

Programmes at Hereward:

Construction at Entry Level 3 and as part of the Vocational Studies Offer at Level 1, this programme develops skills in carpentry, tiling, plastering and painting & decorating.

Supported Internships with construction companies.

Logistics

Current Programmes at Hereward:

Supported Internships at Evttec and L2 Warehousing distance learning programmes.

Digital

Current Programmes at Hereward:

ICT programmes at Entry Level 3, Levels 1, 2 & 3

Media at Entry Level 3, Levels 1, 2 & 3

Supported Internships at Severn Trent Water, West Midlands Police

Digital skills are taught and embedded in programmes at Entry Level 3, Levels 1, 2 & 3 as part of the Preparing for Adulthood, employability, personal, social development curriculum.

Creative industries

Current Programmes at Hereward:

Art and Design programmes at Entry Level 3, Level 1, 2 & 3

Performing Arts programmes at Entry Level 3, Level 1, 2 & 3

Music programmes at Entry Level 3, Level 1, 2 & 3

Supported Internship

Sport

Current Programmes at Hereward:

Sports programmes at Entry Level 3, Level 1, 2 & 3

Programmes aimed at gaining greater independence

These programmes include Learning for Life and Foundation plus and partially, the Foundation pathway. The College uses the EHCP (Education Health and Care Plan) as the starting point for developing targets for greater independence and works with families, carers and social care professionals to refine the curriculum for each individual.

Contribution to National, Regional and Local Priorities

The draft Local Skills Improvement Plan, LSIP has identified two main cross cutting themes as well as five priority areas. These are detailed below followed by the College aims and target outcomes for the year ahead in the form of an action plan

LSIP Cross Cutting themes

• Green skills

The low carbon and renewable energy economy, LCREE is a major driver of policy for the region with the LSIP describing the need for business leadership in this area as well as expressing the breadth of organisations that are actively planning to reduce their carbon footprint. Additionally, the importance of green jobs is also emphasised in its broadest sense. The extract below gives an example of how the scope of the work is being considered.

Extract from draft LSIP - The Greater Birmingham and Solihull LEP's Priority Sectors Skills Research suggests that there could be as many as 694,000 direct jobs (relating to designing, manufacturing, constructing, operating and maintaining a particular technology or energy source directly) employed in the LCREE by 2030 in England, rising to over 1.18 million by 2050. The contribution to these figures made by the West Midlands is estimated to be a total of 97,000 in 2050, accounting for 8.2% of the total number of Low Carbon jobs in England that will be required in the future

• Digital skills

The digital skills agenda has been a significant feature of the regional skills landscape for some time and it now takes a prominent place in the LSIP. The extract below gives an understanding of why such emphasis is being placed on it.

Extract from draft LSIP - The West Midlands lags significantly behind the rest of the UK in basic digital skills. The Essential Digital Skills Survey for 2022, conducted by Ipsos MORI on behalf of Lloyds Bank found that the West Midlands has a high proportion (15%) of people with Zero of the Essential Digital Skills for Work as defined by the Department for Education Framework (compared to 8% nationally).

Summary of LSIP Priority areas

• Strategic Leadership

As a response to evidence that suggests that many SME and micro businesses are consumed with day-to-day activities and business survival, part of the response articulated in the LSIP is to provide support to improve strategic leadership capabilities. The capabilities are described as those required to ensure that businesses operating in the region are able to plan ahead and secure engagement with skills provision to meet future skills gaps and build talent pipelines. It is also needed in order to ensure that these businesses have the capabilities to overcome challenges and/or maximise opportunities associated with the transition towards net zero and digitisation and the adoption of new technologies.

• 'Essential Skills' and Practical Experience

Evidence gathered as part of the LSIP creation process indicates that there are difficulties in the region regarding the recruitment of staff with requisite generic skills. Part of the response to this describes the need for curriculum funding and assessment to recognise the importance of essential skills, including communication, collaboration, problem solving, innovation, commercialisation and employability.

• Recruiting into Education

Many skills providers report shortages of teaching and support staff with high levels of technical skills. A response to this challenge is to generate innovative methods of securing a skilled workforce.

• Identifying the Right Providers

West Midlands and Warwickshire Local Skills Improvement Plan surveying found that around 74% of regional employers haven't worked with post-16 education and training providers in the last 5 years. Therefore, the LSIP calls for improved strategies to combat this problem.

• Identifying the Right Means of Delivery

Some of the feedback from employers described in the LSIP indicates that more work is needed to ensure that training programmes are the correct fit for the organisation and that employers feel less like they are being "sold to" and more like they are being "worked with".

Aim/Action	Outcome/Impact
<p>LSIP Priority – Strategic Leadership</p> <p>The College will review its use of the Adults Budget and the market need within the SEND and Care communities for leadership and management training.</p>	<ul style="list-style-type: none"> ○ Improved leadership within SEND and care settings can lead to better outcomes for service users and more sustainable businesses.
<p>LSIP Priority - Education recruitment</p> <p>The College will evolve its approach in this area into two strands which support the technical SEND specialist needs of organisations.</p> <ol style="list-style-type: none"> 1. The College will work with other FE providers in the region to improve the skills of Health and Social Care graduates entering the world of work using its status as CQC registered home and large SEND provider to give high quality work experience and skills development opportunities. 2. The College will further develop its Adults Budget to target individuals and organisations that require a higher skilled workforce to meet the SEND needs of its client group. 	<ul style="list-style-type: none"> ○ A sustainable method will be created of supporting local health and care students/graduates ○ An increase in conversion into SEND care routes ○ An increase in the knowledge of SEND care routes for graduates ○ Evidence that demonstrates that technical SEND qualifications improve work knowledge/performance
<p>LSIP Priority - Essential skills</p> <p>The College will explore new ways of developing the curriculum intent to maximise the essential skills development of learners with emphasis on the following skills</p> <ul style="list-style-type: none"> ○ Communication ○ Collaboration ○ Problem solving ○ Innovation ○ Commercialisation ○ Employability 	<ul style="list-style-type: none"> ○ Improvement in essential skills will help learners to secure paid employment ○ Improved outcomes or the sustaining of already high outcomes should be achieved ○ Increase in the ability of learners to develop their business ideas into commercial entities
<p>LSIP Priority - Identifying the Right Providers</p> <p>The College will increase its business-to-business activity over the next year to increase the understanding within the business community of the potential of employees with SEND. This will be achieved via a modification to the already very successful employer engagement strategy</p>	<ul style="list-style-type: none"> ○ There will be an increase in the number of businesses actively working with the College ○ The diversity of work with employers will increase with some employers engaging with multiple programme types

<p>LSIP Priority - Identifying the Right Means of Delivery</p> <p>The College will meet the expressed needs of businesses who have requested greater collaboration in the designing of work focussed programmes of study. This will be achieved via an increase in the availability of co-designed supported internships. The College is already a sector leader in this area and further development will be made in both numbers of interns and the variety of employers and roles available.</p>	<ul style="list-style-type: none"> ○ Supported internships will be increased in number and diversity ○ The College will work with neighbouring providers to spread good practice and develop a more diversified set of job roles to meet community need
<p>LSIP cross cutting theme – The Green Economy</p> <p>The College will continue to develop its provision supporting self-employment using the vehicle of a green business model run by students and overseen by the registered charity Friends of Hereward. This pilot programme has inspired learners to develop their own green business plans and has attracted sufficient learners for the programme to continue. In addition, the College will evolve this provision to see how business start-ups can be directly supported for young people with SEND.</p>	<ul style="list-style-type: none"> ○ Learners will create their own small business with many actively working within a sustainability theme ○ New methods of supporting small business development for SEND graduates will be explored
<p>LSIP cross cutting theme – Digital curriculum development</p> <p>The College will continue to invest in developing its media suite to ensure that it meets industry standard as well as investing in technology to support the creative curriculum.</p>	<ul style="list-style-type: none"> ○ Increased engagement with the digital and media industry ○ Increase in or sustained high level of work outcomes into professions requiring digital skills
<p>Local and National SEND needs</p> <p>The College will increase provision for learners with complex needs requiring an independence curriculum. This will be achieved by developing the physical environment and the training of support staff within its CQC residential home. This will give greater support to the SEND community and the families that support learners and will also allow for an increase in respite. Respite is essential for many families to enjoy a quality of life and be physically and mentally fitter for work and life therefore it is important that this need is met.</p>	<ul style="list-style-type: none"> ○ New physical spaces with consideration to sensory needs created ○ Increased complexity of need demonstrated by high support ratios ○ A strategic review of the scope of respite services will be completed

Corporation Statement

On behalf of the Hereward College corporation, it is hereby confirmed that the plan as set out above reflects an agreed statement of purpose, aims and objectives as approved by the corporation at their meeting on 18th of May 2023.

The plan will be published on the college's website at the start of the new academic year and can be accessed from the following link: <https://www.hereward.ac.uk/about/policies/>

Acting Chair of Governors



C.J. Todd

Principal/Chief Executive and Accounting Officer



P. Cook MBE

Dated: 18th May 2023