

Derwen
College

Pathways and Programmes





Welcome to Derwen College



Being enrolled at Derwen College in Gobowen will help you prepare for adulthood whichever pathway or programme you choose.

We teach skills and work-based routines that will give you the best opportunity to access a variety of next steps, which may include paid work, voluntary work, local college or further training programme and supported living.

Our pathways are tailored to suit you whether you are looking for a full-time vocational route, or are not quite ready for a customer-facing programme.

Linked pathways are popular and effective for many of our students. By having access to two pathways, you gain a broader set of transferable work skills that you can apply when considering workplace opportunities.

As well as our vocational curriculum, you will also be taught independent living skills, as well as attend sessions around accessing the local community and travel training to further your independence.

We also offer a pre-vocational programme,

Learning for Life, for those young people who are not quite ready for a customer-facing environment.

Our Nurture programme is offered for students with complex learning disabilities (CLD) and profound and multiple learning disabilities (PMLD) and is available as a residential or day option.

Personal wellbeing is high on our priorities at Derwen College. We deliver a range of sessions to support positive mental health and wellbeing. These are led by student choice and interests. We also have quiet, sensory areas for if you need it.

Once you've completed your pathway, you might want to consider our Supported Internship programme.

Derwen College is dedicated, diverse and dynamic and will give you great opportunities to develop your social, emotional and wellbeing skills in preparation for adulthood.

All the pathways and programmes at Gobowen are available for both residential and day students.



A place of possibility

Tom's mum told us...



“A worry as a parent can be whether our young people will get the good care they would otherwise get at home.

Tom has physical disabilities which means that he requires more support than, perhaps, other students. Staff and carers at Derwen made sure that absolutely all areas were covered for Tom; his medicine in a safe in his room, an epilepsy monitor attached to the bed, switches in his room to help him ask for help, Makaton trained staff to mention but a few things.

The three years at Derwen College, with all its experiences, has set Tom up for a great adult life, living up to his potential as independently as possible. ”

Gobowen Campus

Available to residential and day students

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Overview

All students enrolled at our Gobowen campus will have access to:

Linked pathway options



Linked pathways are popular for many of our students.

Having two pathways – one main and one link – enables students to gain a broader, and diverse yet complementary set of skills that can be transferred to everyday life and the workplace.

Independence

This may include:

- Travel training
- Skills in the home, such as preparing and cooking food, laundry, hoovering
- Skills in the community, such as shopping, budgeting, personal safety

Sport, leisure and wellbeing

There is an extensive range of wellbeing activities at evenings and weekends for residential students. These include swimming, gym, football, Boccia, arts, karaoke, cinema, theatre and shopping trips.

Lots of special occasions are celebrated including prize-giving, prom, religious festivals, and events, which all students are invited to take part in.

Learner Voice and Student Union Board

Derwen College Student Council (SC) is affiliated to the National Union of Students. Each October, students vote for who they want to represent them on the SC Board.

There is one representative and one deputy representative from each pathway. Students learn how to communicate their likes, dislikes, and thoughts, and how to represent the opinions of other students to make Derwen College a special place for all learners.

Functional Skills

Functional Skills comprises of English, maths and ICT. It is delivered through small discrete groups and embedded into every aspect of the pathway. Functional skills are linked to vocational activities and everyday life.



Personal, social and health education (PSHE)

Learners take part in all of the following PSHE modules:

- Online safety
- Managing relationships
- Rights and cultures
- Drugs and alcohol awareness
- Moving on
- Relationships and sex education, including bespoke support for anyone who needs it.

Careers Education, Information, Advice and Guidance (CEIAG)

CEIAG is an integral part of the programme. Students on a vocational pathway take part in small group employability sessions. External guests, including Industry Champions, local business owners and ex-students, are also invited to talk to students about their experiences outside of college. Impartial CEIAG is also provided by a Careers Lead.



An extensive range of therapies, medical and wellbeing support is available, dependent on individual need.

Universal therapy provision

All students benefit from a highly skilled staff base, enabling a universal approach to developing independence in preparation for adulthood and transition post college.

Therapists' recommendations and advice can be given to ensure strategies are embedded through the day and needs are met throughout college.



Social, emotional and mental health support

To support our learners' social, emotional and mental health needs, the college has ELSAs (Emotional Literacy Support Assistant) available to support students' emotional needs and is available to all our students.

Clinical Psychology is available for a range of problems including: trauma related issues, emotional problems, anxiety, depression, interpersonal relationship problems and bereavement support.

Students can also spend time with the college therapy dog.



Direct therapy provision

For some students, additional direct therapy provision may be recommended to meet their needs. Direct therapy provision is individualised and specific to each student that requires it. Direct therapy requirements need to be identified in the student's EHCP/IDP and funded by the Local Authority. Our therapists may recommend additions/alterations to EHCP/IDP outcomes and changes to therapy provision during annual reviews.

Direct therapy provision may take the form of guidance, strategies and advice to the student and their key staff, provision of equipment, visual resources, group work or 1:1 support for a short period of therapeutic intervention.

A student's direct provision will be reviewed regularly, to ensure it meets their needs in the college environment. Therapy will be delivered in the most appropriate way to enable students to achieve their individual goals and outcomes.

Performing Arts

Vocational Pathway



Performing Arts students have the opportunity to explore a range of core skills, such as dance, music, drama, musical theatre, prop and scenery making and much more. Whatever your interest, there will be a role for you to take part and have fun with. Twice a year, students perform a show to members of the public and members of the college, which showcases their talents whether it be in front of, or behind, the stage.

Our students develop and enhance a range of skills such as: creative interests, imagination, problem solving, open mindedness, confidence and communication skills.

Work experience

As a Performing Arts student, you will enjoy many work experience opportunities:

- **Derwen On Tour** – or DOT as we call it – a sign, song and dance group who perform using Makaton. They perform at college and public events such as the Llangollen Eisteddfod.
- **Backstage Production** allows students to develop professional experience of the work that goes on before, during and after a performance.
- **DC Theatre** is our Theatre in Education performance group who create educational pieces of theatre to portray a particular message or raise awareness around a particular topic. Past themes have included bullying, recycling and kindness.
- **Derwen Dance Crew** (also known as DDC) is a street dance group, learning set street dance choreography to compete in a range of competitions both internally and externally.



Pre-entry requirements

- Education, Health and Care Plan (EHCP) (England) or Individual Development Plan (IDP) (Wales)
- Students aged 16–25
- Derwen College able to meet need

Typical outcomes

- Vocational qualification up to Level 1
- Functional Skills qualification up to Level 2
- Subject-specific qualifications; such as BTEC in Vocational Study Entry Level 3 / Level 1
- Experience in:
 - > internal and external workplaces
 - > local and national dance competitions
 - > community and national performance events



Possible next steps after college

- Paid work
- Voluntary work
- Local college or training programme
- Supported living



“I can be an actor or a dancer and have another job too, lots of actors have two jobs”

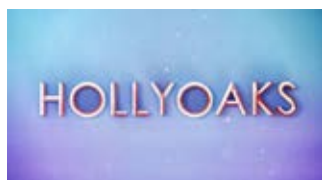
Ben Moore-Hill

Experience

Since leaving college I have been doing lots of different things to try and keep busy. I have had a successful audition for Hollyoaks and will be working with them in the future. Also, I auditioned in London for a Britain's Got Talent sponsor advert with McVitie's and was successful.

I attend a drama school every week for a few hours. I have also kept my links with Identity School of Dance and I attend some of their workshop days.

I have paid part-time employment in Dunelm. I travel independently on the bus. I also have a personal trainer and we spend a lot of the time in the gym.



My time at Derwen College

Derwen College helped me focus and follow my dreams. It helped me to get better at communicating and being good at performing.

I loved being in Derwen On Tour with my favourite teachers. And I also liked being a Dance Assistant at Identity School of Dance, it was so cool.

I miss college so much.

My advice to Performing Arts students

Be confident and strong and try your best at getting new jobs in Performing Arts.

I am confident now and don't get nervous.

Horticulture

Vocational Pathway



Ideal for those who like being hands-on, outside in the fresh air, and doing physical work, students learn through a mix of theory and hands-on practical tasks.

Based in the Derwen College Garden Centre area, you will learn how to identify different plants and what they need to survive and grow. You will learn about the different types of soil and their uses, along with how to weed and maintain garden beds, pot plants and create attractive displays. You will need to be comfortable wearing protective clothing including steel toe-capped boots, and you will be taught how to safely use a variety of gardening tools.

Work experience

As well as the Garden Centre, there are a variety of greenhouses and a Walled Garden where you will be able to learn and develop your skills. Our students get involved in a range of seasonal projects, whether it's growing seeds and plants and hanging baskets ready for summer, pruning trees and bushes in the autumn, or creating wreaths for Christmas.

There are many external projects to get involved with too. For example, the local park in Oswestry engaged our Horticulture students to provide and plant the flower beds ready for the Jubilee celebrations.

Our students also work in the Garden Centre shop, where they serve customers, organise and replenish Garden Centre stock.

Possible next steps after college

- Paid work
- Voluntary work
- Local college or training programme
- Supported living



Pre-entry requirements

- Education, Health and Care Plan (EHCP) (England) or Individual Development Plan (IDP) (Wales)
- Students aged 16–25
- Derwen College able to meet need

Typical outcomes

- Vocational qualification up to Level 1
- Functional Skills qualification up to Level 2
- Subject-specific qualifications; such as Agored Cymru Entry Level Award in Exploring Horticulture
- Experience in/of:
 - > internal and external workplaces
 - > local and national competitions
 - > community and national events





"I like having my own money. I like to spend money on going on holiday somewhere sunny like Portugal. I also like to spoil our cat Scruffy."

Ben Aston

Experience

Ben, from Sutton Coldfield, is a 25-year-old former Horticulture student who has transferred the skills he learnt at Derwen College to achieve full time employment.

Ben now works in the construction industry at a tarmacking depot and is really enjoying it. His typical day involves getting up at 5.30am in the morning to be at work for 7.

Ben lives at home with his parents and told us how much he enjoys having a job and making new friends. He travels to work alone by bus to site. He works full-time (40 hours per week). The best thing about his job, he says, is the wages!



Ben's time at Derwen College

Ben, who is autistic, was a dedicated and hard-working student who learnt independence skills, including travel training at Derwen College. He progressed to living in one of the college's student bungalows, where students have less direct staff support, and have their own key to come and go as they please.

Ben says: "I loved my time at Derwen. I liked working in the Garden Centre and spending time with friends in the Student Union."

Ben's mum says...

"Ben is doing so well. His employers have been so accommodating and have taken his needs into account in everything they have done. I realise how lucky he is."

He works hard and loves his job. Without Derwen he wouldn't be half the person he is."

Retail and Enterprise

Vocational Pathway



Our Retail and Enterprise Pathway will teach you all about money handling, stock control, visual merchandising and, of course, customer service. You will also develop your communication and presentation skills whilst gaining work experience in our retail outlets.

Some of the skills you will learn include: customer service, checking till floats and cashing up after trading. Students learn to use different office equipment and tills, as well as stock control and rotation, and will learn marketing skills such as visual merchandising.

We have an online shop and an eBay shop where you can be involved with setting up listings and managing online sales.



Pre-entry requirements

- Education, Health and Care Plan (EHCP) (England) or Individual Development Plan (IDP) (Wales)
- Students aged 16–25
- Derwen College able to meet need

Work experience

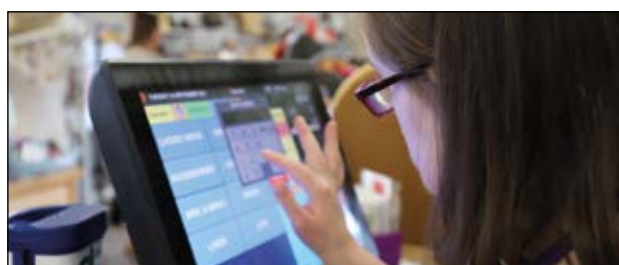
We have a number of public-facing outlets where our students gain valuable work skills and experience. These include a Garden Centre and Gift Shop where we sell gifts for the home, greeting cards, items made by local artists, food items, and, of course, plants. We pride ourselves on seasonal displays and, at Christmas time, we sell hampers with our Derwen-made jams and chutneys for people to buy as gifts.

The popular Vintage Advantage Charity Shop also provides work experience for students who sort and steam donated items, put displays together in the shop and online, and process sales and help customers.

As students become more confident on site, we have a good network of local businesses that provide students with weekly external work placements, for example local charity shops, Spar and Co-op. Students also sell Derwen produce at the weekly Oswestry Market.

Typical outcomes

- Vocational qualification up to Level 1
- Functional Skills qualification up to Level 2
- Subject-specific qualifications; such as BTEC in Vocational Study, Entry Level 3 / Level 1
- Experience in:
 - > internal and external workplaces
 - > local and national competitions
 - > community and national events



Possible next steps after college

- Paid work
- Voluntary work
- Local college or training programme
- Supported living



"I would recommend Derwen College to others and I learnt a lot and had a lot of fun, but most of all, it got me ready for work!"

Mark Williams

Experience

I worked at Coed-y-Dinas as a work experience placement at Derwen. I impressed the team there so much that I was offered employment after college. I work two days a week. My day starts at 8.30am and ends at 5.30pm. I enjoy putting the garden furniture together, and working with tools and machinery. At Christmas, I loved selling Christmas trees.

At the moment, I am still living at home with Mum and Dad, cooking some nights, doing my washing, and cleaning my bedroom and bathroom. We've got a new air fryer so I've been trying out new recipes using that. Next year, I am moving into a shared house in Welshpool with other young people.



My time at Derwen College

At college, I learnt to live more independently. I lived with friends in one of the college's bungalows.

I went to Lego therapy sessions and liked sports such as indoor cricket. I had external work placements at Nightingales charity shop and the Spar at Llanfyllin.

What Mark's parents say

We feel Mark had the best positive experience at Derwen. He improved his independence skills and also grew emotionally, particularly in his abilities to resolve problems and issues himself, without our input.

We have no hesitation in recommending Derwen College to other families.

Hospitality and Food

Vocational Pathway



The Hospitality and Food Pathway includes the whole range of hospitality opportunities, including: meeting, greeting and serving customers and guests; housekeeping; preparing and making food; and cleaning down in the kitchens – all to industry standards.

Students are taught skills which enable them to work in internal and external work placements to develop and practise in real work settings. Students in these areas are proud to wear a uniform of black and whites.

Work experience

We have our own on-site work experience placements – The Orangery Restaurant, Walled Garden Café and Hotel 751 (a training hotel that looks just like a Premier Inn), all of which are open to external customers. We also run a small café at the local train station.

Work in Hotel 751 is supported by use of an award-winning app, developed by Derwen College. Students can use the app to help them meet the required industry standards.

We also sell our produce, including jams, chutneys, bread and cakes at local markets.

We have strong links with lots of external placements including local pubs, cafes and restaurants and national chains such as Premier Inn and McDonalds.



Pre-entry requirements

- Education, Health and Care Plan (EHCP) (England) or Individual Development Plan (IDP) (Wales)
- Students aged 16–25
- Derwen College able to meet need

Typical outcomes

- Vocational Qualification up to Level 1
- Functional Skills Qualification up to Level 2
- Subject-specific qualifications; such as Food Hygiene Awareness Level 1
- Experience in:
 - > internal and external workplaces
 - > local and national competitions
 - > community and national events



Possible next steps after college

- Paid work
- Voluntary work
- Local college or training programme
- Supported living



"I learnt a lot at Derwen and it has given me the confidence to be successful in my new job. And I am having fantastic time at work."

William Chapple

Experience

William, from Suffolk, is a former Hospitality and Food student who is putting the skills he learnt at Derwen College to good use with paid employment at a local hotel.

William now works in the hospitality industry at a hotel in Lavenham, where he serves customers with teas, coffee and food.

The skills William developed at Derwen College allowed him to access a catering course at a mainstream college in his home area. This led to paid employment as a Food and Beverage Assistant at a four-star hotel in Aldeburgh.



William's time at Derwen

William – who has moderate learning difficulties and speech, language and communication needs – enjoyed work placements at Derwen Marketplace, the college's customer-facing outlet, including at the Orangery Restaurant and Food Centre. Once his skills progressed, he moved to off-site work placements.

William says, "I did work experience at Premier Inn in Oswestry, doing housekeeping, and in Shrewsbury waiting-on in the restaurant. I also worked at Moreton Hall School doing food preparation."

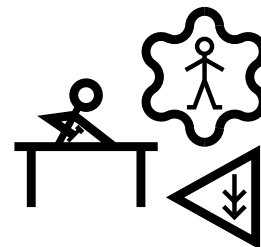
My great news

In November 2023 William started work experience at a hotel in Lavenham.

In June 2024 William says "I found out that I now have a proper job at the hotel which I am really pleased about."

Learning for Life

Programme



Learning for Life is a fun programme tailored to meet the needs of individual learners who require that little bit of extra support. This could be additional support with communication, personal development, interaction, teamwork, problem solving or self-regulation skills.

Learning for Life has been specially designed for young people who may not be ready for a full-time vocational pathway. Once completed, our learners may choose to progress to a vocational pathway.

Work experience

Some learners will progress to a vocational pathway and be part of DC Workforce, which is our Learning for Life work experience placement. They will access work experience linked to their vocational pathway.

Typical outcomes

- Core development of softer skills to support lifelong learning, including communication, interaction and positive choices.
- Possible progress towards a vocational pathway.
- Vocational qualification up to Entry Level 2 (if appropriate).



Pre-entry requirements

- Education, Health and Care Plan (EHCP) (England) or Individual Development Plan (IDP) (Wales)
- Students aged 16–25
- Derwen College able to meet need

Possible next steps after college

- Voluntary work
- Local college or training programme
- Supported living





Tom's independence has grown immeasurably by simply being exposed to a great variety of experiences in a supportive setting

Experience

Tom was a student on the Learning for Life programme with Hospitality and Food as a linked Pathway.

As part of his pathway training, Tom accessed internal work experience placements, which were built into his timetable. These included TipTop Takeout, Hotel 751, and The Orangery Restaurant. Tom loved his time at TipTop: an internal takeaway service designed to enable students like Tom to fully engage with food preparation.

The Speech and Language Therapy team (SALT) created a grid player (communication board) which allowed Tom to communicate more closely with those around him. Tom was able to use the device to great effect in all areas of his life: with family, in his residence at work placements and on transport.

As Tom's self-reliance and confidence grew, he wanted more independent responsibilities, including the ability to hang up his own clothes in his room. The college's occupational therapy team installed a wheelchair accessible rail in Tom's room. As a result, Tom was able to be completely independent in managing his own laundry.

Tom Crone

My time at Derwen College

Tom, who has Quadriplegic Cerebral Palsy and severe learning disabilities, graduated from Derwen College in 2024. He enjoyed external work experience at Moreton Hall School where he was able to apply all the skills he learned at college.

Following college, Tom arranged to work in the Hub Café, Newport, and, together with his mum, Tom is exploring supported living options so that he can continue his personal development after college.

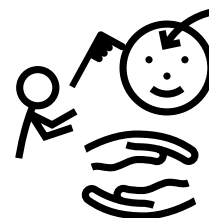
What Tom's mum thinks

Tom has truly thrived as a student at Derwen College! Having spent three years in a nurturing and inclusive environment, he is now a confident young man, happy to chat with people using his voice. He has learnt that using his charm and winning personality to start interacting with people is a great superpower.

He has loved the social aspect of being a residential student, learnt to take responsibility for his laundry and tidiness, enjoyed helping others, has made lots of friendships, worked hard, and thrived on succeeding in his tasks.

Nurture

Programme



The Nurture programme is a bespoke two-year course aimed at supporting young people with Complex and Profound and Multiple Learning Disability (CLD and PMLD) to transition from school to adult life. The programme is personalised to bridge the gap between the student's individual starting point and their chosen destination.

The curriculum is broken down into four core areas to support this development. These areas are developed in line with the Preparing for Adulthood themes (independent living, friends, relationships and community, employment, and good health) to enhance the students' quality of life (communication, independence, wellbeing, future).

Curriculum

- **Independence** – students will develop skills to be able to interact with the world with less support. Students will develop skills to be more actively involved in activities at home and in the community, and make progress towards being able to self-occupy and engage in activities related to the world of work.
- **Social interaction and wellbeing** – to be a part of things and engage more actively with peers, staff and unfamiliar people. Promoting quality of life through emotional and physical wellbeing, supported by necessary therapies.
- **Communication** – developing the ability to understand and express information. Increasing opportunities for choice-making and self-determination. Increasing understanding of communication resources to maximise the potential of these skills.
- **Cognition and learning** – increasing awareness and understanding of the world and develop the skills to interact with and explore it. Increasing sensory development.

Typical outcomes and possible next steps

Students will gain the knowledge and understanding they need to succeed in their chosen destination beyond college. This may include:

- **Supported living** – young people being more independent in their own home; having choice and control over their own living environment; being able to tolerate and share with housemates who may also have high needs; contribute to a shared living environment.
- **Coping with new environments** – learning to be confident in a much wider range of community facilities and with a wider range of people.
- **Increased spontaneity** – coping with increased change as activities may no longer take place in a single environment (i.e. school or college) but at different activity bases each day.
- **Experience of work and increased engagement in the community** – engaging in activities that can provide stimulating occupation and contribution to the community.

Pre-entry requirements

- Education, Health and Care Plan (EHCP) (England) or Individual Development Plan (IDP) (Wales)
- Students aged 16–25
- Derwen College able to meet need

The Nurture programme is focused on students working at an early level of communication and cognition. Learners may be very sensory and will often have high support needs.

Timetabled sessions

Timetables are flexible and responsive to meet individual needs, they are also themed around cultural and real-world situations. Sessions can include: communication and interaction, gardening, sensory exploration, PSHE, community engagement, games and exercise, cooking and kitchen skills, sensory art, music and movement and experiencing the world of work.

Learner Voice and Student Union Board

The majority of Nurture students are working at a communication level in the 'here and now' or in immediate anticipation of things they can see. Staff support the Learner Voice by observing and recording the student's response to the things they encounter or engage with in order to repeat enjoyable experiences in the future.

Choice making is facilitated using actual objects, objects of reference, pictures and symbols, depending on the student's personal communication preferences.

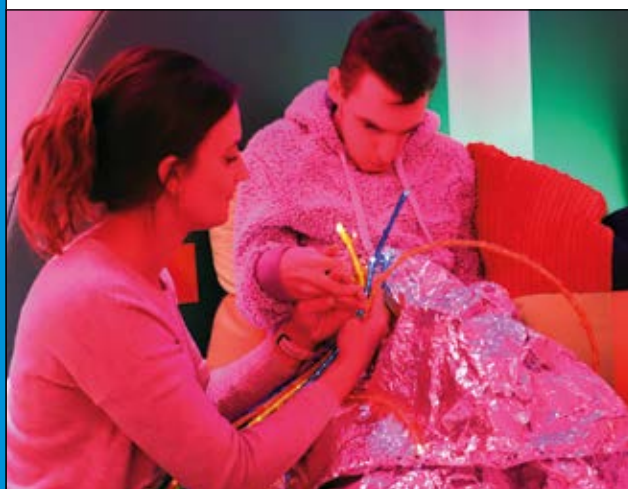
Students attend the Student Council Board and present their views, which may include presenting the responses the students have given to activities and events, as recorded by staff.



Therapies within Nurture

Physiotherapy, Occupational Therapy and Speech and Language Therapy are integrated throughout the timetable to ensure good health.

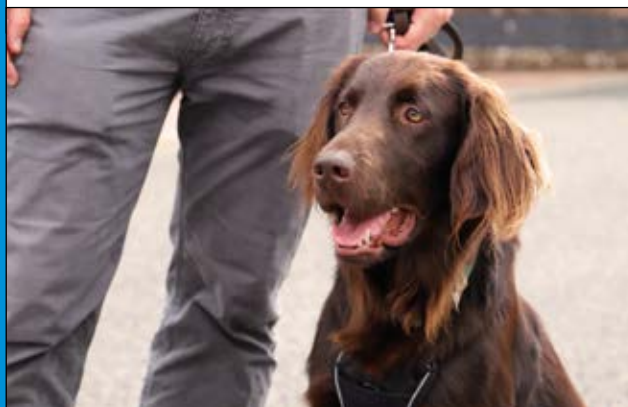
Specialist therapy staff work in the classroom, alongside education staff, to provide therapies within the teaching and learning activities, and support education staff to develop the skills to continue therapy practices across the timetable.



Students may access a 1:1 session if this is also beneficial. All students have access to the hydrotherapy pool on a weekly basis.

Speech and language therapists support educational staff in the use of widely recognised communication strategies including Makaton, objects of reference, TaSSEls, Intensive Interaction or symbol/picture support, where these strategies are suitable for the individual student.

The students may also have time to spend with Teddy the college therapy dog.





Jake's story

Jake, aged 19, was a day student on the college's Nurture Programme. He had cerebral palsy and profound complex disability and was non-verbal, using eye gaze technology and other methods to aid communication. He used a wheelchair, hoists and standing frame to aid his mobility.

For Jake, the Nurture programme was a stepping stone from school to adulthood. Outcome goals were to support him to build skills to be more spontaneous, able to function in different settings, and with different people, take responsibility for decisions, and rely less on carers in the future.

Jake was always a confident and sociable student. However, he did demonstrate some anxieties, when he first started college, especially when being fed via his gastronomy PEG (feeding tube) and receiving medical care from unfamiliar staff.

The Nurture team used a Total Communication approach, consistently using a number of

communication modes, signs, visual aids, and music while acknowledging and interpreting Jake's non-verbal communication (body language, gestures and signs).

Ensuring that Jake was communicated with, and 'listened-to' at every part of every process helped him to become more relaxed when receiving care from a range of staff, and show confidence in these situations.

Jake learnt to differentiate his communication styles, so staff could tell the difference between Jake communicating general anxiety over receiving medical support, and any pain he may have felt. This meant that staff could differentiate the support they gave Jake to enhance his quality of life and good health.

Jake also developed his physical health through physiotherapy and hydrotherapy, including the use of his standing frame and exercises incorporated into sessions.

Using bespoke 3D printed 'grips' enabled Jake to hold a wide variety of items, such as kitchen



utensils, paint brushes, drum sticks, sensory equipment, at an angle where he could use the item independently in a manner that was comfortable for his hand position. This reduced the amount of direct hand-over-hand support he needed to engage in activities, increasing his independence and self-esteem in being able to do things by himself.

Jake came to college with an eye-gaze device which he was using inconsistently. He was also shying away from using it as he deemed it 'work'. Staff found practical situations to use his eye-gaze device that created fun effects including controlling his environment via an 'Alexa' enabled device or to play jokes to familiar staff. Jake's 'work' became invisible as he gained confidence and interested in using the technology. Staff also sought opportunities to build Jake's self-esteem while using his eye-gaze, such as playing a song for someone else, thus not only increasing his independence but also his social interaction and wellbeing.

Jake's use of his eye-gaze enabled him to communicate meaningfully in Student

Council Board meetings where he was the representative for Nurture.

Jake gained confidence in meetings by being more physically relaxed and thus able to use his eye-gaze to play messages that staff supported him to construct. Jake was fully included in the Student Council and was particularly effective in ensuring that areas of college are accessible to wheelchair users. He raised awareness of high kerbs across campus, and inaccessible gates in our Woodland Walk.

Bev Simmonds, Nurture Programme Lead, says: "It's important that young people with profound and multiple learning disabilities learn the flexibility and confidence to take their place in society as adults. Making meaningful decisions about their lives builds self-esteem and independence. Jake very quickly gained confidence around unfamiliar staff and students, making sure he was heard. We're very proud of how he has embraced this vital springboard into adult life."



Supported Internship

The core aim of a Supported Internship study programme is to undertake substantial work placements and to prepare young people with SEND into paid work. The Internship is up to one academic year. Interns are supported by a dedicated job coach, whose support will taper off as the intern becomes more familiar and independent within their role.

The intern must have developed 'work ready' skills, have a willingness to work, and live in Shropshire.

Work placements

The work placements make up 70% of the programme. These placements will be external and during this time the interns will build on their portfolio of work.

College days

The intern will spend 30% of their time at college, working towards a qualification in their chosen vocation, core functional and employability skills.



Pre-entry requirements

- Education, Health and Care Plan (EHCP) (England)
- Students aged 16–25
- Derwen College able to meet need

Typical outcomes

The aim of the Supported Internship is to support our interns into paid or voluntary employment after college.

The intern will also be offered guidance about agencies that can offer further support in the future.

Careers Education, Information, Advice and Guidance (CEIAG)

CEIAG is an integral part of the programme. External guests, including Industry Champions, local business owners and ex-students, are invited to talk to students about their experiences outside of college. Impartial CEIAG is also provided by an external Careers Lead.



Mary's mum told us...



Derwen was the perfect placement for Mary. She has been transformed from a quiet and shy young girl to a confident young lady now able and willing to throw herself at any challenges that come her way.

Her reading and writing improved immeasurably (she can now read the time even on clocks with no numbers!), and she has learnt so many work-related skills that she was secured a Supported Internship at MENCAP (only offered to students who they are confident will be able to work independently after a one-year placement); and she is moving to a Supported Living Scheme where she will be able to practice and continue to develop the independent living skills she learned whilst at Derwen because she is now so confident in her abilities.



Anna Redding

My Supported Internship at Derwen College





External work placements

- Identity School of Dance
- Derwen Dance Crew
- Gobowen Playgroup
- Rocking Horse Media
- Development Researcher – finding famous actors who come to college and speak to Performing Arts students

Work at college

- Derwen on Tour
- DC NarraTours
- Performance production
- Qualification – BTEC Level 1 Introductory in Vocational Studies
- Employability skills
- Functional skills
- Portfolio building

Outcome

-  Fun House paid work – party entertainer
-  Identity School of Dance paid and voluntary work – dance instructor
-  Rocking Horse Media voluntary work – actor and runner
-  Gobowen panto – Actor

What I enjoyed most

...bringing people into college, working at Identity School of Dance, spending time with the job coaches and having banter with Neil about getting his dancing shoes on!

What I would say to the next interns: know what you want at your placement.



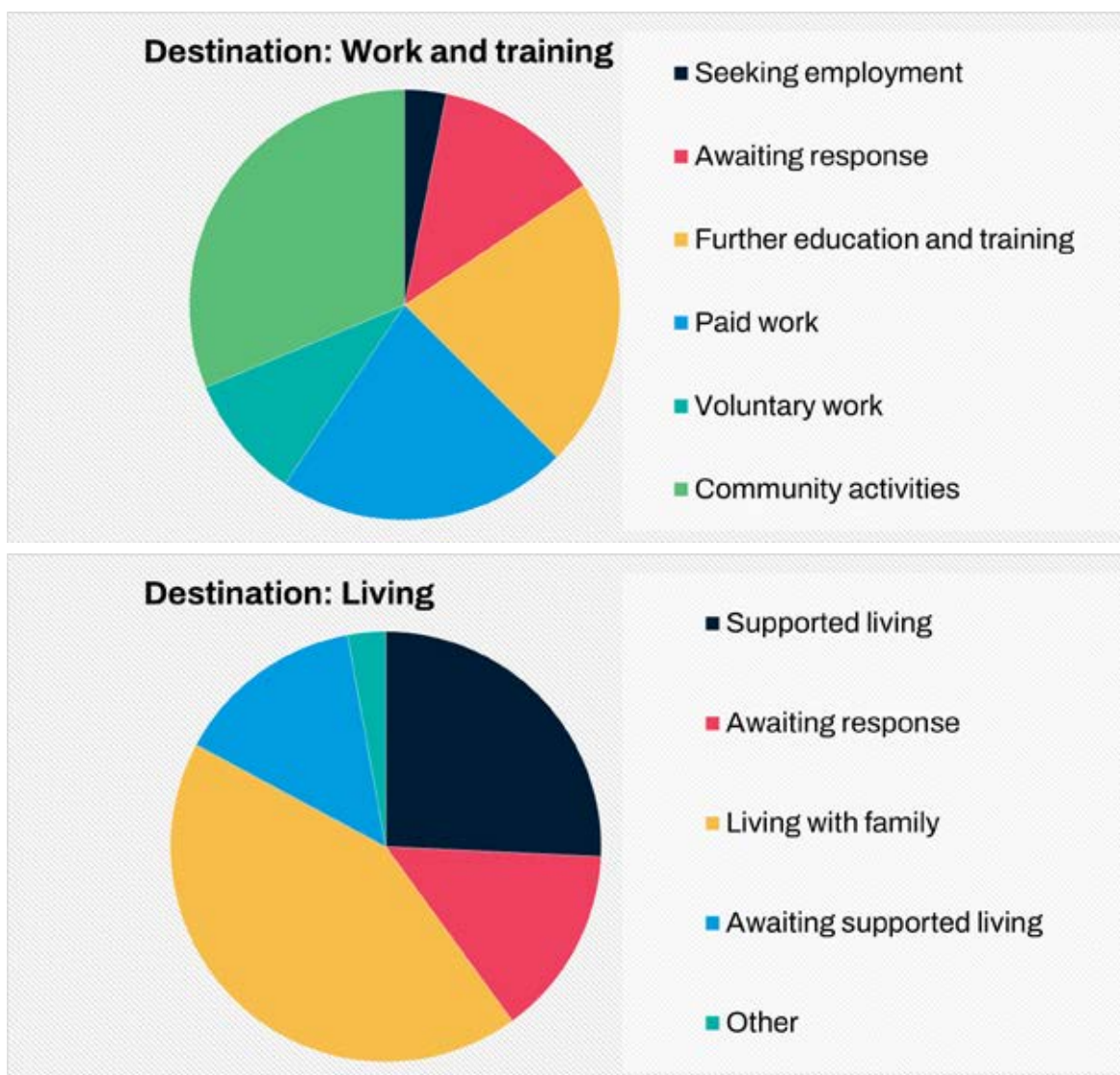
We work with our young people to support them to achieve what they want to, and challenge them to do more.

Our main campus is in Gobowen, and our three satellite campuses can be found across Shropshire.

- **Gobowen (Main Campus)**
(Residential & Day students)
- **Telford (Day students)**
- **Ludlow (Day students)**
- **Walford (Day students)**

Destinations

During your time at Derwen College, you will be supported to explore your future options. We are very proud that our student outcomes far exceed the national average for young people with SEND going into work. Our 2022–23 Gobowen graduates have, so far, gone on to achieve the following.





Ready to apply?



We have an amazing team here at **Derwen College**, and they're all waiting to support you through this next stage of your education and learning.

For further information on any of our pathways or programmes, contact our friendly admissions team on:

 admissions@derwen.ac.uk
 01691 661234 Ext 401

Visit our website for information on open days and other events. Did you know we also have a virtual tour? Drop in and have a look around!

www.derwen.ac.uk



**National
Autistic
Society**

**Autism Specialist
Award
2022**



Derwen Marketplace

Located at Derwen College's main campus in Gobowen, the marketplace offers our students fabulous real-life work experience opportunities.

Our garden centre offers a wide variety of plants, shrubs and trees, along with advice and tips on care and planting.

Our gift shop sells a range of seeds, greeting cards and bespoke, local artisanal gift items, alongside Derwen-made jams, chutneys and local honey.

Garden Centre ~ and ~ Gift Shop



the Orangery



Located in the beautiful Georgian house, originally purchased for Agnes Hunt's rehabilitation centre, The Orangery Restaurant serves as a training restaurant for our Hospitality and Food students, offering quality meals for our customers.

Relax in the warm, friendly atmosphere for morning coffee, light lunches or afternoon snacks at the Walled Garden Café. During the warmer months, you can also enjoy our outside seating area, and children's play area, as well as enjoying a stroll through our award-winning Walled Garden.

Walled Garden Café



The Vintage Advantage



Derwen College's award-winning charity shop offers shoppers a range of pre-loved bargains. Our customers enjoy browsing and buying stylish clothing and accessories, homewares and books, whilst our students gain valuable skills working in retail.



Which pathway or programme will be right for you?

We are definitely not one-size-fits-all! At Derwen College, we tailor our pathways and programmes to fit individual student needs to best prepare them for adulthood and independent living.



**Derwen
College**

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Whittington Road
Gobowen
Shropshire
SY11 3JA

Derwen College Ludlow
8–9 The Business Quarter
Eco Park Road
Ludlow
SY8 1FD

Derwen College Telford
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Telford
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