



# Coleg Elidyr Prospectus

A Specialist Residential Further Education College



“

When our son started at Coleg Elidyr we felt we had reached our limits – we needed help to move him forwards. He has achieved so much this year, far more than we could ever have imagined.

”



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“  
This is a life  
changing and  
life-enhancing  
place for our  
young people.  
”

# Overview

Welcome to Coleg Elidyr, part of Elidyr Communities Trust. We are a residential specialist college of further education and training. We provide inclusive environments and specialist support for young people with autism, learning difficulties and disabilities. Our mission is to enable young people to develop their knowledge and skills to reach their full potential, while living and working in a community.



Judged as 'Excellent' by Estyn (2019), in all five of its inspection areas, Coleg Elidyr is increasingly acclaimed as a high-quality and specialist further education and training provider. We have been formally accredited by the National Autistic Society and in 2019 achieved their 'Advanced Accreditation' status.

“  
Teaching at the college provides  
learners with highly stimulating  
experiences that help them to engage  
fully in their learning and make  
exceptional progress.  
”

Inspection Area	Judgement
Standards	EXCELLENT
Well-being and attitudes to learning	EXCELLENT
Teaching and learning experiences	EXCELLENT
Care, support and guidance	EXCELLENT
Leadership and management	EXCELLENT

Estyn, Her Majesty's Inspectorate for Education & Training in Wales  
[www.estyn.gov.uk](http://www.estyn.gov.uk)







As a residential college, opportunities and support for learning and personal development span daily timetabled sessions and living spaces. We provide learners with exceptionally high levels of care, support and guidance. A 24/7 approach to our curriculum means that no opportunity to consolidate learning is missed.

A broad and balanced curriculum inspires, challenges and safeguards all our learners to become:

- **Successful learners**  
who enjoy learning, are resourceful and able to solve problems.
- **Confident individuals**  
who have a sense of self-worth and can live safe, healthy and fulfilling lives.
- **Responsible citizens**  
who respect others and make positive contributions to society.

Our curriculum is inspired by the educational and social philosophies of Rudolf Steiner and Karl König. It is broad and based on the premise that through multi-sensory activities, wellbeing is enhanced, and opportunities for personal growth are increased. We emphasise experiential, practical learning through a blend of land and craft related activities and work experiences. We want all learners to be best-prepared for their post college lives so we're developing digital literacy skills alongside individuals' abilities to self-advocate and to better understand themselves and others.



In doing so we are committed to ensuring:

- staff understanding of how autism and specific learning difficulties and disabilities affect learning;
- equal access and inclusion;
- high levels of learner involvement;
- appropriate levels of expectation and challenge;
- outcome-driven and destination-led curriculum planning.

# Total Communication

College life is underpinned by our commitment to a total communication environment. This ensures all learners and residents are given every opportunity to understand and to be understood.

Typically, over half of our learners have autism and a further 20% present with autistic traits. All have communication difficulties and many experience sensory processing difficulties and challenges in dealing with both unanticipated change and transitions.

Total communication combines speaking, signing and physical resources together. Signs are always used to support verbal communication and a breadth of other tools are tailored to individuals' needs.

Total communication supports the communication of basic wants and needs and enables individuals to become less dependent on others. It facilitates inclusion through structure and routine to avoid frustration and anxiety. It also provides opportunities for social interactions and supports individuals in managing transitions.

The college's total communication approach means that no learner is excluded from daily formal and informal interactions across the college.

We also have all staff complete an externally validated signing course for people with learning difficulties and disabilities. We have a dedicated Therapy & Total Communication Co-ordinator who works across care and education environments to ensure consistency.

“

**To see a young person grow in confidence and have pride in their achievements is amazing. Working here I had the privilege to get to know some amazing and inspirational people.**

”





# Therapeutic Support

We work hard to ensure that learners' therapeutic needs are met through their daily activities to ensure they are happy, healthy and open to learning. Therapists specialising in speech and language, total communication, occupational therapy and behaviour support are based on the college site.

Our Therapy Team provide a combination of one to one and group support to our learners and staff.

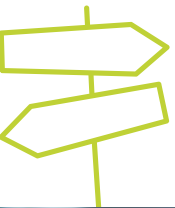


## Multi-Sensory Therapeutic Learning

We recognise that activities that engage the senses like woodwork and weaving are rhythmical and calming. We know that this reduces anxieties and opens doors to learning and new experiences. They also strengthen communication development and help build trusting relationships.



# Work-Related Learning



As part of our work in best-preparing learners for their post-college adult lives, we make sure we understand individuals' aspirations and interests.

All learners can expect to engage in a breadth of work experience opportunities and/or placements. Taster sessions and work experiences within the college provide a stepping stone prior to external work placements. Typically, this could be learning about retail in our shop, or working on our small holding. Some learners gain valuable office skills by work experience in our Reception Office.

We benefit from the ongoing support of a wide range and ever-growing group of local employers and organisations who offer work experience opportunities. Learners with an interest in land and animal-based work are able to take up placements with the National Botanic Garden of Wales, Aberglasney House and Gardens, Llust Pony Trust and Many Tears Animal Rescue Centre.

For other learners with an interest in hospitality, retail and catering, further local employers include Llandovery Cooperative Supermarket, Debenhams in Carmarthen, Llandovery Station Café and Red Cross shop, all of whom provide invaluable opportunities for students to increase their experience, knowledge and skills.



## Progress & Achievements

All learners regardless of the challenges they face can take part in the Duke of Edinburgh's Award scheme.

Accredited learning units, awards and qualifications support the achievement of overarching and personalised targets and goals. We know that the progress and achievements of young people with complex needs is not always best represented by awards and qualifications. As such we have our own robust progress monitoring and processes that allow learners and stakeholders to see the progress individuals make.

Formal interim and end of year reports are sent to young people, their parents and other stakeholders in December and June of each academic year.



# Placements

All curriculum offers at Coleg Elidyr are residential. We have two options, the Foundation Education Programme and the Skills for Life Programme. Both programmes are person-centred and are able to accommodate requirements and learning outcomes stipulated in Education and Health Care Plans (EHCPs) and Individual Development Plans (IDPs).



## Foundation Education Programme

This programme seeks to build skills, maximise well-being and improve long-term life chances. Everything we do is designed to monitor and progress ability in seven key learning areas. The seven areas that form the basis of Individual Learning Plans (ILPs) are:

1. Citizenship
2. Digital Literacy
3. Essential Skills (numeracy & literacy)
4. Health & Wellbeing
5. Household Skills
6. Independent Learning Skills
7. Self Advocacy



### Citizenship

Personal development and citizenship helps learners to understand themselves and others. It supports learners to:

- see the college as a community in which they are active members;
- develop understanding of sexual development;
- develop a positive self-image;
- develop emotional maturity;
- gain meaningful access to the wider community;
- engage in the Duke of Edinburgh's Award scheme.

Subjects covered vary according to the individual needs and aptitudes. The PDC curriculum is provided through a combination of timetabled sessions, residential house activities, college cultural events and wider community engagement.



### Digital Literacy

Tutors across the college support the development of individuals' digital literacy. A dedicated ICT Co-ordinator ensures all learners understand the importance of keeping safe online and a dedicated ICT suite ensures all learners have the opportunity to build their skills, knowledge and understanding of using technology for learning and communicating.





## Essential Skills (numeracy & literacy)

We seek to develop individuals' essential skills through purposeful engagement in meaningful activities. For individual learners this means that we:

- identify areas of development for all learners in essential skills;
- plan, monitor and evaluate learners' progress and development;
- encourage enjoyment of literacy and numeracy;
- Seek never to miss an opportunity across the 24 hr curriculum to practise skills and consolidate understanding.

## Household Skills

Across the college's 24 hour curriculum, all learners are supported to develop their:

- understanding of personal and shared responsibilities;
- confidence in their own abilities;
- ability to work co-operatively with peers;
- understanding and ability to complete a range of household tasks.

## Health & Wellbeing

We're promoting responsible attitudes towards healthy lifestyles by:

- developing learner understanding of the importance of healthy eating;
- providing opportunities for the development of physical fitness;
- promoting understanding of the importance of personal interests for longer-term wellbeing;
- providing opportunities for the development of social skills.

## Independent Learning Skills

We know the importance of ensuring our learners can take the skills they learn at Coleg Elidyr into their post-college adult lives and that applying skills in different contexts can often be a challenge. We therefore focus on developing our learners' abilities to transfer their skills in different environments, solve problems, reflect on progress made and plan future steps.

## Self Advocacy

Developing learners' abilities to self-advocate is at the heart of the learner experience where making choices, expressing preferences and planning for the future are key. Over the duration of their programme, learners develop a personalised 'self advocacy plan' that ensures everyone is clear about individuals' achievements and post-college aspirations.



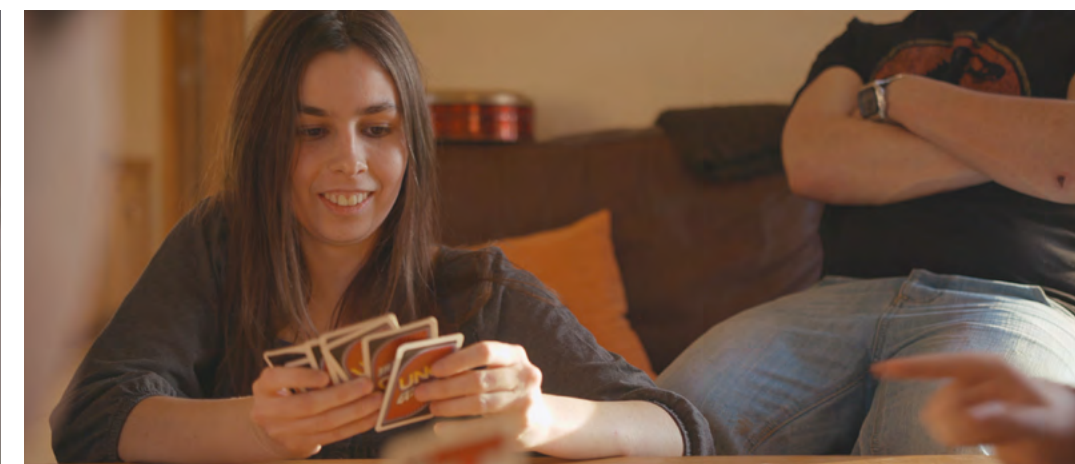
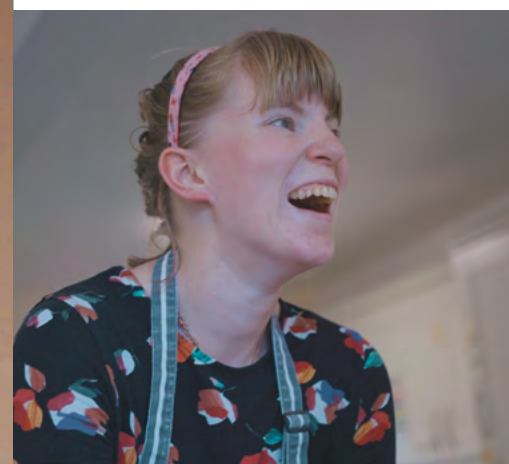
## Curriculum Areas

### Retail

The on-site shop provides learners with a breadth of opportunities to develop real-life skills in a working environment. In addition to selling day to day consumables to learners, residents, staff and visitors, the shop provides provisions for our six residential houses.

Here learners focus on the development of key skills including literacy, numeracy and social skills as well as vocational learning in such areas as stock rotation and food hygiene.

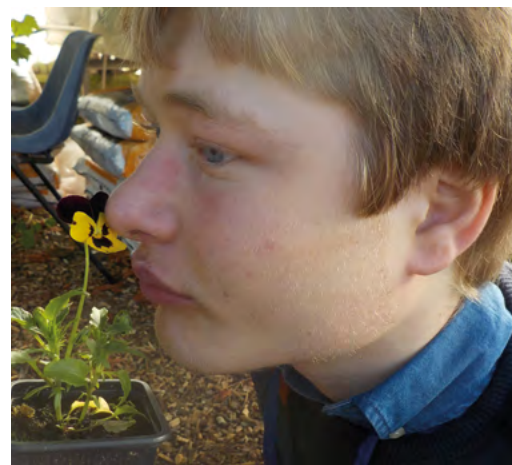
“My son is always very keen to return to Coleg Elidyr after a break with us, this says it all! Coleg Elidyr has been fantastic for him.”





## Land

Connecting learners to the natural world, our unique site provides a safe and diverse land related learning experience. As each season gives way to another, proximity to the land provides reassurance and predictability contributing to the development of self-confidence and awareness. Whether it is weighing out animal feed, ensuring animal welfare, working on the estate or cultivating herbs and vegetables in our kitchen garden, learners are provided with purposeful real world living and learning opportunities.



## Craft

We have specific expertise in understanding the therapeutic benefits of craft as a vehicle for wider learning. The traditional crafts of weaving, green woodwork and carpentry are offered alongside print making, candle and soap making. The processes and rhythm associated with the creation of craft objects reduces anxieties and sensory overloads. Often, the nature of these activities provides reassurance and predictability to build learners' confidence in their environments. As wellbeing and self-assurance grows so does receptiveness to learning. Engagement in craft also provides indirect opportunities for purposeful interactions.

Many learners have difficulties with fine motor skills. Craft activities improve gross and fine motor skills and increase attention and focus. They also enhance hand to eye co-ordination and individuals' ability to use both hands simultaneously.



# Skills for Life



The Skills for Life Programme is a progression route for young people who have typically completed the Foundation Education Programme and have made good progress in their Individual Learning Plans. It uses the familiar structures and routines that young people have flourished under to ensure opportunities for continued growth.

Utilising the curriculum areas outlined above as appropriate to aspirations and needs, we seek to further reduce individuals' support needs through further building independence and vocational skills.

Our multi-disciplinary Therapy Team, total communication and multi-sensory environment promote wellbeing and focused skills development.

The programme is destination-led and outcome-driven. It builds on the learners' achievements and how best to support long term post-college wellbeing, connections with communities and others. Outcomes therefore typically centre on building individual capacities for:

- self-reliance; self-regulation, behaviour management, developing hobbies and interests;
- living and working with others; co-operation, working together, empathy, peer support and peer learning;
- healthy Lifestyles; physical exercise and making healthy choices;
- citizenship; social understanding, accessing the wider community, voluntary work, enhancing vocational skills.

Young people on this programme continue to have the opportunity to undertake the Duke of Edinburgh's Award. Gold Award Achievers progress to become 'Young Leaders' and support their peers.

## Key Facts

### Foundation For Education

- Residential programme.
- 37 weeks with extended provision up to 52 weeks.
- Fees are individually needs-assessed.
- Typically paid for by Welsh Government (Welsh learners) and Local Authorities (English learners).
- 2 or 3 year placement.
- For those 18 - 22 years.

### Skills For Life

- Residential programme.
- 41 weeks with extended provision up to 52 weeks.
- Fees are individually needs-assessed.
- Usually funded by Social Services and / or Health.
- 2 or 3 year placement.
- For those 20 - 25 years.



# Application & Admissions

Application forms are available to download from our website -

 [www.elidyrct.ac.uk/admissions](http://www.elidyrct.ac.uk/admissions)

Upon receipt of application forms and supporting documentation, the college admissions group assess whether an individual can be invited to a pre-entry residential assessment. For more information please contact -

 [admissions@elidyrct.ac.uk](mailto:admissions@elidyrct.ac.uk)

 **01550 760 401**



National  
Autistic  
Society



Gyrfa Cymru  
Careers Wales

“  
Just keep doing  
what you're  
doing. [This is] an  
amazing place full  
of amazing people.  
”

Charity Number: 502742  
Company Number: 1215997