

# Derwen College

## REFERENCE AND ADMINISTRATIVE DETAILS OF THE CHARITY, ITS TRUSTEES AND ADVISERS FOR THE YEAR ENDED 31 DECEMBER 2015

**Trustees/Governors** Mrs K Kimber, Chair  
Mr J W Edwards, Vice-Chair – retired 26<sup>th</sup> March 15  
Mr Ian Budd – Flintshire Council nominee, appointed 29<sup>th</sup> January 15  
Mrs L J Carlile  
Mr M Cowan, Vice-Chair from 26<sup>th</sup> March 15  
Mr D P Evison  
Mrs Karen George, co-opted 4<sup>th</sup> January 15  
Mrs Karen Griffiths, co-opted 29<sup>th</sup> October 15  
Miss I Gull  
Cllr A R Hinchliff – Conwy Council nominee  
Mr D Kendall – Friends of the Derwen nominee, resigned 1<sup>st</sup> December 15  
Cllr D Lloyd – Shropshire Council nominee  
Mrs K McCombe, resigned 23<sup>rd</sup> July 15 (moving from the area)  
Mr Robert Macey – co-opted 23<sup>rd</sup> July 15  
Rev. Preb. D North – retired 23<sup>rd</sup> July 15  
Mrs J Sheppard – resigned 30<sup>th</sup> November 15  
Mr Jamie Ward – co-opted 26<sup>th</sup> March 15  
Mr M Woodward

**Co-opted members of Committees** Mrs Barbara Court – 23<sup>rd</sup> July 15 to Business and Finance  
Mr Tim Dallinger – 4<sup>th</sup> December 2014 to Standards and Effectiveness  
Mr Peter Jones – 21<sup>st</sup> May 15 to Standards and Effectiveness  
Mr John Morten – 26<sup>th</sup> March 15 to Business and Finance

**Clerk to the Trustees/Governors** Mrs F Hammond

<b>Charity Registered Number</b>	1153280	<b>Companies House Number</b>	08615826
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**Patron** H.R.H. The Duchess of Kent

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Oswestry  
SY11 3JA

**Telephone** 01691 661234  
**Website** [www.derwen.ac.uk](http://www.derwen.ac.uk)

**Exec. Principal/CEO** Mrs R Thomas MA, FCMI, CertEd, Adv.CertSpLD

**Senior Leadership Team** Mrs Maggie Furmanek, Deputy CEO, Finance & Resources  
Mrs Meryl Green, Deputy CEO, Education & Training  
Mr Andrew Harris, Deputy CEO, Student Services & Registered Manager  
Mrs Louise Keevil, Director Charity & Corporate Services  
Mrs Susan Andrews, Director Human Resources (until 30.04.15)  
Miss Natalie Bellis, Director Human Resources (appointed 09.07.15)  
Mr Russell Penz, Director Technology Development (until 30.04.15)

**Independent Auditors**

Whittingham Riddell LLP  
(Chartered Accountants, Statutory Auditors)  
Belmont House  
Shrewsbury Business Park  
Shrewsbury SY2 6LG

**Bankers**

Lloyds plc  
28 Regent Street  
Wrexham  
Clwyd LL11 1SE

**Solicitors**

Lanyon Bowdler  
39-41 Church Street  
Oswestry SY11 2SZ

## **The Report of the Trustees for the year ended 31 December 2015**

The Trustees submit their annual report for Derwen College (the charity) for the year ended 31 December 2015. They confirm that the annual report of the charity complies with current statutory requirements and the requirements of the charity's governing document and that the financial statement meets the provisions of the Statement of Recommended Practice (SORP) applicable to charities (FRS 102) effective 1<sup>st</sup> January 2015.

### **The objectives of the College**

***The College provides education, support and accommodation, and specialist expertise, to people with learning difficulties and disabilities.***

#### **The Mission:**

To provide inspirational learning, development and care, and enable students the achievement of aspirations.

#### **The Vision:**

With strong leadership and national recognition the College will continue to create an enriched learning environment that enables students to transform their lives for the better.

#### **The College:**

- provides a holistic learning experience for students with learning difficulties and/or disabilities, medical needs, ASC, communication difficulties and challenging behaviour
- ensures the highest standards of safeguarding for a safe and secure environment
- provides each student with an appropriate, aspirational and individual learning programme or work experience
- provides real work opportunities to develop employability skills
- provides independent living skills and personal development programmes
- delivers English, information and communication technology (ICT) and mathematics
- responds to the Learner Voice and provides the highest quality of information, advice and guidance to develop individual and collective potential
- views diversity as a reason for celebration and strives to ensure this is achieved in all aspects of College life
- develops the confidence and skills needed for active participation in the community
- is innovative in the style and content of curriculum delivery through ICT
- maintains the range of opportunities for work experience and enhanced learning in the wider community through partnerships
- enables individual students to manage and access their programmes effectively through the Personal Tutorial system and supported by personal tutors or mentors, counsellors, care and medical staff, clinical and therapy staff
- supports students in their transition from College through a comprehensive transition programme and collaboration with appropriate agencies

### **The current context and challenges**

This has been another extremely successful year for the students and trainees at the College, but it has also continued to be a period of unprecedented challenges. Constant change characterises the regulatory frameworks within which the College operates. The impact of reductions in public spending are being felt across further education and have certainly had a significant impact on national specialist colleges. Funding constraints in England and Wales are both tighter and more unpredictable than ever before. Decision-making by local authorities, coupled with funding from several sources, means that students are often finding it harder to secure residential placements, as

some authorities are seeking to keep people in their home area. This has resulted in a reduction in the number of residential students in the College, an increase in part-time and day students, and an increase in trainee numbers. Every indication is that these trends will continue, and they have been fully recognised in the strategic planning undertaken.

The Children and Families Act, the SEND Reforms and the SEN Code of Practice are now being implemented but still with varying and inconsistent patterns of practice and procedure across the country. The provision for people with high need learning difficulties and disabilities is not as easily secured as the legislation intended. Considerable time is spent lobbying and alerting those in authority to the reality of the implementation of the changes. The College is fortunate to have the Vice-Chair of Natspec (National Association of Specialist Colleges) as its Chief Executive Officer, a position which gives additional access to decision-makers and opinion-formers.

Throughout these demanding times the staff have worked tirelessly to ensure there has not been a negative impact on students and trainees.

## **The main activities during 2015**

### **Students and learning**

The students' and trainees' range of learning difficulties and disabilities continues to be broad and increasingly complex. Thorough initial assessment processes result in each individual having achievable but aspirational programme aims. The curriculum is highly innovative and inclusive and has a strong and relevant focus on vocational skills. The College's specialism is to teach through the medium of vocational and life-skills programmes that provide direct experiences of living and work. In providing services to members of the public, all students have opportunities to learn skills for living and for work beyond College. Destination data and feedback show that the skills developed in the vocational areas in the College, in addition to the personal and independence development enjoyed by residential students, are enabling students to live in the community with the greatest level of autonomy of which they are capable.

The focus of the College's organisation and operation is unequivocally the students and trainees and each is valued as an individual. The College programmes are holistic. All students have access to the care, support and therapies needed to enable them to maximise their development. The College is a Makaton centre of excellence and students' needs for speech and language therapy, physiotherapy, occupational therapy and counselling are met by College staff. The progress towards independent living developed during a three year residential period continues to amaze those who knew them on arrival.

In addition to the focus on employability, the students are skilfully encouraged to become active citizens. The elections to the Student Council and Student Union develop an understanding of the democratic process and involvement in the Council and Union enables them to play a significant part in planning and influencing College life. However, governors have particularly sought to recognise and applaud the outstanding work the Council officers undertake locally and nationally to raise awareness of disability and support those addressing disability issues. The ground-breaking collaborative work with the National Union of Students initiated in 2014 has continued.

*Back in April 2015, Robin Ferguson, an FE learner studying for a traineeship at Derwen College, stood on stage at the NUS students' union annual conference in front of a 1,000 strong audience. His three minute speech was punctuated by spontaneous applause from the crowd, and when he finished they responded with a standing ovation. Everyone in the audience was aware that they were watching a moment in history unfold before them.*

*Sarah Simons, The Times Educational Supplement 8 January 2016*

This led to the unanimous adoption of the motion proposed and in May the College won the NUS Disabled Students' Campaigns' Student Union of the Year (FE) Award. The College Learner Voice Practitioner won the NUS Simpson/King Staff achievement award. Subsequently Robin has been elected to the eight strong NUS FE Committee, the first person with a learning difficulty and disability to be elected. Students have worked with Network Rail/Arriva Trains Wales and Cambrian Partnership to develop a video, *Helping hand*, to promote travelling by rail for passengers with disabilities. They lobbied MPs at Westminster for *A Right not a Fight Campaign*. They exceed all expectations in their awareness raising of disability issues, with the guidance and support of the staff.

The range of work experience opportunities is extensive. The College was the first Natspec college to achieve the Gold standard of the Work Experience Quality Standards. Staff work systematically to strengthen the links with local employers and also with national chains, such as Tesco, the Co-op and Premier Inn. This leads to links with branches in a student's home area. The Tesco relationship has been developed to include staff and students training in till work, rumbling, shelf stacking and .com internet shopping across three local stores. There is a well-developed range of local community projects and partnerships, such as attendance at the Farmers' Markets in Oswestry and Whitchurch, running the café at Gobowen railway station, and producing hanging baskets for Llangollen Town Council. Excellent real work opportunities are also provided within the *dc Shopping and Leisure* commercial outlets on the College perimeter. The Orangery restaurant, the Garden Café and Tiffins have regular clientele as well as passing trade. The Garden Centre and its transformed shop offer real competition to local trade. In the Food Centre students produce chutneys, jams, bread and cakes which others then sell in our Farm Shop, another retail outlet, where the products of students' creative talents are also on display – and for sale. The Print Centre and Karten Bureau offer a range of services to local people.

Competition activity has been further promoted this year. It extends students' skills to high levels of excellence and enhances capacity in attributes valued by employers, such as team work, prioritisation, time management, and working under pressure. In the last academic year areas have included table laying, catering, creative arts, land-based work and functional skills and 45% of competitors from the College were placed 1<sup>st</sup> to 3<sup>rd</sup>. These activities have enabled students to be thoroughly challenged and have increased confidence and aspiration immensely.

### **Development projects and the site**

To help meet the needs of the Government's localism agenda, the College purchased a property in Wales. **Coleg Derwen @ Ashdale** was opened on 25<sup>th</sup> September 2014 and is focusing on day provision for local students and some from the main campus. Another satellite, **Derwen @Walford**, was opened on 5<sup>th</sup> November 2014, an innovative partnership with Shropshire Council and North Shropshire College. A property in the south of the county at **Craven Arms** was also purchased and opened for work with students during 2015. All three now have fully staffed teams, steadily growing admissions and are open five days a week, apart from Craven Arms, which is open four days a week.

The facilities at the College remain outstanding. The current focus has been on establishing detailed maintenance and improvement plans for the College's residential accommodation. Maintenance and refurbishment are very high on the priority list. A small group of governors has been set up to support staff working on a complete review of College property and tenancies.

A project to renovate and adapt the farm buildings to provide recycling facilities for the College and the community, and another to provide a new therapy centre are being pursued.

## **The staff, business improvement and efficiency activity**

The continued changes in the College's intake, with fewer students and increased numbers of trainees, coupled with the impact of the funding regimes, required the spending of considerable time on the structures and range of staffing expertise in the College. All changes have been the subject of extensive consultation, and reflection and discussion at Board and senior management level.

Summer 2015 saw the restructuring of departments to produce

- Admissions
- Retail and Business Studies,
- Hospitality and Catering
- Land Based Studies
- Creative and Performing Arts,
- Personal Development
- Care including Lifeskills
- Work Experience and Transition Team

All areas of the College's operation have been reviewed and heads of areas are ever more accountable for quality improvement and development.

These changes are underpinned by very high quality staff development and staff well-being programmes. Staff appreciate the need for change and adaptation and continue to keep the well-being of students and the high standards of the service as their focus and priority. One consultant, working within the Care and Clinical areas of the College, reported that he had never known an organisation respond so positively and rapidly to a need to adapt.

## **Outstanding performance and quality**

The College benefits from considerable analysis and judgement of its performance! Internally it has a well-established, thorough and transparent self-assessment system. Quality and the achievement of Improvement Plan targets are monitored throughout the year and the outcomes moderated by panels which include peers from other colleges and governors. The work of the vocational departments, the extended curriculum, personal and social development activities, the care, clinical and therapy inputs come together to provide highly enriched, challenging and enabling programmes. The holistic approach adopted, the interdependence of each strand of the College's operation, lead to the excellent coherence of each programme. The College has graded its performance last year as outstanding.

## **College Self-Assessment Report 2014-15**

### **Summary of key strengths and priorities**

#### **Strengths:**

#### **Outcomes for Learners are outstanding**

- Excellent progress of students in relation to their vocational, independence and personal targets
- Highly effective integrated curriculum where all strands combine to support the maximum development of independence for each individual
- Outstanding opportunities for students and trainees to develop their vocational knowledge and skills in relevant, real work environments

- Excellent range and quality of external work experience opportunities including links to national chains
- Highly influential Learner Voice with students making an excellent contribution to the College and the wider community
- Clear progression routes for students and trainees with increasingly wide ranging and successful post-college outcomes

### **Teaching, learning and assessment are outstanding**

- Outstanding teaching, learning and assessment with 93.6% of sessions graded good or better during 2014-15
- Consistently high quality delivery across accredited and RARPA based learning
- Opportunities to embed functional skills in vocational areas maximised
- Highly effective communication support including the use of Makaton and communication aids
- Very good Care and Independence support and Personal Development guidance
- Excellent provision of information, advice and guidance
- Comprehensive and highly successful programme of competition activity
- Good promotion of equality and diversity across the curriculum

### **Leadership and management are outstanding**

- Demanding ethos, mission and culture of the College set and monitored by Governors
- Highly proactive leadership team that is well-structured into Directorates with clear areas of responsibility
- Staff have very high aspirations for and expectations of students
- Highly effective self-assessment throughout the organisation to inform and develop challenging quality improvement plans
- Outstanding continuing professional development programme resulting in highly qualified and skilled staff
- Outstanding teaching and learning resources
- Excellent promotion of health and safety, safeguarding and robust risk assessment

### **Priorities:**

- To continue to focus on outstanding teaching, learning and assessment
- To implement the demanding action plans for care and clinical services
- To continue to review and adapt admissions and pre-entry assessment processes to ensure that systems and provision are responsive to evolving need
- To continue to refine processes for capturing, monitoring and analysing student progress across the whole curriculum
- To continue to review and refine provision, curriculum and programme offer to ensure relevance and sustainability at all sites in the context of a changing environment
- To continue to strengthen transition links with employers and Local Authorities

However, the College is the subject also of external review. In September 2014 there was an unannounced inspection by four inspectors from the Care Quality Commission under CQC's new inspection framework. The report was not published until 26<sup>th</sup> May 2015 and the College was rated as Good.

*Key Line of Enquiry: Is the service caring?*

*We saw that people were supported with kindness and compassion. People we spoke with had praise for staff and spoke positively about the care and support they*

*received..... Staff had positive relationships with people and were polite and encouraging in their communication with people. There was a personalised and caring approach to meeting people's needs so that they received support in the right way for them.... We saw that people's dignity was respected and when people required assistance to follow their individual interests, staff spoke with people in a kind and respectful way.*

*CQC Inspection Report 26<sup>th</sup> May 2015*

The *matrix* Standard Report for information, advice and guidance services:

*The College is characterised by a commitment to continual review to identify and implement improvements.*

*Of particular note, is the way in which the student milestone tracking system provides a mechanism through which to monitor individual student progression against a range of hard and soft outcomes aligned to the individual's long term goal, individual learning goals and objectives and College core curriculum and extra curriculum objectives and outcomes.*

*Feedback from students interviewed during the assessment was overwhelmingly positive with examples provided to demonstrate how service delivery has helped students achieve qualifications, develop independent living skills, secure work placements and develop employability skills.*

*matrix Report May 2015*

## **Governance**

A new incorporated charity was established on 1<sup>st</sup> July 2014, Derwen College (Charity number 1153280, Companies House number 8615826).

The former charity remains in existence as Derwen College Trust (charity number 208745) with the sole purpose of managing the permanently endowed property. It has appointed as its trustees the new Derwen College charity.

The solicitors have drawn up a uniting directive which allows a single set of accounts to be drawn up, as the two entities have the same financial reporting period. "Linked" financial statements for both Companies House and the Charity Commission will be submitted for reporting purposes.

### **The structure of the charity**

Derwen College charity has a long pedigree. The first trust deed was established on 3<sup>rd</sup> August 1932 and was varied or affected by schemes of the Charity Commission dated 25<sup>th</sup> January 1968 and 18<sup>th</sup> August 1972, and then consolidated in the Deed of 29<sup>th</sup> November 1988.

Under the agreed Articles of Association (2013) to which the College is now working there are:

- at least seven and not more than eleven co-opted Trustees, appointed by resolution of the Board, conforming to any criteria the Board determines, and
- six nominated Trustees,

- one from each of five local authorities invited from time to time to nominate as determined by the Board, and
- one nominated by The Association of Friends of the Derwen.

There were in 2015 eleven co-opted Trustees and four nominated Trustees. The term of office of all Trustees is five years, with an expectation that usually after three terms of office the Trustee shall be eligible for re-election only after a year has elapsed.

### **Governance activity in 2015**

The Trustees, usually referred to as governors, have continued to review their working practices and performance. They again responded in writing to a detailed questionnaire on performance as part of the College Self-Assessment process. Analysis gave evidence of Trustees' excellent and relevant range of expertise and experience and high levels of commitment. This equips them to offer appropriate and robust challenge and support. They have a firm commitment to being student and quality focused, which has been balanced against the need to be fully informed about current national issues and the funding reforms, during this period of very significant change.

Detailed reports from the Executive Principal/CEO and the work of the committees have led to Board members having an excellent appreciation of the implications of the national context as well as rigorous consideration of the College's performance. Indeed, they actively lobbied candidates and officers prior to the General Election and have engaged in dialogue with those at a national level able to effect change and improvement. The Board has responded to national consultations, and individual governors make invaluable contributions to key areas affecting students' well-being e.g. safeguarding, equality and diversity, and the Student Council, as well as attending College events and using College commercial outlets. The elaboration of the strategic plan this year was a much more detailed and searching exercise, undertaken in partnership first with the leadership team and then with key managers.

The Board now has four committees. The Standards and Effectiveness Committee has given focused attention to a range of issues concerning care and clinical services, as well as teaching, learning and assessment. The Business and Finance Committee has focused on very detailed scrutiny of finances and budget, as well as the wide range of related activities. The Human Resources Committee has spent much time on the business improvement and efficiency programme and the outcomes of consultations with staff. The Search Committee monitors the range of expertise and the profile of the Board.

The Board has thus established up to date frameworks and continues to clarify its role and function. It is not complacent and members are aware that the range of authorities and regulators to whom they are now accountable make significant demands of them, even if they are volunteers. The varied training programme and briefings for governors continue. They have this year included protocols for meetings, CQC inspection, monitoring teaching and learning and tackling strategic planning, the Prevent Duty, the new Ofsted inspection framework, and safeguarding

## **Financial and resource management**

### **Going concern**

After making all appropriate enquiries, very thorough consideration of draft budgets and cash flow up to 2016, the Trustees expect that the charity has adequate resources to continue in operational existence for the foreseeable future. For this reason they continue to adopt the going concern basis in preparing the financial statements. Further details regarding the adoption of the going concern basis can be found in the Accounting Policies.

## **Risk management**

The Trustees regularly examine the principal areas of the College's operations and consider the major risks faced in each. There are established resources and review systems which, under normal conditions, should allow any risk to be managed to an acceptable level in the College's day to day operations. College risk management has two distinct tiers: strategic and operational. The operational level is reviewed on a 'real time' basis and deals with individual departments, students, functions and duties. At the strategic level the Senior Leadership Team review the risk assessment register monthly and it is reviewed termly as part of the College quality improvement plan and presented to the Business and Finance Committee where issues are debated. This includes college pension funding, insurances and trustee responsibilities to ensure these remain in line with current legislation and operational factors. Any issues would be reported to the Board.

The College's spacious campus is open to visitors and customers in the public areas and is imaginatively and purposefully managed to enable students to interact with staff and members of the public appropriately and safely. However, the open-plan nature of the campus and the heightened staff awareness of potential hazards necessitate regular reviews. During 2014 gates were erected at strategic points on the campus enabling a secure area for students, away from the public areas, to be closed off at 9 p.m. each evening. Departmental operational risk management encompasses all locations and individuals. This is reviewed through the Health and Safety Committee, audited by specialist advisors and monitored by external agencies.

Individual student risk assessments are robust and support the management of risk across all areas of the College. Risk assessment across external placement provision is extremely rigorous and comprehensive. Arrangements for safeguarding learners on employers' premises are effective and thorough through the production of the Health, Safety and Welfare Assessment Record.

The College provides a safe and supportive environment for learners to access the internet, including social networking sites. Staff provide support in the safe use of personal technology, such as mobile phones and computers.

Staff training in health and safety and safeguarding continues to be prioritised and completion of the LSIS Level 2 on-line Safeguarding Assessment is mandatory for all staff and also asked of governors. In addition to recruitment screening, the current three year cyclical update of the Disclosure Barring Service check continues to exceed statutory requirements.

Within this framework, the College is able to manage the key risks associated with the delivery of the development plan and achievement of targets set in the self-assessment report and strategic plan.

## **Public benefit**

The quality of provision, inspected by Ofsted and The Care Quality Commission, has been judged as outstanding and good respectively. The successes of former students continue to demonstrate that College programmes provide students with the skills, inspiration and motivation to achieve in their transition from College. The high level of staff expertise is a key element of the College's management of learning, student support and innovation.

**Fund raising** The Association of the Friends of the Derwen continues to make significant financial contributions to the College. This year it fundraised with the intention of contributing to accommodation upgrades. This money is raised through the annual Sponsored Walk and the Sumer Fete, and other, smaller events. Legacies and events held by local groups also bring in

much appreciated income. As well as enabling the College to undertake significant project work, these funds pay for trips, outings and riding for students and this year have paid for an iPad and football goalposts.

## **Investment policy and performance**

The College takes a prudent, low risk approach to investments, placing cash surpluses on deposit to attract a return. This is principally because the reserves may need to be utilised during the short to medium term for cash flow and for capital projects.

## **Reserves policy**

A Note to the accounts shows the assets and liabilities attributable to the various funds by type, and summarises the year's movement on each fund.

Disregarding the notional pension funding surplus calculated under FRS 102, the unrestricted funds amounted to £2,166,896 (2014: £2,068,976) of which there is a surplus of £1,928 (2014: £2,019,687) relating to free reserves. The policy followed by the Trustees is to maintain free reserves up to a maximum of 120 days of expenditure, currently 65 days (2014: 69 days). Reserves are being held due to future commitments. The Trustees consider this to be prudent and appropriate especially in the current climate of uncertainty surrounding funding approvals and budgetary restraint.

Total unrestricted funds as shown in the accounts include a notional funding surplus of £2,701,000 (2014: £1,847,000) calculated under FRS 102 in respect of the charity's defined benefit pension scheme. The Trustees believe that the notional funding calculation, which can vary considerably according to the assumptions made at each year end, has no material effect on the charity's cash flows in the short term. For this reason we considered that it should be disregarded for reserves policy purposes.

The Trustees are committed to necessary capital spending to maintain and enhance the College's facilities and to meet the legal and regulatory requirements. The planned focus will be the up grading of the residential accommodation. It is therefore their policy to allocate future surpluses, using their discretion, in a manner that will balance these two needs in the long term interest of the College.

## **Looking ahead**

### **Funding and promotion**

The implementation of the Children and Families Act, the new Education Health Care Plans and restrictions on local authority budgets lead the College to expect a further reduction in student enrolments and numbers - but not a reduction in the **need** for placements at the College. This will entail further rigorous financial management, as anticipated in the budget adopted by the Trustees. The College continues to strive to deliver outstanding value for money, and believes it can and unequivocally does demonstrate excellence in comparison with recently developed, local provision.

The importance of marketing and providing information, advice and guidance in the current climate is very evident. There is much misrepresentation and 'the local offer' is misinterpreted. For many families and young people access to reliable, objective and comprehensive information is well nigh impossible. The gap between the intention of recent legislation and the effects of its implementation remains huge; the Trustees are committed to working with total integrity in the interests of people with learning difficulties and disabilities. The provision of day-time only, part-time and respite care are now firmly on the agenda.

## **Satellite provision**

The College has made rapid progress with its Welsh provision, which includes exploiting the considerable potential of the site, and the significant area of land and woodland, for vocational learning. The annex at Walford, part of the North Shropshire College sites, is operational and attractive and students and trainees are already undertaking projects within the local community there, such as the maintenance of a church yard. The property purchased at Craven Arms site has been adapted and is now open four days a week. The on-line sale of Derwen hampers is currently part of the curricular provision at this site. Attendance at the three annexes is on a day-time basis. Residential facilities are available on the main site for those needing them. In these outreach premises the very significant expertise and specialisms of the Derwen College staff will contribute hugely to the provision of local services to those with learning difficulties and disabilities.

## **Extending partnerships**

The satellites will provide day college facilities utilising both College expertise and new partnerships. The centres will promote further links with local communities along with the existing College outlets.

The College continues to work hard to establish links to ensure appropriate destinations for our leavers. Destinations for transition are into employment, work opportunities and / or further education and into sheltered accommodation, supported living or living at home.

Speech and Language Therapy, Occupational and Physiotherapy services will work ever more closely with vocational departments. They will be extended to provide for local service users either in College or the community. The therapies team will continue to develop links with external organisations and the local learning disability teams to establish service user needs within the local communities.

## **Efficient and effective in the face of uncertainty - & further projects**

Most students are funded to come to the College because their needs cannot be provided for adequately and sufficiently in a non-residential, local further education college, nor can their potential be maximised. It is essential that the high quality provision that Derwen offers is sustained and available to future students if they are to develop fully independent living, social and vocational skills. The commitment of trustees and staff is to ensure this quality, within the culture of constant improvement which has been recognised to characterise the College's operation.

This is also a time of opportunity. While the external context is bound to be challenging, we believe the best colleges can continue to flourish and develop. We continue to strive to deliver outstanding value for money. Delivering successful student outcomes within a sustainable cost base remain our fundamental objectives, underpinned by effective marketing of the offer we make.

We are seeking new funding streams and opportunities to ensure that we maximise our income, including transitional protection, grants and fund raising. Greater use of 1:1 support will be available for those learners who require it. Provision will be further and regularly reviewed to explore, develop and drive ahead new developments and opportunities such as post-college placements, domiciliary care, tenancies, respite care and holiday provision.

There are plans to upgrade the dining halls, to refurbish the Farm buildings and create a recycling centre and to create a Wellbeing Centre.

We must ensure that we remain student and trainee centered, financially sound, forward looking and proactive.

## **Employee involvement and employment of those with a disability**

Employees have been consulted on issues of concern to them by means of regular consultative committee and staff meetings and have been kept informed on specific matters directly by management. The College carries out exit interviews for all staff leaving the organisation and has adopted a procedure of upward feedback for senior management and the Trustees.

The College has implemented a number of detailed policies in relation to all aspects of personnel matters. In accordance with the College's Equal Opportunities Policy, the College has long established fair employment practices in recruitment, selection, retention and training of staff with disabilities.

## **Trustees' Responsibilities Statement**

The Trustees are responsible for preparing their report and the financial statements in accordance with applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice).

The law applicable to charities in England & Wales requires the Trustees to prepare financial statements for each financial year which give a true and fair view of the state of affairs of the charity and of the incoming resources and application of the resources of the charity for that period. In preparing these financial statements, the Trustees are required to:

- select suitable accounting policies and then apply them consistently;
- observe the methods and principles in the Charities SORP;
- make judgments and accounting estimates that are reasonable and prudent;
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charity will continue in operation.

The Trustees are responsible for keeping proper accounting records that are sufficient to show and explain the charity's transactions and disclose with reasonable accuracy at any time the financial position of the charity and enable them to ensure that the financial statements comply with the Charities Act 2011, the Charity (Accounts and Reports) Regulations 2008 and the provisions of the trust deed (Articles of Association). They are also responsible for safeguarding the assets of the charity and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

A copy of this report and the financial statement will be lodged at Companies' House and with the Charity Commission. They were approved by the Trustees at a Board meeting on 17<sup>th</sup> March 2016 and signed on their behalf by:

Mrs Kathleen Kimber, Chair

17<sup>th</sup> March 2016