

Queensmill College  
Prospectus for students 19+

*A specialist provision for young people with autism, where they can develop their skills in an environment that values them for who they are, with no limits on their aspirations.*

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**A warm welcome and thank you for your interest in  
Queensmill College's Post 19 provision.**

**Queensmill College** is recognized by the Education and Skills Funding Agency (ESFA) as a Specialist Post 16 Institution (PSI).

Whilst Queensmill College is a part of Queensmill School in Shepherd's Bush, our Queensmill College provisions are based in two distinct locations:

- ❖ **Queensmill Q6** in Goldhawk Road
- ❖ **Queensmill DFN Project Search Internship Programme** at West Middlesex University Hospital (please see separate prospectus).

**Q6**

Q6 has been designed for students over the age of 19 with an Education Health Care Plan and a diagnosis of autism that will benefit from a Queensmill School-like College setting. These young people would not be able to currently access other College provisions due to their levels of autism-related anxieties.

Q6 continues to use all supports for learning that have worked for children in Queensmill School such as a highly structured, low arousal environment in order to make sense of the world, the use of SCERTS, TEACCH, Zones of Regulation, PECS, and the consistent use of functional behavioural analysis by staff who are highly trained in autism to ensure that students can demonstrate appropriate behaviours and ways of communicating their wants and needs. These supports at Q6 are designed to reflect and support the more adult oriented approach to activities.



There will be a continuation of the Annual Review process and an update of the student's Education Health Care Plan (EHCP). A person-centered approach will enable the student to contribute to potential future options regarding education, health, and social care, with relevant participants including family, school, health, social care, and the local authority key worker. Visits and transitions to new environments and services will be carefully planned as appropriate.

We encourage a multidisciplinary approach and students have specialist advice and input from our Speech and Language Therapist, Occupational Therapist and other professionals. These are integrated into daily activities by the staff team.

## Q6 Curriculum

Our curriculum aims to meet the highly personalised needs of our young adults, and the focus at Q6 is on the development of skills based on the agreed individual Education, Health and Care Plan (EHCP) outcomes and the Preparing for Adulthood (PFA) outcomes. We create tailored study programmes to support each student by offering a varied curriculum that covers functional skills, independent living skills, health and wellbeing, community access and leisure, and vocational skills. We use recognised supports such as SCERTS and Zones of Regulation to support our young people to understand and develop strategies to manage their autism.

We have experienced teaching staff and first rate resources to help each student on their journey. Our aim is for our students to be curious, motivated and challenged whilst with us at Q6. We deliver an accredited ASDAN Lifeskills Challenge programme based on the Preparing for Adulthood outcomes, ensuring that students have access to meaningful and enjoyable work experience placements, and we have significant experience enabling our students to access and enjoy what the local community has to offer. Students' learning and progress towards their targets is rigorously and regularly assessed through careful planning, personalised learning programmes, and outcome based programmes such as the ASDAN Lifeskills Challenges. Each programme is tailored for the needs and interests of the student as opposed to the requirements of an awarding body. Qualifications will only be part of the programme should they add value.

Functional Skills	Independent Living Skills
 <p>Embedded throughout the curriculum:</p> <p>Speaking, listening, reading and writing in a range of practical settings using communication supports.</p> <p>Developing functional skills, communication skills, and appropriate behaviours that will increase access to the community</p> <p>Practical use of time, money, and basic measuring ICT, e-learning skills and e-safety.</p> <p>Social communication skills</p> <p>Social thinking and Zones of Regulation</p> <p>Speech and Language Therapy- formal and informal assessments.</p>	<p>Healthy eating and exercise</p> <p>Leisure/recreational activities in Q6 and in the community</p> <p>Health and hygiene</p> <p>Food planning and preparation</p> <p>Shopping skills</p> <p>Social skills</p> <p>Home chores</p> <p>Fitness activities</p> <p>SoSafe and Managing relationships</p> <p>Travel training/use of public transport</p> <p>Social skills for the workplace and community</p> <p>Information about housing options</p> 
Community Access	Health and wellbeing
Social skills for the workplace and community	Self-help and hygiene skills



Accessing local shops, cafes, parks, and amenities.

Road safety awareness and travel


training/use of public transport.

Work experiences, leisure activities, health, wellbeing and fitness activities, Appointments and social activities.

Developing functional skills, communication skills, and appropriate behaviours that will increase access to the community.

Use of community facilities such as libraries, and clubs as well as self-directed time

Developing choices in spending leisure time



Exercise routines to increase health and awareness.

SoSAFE relationship curriculum

Support to access health services and appointments.

Mental health and understanding emotions

Zones of Regulation

Understanding and managing their own autism, including management of change

Support transition into adult services.

**Vocational/Further Education**

**My Autism (Social Communication and Emotional Regulation)**

Opportunities and skills development to access a job / volunteering / further education as appropriate.

Work preparation sessions


Work Experience placements at Q6 and in the community based on their interests and skills




Sensory integration (SI) strategies and resources to support the young adults' emotional regulation.

Speech and language strategies and resources to support the young adults' development in social communication.

A multidisciplinary approach to support the young adult with bespoke strategies, resources, and recommendations that will help in managing their autism in different environments.



## **2. The Q6 College Day**

The learning day at Q6 runs Monday to Friday from 9am to 3pm during term time. Each student has a personalised timetable which will include many or all of curriculum subjects described above, with the student's own needs and priorities as a focus. The Q6 day is structured and curriculum planned to take into account the student's thoughts and hopes about what they want to learn in order to move onto their own next step.

Q6 is a purpose-built learning environment that can offer students:

- ❖ A very safe and secure environment
- ❖ Several teaching rooms, where students can learn with support, either on their own or with other students
- ❖ A room where they can be quiet and on their own when they need it
- ❖ Toilets and hygiene facilities, so that students can learn self care skills
- ❖ A sensory room, and sensory equipment in other areas too, to help students self-regulate and to spend their relaxation time positively
- ❖ An outside movement break space
- ❖ A kitchen where students can learn to prepare their own meals and also prepare meals for the group
- ❖ A dining area where students can eat together
- ❖ ICT equipment for learning and to use for leisure time
- ❖ Access to Queensmill School on occasion for work experience or to access specialist facilities
- ❖ Access to work experience placements and opportunities, based on their individual interests and skills
- ❖ Access to leisure facilities such as local parks, cinemas, and leisure centres so that students can begin to choose how to be part of the community and have ideas as to how to spend their spare time.

All our staff, regardless of their role, are experts in the support, development and protection of young adults with autism and share a commitment to enabling our students to achieve their personal goals and aspirations. All staff and any volunteers undertake DBS checks and all Queensmill trainings.

**If you'd like more information about Queensmill College please contact:**

**Rachel Thompson**

Head of College (Post 19)

Queensmill College

London W12 7BW