



MacIntyre No Limits

Providing post-16 education... your way

Further Education Prospectus



**ONWARDS
TO
YOUR FUTURE**



Welcome

MacIntyre is a national charity that provides learning, support and care for more than 1,200 children, young people and adults who have a learning disability and/or autism across the UK.

We work in partnership with further education and independent specialist colleges to provide an inclusive and flexible No Limits education programme for young people aged 16 and over.

The unique MacIntyre No Limits™ approach enables young people with autism, learning disabilities, specific learning difficulties and social, emotional and mental health needs to continue their education and develop skills in preparation for adulthood.

We currently offer further education opportunities in a range of locations across the UK, including Buckinghamshire, Oxfordshire, Milton Keynes, Bedfordshire and the East Midlands.

Contents

Welcome	2
Why Choose Us?	3
Person-Centred Learning	4
The No Limits Curriculum	5
Jay's Story	6
The 'Onwards' Pathways	7
Savannah's Story	8
Employability	9
Testimonials	10
Where to Find Us	11
More Information	12

Our Vision

MacIntyre No Limits aims to be a sector leader in providing bespoke post-16 education for young people with complex needs. We believe that all young people can thrive in learning settings where their preferences, interests and strengths are placed at the centre of their programme.

Working closely with young people and their families and carers, highly qualified No Limits staff will develop individual learning packages which meet learners' environmental, emotional, communication and sensory needs, enabling them to develop the skills for greater independence in adulthood.



Why choose MacIntyre No Limits?

Post-16 Education, Your Way

MacIntyre No Limits provisions work in partnership with local specialist and mainstream FE colleges to provide bespoke education programmes tailored to learners' Education and Health Care Plan outcomes.

We aim to support young people in their local community, allowing them to apply their learning in the town or suburb where they will live and work as adults. All of our provisions also have access to learning centres, where learners can work with their peers and have access to facilities such as kitchens, gardens, and enterprise opportunities.

We can also support young people to successfully attend structured college courses, alongside their bespoke personalised timetable.



Award-Winning Way of Working

At No Limits we use 'Great Interactions', a highly successful and recognised teaching and learning philosophy which is recognised to achieve fantastic outcomes for the young people we support.

'Great Interactions' gives young people the opportunity to develop communication and independent working skills, and to exercise greater control over their own interactions with others.

Person-Centred, Always

We use Person-Centred Approaches to ensure that our learners are fully involved in the decisions we make about their learning programme and goals for the future. This means that we are always listening to our young people, learning from our experiences and focusing on what is important to them now and in the future.

All strategies we use to support behaviours that are a barrier to education are based on the principle that staff behaviour and learning environments should enable the learner to manage their own behaviour.



Access to Expertise

To ensure that our learners receive the best possible support, No Limits staff can draw on MacIntyre's experts across a range of topics such as autism, communication, positive behaviour support, teaching and learning skills.

When required, learners can also be referred to college-based or NHS services such as speech and language therapy, physiotherapy, or the mental health team.



Person-Centred Learning

We start with a learner's Education and Health Care Plan, alongside finding out about their interests, strengths and needs. From this, a unique Individual Learning Plan (ILP) is developed to include long term goals, medium term goals, and half-term targets. These are used to guide session planning and to track the learner's progress throughout the year. Evidence of progress is recorded through written observations, photographs and videos, and assessed by programme co-ordinators on a tailored online platform.

Based on the ILP, a timetable is developed to ensure that the learner has the opportunity to work towards all of their targets in a variety of settings. No Limits timetables are flexible, and can change frequently to ensure that learners are interested and engaged in their sessions.

The subjects on a No Limits timetable are designed to deliver learning across many aspects of the No Limits Curriculum. For example, a work experience session would be intended to meet employability targets, but would also provide opportunities to meet targets in communication, personal development, independent living, and community participation. All sessions, where possible, also include embedded Maths, English, and ICT skills.



The No Limits Curriculum

The No Limits Curriculum aims to develop learners' skills across four key areas, which are closely linked to the government's "Pathways to Adulthood" statement.

Although each learner's targets and timetable are uniquely suited to their needs, most learners' programmes will contain targets from all four curriculum areas.



By the time I leave No Limits, I will understand my own mind and body better. I will communicate more effectively, and know more about how to stay safe, happy and healthy.

By the time I leave No Limits, I will feel like an adult in my own home. I will have the skills I need to live with less support than before, and will have more control over my environment.



By the time I leave No Limits, I will be more familiar with my local area, how to get around it, and how to get help if I need it. I will understand more about how my community works.

By the time I leave No Limits, I will have a plan for what comes next in my life. I will be better equipped to make choices, and will have had a say in any decisions about my future.



Jay's Story

When Jay (not his real name) first came to MacIntyre No Limits, he was in a state of high anxiety. Transitioning to college was his first change of setting in twelve years, and it coincided with his older brother moving away to university. Although he seemed interested in the new car and new people who had come into his life, everything was a struggle: getting out of the house took hours, and getting out of the car in the community was nearly impossible. His communication was limited, and for the first few weeks almost all his staff team heard was "no" as Jay declined every experience and activity offered to him. When he did come out of the car, it was very briefly, and fraught with anxiety for both Jay and his staff.

At this point everyone was concerned – No Limits staff, college staff, Jay's parents, other professionals – that the placement would not be right for him and that the provision would be withdrawn.

Thankfully, a combined approach of psychiatric input and hard work from No Limits staff began to turn things around. Christmas songs, a favourite of his, began to bring him out of his shell and we discovered that he had a fantastic memory for both lyrics and tune. Staff used this interest to begin Intensive Interaction to show Jay that he could work with us.

Over the subsequent two years, Jay's communication skills blossomed. He began to spontaneously use full sentences, jokes and banter, and clear statements of what he wanted and needed. He developed the skills to access the community safely and successfully, and began to enjoy interacting with his peers. He even accessed work experience, combining his love of churches with his love of cleaning to take on the role of dusting a local parish church.

Instead of "no", Jay's key phrase by the time he left No Limits was "Can I come in?". He became eager to explore and comfortable to engage with activities, make choices, and take steps towards independence such as making his own hot drinks and participating in cooking.

Jay's progress, from a disengaged and unhappy young man to a lively and active participant in his programme, was wonderful to watch. Jay's No Limits programme enabled him, once he left us, to make sense of, and decisions about, his adult daily life.

The No Limits Pathways

All No Limits learners are also assigned to an 'Onwards to Your Future' pathway. These pathways are designed to help staff, learners and parents/carers to understand the purpose and intended outcome of the learner's bespoke No Limits programme.

Learners may switch pathways during their time at No Limits if their aspirations change.



This pathway is ideally suited to learners with moderate, severe or profound learning disabilities, who experience significant communication challenges.

These learners are likely to have targets that focus on alternative or assistive communication, motor skill development, and interacting successfully with others.

Learners on this pathway may have mild to severe learning disabilities, and are likely to be working towards a transition into supported living or residential settings.

These learners' targets will centre around increased self-reliance at home and in the community, as well as developing skills to pursue their own hobbies and interests.



Learners on the Employment pathway often have clear goals or aspirations for transitioning into employment, but require support to become ready for the next stage of their journey. As well as work experience, their targets may include developing workplace readiness skills, exploring vocational options and participating in student enterprises.

This pathway is designed for learners who intend to move on to college and/or university qualifications after a transition period facilitated by No Limits. They may be supported with study and social skills as they adapt to a college environment, with activities such as independent projects, student enterprises and career planning.



Savannah's Story

When Savannah (not her real name) joined No Limits, she had been experiencing severe anxiety related to her autism. Although she had been attending a special needs school which made accommodations for her needs, Savannah had found it difficult to get in to school on time, and once there became easily overwhelmed. Initially, Savannah experienced the same challenges in attending No Limits.

Working with Savannah's interests, No Limits staff put into place a programme of engaging activities, particularly around music, an area in which Savannah was particularly talented. Savannah was supported to learn cooking, practise practical maths and English skills, take public transport to her music lessons, process her feelings and the changes in her life with artwork, and attend music therapy. This education format allowed Savannah to gradually build her confidence, becoming familiar with college and community locations, and developing bonds with her peers.

By the time Savannah's first year annual review was held, she was confident enough to issue the invitations herself, and to advocate for the support she needed in order to move on to the next phase of her education.

In her second year, Savannah combined two days of No Limits-supported community activities with a Level 2 Music course. Being supported by No Limits staff on her course helped Savannah to develop classroom study skills, forge bonds with peers, and manage her anxiety around attending classes.

Savannah's programme with No Limits finished at the end of her second year, as she no longer felt the need to have staff alongside her whilst attending class. Savannah went on to complete and pass Level 3 Music at college, before enrolling in a Music degree at university. She recently graduated with first class honours in Music.



Employability

At MacIntyre No Limits we recognise that work can be a vital contributor to a person's quality of life. Having a job, whether paid or voluntary, opens the door to community integration, independence, lifelong learning, and a sense of purpose. Therefore, we work hard to ensure that most No Limits learners are able to participate in our Work Experience programme.

Our staff, with the support of dedicated Job Coaches, work closely with learners to identify the type of work that would be of interest to them. Then, they will be matched with a placement in a local business or organisation where they can apply their existing knowledge and develop additional skills to apply in future workplaces. These placements are based around schemes of learning which ensure that skills are acquired and developed in a structured manner.

No Limits learners will be offered a variety of work experience placements during their time with us and, where possible, we aspire to match them with placements that have the potential to continue once they move on to their life as adults.

Additionally, our Job Coaches can offer to support businesses or organisations currently offering work experience, or interested in offering work experience in the future. This can include packages of training that will enhance the work placement experience for all parties, such as understanding neurodiversity and being an autism-friendly workplace.



Testimonials

"They understand the needs of their young people very well and keep their needs at the centre of everything they do."

~ Local Authority SEND Officer

"Fantastic staff team... couldn't ask for better!"

~ Parent/Carer

"No Limits are well organised and have exceptionally high health and safety standards."

~ Partner College Quality Reviewer

"Absolutely superb service provided to those learners that would not be otherwise able to access education."

~ Partner College Liaison

"It's wonderful to find a setting where my child's hopes and wishes and voice is valued... what a life-changing, confidence-building, magical place for the young people who are finding their confidence and own way in life."

~ Parent/Carer

"An inspiring and inclusive place to work!"

~ No Limits Staff Member

?

How



good

is your



MacIntyre

Providing support... your way

No Limits



programme?



Circle

1

one.



Very Good?



Good?



Ok?



Bad?



Very Bad

~ No Limits Learner



Where To Find Us...



No Limits East Midlands
8 Thorndale Road
Thurmaston
LE4 8NQ

Partnered with Homefield College

No Limits Bedfordshire
37 High Road
Cotton End
MK45 3AA

Partnered with Milton Keynes College

No Limits Bucks North
Life Skills Centre, Aylesbury College
Oxford Road, Aylesbury
HP21 8PD

Partnered with Buckinghamshire College Group

No Limits Milton Keynes
54 Haddon
Great Holm
MK8 9HP

Partnered with Milton Keynes College

No Limits Bucks South
Future Life Centre, BCG Wycombe
Spring Lane, Flackwell Heath
HP20 9HE

Partnered with Buckinghamshire College Group

No Limits Oxfordshire
MacIntyre Abingdon Project (MAP)
Wooton Road, Abingdon
OX14 1GG

Partnered with Abingdon & Witney College

Further Information...



Interested in enrolling yourself or someone else to study with us?

Curious about working at No Limits?

Wondering if your business or organisation could offer work experience placements to our learners?

Considering whether a partnership with your college could enhance your SEND offer?

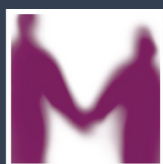
Please get in touch using the details below - we would love to hear from you!

t: 01908 230100

e: hello@macintyrecharity.org

Follow us on Social Media: @MeetMacIntyre

www.macintyrecharity.org



MacIntyre

Providing support...your way

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