AVOCET HOUSE

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BROCHURE and STATEMENT of PURPOSE

SES Avocet House Ltd (4926028) is a subsidiary company of
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INTRODUCTION

Avocet House Residential Special School and Children's Home is part of Specialist Education Services and is located in Heckingham, Norfolk, accommodating up to eight children. This number allows for a range of family type relationships to develop, which in a smaller group may be claustrophobic and limited. Avocet House caters for children between eight and eighteen years of age with young people staying through to independence in liaison with placement agencies. Young people coming to Avocet House do so because of their need for 52 week, long term placement with highly specialised integrated therapeutic care and education.

We have successfully worked with vulnerable and traumatised Looked After Children with associated mental health issues, self harming and sexualised behaviours, some of whom have come to us as a 'step down' from secure settings. Our children invariably display social, emotional and behavioural difficulties, have complex health needs, have a history of insecure attachments and repeated placement breakdowns due to their challenging behaviour.

At Avocet House we believe that regardless of past difficulties and traumas every young person, given appropriate support, has the internal resources, however fragmented, to manage successful transitions to independence and educational achievement. They will also possibly have previously undiscovered gifts and talents.

We adopt a "no limits" philosophy. This means that the adults in our team have a passionate conviction that all our young people are able to achieve. We are optimistic about success and accept no restriction on what is possible with the young people who are in our care and whose education is in our hands.

- ✓ we believe in a 'no limits' approach to helping children
- ✓ we believe in children's abilities and potential
- ✓ we believe in unconditional positive regard
- ✓ we believe our children deserve fun and happiness in childhood
- ✓ we believe in a 'can do' philosophy
- ✓ we believe in success and learning from mistakes
- ✓ we believe intelligence is multifaceted
- ✓ we believe learning is a lifelong process
- ✓ we believe creativity and imagination are the keys to developing passions and talents, and preparing for life in a rapidly changing world
- ✓ we believe assessment of progress is based on improvements on 'previous best'
- ✓ we are future orientated

Bespoke, personalised specialised education and care are hallmarks of our operation, based on a positive psychology perspective that underpins our values.

We strongly believe that there cannot be a prescribed timescale for recovery for individual young people and therefore our philosophy of personalised futures embedded in the operation of the establishment accepts that each young person will be at their own stage of development. Timescales around length of stay at Avocet House will therefore be individually negotiated.

OUR ETHOS

Our guiding community beliefs are captured in our SES Way ethos statement that drives our daily culture:

Be Curious, Show Love, Build Connections

Be Curious (Learning without limits)

- **Ask Lots of Questions:** It's great to be curious! We all ask questions to learn more.
- **Explore New Things:** We help each other to try new activities and discover exciting things.
- **Find Your Own Answers:** It's fun to figure things out by ourselves, we always have people around to help us all explore.
- **Keep Wondering:** We all keep wondering about the world and never stop learning.
- **Enjoy the Journey:** Learning is like an adventure. We are always excited to see where our curiosity will take us.

Show Love (Unconditional positive regard)

- **Be Kind to Others:** We share kindness and go out of our way to make others feel happy.
- **Help When You Can**: We encourage each other to help each other and show we care.
- **Show Appreciation**: We all show gratitude; it promotes love and makes everyone feel valued.
- **Listen and Care**: We all listen to and help each other; random acts of kindness are great!
- **Spread Love Everywhere**: We all spread love by being caring and understanding to everyone around us.

Build Connections (Every interaction is an intervention)

- **Make Friends**: We all reach out and develop strong enabling relationships and friendships, building strong connections with others.
- **Work Together**: We all work together, because teamwork helps us all grow.
- **Share and Listen**: We share our thoughts and listen to others, creating understanding and trust.
- **Help Each Other**: We believe in helping each other, because that's how we build a caring and connected community.
- **Stay Connected**: We stay connected by checking in and supporting each other every day.

AIMS AND OBJECTIVES

The purpose of Avocet House is to provide a holistic therapeutic facility that offers a safe, nurturing, caring, positive and protective homely environment that promotes personal growth, development and learning.

- To create and maintain appropriate caring boundaries for each young person that helps them make the transition from dependence to autonomy

- To develop a Portfolio of Achievements and Needs (PAN) which looks to preferred futures, enhances self esteem, develops strengths to maximise their personal potential, produces opportunities to succeed and moves the young person to an appropriate level of self-determination.

- To provide the platform for future permanence for each young person. This may be in the form of a return to their own home and family, permanent alternative placement in foster care, adoption, long term residential care elsewhere or independent living.

- To achieve the highest possible standard of educational achievement measured by:

  - ✓ A movement from disaffection to engagement in the learning process
  - ✓ Improvements in behaviour conducive to learning
  - ✓ A growing enthusiasm for learning
  - ✓ Specific and generalised achievements
  - ✓ Tangible accredited outcomes
  - ✓ Emerging gifts, talents and passions
  - ✓ National accreditation

- To make the curriculum fit the student not the student fit the curriculum.

OUR THERAPEUTIC APPROACH – THE SES WAY

All young people coming to SES are seen firstly as individuals, therefore their needs are unique and as such a carefully planned, individually constructed approach leads to long term therapeutic outcomes from the initial point of entry. Individual outcomes are planned and tracked through the Portfolio of Achievement and Need (PAN) process, represented through the 'My Journey' learning model (see section on PAN Process and Outcome Focused Approach). This carefully planned, personalised response can be summarised as the 'SES Way'.

SES has a broad view of what constitutes "therapy". The therapeutic milieu is grounded in the overall eclectic approach to promoting positive change in the children and young

people in its care. No single therapeutic orientation is adopted, with our "no limits thinking" we are open to any approach that promotes positive emotional well being. All aspects of a child's life at SES are potentially capable of having therapeutic impact.

Key aspects that underpin the SES Way are:

- **Relationships** are recognised as being at the heart of the SES way, enabling relational connection and regulation for children.
- A high quality **physical environment** that enables children to have a sense of security, belonging, safety and homeliness.
- Providing a nurturing, caring and loving approach that builds **curiosity** and **compassion**.
- Fostering **empathy** and appropriate behaviours through **restorative approaches**, alongside using principles of PACE, the rupture and repair cycle and Vital Relational Functions
- **Unconditional positive regard** for children, supporting their growth and development by learning from mistakes and not judging their behaviour.
- A community that values children as people; nurturing self-respect and self-esteem, helping children feel **valued for who they are**.
- Supportive interpersonal relationships with staff who respect children as people, offering **positive role models** and positive models of relationships.
- Emphasis on **self-control** and cooperation rather than externally imposed control.
- Development of **personal, emotional, social and academic** skills; to become self-directing.
- Opportunities to exercise **responsibility**.
- **Humanity** and flexibility in the running of the community.
- A belief in learning without limits with a **positive learning culture** embedded in all aspects of day to day life to achieve success.
- Opportunities for adults to **co-adventure** with children, planning **activities** that remote play, fun, happiness and exploration to develop resilience, regulation and confidence.
- Understanding **positive psychology** and our focus on human wellbeing, character strengths and potential, promoting gifts, talents and passions and how the PAN process is built upon these core principles.

The therapeutic approach of SES is influenced and has strong connections with **Planned Environment Therapy, the Secure Base Model, Neuroscience, PACE and the Thrive Approach.**

At SES we have created a holistic therapeutic milieu available through the total care given to the young people by all the staff in the team, bringing the work of Dr Marjorie Franklin and David Wills with **Planned Environment Therapy**, into the 21st century.

- In Environment Therapy the most important part of the environment is the worker. The type of person should be someone who:
  a) has feeling as well as intellect
  b) is a person with integrity
  c) shows empathy and care
  d) shows respect for others

e) as a role model enlarges and enriches others who associate with them
f) has firm (but not rigid) moral principles
g) is courteous and gentle in dealings with others
h) is a social person

- The relationships are between person and person first and client and worker second
- The environment releases the child to be themself – their real self – thus revealing issues
- The child is responded to in a warm and welcoming way at all times even when negative transference is taking place (i.e. the child transfers to the adult feelings they have or had for one or other of their parents, or for other people in their life – this can be both positive and negative)
- Positive transference can be particularly effective in building relationships and helping the child progress
- It is the environment therapy that is planned not just the environment
- The worker is not left alone to identify or plan responses to the child's needs but is surrounded by others who support identification, interpretation and planning
- Workers should be supported to deal with the impact of the behaviours on themselves to lessen the chance of their judgement being clouded or their attitude warped
- Where a young person seeks maternal or paternal care or support (e.g. play, stories at bedtime, curled up beside an adult watching TV, etc) it is given unconditionally whatever their age. Wills uses the following quote to illustrate the thinking:

  "Make children feel that they are loved, but make them understand also that the love of parents is very different from that of friends. Convince them that parental affection will always be there waiting for them, whatever their faults, because the tender affection of parents withstands every test. But make them recognize that the affection of friends is the result of esteem, confidence and choice. Children must learn that friendship is based on merit and that it is won or lost according as they are strong or weak, devoted to others or egotistically centred on self."

The **Secure Base** model, created by Beek and Schofield, provides a positive framework for therapeutic caregiving which helps infants, children and young people to move towards greater security and builds resilience. The model focuses on the interactions that occur between caregivers and children on a day to day, minute by minute basis within the caregiving environment. But it also considers how those relationships can enable the child to develop competence in the outside world of school, peer group and community.

Our understanding of **neuroscience** has already influenced our thinking about how important "parenting" is. There is a growing wealth of evidence about the neuroscience of human relationships that points to how critical parent-child relationships are. In the past decade there has been significant advance in neuroscience and our understanding of brain and body systems, and their connection to human behaviour. Several key researchers and pioneers have impacted on our practice, in particular, the work of Margot Sunderland, (Director of Education and Training, Centre for Child Mental Health, London), Bernard Allen (Education Consultant), Dr Bruce Perry (American Psychiatrist, clinician and researcher) and Professor Bessel van der Kolk (Trauma Research Author). The area of Neuroscience is, and will continue to be, a growing influence on our practice.

PACE is an approach developed by Dr Dan Hughes, an American psychologist who works with traumatised children. PACE stands for Playfulness, Acceptance, Curiosity and Empathy. These principles help to promote the experience of safety in our interactions with

young people - the adult stance, how we want and need adults to be. When relationships are going well, this is quite natural, however it is always helpful to 'turn this up a bit' and practice, as when there is a rupture in the relationship where this approach is incredibly helpful. Understanding Vital Relational Functions (VRFs) are essential for the SES staff team as they provide a basis for a child's emotional, social and neurological development.

Thrive is a specific way of working with all children that helps to develop their social and emotional wellbeing, enabling them to engage with life and learning. It supports children and young people to become more self-assured, capable and adaptable. It can also address any troubled, or troubling, behaviours, providing a firm foundation for academic attainment. Thrive builds upon many aspects of the SES Way already discussed within this document. SES have invested in training a significant number of Thrive Practitioners who lead on the approach within the communities.

(See also The SES Way-An Exploration of our Therapeutic Model policy and Practice).

PROFESSIONAL SERVICES

Avocet House will identify through appropriate assessment procedures whatever additional specialist therapeutic input is required. This will be provided either from within the staff team and/or will be procured from outside the staff team on an individual basis and for an intensity and duration prescribed by such assessment. To support the assessment and response process Avocet House employs independent Educational Psychology, Child and Adolescent Therapy and Psychiatric support on a consultancy basis. Systemic family therapy is an integral part of our service. A range of other bespoke therapies may be used in support of the child.

All the children and young people who live at Avocet House are registered with a local doctor and have access to the full range of health care services as required.

CONSULTANTS WORKING WITH THE SES TEAM IN SUPPORTING HOLISTIC THERAPEUTIC INPUT

Consultants work at both child specific, team development and strategic levels with SES. Their influence is carefully integrated into all aspects of the work with children from admissions, casework planning, bespoke individual interventions, training, and systemic family therapy to extending our "no limits" thinking and energising our innovation.

Individual therapeutic work with young people is based on a belief that there is a dynamic process operating in which the young person explores at their own pace those issues, past and current, conscious and unconscious, that are affecting their lives in the present. The young people's inner resources are then enabled by the therapeutic process to bring about positive growth and change.

All planned therapeutic interventions need to have a focus on developing trusting relationships within the context of our SES environments. At SES we understand that a regular and reliable relationship with the adults they see on a daily basis within our establishments is a far bigger priority than meeting a therapist once a fortnight in a remote clinic environment. Developing psychological formulations with a network of childcare professionals in the child's system offers a much more appropriate understanding of the young person and appropriate intervention; alongside the provision of regular supervision and support for the staff who struggle day to day to understand and manage the behaviour.

LEARNING

Most, if not all, young people admitted to Avocet House will have experienced learning difficulties within a variety of settings and will have an Education, Health and Care Plan (EHCP). There may well be a complicated picture of learning dysfunction categorised as:

- Complex Emotional and Social Difficulties
- Mental Health Problems
- Attachment Difficulties
- General Learning Difficulties
- Specific Learning Difficulties
- Developmental Delay
- Attentional Problems

All of these require targeted individualised support. The young person's Personal Tutor (key worker) is in constant liaison with the Learning Mentor to provide highly personalised learning recovery packages as part of their Portfolio of Achievements and Needs.

LEARNING AND "NO LIMITS" THINKING

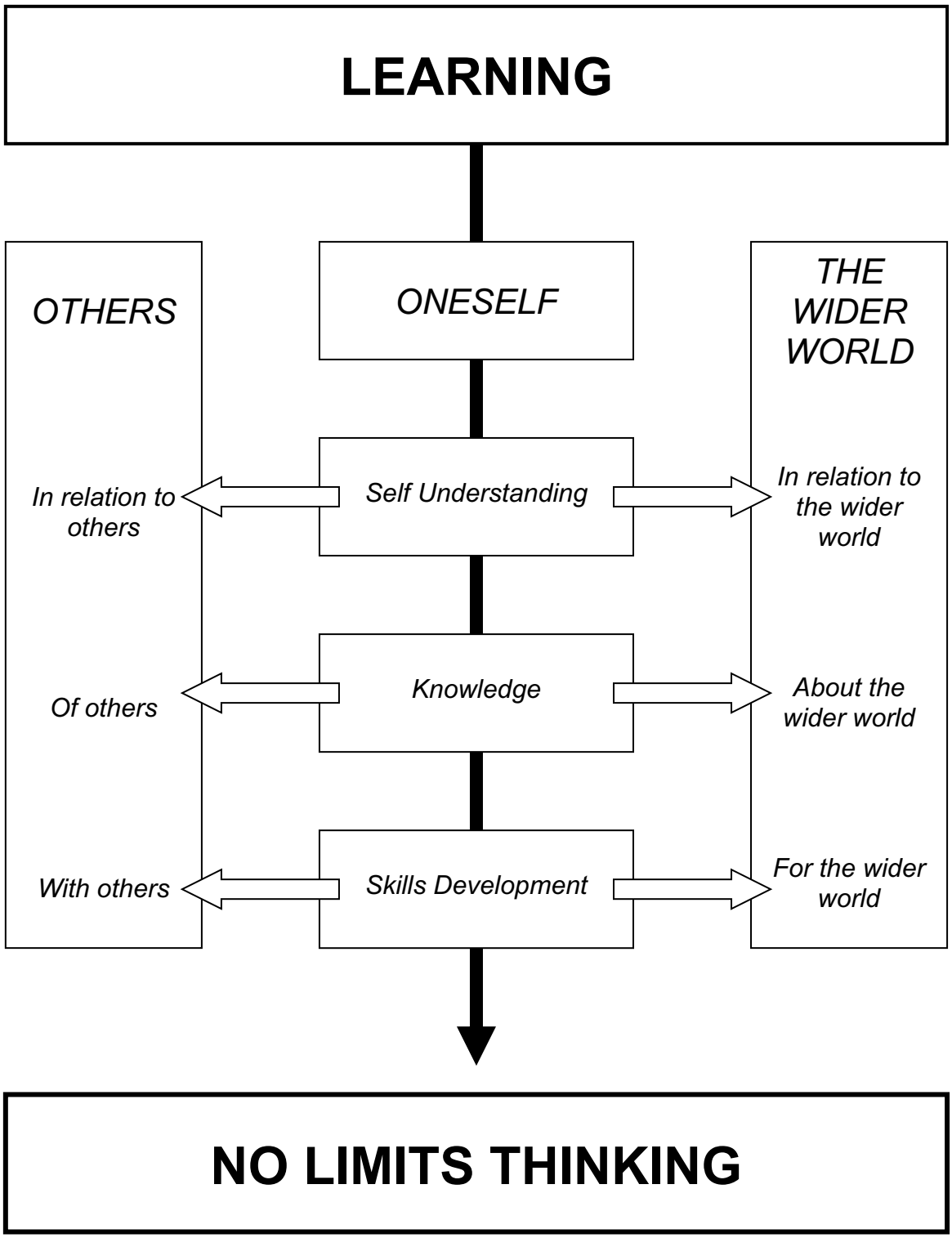
At Avocet House our vision is to deliver a holistic, personalised care and education package for each child. This is combined with our "No Limits" approach to what is possible for our children.

Learning is a life-long process not just a 'classroom' or 'school' process. It is therefore unsurprising that at Avocet House we take advantage of all opportunities open to us for extending learning across the 24 hour cycle.

This means that all adults will be 'teachers' in the broadest sense and that all experiences relating to individuals can be planned, monitored and used to 'accredit' learning. Indeed there will be skills and experience across the care team that cannot be replicated in the teaching team. We will take full advantage of this when planning and accounting for the

‘curriculum’ in our commitment to deliver a bespoke programme for each child.

Everything within the planned and unplanned framework of experiences are learning experiences (see below):



PORTFOLIO OF ACHIEVEMENT AND NEEDS (PAN) PROCESS
AN OUTCOME FOCUSED APPROACH

Portfolio of Achievement and Need refers to the process of overall planning that support an individual's learning recovery and development at Avocet House. The PAN process and planning structures are what we use to draw together social, health and academic learning development. It commences as part of the admissions process, identifying long-term aspirations for young people in partnership with the placing authority, and where appropriate, their family. **We actively seek to start with a child's strengths, gifts, passions and talents and expand from there.**

Our PAN / My Journey learning model summarises the young person's achievements and needs in six areas:

- Education training and employment (My Learning)
- Family and Relationships (MY People)
- Identity (Who I am)
- Experiences and Leisure (My Opportunities)
- Health (My Health)
- Transition (My Future)

Below is a visual representation of the PAN - My Journey Learning Model:

The personalised learning approach related to the PAN process forms the basis for planning, negotiation and agreement in respect of targets. The nature and timescale of the agreed targets and actions are discussed and negotiated between the key staff. This will happen at different levels according to need, ability to engage and preference. Progress is monitored and the quality of learning audited by scrutinising targets, appropriateness of challenge and outcomes.

We regard the young person as a resource (rather than a problem) in the process of seeking solutions in their lives

We encourage young people to make choices, state preferences and define outcomes for themselves, and we respect these choices and preferences.

The ultimate goal for our young people is **maximising achievement**, academically, vocationally and socially, and we accept no limits to what their learning recovery package might look like. This might mean spending some or all of their time in our Learning Centre, or an off-site specialist facility or time in a mainstream school, a Further Education placement and/or any combination of these. They may be supported, coached or taught by adults from the Avocet House team or by specific and specialist consultants or instructors bought in to enrich learning opportunities.

Avocet House seeks to exceed even the best home settings in supporting educational and social success by embedding that support and richness into its day-to-day operation. Young people will have open ended access to stimulating conversation with adults, books, shared reading experiences, their own Personal Computer with protected internet access, creative and exciting activities and experiences in direct and indirect support for the learning process. Even normal and natural, family, domestic experiences will be a deliberate and constructive aspect of the homes operation, although not always obvious to children, adding to the widest therapeutic experience.

CREATING LEARNING OPPORTUNITIES

There are regular meetings between adults working primarily in the home setting and those working primarily in the Learning Centre, balancing the promotion of multi-disciplinary working and consistent approaches to learning, with the need to maintain some separateness to the home environment.

The starting points for our students are almost inevitably extremely low relative to their cognitive potential. They will have been in repeated failure situations both in many ordinary and specialist settings. Their home circumstances, or lack of them, will often have resulted in an understandable lack of motivation on their part about educational goals because their most basic of needs have not been met. Survival, not learning, has been their priority. As a result of their fragmented educational and care, our students are likely to have missed positive early childhood learning experiences and may not have attained age related developmental milestones. Our students need a holistic framework of care, support and guidance for them to start to re-engage in the learning process.

Avocet House provides such a framework of high quality care and educational intervention embedded in a highly personalised learning experience. This has therapeutic benefits and is further enhanced by the work of trained child and adolescent therapists working alongside the staff team and being available to work directly with our young people and families in exploring aspects of their feelings, emotions and life history.

Everything about Avocet House responds in a high quality way to each student's individual starting points, needs and aspirations. **We accept no barriers to innovation, creativity and response in order to reawaken a passion for learning in each student**.

Learning Centre staffing resources of virtually 1:1 allow for the delivery of highly personalised programmes. Our curriculum places a high priority on the core skills of Literacy, Numeracy, Relationships, Sex and Health Education as well as a broad exposure to stimulating spiritual, moral, social and cultural experiences. Beyond that the curriculum response is specific and individually tailored to make it relevant and motivating.

Students are active partners in developing their individually timetabled personalised learning package, discussing areas for development and exploration every half term. **Our aim is to make the curriculum fit the student not the other way around.**

At Avocet House we believe that progress in learning should be judged against the National Curriculum and the usual range of accreditation available to all students.

Students whose first language is not English will be appropriately supported in terms of both staffing and resources.

(See also Avocet House Curriculum Statement).

24 HOUR LEARNING OPPORTUNITIES

All activities at SES are considered as potential learning situations. Whether these are formal or informal will vary with the situation and the individual concerned. Formal activities and learning situations require a level of structure relating to the targets (objectives) that the adult is aiming to achieve in that activity.

Our 24-Hour Learning Planning structure supports adults to design and record learning experiences for children, whether emerging from the Learning Centre curriculum, their PAN My Journey process, a young person's individual interests/enthusiasms or from an adult's passion to deliver new learning opportunities. They should be planned with a clear purpose (aim) and specific targets.

The key adults liaising over this process are the Personal Tutors, Link Tutors and Learning Mentors. It is an expectation that all young people at Avocet House should take part in at least two 24hr learning activities per week, planned by the care team. Additionally, all adults on the care team are expected to propose suitable activities for weekday and weekend periods. The Head of Care, Registered Manager and the Head of Education ensure that opportunities for all children at Avocet House remain equal.

Key to the success of our vision is the development of 24-hour learning activities for both individuals and groups.

All activities have the following in common:

- they are planned and adults are aware of their purpose
- adults have clear outcomes in mind and therefore are in a position to respond to the dynamics of the situation as the activity unfolds
- children will be working on skills they are learning for the first time, skills they have yet to fully establish or reinforce, or skills that are established but need repetition and embedding
- adults have clear criteria against which they can assess children's progress/achievement

Illustrative examples of some of the activities that are provided are:

Swimming, snooker, jewellery making, badminton, cycling, cycle maintenance, ice skating, gardening, art, birdwatching, golf, cookery, photography, horse riding, cultural events, talent shows, fishing, climbing, bowling, squash, cinema, gym, kite flying, skateboarding, themed evenings, walking and theatre trips…….and many, many more.

Young people are also encouraged to take part in clubs and activities within the local community such as Army and Sea Cadets, Scouts, Guides, Sports, Arts and Youth Clubs.

REVIEWS OF PROGRESS

Every child attending Avocet House should have an EHCP and a LAC Placement Plan that has involved parents/carers in its preparation. These are the starting points for drawing up the individual programme for the child. This is what the review meeting 'reviews'. It marks the progress the child has made against the description of special educational needs in the EHCP and against targets in the Placement Plan.

It is the policy at Avocet House to review progress through reviews at the following intervals:

a. LAC Review held within 1 month of admission
b. LAC Review held 4 months after admission.
b. LAC Review every 6 months thereafter
c. The statutory requirement is to formally review the EHCP annually. These reviews are timed to coincide with the LAC review cycle.
d. A special 14+ Transitional Review is held when the child reaches the appropriate age. This review takes a wider look at a child's needs and plans for both the short and long term, including post-16 options.

Monitoring of progress is, of course, continuous and the Review Meeting is only a marking post in this process.

Reviews are based upon reports submitted from the Learning Centre and Personal Tutor, and a contribution from Parent(s)/Carers and the student. Any other professional agencies involved with the child are invited to attend and will submit reports at these meetings. Parents are encouraged to attend (unless a care order suggests otherwise) and participate in the review discussions, and receive copies of all reports and the Review Summary detailing recommendations for the future, following the meeting.

Progress against targets set as a response to the student's Portfolio of Achievements and Needs, and their outcomes, are thoroughly examined at each review.

OUTCOME AND EFFECTIVENESS MEASURES

Outcome and effectiveness measures apply over the short, medium and longer term. With complex children they are invariably not linear. They are very often organic and circuitous.

To offer best value for each placement, as well as ensuring each child or young person makes progress, outcomes over the most significant areas of their lives are measured on a regular basis. This is a process that involves not only the key professionals, but also the child or young person and their families/carers (where appropriate). The Development and Learning planning structures provide a mechanism for capturing both qualitative and quantitative measures within each of the six dimensions.

Here are just some illustrations of where outcome measures can be found:

- Universal improving family relationships, including the duration and quality of visits and meetings
- Long term progression in relation to admission behaviours, providing a greater range of options for transition to adulthood
- LAC reviews and scrutiny by external partners
- Positive improvements in risk assessments and downward trends in RPI/serious incident statistics
- Attendance in learning compared to pre-admission
- Discussions with Regulation 44 visitor
- National awards, accreditation and recognition
- The PAN process and increased aspirations for future
- Greater emotional resilience
- Improvements in pro-social behaviour
- Impact Reports
- Files and file notes recording key issues
- Individual and bespoke therapy sessions
- Reports on systemic working with the family and family visits
- Team meeting minutes reflecting therapeutic progress for children

We also undertake longitudinal studies on all children and young people placed at Avocet House.

Further detailed illustrations and information on outcomes, effectiveness and value for money measures can be obtained via the Principal.

REFERRAL AND ADMISSIONS PROCESS

Initial enquiries should be through the Principal and informal visits by social workers, Parents and Local Authority representatives are welcome by appointment. Formal applications for placement are made through the child's Local Authority. Applications should be accompanied by the Education, Health and Care Plan, along with school and social reports and any other professional reports, particularly the Care Plan and Personal Education Plan. Final decisions on placement will be made jointly with a placement authority after a rigorous and detailed referral process.

Key Factors Influencing an Admission Decision

Factors under consideration will be:

- the match of the referral to the existing group of children
- the range of learning and social needs of the child referred
- any assessed healthcare needs
- risk assessments
- the degree of care and educational support required in relation to identified needs
- family circumstances and any implications for continued support from Avocet House staff

Avocet House does not accept emergency admissions.

The Admission Panel considers applications. If initial assessment documentation indicates that Avocet House may be able to meet the needs of the individual then an initial planning meeting will be held. This affords the parent/carer, Social Worker, Psychologist and Local Authority representatives a formal opportunity to visit. If all parties agree on the appropriateness of the placement then an agreement will be reached as to how to involve the young person and their significant family members in the process. The assessment and admissions process will in every case be tailored to meet individual needs.

Both the needs of any new young person concerned, and the likely effects of their admission upon the existing group of residents are fully considered and recorded when making decisions in respect of all admissions to the home. This is to ensure 'best fit' matching for all young people and to ensure, as far as possible, no child presents a significant or disproportionate risk to the safety or developmental opportunities of any other.

Initial Looked After Reviews will be staged throughout the initial assessment period following a young person's admission. At this point an interim placement review meeting will take place. Further reviews will take place at least every six months.

ACCOMMODATION

Avocet House occupies a large detached property in a rural location at Heckingham, which provides a high quality group living experience within a warm and welcoming domestic setting. The property, close to the market town of Loddon, is big enough to enable a feeling of a large family and community whilst being domestic in scale and feel. The home consists of two large and comfortably furnished living rooms, kitchen and breakfast room. A spacious south facing conservatory and patio area runs the length of the main building, within which there is a dining area where all members of the house come together for mealtimes. The conservatory looks out across a lawn to open farmland.

On the first floor there are three bedrooms, two bathrooms and toilets (both for use by one young person at a time). On the second floor are three further bedrooms and another bathroom. Externally there is an old coach house, refurbished and converted into a two bedroom annex, a substantial brick built Learning Centre, and an extensive garden pavilion with landscaped gardens surrounding the property. The premises are fitted out to a high standard in respect of fixtures, fittings and equipment.

Opportunities are provided for young people to access a wide range of local social and leisure facilities in either a supported, semi-independent or independent manner.
Every young person has a Personal Tutor (Primary Key Worker), one named Link Tutor (who support Key Workers), a Case Co-ordinator (one of the Deputy Care Managers), and a Learning Mentor (from the team in the Learning Centre), to ensure that the Portfolio of Achievements and Needs (PAN) is effectively planned, implemented and reviewed.

Avocet House is committed to working in partnership with young people, parents/carers, social workers and placing authorities to best meet the needs of its clients. We maintain an optimistic view and high expectations of young people's ability to change given the right circumstances, rooted in a belief of resilience over risk, (Rutter 1985 *'Resilience in the Face of Adversity'*), and 'Resilience Theory', which itself holds to the principle that:

"The individual has a combination of personal characteristics and skills that allow them to function beyond what would be expected in the light of that person's vulnerability or exposure to adversities."

CONTACT BETWEEN CHILDREN, FAMILIES, RELATIVES AND FRIENDS

In liaison with placing authorities, young people accommodated at Avocet House will be supported in maintaining and indeed improving, contact with parents, family and other significant people. More importantly in collaboration with the placement authority the development and growth of positive family contact will be explored, and where agreed family work undertaken. Such support will be detailed as part of a placement plan and will also be recorded in the Portfolio of Achievements and Needs (PAN). In addition to direct

contact, telephone, letter and emails are encouraged as part of any contact arrangements with and for young people, as agreed with placement authorities.

Visitors are welcome at all reasonable times during the day and evening, but not usually when children are engaged in learning and not after the home has settled in the evening (usually 9pm). Private facilities can be made flexibly available for each child, so that they can enjoy both phone contact (cordless phones at the home) and receive visits.

We are creative and innovative in ensuring that visits feel warm domestic and natural. The facilities at Avocet afford us opportunities such as a young person cooking for and sharing a meal with visiting family members.

Despite past circumstances we accept no limits to what might be possible in terms of improved family contact and family reunification. There is a clear evidence base of this improving for all the young people who are with us at Avocet House.

CARE AND PROTECTION OF CHILDREN AND YOUNG PEOPLE

Specialist Education Services is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Avocet House makes every possible effort to maintain a safe and caring environment where children and young people can prosper, build friendships, develop social skills, grow in self-confidence and achieve their full potential in preparation for later life.

Various support systems have been developed to maintain this. For example, the safety of the buildings and site is maintained with regular safety checks, risk assessments and maintenance support as well as a detailed Asset Management Plan.

Children and young people are actively encouraged to express their views both individually and in small groups. We provide opportunities for children to express any concerns or fears they may have. There are both formal and informal opportunities for young people to comment on the operation of the home, its facilities, physical condition and to be involved in day to day decisions. There is an established community house meeting structure and each young person has their own meeting forum within which they are the central driving force in looking ahead and setting developmental targets for themselves. Their key adults are supporting partners within, and advocates for, this process.

Avocet House has a Safeguarding and Child Protection Policy and training programme, which all staff are familiar with and participate in *(The Safeguarding and Child Protection Policy and Practice document is available as a download on the SES website).*

There is a Lead Designated Child Protection Member of Staff (the Registered Manager), a deputy Lead Designated Child Protection Member of Staff (the Head of Care) and other designated members of staff (Deputy Care Managers and the Head of Education or their Deputy). This structure allows a designated person to be available to staff and children at

all times and in all circumstances. However, any member of staff may make a referral directly to the Principal, or to Social Services if this is considered appropriate.

Avocet House is committed to promoting the health and welfare of all its children. We follow procedures laid down by the Norfolk Safeguarding Children Partnership if we see signs that suggest that one of our children may have been a victim of abuse either in or out of the establishment. Use of the procedures in this way is an obligation placed on Avocet House by legislation and in no way infers that any person/parent/carer is being accused of wrong doing. The Lead Designated Person will be informed and advice will be sought from the Child Protection Team in Social services prior to any action being taken.

Avocet House seeks to provide a safe and secure environment for the young people who live there. However, as in all group living experiences, there is always the potential for bullying of one kind or another. Therefore at Avocet House bullying is taken very seriously, and a number of measures have been introduced to manage this. Adults are trained in recognising the signs of bullying, there is a complaints procedure for children and young people, the home has a bullying policy which is known and understood by adults and young people, there are regular ongoing and planned opportunities for young people and adults to discuss bullying in all its forms, and the policy and its implementation is monitored by senior staff.

In order to maintain an appropriate safe and secure living environment bedroom doors have electronic alarms that are linked to the alarm panel in the DCM sleeping in room. This means that once settled at night children leaving their rooms trigger an alarm, which shows which door has been opened, thus alerting the adult who can then check on safety. The DCM will always alert a second sleeping in adult. The door alarm system allows SES to create a domestic nurturing home environment where both children and adults sleep during the night without the need for a waking team; this promotes the welfare of young people and facilitates a normal family experience. It also serves as a reassuring communication system for a child that is anxious or needs adult support.

These arrangements are purely to maintain welfare, safety and protect privacy. Children have full knowledge of them.

It is important that all children, parents and carers have access to information regarding routine health surveillance.

Avocet House strives to provide the young people in its care with well-balanced, nutritious diets that they enjoy. Medical, cultural or religious dietary needs are catered for and respected; the placement plan will outline any particular needs. Young people are involved on an agreed basis with food shopping, preparation, serving and clearing up after meals. Whilst the young people are involved in the selection of their meals, records are maintained for planned meals, as well as the agreed alternatives. Exercise and healthy eating fit naturally together and form part of discussion with all children, which automatically links with their 24 hr learning in order that an appropriate balance is found.

As with all matters discussed as part of each child's Portfolio of Achievement and Needs, other specialist services will be engaged as required.

LISTENING TO CHILDREN AND YOUNG PEOPLE

We have already clearly expressed throughout this document how Avocet House respects and nurtures a personalised response to individual needs. We use a variety of formal and informal means of consulting with, and drawing feedback from, the young people about how we care for and educate them. Our 'no limits' thinking is a key part of this as we encourage them to take an active and leading role in making decisions that influence their lives. More than this our culture brings to life the 'child at the centre' of what happens.

Here are just some illustrations (large and small) of the range of formal and informal 'consultations' with our youngsters:

- ✓ Conversations at mealtimes
- ✓ House meetings
- ✓ Statutory reviews
- ✓ Reg 44 visits
- ✓ Reg 45 young person feedback
- ✓ Ofsted inspections (care and education)
- ✓ Social worker visits and feedback
- ✓ Involvement in the décor of the house and their bedrooms
- ✓ Representation on the grounds and building committee
- ✓ Responses following incidents
- ✓ Meetings with Personal Tutors
- ✓ Meetings with Case Coordinators
- ✓ Involvement in SES annual conferences
- ✓ Feedback on menus
- ✓ Night time 'settle'
- ✓ Longitudinal research with leavers about their experience
- ✓ Learning Centre Tutorials
- ✓ PAN Meetings
- ✓ Path Plans (supporting the Avocet House Development Plan)
- ✓ Curriculum components (e.g. PSHE, Citizenship)
- ✓ Learning meetings (personalised curriculum)
- ✓ House menu planning

In addition all members of the leadership and management team, including the Principal, adopt an 'open door' policy for youngsters.

STAFF TRAINING AND SUPERVISION

To facilitate the provision of high quality work with young people all adults employed at Avocet House participate in the Specialist Education Services Staff Support and

Development Programme. This formalises a system of staff supervision, support, development and training.

Specialist Education Services believes that staff support and development is a continuous process for all adults, whatever their role and responsibilities, from appointment to leaving. It is a reciprocal process of mutual benefit to individuals, groups of adults and the establishment as a whole and involves both formal and informal processes.

Our aspiration is that all adults receive supervision sessions at a monthly frequency, these meetings include both professional development and personal support. Both are recorded, with Professional Development meetings informing the individual's Professional Development Plan.

All adults also have an entitlement to ongoing training and development and as such all have a minimum of six days annual training with pay. Importantly, training and development is not viewed as a process separate from the individual's day to day professional practice, indeed learning is most effective when individuals can identify a clear connection between theory and practice. As such the learning which occurs both informally and formally through day to day observation and feedback is as important as more traditionally based training.

There is a mandatory and comprehensive induction package for all staff appointed to Avocet House. All care staff will be required to hold either a Level 3 diploma for residential childcare or will be required to begin working towards this once their induction and probationary period is completed.

All Deputy Care Managers will be required to either hold a Level 5 Diploma in Leadership and management for residential childcare or equivalent, or will be required to begin to work towards this once established in post.

(For more information see: Specialist Education Services Staff Support and Development Programme)

ORGANISATIONAL STRUCTURE

Specialist Education Services is owned by one proprietor/director.

The Directors provide leadership and management support and advice to the Principal, and underpin the drive for a high quality of education and care for the children placed there.

The Principal is in overall charge of the site and its operation.

In the Learning Centre there are currently a Head of Education, Deputy Head of Education, three Teachers and three teaching assistants who support the development and operation of individual learning programmes for children.

The Registered Manager is in charge of the Children's Home component of the operation of Avocet House. The Registered Manager is supported in their role by a Head of Care and a team of Deputy Care Managers who each manage duty shifts and can be designated to deputise for the Registered Manager, Personal Tutors who act as key workers for individual children, Link Tutors who support the development and operation of individual plans for children, as well as Child Care Practitioners in a generic care role.
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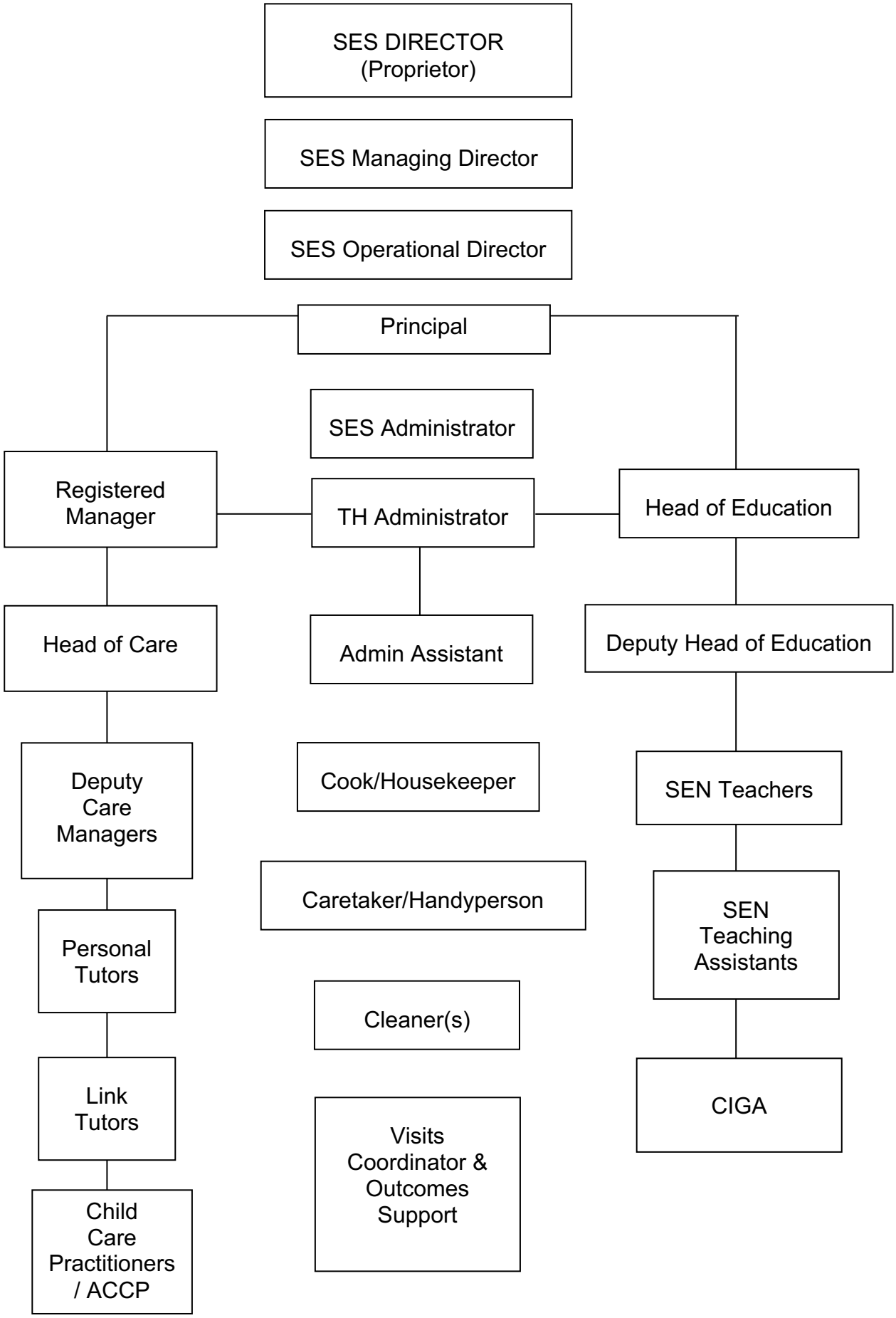
(See diagram overleaf)

Descriptions of this structure mask the blend of care, health and education which are so seamless in operation and which create the holistic approach.


SES DIRECTOR
(Proprietor)
SES Managing Director
SES Operational Director
Principal
SES Administrator
Registered Manager
TH Administrator
Head of Education
Head of Care
Admin Assistant
Deputy Head of Education
Deputy Care Managers
Cook/Housekeeper
SEN Teachers
Caretaker/Handyperson
Personal Tutors
SEN Teaching Assistants
Cleaner(s)
Link Tutors
CIGA
Visits Coordinator & Outcomes Support
Child Care Practitioners / ACCP

POSITIVE MANAGEMENT OF BEHAVIOUR

A major aim of Avocet House is to help young people develop personal controls from within. To this end good behaviour patterns are encouraged and rewarded. To assist this development, an environment has been established which gives both support and security to children and young people, whilst allowing sufficient flexibility for the encouragement of individual development. Adults are role models of considered conflict resolution. Management techniques involve a range of strategies including the use of positive reinforcement and counselling, contracts, rewards and detailed positive behaviour management techniques and programmes.

Staff receive training and guidance in respect of creating a positive environment where relationships are based upon mutual trust and respect. It is important for all concerned, young people and adults alike, that there are clear expectations regarding behaviour. Young people have a right to be treated as individuals, however this can lead to suggestions of unfair or inconsistent treatment. Therefore it is important that the Behaviour Management Policy provides a consistent framework for practice whilst giving scope for individualised responses.

The Learning Centre meets as a whole on a regular basis for a Group Meeting every week. This takes the form of passing on information and news, weekly reflection on, and publication of, achievement and successes, displaying and praising good work, effort and endeavour. Other strategies to encourage and reward positive behaviour include weekly Celebration Certificates for progress and effort in and out of class, termly Commendation Awards and accreditation certificates for various activities in and out of school.

There is an overriding emphasis on the use of restorative approaches as part of individual and group responsibilities within the Avocet House Community. Sanctions are not imposed in isolation. Sanctions are used for the following principal reasons, when all positive interventions have failed to gain the appropriate response:

- To provide security for the group and to aid personal development
- To protect the health and safety of others
- To maintain a positive homely environment
- To maintain an emotionally positive and supportive atmosphere

There are clear guidelines for those sanctions that are, or are not, permitted, in the Positive Management of Behaviour Policy and Practice Document.

All disciplinary measures are recorded contemporaneously on Clearcare, a secure online system. The Registered Manager and Head of Education regularly monitor the use of disciplinary measures in their respective departments and report to the Principal. The Principal retains the overall monitoring role.

There may be times when the usual approaches to the positive management of behaviour have failed or when young people are placing themselves or others at risk of harm. In such cases, adults may use positive handling strategies to keep children safe. This is in

accordance with agreed national guidelines and staff receive regular training in early intervention and de-escalation techniques. The Registered Manager regularly monitors the use of physical intervention and makes formal reports to the Principal on a monthly basis. A comprehensive recording, reporting, monitoring and evaluation procedure is in place and is available for scrutiny.

As part of our commitment to our SES Way, we have made the decision to embrace the Norfolk Steps framework for behaviour support and physical intervention.

Norfolk Steps aligns closely with our therapeutic, trauma-informed model. Its emphasis on solution-focused, relational practice supports our goal of understanding and addressing the underlying causes of behaviour, rather than simply responding to incidents. Norfolk Steps takes a holistic approach to supporting individual needs and wellbeing with the aim of all children and young people flourishing and achieving their unique potential; this mirrors our SES vision and statement of purpose – *"to provide a holistic therapeutic facility that offers a safe, nurturing, caring, positive and protective homely environment that promotes personal growth, development and learning".*

The ability to adapt and integrate the SES Way alongside core Norfolk Steps materials ensures we are building a positive culture based on SES principles. This supports our commitment to keeping everyone safe while protecting the dignity and emotional wellbeing of our young people.

Training, Competency Assessment and Monitoring

- All staff are trained in line with Norfolk Steps Protocols.
- Refresher training regularly exceeds the Norfolk Steps Protocols.
- All certificates are kept on staff files and there is a detailed record kept of individual staff skills trained, and the amount of time spent on training by each individual.
- Competency is assessed through observation during training and extra training arranged if required
- Staff can request additional training if they wish, over and above that scheduled
- In-house instructors monitor techniques used where involved with or observing colleagues and act as immediate support for staff if required
- A Norfolk Steps committee meets on an 8 week cycle to monitor all holds used, which techniques are used with which children, which staff use which techniques, and analyse trends and statistical data
- The Registered Manager monitors every incident form
- A member of the Executive Group sample monitors incident forms

It is not the policy of Avocet House to use exclusions. However on rare occasions it may be necessary to consider a planned discharge of a young person from Avocet House should the placement be in danger of breaking down. This will be managed with sensitivity and should allow for effective and sensitive planning to take place. Staff are aware of the need to make appropriate plans in such instances, bearing in mind the need for consultation, with placement authorities personnel and family members.

In instances, and on rare occasions, where a discharge is as a result of an immediate action, we will ensure that clear plans are available for staff indicating clearly the areas that would constitute an emergency move and the actions to be taken. At no point will a

young person be discharged as an emergency measure unless there are clear agreements that this is the best form of action to take.

The discharge of a young person in a planned way is the most appropriate, means of helping a young person move on successfully. Due regard will be paid to the needs of the young person and best practice will be applied at all times.

(For more information see: Specialist Education Services Positive Management of Behaviour Policy and Practice document available as described below)

MISSING FROM CARE AND EDUCATION

We fundamentally believe that if a child's needs are being met and they feel happy, secure and appropriately challenged by those who are caring for them and teaching them, then there is absolutely no incentive to leave site or absent themselves. Indeed this issue historically at Avocet House is extremely rare.

However we recognise that, particularly in the early stages after admission, before relationships are fully established, this might be a vulnerable time for young people who previously may have been subject to multiple failed placements and rejections. When feeling vulnerable or angry a young person may threaten, or attempt, to leave the site. Often this may only involve them going out into the immediate grounds surrounding Avocet House for a self imposed 'cooling off' period, and they will usually return within a reasonable time. However, if it is certain that a young person has left the site there are clear and rigorous procedures which will be followed, involving searching the immediate vicinity and alerting the appropriate authorities and parents/carers. This should be dealt with efficiently but in a low-key fashion following SES internal procedures and Norfolk's Police missing from care protocols.

On return to the home the young person will be offered food and a hot drink if they have missed a meal or have been absent for a number of hours. Adults will attempt to establish with the young person the reason for their absence, and will record all facts associated with the absence. The young person's social worker will be contacted and invited to visit the young person to discuss the absence with someone independent of the home.

Young people who are at significant risk when absent without authority may have specific programmes designed to restrict or reduce incidents of absence, these measures will have been agreed in advance with the young person, parents (if appropriate) and the placing authority. All such programmes will be recorded in a written format.

(For more detailed information see SES Children Missing From Care Policy and Practice).

EMERGENCY PROCEDURES

Avocet House has a designated fire safety co-ordinator who has duties that include checking the fire alarm system, conducting fire drills, reviewing fire evacuation procedures, and liaising with the Fire Brigade in respect of all fire safety measures. They will, together with the Principal, conduct the annual Fire Risk Assessment as part of the Avocet House Health and Safety risk management cycle.

RELIGIOUS AND CULTURAL ETHOS

Whilst Avocet House is non-denominational it seeks to promote an awareness of a value system based on Humanistic principles. As a community we are sensitive and respectful of the religious and cultural needs of all the young people and their families, or local authorities with legal responsibility, and seeks information prior to admission concerning any specific requirements. Young people will be supported in any religious observance of their choice.

All children are encouraged to pursue their own religious observance and this will be facilitated and respected by all people in the children's home.

Parents and others with parental responsibility are advised that adults will encourage religious customs and observances, but these cannot be enforced.

EQUAL OPPORTUNITIES AND CHILDREN'S RIGHTS

The Home has policies on discrimination, equality and diversity, which aim to ensure that no job applicant, employee, young person (or prospective young person) or their family is discriminated against whether directly or indirectly on the grounds of age, gender, attainment, special educational needs, ethnicity, or cultural background.

Responding to the rights of children is interwoven throughout practice, procedures and policy at SES. Our work embodies and brings to life the UN Convention on the Rights of the Child.

Specific advice to children about their rights is available from any member of staff (but particularly key members of staff to each child) and from external sources.

(For more detailed information see Avocet House Equality and Diversity Policy and Practice Document and Avocet House Equality Duty document).

MAKING A COMPLAINT

Most concerns or worries that young people, parents/carers or staff may have can usually be resolved by discussing issues with the individuals concerned. In the case of complaints coming from external sources, the Principal should be notified immediately.

If a formal complaint is made which cannot be resolved by informal procedures then the home has a formal complaints procedure that should be used.

We recognise at times that young people may experience situations or circumstances which they consider to be unfair, threatening, or an infringement of their rights. At such times our young people may feel angry, anxious, frightened, confused or miserable, and they should be enabled to communicate or challenge such situations and circumstances. Historically formal complaints have been a rare occurrence.

However, it is essential therefore that any young person or a representative of a young person wishing to make a complaint is treated with respect and that their complaint is taken seriously.

Our young people may choose to complain to any adult on the premises, peer, parents/carers, social workers, etc. There is a clear structure of responsibility for ensuring that all complaints are followed up correctly and that all parties involved remain informed about the progress and outcome of the complaint.

Avocet House will endeavour to appoint an independent complaints panel that will investigate any complaint referred to them through the complaints process, that is unresolved through internal procedures.

For a complete explanation of the process and procedures please see the Complaints and Representations Policy and Practice document which can be obtained as described below. An abbreviated version is also available for parents and carers, should they prefer it.

AVAILABILITY AND ACCESSIBILITY OF DOCUMENTS

Key documentation (hard copies) is made available to parents/carers, social workers and local authority representatives as part of the admission process for a child. These will always be renewed upon request or when there is a change of social worker. Access to other hard copies of documents is available by application to the office during the normal working day.

Virtually all our documentation is available as a download from our website.

We are particularly required to bring the availability of certain documentation to your notice:

1 Particulars of the curriculum
Curriculum Statement
Subject Policy and Practice Documents

2 Policies relating to:
Admissions
Bullying
Safeguarding and Child Protection
Health and Safety
Promotion of Good Behaviour and Sanctions
Equality and Diversity
Equalities Information and Objectives
Complaints procedures and data

The list of our documentation is a lengthy one. In an organisation as complex as SES and with the demands of external scrutiny and regulatory guidance it is of no surprise that we hold over 60 policy, practice and procedural documents. These are, on the whole, written for a professional audience. Where accessibility issues arise whether that is for a young person or adult we will take time to explain and clarify their contents. Should it be necessary we will create a bespoke simplified written version.

Should you have concerns or enquiries about any aspect of our policy and practice please contact the Principal, who will provide you with the appropriate documents and/or discuss any feature of them with you.

PUBLICATION OF DATA AND STATISTICS

The first child was admitted in June 2005. Student performance statistics for the past five years are as follows.

Attendance Statistics

Although not required to report on attendance statistics, Avocet House keeps detailed records in relation to each student's personalised programme and curriculum time.

Accreditation achieved 2020/2021

Level 2 Hospitality and Catering (1 student)
Functional Skills English L1 (2 students)
Entry Level Maths (1 student)
AQA Single Unit Awards (all L1 unless stated)

- Creating a PowerPoint Presentation
- ICT: Using Presentation Software
- ICT: Word Processing (4 students)
- Crime and Punishment in the Middle Ages
- Making a Healthy Option Cake or Bake
- Using ICT to produce a poster or leaflet

- Planting Seeds and Plants
- Entry Level: Maths: Knowledge of Measure in everyday life
- Entry Level: Maths: Applying Knowledge of how to Measure
- Every day maths with support
- English: Writing
- English: Reading
- Care of Dogs
- Making Pancakes
- Travel Safety
- Road safety and risky behaviour
- Light and Sound
- Sound
- Relationships, Behaviour and Practices in the Workplace (x3)
- Safety and hygiene awareness in the kitchen
- Reading (Unit 1) (x2)
- Reading (Unit 2) (x2)
- Using PowerPoint
- Writing a CV
- Writing: Composition (x2)
- Writing: Spelling, punctuation and Grammar (x2)
- Producing a Manga Style Portrait
- Using the Internet Safely
- Preparing and Maintaining areas in a hair dressing salon
- Hairdressing Theory
- Dealing with Stress and Anxiety
- Relationships and Consent
- Introduction to hairdressing
- Health and Safety in the hair salon
- Car crime and vehicle safely

Accreditation achieved 2021/2022

Functional Skills Maths L1 (1 student)
Engage in their Future Award – Outstanding Achievement Gold

AQA Single Unit Awards

- Maths: Calendar and Time Entry Level (x2)
- Reading L2
- Writing: Composition L2
- Writing: Spelling, Punctuation and Grammar L2
- Business for Life L1
- Drugs Education Entry Level
- Emotional Wellbeing Entry Level
- Employability: Self Awareness Entry Level
- Hairdressing: Structure of Hair Entry Level
- Health and Safety in Hairdressing Salon L1
- ICT: Using Presentation Software Entry Level
- Preparing and maintaining Work Ares in a Hairdressing Salon Entry Level
- Relationships and Consent L1

- Social Media Entry Level
- Road Safety: Challenging Risky Behaviour Entry Level
- Science: Light and Sound L1
- Science: Sound L1
- Travel Safety Entry Level

Accreditation achieved 2022/2023

Functional Skills English L2 (1 student)
DVLA Practical and Theory Motor Vehicle Driving Test (1 student)
Emergency First Aid at Work L3 course (2 students)
Food Hygiene L2 (1 student)

AQA Single Unit Awards (All level 1)

- Maths: Use of Number and the Number System Unit 1 (1 student)
- Spoken word: The Apprentice Project (4 students)
- Making Jambalaya (3 students)
- Making Risotto (2 students)
- Planning and preparing food: pizza (4 students)
- Planning, preparing and serving a healthy meal for a peer group (4 students)
- Baking Course (1 student)
- Basic Sewing Machine Operations (2 students)
- Engaging positively with a book (1 student)
- Making a Fabric Bag (3 students)
- The Basics of Digital Photography (1 student)
- 3D Pottery construction (4 students)
- Designing, making and decorating a clay model (3 students)
- Culinary skills: making a vegetable stew (3 students)
- Drama: performance from a script (2 students)
- Taking part in drama sessions: unit 2 (2 students)
- Preparing and cooking food (3 students)
- Using cookery skills to follow recipes (3 students)

Accreditation achieved 2023/2024

RYA Competent Crew (1 student)
RYA Powerboat Level 2 (1 student)
RYA Safety Boat (1 student)
Qualsafe Level 2 Award in Food Safety and Catering (1 student)

AQA Single Unit Awards (All level 1)

- Producing a Project on a Topic of Interest (3 students)
- Writing Postcards (2 students)
- Badminton (4 students)
- Mountain Biking – Advanced (4 students)
- Basketball Skills (4 students)
- Art: Study of a Kandinsky Painting (1 student)
- Outdoor Education: Bouldering on an Indoor Wall (2 students)

- English: Reading and Understanding Texts (2 students)
- Bushcraft: Cooking on an Open Fire (4 students)
- Climbing (3 students)
- Preparing and cooking food (1 student)
- Caring for dogs: of different Breeds (1 student)
- Planning and Preparing a Meal (1 student)
- Staying Safe Around Dogs (1 student)
- Setting up and Running a Mini Enterprise (1 student)

Accreditation achieved 2024/2025

RSHE Unit awards – ten achieved
Functional Skills Numeracy Level 1 – three students

Accreditation achieved 2025/26

Pearson Edexcel Functional Skills English EL3 (5 Students)
Pearson BTEC Home Cooking Skills L1 (2 Students)
Pearson BTEC Home Cooking Skills L2 (1 Student)
NNAS Outdoor Discovery Award 1 Star (2 Students)
NCASS Level 2 Food Hygiene (1 Student)
Qualsafe Level 3 Award in Emergency First Aid at Work (1 Student)

AQA Single Unit Awards (Level 1)

- Understanding Feelings (Unit 1) (5 Students)
- Awareness of Mental Health and Wellbeing (4 Students)
- Practical Money and Banking (3 Students)
- Building Healthy Relationships (5 Students)
- Managing Money (3 Students)
- Exploring the History of Video Gaming (3 Students)
- Effects of Drugs (Unit 1): Alcohol (1 Student)
- Fire Safety: Smoking at Home (1 Student)
- Exploring Gaming Genres and Platforms (Unit 1) (1 Student)

Registered Provider: Contact Details

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www.specialisteducation.co.uk