

Therapeutic School **PROSPECTUS**

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- ✓ Achievement
- ✓ Progress
- ✓ Development
- ✓ Inspiration
- ✓ Dedication
- ✓ Success
- ✓ Life Skills
- ✓ Opportunities

POSITIVE OUTCOMES
through education & learning

Amberleigh T-Care

Specialist Therapeutic Care & Education

- ✓ Achievement
- ✓ Progress
- ✓ Development
- ✓ Inspiration
- ✓ Dedication
- ✓ Success
- ✓ Life Skills
- ✓ Opportunities

Therapeutic School
PROSPECTUS

Achieving potential through education & learning

for looked after young males with
inappropriate or harmful sexualised behaviours.

Overview

Amberleigh Care is a leading provider of specialist support services for young males, aged 11 – 18 years who have exhibited inappropriate or harmful sexual behaviours and who are vulnerable. Evidence shows that educational achievement is a key protective factor in risk reduction for this group of young people.

The Good Lives Model (adapted) informs the therapeutic model of care and education at Amberleigh. This approach has a strong evidence base specific to the needs of adolescents who display harmful sexual behaviours. We view all young people in a holistic way. By incorporating the Good Lives Model into our practice we are able to consider how best to meet the needs of young people, beyond their sexualised behaviour, by helping them adopt more fulfilling and socially integrated lifestyles.

Amberleigh Care has two sites, Golfa Hall and The Oaks which are 45 minutes apart and supported by an overarching, multi-disciplinary clinical team.

Golfa Hall was established and registered in 2005 and is based near Welshpool, a market town situated in Mid-Wales. The Oaks was established and registered in 2012 and is situated near Telford in Shropshire. Both homes operate as Therapeutic Communities each consisting of 12 bedded residential care settings, on site specialist education and individually tailored therapy.

Golfa Hall's school has been approved by the Secretary of State (under section 41 of the Children and Families Act 2014) as an independent special school. The new Children and Families Act give parents, carers and young people greater choice in their preferred school or college.

Our schools provide personalised & inclusive programmes in education and therapy for our residents as well as a limited number of day pupils. The focus is on developing knowledge and skills that help young people progress their learning pathways.

best education
best environment
best values





Taking learning to the next level
with our unique therapeutic vision

Our Education

The role of education is essential in risk reduction and pro-social development and embraces a wide range of academic, vocational, recreational and therapeutic activities. The central focus is the young person. Surrounded by caring and dedicated staff, the nurturing and supportive learning environment provides young people with the perfect setting for them to achieve their potential. Our aim is to prepare young people for the next stage of their development and equip them with the skills and qualities to make a positive contribution to society.

Education forms an integral part of the therapeutic programme for all our pupils, with day pupils having the benefit of structures and support designed specifically to respond to their needs. This would simply not be possible in a mainstream setting or specialist setting catering for a range of needs such as a pupil referral unit or special school.

Our staff pride themselves on delivering an outstanding level of academic, pastoral and personal support. The environment is inviting and stimulating and focuses on active learning within the school and residential setting. We strive to empower pupils to respond positively to the opportunities provided to them. Every young person has a sense of being understood and appreciated. Whilst it is recognised that each young person has difficulties and daily challenges, we strive to ensure that variety, fulfilment and fun are built into each day.

**We believe our
supportive learning
environment brings
out the best in every
young person we teach**





Teaching Key Skills

Communication

Numeracy

Information Technology

Problem Solving

Working With Others

Improve Own Learning



Our Aims

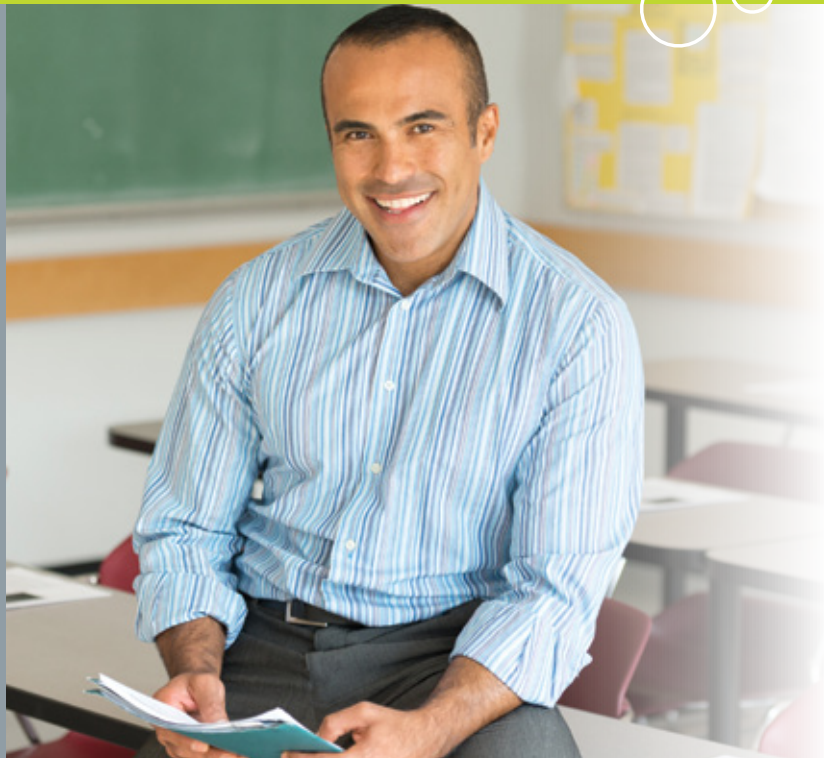
To prepare young people for each successive stage of their development and to benefit from those experiences, opportunities and responsibilities that build independence in adult life.

To provide a curriculum that is broad, balanced and also appropriate to the physical, emotional, developmental, social and cultural needs of the individual.

To provide an inclusive environment which is safe, supportive and above all stimulating, that promotes independence whilst recognising the need for strong community values.

To provide an education which discourages prejudice and discrimination, by valuing respect and an understanding of people's individuality.

To work holistically with other services and individuals both within and outside our community to benefit all young people.



The Curriculum

Amberleigh is committed to the education of every young person with every pupil receiving the support and challenges required to fulfil their potential. We offer a broad and balanced curriculum which provides continuity and progression, taking individual differences into account. Our school curriculum is based firmly within the National Curriculum but modified appropriately to meet specific educational and personal developmental needs of each pupil. Small class sizes and individually focused teaching nurtures the learning of each young person. The development of pupils' literacy and numeracy skills is a priority, which is underpinned by intensive individual support as well as being embedded in vocational subjects.

A personalised curriculum allows pupils to apply knowledge and skills learnt in school to everyday life. Lessons are firmly rooted in a therapeutic approach and delivered in a creative and flexible way. The therapy department, led by a Forensic Psychologist, contributes to the personal and social curriculum. As well as developing social and emotional skills we place a high value on academic achievement and inclusion. We provide our residential pupils with a 24 hour curriculum that develops independent living skills and self-care.

For day pupils the school curriculum supports independent living skills and increases opportunities for community participation and social integration. We have strong links with local colleges where our pupils are encouraged to continue with their education, together with local businesses where pupils undertake work experience placements. Young people are encouraged to engage with local and national charities through fundraising activities and voluntary work experience, as part of our commitment to supporting the local community.

All young people have the opportunity to study and gain accreditation for a range of subjects at GCSE, BTEC, Functional Skills Level 1 & 2, Entry Level Awards, Certificates and Diplomas.

SUBJECTS DELIVERED INCLUDE:

- English/ Literacy,
- Mathematics/Numeracy,
- Science
- Computer Studies
- Media Studies
- Humanities
- Food Technology
- Art & Design
- Independent Living Skills
- Music
- Performing Arts
- Film Studies
- Physical Education
- Personal, Social & Health Education
- Forest School
- Vocational Skills
- Careers Education

These subjects are designed to develop key life skills, knowledge, understanding and attitudes that extend beyond the classroom and contribute to the whole life and ethos of our schools.

The success of our schools is based on the ability to add value to each young person's education and encourage them to achieve. All placements begin with tailored assessments using a range of evidence based tools. This not only allows a clear baseline to be established, but also allows us to gain diagnostic assessments and thus set individual goals and provide a starting point for regular monitoring. The range of assessment tools we use are recommended in risk management of sexually harmful behaviours, psychometric tests and educational ability. All young people are encouraged to self-assess and contribute to target setting. Targets are regularly reviewed and updated to ensure our young people are constantly striving to develop academic, social and behavioural skills.

Monitoring Progress



The literacy and numeracy of all young people is monitored closely using an online system that manages the tracking of pupil progress. This system helps teachers build a personal learning profile for each pupil. We recognise that good communication with parents and carers can make a big difference to pupils realising their potential. With this in mind, our classroom monitoring system provides progress data to allow us to share with parents and carers in order for them to be fully involved with their child's learning.



Safeguarding Pupils

Education & learning in a safe & secure environment is the Amberleigh difference starting from day one

Given the specialist nature of our schools and the needs of the pupils we support, keeping everyone safe is of paramount importance. We are highly skilled in the assessment and management of risk. Our systems, structures, routines and day to day practice are informed with safeguarding in mind.

We have policies and procedures in place for safeguarding pupils and follow guidelines for safer recruitment. As well as being trained in safeguarding, all staff undertake specialist training in an range of subjects including the Good Lives Model, attachment, child development and understanding sexually harmful behaviour in young people.

We work in close partnership with other agencies including the health authority and social services, who share our commitment to protecting children and young people.

best education
best environment
best values



Pupils and staff are all part of a community in which they are valued, feel safe and encouraged to make a positive contribution. High expectations for academic work, behaviour and social skills are evident at all levels allowing our young people to make excellent progress in a supportive environment.

Our community of boys and staff from the care, education and therapy teams learn together in a formal Therapeutic Community setting. This is a formal model of working which has a strong evidence base. It is designed to make powerful use of relationships, responsibility, group work, boundaries, routines and reflection to support individual growth and development. This model is highly effective in addressing sexually harmful behaviour in young people.

Supporting Environment



We have an underpinning set of core values and are self and peer reviewed each year against a set of external Therapeutic Service Standards. This is a quality improvement process overseen by the Royal College of Psychiatrists. In addition, we have an active membership with the specialist practice network, The Consortium for Therapeutic Communities.

Rewarding good work and valuing achievement year after year

Celebrating Achievement

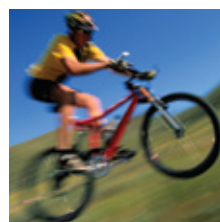
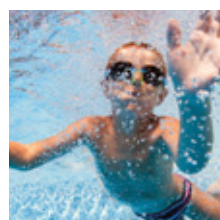
All young people are rewarded for excellent work in class and positive behaviour. This positive reinforcement and recognition of pro-social and pro-learning behaviour supports the building of resilience, self-esteem and protective factors in risk reduction. Positive encouragement is used every day to motivate and congratulate young people in all areas of our schools. For residential pupils, this recognition is shared with the care staff through our regular community meetings.

We continually seek opportunities to accredit and certificate pieces of work and to find other methods to praise effort and engagement. At the end of every summer term all our young people are involved in an awards ceremony that remembers and celebrates their achievements throughout the academic year.

Educational Visits

Teachers provide a range of fun educational visits and experiences outside school that enhance the curriculum. Visits contribute to learning by stimulating curiosity and retention, both of which are important in helping pupils understand new information and developing their cultural and environmental awareness. We are fortunate at both our schools to have a wealth of cultural, natural, historic and educational destinations in close proximity, catering for a wide range of interests and providing new experiences.

- ✓ *Achievement*
- ✓ *Progress*
- ✓ *Development*
- ✓ *Inspiration*
- ✓ *Dedication*
- ✓ *Success*
- ✓ *Life Skills*
- ✓ *Opportunities*



Paul's story

Paul was developmentally damaged by his life experiences due to emotional, physical and sexual abuse by his family and consequently had enormous difficulty understanding societal norms and values. Paul had attachment issues as a result of these experiences, compounded further by sixty failed placements since being placed in care.

A referral was made to Amberleigh Care following conviction for three sexual offences against known young people. Paul had been placed on the sex offenders register and recorded as a schedule one offender. He also had a criminal record for common assault on staff in previous care homes.


On admission as a residential placement Paul had the following vulnerability factors:

- Harmful sexualised behaviour.
- Own history of physical and sexual abuse and victimisation.
- Attachment issues.
- Aggressive behaviour.
- Substance misuse.
- Fire setting.
- Self-harm.
- Excluded from education.
- Absconding.

Successful Outcomes

Paul experienced stability with us for 2½ years before a planned and successful transition into independence. Paul was able to:

- Develop self-esteem within a learning context, enabling him to achieve academic and vocational qualifications.
- Gain GCSEs in English and Mathematics
- Gain Entry Level qualifications in Preparation for Working Life and Science.
- Achieve 100% attendance at school
- Attend a local college where he gained Level 1 CLAIT.
- Manage an independence budget including building up some savings.
- Undertake driving lessons and pass his driving test.
- Develop new appropriate friendships.
- Secure a college placement in catering and now works full time.
- Move forwards in his life with no recurrence of offending behaviour or assaults.



“ Amberleigh school gave me the skills I needed to get my life on track, and they have made me a stronger person ”

POSITIVE OUTCOMES
through education & learning



If you would like any further details regarding our services,
please contact us today by phone or email

info@amberleighcare.co.uk

Golfa Hall (Powys) - 01938 554111

The Oaks (Shropshire) - 01952 619144

Referrals

If you have a referral you wish to discuss please email us your
contact details or call our 24 hour referral lines above.

referrals@amberleighcare.co.uk