

Connex Alternative Provision





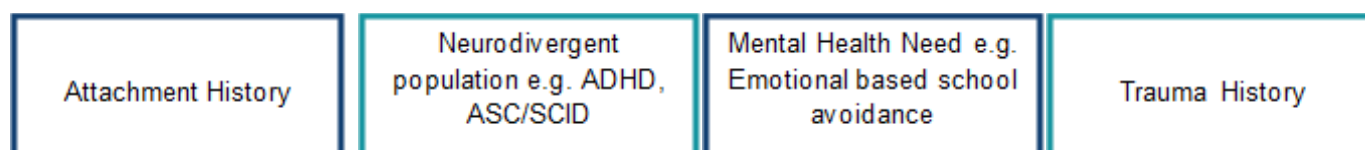
Connex Alternative Provision is a specialist provision offering a supportive and nurturing environment for children and young people from Reception to Year 11, with a range of needs which prevent them from successfully engaging in or attending school or other educational settings.

We believe that all learners are individuals. Connex uses restorative and inclusive solutions to raise their aspirations, allowing them to reach their potential.

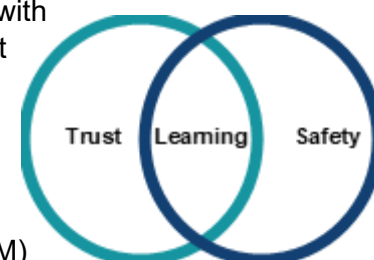
Learners may find accessing or functioning in mainstream/neuro-typical lessons or settings challenging. Our aim is to support the learner to re-engage with education and to raise future aspirations. Each learner is involved in creating their placement goal, allowing them to see how their journey with Connex forms part of a bigger picture. We want to inspire and enthuse learners so that they can realise their potential.

What is our Therapy and SEND Offer?

Connex provides a personalised approach and looks at the origin and function of a learner's behaviour when constructing the appropriate educational and therapeutic model. Early assessment and identification of need is key in this process. We are flexible in our approach to support the diverse and often complex needs of our learners. Connex focuses on creating an inclusive environment where educators can foster positive and supportive learning experiences. The profile of our learners may include:



Connex offers support of the highest quality to learners. Often learners arrive with barriers to accessing and engaging with education and need a specialist educational and therapeutic environment which offers support through trusted adults and where they feel safe to learn. Building trust with learners is a core component of our model. Feeling safe and supported promotes positive engagement and builds emotional resilience.



Connex follows an Applied Trauma Responsive Classroom Model (ATRCM) approach, as many of our learners have experienced trauma and adverse childhood experiences. This approach focusses upon seven areas, to support the learner to regulate, relate and reason. The foundation of the approach is safety – physical, emotional and interpersonal – this is then built upon to ensure effective and appropriate support is offered.

Our values are built around the Dan Hughes PACE approach and include:

Playfulness: The purpose of playfulness is to enjoy being together in an unconditional way. This gives the message that the relationship is stronger than things that go wrong.

Acceptance: Unconditional acceptance is fundamental to a learner's sense of safety because it shows that you have connected with their feelings without judgement, and without seeking to reassure their feelings away.

Curiosity: It's important to be curious about the learner's thoughts, feelings, wishes and intentions: they may still be learning that other people can think about them in this way or that they can be held in mind by an adult without judgement and accusation at all.

Empathy: When you show empathy, you are showing the learner that their feelings are important to you, and that you are alongside them in their difficulty. You are showing that you can cope with the hard times with them, and you are trying hard to understand how it feels.

Connex and its associated stakeholders work closely together to model these values. Trauma informed practice supports a whole-setting approach to wellbeing and has a positive impact on improving attendance, behaviour and attainment. This provides opportunities for learners to develop the confidence and skills they need to integrate into their communities. In addition, it can also improve the quality of family life, helping to de-escalate family crisis and set a path to establishing positive life chances.

What is the Curriculum Offer?

All learners at Connex receive a Personalised Support Plan (PSP) that documents and outlines the curriculum and the support needed, for their pathway – this is based around an agreed placement goal and identified EHCP outcomes.

Our curriculum is split into four strands:

- Core – incorporating English, Maths and PSHE
- Knowledge and Understanding of the World – incorporating Science, IT, Geography, History, Art and Design, DT, Music, RE and Sustainability
- Life Skills and Independence – incorporating Money & Budgeting, Cooking, Transport & Travel, Making Choices, Independence and Healthy Living
- Communication – incorporating Speech, Language and Communication Needs

All learners are supported by a team of teachers, teaching assistants and pastoral staff. Our curriculum is broad and balanced; however, timetables and planning are personalised to meet individual needs. Learners benefit from being taught in small groups with access to consistent members of staff. This model supports the vision of trust, safety and learning, along with allowing learners to develop a sense of belonging.

Early Years and Primary learners can access the breadth of the Early Years Foundation Stage and Primary Curriculum. Teachers adapt the curriculum to focus on the individual learning needs. Reading and phonics are prioritised, alongside with emotional literacy skill development.

Secondary learners can access the breadth of the Secondary Curriculum. However, how they access the curriculum will be dependent on their presenting need. Teachers and support staff work in partnership with the learner to create a Personalised Support Plan that works towards outcomes including Entry Level qualifications, Functional Skills qualifications, GCSEs and AQA unit awards.

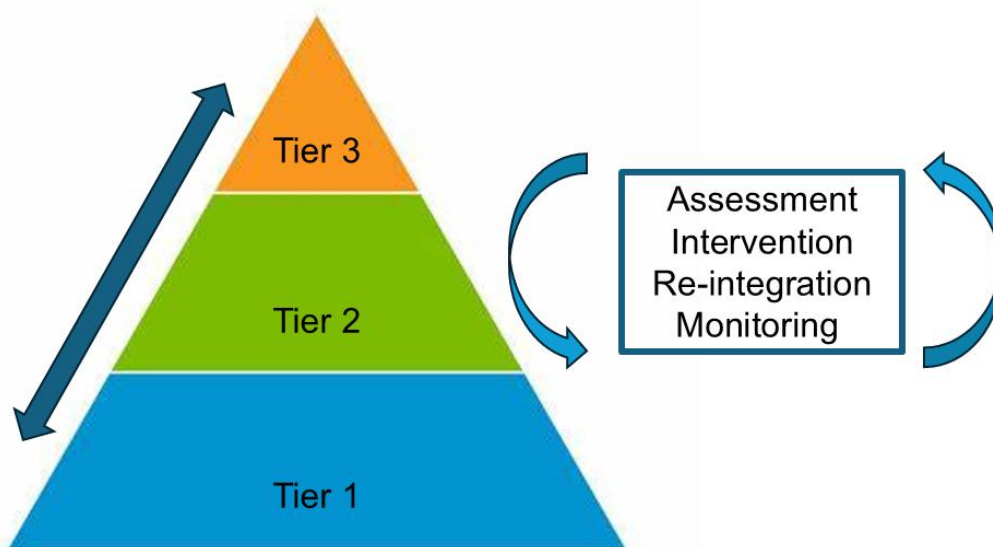
How are learners prepared for adulthood?

We appreciate that every learner's developmental journey to adulthood is unique. Our curriculum has a specific Personal Development focus which helps develop the knowledge and skills to inform post-education planning regards employment, independent living, community inclusion and health. The Annual Review of EHCPs encompasses a personal centred 'My Life, My Way' PATHs approach to planning provision and next steps.

What does a placement look like?

Each placement will be designed to follow an approach of assessing each learner, intervening in an appropriate way, supporting them to re-integrate (whether this is into their own setting or into Connex) and then monitor, to ensure that there is still the appropriate support for success.

Support is offered through a tiered model:



Tier 1 – targeted support in mainstream schools – focusses upon keeping the learner in their current setting, with our staff supporting the setting through an outreach model.

Tier 2 – time limited placements – are offered both on and off-site and focus upon intensive work with each learner on identified goals with the aim of successfully maintaining their current education placement.

Tier 3 – transitional placements – are aimed towards learners whose placements have broken down completely and are moving to new settings or phases within the next two years.

What do our learners say?

'The staff are always bubbly and nice.'

'I like that it's quieter and not too crowded.'

'They still see the good in me. They still see me!'

'Knowing you have ADHD too helps me know I can do things when I'm older.'

'After I finish sketching, I turn to my staff and they say 'Hey, want to do some work now?' They say it with such a warming smile, something I will never get used to, but it's nice. I nod my head, my thoughts not racing as much, my heartbeat still fast, but steadier than I've ever felt it in a building that's not my own home.'

'Of course I'm going to talk lots when I know someone is interested in what I'm talking about.'

'I've got division for the first time because I understood it the way you explained it!'

'They let you be you. No matter how weird or quirky, violent or calm – they still let you be it. It makes a change from normal.'

'I sit and sketch, finally able to find my freedom. Without judgment. Just a little bit of calm, while I mentally prepare for the day ahead.'

What do parents say?

'We are so grateful for all you do for our son to make him happy while he is with you. You do so much.'

'Never been so settled, listened to and respected as much as here. Days tailored to him and his needs.....I actually see my son being a human being again and not a depressed ball of mess from mainstream. Very grateful for this setting.'

'My daughter has been there a year, and they are great and have helped with her confidence and well-being.'

'My son attended there for a year. It's a great alternative provision and they have the child's needs at the forefront.'

'Ended up at Connex as all SEN schools couldn't meet need. My eldest is doing really well there, for the first time ever they're in pretty much every day. The staff adapt to my child and are really supportive too. I've found that we work really well together to find out what's best for them.'

What feedback do we get from the community?

'It's wonderful watching your youngsters laugh and have so much fun.'

'He engages so well with us, always polite and well-mannered.'

'I saw your staff out in the community with another young person, I was so impressed with how friendly and engaging they were with the young person that I wanted to see if my child could be a part of Connex.'

Programmes offered by Connex Alternative Provision

Tier 1 – Targeted support in mainstream schools

Programme	Age range programme designed towards and programme description
Sessions at school	KS1/KS2/KS3/KS4 A programme of social communication support, sensory and emotional understanding, and a holistic approach to support learners, delivered by Connex staff.
Outreach Support at school	EY/KS1/KS2/KS3/KS4 Outreach support is structured support around sensory, emotional, social and communication knowledge. Connex staff will model strategies and approaches that can be adopted by the learner's TA and other staff. This can be support for one learner or a small group of learners. The programme is delivered in school by an Connex staff member and with a member of the school staff joining for each learner for the 1-hour session.
Group Outreach at school	KS2/KS3/KS4 Group Outreach is a tailored programme of support that is delivered to a group of learners who have a need for support. The sessions are designed to support the learners with their communication and social knowledge, emotional regulation and offer them coping strategies to enable them to succeed in a mainstream/neuro-typical school setting. The programme is delivered in school by an Connex staff member, with a member of the school staff joining the group for the 1-hour session.

Tier 2 – Time limited places

Programme	Age range programme designed towards and programme description
Sessions on site	EY/KS1/KS2/KS3/KS4 A programme of social communication support, sensory and emotional understanding, and a holistic approach to support learners.
Sessions in the community	KS2/KS3/KS4 A programme of social communication support, sensory and emotional understanding, and a holistic approach to support learners.
Specialist Packages	KS1/KS2/KS3/KS4 A programme designed for each individual learner, often providing individual, specialist support.
After school Group	KS2/KS3/KS4 After school group delivers a programme of support that is delivered to a group of learners who need support. The sessions are designed to support communication and social knowledge, emotional regulation and to offer them different coping strategies.

Tier 3 – Transitional places

Programme	Age range programme designed towards and programme description
Sessions on site	KS2/KS3/KS4 A programme of social communication support, sensory and emotional understanding, and a holistic approach to support learners.
Sessions in the community	KS2/KS3/KS4 A programme of social communication support, sensory and emotional understanding, and a holistic approach to support learners.
Specialist Packages	KS1/KS2/KS3/KS4 A programme designed for each individual learner, often providing individual, specialist support.

Sessions at School (Tier 1) Sessions on Site (Tier 2 and 3) & EY/KS1/KS2/KS3/KS4

Sessions on site (Tier 2 and 3)

The focus of these sessions is to support the learner holistically, sessions may include a focus on 1:1 interaction or developing social knowledge. The session may also include management of anxiety or developing sensory experiences and emotional regulation to support successful inclusion in a mainstream/neuro-typical learning environment. Session support will be built around the learner's individual needs.

Sessions at School (Tier 1)

Sessions at School are organised and delivered in the same way as sessions on site, however these sessions are held at school. Sessions at School are led by experienced Connex staff who will support a minimum of three learners and their teaching assistants in a familiar setting.

Who are Sessions for?

- Sessions are suitable for any learner aged between 4 and 16 with a need for support around Social Communication and Interaction Difficulties (SCID) or emotional regulation/understanding. They may or may not have a diagnosis of neurodiversity.
- Sessions are tailored to individual needs with the benefit of learners being in a neurodivergent aware setting and being in sessions with peers aspiring towards similar outcomes.
- Staff can work with other professionals to support learners in progressing with their outcomes.
- Staff support and update the learner's family and school with the progress of the achievements, strategies and support being offered.
- Staff offer a flexible approach to plan multi-sensory support for learners, adapting and taking into consideration all of the needs and abilities.
- Staff have a flair for celebrating the smallest but most impacting successes of learners attending sessions.
- Staff strive to build independence and confidence through a range of play based support.

Testimonials from schools that have used session support

"Thank you for all your hard work and commitment with X. We really appreciate it."

"I really appreciate your time and glad we can work together to support X."

Outreach Support (Tier 1) **KS1/KS2/KS3/KS4**

Outreach Support is a personalised package of support delivered to an individual in school, designed to give the learner/s and their school support and knowledge including structured support, sensory, emotional, social and communication knowledge. Outreach Support is delivered by an experienced staff member, who will model strategies and approaches that can be adopted by the individual's Teaching Assistant and other staff to support the learner/s in gaining the relevant experience in the setting.

Who is Outreach Support designed for?

- Outreach Support packages are designed to support learners in a school setting who may require an individualised programme to support them to access the curriculum successfully.
- Staff will support school staff to model, deliver and support the learner with the individualised program.
- Outreach Support Packages can support learners with the knowledge for learning. This may include social communication support, sensory and emotional regulation/understanding with a child centred, holistic approach.

What Outreach Support includes:

- Following an observation and assessment, staff will develop support strategies and resources appropriate to the learner/s.
- Support school staff to model strategies and demonstrate appropriate use of specialised resources for learners. This may include the use of visuals and other alternative methods of communication.
- Demonstrate and model specific social communication knowledge to learners and staff to provide support with accessing the school environment.
- Support staff implementing specific advice and recommendations from other professionals.
- Monitor the progress of the school staff implementing the strategies and advise next steps.
- Support staff with the ability to source appropriate resources.

Testimonials from parents of learners who have received support

"You have played a huge part in his journey back to his happy self."

"Thank you so much for the work you do. We have seen that X has improved. He has come a long way, thank you."

Group Outreach (Tier 1) **KS2/KS3/KS4**

Group Outreach is a tailored programme of support that is delivered to a group of learners who have a need for support around their neurodiversity or with their communication and social knowledge. The sessions are designed to support learners with their communication and social knowledge, emotional regulation and offer them coping strategies to enable them to succeed in a mainstream/neuro-typical school setting. The programme is delivered in school by experienced staff, with a member of the school staff joining the group for the 1-hour session. It is good practice to work alongside school staff who already know the learners to deliver the most effective and relevant support.

What Group Outreach includes

- An initial meeting with the SENDCo to gather information to plan a programme based around the needs of the learners who will be attending.
- A planned ten-week programme of weekly group sessions.
- At the beginning of the programme learners will complete a questionnaire, and this will be completed again at the end of the programme. The results will be collated and used to report progress and identify future support. The views of the learners will also be included in the end of programme report.
- Sessions include speaking and listening activities, activities around a relevant topic, a group game and time for self-reflection and discussion.

Things to consider when planning Group Outreach

- For optimum outcomes the group would need to be made up of different personalities who would benefit from working with others in a small group setting.
- The maximum number of learners attending a group is six.
- The school will need to get permission for the learners to attend from their parent/ carer/ guardian.
- Allocated use of the same room to provide a safe, predictable environment for the learners.
- The same member of staff to attend the group so they can develop trusting relationships with the learners in the group and develop their own skills and expertise. They would also be expected to support with the school's expectations of behaviour, register the learners and report any absences.

Evidence has shown that a 10-week programme achieves good outcomes as it can take several weeks for a learner to trust the adults, get to know other members of the group and feel more confident to join in and participate during the sessions.

Testimonials from learners who have attended Group Outreach

"The group has helped me to be more connected with the world around me and be more confident."

"Coming to the group has helped me with dealing with other people's opinions."

"The group has helped me to be more confident speaking."

Specialist Packages (Tier 2 and 3) **KS1/KS2/KS3/KS4**

Specialist Packages offer an individual and personal programme of support specific to the learner's needs. This can be offered in a range of locations and is an alternative way of supporting the individual. Specialist Packages are designed for learners who may not have a school placement and may require a flexible approach to meet their needs and a planned programme of intervention to support them holistically.

What a Specialist Package could include

Staff will assess/identify and plan interventions for learning considering factors such as stress and anxiety which could impact their progress and their ability to engage with a new adult. The following may be agreed:

- Experienced staff, access to tailored expertise which include 1-1, 2-1 & 3-1.
- Transporting learners to/from the activities.
- Planning and implementation of 'out of school' learning activities.
- Designing/providing appropriate resources as part of the Specialist Package.
- Supporting the inclusion of the learner in all activities that are an additional part of the Specialist Package e.g. horse riding.
- Liaising with allocated personal tutor/other professionals. Coordinating the package and providing support/mentoring and training where necessary.
- Establish constructive relationships and communicate with other agencies/professionals involved in delivering the package.
- Use specific expertise to advise/mentor and support other adults involved with the learner.
- Setting targets from EHCP and collecting evidence of learner progress/views and contributing actively to termly reporting.
- Find appropriate work experience/volunteering opportunities for learners, and support/monitor and review attendance.
- Enable learners to take exams and seek relevant qualifications.

Testimonials from parents of learners who have received support

"You helped restore our faith that there are provisions for our little superheroes"

"Thank you very much for being there when X needed you the most. We appreciate it so much."

Afterschool Group (Tier 2)

KS2/KS3/KS4

The after-school group delivers a programme of support for a group of learners who need support around their neurodiversity and/or with their social knowledge. The sessions are designed to support them with their communication and social knowledge, emotional regulation and to offer them different coping strategies.

What is included in the Afterschool clubs?

- Speaking and listening activities
- Activities around a relevant topic
- A group game
- Time for self-reflection and discussion
- Snack is provided

These activities model social interactions such as turn taking, sharing resources, and supporting each other. Staff model different approaches to enable learners to explore and express their emotions and support them when communicating with their peers. This in turn gives learners valuable practice when building and sustaining appropriate relationships.

After School Group is held at our Headlands Grove site, every Tuesday during term time between 3pm and 5pm.

Testimonials from Learners that have attended Afterschool Group

"I love coming to group, it's fun"

How does the referral process work?

We are happy to discuss, advise and answer any questions around a package of support with any referrer before a formal referral is made. We ask for as much information as possible with the completed referral form, so that an accurate decision can be made around what support is offered.

When a completed referral form has been received, our team will process it and decide on the next steps, which could involve a conversation with the referrer, a request for more information, or a visit to meet the child or young person. Once an appropriate package and costings have been agreed you will receive a written confirmation and a start date for support.



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