

TCES Group Bulletin



Spring 2017



LOOK INSIDE to see the work we've been doing to motivate, empower and inspire our pupils. ↴



Rohan from ELIS Stratford Marsh.

**clinical
corner**

**schools
news**

**create
service**



CEO welcome



Welcome to the TCES Group Spring bulletin which, as always, is full of news about activities and achievements across the group over the past term.

We are all extremely proud of the Outstanding result that our North West London Independent School (NWLIS) achieved in its Ofsted inspection at the end of February. This marks the second of our three schools to be awarded this accolade in the past three years.

The Outstanding result serves as validation that the socio-educational and inclusion model that I introduced to you as my vision in the Summer 2016 bulletin, and that we have been cultivating at NWLIS, has truly been successful.

I would like to thank the staff, pupils and their parents and carers for their contribution to this judgement: the staff team for nurturing our pupils' development, celebrating their successes and supporting them through challenging times – without the team spirit they demonstrate, NWLIS would be a very different school; the pupils for the pride and loyalty they show for their school; and the parents and carers of our pupils for their support.

One of the key achievements that impressed the inspector is the way in which we use group work at NWLIS to motivate, empower and inspire our pupils. The process is now being rolled out at ELIS, and is instrumental in ensuring that our schools remain the inclusive, thriving, socially and

emotionally healthy communities of our vision. You can read about this in detail on pages 8 and 9, including some of the outcomes that have been achieved.

You can also read more about our work to promote British Values throughout the TCES Group, the emphasis in this issue being on individual liberty. LGBT History Month provided an excellent learning opportunity on this subject and, again, you can witness the impressive work from pupils across the group based on their LGBT History Month studies.

Also included are news snippets from each school and service as well as more information on the amazing work carried out by our Clinical and Therapy team (see page 15) and Pastoral Care Coordinator (see page 5).

Please remember that we are always happy to welcome you to the schools should you wish to witness first-hand some of the results we're achieving with the children you place with us. We also hope to see many of you at the Autism Show at Excel, London on 16 and 17 June.

Thomas Keaney,
Chief Executive & Schools' Proprietor

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The TCES Group Bulletin is produced by the TCES Group. We run three independent day schools and one specialist service, Create, providing education for pupils who find it difficult to access learning opportunities within their current setting. As a Social Enterprise we have a clear social purpose, detailed in our governing documents and we reinvest the majority of our profits.

Our schools are:

East London Independent School
(Stratford Marsh and Custom House)
Essex Fresh Start (Clacton and Witham)
North West London Independent School (Acton)

Our Create Service is:

Create Service London (Romford and Barking)
Create Service Essex (Witham, Clacton and Wickford)

TCES Group, Park House, 8 Lombard Road, Wimbledon, London SW19 3TZ

To make a referral, please call: 020 8543 7878 (choose option 3) Email: referrals@tces.org.uk | www.tces.org.uk | [@TCESgroup](https://twitter.com/TCESgroup)





Outstanding Ofsted report for NWLIS

We are thrilled to announce that NWLIS has been judged 'Outstanding' by Ofsted. Especially so as this result was consistently awarded in each of the four main areas inspected:

Effectiveness of leadership and management – “The daily leadership of the school is innovatively led by co-headteachers, one with teaching and learning expertise, the other with social care and safeguarding skills. Together, the team oversees a truly effective therapeutic provision that uniquely and successfully teaches pupils who have autistic spectrum disorder, and social, emotional and mental health difficulties, together.”

“Pupils’ spiritual, moral, social and cultural development is a key strength, threaded through every possible aspect of the school’s work.... Pupils are given every opportunity to reflect and understand how people from different cultures and backgrounds contribute to life in modern Britain. The school’s work to teach pupils about equality and diversity, as exemplified during lesbian, gay, bisexual and transgender (LGBT) history month, is highly effective.”

Quality of teaching, learning and assessment – “The school’s approach to teaching pupils is innovative and unique. In addition to more traditional class-

based teaching of core subjects and a wide range of accredited courses, pupils are taught leadership, and thinking and social skills. These skills are taught in an integrated way through an engaging, therapeutic curriculum. As a result, pupils make excellent progress.”

Personal development, behaviour and welfare – “Pupils’ social and emotional well-being is developed as a matter of priority. As well as through the offer of individual therapies, pupils rapidly develop their social skills and resilience to manage their emotions through the school’s unique therapeutic approach.”

Outcomes for pupils – “Observations in lessons and pupils’ work show that current pupils in all year groups make rapid rates of progress in a range of subjects, particularly in English, mathematics, science and art. Pupils make especially excellent progress in their social and communication skills, and emotional well-being. More recently, progress in reading has improved even further as a result of the daily ‘drop everything and read’ initiative.”

We are very proud of the achievements reflected in this Ofsted report, but are far from complacent and have lots of exciting plans for continual improvement at NWLIS. We will share more of this with you in the next bulletin.

The full Ofsted report can be found at:

<http://www.tces.org.uk/wp-content/uploads/2017/03/NWLIS-Ofsted-2017.pdf>

Foreign languages flourish at ELIS!

ELIS pupils are now studying Spanish, which represents the school’s main foreign language. With language learning now compulsory in English primary schools, pupils began their first Spanish lesson in earnest, complete with churros (a Spanish fried-dough delicacy, often eaten with chocolate sauce). Todo muy rico!

However, one studious pupil, Maison, from Custom House is taking language-learning to a whole new level: by learning to speak Russian! He completed his first lesson yesterday, and has already got the hang of greeting people, spending the afternoon trying out words on staff and other pupils. Maison’s dedication to learning a complex foreign language is admirable and we look forward to hearing him speaking more Russian in the future.

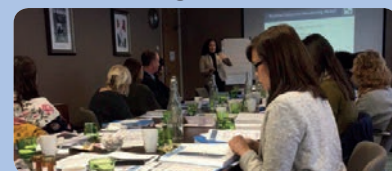
TCES Group @TCESgroup Jan 4
Here are some of our #Essex pupils exploring natural indicators during their #Science lesson. They used red cabbage to determine pH levels.



TCES Group @TCESgroup Jan 17
We're loving our new TCES Group Community Values boards. They're going up in classrooms across our sites as a reminder to all staff & pupils



TCES Group @TCESgroup Feb 2
Inclusion/Clinical & Therapy Team meet at our monthly MDG along with #SLT's who together explored the key areas of work for the coming #term



TCES Group @TCESgroup Mar 13
A big congratulations for **Rohan Guhli** of **Stratford Marsh ELIS** for passing his **ICT Level 1 Functional Skills Exam** - this exam was sat on the 9/2/2017. We shall be having a Celebration Assembly for him on Friday.

In the news

NWLIS pupil attends guest night at Hammersmith's Lyric Theatre

As a winner of the Jack Petchey Achievement award, NWLIS pupil Myles was invited to attend a guest night at The Lyric Theatre, Hammersmith in March. Kindly accompanied by NWLIS Teaching Assistant, Loretta Edoh, Myles watched two productions and provided a review for each - forming another contribution towards achieving his Gold Arts Award.

The event coincided with Myles having completed the final draft of his 35-minute screenplay for a television pilot, which he hopes to film as an integrated arts project for the Gold Arts Award. This is a fantastic achievement for Myles who was incredibly excited about attending. He is presently awaiting the results of his Silver Arts Award, which the Lyric Theatre will be completing moderation for at the end of March.

In the meantime, Myles has begun work on episode two of his series, which includes a book with a full cover design that will contribute towards his Art and Design GCSE. Myles is a clear example of how integrated arts practice combined with the development of the cross-curricular nature of inter-disciplinary art can inspire our pupils to achieve academic goals whilst pursuing their own pupil-led projects and aims.



News from



Teaching Talent Team

We are pleased to announce that Rio, who previously worked in NWLIS and ELIS, has now joined Teaching Talent as compliance and payroll administrator. While Maria and Ivona remain as account holders for TCES Group schools, plans are to recruit two more consultants by the end of the academic year to bring in business from the external market place.

The small team works extremely hard to ensure that they meet the staffing needs of our schools and, to assist further in improving their services to TCES Group schools

and raise their standards even higher, they have been undertaking a number of training courses. Always open to feedback on how they can improve their service, they were pleased with the positive results that came back in feedback forms they sent to schools this term.

Teacher shortage

Aware of the current shortage in teachers across the UK, at the beginning of March the Teaching Talent team travelled to Limerick University to exhibit in a careers fair for teachers graduating this year. They reported that the number of recruitment agencies and schools present served as an indicator of how dire the situation is at present in terms of recruiting teachers. Although most of the graduates were predominantly interested in mainstream, they did manage to speak to a number of individuals showing an interest in working within SEND and hope that some of these are potential TCES Group teachers.



Maria and Valentino at the careers fair

info@teachingtalent.co.uk





In the spotlight

Pastoral Care Coordinator, *James Lampshire*

Pastoral Care Coordinator James Lampshire has worked across Stratford Marsh and Custom House at ELIS since February 2017. This is a new role for ELIS, which has already proved successful at other TCES Group schools, and sees James working to support pupils in overcoming barriers to their education.

James initially started at TCES Group in 2013 after working for another school supporting children with visual impairments, where his passion for working with young people was ignited. After taking a break from education in August 2016, James spent six months working in Essex Social Care before rejoining TCES Group in his current position.

As Pastoral Care Coordinator, James listens to and supports pupils, putting them at the heart of everything he does. Working alongside ELIS' inclusion team, James ensures quality pastoral care is delivered to all pupils. Says James: "My main objective is to listen to what pupils need to say. All too often we get caught up in systems and processes and, while not playing down their importance, the pupils' voice can be at risk of getting lost. It is my aim to make sure that every pupil has a voice and is being listened to."

Continues James, "My passion has always been working with young people to achieve their best in education. I believe that it is the children who face many difficulties



in their lives that need extra support, not only academically, but emotionally. TCES Group has given me the opportunity to do just that."

In a typical day as Pastoral Care Coordinator James's time is kept busy with ensuring the pupils' wellbeing before taking care of any home visits or meeting with fellow staff members. The role can, at times, be challenging: knowing that pupils are affected by uncontrollable adversities in their lives can be tough. But, as Pastoral Care Coordinator, James does get to see first-hand the change he has made to pupils' lives through the work he has undertaken with them.

In his spare time, James enjoys flying over the UK (he holds a private pilot's licence), with occasional trips to Europe. Also a keen musician, James has played in several bands over the past ten years, playing a variety of instruments: guitar (which he also teaches), drums and piano.

TCES Group employs more than 160 people, a diverse and talented staff team whose job roles are wide-ranging and fascinating. Each role makes a valuable contribution to the effectiveness of our, 'Good' and 'Outstanding' schools.

"It is clear that pupils really are put at the heart of everything staff do. TCES Group offers a great alternative to mainstream education that is catered to support the students to allow them to achieve their best"

– James Lampshire





Promoting British Values

Individual liberty

In TCES Group schools everyone is allowed to follow any religion and lifestyle they choose. Prejudice of any sort is not acceptable and our schools are safe spaces for all pupils. We listen to and respect individual's opinions, recognising that all pupils have rights and responsibilities. No-one is ever punished for standing up for what they believe in, as long as they don't break the law.

Our staff teams support pupils to develop their self-knowledge, self-esteem and self-confidence,

encouraging them to take responsibility for their behaviour, as well as knowing their rights. We model freedom of speech through pupil participation, while ensuring protection of vulnerable pupils and promoting critical analysis of evidence. Stereotypes are challenged and a strong anti-bullying culture is implemented. Displays across our schools demonstrate our mutual respect, tolerance and passion for diversity and pupils are taught about their individual liberty and the freedom to be themselves without fear.



February was LGBT History Month and, for the first time, we formally identified this month as a learning opportunity for our pupils. It provided a chance to discuss individual liberty and to educate pupils around some difficult issues that they may not have explored before. The official theme this year was PSHE, Citizenship and the Law, which worked especially well for our inclusive schools.

Each school was encouraged to hold focussed Student Council meetings to kick start activities, as well as focussed assemblies, group process discussions and PHSE lessons around these issues. Pupils explored what it means to be LGBT in one of our schools, how we treat LGBT people, whether our schools offer welcoming environments, the history of the LGBT movement, famous LGBT people of influence and gay rights across the globe.

As an LGBT History Month competition, each school and service collectively designed an LGBT display board, containing

a very clear inclusive message. These were displayed in prominent positions at each site and prizes were awarded for the most creative.

Judges had a hard time picking winners as every school and site had put a lot of work into the subject. As a result, all joint entries were awarded a cash prize to spend on additional resources, such as books for their library, PHSE resources or new games for lunchtime clubs.



First prize: ELIS Custom House

Second prize: EFS Witham



Joint third prize winners



NWLIS

Create Romford



EFS Clacton



Create Barking



Motivating, empowering and inspiring pupils

Our CEO and Schools' Proprietor, Thomas Keaney, has a personal vision that sees our schools as inclusive, thriving, socially and emotionally healthy communities - a vision driven by his deeply held belief that human beings thrive in positive environments. Thomas says, "To enable this to happen, TCES Group staff and pupils must be supported to own and deliver the community values of our schools and services."

These community values are:

- very high expectations
- hard work
- mutual respect and tolerance
- authentic 'real' inclusion
- genuine pupil, parent and staff voice and participation
- a 'we never give up' philosophy for our pupils and staff.

In February 2017, after grading NWLIS as outstanding in every area, the Ofsted Inspector stated in the Ofsted Inspection Report, *"The School's Proprietor is inspirational. His vision to provide a uniquely outstanding education for pupils with complex needs is shared by all leaders and staff."*

The risk in the work we do is that all too often we can over identify with our pupils' past experiences and miss what is the essential ingredient in their treatment; their own capacity for healing themselves through their strengths, resilience and extraordinary talents.

"Teachers are the foundation of our success,"
– Laquain,
Student Council
President at
Group Process
Meeting,
chaired by
Kheron.



Student Council - the beginnings of group work

'Big journeys begin with small steps' and our journey starts in the development of the healthy functioning of our pupils in groups, starting with our Student Council.

We believe intrinsically in the transformative power of a Student Council: here real, and not symbolic, opportunities are offered to pupils who struggle to have a voice, to join a democratic Student Council where their voices are both heard and acted upon. The Student Council is where our small group work begins and where pupils who would not normally be seen as positive influences across our school are transformed by being given an opportunity to join. They have a real say and, as importantly, are seen by peers as champions of other pupils' wishes and feelings around the running of a successful and democratically empowering school.

Motivational and Inspirational Speaker and Group Assemblies

A key activity that has been extremely successful in helping our pupils to see themselves as talented young leaders is the weekly school visit by a motivational speaker and mentor. One of the UK's leading Black History and Culture Specialists, Andrew Muhammad, aka Papa G, has been visiting NWLIS since 2014 and ELIS since the beginning of this academic year. Andrew Muhammad began this transformation with the delivery of inspirational assemblies which were all about our pupils' leadership potential and drawing these talents out. Following this, he set up specific leadership curriculum lessons where our pupils began to learn about leadership qualities and success was seen in pupils extolling each other's leadership qualities.

Andrew Muhammad's sessions are designed to be motivational and to inspire pupils to see their futures in a more positive light, however difficult their past might have been. A powerful example of his achievement with young people can be seen in Kheron, who occasionally joins him at school for sessions to talk to pupils about how his life has been turned around, so much so that he is now a motivational speaker himself! Kheron recounts his moving personal experience of growing up dealing with family trauma, dropping out of school and later finding a pathway to success. He talks about how changing your attitude can change your world, and encourages pupils to simply be polite, adopt a positive attitude and disregard distractions.



NWLIS sessions of fixed term exclusions

2016/17	Autumn 1st half term	Autumn 2nd half term	Difference %	Spring 1st half term	Difference %
Total sessions of fixed term exclusion	45	22	-51.2%	12	-45.5%
Sessions of fixed term exclusion for pupils in crisis or new pupils	25	22	-12.0%	7	-68.2%

Group Process

The NWLIS inclusion team's group process sessions provide a unique experience for all attendees. ASC and SEMH pupils are educated together, sitting with all of our staff in the hall, both pupil groups showing respect for one another and fully participating. Equally impressive is the way that everyone in the room feels able to openly share their experiences. Sessions have grown since 2014, progressing from Student Council to small tutor groups to what is now (since September) a whole school group process. Local Authority Officers have also described this whole school group approach as unique and a model of excellence and we now sustainably deliver this model through several staff who are undertaking formal training in group work.

"On a weekly basis, pupils learn, debate and listen to one another in a therapeutic 'group process' session. Pupils and staff alike told the Inspector they look forward to this. In an observed session, all pupils in the school engaged in complex, philosophical discussion about gender equality. For pupils with such complex needs to have developed the ability to listen, empathise, take turns and manage disagreements in this way is excellent, and prepares them very well for their next steps." Ofsted, 2017

Outstanding outcomes

The results that this blend of motivation, empowerment and inspiration have achieved at NWLIS have been astounding. Staff report a substantial change in ethos and relationships among pupils, an increase in respect for others, and say that pupils have gained hugely in the confidence to speak out. As a consequence, NWLIS has something of a family feel which is invaluable, especially for pupils who may lack this at home.

"Staff and Pupils alike describe the school as a family. The sense of community is exceptional." Ofsted, 2017

These incredible gains are borne out by a significant decrease in incidents, fixed term exclusions and an increase in attendance and engagement. TCES Group is proud of the fact that no pupil has ever been permanently excluded.

Overall, since September 2016 there has been a decrease of 72% in the number of fixed term exclusions for those pupils in crisis or who are new, and a decrease of 73% in the number of fixed term exclusions across the whole school.

"The truly inclusive ethos and very high standards ensure that no pupil is given up on. Against the odds, leaders and staff do whatever is necessary to facilitate outstanding outcomes for all pupils." Ofsted, 2017

Equally, attendance has risen from an average figure of 45% for pupils prior to joining NWLIS, to a current average figure of 85%, thus almost doubling their school attendance.

"The rapid improvement in pupils' rates of attendance reflects the focused care and attention staff provide." Ofsted, 2017

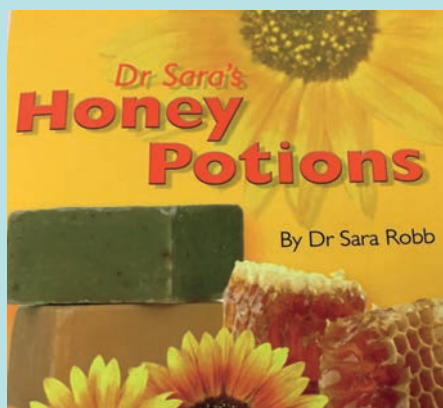
This table shows a comparison over the last three years, up to the end of Spring first half term in each year:

Prior Attendance %	2014/2015	2015/2016	2016/2017
43.7	81.2	86.4	88.8



Busy bees! NWLIS pupils work with leading apiologists to produce their own honey and beeswax products

Api:Cultural has been working with a select group of NWLIS pupils since May 2016. Their experienced practitioner Mark Patterson uses a variety of outdoor activities to teach pupils core curriculum subjects in an alternative setting. Many activities have been introduced to the pupils including bee keeping, poultry keeping, producing natural cosmetics using plant oils and beeswax harvested from hives the pupils have cared for, plus vegetable growing and harvesting, woodwork and construction. Phew!



Through these sessions, pupils have learnt about plant and animal growth and development and pollination. They've gained a better understanding and appreciation of their natural environment and learnt woodwork and DIY skills all whilst utilising elements of biology, chemistry, physics, English, mathematics, information technology and design.

These sessions take place in small groups or 1:1 sessions in a tranquil community garden setting away from the school. Pupils taking part in the programme have gained a sense of achievement having made and marketed their own products whilst demonstrating improved confidence in their abilities, as well as improvements in their behaviour and attention span. Tia raised a phenomenal £56.00 by selling her packaged honey products and handmade cards, which she then donated to the Catherine Bullen Foundation.



Our hatching egg incubation project in the school enables NWLIS pupils to participate and benefit in learning about animal growth, development and the welfare needs of living things. In 2016 the school hatched four chickens and later this year pupils will be hatching chickens alongside ducklings.



NWLIS Anti-Bullying Council selected to take part in the Ambassador Programme

Five NWLIS pupils went on training in January so that they could participate in The Anti-Bullying Ambassador Programme which is part of the charity, The Diana Award. The Diana Award was founded as a legacy to Diana, Princess of Wales' belief that young people have the power to change the world for the better.

The five pupils who form the Anti-Bullying Council are: Myles, Laquain, Aaron, Hussein and Micky. They believe that pupils may feel more comfortable approaching them rather than adults and are prepared to listen and support all pupils who have a concern.

Parent Group continues to thrive

The NWLIS Parent Group is going from strength to strength, with a total of six parents attending the most recent Group on 10 February. Parents currently meet once every half term (roughly each six weeks) before joining the celebration assembly, where they often get to give out awards to pupils. The Group creates its own agenda, with a diverse list of topics to be discussed. These range from understanding Education Health Care Plans to a series of knowledge-based topics about Special Educational Needs and other related conditions.

Find out more: kevin.parker@tces.org.uk and katrina.medley@tces.org.uk





East London
Independent School

East London Independent School (ELIS)

Stratford Marsh bringing on next generation of engineers

"Pupils have benefitted from weekly bike engineering and mechanics workshop sessions," says Rosemary Temenu, 'Da Vinci' class teacher. Since February, pupils have attended the Archway Project, a youth club and education centre that enriches the lives of young people by providing training and support that is accessible to all. The class enjoy their time out of the school environment to attend the motorbike workshops.

Omaree: "I really like going to the motorbike workshop. We have learnt how to service the bikes and I am going to ride them soon."



Leroy: "The motorbike workshop is fun, inspirational and that's what I think about it."

Harry: "I like the sessions a lot."

Antony: "I love it, because I have my own bike to work on."

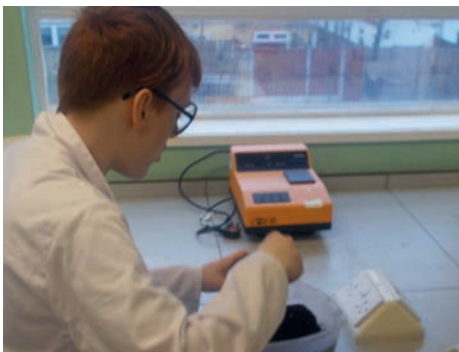


Meanwhile Joshua, who wants to be a mechanic when he's older, and dreams of opening his own garage, is enjoying learning all about mechanics at Beckton Skill Centre. Being allowed to work alongside post-16 students has helped him in learning new skills and he has formed very good relationships with staff and other students on his course. Joshua has made such good progress that Beckton staff have now indicated that he might be taken on as an apprentice once he finishes school.

ELIS pupils enjoy practical science lessons in Newham lab

In February, ELIS pupils began their science lessons in Newham College's science laboratory, enabling them to undertake practical experiments that otherwise wouldn't be possible. So far, pupils have completed three sessions at Newham, taking part in both theoretical and practical lessons.

Liam (pictured below), accompanied by Rohan, participated in a practical



Liam sowing cress seeds after identifying the correct variables for this investigation.

lesson entitled 'Investigating Variables,' based on the hypothesis 'Salt solution will affect the growth of the cress seeds.' By identifying the variables, pupils were able to adjust the salt solution and monitor the effects on the growth of the cress seeds over a three-week period.

Razzaq decided to investigate the hypothesis, 'Changing the height of the ramp will change the speed of the car, so increasing the height of the ramp will increase the speed of the car.' His investigation involved taking part in three trials in which he calculated the speed of the car using the formula $\text{speed} = \text{distance}/\text{time}$. He was then able to write a conclusion to support whether or not his hypothesis was correct.

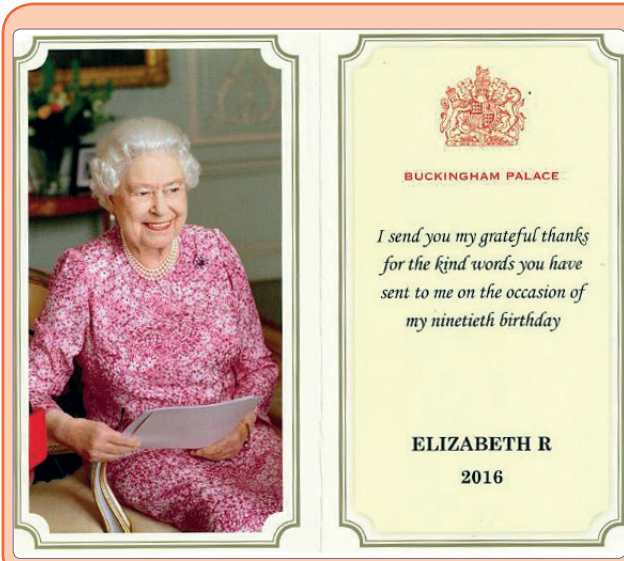
Since taking part in these laboratory investigations, pupils have vastly

improved their practical and investigative scientific skills, adapting well to working under laboratory conditions.



Rohan measuring out and recording volumes.

Find out more: dorothy.elliott@TCES.org.uk



Letter from the Queen

There was great excitement when a letter from Buckingham Palace dropped through the letterbox at EFS Clacton recently. It was to thank pupils for the lovely home-made cards they'd made for her 90th birthday (see our Summer 2016 issue). Yes, even the Queen writes thank you letters!

Cultural week activities

For Cultural Week in March, staff and pupils from EFS Witham chose to explore obscure structures around Europe. As part of the project a group visited the ArcelorMittal Orbit in the Olympic Park, where they enjoyed the views from the top of the structure. They also bravely experienced the slide.



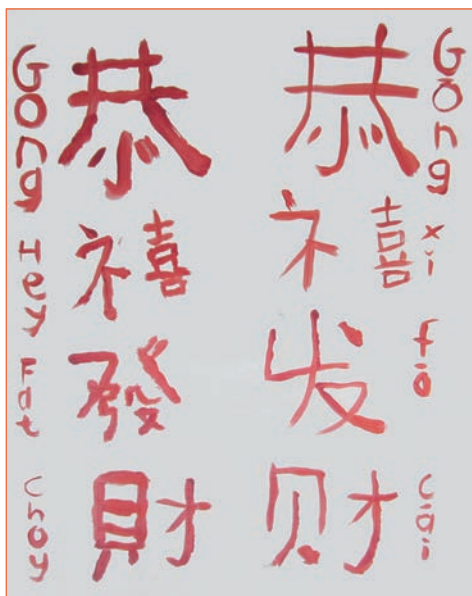
Boys in blue

Community Police Liaison Officer PC Holmes visited EFS Witham on 18 January, bringing a pile of uniform and accessories for pupils to dress up in. They all had a great time running around the school in their riot gear!!

A highlight for pupils was being allowed to sit in his police Crusader and test the sirens and blue flashing lights.



PC Holmes also used the visit to have a lengthy chat with the older pupils about the dangers around social media.



Chinese Year of the Rooster

To celebrate the Chinese New Year, EFS Witham's pupils watched a presentation on the annual festival, from which they learned how it celebrates the start of new life and the season of ploughing and sowing. They considered what this means, and discussed the traditions that Chinese families adopt, such as visiting friends, the lantern festival, spring cleaning their houses to sweep away any bad luck and the decoration of paper scrolls.

They also considered the type of food eaten during the celebration,

which is dependent on the region, and clothes worn. The school chef prepared a wonderful Chinese meal of Hong Kong chicken, egg fried rice and pancake rolls and a veggie option of Peking Peppers and pak choi sticky vegetables. The meal was rounded off by fresh fruit and Chinese pineapple cake.

Pupils then looked at Chinese art and participated in drawing the symbol for Chinese New Year, this year being the year of the Rooster, using felt tips and tracing paper.

Certificate of excellence

Four pupils from Create Service Essex, as well as two from EFS, have received a Certificate of Excellence after taking part in the English Speaking Board - Entry 1 Independent Communication Skills examination. Head Teacher Cheryl Rutter says, "This is an amazing achievement and we're all very proud of our pupils."

In order to receive the Certificate of Excellence the pupils successfully proved to the examiner that they could complete each section to a high standard, with each part of the examination graded a 'very good pass'.

For the first task pupils were asked to deliver a presentation on a subject that they enjoy. To support their presentation they each created a visual aid, using pictures of their chosen subject.

They took part in a group discussion, showing that they can listen to others and make a positive contribution to a debate.

Lastly, each pupil received a telephone call. They answered the call formally, introduced themselves and passed on a message, returned to relay their answer, then closed the call in an appropriate way.

A further 34 students from Clacton, Witham and Create Service Essex have achieved a pass from the English Speaking Board since January, which is an excellent result for EFS and Create Service Essex. Congratulations to all pupils.

"I didn't think I was going to do it, but I am glad I did and I am a little bit proud of myself."
Create Service pupil

"I did my ESB on Football, and it went really well. When I started I became more comfortable. I don't really like speaking in front of crowds but I did. I enjoyed answering the questions because I knew what I was talking about. At the end of it I felt relieved that I had done it. I was happy when I heard that I passed and what I got."
Create Service pupil



Wellies-On

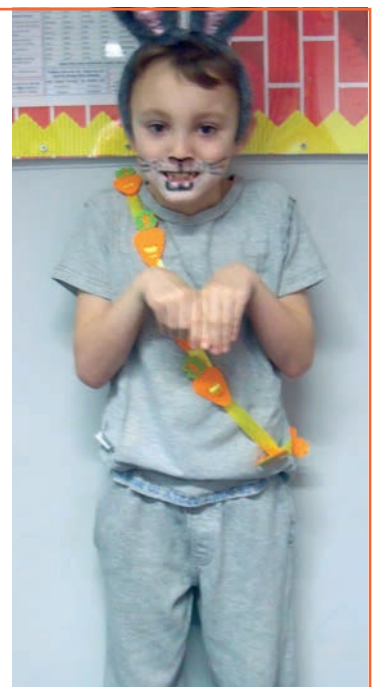
Elainor Lloyd, Inclusion Manager at EFS Clacton, was delighted to receive an email from Emma, the Centre Manager at Wellies-On CIC, after Dan, Jordan and Franky had spent the day there. Pupils attend Wellies-On, a therapeutically influenced farm where they work on animal and land based studies weekly as part of their enrichment programme.

Emma said, "Just wanted to make you aware of the fantastic day your guys had today. They worked really hard, were very mature and conscientious all day. Their team work skills were fab, they were respectful and supportive of each other. They helped each other and staff whenever needed, a real pleasure to be around! I was hugely impressed by all of them. The staff were awesome too!"

World Book Day

On World Book Day Y3, Y4 and their teachers at EFS Witham dressed up as characters from famous books. There was an Easter Bunny from 'Peter Rabbit's Happy Easter', Wally from 'Where's Wally', Iron Man from the Marvel Comics, Matilda from Roald Dahl's 'Matilda' and Ariel from 'The Little Mermaid'.

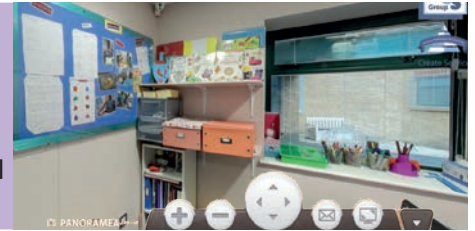
They opened their own World Book Day shop and invited all the pupils and adults in school to drop in throughout the day to have their faces painted or arms tattooed by the class. The day was very successful and all the pupils really enjoyed it and managed it well.



Create Service London

Virtual tour

If you haven't yet been to visit our new Therapeutic Hub in Barking, do feel free to take a virtual tour. On the tour you can visit all parts of the building, including classrooms, sensory rooms, therapy room, the outside play area and our wonderful kitchen. It can be viewed at: <https://www.panoramea.co.uk/TCESBarkingHub/>



Art room

To create the ambience required for pupils to take both GCSE and A Levels in art later this year, a new art room is being developed at the Romford Therapeutic Hub. Keen to secure a good level of pupil engagement, Millie in Y10 and

tutor Aneela Ferdinand have taken on responsibility for the project, drawing on the impressive results achieved by Paul Morris at NWLIS. So far the development of the art space has been quite organic. Millie and Aneela have decorated it with some lovely pieces, designed to create the right environment for pupils to work in.

rooms were pretty sparse and I needed to be realistic about what we could achieve in a short space of time. But I'm pleased with the progress so far and have plans to restructure the room on an ongoing basis to accommodate more of our pupils."

Millie says, "I like the freedom of expression here. There is no right or wrong. We plan to cover this space with colour and expression and interest."

Aneela adds: "When I arrived, the



Positive Progress

We're always delighted to witness the positive transformation of our pupils, so receiving the following message from the manager and safeguarding officer of a care home was especially pleasing:

"I wanted to say a massive thank you for the support that we get for X from your provision and particularly the work that Y is doing with X. In only the short time that X has been with us, he has made some incredible progress and I do not think it would have been possible without the home and Create Service working so well together to support X."

Prior to joining the Create Service, 13 year old X's schools had been unable to cope with his challenging behaviour and he was seen as a risk to himself, others and properties. His negative experience of learning and difficulties with boundaries had led to barriers in acquiring basic skills, making friends with peers or relating appropriately to adults and he was struggling with reading, writing, number work and understanding information.

Now living in a residential home for children with autism

and learning disabilities where, since January 2017, Create Service has provided a tutor on a daily 1:1 basis, plus a weekly art therapy session, X is showing amazing progress. The combination of a structured environment and supported learning, with reward and praise where appropriate, has seen X respond positively with a reduction in outbursts and challenging behaviour.

Because X is beginning to enjoy his education he's making significant progress, particularly in maths. His social skills are developing and he is making friends, sleeping and eating well, learning about good manners, playing football and going on outings with other young people from the home.

Proof of his progress was seen when a new resident arrived at the home. X went to the boy, introduced himself and asked him for his name. Later in the day X took on a 'big brother role' and taught the boy to play a computer game while telling him how to behave at the home. Staff said this was a lovely demonstration of how well life is suiting him at the moment.

Names have been removed to protect confidentiality.

Find out more: colette.ferns@tces.org.uk



The TCES Group Clinical and Therapy Team works in our schools to deliver the therapeutic element of our 5 part curriculum

Clinical Corner

A day in the life... Erin Connelly, Occupational Therapist, TCES Group

Erin Connelly is the Occupational Therapist for the North West and East London Independent Schools and Create London. As an occupational therapist, Erin works with pupils to help them achieve the skills required for independent daily living. Below, Erin discusses a typical day at the Create Service Barking Hub:

"I usually arrive at Barking for an 8.30am briefing. This meeting is vital to ensure that staff and rooms are coordinated and to brief staff on how my day (and that of any other therapists present) will be structured. We then have a LABBS meeting, which is a brief overview of every pupil's clinical, educational and behavioural needs plus any safeguarding concerns that we need to be aware of. This is important in helping me to view the pupil holistically and tailor my therapeutic work appropriately. One of the pupils I am working with has just started to be able to express emotions verbally, and we are primarily working on understanding what emotions look and feel like. This is a pupil with significant anxiety – we are making great progress and he is now able to share how he's feeling."

"Following these meetings, I might travel to Romford for a 1:1 session with a pupil. Our sessions are psychoeducation based, and involve exposure work, which is aimed at developing independence.

Part of my day might be spent on my current sensory passports project, which looks at what tools and strategies pupils can use when emotionally unregulated.

"After school, I am able to support the staff in a reflective group and may either deliver or support a staff workshop based upon their training needs."

Reflects Erin, "Occupational therapy empowers pupils to self-regulate and develop their independence and identity. It's such a pleasure to work with and support pupils in their journeys."

For more information about Occupational Therapy, please email Erin at: erin.connelly@tces.org.uk



Developing and improving pupils' emotional wellbeing with Drama Therapy

Amber Doyland is Create Service's Drama Therapist of two years. Amber engages with pupils on a 1:1 basis and within small groups across both Therapeutic Hubs in Barking and Romford. Amber explains, "The sessions are individualised, to accommodate each pupil, some sessions might be community based, some might be movement and drama orientated, some might include

musical instruments, spoken word, rapping, others might use objects as the medium and all usually include talking!"

Amber says, "I feel honoured to work with the pupils at Create Service, most of whom have suffered immense difficulties within their young lives and it takes tremendous courage for them to trust and to engage within any sort of process with an initial stranger." I find all the pupils I work with have amazing talents and qualities which they are already trying to find a way of using more freely. I really appreciate the opportunity to try to support them further within their process."

For more information about Drama Therapy at Create Service, please email Amber at: amber.doyland@tces.org.uk



Find out more: peter.finn@tces.org.uk

Catherine Bullen Foundation



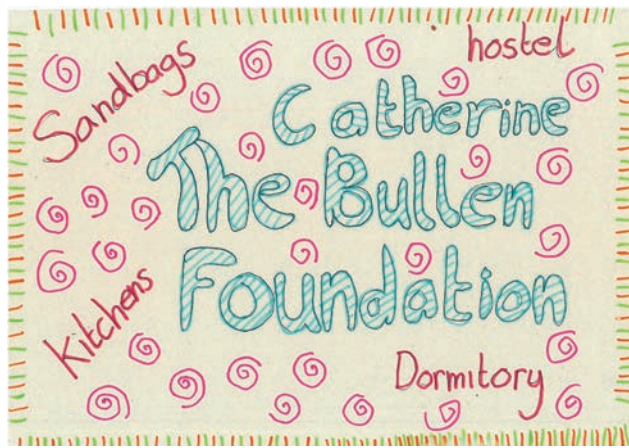
The Catherine Bullen Foundation

Making a difference in rural Namibia

Launched in 2002, the Catherine Bullen Foundation was set up to fund community-based projects including the provision of fresh water supplies and medical and educational facilities in rural Namibia, and is TCES Group's international charity.

EFS Witham

Staff and pupils at EFS Witham were very creative when planning activities to raise money for the Catherine Bullen Foundation on 20 January. They held a plant and cake sale and a sponsored silence to raise funds. Pupils designed posters for which Head Teacher Cheryl Rutter donated 50p per poster. They also had a football goal shoot out, with Michael Sim in goal. Altogether EFS raised a fabulous £75.70 for the Foundation.



Charity Penalty Shootout



£1 entry

Competition

Catherine Bullen Foundation



Prize for Winner

- Five penalties each for round one.
- Top four highest scoring penalty takers go through to sudden death semi-final.
- Remaining two takers go through to sudden death final.



ELIS Custom House

Pupils at ELIS Custom House had a busy start to the Spring term by thinking up new and inventive ways of raising money for the Catherine Bullen Foundation.

Following an assembly about the Foundation and the important work that it undertakes in Namibia, pupils embarked on a cake sale fundraiser with the boys pictured here doing a grand job of selling their wares. Pupils also had a selection of riddles on display, with people donating money to have a guess at trying to solve them.



NWLIS

See page 10 to read about the novel way that NWLIS has raised funds for the Catherine Bullen Foundation this year, selling pupils' handmade cards and honey.

