

TCES Group Bulletin

Spring 2016 

TCES Group
Create Service



East London
Independent School



North West London
Independent School



Essex Fresh Start
Independent School



TEACHING TALENT
Award for Excellence in Teaching 2015



Pupils at EFS Witham got creative using digital light photography during Arts Week

**clinical
corner**

**schools
news**

**create
service**



CEO welcome



Welcome to the TCES Group Spring Bulletin. Once again you'll see that we've had a very busy term, with numerous highlights. Throughout this period I've been impressed, as always, at the hard work, enthusiasm and resilience shown by members of staff across the Group.

Recently during inductions I was asked to explain our Social Enterprise model, an aspect of our business model that I am most proud of and

I thought that it would be useful to expand on this in a wider forum; the TCES Group exists as a business for the sole purpose of tackling social problems and improving the life chances of our pupils. Social impact is more important than profits. We reinvest our surpluses back into the business through significant investment in state of the art premises, our multi-disciplinary clinical teams and our commitment to financially support, research and develop our non-profit making projects.

This term there has been some excellent work done by our pupils in raising money for charity. Staff and pupils at Ibex House have spent many hours creating a beautiful quilt that would brighten any bedroom. They have chosen to auction this for our international charity, the Catherine Bullen Foundation. To see the quilt and find out how to bid for it, please see page 6.

Lastly, I also have to share some extremely sad news about the very recent death of a truly inspiring

Assertive Outreach Tutor from our Create Service. Brian Hartnett, whose sudden death was a shock to us all, was buried in Ireland. Brian's recent work with a pupil was transformational and it is clear to me the incredible mark of the man on the basis of the hole left behind in the pupil group and the whole Create staff team. I always found Brian to be a man of deep emotional intelligence, integrity and good humour. I know we will work hard as a Create team to ensure that his excellent work and his time with us is not forgotten.

As always, we look forward to welcoming you to any of our schools or Create Service Therapeutic Hubs to witness first hand what we're achieving with our exceptional young people. We hope you enjoy our Spring Bulletin and wish you all a very happy Easter break.

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

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

To make a referral, please phone us on:

020 8543 7878 (choose option 3)

Email: referrals@tces.org.uk | www.tces.org.uk | @TCESgroup

In the news

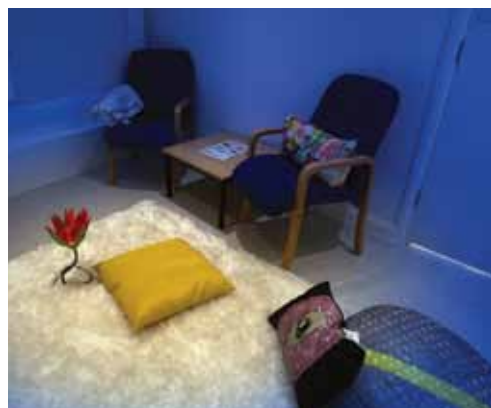


Recent tweeting from @TCESgroup

Expanding our offer

To address the needs created by ever increasing pupil referrals, work continues on the building refinement programme across the TCES Group.

Current focus is on the refurbishment of our new Therapeutic Hub in Barking, which epitomises our drive towards continual improvement. Once complete, it will work alongside the already successful hub in Romford, opened last term, allowing us to expand the true offering of our Create Service.



As with EFS Witham, which has been in operation since the beginning of the school year, the Barking site was originally built as a school. It is being fully refurbished, to include new reception and office space, a kitchen that can be used by pupils and staff, and a number of purpose built classrooms as well as sensory rooms with padded



floors and special sensory lighting for pupils to use when they feel the need to let off steam. It also boasts a secure outside space providing a safe area for pupils to play outside.

The project has at all times been based on the pupil-centred approach that is at the core of TCES Group's philosophy. Project Co-Ordinator, Sacha Nortier, explains, "From the start of this project our plans have been driven by an awareness of the need to meet and adapt to every need of every pupil. For example, when looking at sensory needs the environment in the special rooms is being constructed to fit the pupils, rather than expecting the pupils to fit into the environment."

The Barking Therapeutic Hub is expected to be complete by mid April, with Create Service staff and pupils moving in during the summer term.

TCES Group @TCESgroup Mar 25
Fabulous handcrafted #Eastereggs from pupils over at our #Essex Fresh Start Independent School. Happy Easter all!



TCES Group @TCESgroup Mar 24
Our #Easter #chicks at #EFS #Harlow are now one week old and beginning to show their adult wings!



TCES Group @TCESgroup Feb 16
#ChineseNewYear celebrations for EFS Harlow pupils included printing & colouring their names in Chinese.



TCES Group @TCESgroup Jan 29
We're helping others in Namibia today, raising funds for the Catherine Bullen Foundation: <http://bit.ly/1ZUXHum>

TCES Group @TCESgroup Jan 27
Great to hear from our Create Service that their first football training session had a good turnout!

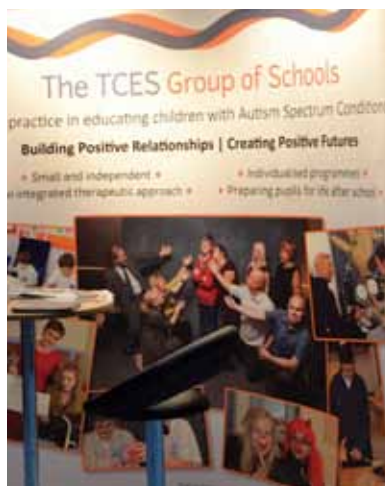
SEE US AT

the autism show
17-18 June 2016 | ExCeL, London

Once again the TCES Group will be exhibiting at the Autism Show London this year and we'd love to see you there.

Our experts will be on the stand to answer any questions you might have on our highly personalised learning programmes for pupils aged 7-18 years with an Autism Spectrum Condition.

Please join us on Friday 17 or Saturday 18 June at ExCeL.



Spring has...

New life, Fresh Start

There's been great 'eggitement' at Essex Fresh Start Harlow!

Science lessons have literally come to life as pupils have kept a close eye on half a dozen eggs in an incubator, five of which have now hatched. Teacher Mark Ingall has used the exercise to help teach pupils about the natural world and farming, including imprinting, farming techniques and where food comes from. For younger pupils, hatching the chicks has been incorporated into lessons on the life cycle.

The excitement began before the chicks appeared, as they could be heard chirping from inside their eggs, letting pupils know that they were close to hatching. Watching them hatch in the incubator has taught pupils how the mother hen is not always required to help with the hatching process, provided the eggs are kept in the right conditions, i.e. warm and safe.



Typically, a fertilised egg requires 21 days incubation before the chick is ready to crack the shell and emerge from

the safety of the egg. Once hatched it needs to remain in the incubator for another four hours to allow its feathers to dry. Those hatched outside an incubator would normally stay under their mother during this very early stage of their lives.

EFS Harlow pupils have been closely involved with guarding the incubator, with one commenting that he was 'really excited to be a Dad'.



As for the chicks, the three girls, named Heather, Daphne and Lyn, and two boys, Ralph and Ronaldo, are proving to be popular additions to the school. However, they will shortly be going to live with Mark, where they will join the family of chickens he already keeps as a hobby. There's clearly never a shortage of fresh eggs for breakfast in the Ingall household!

Sourced from Wales, these chicks are a white Suffolk crossed with a brown chicken.

Check our Twitter site for videos and more photos of our cute fluffy friends: @TCESgroup

A star in our midst

We are pleased to announce that, following a sabbatical to pursue a long-held theatrical ambition, Simon Cartwright is returning to ELIS Custom House after the Easter holidays as full time Head of ASC.

Simon has remained at Custom House on a part time basis while starring in a successful and critically acclaimed one man play called 'The Man Called Monkhouse', receiving five star reviews at last year's Edinburgh Festival and on national tour. He also appeared as Bob Monkhouse in Series three of 'Toast of London'

and last month appeared in a film called 'The Last Laugh' - to be featured at the Cannes Film Festival.

Having joined the TCES Group almost two and a half years ago, Simon returns to join Kevin Parker who has done an excellent job in supporting the school in his absence.

Along with Assistant Head Teacher, Julian Kaufman, we know that Simon and Kevin will ensure that the delivery of a high quality service for our ASC pupils continues to grow from strength to strength.



... sprung!

Stratford Marsh remodelling

East London Independent School's Stratford Marsh site is abuzz with excitement!

Phase 3 of the development (which will see the remodelling of the 'church' part of the former Brickfields Christian Centre completed and the main school building of ELIS emerge in its place) is underway.

TCES Group acquired the former Brickfields Christian Centre in 2013. Founded in 1662, the oldest Dissenting (or Free Church) congregation in Newham is said to have been created by the Church of England vicar, Thomas Walton, one of more than 2000 clergy of the time who, having refused to swear an oath of allegiance to the crown of King Charles II in 1660 or sign The 39 Articles of Faith, started new congregations.

The area is steeped in historical riches - Romford Road follows the route of the Roman Road to Colchester and 'Street' 'Ford' was where the Roman road met the road to Cambridge. Causeways were erected to allow travellers passage across the marshes and Streetford became



Langthorne Abbey as it stood in the 14th century, before dissolution in the 16th century

geographically significant because its stone ford allowed travellers to pass on this

intersection. There was a Roman fort at Old Ford and nearby Channelsea River was an artificial channel - a branch of the Lea - originally cut by Alfred the Great where the great Langthorne Abbey sat.

Channelsea River is one of the Bow Back Rivers or Stratford Back Rivers - waterways constructed to drain the Stratford Marshes and power watermills, the economic lifeblood of the area until the 1960s. The Queen Elizabeth Olympic Park was built on land served by the regenerated waterways and it was part of the London Olympic bid that construction materials for the site would be brought in by water making the games the most environmentally friendly ever.

TCES Group takes its responsibilities for the future of the site very seriously and is launching a competition to design the plans for Phase 3 of the remodelling project. Such exciting and creative architects as Architype, Evolution Architects and GA Architects (who specialise in state of the art buildings for children and adults with an Autism Spectrum Condition or other learning difficulties), will ensure that ELIS can take its place in this rich tradition.

Watch this space - there will definitely be more in the Summer Bulletin!

New colleagues

On the basis of increasing referrals across the Group and the related growth of our schools and Create Service we have recruited some excellent new senior staff:

- Shaun Collins, who is featured in 'Clinical Corner' on page 14, will join us as Head of Clinical Services from the beginning of April.

We have already welcomed:

- Colette Ferns as Head of the Essex Create Service

- read more about Colette on our 'Create Service' page, 13.

- Marion Gallo as the new Branch Manager of our Teaching Talent recruitment agency. Marion is also featured 'In the news' on page 8.

These senior members of staff bring some very significant expertise to the Group and reflect our continuous drive for improvement.

A day in the life of...

North West London Independent School, tucked away behind St Aidan's RC Church and Vestry, appears to be quite small. What a surprise! The airy and spacious entrance leads on to a beautiful and well-designed school that flows over two floors.

NWLIS is a special school and all pupils who attend have special educational needs. The school is divided into two parts: the special needs of the pupils on the ground floor, in key stages 3 and 4, are attributed to their social, emotional or mental health needs. An integrated approach focuses on close collaboration between education and therapy teams to help pupils develop skills of self-regulation and pro-social behaviours so they can access learning more easily.

Glass bricks, curves and a wide corridor dominate the space and lead on to classrooms full of interesting displays where pupils access a five part curriculum similar to that which would be found in a typical secondary school.

Space, light and layout

Those pupils on the first floor are described as having an autism spectrum condition, alongside moderate (sometimes multiple) learning difficulties as well as social, emotional or mental health needs, and range in age from key stages 2 – 4. School meets the needs of this group of pupils in an integrated approach which first addresses their communication and interaction difficulties. Informed by the revised Code of Practice which recommends that schools, '**...work out what action...needs (to be taken), not... fit the pupil into a category... individual children or young people often have needs that cut across all these areas...**'¹ the approach is quite different and you feel the change as soon as you walk through the door. Full of natural light and ventilation,

this low sensory stimulus environment is designed to reduce sensory overload and, therefore stress and anxiety. It is comforting, offering an immediate sense of security and here you will find the inspirational focus of this term's 'Spotlight', Ishamar Blake, Lead Teacher.



His visible presence, reassuring, supporting, anticipating difficulties, lets pupils know he is there, that he cares - secure pupils are happy pupils. "The team," he says work, "...above and beyond all the time and have an absolute dedication to preparation in advance so they are always ready and can focus on their pupils".

The role of the adults in the environment

Mr Blake leads by example, role modelling for staff his expectations with an innate sense of how to place relationships at the heart of an approach and keep them there. Knowing what pupils need, treating them as individuals with rights BUT helping them acquire the ability to also meet their responsibilities is key.

A very democratic approach, round table discussions an integral part, Mr Blake and his team join the whole school de-brief daily but on Wednesday he chairs his own staff meeting. "We work as a team, all views are important. Constantly evaluating, appraising and then responding to our pupils, thinking

ahead of them to make sure that everything keeps moving nicely."

Recent research indicates the importance of focusing on individual needs rather than diagnostic groups. Language is complex; multifaceted and multi-layered and children can be very good at hiding their language difficulties, showing other 'symptoms' that are more tangible, recognisable or easier to understand – poor literacy, poor behaviour, low self-esteem and few friendships. Difficulties with communication can impact all areas of development. **'Children need language to learn, socialise, to manage their behaviour and to develop emotionally.'**²

The approach that Mr Blake leads so well creates a communication friendly environment³ delivering a pupil-centred, needs-led approach where barriers to communication are removed. Developing key ideas around speech, language and communication skills, (which are important in their own right and as a vehicle for learning), social interaction, inclusion and independence for all children, helps pupils develop as learners. It also highlights the fact that these skills can be taught and developed over time.

Communication friendly settings support, in a planned way the development of pupils' communication skills, and from Mr Blake's perspective, "Clear communication..." is essential for his pupils. "To make progress and reach their potential, pupils must know what you need them to do. And you must be fair or you lose them."

He is also keen to highlight the trust of parents and their growing confidence and belief that their children can succeed at school. "It is so important that parents feel valued by school and value school in return." Parents have



...a Lead Teacher

said to him that since his arrival, “...they no longer listen for the phone when their child is at school. Trust has developed which helps them believe their children’s needs can be effectively managed at school.” He has also noticed a reduction in FTE.

How opportunities are planned and created to support communication throughout the day

The amount and style of adult ‘talk’ can greatly influence the environment and how accessible it is to children with speech, language or communication needs. Giving children time to process and understand information and to respond is crucial. By adapting their use of ‘talk’ in the classroom, and in particular their level of language, adults can really enhance the learning environment.

Pupils take part in the Student Council, meeting weekly to raise issues and agree changes to school resources or routines. But Mr Blake and his team do not stop there.

Firstly, a Girls Group was established (which Mr Blake leads), a timetabled use of focused discussion to strengthen the community of caring, support, and encouragement; develop cognitive and memory skills; share the ability to handle pressure and anxiety and build a sense of healthy optimism – resilience is such an important life skill.

Not to be outdone, the boys in Upper School petitioned Mr Blake to start a Boys Group and that now also meets weekly. Mr Blake really likes these little havens in the school week, “I love that pupils see me as a human being who they can trust, rely on and respond to. The Girls and Boys Groups are a perfect chance to teach life skills and encourage a focus on all aspects of self-care.”

Clear and consistent routines

A commitment to high quality teaching, differentiated for individual pupils, ‘...is the first step in responding to pupils

who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.’⁴

Mr Blake and his team embrace the ambition in this statement, blending academic achievement with uplift in skills in a therapeutic and nurturing setting. Pupils follow a sensory curriculum, highly personalised to meet their assessed needs. Individualised timetables, (managing the needs of visual learners) and a highly popular (and visually supported) reward system enrich the curriculum, which offers a wide range of experiences in the community and further afield. Mr Blake describes this as, “...non-negotiable, totally dependent on the team ‘knowing’ their pupils.”

That a pupil who needs the lights off in the classroom when he comes in after lunch (because he comes in from play quite excited), will politely remind the team of what is expected if he comes back into the classroom and the lights are on, speaks volumes about the trust and the quality relationships this team enjoys with the pupils here.

Mr Blake himself

“I always wanted to teach. I love what I do – I am passionate about it. If you are not passionate about it with our pupils, it will not go well!” The skill, he feels, “...is finding the balance between being emotionally connected – seeing how I’m helping, experiencing the joy of helping,” but being a strong enough personality, with secure boundaries which are extremely set at work. “I come through the door on a morning and my total focus is on the pupils and school.”

Mr Blake also loves the opportunities being part of the TCES Group offer him - collaborating and working with colleagues in other schools across the Group so he can build on his current practice. His previous experience, working with pupils who are Visually Impaired as well as those on the Autism Spectrum has been

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.

enhanced at NWLIS, “...adding skills to my bow by working with pupils with SEMH. The learning curve has been steep,” but working with pupils with such need and complexity is, he says, “something I would never want to leave.”

That total commitment to improvement and professional development, explains Mr Blake’s ambition to perhaps eventually follow a SENCo trajectory, learning more about SEND processes and strategy generally or become the Lead Teacher for ASC for the Group.

Somehow, you feel that this person, the epitome of a reflexive practitioner, will achieve his goals. You know that his practice is an extension of his personal beliefs and absolute dedication to his craft. Mr Blake will tell you he likes to wind down by, “...spending time with friends, entertaining, being with good people.”

That’s funny, because that’s how we all feel about being around Mr Blake!

In the news

We're looking for Stars of the Charter!

The TCES Group Charter arose out of extensive consultation with the staff team during 2013.

Simply put, it defines TCES Group's commitment – the 'non-negotiables' – to children and young people in our schools, describing how we:

- ★ value and respect all individuals in our school community
- ★ encourage everyone to participate fully in our groups and community
- ★ do all we can to ensure the safety and wellbeing of everyone in our community
- ★ aim to provide learning environments that meet the social, emotional, physical and learning needs of those in our community
- ★ recognise the individual, unique strengths of each pupil, while supporting their spiritual, moral, social and cultural development
- ★ are committed to delivering high quality learning and teaching that is creative and enjoyable
- ★ strive for excellence in our leadership and management style.

Looking for ways to keep the Charter a fresh and meaningful part of everyday life in our schools, we are about to start looking for members of the TCES Group team who are recognised as 'Stars of the Charter'!

Once a term staff teams will nominate a team member who, in their opinion, epitomises the values of the Charter: someone who lives, breathes, speaks and acts in such a way that everyone recognises them as shining examples of the TCES Group way of doing things.

The Group will recognise each nominee – you will read about them here each term – and then once a year, at our Annual Celebration Event, one of those nominated throughout the year will be recognised as the TCES Group Charter Champion.

Expect photographs, bubbles – these are our unsung heroes, the people who drive real change in the lives of the children and young people we work with. Look for the announcements on Twitter and for the Summer Bulletin.

New recruit

We would like to welcome Marion Gallo, who has joined Teaching Talent as Recruitment Business Manager.



Marion has over 20 years recruitment experience, and has run multi-sector businesses, achieving Top 5 status within the UK. Her diverse set of skills and experience includes redefining business strategy, project management, team mentoring and developing implementation of policy and procedures.

With a passion for recruitment and high level of service delivery Marion is also a fully qualified Holistic Therapist.

Marion said, "I am excited about joining Teaching Talent and look forward to the challenge of redefining the business and brand."

Quality Assurance Framework launched

Autumn 2015 saw the launch of the TCES Group Internal Quality Assurance (QA) Framework, created to promote and improve outcomes for all pupils within our education settings. It actively monitors, on a monthly basis, the quality and delivery of service, reporting data and commentary to our Local Authority (LA) partners on attendance, exclusions, pupils in crisis and the interventions that our pupils need.

The monthly data report allows LAs to better understand the challenges pupils and their families are facing and the extensive support mechanisms we provide in maintaining and progressing a young person through education. It also demonstrates transparency, providing increased opportunity for continued engagement and awareness.

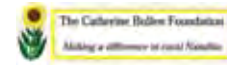
As part of the QA Framework we have developed a

Head Teacher's Report, which analyses whole school performance on a termly basis, measuring the progress of Key Performance Indicators against targets. A valuable contribution to this report comes from our pupils who describe the key achievements of the Student Council during the last term.

LAs have welcomed the new framework, saying: 'It provides us with the essential data needed to be reassured that the school is delivering what has been commissioned', and 'All good provisions should have this as a measure of their own success or to be able to identify the need for development'. Commissioners have also commented that 'It acts as an early indicator, giving warning signs of those pupils experiencing crisis and who may require additional support, not just for their education but from us as a local authority'.

Charity work

Spiritual, Moral, Social & Cultural (SMSC) development



All in a good cause

Charity days have always played a huge role in school life for TCES Group pupils. Because many of our young people face their own significant challenges in life, we believe that it is especially important for them to understand that there are others in the world less fortunate. Ultimately these days should help pupils to feel better about themselves and promote their SMSC development.

Carefully chosen activities are designed to encourage each pupil to learn to think of other's needs and to develop empathy. Activities could be mufti days, making and selling homemade items, auctions, sponsored activities, or performances on a given topic. In addition to fundraising, they will focus on learning about the charity and how to help solve other's problems.

Genesis Research Trust

To thank Prof Robert Winston for officially opening our EFS Witham school in December, TCES Group made a donation to his charity – Genesis Research Trust. The money is going towards a unique project in Europe, the appointment of a new Professor to research how to provide the ideal development of babies well before birth (and even conception) by ensuring the most favourable environment.



An added benefit is engaging with neighbours through charitable activities, allowing pupils to experience a sense of community spirit.

Working in collaboration

The high importance given to charitable activities has seen the TCES Group support numerous good causes. This academic year, however, has been the first in which the group has collectively chosen and celebrated five charities on given days.

Chief Executive and Schools' Proprietor Thomas Keaney explains: "The sheer number of charities makes the decision about which to support quite difficult. Some are chosen because a pupil has been directly affected by the cause or they might be relevant to a particular pupil's culture or background. Others might have proved to be most impactful and successful with our pupils in the past."

Catherine Bullen Foundation

Flower artwork by NWLIS pupils.

Since its formation we have supported the Catherine Bullen Foundation.

Local to one of the first TCES Group schools, in West Mersea, the impact of Catherine Bullen's death was felt



strongly in the local area so supporting the charity was the natural choice.

The Foundation aims to relieve poverty, illness and distress for people in rural Namibia. Our fundraising has helped various projects including the provision of goats to the San Bushmen, an ambulance, healthcare and primary school facilities.



I really enjoyed selling the cakes to the public; I was really good at it too! pupil

My chocolate cake for the Macmillan coffee morning tasted really good. pupil



It was nice to meet some of the local people. pupil

Giving to GOSH

The Create Service raised over £70 for Great Ormond Street Hospital (GOSH) on 11 February. Pupils made and sold cards, Tyrell spent the day baking cakes, while William, Lavonne and Kaden demonstrated fantastic sales techniques in selling them to passers-by outside the hub.



Kaden and Andre also ventured into Romford with their tutors and ended up at the local radio station being interviewed on air. <http://www.tces.org.uk/create-service-pupils-radio-interview/>

Year of the monkey

February 8 heralded the start of the Chinese New Year – 2016 is the year of the monkey. To celebrate, all pupils at EFS Harlow had the opportunity to sample a range of Chinese cuisine. For KS2 pupils, activities included learning how to write their names in Chinese, by printing and colouring them. Meanwhile those in KS4 learned about the Chinese New Year through a presentation and video.



Moving on

John Butcher, Deputy Head at Essex Fresh Start Clacton, leaves us on March 24 to take up a new role as Head Teacher at a school in Norwich.

John has worked tirelessly during the last three years with the pupils, parents and partner agencies to ensure positive outcomes for our pupils.

We are sorry to see John leave, but delighted that he has successfully secured a Head Teacher post.

All of us in the TCES Group join staff and pupils at Essex Fresh Start in wishing John every success in his new role.



FireBreak

A group of EFS pupils from our Clacton and Witham schools have been taking part in FireBreak this term with the Clacton Fire Service.

FireBreak is a scheme run by the local Fire Service for pupils who struggle to engage in education. They are kitted out in uniform and are put through training for one week. Pupils get to take part in some exciting training activities to learn about fire safety, just like a real firefighter.

A passing out parade is held at the end of the week and participants are presented with a certificate and photograph. Parents are invited to share in their son's/daughter's achievement.

Well done to all our would-be firefighters. A successful week was had by all.



Y11 exam success

Well done to Y11 EFS pupils who have had a great start to the exam season. During the spring term they've all been extremely busy and have approached their exams with maturity. Their hard work has been reflected in the great results, with 75% of pupils achieving passes at L1 at the first attempt.

As well as taking exams, Science course work for GCSEs has now been completed and a number of pupils have passed ECDL ICT, which is the equivalent to two GCSEs. They have also been successful in first aid, food hygiene and employability skills, while many pupils are studiously working towards BTEC Sport and other employability qualifications.

Cheryl Rutter, Head Teacher, has praised all the pupils saying, "I am extremely proud of them and have great expectations of their ability to do well in forthcoming examinations."

Find out more: cheryl.rutter@tces.org.uk

Debating Europe

Two Ibex House pupils represented ELIS at the EU Parliament in London on 14 January, to participate in a debating workshop around the issue of Enlargement in the EU. Before setting off for Europe House they carried out research to ensure they were fully prepared. Rohan also carefully prepared notes that he presented during the workshop. This was an extension of work done in the first half of the Autumn term, where all pupils explored attitudes to EU migrants in PSHE. They also attended informative assemblies by Roxy, Yvette and Lauren, which included personal experiences from Yvette's visit to another member state, while Lauren discussed her German heritage and the migration of her grandparents following the Second World War.

There was also healthy competition among all pupils who participated in both a school Music Quiz and an EU Quiz. The winning tutor class groups received vouchers and prizes.



Knit and natter

Staff and pupils at Ibex House have become interwoven in the creation of a wonderful quilt, to be auctioned, with funds raised going to the Catherine Bullen Foundation. Over the two months it's taken to make it, the quilt has become a positive focus for both students and staff, who have enjoyed light hearted conversations over their knitting needles.



The enthusiastic knitters have toiled away at home in the evenings as well as during breaks and focus group times in the school day, casting on and casting off to produce the technicolour labour of love.

This was the first time many of those involved had wielded knitting needles. Thanks go to the pair of knitting ladies who patiently demonstrated their knitting technique.

Everyone at Ibex House hopes that the eventual owner of this amazing one off bespoke piece will value it as much as they have. We're sure they will!

To find out more about how to submit a bid for the quilt please email: sue.brough@tces.org.uk by Friday 15 April.

Green thumb

Working with expert gardeners from the Parkside Gardening Project, class 4 pupils at Custom House and Butterflies class from Stratford Marsh are working on a local allotment that they've nicknamed the 'Green Thumb'. So far they have been kept busy clearing the site and measuring it out, and have designed two raised beds with a path running between them.

As spring approaches, they are hoping to complete the frame of the first raised bed ready to plant their first seeds. They are currently digging post holes and fixing posts into the ground, having measured out the wood and sawn it to size.

One pupil commented, 'I love working at the allotment. It feels good to be making something which might last for years. I can't wait until we see what we've grown.'

Staff have been impressed by their ability to work safely and collaboratively.



Find out more: simon.cartwright@tces.org.uk

A taste of work

Two Y12 students from NWLIS have been successfully placed in local organisations on Resco Programmes, where they're enjoying a taste of real work experience three days a week for 16 weeks.

Tyrese is working at Resco Living in Hounslow, a supplier of new and used furniture and appliances. His wide range of duties, which include warehouse, van and administration responsibilities, mean that he is learning about all the different aspects of the business.



One of his favourite duties is going out in the vans as he likes being out and about and finds it very engaging. He also says that he enjoys working with 'Darren', a friend from the placement and that they get on very well.

In the beginning Tyrese was very anxious about meeting new people and being in a new environment. He was also a little bit anxious about his hours, 9:30am - 5:00pm, as they are longer than the school day, but this is something he is learning to cope with and, in fact, his attendance has improved due to regular involvement at his placement.

Sampling a career in the catering and hospitality industry, Daniel's work placement is at Kettle & Crust, a café in Hammersmith. Working from 9:00am - 4:00pm he has

been gaining experience in both the kitchen and front of house.

In the kitchen Daniel works as part of a team that is responsible for preparing the dish of the day as well as other items including soups, quiches, lasagne and bacon rolls. He has achieved his Food and Hygiene certificate and is proving to be very confident working in the kitchen.



Daniel's charming smile has proved a hit with the customers as he has greeted them, taken their orders, processed payments and served coffees and hot chocolates.

Daniel says that he is very much enjoying his work placement and gets on well with everyone. He enjoys processing payments as it makes him feel professional and he also likes the fact that he gets to meet new people every day.

In the beginning Daniel struggled with time management and was worried he would not be able to make it to work on time, but this is something the school has worked on with him and he is now managing very well.

Head Teacher Nicole Teakle says, "We're very proud of the progress made by both students during their work placements and hope that this could be the start of two successful careers."

REWIND Lyric

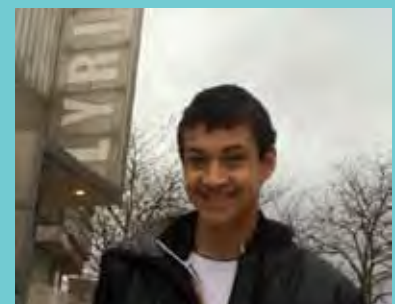
Working under the tuition of professional Theatre Directors at The Lyric Theatre Hammersmith, Y10 pupil Myles has almost completed a 'REWIND' programme and is on track to pass his Bronze Arts Award Level 1 accreditation. The programme is designed to unlock creative potential, promote positive behaviour and explore issues through theatre.

The team at the theatre have described Myles as 'an asset in the room' and 'a joy to work with.' They've also been impressed by his exemplary behaviour and high levels of determination and focus.

The cross-curricular nature of the course has meant that Myles has studied Shakespeare this term and he's written a fantastic review of 'A Midsummer Night's Dream', which displayed a good level of understanding of both the text and the performance. He enjoyed it so much he asked to see it again.

During the ten weekly sessions Myles has also worked in a professional recording studio and with a film company, which has inspired him to work hard on writing a 20 minute screenplay, which we're looking forward to seeing!

He hopes to be able to study for a Silver Arts Award or



similar and staff at NWLIS are currently investigating future opportunities. Watch out Hollywood!

Find out more: nicole.teakle@tces.org.uk

Create Service



Create Service
Personalised Therapeutic Education

Shared goals

Now well established as the Student Council, Angel, Andre, William and Lavonne meet each Friday to plan charity events and discuss their own day to day operations and roles within the Create Community. The meetings are a fantastic opportunity to get together with a sense of purpose, to take a custodian role within their Hub and to develop a sense of pride.



Other Create Service pupils are uniting for paired and group working sessions, focusing on both curriculum and social goals. Paired working helps pupils to activate prior knowledge, understand a problem, or consolidate learning. This term

we have been proud of K4 pupils Joe and Tairell who have been successfully working together on GCSE higher tier maths topics. What a pleasure to see them reflecting on difficulties, developing an understanding of the topic through discussion, rephrasing ideas for clarity and breaking down problems in order to find a solution.

Another huge success has been the establishment of a Create Service football team. Participants are really enjoying both the friendly competition and the benefits that a well planned PE lesson can provide. There is a regular weekly training slot scheduled and we're looking forward to playing matches in the future. Watch this space!



We'd like to extend a warm welcome to Colette Ferns, our new Head of Create Essex. Based at EFS Witham, Colette will lead a team

of teachers and Assertive Outreach Tutors, working with young people with complex needs across Essex.

Colette has extensive community development experience including 20 years working with schools in challenging circumstances. She joins us from Essex County Council, where she has held various roles, most recently with the Alternative Education Commissioning Service. She has also lectured at the University of London.

Excited to be working within the Create Service, Colette says "I feel this approach and curriculum will really enable our young people to fulfil their own unique potential, develop confidence and esteem and be able to contribute to the world in a positive way."

When words are not enough

We have now added Art Therapy to our offering, provided by qualified specialist practitioner, Christella Lucas.

Art Therapy is an alternative way of expressing and exploring thoughts and feelings, providing a safe space to

use art materials to help make sense of difficult emotions such as anxiety, low mood and anger.

Christella explains, "Art Therapy uses the relationship with the therapist and painting, drawing and modelling to support pupils in building a better understanding of themselves and their relationships with friends and family."

A sad farewell to Brian Hartnett

All of us at the TCES Group have been saddened by the untimely passing of Create Service Assertive Outreach Tutor, Brian Hartnett on 1 March.

Brian joined TCES Group through Teaching Talent in June 2014. After a brief stint in Central Services he joined the Create team in July 2014, working on a one-to-one basis with two pupils who both benefited from

his emotional integrity, positive attitude and very happy disposition. CEO Thomas Keaney said, "It is a great testament to Brian that the Local Authority who placed that pupil with the Create Service were insistent on immediately and personally relaying their sadness at the news, as well as their gratitude for the way in which Brian had worked so inspirationally with the pupil, who had found education so difficult up to that point." Head Teacher Sylvia Kerambrum added, "It was apparent through

his practice that Brian really believed in the ethos and work of the Create Service. The news of his passing has profoundly affected both the Create staff team and the pupils who knew him. We are now looking to memorialise him through the good work we do."

Our thoughts are with Brian's family and friends at this difficult time.



Find out more: sylvia.kerambrum@tces.org.uk

Clinical Corner

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

BREAKING NEWS!

We are delighted to announce the recruitment of our new Head of Clinical Services. Shaun Collins has accepted the role and starts at the beginning of April.

Shaun has been able to join us for one day a week this month as part of a pre-induction and has been working closely with Peter Finn our Principal Clinical Consultant, our Inclusion Managers and the clinical teams in our schools. Shaun will be writing in our next issue to introduce himself in more detail, but for now we can tell you that he brings a wealth of experience as a senior manager in the CAMHS service for over 20 years. We will be working closely with Shaun to build and extend the therapeutic and supportive work our schools undertake with pupils and their families.

Welcome Shaun! We are really looking forward to working with you.

Executive Coaching Pilot in our London Schools

As part of a pilot project undertaken with our London schools, Peter Finn our Principal Clinical Consultant, has been running Executive Coaching sessions with Head Teachers and Senior Leadership Teams in NWLIS and ELIS this academic year. This work has focused on supporting the schools' leadership teams to build on current thinking about their school development plans, and refine delivery of support to the pupils, parents and staff team.

The fortnightly Executive Coaching sessions have provided an opportunity for our senior leaders to take time from their busy schedules (not always easy!) and reflect on their experience of the work and how their plans for the school are developing. The Executive Coaching Model supports our teams to do this in a more goal-oriented way than traditional models of reflective practice, as we described in our last Bulletin, and enables our busy leadership teams to refine their action plans for each school.

Some of the work has focused on addressing how to support our pupils to develop better ways of understanding and managing their readiness to learn in class. The Senior Leadership Teams have been very clear in their feedback to our CEO Thomas Keaney and Senior Management Team that we need to develop and enhance the ways in which we help our pupils to understand their own behaviour and communication. We can then improve the variety of ways in which we support them directly to remove the obstacles to learning and achievement. In response to this feedback Thomas Keaney has led a consultation with all our school leadership teams on the behaviour support offered in our classrooms by our Teachers and Teaching Assistants. In addition, Peter Finn has consulted with the London Senior Leadership Teams on a variety of clinical approaches to supporting pupils with their behaviour.



Peter Finn, Principal Clinical Consultant

Psychologically Informed Environments

As part of the work with the Senior Management Team and Senior Leadership Teams in our schools we are currently discussing a variety of models to describe the increasing focus that therapeutic interventions have in the day to day life of our schools.

Our rapidly developing clinical teams, under the leadership of our new Head of Clinical Services, will be taking this work forward to refine and describe the increasing depth and breadth of the psychological

therapies that our Inclusion Managers and their teams provide.

However, we are very aware that much of the informal day to day experience in our schools, from our welcome at the beginning of the school day, during key working and tutorial sessions, through nurture, circle time, Student Council, to group process and assemblies, is intensely therapeutic in nature. Shaun and his team will therefore be refining and developing the ways in which we describe this day to day therapeutic

exchange between our classroom staff and pupils.

We are currently reviewing traditional models of Planned Therapeutic Environments to inform how we express these aspects of our daily work in the schools going forward. We will then be drawing from theories of Psychosocial Care, Milieu Therapy and the new concept of the Psychologically Informed Environment (PIE!) to describe this work in future issues of the Bulletin.

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



During Arts Week pupils across the Group enjoyed a variety of creative activities



The ELIS Ibex House focus was on art across the continents, with the spotlight on a different continent each day.



Tuesday started with a bang in Yaw Cofie's African drumming session at Ibex House. Razaq and Rohan showed musical talent and rhythm as they rose to the challenge of drum call and response.



On Americas and Caribbean day, Ibex House pupils visited Shoreditch and Liverpool Street to view street art representing the influence of American pop culture in the UK.

EFS Witham pupils had fun modelling with clay, producing some impressive pieces. They also created some fantastic digital images (see our front page).



EFS Clacton pupils joined in the capoeira dance and designed fashionable outfits out of paper.



In NWLIS pupils enjoyed physical drama sessions, pottery classes, mug designing and cooking lessons. They



were very engaged and said they wished we did sessions like this more often.

TCES Group



East London
Independent School

Ibex House, Stratford Marsh
and Custom House
Tel: 020 8519 7332



Essex Fresh Start
Independent School

Harlow, Clacton and Witham
Tel: 01376 780088



North West London
Independent School

Acton
Tel: 020 8749 5403



Create Service
Personalised Therapeutic Education

Romford
Tel: 01708 393150

TCES Group schools provide LA funded day-school education for pupils aged 7-18 years whose Social, Emotional or Mental Health (SEMH) needs or Autism Spectrum Condition (ASC) has made it difficult for them to achieve success in a mainstream school. Pupils will often have additional undiagnosed learning needs, Speech, Language and Communication needs (SLCN) or sensory needs, which create a complex set of barriers to learning that must be addressed before the pupil can settle into education.

Pupils attending our schools often need highly personalised learning programmes and can remain for Post 16 programmes of study, specialising in developing independence, preparation for adult life and life after school (including study at college or preparation for the world of work).

Parallel to our day-schools, TCES Group's Create Service offers therapeutic education, delivered through a case-coordination model, to pupils who present (or are at) significant risk to themselves or others. This risk means pupils cannot be educated in a school setting. It may be that this is a temporary situation or the pupil may be returning from a residential therapeutic, out of county placement.

As a Social Enterprise our business is primarily driven by a social purpose of putting pupils and staff before profit and our operating surpluses are principally re-invested towards our company mission and objectives.



As TCES Group's in-house recruitment agency, Teaching Talent recruits for leadership roles, teachers and support staff for our schools.

With a combined industry knowledge in education for pupils with SEND, recruitment and retention, Teaching Talent offers a comprehensive, fresh and personal approach to the recruitment process.

To work at a TCES Group school you need a wide range of teaching and curriculum experience and may have worked with pupils with SEND in the past. You will be part of a professional, creative, free-thinking team around the child, delivering our 5 part curriculum to some of the most vulnerable children and young people in society, between the ages of 7-18 years.

Contact: maria.takkou@teachingtalent.co.uk

Tel: 020 8518 3779 | www.teachingtalent.co.uk

To make a referral, please phone us on: 020 8543 7878 (choose option 3)

Email: referrals@tces.org.uk | www.tces.org.uk