

| SERVICE | What is it? | Ages | Requirements | Student Outcomes | * Student Profiles | * Unable to Accommodate |
|--|---|---------------|---|---|---|--|
| In-Person School Provision (London) | | | | | | |
| | DfE registered Independent special schools offering Therapeutic Education for pupils unable to manage mainstream education. | NWLS: 7-19 | Pupils must be able to access small group classes and participate in therapeutic group sessions such as Group Process. | <p>Pupils stay with us until graduation at the end of Year 11 and many stay with us for Post-16 courses and exams.</p> <p>Some may progress into mainstream schools or college. Last year, 100% of TCES pupils graduated into Education, Employment or Training thanks to our therapeutic approach to learning.</p> | <ul style="list-style-type: none"> - Young people who can avail of the talking therapies and groups - Neurodiversity, including ASC and associated conditions - Social, Emotional, Mental health needs & GAD - Non-life-threatening medical needs <p>To view the full overview of student profiles, view our admissions criteria below.</p> | <ul style="list-style-type: none"> - Severe & complex health needs (requiring 1:1 care) - Profound, mild, moderate, or severe learning difficulties - Cerebral Palsy - Complex ASC - Young people in in-patient mental health care |
| | | ELS: 11-19 | Primary provision is available at NWLS. Primary students in East London will be directed to <i>TCES Nurture Primary</i> . | <ul style="list-style-type: none"> - Severe mental health needs (Tier 3 and 4 CAMHS) - Extreme aggressive behaviour and Harmful Sexual Behaviour - Some physical disabilities (dependent on school accessibility) | | |
| | A DfE registered site of the TCES East London school. A small campus offering an intensive, <u>Nurture approach</u> for primary aged pupils | 7-12 | <p>New pupils experience a phased assessment programme with individual support if required. Gradually, pupils will be able to move from the assessment to small nurture classrooms.</p> <p>Most pupils will have previously been in a special school or out of school for some time (school exclusions or self-exclusions).</p> | <p>Students can progress to TCES East London School (or alternative LA provision) at the end of Year 6</p> <p>OR</p> <p>Remain with Nurture Primary until the end of Year 7 if a longer transition to secondary is required.</p> | <p>ALL OF THE ABOVE. Plus:</p> <ul style="list-style-type: none"> - Significant experience of trauma/secondary trauma - More significant needs in speech and language/ sensory processing - Sexualised behaviours - Undiagnosed needs or pupils starting their journey in gaining additional support - A large number have social care support through early help | <ul style="list-style-type: none"> - Complex health needs requiring a 1:1 health care practitioner - Profound & Multiple Learning Difficulties - Cerebral Palsy - Profound & severe - Young people in in-patient mental health care - Severe ASC and non-verbalism (requiring PECS/ Makaton) - Harmful Sexual Behaviour - Physical disabilities |

Universal requirements and notes:

- Students attending an in-person school or service must have a maximum home to school travel time of 1 hour.
- *Students on the threshold of the stated conditions – or demonstrating extreme needs in these areas – will go to panel. Panel consists of specialist leads in Education, Clinical and Safeguarding. Students displaying sexualised behaviour will always be taken to panel.

TCES is committed to evaluating all referrals on an individual merit basis, conducting informed risk assessments in cases of current safeguarding concerns. This assessment will consider the prevailing circumstances to determine if we can safely meet pupil needs, with a key focus on managing any current risks that may pose harm to the pupil or other members of the TCES community. For instance, while we are unable to support pupils with current gang affiliation and child criminal exploitation, we remain open to supporting those who have been relocated away from the associated risk locality.

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| In-Person Provision starting in the family home and/or local community (London) | | | | | | |
| | <p>An EOTAS Provision for students unable to access learning within any school setting. Singular function and purpose to Step Down pupils into TCES or LA DfE registered provision. Designed to keep young people in their communities and local borough.</p> <p>CiC starts in the family home and community. Completely bespoke programme for every child.</p> | 11-25 | <p>On average, students have 3 permanent exclusions and have been out of full-time group education for 15 months before arriving at CiC.</p> <p>Alternatives to CiC can often be the much more costly Residential Care or in-patient Clinical or Acute Needs provision.</p> <p>CiC can provide local services in local communities.</p> | <p>All students begin with a two-term (standalone) multidisciplinary EOTAS Assessment, covering: Education, Therapy, Family Support, Strengths & Risks, and L.I.F.E.</p> <p>Post Assessment, LAs decide on three outcomes:</p> <ol style="list-style-type: none"> 1) The student Steps Down into a TCES School. 2) The LA commission TCES to integrate the student into named LA provision. 3) The student remains with CiC on a project-based learning pathway until they are ready to step down. | <p>Young people requiring the Create in the Community service can be grouped into four categories:</p> <ul style="list-style-type: none"> - Children with Complex mental health needs - Children who have experienced or who are at risk of Exploitation and Abuse - Children with Complex Social care histories and needs - Children who display high-risk behaviours <p>To view the full overview of student profiles, view our admissions criteria below.</p> | <ul style="list-style-type: none"> - Extreme gang affiliation where risk is too high - Extreme aggressive behaviour - Any case where 2:1 care would be needed. 2:1 is an indicator of unacceptable levels of risk for a community service. |
| Online Services (UK wide) | | | | | | |
| | <p>Completely remote full-time school with therapeutic support available for any student unable to attend an in-person school environment.</p> <p>Accredited by the DfE OEAS scheme. NOS can therefore be named in Section I of the EHCP using our DfE number.</p> | 7-25 | <p>NOS is available for pupils with and without an EHCP. Any child in the UK unable to access any in-person education can be referred if funding is available.</p> <p>NOS is available as a long-term, full-time placement or as a re-engagement and re-integration placement for students at risk of falling out of education.</p> | <p>NOS has an outstanding record of stepping leavers back into mainstream schools.</p> <p>The minimum length of study is one term (with a rolling six-week notice period), but most students stay for at least one year.</p> <p>GCSEs, A-levels and AQA modules are all available with NOS. Remote invigilation can be arranged at an additional cost.</p> | <p>ALL OF THE ABOVE. Plus:</p> <ul style="list-style-type: none"> - Borderline and mild learning difficulties including Down's Syndrome - Health conditions where the parents/carer are at home - Students integrating or reintegrating into schools - Students between placements or moving boroughs - Students who have been permanently excluded, or are at risk of permanent exclusion. | <p>Requires a young person to have an environmental context that allows them to engage online.</p> <p>Chromebooks are sent to every student, and USB Modems can be provided if internet access is not easily available at home.</p> |

| | Community / Family Home | TCES In-Person Schools | | | Online |
|---|--|------------------------|--------------------|--------------------------|--------------------------|
| | Create in the Community | Nurture Primary | East London School | North West London School | National Online School |
| | Able to support. | | | | |
| Case by Case | TCES Could potentially be able to accommodate individual's needs, however careful examination of what or how a type of behaviour or learning need could present like in schools or services. | | | | |
| | Unable to accommodate and support individuals needs within TCES Schools and facilities. | | | | |
| <i>CAMHS TIERS (to be used as a guide and dependant on treatment plans)</i> | <i>Tier 3-4</i> | <i>Tier 3</i> | <i>Tier 1-2</i> | | <i>Not Tier specific</i> |
| Acquired Brain Injury | | | | | |
| ADD/ADHD | | | | | |
| Anxiety | | | | | |
| Attachment Disorder | | | | | |
| ASC | | | | | |
| ASC - Severe | | | | | |
| ASC with Challenging Behaviour | Case by Case | Case by Case | Case by Case | Case by Case | Case by Case |
| Children in Custody | | | | | |
| Child in Need plans | | | | | |
| Child Protection plans | | | | | |
| Chronic Illness | Case by Case | Case by Case | Case by Case | Case by Case | Case by Case |
| Criminal Behaviour | | Case by Case | Case by Case | Case by Case | |
| Child Criminal Exploitation | | | Case by Case | Case by Case | |
| Convicted Young Offenders | Case by Case | Case by Case | Case by Case | Case by Case | |
| Destruction of property | | Case by Case | Case by Case | Case by Case | |
| Diabetes | | | | | |
| Down's Syndrome | | | | | |
| Early Help | | | | | |
| Eating Disorders | | Case by Case | Case by Case | Case by Case | |
| Emotionally Based School Avoidance (EBSA) | | | Case by Case | Case by Case | |
| Encopresis (Faeces Incontinence) | Case by Case | Case by Case | Case by Case | Case by Case | |
| Enuresis (Urine Incontinence) | Case by Case | Case by Case | Case by Case | Case by Case | |
| Epilepsy | Case by Case | Case by Case | Case by Case | Case by Case | Case by Case |
| Fire Setting Behaviours | Case by Case | Case by Case | Case by Case | Case by Case | |
| Hearing Impaired | | | | | |

| ✓ | Able to support. | | | | |
|---|--|------------------------|--------------------|--------------------------|--------------------------|
| Case by Case | TCES Could potentially be able to accommodate individual's needs, however careful examination of what or how a type of behaviour or learning need could present like in schools or services. | | | | |
| ✗ | Unable to accommodate and support individuals needs within TCES Schools and facilities. | | | | |
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| | Create in the Community | Nurture Primary | East London School | North West London School | National Online School |
| <i>CAMHS TIERS (to be used as a guide and dependant on treatment plans)</i> | <i>Tier 3-4</i> | <i>Tier 3</i> | <i>Tier 1-2</i> | | <i>Not Tier specific</i> |
| Hoist Equipment | ✗ | ✗ | ✗ | ✗ | ✓ |
| Learning Difficulties – Dyscalculia, Dyslexia & Dyspraxia | ✓ | ✓ | ✓ | ✓ | ✓ |
| Learning Difficulties (Mild to Moderate) | ✓ | ✓ | ✓ | ✓ | ✓ |
| Learning Difficulties - Other | Case by Case | Case by Case | Case by Case | Case by Case | Case by Case |
| Learning Difficulties - Severe | ✗ | ✗ | ✗ | ✗ | ✗ |
| Learning Disabilities | ✗ | ✗ | ✗ | ✗ | ✗ |
| Life Limiting Illness | ✗ | ✗ | ✗ | ✗ | Case by Case |
| Mental Health | ✓ | ✓ | ✓ | ✓ | ✓ |
| Mental Health Step Down from Hospital Care | Case by Case | Case by Case | Case by Case | Case by Case | Case by Case |
| Missing Episodes | ✓ | ✓ | ✓ | ✓ | ✓ |
| Multi-sensory impairment | Case by Case | Case by Case | Case by Case | Case by Case | Case by Case |
| Nursing Care for Disabled or Long-Term Sick | ✗ | ✗ | ✗ | ✗ | ✗ |
| Oppositional Defiance Disorder (ODD) | ✓ | ✓ | ✓ | ✓ | ✓ |
| Personal Care | Case by Case | Case by Case | Case by Case | Case by Case | ✓ |
| Personality Disorder | ✓ | Case by Case | Case by Case | Case by Case | ✓ |
| Physical Disability | Case by Case | Case by Case | Case by Case | Case by Case | ✓ |
| PREVENT Concerns | ✓ | Case by Case | Case by Case | Case by Case | ✓ |
| Probation involvement | ✓ | ✗ | Case by Case | Case by Case | ✓ |
| PTSD | ✓ | ✓ | ✓ | ✓ | ✓ |
| Psychiatric Treatment (support only) | Case by Case | Case by Case | Case by Case | Case by Case | Case by Case |
| Psychosis | Case by Case | Case by Case | Case by Case | Case by Case | Case by Case |
| Residential Care Homes | ✓ | ✓ | ✓ | ✓ | ✓ |
| Self-Harm/Injury | Case by Case | Case by Case | Case by Case | Case by Case | Case by Case |
| Sensory Process Disorders | ✓ | ✓ | ✓ | ✓ | ✓ |
| Separated Migrant Children | ✓ | ✓ | ✓ | ✓ | ✓ |
| Separation Anxiety Disorder | ✓ | ✓ | ✓ | ✓ | ✓ |

| ✓ | Able to support. | | | | |
|---|--|------------------------|--------------------|--------------------------|--------------------------|
| Case by Case | TCES Could potentially be able to accommodate individual's needs, however careful examination of what or how a type of behaviour or learning need could present like in schools or services. | | | | |
| ✗ | Unable to accommodate and support individuals needs within TCES Schools and facilities. | | | | |
| | Community / Family Home | TCES In-Person Schools | | | Online |
| | Create in the Community | Create Nurture Primary | East London School | North West London School | National Online School |
| <i>CAMHS TIERS (to be used as a guide and dependant on treatment plans)</i> | <i>Tier 3-4</i> | <i>Tier 3</i> | <i>Tier 1-2</i> | | <i>Not Tier specific</i> |
| Sexual Abuse Victim (CSA) | ✓ | ✓ | ✓ | ✓ | ✓ |
| Sexual Exploitation (CSE) | Case by Case | Case by Case | Case by Case | Case by Case | ✓ |
| Sexually Harmful Behaviour (SHB) | Case by Case | Case by Case | Case by Case | Case by Case | Case by Case |
| Smearing | Case by Case | Case by Case | Case by Case | Case by Case | ✓ |
| Social Communication | ✓ | ✓ | ✓ | ✓ | ✓ |
| Special guardianship orders (SGO) | ✓ | ✓ | ✓ | ✓ | ✓ |
| Speech and Language communication | ✓ | ✓ | ✓ | ✓ | ✓ |
| Substance abuse | Case by Case | Case by Case | Case by Case | Case by Case | Case by Case |
| Suicidal ideation | Case by Case | Case by Case | Case by Case | Case by Case | Case by Case |
| English as a Second Language | Case by Case | Case by Case | Case by Case | Case by Case | Case by Case |
| Tourette syndrome | ✓ | ✓ | ✓ | ✓ | ✓ |
| Trafficking victim | ✓ | ✓ | ✓ | ✓ | ✓ |
| Violence - abuse victim | ✓ | ✓ | ✓ | ✓ | ✓ |
| Violence - against adults / children | Case by Case | Case by Case | Case by Case | Case by Case | ✓ |
| Visual impairment - mild | ✓ | ✓ | ✓ | ✓ | ✓ |
| Visual impairment - moderate/severe | ✗ | ✗ | ✗ | ✗ | ✗ |

SERVICE AVAILABLE & INCLUDED IN THE PROVISION

| | | | | | |
|---|--------------|--------------|--------------|--------------|-----------------|
| Internal Education Assessments | ✓ | ✓ | ✓ | ✓ | ✓ |
| Family Assessment/FAST | ✓ | ✓ | ✓ | ✓ | ✓ |
| DOLS Order (Can support with existing order) | ✓ | ✓ | ✓ | ✓ | ✓ |
| Therapeutic Community Model | ✓ | ✓ | ✓ | ✓ | ✓ |
| Therapy - Cognitive Behaviour Therapy (CBT) | Case by Case | Case by Case | Case by Case | Case by Case | Case by Case |
| Therapy - Family | Case by Case | Case by Case | Case by Case | Case by Case | Case by Case |
| Therapy - Occupational Therapy | ✓ | ✓ | ✓ | ✓ | Additional Cost |
| Therapy - Psychotherapy / psychodynamic therapies | ✓ | ✓ | ✓ | ✓ | Additional Cost |
| Therapy - Speech and Language | ✓ | ✓ | ✓ | ✓ | Additional Cost |
| Young Offender Services (Support) | ✓ | ✓ | ✓ | ✓ | Additional Cost |