



CREATE IN THE COMMUNITY

Supporting complex neurodiverse young people aged 11-19.

Create in the Community provides community-based therapeutic education for complex and vulnerable neurodiverse pupils in and around London. It offers an alternative to residential placements for young people heading towards negative pathways.

Create suits pupils unable to attend most school settings who are likely to have experienced multiple exclusions and been out of education for some time.

### THE CREATE APPROACH

This programme is about inclusive education, not about attending a school setting.

Rather than fitting into a rigid school system, Create in the Community fits around individual pupils and does not give up on them. We do not exclude pupils.

Full-time school placements have not worked for these young people so far – we work with them to build trust and adapt educational programmes to meet their needs and learning style within a community approach. The pace of the programme is based on a pupil’s ability to engage.

The programme runs for 39 weeks per academic year, Monday to Thursday. Therapeutic Education Practitioners work with young people in the community and online, supported by therapists, teaching staff, social workers and other professionals. Attendance and safeguarding are monitored daily.

### STEP 1 - ASSESSMENT PHASE

Every programme starts with a detailed assessment and induction phase, leading to one of three educational pathways which are tailored to meet individual pupil needs.

The assessment is an important first step to fully understanding a young person who has been out of education for some time, determining the barriers to learning and identifying what approach will work best to get them to engage.



#### 'WHAT OTHERS SAY'

“I don’t know who I would be if I wasn’t there... they played a massive part... they helped me find myself”  
*Pupil*

“...has helped me and my son so much – endless support and positive vibes no matter how big or small my dilemma or question”  
*Parent*

It takes a holistic approach to understanding needs across education, clinical and family life to enable us to put a programme in place which gives that young person a fresh opportunity to reengage in their education in a way that works for them.

## STEP 2 - EDUCATION PATHWAY

Education follows one of three pathways designed to meet an individual's needs and maximise their potential.

Pupils have bespoke, blended timetables which include

<b>Engagement</b>	Pupil requires more time and support to engage in learning
<b>Academic</b>	Pupil has strong academic abilities and potential to gain formal qualifications
<b>Vocational</b>	Pupil's learning style is better suited to a vocational approach

a combination of online and face-to-face teaching and therapy. Starting part-time and working at the pace they can manage, this builds to a full-time programme when they are ready.

## THERAPY AND LIFE SKILLS

As part of their blended timetable, pupils are encouraged and supported to visit the TCES Therapy and Life Skills Centre several times a week for therapy, small group assemblies and therapy directed life skills training. This may include sessions in training classrooms and building socialisation skills and friendships to prepare them for step down.

Where a pupil cannot manage this, or the Centre is too far for them to travel, therapy and life skills are delivered virtually online or in the community.

Therapies include Speech and Language, Occupational Therapy and Psychodynamic therapies.



# ASSESSMENT AND PUPIL PATHWAYS

## Assessment and Induction Phase

Therapeutic Assessments

Academic Assessments

Pupil Induction

Behavioural Expectations

Integration Plan and Process

Rapport Building  
Transition to Pathway

Dedicated Therapeutic  
Integration Practitioner

### ENGAGEMENT PATHWAY

- \* Relational Work
- \* Trust and Rapport Building with key tutor group staff
- \* Exploration of pupil interests and talents
- \* Introduction to semi-educational activities with discreetly embedded literacy and numeracy
- \* Experiential learning including academic and vocational tasters
- \* Building educational self esteem with 'just right' challenge
- \* Targeting of skills deficits and barriers to learning including: social skills, regulation, boundaries, healthy relationships and skills of compliance
- \* Pupil Leadership
- \* Therapy
- \* Families and Schools Together Programme (FAST)
- \* Enrichment
- \* Assessments
- \* Assemblies
- \* Stepping on to:
  - \* Group Process in small groups
  - \* Small group projects
  - \* Group therapy
  - \* Building the skill of thinking about the future
  - \* Transition work into Academic or Vocational pathways and Independence

### ACADEMIC PATHWAY

- \* English including DEAR (GCSE and Functional Skills)
- \* Maths (GCSE and Functional Skills)
- \* Science
- \* LIFE, PSHE and RSE
- \* Art
- \* Physical Education
- \* Cross Company Option Blocks (Monday and Wednesday afternoons) including: Art and Photography, PE, Spanish, Food and Nutrition, History, Geography, Technology, Music
- \* Therapy
- \* Families and Schools Together Programme (FAST)
- \* Group Process
- \* Assemblies
- \* Enrichment
- \* Pupil Leadership
- \* Stepping down to:
  - \* TCES East London or TCES North West London
  - \* Mainstream schools or colleges

### VOCATIONAL PATHWAY

- \* Functional Skills English (including DEAR)
- \* Functional Skills Maths
- \* LIFE, PSHE and RSE
- \* Physical Education
- \* Vocational Pathways including:
  - \* College placements
  - \* Vocational Training Providers
  - \* City Farm and Forest School
  - \* Specialist schools i.e. Theatre School
- \* Therapy
- \* Families and Schools Together Programme (FAST)
- \* Group Process
- \* Assemblies
- \* Enrichment
- \* Pupil Leadership
- \* Stepping down to:
  - \* TCES East London or TCES North West London
  - \* Mainstream schools or colleges

## PROGRAMME AIMS – STEPPING DOWN

The aim is to move young people from social isolation to independence. Their pathway plan can support a step down to one of our TCES schools, our Post-16 services and Alumni Learning and Mentor and Employment programme, or to alternative placements, college or the world of work. Young people have opportunities to gain qualifications, including in LIFE and Peer mentorship which are key strands of the TCES therapeutic approach, as well as GCSEs and other national accreditations.



## WHO IS THIS FOR?

- Neurodiverse young people aged 11-19 with complex and challenging profiles
- Including SEMH, Autism, mental health/anxiety and associated conditions
- Adverse Childhood Experiences (ACE) or trauma fueled by marginalization, bullying and exclusions
- Experience of exclusions and lengthy gaps in education.

## GET IN TOUCH

- Visit: [www.tces.org.uk](http://www.tces.org.uk)
- Email: [referrals@tces.org.uk](mailto:referrals@tces.org.uk)
- Call: 020 8543 7878

TCES is committed to safeguarding vulnerable children and safeguarding is the responsibility of us all.



**TCES** THE COMPLETE  
EDUCATION SOLUTION  
CREATING UNIQUE JOURNEYS FOR LIFE AND LEARNING

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