

**PROGRESSIVECARE**  
**ACADEMY**



# Education Prospectus

January - December 2020



PROGRESSIVE  
ACADEMY



# Introduction

We recognise that the best place for our children, young people and adults to be educated is with their peers in mainstream school and other external provisions. However, as this is not always possible we offer a comprehensive, alternative education and training programme to our service users. This also includes our families in family assessment centres who may also benefit from support with education and the chance to gain qualifications they may not have achieved at school age.

As a team we are committed to doing what we can to improve outcomes for our children, young people and adult residents. We have an enormous breadth of experience between us and a range of qualifications including teaching, training, assessing, Esol and therapeutic.

We have a holistic approach in that we are interested in engaging and developing the whole person and hope to prepare our students to meet the challenges of living as well as academics. Involving service staff, therapeutic support and making full use of our outdoor adventure centre means that we are able to offer a wide range of opportunities for new experiences and the development of new skills. In doing this we hope to challenge existing self-doubt or lack of confidence and self-esteem.

Individualised learning plans are delivered with a sensitive learner-centred approach. Whilst particular emphasis is placed on Maths and English, at both functional skills and GCSE level, we are also able to offer a full range of ASDAN courses and many employability qualifications all of which can be delivered in-house. As we are accredited by awarding bodies we are also able to offer many examinations on the premises and therefore continue supporting our learners through the whole process.

Education may be delivered at each service, in our training centre or even off-site with educational visits.



**Debbie Rayner**  
**EDUCATION MANAGER**

I have an Honours Degree in Education and thirty years of experience from teaching nursery children right through to adults. I have the TESOL Certificate and I have worked with young people and adults from all over the world. I have a passion for doing my bit to improve the outcomes and life chances for vulnerable and disadvantaged young people.

We work very much from a holistic perspective and understand that a team approach with staff and managers in services is the best way to achieve the results for our students.



**Liz Arnesen**  
**THERAPEUTIC TEACHER**

My background is in teaching, children/young people and staff groups. I also have a qualification as an Educational Psychotherapist which enables me to have a care for the inner life of students/ learners as well as their curriculum needs. I receive regular clinical supervision externally.

I can be available to parents, the young people at all of the Units, and to staff. I teach the course 'Introduction to Attachment Theory' and can provide therapeutic counselling support where this is thought to be helpful.



**Claire Johnson**  
**TEACHER**

I am a qualified teacher with experience from primary school to adults both in the UK and abroad. Over the years I have worked in different cultural environments as well as in diverse settings and this has taught me empathy and understanding, plus the skill to communicate effectively from a wide range of backgrounds. I feel passionately that education should be accessible to all.



**Sophina Nasim**  
**TEACHING ASSISTANT**

I have a Level 3 qualification in Education and Training and a wealth of experience working with children, young people and adults. I believe in adopting a warm and positive approach when working with learners. I am passionate about helping our learners to succeed and build confidence, to see that they have choices and options that maybe they thought were unavailable to them.

# Student's Stories

## Student A - 15 Years Old

Student A had a place at UTC Sheffield but had not been attending for several months due to many issues relating to his autism and ADHD.

He began tuition for ten hours a week with a member of our education team in September 2017 and this was complimented by weekly therapeutic support from another team member. By the end of January 2018 he had achieved his Level 1 Functional Skills qualifications in Maths, English and ICT.

In March 2018 he achieved his Level 2 Maths qualification and has now completed English and ICT at level 2.

## Student B - 17 Years Old

Student B came to the UK from Eritrea in March 2016 with practically no English at all though he had attended education in his home country. Our education team began working with him in December 2016 with four hours a week specialist Esol support.

In May 2017 he started attending an external provision for English and Maths support but we continued the sessions and started to also include Maths tuition. In November 2017 he passed Level 1 English and then in March 2018 he achieved the Level 2 Maths qualification. He is now attending a Science/Engineering course at Sheffield City College.

## Student C - 16 Years Old

Student C has been dealing with significant emotional issues having only recently been placed in care and refusing to attend external education provisions. He is dyslexic and presents as having some anxieties around his academic ability.

In the short time staying with us he has taken and passed his Level 2 Reading Qualification along with the employability qualifications of Health and Safety and Food Safety.

We are now working to complete his CV as he is hoping to get part time work in a local café. He has looked into joining the RAF as it has long been an ambition of his. We are working towards Level 2 in both Maths and English with a view to completing both in the next four months so that he can meet the required standard and achieve his ambition.

## Student D - 16 Years Old

Student D has been a looked after child since the age of four. He had not regularly attended any educational provision since primary school and was therefore operating at below his expected academic level. He has also been diagnosed with severe ADHD and Dyslexia and suffers social anxieties. We began working with him on a daily basis in October 2016. This involved a mix of tuition, therapeutic support and activity based sessions and engagement was very sporadic.

Nevertheless he was able to achieve his Level 1 Functional Skills qualifications in Maths and English. With direct support from the education team he attended both an open day and assessment day at a Sheffield Beauty College and was offered a place on a Level 2 Hair and Media Make-Up Course in April 2017.

We were able to secure funding for his kit and uniform and he began the course in September.

## Student E - 17 Years Old

Student E had only been a looked after child for a few months when we began working with him and presented with many behavioural difficulties and complex emotional issues that meant it had been very difficult for him to maintain a placement in any education provision.

After a period of three or four months when he was reluctant to engage at all we began twice weekly tuition sessions and weekly therapeutic support in March 2017.

In May 2017 he achieved the employability qualifications of 'Health and Safety' and 'Food Safety for Catering'. With support in attending the interview he was offered an apprenticeship in hospitality.

## Student E - 17 Years Old

In October of 2017 we began work with a young man who has been diagnosed with special educational needs and had achieved no qualifications to date. In the first three months of 2018 he passed Functional Skills level one qualification in Maths and English.

He also gained employability qualifications in 'Health and Safety', 'Fire Safety' and 'Equality and Diversity'.

He was supported by staff to attend an interview and assessment and has been offered a place on a Warehousing and Logistics apprenticeship.

# Our Feedback

“This is an absolutely fantastic service. Person centred education catered specifically for each young person’s specific needs. An innovative and adaptable approach which successfully obtains engagement from the more ‘hard to reach individuals’. Individuals who have been written off and let down by mainstream education providers who champion a ‘one size fits all’ package without considering any difficulties an individual may have. It’s refreshing to see young people benefit from this type of service by achieving positive outcomes such as employment, further education, higher education and apprenticeships.”

**Bridging Support Manager**

“A young person who has not attended school in a long time and has many other difficulties too has achieved qualifications in Maths, English and ICT. This is a massive achievement for him.”

**Pathways® Manager**

“Our resident has never settled in any education setting and feels uncomfortable working in a classroom. Since having 1:1 sessions with Debbie he has settled and now sat some functional skills exams.

This young person is gaining confidence and achieving qualifications nobody thought he would. The sessions are fun and engaging and the education team has a real passion to see each young person achieve to their full potential.”

**Carlton Mews Manager**



# Functional Skills & GCSE's

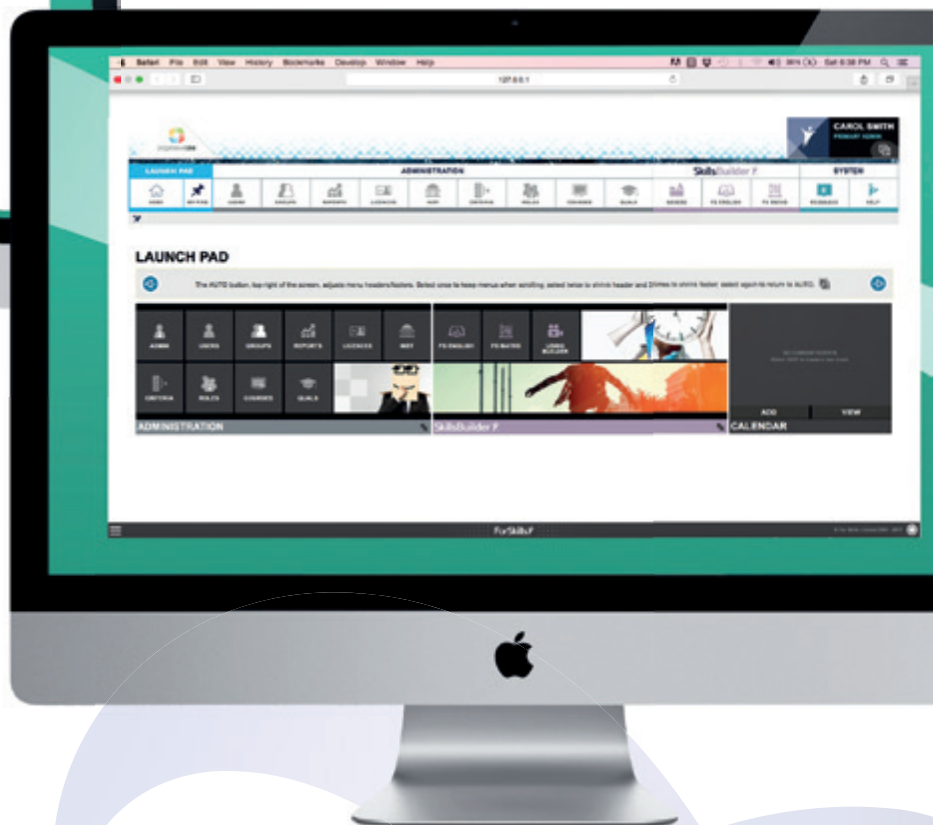
Individualised learning programmes begin with comprehensive initial and diagnostic assessments which then enables us to appropriately match learning material and resources dependant on both level and learning styles.

We make full use of the 'Skills Forward' online learning programmes and this means that our learners can work at their own pace on a programme tailored specifically to them. Learners can log on at any time to complete their course work at a time that suits them.

In addition to the 'Skills Forward' programme we use a range of other written and practical teaching materials including the 'Pearson Edexcel' range of teaching resources tailored specifically to prepare students for the exam.

We use the Pearson Edexcel examinations and learners can sit the exam at our training centre or even in the comfort of their own homes.

Whilst we cannot offer the GCSE examination we can support our young people with their course work and homework in cases where they are unable to attend external provisions.





Employability Assessment



Mobile App



Bespoke Digital Portfolio



# English for Speakers of Other Languages (ESOL)



We have staff trained and qualified to deliver specialist teaching for our service users from overseas. Some come to us with barely any English at all and in this case we are able to offer intensive early support to enable them to quickly acquire enough basic language to communicate with others which is essential in minimising feelings of isolation.

We have learning materials from pre-entry to advanced and can also offer specialist ESOL examinations, again from the Pearson Edexcel exam board.

# ASDAN Independent Living

We place great emphasis on supporting our children and young people in developing skills and qualities that will assist them when they come to leave care and not leave them vulnerable in terms of not being able to cope either practically or financially.

We engage our young people in the ASDAN 'Living Independently' short course designed specifically to help in preparing care leaver's to live independently and to make a successful transition from school education to adulthood. It has significant financial focus with modules including earning and spending money, making financial choices and home budgeting. Other modules relate to career management, being at work, cooking and the home.

The course is practical and activity based and supports the cross-government strategy to transform support for young people leaving care. Support is given throughout the programme from staff and is accessible regardless of academic ability. The course is fully accredited and certification gives our young people concrete recognition of their progress and achievements.



**ASDAN**  
Registered Centre

# ASDAN Short Courses

We are able to offer the extensive range of ASDAN short courses which are largely activity based and vocational. There is a very broad and interesting range of subjects covered such as Sports, Enterprise, Social Development, Animal Care, Adventure, Residential, Expressive Arts as well as Core Subjects.



# ASDAN PSHE – A Curriculum for Life

PSHE education gives our young people the knowledge, skills and attributes they need to keep themselves physically and emotionally healthy and safe and to prepare them for life and work. It helps children and young people to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn and thrive such as anxiety, unhealthy relationships or drug dependency.

At Progressive Care all our young people complete the Asdan PSHE short course and this is delivered through individualised key work sessions with support workers and managers. Key works are tailored specifically to the needs of each individual and as they are linked to the Asdan PSHE course the young person will receive a certificate as concrete recognition of their work and achievements.

Areas covered in the course are in the categories of:

- Keeping Healthy
- Social Relationships
- Careers and Your Future
- Wellbeing ( Including Mental Health )
- Intimate Relationships
- Becoming a Parent
- Economic Responsibility



## Employability Qualifications

As we have our own fully accredited training centre, our young people also have the opportunity to gain many nationally recognised employability qualifications which then gives them an advantage when applying for employment or further education.

Among those offered are 'Food Safety & Hygiene for Catering', 'Fire Safety in the Workplace', 'Emergency First Aid' and 'Paediatric First Aid'.



# Adventurous ACTIVITIES

## SHORT COURSES

At Progressive Care Academy our Adventurous Activities Short Courses are designed to give you a great experience with loads of fun and benefits. Out in the beautiful Derbyshire countryside you will abseil down rocks, mountain bike over tracks and trails or camp out under the stars.

Learn new skills, work as part of a team and take on challenges you never thought possible, all while having the time of your life. We are fully regulated by the Adventurous Activities Licensing Authority and you are in safe hands with fully qualified and experienced instructors.

As well as being great exercise and good fun, there are lots of benefits to adventurous activities:

- Fun, enjoyment and a sense of community in shared experience.
- Self-development (proactivity, resilience, confidence, patience, strength)
- Relationship development (group membership, team building, leadership)
- Transferable skills (risk taking, communication, problem solving, initiative)

Being outdoors is good for your physical and mental health. Adventurous activity boosts your energy levels and experiencing the exhilaration of interacting with the environment and stepping out of your comfort zone will give you a great sense of achievement.

Taking part in adventurous activities will help you become physically fitter, emotionally more resilient and better able to deal with challenges that may come your way.



# Therapeutic Support

We have an experienced teacher and Educational Psychotherapist, interested in whatever it may be that prevents our young people from engaging in and developing their skills in learning or any other issues that may be causing them difficulties in their lives

Her role is to support them in their education and is available to listen and talk about those areas of their lives which interfere with their wellbeing in placement. This might relate to difficult previous experiences at home or in care, which have not been properly thought about or explored with an interested adult.

She can offer a confidential space, as and when this is needed. She is also available to offer support and counselling for staff if this is required.





## Incredible Years Parenting Programme

In the Parents and Babies Program, parents learn how to:

- Help their babies feel loved, safe, and secure.
- Encourage their babies' physical and language development.

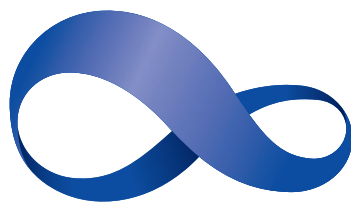
The parenting group format fosters peer support networks and shared learning. Trained Incredible Years® facilitators use video clips of real-life situations to support the training and stimulate group discussions. Parents practice skills with their babies in the group.

Modules include:

- Part 1 – Getting to Know Your Baby (0-3 months)
- Part 2 – Babies as Intelligent Learners (3-6 months)
- Part 3 – Providing Physical, Tactile and Visual Stimulation
- Part 4 – Parents Learning to Read Babies' Minds
- Part 5 – Gaining Support
- Part 6 – Babies' Emerging Sense of Self (6-12 months)

In the first twelve months since its inception we have had 21 families successfully complete the Incredible Years parenting programme in Family Assessment Centres.





## **PROGRESSIVECARE** **ACADEMY**

**LEARN | DEVELOP | ACHIEVE | SUCCEED**

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