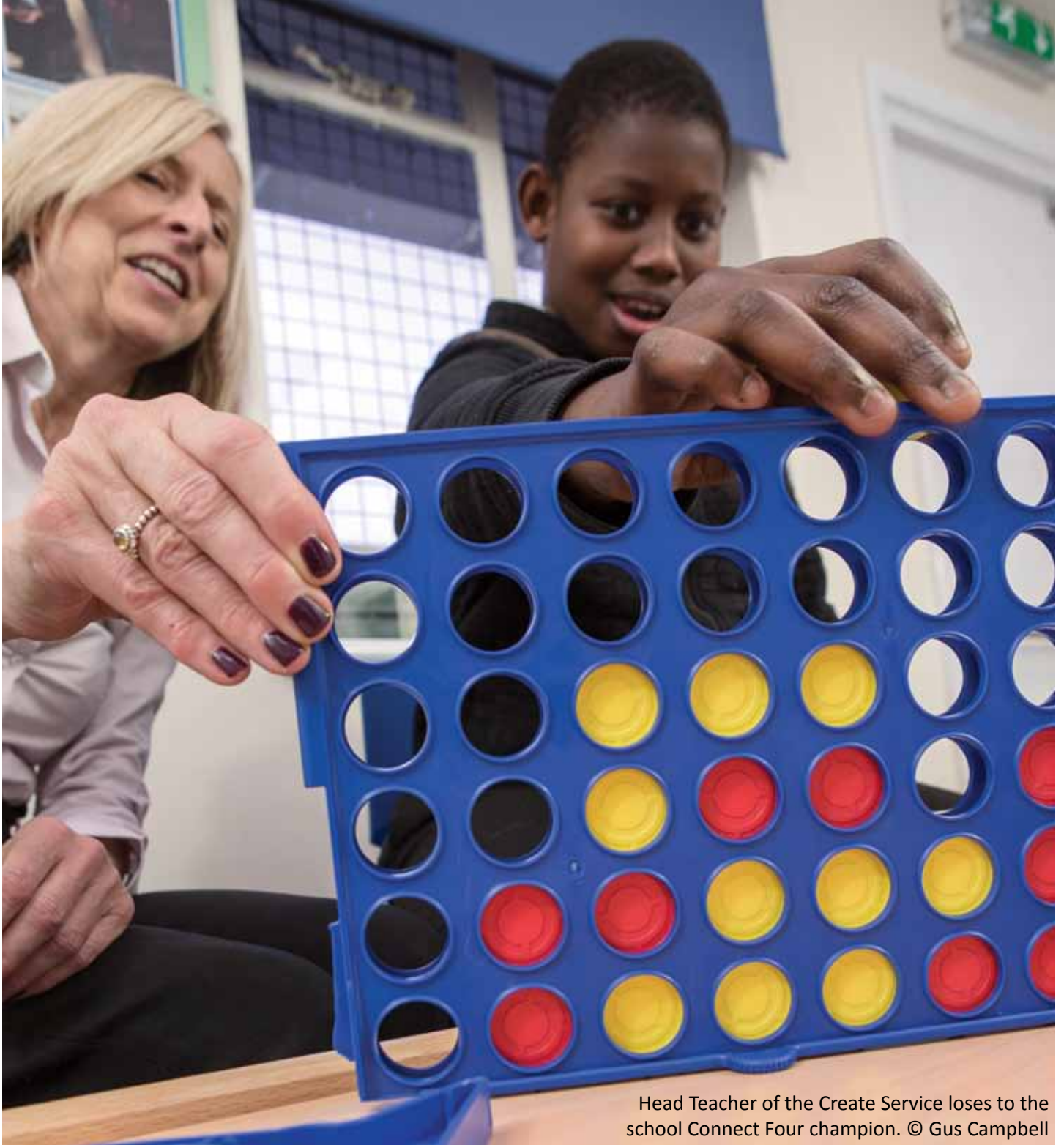


# TCES Group Bulletin

## Winter 2015



Head Teacher of the Create Service loses to the school Connect Four champion. © Gus Campbell

**clinical  
corner**

---

**schools  
news**

---

**create  
update**

---



# CEO welcome



It is a pleasure to welcome you to the first newsletter of this academic year. It has been a very busy but exciting autumn term across the Group.

We focused on the new term with a two-day induction of over 80 members of our senior leadership teams, middle leaders and positive culture carriers from across our three schools and Create Service, discussing and reinforcing our TCES Group Charter, our Inclusion Model and our 5 Part Curriculum.

In September, following extensive refurbishment, our state-of-the-art Romford Therapeutic Hub came on stream for the Create Service. We are delighted to have now introduced a number of our most complex pupils to small group education and therapy within this building. To add to this, we have begun a complete purpose build of a new Therapeutic Hub in Barking which should be up and running sometime in early February.

We are also very proud to have had the official opening of our newest school, Essex Fresh Start Witham, by Professor Lord Winston on 4 December. The school welcomed neighbours, parents and carers, local dignitaries and local authorities to meet our pupils and staff and to tour our new school. For our Essex Fresh Start Head Teacher Cheryl Rutter, it was a long-awaited, proud moment. It ensures our Essex Fresh Start pupils now have cutting-edge premises with enhanced curriculum opportunities and a wonderful outside space.

Do come and visit, but for now I would like to wish you all a very happy holiday and hope that you enjoy this newsletter.

**Thomas Keaney**  
Chief Executive & Schools' Proprietor

---

CEO welcome	02
In the news: Doubling capacity, driving improvement	03
In the news: Engaging in e-safety	04
A day in the life of... an Inclusion Manager	05
In the news: Macmillan Coffee Morning Finding Talent	06
East London Independent School (ELIS)	07
Essex Fresh Start Independent School (EFS)	08
North West London Independent School (NWLIS)	09
Clinical Corner	10
Update on the Create Service	11
Christmas card winners	12

---

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)

The 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](mailto:referrals@tces.org.uk) | [www.tces.org.uk](http://www.tces.org.uk) | @TCESgroup

# In the news



Recent twittering  
from @TCESgroup

## Doubling capacity, driving improvement

The TCES Group is halfway through a very focused two years, rolling out a building improvement programme across the Group, developing new sites and building others. This rapid development has been, in part, driven by the increasing numbers of referrals the Group has received.

In September 2015, pupils from EFS Chelmsford moved into their replacement school site at Witham; in the same month Create Service started the new school year with a completely renovated therapeutic hub in Romford, with another hub in Barking to open in the spring.



In January 2016, Key Stage Three pupils will be ready to move into phase two of our extension in Stratford Marsh.

TCES Group Finance Director, David Main, said, "Every time we develop a new site, we involve our staff and pupils throughout, from planning the shape of the building through to the layout of the rooms and even the colours of the walls. It's led to some interesting suggestions!"

He further explained, "It's especially important we involve them because we need a happy staff team and happy pupils. We work with some very complex, vulnerable children and we have to make sure that we get their school environment, inside and outside, absolutely right."

Part of this has meant the Group has worked hard on developing relationships with community groups around their schools. Following a very successful community consultation in May, Essex Fresh Start in Witham opened its car park for use by the neighbouring church's congregation. Individual schools also run regular cake sales, car washes and arts exhibitions which are open to the public. We are committed to becoming part of the communities our schools are situated in.

TCES Group @TCESgroup Nov 20  
We've got #antibullying posters created by Kyle at Essex Fresh Start! #antibullyingweek



TCES Group @TCESgroup Nov 16  
Staff and students at Create (mostly all in yellow!) are celebrating #CiN @BBCCiN

TCES Group @TCESgroup Nov 13  
Our pupils and staff at NWLIS have had a ball AND raised £55 for #CiN / @BBCCiN!

TCES Group @TCESgroup Nov 6  
PS We were sixteen yesterday! Back in 1999, we really did start with a bang. Now off for a weekend of celebration! Happy fireworks all :)

TCES Group @TCESgroup Nov 6  
New wing @ Stratford Marsh Middle School underway. Hopefully finishing by end of term. Facilities are hard @ work!

TCES Group @TCESgroup Oct 6  
NWLIS raised £204.31 for @macmillancoffee #MacmillanCoffeeMorning bringing TCES Group total to a grand sum of £637.96. Well done schools!

## EFS Witham Official Opening

We were delighted that Professor Lord Winston was able to join us to officially open Essex Fresh Start Witham on Friday 4 December. During the event, Professor Winston unveiled a commemorative plaque and toured the school along with parents and carers, local dignitaries, Local Authority representatives, local press and other stakeholders. Later in the day guests enjoyed a special EFS cake, baked to formally mark the occasion.

During the tour visitors met pupils in the dedicated classrooms. In the science lab Ethan demonstrated an experiment, watched closely by Professor Winston. Visitors were also treated, in the wonderful, vaulted school hall, to a musical performance



by Kiran and a short rendition of MacBeth by pupils Jordan and Keil, with their teacher Catherine Jarvie.

# In the news

## Engaging in e-safety

While technology provides new learning opportunities, such as online collaboration and anytime/anywhere learning, at the same time, it means pupils may access material they shouldn't, or be treated inappropriately by others.

Most parents and carers know there are technical tools which can keep their children safe online, but there are so many available, it can be difficult to know what they do, how to set them up, or if you should use them at all.

The TCES Group's Parent Engagement Programme is running two sessions on how parents and carers can manage what their children do online:

*The Basics of Parental Controls:* the benefits and limitations and some of the most common types.

*Understanding Age Ratings:* the basic systems used to rate websites, apps, video games and tips on using them to make decisions about the content your child sees.

Lesley Fish, TCES Group e-Safety Officer and CEOP Ambassador explained: "It's not always easy to figure out whether a new app, game or film is appropriate for children. Age ratings are a helpful tool, but because there are so many different systems they can be confusing. Once you've figured them out, you'll still need to decide how to use the information". She further added: "E-safety is not really about technology – it is about people and their actions. We've been running a whole school approach (see box below) to e-safety for over a



year, ensuring all teaching and non-teaching staff recognise and are aware of e-safety issues and that senior leadership teams prioritise it."

**For more information, contact:**  
[lesley.fish@tces.org.uk](mailto:lesley.fish@tces.org.uk)

## Our Whole School Approach

- Monthly focused newsletter for parents and carers and daily updates to online content on the TCES Group website.
- Assessment-based e-safety training for all frontline staff.
- A robust policy including a consistent approach when tackling an incident.
- Member of the Digital Schools Programme for internet safety and digital safeguarding.



## E-safety school workshop

Together with Impressionable Minds, we run student-focused workshops across TCES Group schools where pupils engage with online content and discuss the topic, relating it to their own experiences.

At ELIS Ibex House, the first session started with a film on digital footprints which opened a discussion on the risk



of being bullied online. Pupils discussed computer games and described situations where groups on the game would target individuals and bully and harass them. They mentioned that the bullying was sometimes based on players' nationalities or race.

The session ended with a short video called "Can I be Your Friend?" and pupils considered how strange it would be if we behaved offline the way we behave online.

In other workshops, pupils discussed the impact being online might have on their futures. One pupil said he wanted to go into the music industry when he was older. We talked about the danger of having inappropriate videos going viral, and how that might impact their future careers if there were inappropriate images or videos of them online. The pupil recognised how damaging this could be to his image and confirmed that he wouldn't want that to happen as it wouldn't help his career in the music industry.

# A day in the life of...



## Spotlight

### ...an Inclusion Manager

#### Inclusion Managers in each TCES Group school

Part of the Senior Leadership Team, responsible for day to day supervision and management of the pastoral life of our schools (pupil behaviour, pupil health and emotional well-being, attendance and work with families), Inclusion Managers are vital front-line members of our school teams.

Often (but not always!) qualified Social Workers, Inclusion Managers start the process of relationship-building when they visit the family at home as part of the referral and admission process for new pupils. Susan O'Sullivan, Inclusion Manager at Essex Fresh Start Witham and Harlow, loves this part of her role. "You become the 'face' of the school for the pupil... you see the child before they even start, assessing their vulnerability and seeing their strengths then watching them grow as they go through school."

Key Working (a key component of our Inclusion Model) is one of Susan's areas of expertise. "You learn to know the pupil well and they grow to believe and trust in you. When they are struggling they know you understand – that you are there for them when things appear to be not going quite to plan."

#### Access to the 5 Part Curriculum

At EFS, Susan works alongside a Pastoral Co-ordinator, who she finds to be, "... brilliant with the pupils. She works in such a targeted way, developing specific areas of skill through a needs-led timetable. Together we will look at the progress a pupil is making, decide if the timetabled input is having the best effect and find another way of working if it is not."

This might involve a referral to school's Clinical and Therapy Team when Clinical Psychology, Speech and Language Therapy, Occupational Therapy, counselling or support from our in-house art, drama or music therapy is needed by a pupil.

Susan finds that, "Being an Inclusion Manager can be very rewarding. Seeing



a child disengaged with learning become engaged again and start taking part in the life of the school. I get a lot of satisfaction from what we call the 'Team around the Child', working out what help the child needs from everyone on the team, seeing the child respond to those interventions and experience success, sometimes for the first time."

#### Team Around the Child

Susan supports pupils by meeting with social workers, clinicians, the Youth Justice Service and colleagues in Local Authorities, signposting and working out what interventions will make the most difference and getting the agencies on board with the family.

"When things are settled at home they are usually more settled at school. Sometimes families need help to understand the whole picture." Susan's approach is to work in partnership with families. "If attendance is an issue for instance, I will work with families to help them develop strategies to manage challenge in the home. I offer support but I can also become an advocate for the child, building a bridge between families and school."

Our Inclusion Managers have varied skill-sets and are amongst the longest-serving members of the TCES Group. Susan, approaching her 10 Year Service Award is also an example of 'home-grown' talent. Starting off as an administrator in school, (but harbouring a secret desire to become a counsellor), she found that, "Children would seek me out to talk to and I became inspired by the children I worked with.

TCES Group employs more than 100 people, a diverse and talented staff team whose job roles are wide-ranging and fascinating. See the contribution each role makes to the effectiveness of our, 'Good' and 'Outstanding' schools.

I could see how important that role (of counsellor) was to them, having a consistent person to listen to them. I wanted to develop and with the support of the TCES Group studied and qualified as a Child and Adolescent Counselling practitioner."

#### Pupil Voice

Inclusion Managers run the Student Councils in each school. 'Pupil voice' drives the work Susan does with her staff team in helping them understand why it is so important to the development of a successful and happy school. "I love working with our pupils. I have never lost my determination that pupil's voices are heard."

Susan feels that her role has changed, becoming more managerial as EFS has grown. She works closely with site leaders, "...to make sure nothing is missed!" One of the joys of working alongside colleagues like Susan, is that even with this change, she remains totally child-focused. She is committed to working holistically with others to identify and remove the barriers to learning so that EVERY pupil is able to achieve to their full potential.

Sounds like a brilliant job to me!

# In the news

## Macmillan coffee morning

Our schools took part in activities for the Macmillan coffee morning on Friday 25 September, ranging from a discussion at Stratford Marsh about cancer, over drinks, cakes and biscuits, to various cake sales and auctions. The total raised by TCES Group schools for Macmillan was a staggering £637.96. Well done everyone!

The organisers of the Macmillan Coffee Morning were delighted, saying: "Wow that's an amazing amount to have raised! Thank you so much for your support."

Activities included:

### EFS

- A coffee morning was held for parents and carers in Clacton
- Cakes were sold to passers-by outside Witham, then the local church sold the rest at its harvest festival service on the Sunday
- Harlow sold cakes to staff and visitors, as well as the local old folks home

### ELIS

- During their coffee morning and discussion, Stratford Marsh watched clips about Macmillan coffee mornings around the country. Pupils nearly all knew someone affected by cancer



- Custom House sold cakes to passers-by outside the school
- At Ibex House pupils baked, iced and sold cakes to parents, carers and visitors, as well as selling specially painted T shirts

### NWLIS

Staff and students at NWLIS painted their nails green for the day as a tribute to Macmillan. They had an excellent day, the sun was shining and behaviour was good. A minion cake, donated by a member of staff was sold for £10 and a large selection of other cakes were sold by the slice.



## Finding Talent

Maria and Valentino from our recruitment agency, Teaching Talent, were on the hunt for hot new talent in November.



They hosted a stand at the University of Westminster's Social, Public and Education Careers Fair and met the next generation of teachers and social workers.

As well as helping with career advice, their Teaching Talent usb sticks went down a storm with the students. Hopefully we'll see them as teachers in our schools soon!

### Do you want to work at a TCES Group school?

Teaching Talent recruits for leadership roles, teachers and support staff for our schools throughout London and Essex. You need a wide range of teaching and curriculum experience and may have worked with pupils with SEND in the past.

In a TCES Group school, 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 and 18 years.

Contact:

[maria.takkou@teachingtalent.co.uk](mailto:maria.takkou@teachingtalent.co.uk)

## Celebrating Black History Month

**B**lack History Month was first celebrated in the United Kingdom in 1987 in London and has since become a national institution. At Ibex House we have done something every year and this year beat them all!

October was filled with activities, with weeks split into themes of African Kings and Queens, Trade and Contributions and Black Britons.

The Black Britons' week included a visit to Madame Tussaud's and the pupils quickly found where their heroes were located. One student said: "It was good to see so many Black people (waxworks) all together."

During this week, all staff and students participated in an inter-tutor group Black History Month quiz and there was a lively, competitive atmosphere. The team of Lauren Brown (teaching assistant), Rohan Guhli and Reece Burrell won and were awarded a stack of prizes including T shirts and treats.

Staff also ran a series of special assemblies on their experiences of being black in the UK. This culminated in English teacher Yvette Allen's assembly on growing up as an underachieving black child in East London, yet overcoming this and talking about her achievements to date.

All students were deeply respectful throughout the assemblies, with their interest thoroughly caught.



## Play it again, Sam...

Pupils at Custom House have been playing up! They've moved into a bigger and better room for their weekly music lessons where they compose, play and record their own songs.

Music tutor, Julian Kaufman, outlined all the benefits: "We can fit more students in at once. This means they can listen to each other's work."

He went on to say that they are hoping to make a CD of the children's music. "The best things," he said, "about teaching music to autistic children are that it teaches them self expression and other ways of communicating. It's about being creative and learning to work in teams."

As some pupils are sensitive to noise, they've had to learn to carefully follow instructions so they don't upset

each other, but the benefits have been worth it. Their excitement and eagerness to get the instruments out at the start of each lesson are testament to this.

Songs that have gone down especially well have been The Solar Systems Song – the repetition has helped them remember the eight planets – and also a catchy Henry VIII song. They haven't stopped singing either of them since. The children can also choose which songs they want to perform, with one choosing Mr Bean's *Crash* and another singing a solo of 'You've Got a Friend in Me' to the whole school.

As some of them reach for the Ukulele, the latest hot property to reach the school, the rest of us can sit back and listen.



Photo: © Rob Pettengill

Find out more: [simon.cartwright@tces.org.uk](mailto:simon.cartwright@tces.org.uk)

## Student Councils

Pupils at EFS have elected their Student Council - to the delight of all concerned.

They will discuss issues around the school, work with the SLT to implement pupil requests, help run assemblies and will be the ambassadors for the Pupil Voice in the school.

One pupil said: "It's all taken so seriously, I feel as if I have been elected to the Houses of Parliament," and another that: "The staff in our school do a good job and I want to be part of the School Council to represent and mentor other pupils and work with staff to improve the school."

It's a significant success for the pupils, summed up perfectly by one of the parents: "I am so proud my son has been elected. He has never been given the opportunity to be part of a School Council before because they always chose the "good" pupils."



## Having a rap anti bullying

BY ETHAN HARVEY

You have a bully so now you're in a position,  
where you have the decision  
to move schools,  
or tell a teacher that he beats ya.

Now you're under his control, you do what you're told what to do,  
or he will punch you.

This is the sort of thing that happens in bullying.

**Thank You for listening to my rap: [www.tces.org.uk/?p=2556](http://www.tces.org.uk/?p=2556)**



## Showing respect

On Remembrance Day, 2015, the entire ASC Unit took part in a day of remembering our war dead and those who returned home from conflicts dating back to WW1.

In the build-up to 11am pupils sat and watched the live stream through The Royal British Legion's, 'Silence in the Square', where they showed a keen interest and genuine compassion for the stories that were being shared.

Staff shared stories with pupils of their families' links to The Great War as well as conflicts since. They invited pupils to then share their stories of Great Grandfathers and Grandfathers who had also served.

At 11am, every pupil stood together for the two minute silence. All observed the full two minutes and bowed their heads in respect.

Staff all agreed that the level of respect and recognition of Remembrance Day's importance was tremendous to see and brought a real sense of togetherness in the ASC Unit.

BY REECE EASEY

A bully bullies; that's just what they do.  
A bully bullies to scare me and you.  
A bully is not nice; a bully won't share a dice.  
A bully is not always to be feared, as they're  
sometimes scared  
of what might appear.  
A bully likes to get into a fight.  
A bully picks on the weak, which isn't right.  
If you're getting bullied,  
no need to fear, as if you tell an adult, your problem will disappear.

[www.tces.org.uk/?p=2557](http://www.tces.org.uk/?p=2557)



Find out more: [cheryl.rutter@tces.org.uk](mailto:cheryl.rutter@tces.org.uk)





## Digging deeper into bullying

Northwest pupils stood up to bullies this term and made a lot of noise! One special event was the *Who Wants to be a Millionaire* game, but on an anti bullying theme.

NWLIS Anti bullying ambassadors - Aaron Amartey, Aaron Ormston and Student Council President Hussein Mohammed - also put together a short film looking at why people bully. They then put on a screening for the whole school in Assembly. The video can be seen here: <http://bit.ly/1NytDUG>

## Thinking of others

NWLIS raised £55 for Children in Need. Pupils were very happy with themselves and really touched by the celebration assembly. Staff and pupils dressed up in pyjamas, painted their faces and had a basketball shoot out.



## On stage: first play; first laugh

Earlier this term, a group of NWLIS students visited Above the Arts Theatre in London's Leicester Square. For some, this was their first visit to the theatre, for all of them it was their first live Shakespeare.

The group watched *As You Like It* by the Butterfly theatre. Butterfly specialises in adaptations of well-known plays which are cut down so that they can be accommodated within the lunch hour of local office workers.

It was sixty minutes of fast moving fun as we were transported from the centre of London to a pop festival somewhere in rural England, where a group of protesters were defying a property developer.

Not as The Bard would have originally envisaged it, but that is the wonder of Shakespeare. The man can take you everywhere, even to places that were not dreamed



of in his era. The students all had an excellent time as they were invited to join the actors on stage in their fight against the evil developers. As it was a Shakespearean comedy, all was well in the end. And liked it – we certainly did!

## Drawing their futures

NWLIS pupils have been trying out their Manga skills with great invention, to the extent that they have created themselves in Manga format and are now developing stories to accompany their drawings.

The worlds of art and language collide in the popular Japanese Manga books such as *Naruto* and *Attack of the Titans*. These cross curricula links between Art and English were forged in chains created in Japan and in stories, familiar

to those with a knowledge of mythology, but told with the futurist features of Manga.

Pupils were inspired by reading the books to recreate and indeed create, heroes of their own. More than one student has expressed a desire to investigate drawing as a career path. So hold the next front page of the Bulletin, it might just be one of our students drawing it!



Find out more: [nicole.teakle@tces.org.uk](mailto:nicole.teakle@tces.org.uk)

# Clinical Corner

For the latest information  
from our Clinical and  
Therapy Team and TCES  
Group's Clinical Consultant,  
Peter Finn

## Exciting news for clinical services in the TCES Group!

It is not unusual for the Clinical and Therapy Services Team at TCES Group to be busy, but over this half term we have been busier than normal!

As well as the day to day work with pupils in our schools, we have been presenting exciting plans to the TCES Group Board for the next phase in the development of our Multi-disciplinary Clinical and Therapy Services Team - the addition of Psychological Therapists to each of our schools.

Alongside that, we have also been recruiting to the vacant post of Head of Clinical Services (HOCS)!



Our outgoing HOCS has just become the Head of SEN for a South London Borough and we are delighted to confirm that we have now recruited a very senior and experienced CAMHS manager to fill this vital post. Look out for a formal announcement shortly.

The new post-holder will build on the very significant progress delivered by Karla Finikin (outgoing HOCS) which has seen the 'in-house' Clinical and Therapy Services Team grow to such an extent that our pupils can now have timetabled access to:

- Clinical Psychology
- Speech and Language Therapy
- Occupational Therapy
- Art, drama and music therapists

We are proud of this part of TCES Group's core offer and we know that parents and carers in particular value the assessments, treatment plans and reports they receive – often explaining the root cause of a child's struggle with school or with learning for the first time.

But as usual, TCES Group does not want to stop there! The new HOCS will bring experience of managing a multi-disciplinary clinical team at a very senior level and will take a much more strategic view in driving this valuable and valued resource to the next level.

Make sure to read the Spring TCES Group Bulletin for an update.

## A Create Service focus - how we support staff working with pupils with complex and co-morbid needs

Our last bulletin talked about the importance of embedding reflective practice into the support systems for staff teams in our schools. Here we describe the weekly supervision menu offered by TCES Group's Create Service (which works with pupils with highly complex needs) to its team members.

Supervision provides a safe, supportive opportunity for individuals to engage in critical reflection so they can raise issues, explore problems and discover new ways of managing situations and themselves in those situations. Create's innovative team of Educationalists, Social Care professionals; Psychological Therapists and Youth Workers meets each Monday and Friday afternoon for group supervision:

- **Monday afternoons:** structured case presentations (with specific

training content on alternate Mondays) led by the Create Service Head Teacher, SLT and the Consultant Psychotherapist to the TCES Group (this term our CEO and Schools Proprietor has also taken part)

- **Friday afternoons:** formal supervision on Teaching and Learning and individual supervisions offered to Create Service's Assertive Outreach Tutors (AOTs) by their line managers

This term has seen the development of an Executive Coaching Model for the Head Teacher supplemented by a Team Coaching session on a fortnightly basis for the SLT. This intensive model of professional support reflects the need for a variety of supervision forums for a team

now in excess of 28, working with a vulnerable and challenging pupil group whose needs are at the most highly complex level of educational service provision.

The natural outcome of all this reflection is the identification of the 'next step' - Behaviour Consultants within Create, who will receive (and then lead on) specialist training in Nurture, therapeutic interventions and ELKLAN (speech, language and communication training).

TCES Group's Head of Clinical Services will review the model next term so we can continue to refine and develop the benefits it brings to the staff team and ultimately the pupils Create Service educates and supports.

**Find out more:** [peter.finn@tces.org.uk](mailto:peter.finn@tces.org.uk)

# Update on the Create Service

## Two whole new hubs

**Staff and pupils returned after their well-earned summer breaks to a newly refurbished Romford Hub.**

It has welcoming learning spaces with interactive white boards, a group area where students can meet for Student Council meetings and social activities, a fitted kitchen for food technology and a dedicated therapy/sensory room.

Joseph Albert, one of the Y12 students, said he was pleased his idea for the re-configuration of the downstairs area was acted upon while other students have enjoyed personalising their learning areas. Angel (Chair for the Create Student Council) found it was much improved.

### Safety and belonging

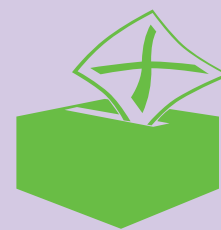
Head Teacher Sylvia Kerambrum pointed out: "The hub reflects the TCES Group culture and ethos but importantly a nurturing environment enabling the students to feel safe and have a sense of belonging. It acts as a stepping stone to working in pairs and groups which is one of

the key aims of Create as we work towards re-integration into a school environment."

The hub has seen a rapid increase in students successfully working with, and alongside, other pupils as demonstrated at the recent BBC Children in Need event. The Assertive Outreach tutors across the service use the hub for weekly supervision and training. The Art and Drama therapists for Create are also based at the Romford hub.

As the numbers of pupils in Create are increasing, in addition to Romford, we are developing a second hub. Situated in Barking, its outdoor space and bespoke interactive facilities ensure it is a significant part of the TCES Group's commitment to ensuring that the students in Create are given every opportunity to reach their potential and achieve the best possible outcomes in high quality therapeutic and supportive educational environments.

**Find out more:**  
[sylvia.kerambrum@tces.org.uk](mailto:sylvia.kerambrum@tces.org.uk)



## Student Council elections

A fair and transparent election process for all students was held from 19-22 October across the Create Hubs.

We are proud and delighted to announce the student council members elected for 2015/2016:

**Angel:** Chairperson

**Andre:** Vice Chairperson

**William:** Secretary

**Lavonne:** Treasurer

The councillors will represent students' viewpoints on a range of issues, put forward ideas and be an important part of the drive to improve the service even further.

We wish them good luck in their new roles.



Our very special thanks goes to parents, Ms Gomez and Ms Wakeman, for baking cakes for our Children in Need day. We would also like to thank our neighbours, Lina Tsakmakis and the Prohibition Cafe for baking a cake and cup cakes! The day was a resounding success with nearly half of the students from Create taking part.

## Drama Therapy takes off at Create

Drama has taken on a new energy with the recent arrival of Drama Therapist Amber Doyland.

Drama Therapy uses creativity to help to explore, communicate, and express feelings. This can happen through play, stories, puppets, instruments, movement and drama.

Amber explains how it works: "It can help us to make more sense of what's

going on, explore confusing, upsetting situations and support us to express emotions and feelings.

"It can help to build confidence, help us to feel calmer and happier and feel more in control of our feelings. It can also help our friendships and relationships with others and it also helps us to focus on other activities."

Above all, she says, "It is usually a lot of fun!"





# Christmas Card Winners



These are the fabulously creative winners of our annual Christmas Card competition!



1st: Ricky  
ELIS



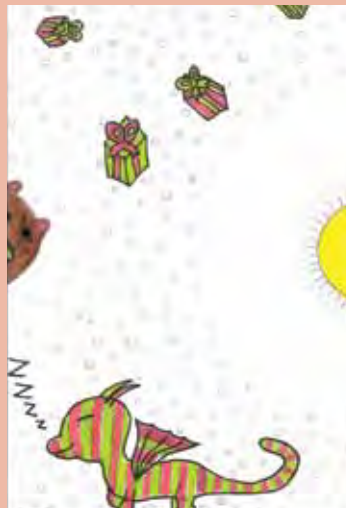
2nd: Beyzanur  
ELIS



3rd: Omaree  
ELIS



1st Levi  
EFS



2nd Jack  
EFS



3rd Joshua  
EFS



1st Aaron  
NWLIS



2nd Tariq  
NWLIS



3rd Hussein  
NWLIS