

# TCES CREATE IN THE COMMUNITY

Barking, London, IG11 8GD



A unique Education Other Than At School (EOTAS) provision, whose primary task is to step-down its students from high-intensity MDT services, beginning in the family home or local community for young people unable to access a school setting.

- All students that join Create in the Community (CiC) start on a standalone two-term EOTAS Assessment programme (see across).
- Keeping young people in the local community rather than out of borough in residential placements.
- CiC aims to step-down all students from high staff-to-pupil ratios in the two-term assessment, through to small group learning in Clusters groups and from individual to group therapy, depending on need and risk.
- A value-for-money alternative to 'Out of County' residential services, acute in-patient services or secure estate.

## Key Information

- EOTAS provision with step-down to DfE registered sites.
- Blended learning approach, including face-to-face and online learning, depending on pupil needs and profile.
- In-person Therapeutic Education Practitioners (TEP) allocated to every young person in the family home or local community.
- Therapy & Life Skills building for in-person small-group sessions in East London (Barking) and West London (Ealing, opening in 2025).
- Universal, Targeted and Intensive Therapy from the CiC clinical team.
- 24 hours of therapeutic education Monday - Thursday, in line with DfE requirements.

**CiC works with young people who cannot manage small group education due to the following complex risks or vulnerabilities:**

### Common Student Profiles

-  Young people with complex mental health needs
-  Young people with complex social care histories and needs
-  Young people who have experienced or who are at risk of exploitation
-  Young people who display high-risk behaviours.

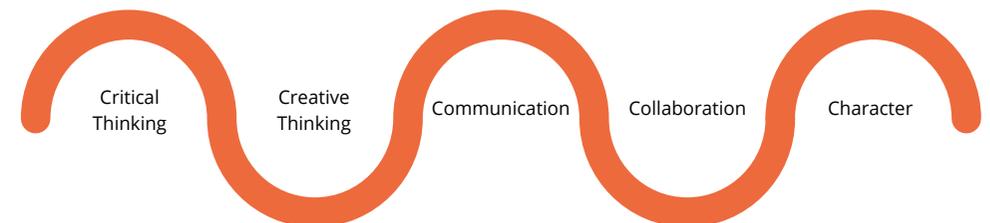
*This is not an exhaustive list. Contact [referrals@tces.org.uk](mailto:referrals@tces.org.uk) to discuss case by case.*

## The Curriculum

All CiC students benefit from core subjects and student 'Voice and Choice' subjects that relate to their strengths and interests, all delivered through a Project-Based Learning approach. Project-based learning is student led, includes peer interaction and builds towards practical outcomes. This method re-engages young people who may have been unable to access 'traditional' education settings for a long period of time.

**Core subjects:** Maths, English, PSHE, LIFE

**Elective PBL Topics (choose from):** Creative Arts, Sports Fitness & Wellbeing, Digital Skills or Health & Beauty.



*We never give up. We never exclude.*

# TCES CREATE IN THE COMMUNITY

## Two-term EOTAS assessment

All new CiC students will be commissioned for a standalone, two-term Assessment programme. At the end of the two terms, parents & Local Authorities will be provided with a detailed report and recommendation for the next steps for the young person.

### Assessment goals:

- Stabilisation
- Engagement
- Build skills for learning
- Create joy and motivation for learning
- To achieve outcomes in life & learning
- Group learning opportunities

### What does the Assessment report include?

1. Education Assessment
2. Therapeutic Assessment
  - Psychotherapeutic Report
  - SaLT Report
  - OT Report
3. FAST and Safeguarding Assessment
4. Strengths & Risk Assessment (SARA)
5. LIFE Assessment (Leadership, Independence, Future Options & Employability and Empowerment).

### Outcomes & Choices at the end of the Assessment for Parents & LAs

- The two-term assessment is completed, and the LA provide provision in-borough.
- The students step-down to TCES East London School or TCES North West London School.
- The young person remains with CiC on a post-assessment pathway, with an ongoing step-down identification process.

# TCES CREATE IN THE COMMUNITY

## Step-down and post assessment programmes



The primary function of the Assessment Report is to detail the students' readiness for stepping-down into a LA or TCES school or a mainstream college and the likely timescales. Assessment recommendations will highlight those few students who are not yet ready for step-down and who present with high-risk or who are at risk with significant vulnerability.

When students' risks and needs indicate that they are not ready for step-down, Parents and LAs can recommission a CiC placement to continue delivering the CiC

educational programme. The CiC Integrated Services Team will deliver the assessment programme's recommendations, with the Step-down process being reviewed on a half-termly basis.

The CiC management team remains in constant communication with the therapeutic practitioner, teachers, therapists, social worker and family support team to identify if and when a student is ready to begin a step-down process into a DfE registered onsite provision.

## WHAT IS THE STEP DOWN PROCESS?



We will step-down 80% of CiC students within 5 terms

In 2023/24, 16 students started and/or finished their Step Down, of which 7 are going to college

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Timetable samples of two-term assessment timetable and post assessment programmes

## Two-Term Assessment Timetable

	9:00-9:15	9:15-10:00	10:00-10:45	10:45-11:00	11:00-11:45	11:45-12:15	12.15-13:00	13:00-13:30	13:30-14:15	14:15-14:45	14.45 to 15:00	15:00
<b>MONDAY</b>	Tutor Time	Individual work with TEP, Maths, English, and Multidisciplinary Assessment					Lunch & Social Skills Club	Drop Everything and Read (DEAR)	Project-Based Learning	Project-Based Learning	Motivation Assembly	End of School Day
<b>TUESDAY</b>		Project-Based Learning	Project-Based Learning	Project-Based Learning	Project-Based Learning	Project-Based Learning			Individual work with TEP, Maths, English, and Multidisciplinary Assessment			
<b>WEDNESDAY</b>		Individual work with TEP, Maths, English, and Multidisciplinary Assessment							Project-Based Learning	Project-Based Learning	Inclusion Assembly	
<b>THURSDAY</b>		Project-Based Learning	Project-Based Learning	Project-Based Learning	Project-Based Learning	Project-Based Learning			Individual work with TEP, Maths, English, and Multidisciplinary Assessment		Celebration Assembly	

## Post Two-Term Assessment Timetable

	9:00-9:15	9:15-10:00	10:00-10:45	10:45-11:00	11:00-11:45	11:45-12:15	12.15-13:00	13:00-13:30	13:30-14:15	14:15-14:45	14.45 to 15:00	15:00
<b>MONDAY</b>	Tutor Time	Sensory Circuit	PSHE	BREAK	Maths	English	Lunch & Social Skills Club	Drop Everything and Read (DEAR)	(Paired) Project-Based Learning	Maths	Motivation Assembly	End of School Day
<b>TUESDAY</b>		Sensory Circuit	Group Process		Project-Based Learning	Project-Based Learning			Project-Based Learning Educational Trips	Project-Based Learning Educational Trips	'All about me'	
<b>WEDNESDAY</b>		Sensory Circuit	English		Maths	English			Project-Based Learning	Project-Based Learning	Inclusion Assembly	
<b>THURSDAY</b>		Sensory Circuit	LIFE		Project-Based Learning	Project-Based Learning			Maths	English	Celebration Assembly	

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## MEET LILY

### ○ Before Joining at Create in the Community

- Lily's prior school attendance was 25%.
- She had significant gaps in her education.
- Lily was involved in numerous court cases of criminal behaviour.
- Lily was at high-risk of exploitation, grooming & gang affiliation.
- Lily has been exposed to domestic violence and physical & emotional abuse, with indicators of post-traumatic stress (PTSD).
- Lily has shown high levels of aggressive behaviour.

### ○ September 2022 - Started at TCES Create in the Community

#### ○ Progression

- Lily's current attendance is 65.48%.
- Lily has developed her ability to emotionally self-regulate, identify her triggers and develop effective emotional management strategies.
- She joined the 'Talk About Program' a social communication group, that supported her to develop her social communication abilities, targeting her conversation skills and peer relationships and can now effectively communicate her emotions and thoughts with peers and staff.
- Lily thrived with a bespoke timetable and enjoyed accessing Maths, English and Science and enrichment programs such as dance.

### ○ April 2024 - Step-down to TCES East London

"Lily's successful step-down from CREATE, combined with her positive engagement with her class team and peers, as well as her academic progress, are indicative of her resilience, determination, and potential for continued growth and success." - **Sasha, TCES East London School SENCO**

"I have made good progress at TCES. I have learnt to become resilient and focused. I am passionate about sports and wellbeing. I would like to become a youth sports lead in the future." - **Lily, Student**

# MEET EZRA

## ○ Before Joining TCES Create in the Community

- Ezra's prior school attendance was 60.2%.
- He had multiple fixed-term exclusions.
- Ezra had indicator of post-traumatic stress (PTSD) and high levels of aggressive behaviour.
- He had a Deprivation of Liberty (DoLS) order put in place.

## ○ September 2023 - Started at TCES Create in the Community

### ○ Progression

- Ezra's current attendance is 93.24 %.
- Ezra has attended a 'Boys Journal Group', which provided him with a structured routine of documenting, reflecting and processing his trauma.
- He worked closely with a TCES Therapeutic Integration Practitioner (TIP) who implemented integration plans to ensure that he thrived educationally and reached his full potential.
- Ezra thrived with a bespoke timetable and enjoyed accessing Maths, English and Science and enrichment programs.
- Ezra won The London Borough of Thurrock Children in Care Award 2024 for his Achievement in Education.
- Ezra successfully stepped down from TCES Create in the Community to TCES East London School.

## ○ April 2024 - Step-down to TCES East London



"I'm incredibly proud of Ezra and the growth that he has made in this process. Ezra is a prime example of how TCES works to support pupils and move them from a place of isolation to independence." **Louise, TCES Therapeutic Integration Practitioner**

"It was hard for me to make friends as I was moving from placement to placement. I feel settled at TCES East London. I'm enjoying my lessons, especially art, and I speak with my classmates often." **Ezra, Student**

**TCES**  
CREATE IN THE COMMUNITY