



# COMMISSIONED SERVICES

2017/18





**The Forge has been meeting the relational and educational needs of children unable to access mainstream school for many years.**

## **WE HAVE TWO PRIMARY YET PARALLEL TASKS:**

To support children and families to flourish based on Thrive and Dyadic Developmental Practice models and to educate pupils to the highest level possible in order for them to access the next steps in their life be it further education, employment or training.

# **OUR WORK**

## **RESOLVE**

Relational trauma is a phenomenon that helps to explain many of the behaviours we see from pupils referred to the Forge. In providing a safe, secure environment - grounded in the Thrive approach - alongside appropriate levels of challenge and support, we help pupils understand how trauma may impact their current working models of relationship and support them to engage in meaningful reciprocal relationships. 'Healing whilst Learning'.

## **PROGRESS**

As a pupil begins to understand the impact of trauma, space is created for trust, learning and outcomes. Access to high quality teaching & learning supports rapid academic progress and improved academic outcomes.

## **TRANSFORM**

As a pupil begins to open to the new possibilities relationships and hard work bring, an inner transformation begins - supporting pupils to flourish.



# ORGANISATION

- We are developing a truly progressive school, a fusion of some of the best practice in care, education and mental health.
- We have organised the school into 'Family Groups' with a clear intent of providing the level of care, challenge and opportunity as well as a broad and balanced curriculum - based on assessed need that a child is likely to benefit from.
- We have created a school ready to cater for 48 learners in groups of 8 with up to 25 hours of education available to all at point of access. We offer a range of support that develops insight and practices of schools and families working with trauma. We seek to reintegrate pupils back

into mainstream school where possible, as well as supporting pupils to move towards a more appropriate level of schooling or care either with us or elsewhere through the education, health and care plan process as required. We are highly successful in securing post 16 destinations into education, employment and training.

- We have registered The Forge as a Therapeutic Community, based on a set of core values and standards accredited and peer reviewed by The Royal College of Psychiatry C of C Programme.

For more information please see:

[www.therapeuticcommunities.org/what-is-a-tc/](http://www.therapeuticcommunities.org/what-is-a-tc/)

# THE TEAM

## We believe in developing our workforce to be the most skilled possible

**Trauma informed professionals who aim to be outstanding teachers and practitioners.**

Working closely with Thrive, Children Always First, the University of Worcester & the Mulberry Bush School, Oxfordshire, we ensure all of our staff receive on-going training in trauma informed practices, alongside access to high quality teaching and learning through The Royal Society of Arts Teaching School Alliance.



# THE DELIVERY

## We hold high expectations and have organised the school around these

At point of entry, we support pupils to gain accreditation in Functional Skills level 1 and 2 Numeracy and Literacy and a set of GCSE qualifications in a range of subjects including English, Maths and Science, Food technology, Art, Textiles, Expressive Arts, PSHE and Physical Education.

We also equip pupils with relational and social skills that support them to take the next step in life. We are thrilled with our pupil's progress and post 16 destinations.

To complement our offer we deliver Forest Schools, Duke of Edinburgh's Award, residentials and a range of qualifications for the outdoor adventure industry as well as entry level 3 awards in horticulture and countryside skills.

Our outcomes are significantly better than National and County key performance indicators for pupils in Alternative Provision (published by the DFE) and our work has been recognised by the Centre for Childhood Mental Health led by Dr Margot Sunderland as an example of good practice in the field.

We really look forward to the journey with schools, pupils and families.

# THE FAMILY GROUP MODEL



# FORGE SUPPORT PACKAGES

## HOW CAN THE FORGE SUPPORT SCHOOLS, PUPILS AND FAMILIES

### NEW BEGINNINGS

For pupils who are finding the mainstream environment overwhelming, we provide a home tuition service in order to support those hard to reach young people. We will deliver a tailored curriculum and support a transition back into the appropriate provision.

### OUTREACH TRAINING + PEER REVIEW NETWORK

A development for 2017/18.

Our aim is to support all school staff and families by sharing our insight, specialist knowledge, skills and strategies through training and the development of a peer review network alongside the Mulberry Bush Teaching School (MBOX).

Launching January 2018

### RESPONSE

School to School support through Response. Our team will come to your school, work directly with your pupil(s), guide your staff on how to support the referred pupil and provide recommendations to help formulate a long term action plan for the pupil.

### RE-ENGAGE

Connecting young people, their families, their home school and other agencies through Re-engage. This programme will be delivered through the Forge and enable all the people around the young person to engage in a therapeutic community process, leading to helpful changes for the young person, academic outcomes and a post 16 destination.

# PATHWAY 1

## RESPONSE

Developed using the best practices in child psychology, neuroscience and attachment theory our skilled and dedicated team will come to your School to support a child that is communicating through troubled or troubling behaviour putting them at risk of permanent exclusion.

We will work alongside schools and families to develop your insight to the meaning of communicated behaviours. We will provide a detailed report of our assessment and recommendations and model how to repeat the interventions with the pupil and families.

**Response has 2 different tiers in which to commission.**

## TIER 1

A member of our team will come to your school for the duration of a day, the day will be used to assess and compile a report of recommendations on suggested strategies and a plan of action for the referred pupil.

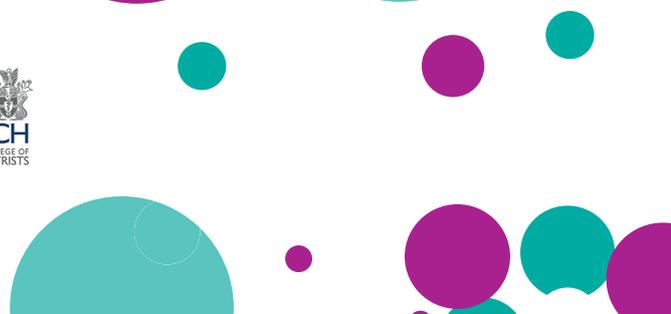
### RESPONSE TIER 1 MODEL (Over 1 day)



## TIER 2

We will complete a programme of work in the duration of a term (13weeks). The work will entail a range of observations on the pupil, staff and family interactions, as well as meetings with key workers and contact sessions with the pupil. Reports and recommendations will be provided to ensure you are equipped with the strategies to implement in your practice.

### RESPONSE TIER 2 MODEL (Over 13 weeks)



# PATHWAY 2

## RE-ENGAGE

Over the duration of an academic year your pupil will attend the Forge and experience a therapeutic community first hand, they will engage in a process that helps them to develop both academically and emotionally.

All age groups will access a broad and balanced curriculum with a focus at year 10 and year 11 towards the next steps of further education, employment or training. The Forge believes in a systemic approach and will ensure that parents, pupils, schools and other agencies continue to stay connected throughout the duration of the programme.

### OUR PROGRAMME OFFERS:

- EHCP support
- SEN support
- Clinical Psychology input
- Attachment Focus
- Thrive input
- Up to 25 curriculum hours to include GCSE qualifications, vocational options and personal developmental sessions.
- Access to a therapeutic community
- Access to high quality teaching and learning
- First class pastoral care
- Dyadic Developmental Psychotherapy
- Dedicated and well equipped team of professionals
- Progress review days
- Post 16 destination support
- Trauma informed
- In house counselling services
- Forest schools
- Duke of Edinburgh

## RE-ENGAGE MODEL

Pre entry assessment of need with the school, pupil and family

2 week tailored induction to The Forge

Up to 25 hours curriculum tailored to individual need

Termly reviews through progress review days



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# PATHWAY 3

## NEW BEGINNINGS

The New Beginnings program is now reaching out to young people from mainstream schools and Looked After Children who may be experiencing difficulties in their Middle or High School as they approach adolescence.

Their individual emotional and educational needs will be addressed face to face, in the form of one to one tuition or in appropriate small groups, by experienced, effective and caring professionals. Focussing tuition to meet pupil's relational and educational needs can be a positive experience in its own right, often a successful bridge to re-integration and into group learning.

It is essential to the team that the teaching environment is conducive to learning; a tailor made package with a suitable teaching location for example at the young person's home, local library, or other public establishment will be essential to the programme delivery.



## NEW BEGINNINGS MODEL

Pre entry assessment of need with the school, pupil and family

Work to commence in line with the commission

Termly review meetings through progress review days

## KEY CONTACTS

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