



ALT ED SPECIALIST REINTEGRATION CENTRE. Collaborating with parents, schools and councils to create inclusive education for all.

Specialist Alternative Provision and Reintegration Centre

'Providing high quality teaching whilst developing social resilience in readiness for reintegration'



'A truly collaborative approach AP'

Who We Are

Fast Progress Tuition is a Specialist Reintegration Centre and Functional Skills exam centre, specialising in **E**motionally **B**ased **S**chool **A**voidance, catering for anxious children who cannot cope in mainstream school. Students may need 'time-out' from mainstream school, or may need a complete reset. Our strategies are based on our own **EDAF** approach: **E**motional **D**ifferentiation with **A**cademic **F**acilitation.

Although we offer two pathways, all students are initially assessed against the FPT Pyramid, which uses a combination of Maslow and a blend of necessary classroom skills which will enable them to progress and reintegrate into either school or college. This assessment is used to determine the flightpath and timescale of interventions required. The objective of both pathways is to build

social confidence and resilience parallel to confidence and resilience in the classroom, so learning is not feared. This will lead to a more fulfilled and meaningful experience of learning and will enable positive life and employment outcomes.

Catering for children from Primary to Secondary age, we offer core subjects and alternative subjects including but not limited to Art, Cooking, Law, Employability, EBSA mentoring and Health and Fitness. All Core subjects follow the National Curriculum so students are able to keep up with their peers at school, and are able to access their exams if this is on their pathway.



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We offer different pathways depending on the objectives:

Pathway 1: Reintegration

Our reintegration pathway has a focus on students returning to full-time education in a mainstream setting before the age of 16. At the point of reintegration, specialised strategies are implemented with a view to successfully transition the student back into full-time education. Such as; key-worker co-ordination, mentor meetings, school staff visits, transition booklets, gradual fade outs, communication logs and a place on our Travel Training Programme.

Pathway 2: Remain

Our Remain pathway aids students with their education whilst awaiting their place at college either 14-16 or Post-16. We are able to support students in their college applications, confidence building through our Mentoring Programme and Travel Training if required.

Student Outcomes:

- Social Confidence
- Return to School
- College 14-16yrs
- Post-16 Education

- Willingness to participate in education
- Confidence in a classroom environment
- Emotional regulation

School Outcomes

Providing preventative and targeted support removing barriers to attendance

- Working effectively with schools and councils to identify patterns and barriers to attendance.
- Ensuring we are affordable and offer value for money and an exceptional service that is beyond academic tuition. We are not a tuition service: we spend time getting to know our partner schools so reintegration and further support is tailored to that school, resulting in whole cohorts of children being provided with a whole package consisting of academic and social and emotional support and guidance for next steps. We can help tackle whole-school attendance if required.
- Support to students and schools consisting of individualised support and learning plans including but not limited to: classroom teaching; mentoring sessions which focus on SMHC and Pathways support; parent support; regular detailed reviews; half-termly reports; daily attendance and updates if required; open access to partner schools and councils; book looks; collaborative partnerships planning; reintegration training and providing strategies to sustain reintegration.
- We are committed to supporting partner school's strategy for reducing persistent and severe absence
- Helping schools to identify pupils early and providing guidance on effective strategies to keep those children in school.
- Work with parents/carers to remove barriers, then facilitate and encourage positive relationships between schools and parents so that working partnerships can be restored.
- We work with schools and councils to ensure that their obligations under the Equality Act 2010 and the UN Convention on the Rights of the Child are satisfied.
- We make adjustments where necessary and can have conversations with pupils, parents/carers on behalf of the school/council.
- Where interventions are failing, we work with partner schools to identify the reasons why and either adjust or change the approach.
- Providing a calm, orderly, safe and supportive environment in which all pupils want to attend and can learn and thrive.

Impact data and monitoring of interventions to ensure improved student outcomes

- EBSA based impact assessments and regular reviews
- Intervention reviews with next step objectives identified at every review to ensure progress
- Regular reporting to schools/councils of student progression and next steps

Improve attendance data and develop whole school attendance strategies

- Aid the development of effective whole school strategies which will support sustainable, in-house interventions which will target identified students who are at risk of becoming persistently absent.
- Help schools develop knowledge of individualised action plans, and ensure that those plans are integrated into the whole school attendance strategies which will ensure that persistently absent students are reintegrated back into the classroom.
- Link reintegration plans into already present whole school initiatives including so fully inclusion can be attainable
- Devise specific strategies ,as requested, to address areas of poor attendance identified through data.

Improve level of control and monitoring of students attending Alternative Provision

- Open access to partner schools and councils to ensure complete transparency and rebuild student/school relationships
- Daily attendance reporting to schools/councils
- Partner schools are encouraged to become part of Fast Progress Tuition, giving opportunities for staff to attend
- Collaborative risk assessments completed and sent to all schools
- Curriculum support and advice on satisfying legal obligations as a majority provider in line with legislation.
- Reassurance checks in safeguarding procedures
- Foundation to good attendance is a calm, orderly, safe and supportive environment in which all pupils want to attend and can learn and thrive.
- Focus on **working partnerships** with regular reviews and updates

LINKS

[Education Access - Alternative Provision Directory \(essex.gov.uk\)](http://essex.gov.uk)

[Securing good attendance and tackling persistent absence - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Alternative_provision_findings_from_Ofsted's_threeyear_survey_of_schools_use_of_off-site_alternative_provision.doc \(live.com\)](http://live.com)

[Summary table of responsibilities for school attendance \(publishing.service.gov.uk\)](http://publishing.service.gov.uk)

[Working together to improve school attendance \(publishing.service.gov.uk\)](http://publishing.service.gov.uk)

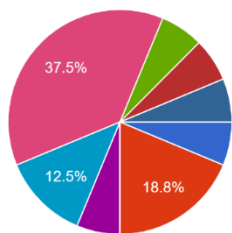


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Some of our feedback

Does your child have any of the following?

16 responses

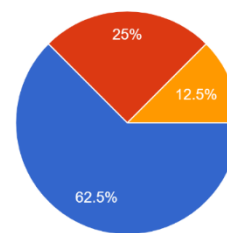


- ADHD
- Anxiety
- Dyspraxia
- ASD
- Dyslexia
- Autism
- None
- Has anxiety and Waiting for referral fo...

▲ 1/2 ▼

My child's attitude towards education has improved?

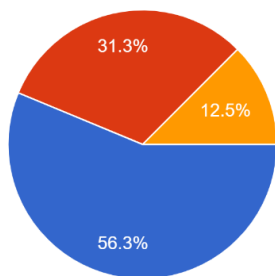
16 responses



- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

My child's social skills have improved.

16 responses



- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree