



2024-2025

# HEAL Prospectus

Horizon Education Alternative Learning

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horizon

# Young Lives, Bright Futures.

**Thank you for your interest in Horizon Education Alternative Learning (HEAL).**

**Choosing the right education provider for your child is a critically important decision. Parents and carers seek not only high-quality education but also a nurturing environment where their child feels safe, happy, and supported while making meaningful progress. At HEAL, we believe we offer all these things and more.**

Our specialist alternative education service at Horizon is renowned for supporting learners to achieve excellent educational outcomes while developing the skills and resilience they need for life beyond school.

Our flexible, personalised, and inclusive learning programmes are delivered by experienced and highly qualified teachers who are passionate about making a difference in the lives of young people. These professionals are supported by a dedicated therapeutic team, ensuring your child receives the right support at the right time.

We believe that education is the key to improving life chances, well-being, and personal development. With a broad yet balanced curriculum spanning all Key Stages, we enable pupils to pursue both academic and vocational pathways, fostering their growth and achievement.

Our high standards and expectations are a testament to the dedication and hard work of both our staff and pupils.

We value strong, collaborative relationships with commissioners and the communities we serve, believing that partnerships with parents and carers are essential to our pupils' success. Our goal is to ensure that every pupil's time at HEAL is rewarding and fulfilling, equipping them with the skills and confidence to progress in their future education or employment.

We are confident that choosing HEAL for your child will be a decision you won't regret. If you have any questions, please don't hesitate to contact us at any time.

Andrew Kitterick  
**Managing Director - Education**



## Our **Values.**



### **Compassionate**

We listen, care and support with sincerity, empathy and kindness.



### **Inspiring**

We promote a culture which is high in expectation, enabling our young people and colleagues to achieve their potential.



### **Collaborative**

We value our partnerships and work together to create innovative and sustainable solutions for young people.



### **Dependable**

We are reliable and trustworthy, creating safe environments where young people can flourish, and colleagues can grow.

# About HEAL.

**A needs-based, bespoke, and flexible programme of education designed to restore a students' faith in education.**

**HEAL is a specialist alternative education service where every teacher is trained in our SHINE therapeutic model. By applying its principles, we re-engage young people in learning and transform their relationship with education.**

At HEAL, we design and deliver short-term, personalised alternative learning programmes led by dedicated teachers across England. Our programmes offer a flexible and tailored learning experience for students aged 5-19, combining one-to-one teaching, two-to-one teaching, and online lessons where appropriate.

Our creative, flexible, and needs-based programmes integrate therapeutic strategies and expertise, with student-centred sessions aligned to individual interests and outcomes outlined in their Education, Health, and Care Plans (EHCPs).

Rooted in Horizon's core values, HEAL ensures that every student learns in a safe, compassionate, and inclusive environment.

Our dependable and experienced staff ensure that every session is consistently high-quality, with regular reporting and close collaboration with parents and carers.

Delivered in approved learning environments, each programme is tailored to meet the unique needs of every student, with a curriculum designed to engage, inspire, and empower. Regular therapeutic reviews are conducted to ensure individual needs and goals are consistently met.

## **Our Aims at HEAL:**

- Re-engage and restore a love of learning.
- Provide creative, flexible, and needs-based education.
- Deliver timely, highly responsive therapeutic support.
- Promote well-being, self-belief, and resilience.
- Set aspirational goals to support next steps.
- Facilitate reintegration into school and support students in catching up on lost learning.
- Offer one-to-one tailored sessions linked to student interests and EHCP outcomes.

**We proudly support children and young people across multiple local authorities, maintaining high-quality transition rates and positive outcomes for our learners.**

# Why Choose **HEAL**?

**Our alternative education service is transformational, helping young people develop essential life skills and achieve academic success in a setting tailored to their needs.**

HEAL is part of the managed specialist education service at Horizon Care & Education Group, operating with the structure and rigour of a school. It features a Senior Leadership Team, robust Quality Assurance processes, a School Improvement Partner, and CEIAG support, while collaborating with Local Authorities across England.

Our scale and expertise ensure that pupils receive direct support from qualified teachers. Core subjects are delivered by subject specialists, Lead Teachers, and Alternative Learning Practitioners, with additional input from our:

- Head of SEND
- SENCOs (Special Educational Needs Coordinators)
- Speech and Language Therapists (SALT)
- Occupational Therapists (OT)
- Psychotherapists
- Educational Psychologists (through consultations)

Our Therapy Team delivers direct interventions, staff training, and consultations, enabling us to tailor education programmes to individual needs. Every pupil joining HEAL undergoes screening, ensuring we meet the requirements of their Education, Health, and Care Plan (EHCP) while also responding to emerging or evolving needs.

## Supporting the most vulnerable young people

We specialise in supporting the most vulnerable children and young people in our communities, helping them overcome significant barriers to education, including:

- Those unable to access formal education in a traditional setting.
- Young people **transitioning back into education** after an extended period out of school.
- Children experiencing **Emotional-Based School Avoidance (EBSA)**.
- Learners exposed to **Adverse Childhood Experiences (ACEs)**.
- Pupils with diagnosed Special Educational Needs and Disabilities (**SEND**), including Social, Emotional, and Mental Health (**SEMH**) needs.
- Children with Autism Spectrum Condition (**ASC**).
- Pupils with Speech, Language, and Communication Needs (**SLCN**).
- Pupils missing education, at risk of permanent exclusion (**PEx**), or facing 6th-day exclusions.
- Young people identified as needing attendance support in mainstream school or a specialist setting.
- Those requiring **EOTAS** (Education Other Than At School) packages.

# Curriculum Design.

**Our curriculum is designed to be holistic, building a unique offer with five core elements:**

## **Inclusive**

Building a positive, respectful and compassionate ethos through 1:1 support with a well-being and PSHE focus.

Personal and social development including increasing awareness of self, their own emotions, and relationships with others is core to the HEAL vision.

## **Enriching**

Opportunities to broaden learning experiences beyond traditional subjects aim to inspire engagement and interest e.g. swimming, Zumba, library visits, mentoring pathways, travel training and cookery. This encourages independence and life skills for our students.

## **Academic**

Sequencing of knowledge and skills to aid learning of core subjects.

Schemes of learning are adapted and different courses are delivered to maximise understanding of content and progress whilst maintaining an aspirational outlook. Maths and English are central to the academic curriculum.

## **Enhancing**

Support via our in-house therapy team of occupational health, speech and language therapist psychotherapist. Provision may be direct or indirect through advice and guidance given to staff.

## **Elective**

Broadening of learning pathways driven through student choice e.g. Spanish, Art and Craft, Health & Beauty and History.

**Together, these elements provide not just a broad and balanced academic experience but also a wealth of treasured and enriching experiences for our students.**



# Core **Subjects.**

**At HEAL, the core curriculum includes English, Maths, and PSHE, with sessions delivered by specialist teachers either in-person or online.**

## English

**The English curriculum aims to instil a love of reading and writing in all students.** We encourage them to work at their own pace, building confidence in each skill before progressing further. Our goal is to ensure that when students leave HEAL, they do so with a sense of achievement, knowing that the work they have produced is valuable and worthwhile.

For students who are not yet competent readers and writers, we use the **Abigail Steele phonics programme**. This programme is designed to help KS3 learners understand that phonics is simply a technique everyone uses when encountering an unfamiliar word.

A variety of diagnostic measures are used, including **end-of-scheme assessments, NCFE diagnostic assessments, and Reading Age tests**, all aimed at determining the most appropriate path of study. Individual EHCP outcomes also help tailor learning to each student's specific needs.

Termly topics are introduced with resources designed to excite, inspire, ignite curiosity, and foster a love of reading and writing. These **topics include strong cross-curricular links and creative tasks**, ensuring all students have the opportunity to participate and showcase their work.

Students are encouraged to visit and enrol in their local library to immerse themselves in books, audiobooks, graphic novels, and print-based media. **For those unable to access a library, eBooks, audiobooks, and read-aloud sessions are provided.**

Through our PSHE curriculum, we create opportunities for pupils to reflect on and clarify their own values and attitudes while exploring the complex and sometimes conflicting range of perspectives they encounter now and in the future.



## Maths

**Maths is delivered through a pathway tailored to each student's EHCP, current stage, and next steps.**

The appropriate route is determined following the baseline assessment process. Available pathways include:

- National Curriculum-linked lessons delivered using **White Rose Maths**.
- Functional Skills programmes, guided by diagnostic assessments and a planned sequence of lessons, utilising both our own resources and those from our provider.
- **AQA Award-based lessons**, structured around specific learning packages.
- Numeracy tasks planned and sequenced in alignment with a Learning Development framework, closely matched to the **EYFS approach**.

## PSHE

**PSHE is enriched and complemented by life skills education, covering topics such as mental health, financial literacy, media and digital literacy, relationships, and RSE, equipping pupils with essential skills for adulthood.**

To address each pupil's specific personal and social needs, PSHE may be delivered through timetabled sessions and/or discrete coverage.

Sessions are sometimes integrated into real-life situations or opportunities to ensure we meet students' immediate needs as they arise.

PSHE is scheduled regularly alongside life skills sessions where appropriate. Lessons follow a fortnightly theme, which is revisited if needed. Standalone PSHE sessions are also incorporated to address emerging needs.

Our PSHE curriculum is resourced using **Jigsaw and Skills Builder**, with age-appropriate materials structured around the fortnightly theme.





# Chosen **Subjects.**

**A broader range of subjects are available when appropriate or elected.**

**Carefully designed with the aim of developing substantive knowledge and disciplinary skills, our curriculum enables students to refine their literacy and numeracy skills through cross-curricular topics, deepen subject knowledge, and support personal growth throughout their time with HEAL.**

Subject pathways may include **AQA Unit Awards, ASDAN Short Courses**, and **ASDAN Lifeskills**, with GCSEs available where teacher specialisms allow.

Options can include Functional Skills in Maths and English, PE, Business, Art, Design, Health & Social Care, and Travel & Tourism.

Each student's starting stage is identified for specific subjects, and their progression is monitored through observations, low-stakes assessments, and, where appropriate, more formal assessment strategies.

**Session approaches are informed by input from wider professionals where applicable, such as occupational therapists and SENCOs.**

We ensure that all students experience a sense of success and achievement across ability ranges. Student attendance is also recognised through termly rewards.

## **Curriculum Impact**

Student progress and "distance travelled" are monitored and quality assured at regular intervals, with findings shared with partners to inform next steps.

Quality assurance is facilitated through work scrutiny, lesson observations, and planning reviews.

Weekly updates and termly reports are completed for each student and shared with stakeholders, ensuring **EHCP outcomes and PEP targets are reviewed**. Aspirational curriculum goals and next steps are set during termly PEPs and EHCP annual reviews.

While academic progress is tracked, we also report regularly on pupils' character development, including **resilience, confidence, and independence**, as well as monitoring their physical and mental health.

Given the diversity, complexity of needs, and backgrounds of our students at HEAL, progress is often non-linear. Middle leaders review achievement and progression in subjects to ensure that all progress is recognised and built upon.

# HEAL Timetables.

**Every student has a bespoke timetable, ensuring that sessions are tailored to their individual learning and developmental needs.**

Here are two example timetables to provide an overview of what the provision may look like. Sessions can take place either at home or in another agreed, risk-assessed setting.

## A primary school age student's daily curriculum

- Warm-up with a sensory circuit.
- Numeracy work- for example telling the time using games and other resources.
- Literacy - spellings, reading and comprehension exercises using areas of interest.
- Emotional literacy - games and discussions to aid understanding.

Other example activities include music and movement, mindfulness and mental and emotional health, subject specific topics such as science, history or geography unit, seasonal activities such as planting, crafts and celebration days.

Cooking and selfcare work will also be covered. Work can be linked to **AQA Unit Awards**.

Reward sessions, such as trampolining sessions, museum trips, soccer trips, are arranged on a weekly or termly basis, depending on the interests of the students.

## A secondary school age student's daily curriculum

- Warm-up and recap of previous learning.
- Introduce and teach new numeracy topic for example reflection and rotation.
- Exercises to check understanding. Feedback and next steps.
- Literacy - purpose of written communication, theory and case study. Reading and writing, use of laptop for written work if appropriate.
- Topic based work- Planning and preparing a family meal for **Level 1 AQA Unit Award**.

Each week areas such as healthy living, life skills, preparing for work and careers will be covered.

Students' curriculum may also include topic-based work in Science, Business or other areas of the curriculum which the student finds interesting. Students may have gym sessions, cooking or sports within their weekly sessions.

Rewards may be in the form of vouchers (weekly or termly) or students may choose an activity or day out instead.

# Our Holistic **Approach.**

**At HEAL, we consider all aspects of a child's development, including their intellectual, emotional, social, physical, and mental well-being.**

**A holistic approach to education means focusing on the whole child.**

This approach recognises that learning is not just about acquiring knowledge but also about developing essential life skills, fostering creativity, building resilience, and nurturing well-being.

## **Our SHINE Therapeutic Model**



Our SHINE (**Supporting Healing In Nurturing Environments**) Therapeutic Model allows our colleagues to practice using psychologically-informed, and trauma-responsive approaches to care, support, and education.

SHINE brings together current research and best practices for supporting young people who may have experienced trauma and adversity.

Dyadic Developmental Psychotherapy (DDP), developed by Psychologist Dr Dan Hughesan, underpins our SHINE Therapeutic Model. SHINE includes a range of therapeutic skills to enable staff to support young people across our services.

Creating a therapeutic playlist is a popular receptive technique that HEAL's Senior Psychotherapist, Fleur Hughes, uses within her sessions. Many of the young people engaging in therapy sessions at HEAL have created playlists to manage their well-being. Some have created a sleep playlist, which features slow, instrumental music to help them develop a sleep routine. Others have created playlists based on emotions i.e. a happy playlist or an angry playlist to support their emotional regulation. Fleur utilises playlists as a "positive coping tool that can encourage self-expression, develop self-awareness and support emotional regulation in a creative and fun way."

**Senior Psychotherapist**

## Integrated Therapeutic Support

**HEAL has an integrated team of clinicians, including an Occupational Therapist (OT), a Speech and Language Therapist (SALT), and a Psychotherapist, who provide both direct and indirect support to pupils.**

Direct support may include one-to-one sessions, while indirect support involves guiding a pupil's trusted adult in using targeted approaches to enhance learning or providing specialist advice.

Our therapists also deliver comprehensive training to the HEAL team, ensuring staff are well-equipped to support pupils effectively. Additionally, they facilitate reflective practice, fostering a culture of continuous review and improvement in behaviour support and therapeutic interventions.

I have worked with a young person to help them identify their sensory needs.


My work with this young person involved observing them and carrying out sensory assessments during our sessions. This work has enabled me to develop a sensory toolkit for the young person and allow them to engage in their daily routines.

**Senior OT**

Working closely with our SENCo, our therapists ensure that each pupil's needs are identified and met. Every pupil is screened upon joining HEAL, allowing us to assess and address any needs from the outset. We then collaborate with the SENCo to prioritise interventions, ensuring pupils receive the most effective support.

Our work is goal-oriented and time-bound, providing pupils with the opportunity to consolidate the skills they have learned.

Our focus is on delivering the right therapy at the right time to maximise impact and support each pupil's progress effectively.



I have been working with a young person for about a year, working towards a number of social communication targets, including emotional literacy and perspective-taking.

She has recently generalised the tools learnt in sessions to effectively communicate her thoughts and feelings with HEAL staff so that they can better support her.

She has also used learnt strategies to develop her problem solving and conflict resolution skills in real life scenarios.

**Senior SALT**



# Our SHINE Therapeutic Model.

## Supporting

We recognise the individuality of every young person, and our collaborative approach ensures they receive personalised care, education, and support to thrive.

Our teams work together to understand and meet their unique needs, enabling each young person to flourish.

## Healing

We recognise that some young people we care for and educate may have experienced trauma or adversity. We understand the complexity of these experiences and their consequences. With empathy and patience, we support their healing and progress at their own pace. Using a DDP informed approach and PACE principles, we consider the whole young person, not just their behaviours.

## In Nurturing

Across our children's services, we nurture young people by helping them discover their strengths and build trusting relationships in safe environments.

Our dedicated colleagues cultivate warm, compassionate connections, offering safety and comfort. This reinforces the message that every young person is valued and can depend on us.

## Environments

Across our services, we are committed to fostering safe and inclusive environments where young people feel comfortable and accepted.

Our spaces are thoughtfully designed to promote healing and nurture, taking into account sensory needs and the impact of trauma on self-regulation and sensory processing.

# 7 C's Framework.

**At HEAL, we use the 7 C's framework (©Judith Carter 2021) to support students with diverse learning needs.**

This strengths-based framework offers a shared language to assess barriers to learning, identify starting points, and engage in meaningful discussions with our students about their strengths and areas for development.

## Curriculum

- Reading & Writing
- Spelling & Grammar
- Addition & Subtraction
- Shape, Space & Measures

## Cognition

- Working Memory
- Speed of Processing
- Inference
- Anticipation
- Reflection
- Evaluation
- Analysis

## Communication

- Expressive Vocabulary  
Articulation
- Language & Understanding
- Collaboration
- Conversation Listening
- Social Communication
- Social Interaction

## Control

- Self Regulation
- Behaviour for Learning Anxiety
- Management Confidence
- Resilience
- Language of Emotions
- Independence

## Compassion

- Friendships
- Turn Taking
- Empathy
- Sense of Justice
- Self Esteem & Wellbeing
- Self Efficacy
- Support for Others

## Creativity

- Generate ideas
- Problem solving
- Attention
- Motivation
- Making things
- Courage
- Trust

## Co-ordination

- Fine Motor Skills
- Gross Motor Skills
- Sensory
- Mobility
- Stability & Balance
- Posture
- Sensory Processing

**The 7C's portfolio and action plan are aligned with the needs specified in each student's EHCP.**



# Careers & Preparation For Adulthood.

## Developing skills to promote work-based independence.

**Across HEAL, we are dedicated to preparing our students for successful futures through comprehensive career support programmes.**

Our Head of Careers collaborates closely with our teachers to seamlessly integrate the Gatsby Framework, ensuring comprehensive and impactful careers advice and guidance for young people.

Our aim is to equip students with essential skills that prepare them for adulthood, successful employment, and apprenticeships.

Our career support begins early, ensuring students explore a wide range of career pathways and develop the skills necessary for the workplace.

### Career Planning

Our career advisors work closely with students to create personalised career plans, taking into account their interests, strengths, and aspirations.

### Skill Development

Through workshops and practical activities, students enhance crucial skills such as communication, teamwork, problem-solving, and leadership.

### Work Experience

We facilitate meaningful work experience opportunities that allow students to gain first-hand insights into various industries and professions.

### Apprenticeship Guidance

Our career advisors provide guidance on apprenticeship opportunities, helping students navigate the application process and prepare for interviews.



# Our Commitment To Quality.

**Across Horizon, we are committed to maintaining the highest standards of special education and support for our students.**

**Our rigorous quality assurance cycle ensures continuous improvement and excellence across HEAL, guaranteeing that our students make consistent progress and achieve high-quality outcomes.**

We gather comprehensive reports and feedback from Local Authorities (LAs), parents, carers and pupils to systematically identify areas for improvement and enrich our educational offerings.

## **Student Voice**

We actively seek feedback from our students to understand their experiences and perspectives. This input is crucial in shaping our policies, practices, and the overall learning environment.

## **Work Scrutiny**

Regular reviews of student work allow us to monitor academic progress, identify areas for improvement, and ensure consistency in marking and feedback. This process helps us maintain high standards and supports tailored interventions where needed.

## **Pupil Progress**

We closely track the progress of each student through regular assessments and data analysis. This enables us to provide timely support and adjust learning plans to meet individual needs, ensuring that every student achieves their full potential.

## **Learning Reviews**

In-depth reviews of specific subjects help us evaluate the effectiveness of our curriculum, teaching methods, and resources. These reviews involve examining the quality of teaching and learning across HEAL, student work, observing sessions, and gathering feedback from both students and teachers.

**Our commitment to quality is further reinforced by our group-wide education review.** By integrating comprehensive internal and external review processes, we ensure that Horizon continually strives for excellence, delivering the highest quality education and support to our students.



# HEAL Outcomes.

**We are committed to providing high-quality care, support, and educational outcomes for every pupil.**

## Primary

- Transition to secondary school or back into another setting.
- Securing early literacy and numeracy skills.
- Closing gaps in learning due to missed educational opportunities.
- Pre-entry level qualifications.
- Building resilient learners who are willing to take risks and make mistakes.
- Building self-esteem and confidence in themselves.
- Enjoying education and wanting to attend every day!

## Secondary

- Key Stage 4: Bespoke academic qualifications to be identified for example: Entry Levels 1-3, Functional Skills Levels 1 & 2, AQA unit awards, ASDAN qualifications, GCSEs.
- Closing gaps in learning due to missed educational opportunities.
- Supported reintegration back into school where appropriate.
- Transition visits to Post 16 providers/ school and full handover support to ensure success.
- Support in writing CV's, job applications and interview practice to support accessing the working environment.
- Building resilient learners who are willing to take risks and make mistakes.
- Building self-esteem and confidence in themselves, which raises their aspirations for their own future.

## Post 16

- Key Stage 5: Entry Levels 1-3, Functional Skills Levels 1 & 2, AQA unit awards, Personal Development GCSEs.
- Closing gaps in learning, focusing on math's and English. Gaining qualifications to facilitate the move to the next stage of education or work.
- Rewards that link to careers, for example beauty equipment to support a Hair and Beauty course, or tools and components to support a course on construction skills.
- Building resilient and self-sufficiency for students to move on with their education.



# HEAL Student Testimonials.



HEAL has helped me to learn when I didn't have the ability to be in a school-type setting. **I enjoy education more now**, HEAL has given me breaks when I need them. While being with HEAL, I've been able to learn more and recap on more stuff that I didn't understand before. HEAL has given me another chance.



My teachers **help me do things and achieve things** I didn't think I would be able to do.




With HEAL, I've become more sociable and I've been able to receive opportunities such as college applications, and planning my future. **I'm more confident now, and more open-minded.** **After my sessions, I feel good.** I feel like I've made progress towards my education and I feel supported by all of my teachers.




HEAL has helped me find my love for maths, I used to really struggle with it. The teachers are dedicated to helping learn and enjoy all the subjects I do. They are helping me fill out volunteer forms so I can learn skills to get a job in the future. **HEAL makes me feel positive like I have achieved something.**


# Parent & Carer **Testimonials.**



**HEAL has helped our child to progress** for the better and made sure that he was always engaging and enjoying his sessions, reaching his personal goals and even more such as improving with writing, speaking, listening and more attentive to things now. **He is much more happier and confident in doing skills and learning new skills and things**, and also we can see that he's now starting to be more independent in certain areas of his life. The communication is excellent and our questions and worries are always answered and helpful.



HEAL have definitely had a positive impact in our child's mental health, well-being, they have built his confidence and had a positive impact on his future as he enters adulthood. **All HEAL staff are kind, caring, trustworthy and enablers**, they involve, inform and inspire our child to be the best version of himself that he can be.



Our daughter is involved in planning her education, choosing the subjects that interest her, in areas that she wants to learn and develop new skills. Having input into her educational programme has given her confidence to try new things, and have control over her learning, building her self-esteem. **We find the weekly reports to be very informative, enabling us to support our daughter with her learning and share in her progress and successes.** We appreciate how HEAL treat our daughter as an individual, striving hard to understand her, adapting to meet her needs.

# Parent & Carer **Testimonials.**



HEAL have taken the time to build relationships, they made sure learning was about sharing information together. **Putting our child at the centre of everything. This has had an extremely positive impact on our child.** Before our child engaged with HEAL he was previously working at levels that were well below his potential, with HEAL and the bespoke teaching, using an individualised education plan, our child has in a short time been able to fill major gaps in his learning. In addition they make it fun and Informative for filling his personal educational needs.



**HEAL has embraced our child's unique ability to learn** and enabled him to understand and retain information he has learnt, by setting goals that he can achieve, also at the same time stretching his knowledge and understanding.

This has further **enabled him to enjoy the educational learning process as well as giving him the opportunity to extend these goals further.** We have seen our child's confidence grow, with HEAL the staff who work with our son have taken time to effectively engage with him, by using positive teaching that meets his needs. This has opened new learning experiences to prepare our child for adulthood. **He really enjoys his teachers coming and all the staff he has come into contact with because they put his needs at the heart of the learning process.** They have encouraged him to express himself in a positive way, which has given him self-confidence to independently communicate and engage with others around him.

# Case Worker **Testimonials.**

**The HEAL programme has been a transformative journey for this young person** due the HEAL provision enabling them to believe in themselves and plan and prepare for positive next steps towards future goals and aspirations in a meaningful and manageable way

**Feedback from HEAL is frequent and detailed** which allows all involved professionals to support and be responsive to any emerging needs whilst continuing to work in a cohesive and holistic way.

HEAL has offered **a sensitive and supportive approach** to gently re-engaging a young person who had experienced significant past trauma and often felt rejected and abandoned by others.

**HEAL supported my young person back into education after a prolonged period out of school.** He has been supported not only around his educational needs but around his additional needs through therapeutic support, speech and language therapy and occupational therapy.

**My young person enjoys his education and working with HEAL has given him a positive educational experience,** improving his confidence and self-esteem.

# Next Steps.

**We understand that choosing the right support for your child is an important decision, and we're here to guide you through every step of the journey with HEAL.**

## Step 1: Understanding Individual Needs

Once a referral is made, student-centred sessions are tailored to a young person's interests and the outcomes outlined in their **Education, Health, and Care Plan (EHCP)**. In collaboration with parents, carers, the HEAL Team, and our Therapy Team, we develop a personalised curriculum and timetable that supports both learning and personal development. The structure and duration of a young person's bespoke learning package is defined, offering flexible delivery options such as one-to-one teaching, two-to-one teaching, and online lessons where appropriate.

## Step 2: Preparing for HEAL

Our **SENCo (Special Educational Needs Coordinator)** is the main point of contact, ensuring a smooth and supportive transition into HEAL. A personalised induction is developed, creating a clear and structured pathway into the programme. Our Therapy Team conducts a therapeutic screening to assess emotional, sensory, and developmental needs. Key milestones are established to track progress and provide structured support.

## Step 3: Coordinated Support & Key Milestones

Our **Therapy Team, HEAL Teachers, and SENCo collaborate** to prioritise targeted interventions, ensuring each young person receives the most effective therapeutic and educational support. Through regular reviews, the learning programme is continuously adjusted to remain responsive to the young person's evolving needs, fostering both personal and academic growth.

## Step 4: Reintegration

**Transitions are timely, well-planned, and carefully coordinated.** The reintegration process is guided by the young person's progress, ensuring they move forward with confidence and receive the appropriate level of support at every stage.

# Make a **Referral.**

**If you're considering HEAL, the next step is to contact our team, who will be happy to discuss how our services can support your child's educational needs.**

To learn more, make a referral, or begin the journey with HEAL, please contact our Business Development Team.

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# Our Partners.







  
horizon  
Young Lives, Bright Futures