



**Welcome to HEAL**

**Horizon Education  
Alternative Learning**

**Young Lives,  
Bright Futures.**

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# Welcome to HEAL

Thank you for considering HEAL (Horizon Education Alternative Learning) as an education provider. The HEAL programme has evolved to help children, aged from 5 to 19, who have not thrived in more traditional school settings.

We specialise in using trauma-informed approaches to re-engage students who have lost their love of learning. We aim to restore our students' faith in education and help them to realise their potential. Most of our students have a range of social, emotional, and mental health needs. We also work with many students with other conditions including ADHD and autism. Most of our pupils have an EHCP.

The HEAL staff are experienced, well-qualified and highly trained individuals who are committed and passionate about helping pupils develop and achieve their full potential. All pupils on the HEAL programme are valued as individuals and as such, our aim is to provide a holistic and therapeutically informed approach towards our children's education. Our approach towards our curriculum is creative, innovative, and flexible, which allows our pupils to experience a broad and balanced curriculum through which they acquire the skills and knowledge required to make progress commensurate with their ability. Each student receives a fully bespoke programme of study to fit their individual needs and to help to foster their success.

Our aim is to provide pupils with opportunities to develop and learn and celebrate all of their achievements, no matter how big or small.

**Melissa Edwards**  
**Head Teacher HEAL**



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# Young Lives, Bright Futures

We understand that choosing the right education provider for any child is vitally important. Parents and carers want high-quality education for their child, but they also want them to be happy, safe and secure and to make progress. At Horizon, we believe we offer all these things and much more.

Horizon specialist education services are well known for supporting learners to secure sound educational outcomes and have the skills and resilience to succeed in life beyond school. Our personalised, inclusive, and stimulating programmes of learning are delivered by experienced, suitably qualified teams of staff who are passionate about making a difference to the lives of young people.

At Horizon, we believe education is key to improving life chances, wellbeing, and individual development. With our broad and balanced curriculum across all Key Stages, we enable pupils to pursue both academic and vocational paths to help them grow and achieve.

Across our schools, we embrace our core values of being compassionate, inspiring, dependable, and collaborative, and aim to develop a sense of community where adults and young people work together and support each other to flourish.

Our high expectations and standards of education are a credit to the hard work of both our staff and pupils. We value positive and collaborative relationships with commissioners and the communities where our schools are located and believe that relationships with parents and carers is key to our young people's success. We believe that our pupils time in school should be rewarding and fulfilling and that they should make progress that will benefit them in their next stages of education or employment. Should you choose to send your child to one of our schools or alternative provision, we are confident that you will have made the right decision.

We look forward to meeting you soon and if you have any queries or concerns, please contact us at any time.

**Andrew Kitterick**  
**Managing Director Education Services**

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# Our Values

Across all of our schools, homes and supported accommodation settings, we fully embrace and embody our group's core 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.



## Dependable

We are reliable and trustworthy, creating safe environments where young people can flourish and colleagues can grow, and we always keep our word.



## Collaborative

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



# Why Choose HEAL?

Here at HEAL, our unique selling point is that we have the ability to meet the needs of all students due to our flexibility and range of expertise.

We can provide sessions in a variety of learning spaces, with a curriculum to engage and inspire.

### **We can offer:**

- One-to-one sessions
- Two-to-one sessions
- Online programs
- Sessions in the home
- Sessions in outdoor venues
- Sessions in a combination of settings

Our HEAL programme can include a package of GCSE qualifications for Year 11 students, including core subjects and options such as PE, Business, Art, Design, Health and Social Care and Travel and Tourism.

Although many of our students transition to specialist provisions, we also work with mainstream schools to support students who are at risk of exclusion, or who have been identified as needing support with attendance.

We can offer short-term placements with students to facilitate their re-integration into school and prepare them by catching up on any lost learning.

At HEAL, we believe in creating safe learning spaces for students to thrive. When students feel safe emotionally and physically, education and therapeutic healing can take place. Our HEAL specialists provide essential mental health and wellbeing support to help students with anxiety linked to attending school and self-esteem. The therapeutic support offered by our HEAL specialists can provide the much-needed stepping stone to build confident and resilient learners.



# Our Mission

Our mission is to provide a nurturing environment that aims to educate, motivate, and re-engage pupils in a creative curriculum that meets their needs. At HEAL we promote the academic, social, emotional and physical development of all our pupils. We do this by:

- Providing a bespoke one-to-one education provision for all students
- Carefully selecting and matching members of staff to students to ensure the best outcomes.
- Identifying and securing happy, positive and secure learning environments in which our students feel invested in and valued.
- Meeting every young person's needs by understanding them as an individual.
- Creating individualised programmes of learning that support a broad, balanced and relevant curriculum.
- Working closely with parents and carers in a sensitive and positive manner; and liaising closely with other professionals.
- Being life-long learners ourselves, engaging with continuous professional development and training opportunities to better support our pupils' learning and development.

In HEAL, we constantly strive to improve the outcomes of young people, particularly those with special educational needs or disabilities, which is at the heart of the Government's SEND and AP Improvement Plan. All school policies are available on the school website or on request from the Head of HEAL.



# Curriculum

Our curriculum is designed to engage students in academic learning and developing their life skills. All of our students require one-to-one support, which is provided by highly trained SEN specialists.

We are an inclusive provision and all our teaching focuses on providing intensive support for students as individuals who have personal strengths and weaknesses. Our provision is monitored by our SENCo who ensures that interventions and approaches are appropriate for the student and their needs.

We offer a range of qualifications and bespoke educational programmes that give every student the opportunity to achieve. We aim to put our young people at the centre of their own learning and place great emphasis on nurturing skills and attitudes such as resourcefulness, resilience, and co-operation.

Our specialist staff provide mentoring and support in life skills such as handling money, budgeting, planning and preparing meals. We also support students with preparation for work, support with building CVs and transitions into other educational settings.

Our sessions often include, or operate alongside, other educational or therapeutic providers such as equine therapy, other inclusion services, horticulture and vocational courses. Staff are trained in therapeutic teaching methods and these approaches are utilised in all sessions.

**The HEAL curriculum is individualised, creative, innovative and flexible, allowing for the needs of each pupil to be met.**

Most students that come to HEAL require social and emotional support and also require an intensive focus on the core academic elements of the curriculum.

In this way we attempt to close academic gaps and help our students prepare for their next transition, either back to school or to a post 16 placement or adulthood. Learning journeys are personalised for each individual and Individual Learning Plans are in place for all.



# Typical daily timetable for a HEAL Student

All of our students have bespoke timetables to ensure that sessions are tailored to their learning and development needs. Here are two example timetables to give a picture of what the provision can look like. Sessions may take place in the home or in another agreed and 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 self-care 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.





# Education and Health Care Plans

Our objectives and principles in making provision for children with special educational needs are as follows:

- Each child is given a broad, balanced and relevant curriculum based on outcomes and next steps.
- The special needs of each young person, as identified in their EHCP, are addressed, with statutory reviews held regularly and completed in a thorough manner.
- An Individual behaviour management programme is used for students, where applicable, and is continually reviewed.
- We provide continuous professional development and training for staff in the management of young people with SEMH.

HEAL has a team approach – Lead teachers, Subject Specialist Teachers, Teachers, Alternative Provision Practitioners, SENCo, therapists, social workers, parents, and other professionals are all involved in monitoring pupil progress using individual Education, Health and Care plans.



# Outcomes

We are committed to providing high-quality care and educational outcomes for each and every young person. Our team works closely with every student to help them achieve the following outcomes:

## 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, 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.

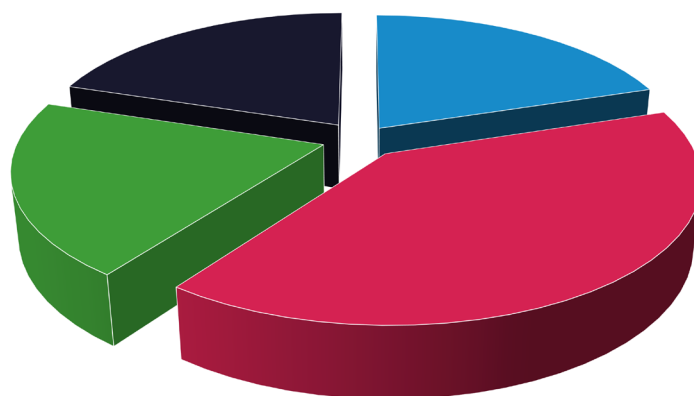
## Post 16

- 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 Leavers from 2021-22 Academic Year

We love to celebrate the success of our HEAL programme and share the fantastic academic achievements of our children and young people who previously struggled to maintain attendance and learning in the school environment.

**HEAL Leavers 21-22**



■ School ■ Sixth Form ■ FE ■ Other

During the academic year 2022-23, all HEAL leavers successfully transitioned back into school.

At the end of our current academic year, we will have 6 Year 11 leavers, where 4 will be moving onto Apprenticeships and 2 into Sixth Form provision. Of the Year 11 cohort, 2 will be remaining with HEAL to continue their educational journeys.

Students on the HEAL programme this academic year have successfully completed 21 AQA Unit Awards so far. We also currently have Year 11 students preparing for a range of level 2 courses including GCSEs and Functional Skills.

# Integrated Therapeutic Services in Education

Our qualified and experienced Therapeutic Services team provide outstanding levels of integrated therapeutic support across Horizon, to enable every young person to achieve social, emotional and academic success.

Our unique SHINE (Supporting Healing In Nurturing Environments) Therapeutic Model allows our Therapeutic Services team to practice using a psychologically informed, and trauma responsive approach to care, support and education. SHINE brings together up-to-date research and approaches which have been found to be essential when supporting young people who have experienced trauma and adversity.

Dyadic Developmental Psychotherapy, an evidence-based attachment-focused approach for working with young people incorporating Playfulness, Acceptance, Curiosity and Empathy (PACE), underpins our SHINE model. In addition, we also draw from current neuropsychological evidence, notably the work of Bruce Perry, Daniel Siegel and Bessel van der Kolk.

Our Therapeutic Services team is led by the Group Director of Therapeutic Services/Consultant Forensic Psychologist, with support from two Therapeutic Services Managers, a Principal Forensic Psychologist and Education Therapy Lead/Occupational Therapist.

We also have Senior Forensic, Clinical and Counselling Psychologists, Forensic Psychologists in Training, Occupational Therapists (OTs), Speech and Language Therapists (SALTs) and Psychotherapists.



**Supporting**



**Healing**



**Nurturing**



**Environments**



# Quality Assurance

Ensuring the quality of our provision is at the forefront of all decisions made at HEAL. We identify areas of improvement, with the support of our external School Improvement Partner and our own internal quality assurance processes, to ensure that we are constantly moving forward and providing the best possible service to our young people. We do this by:

- Termly progress measures using formative and summative assessment.
- Half-termly Pupil Progress Review Meetings.
- Monitoring of pupil well-being and engagement during sessions.
- Monitoring the impact of Social, Emotional and Mental Health Interventions.
- Monitoring of EHCP provision plan targets.
- Reviewing pupil behaviour plans to assess the impact of strategies and interventions.
- Reviewing attendance data.
- Termly pupil surveys.
- Termly parent/carer surveys.
- Parental feedback at EHCP reviews.
- Observation of pupil engagement during drop-ins by regional Lead Teachers.
- Destination data and follow up calls to pupils, parents and carers to ensure transition to school, college, apprenticeship or employment has been successful.
- Feedback from other agencies such as Social Care, CAMHS, Virtual School.
- Reviewing the impact of Safeguarding referrals and parent/carer support and engagement.
- Programme of training and study for all staff.
- Rigorous induction process for all new staff.
- Weekly reports are sent to all stakeholders which include attendance, progress and next steps.



# Safeguarding and Attendance

Safeguarding is at the heart of our activities; all staff receive training throughout the year to ensure that they are up-to-date with the relevant legislation, advice and safeguarding procedures. All staff go through robust recruitment procedures and performance management cycles to ensure their suitability to work with young people.

HEAL has 5 trained Deputy DSL's and 1 Lead DSL. Safeguarding policies are rigorous and updated regularly in line with latest safeguarding guidance including the Keeping Children Safe in Education Sept 22.

- Attendance is key to our students' success and as such is closely monitored and analysed. Attendance is reported daily, and this is relayed to relevant stakeholders in a weekly report. Attendance is closely monitored and linked to our reward system. The attendance at HEAL is better than national averages for maintained special schools which for Autumn 2022 was 86.2% and September 2022 to date is 86.4%.
- Lates are monitored carefully and reported. Currently, less than 1% of sessions this academic year were unauthorised lates.

# Testimonies

Gloucestershire Virtual School work closely with HEAL to ensure that the delivery of bespoke education packages for children in care who have wide ranging complex needs is of a high standard.

HEAL staff make every effort to tailor learning to the needs of individual students. HEAL Designated Teacher for Looked After Children chairs Personal Education Plans meeting, which are held within statutory timescales. At these meetings Pupil Premium Plus is used in a targeted and creative manner to support learning. The majority of students are in Key Stage 4. HEAL works alongside multi professional teams to ensure there is a smooth transition into Post 16 learning. The majority of students gain qualifications in English and Maths up to GCSE level.

When young people experience a sudden placement move, HEAL work hard to promptly set up both online and face to face tuition so that there is no learning loss. It is a pleasure to work alongside HEAL.

**S – Gloucestershire Virtual School**



HEAL has been working with a number of my vulnerable students, I am continually impressed by the dedication of their staff. They are always prepared to build a good relationship with the young person and maintain this relationship even when things become more challenging. They are flexible in their approach to the curriculum and will try a variety of methods to engage young people with learning in a way that is meaningful and approachable for different learning needs. They have made a significant positive impact on the outcomes for young people who have been unable to engage with learning elsewhere.

**P – Virtual School**

My tutor believes in me and she is never satisfied that I am doing enough and pushes me, which makes me believe I can do more.

**- Young Person**



# Testimonies

HEAL (Horizon Education Alternative Learning) have the freedom to serve the children in a way that works for the child.

Each child is given a curriculum that is tailored to their individual needs, taking into account their abilities, interests and goals.

HEAL is vitally important for the children who cannot attend mainstream school or who find school difficult, children that have had their confidence knocked by staying in a provision that does not suit them. HEAL have the resources to approach a child's education in a holistic way, providing what the child needs to succeed. The quality of the tutoring is excellent. Education to the child is always delivered by the tutors in a patient, kind, and caring manner. HEAL is always supporting the children's needs in ways of being part of PEP's, ECHP meetings to ensure the child gets what the child needs. HEAL have been fantastic to work in partnership with and the tutors have been exceptional.

**TB – Registered Children's Home Manager**

Heal provide a great teacher who is reliable. They spend time learning about the child and using their interests to engage with education and build trusting relationships.

My young person is now learning successfully for the first time in several years. The Heal Teacher also works well with the wider team to ensure best outcomes for our young people.

**c – Social Worker**

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

**- Young Person**





# Admissions

## How to apply for HEAL provision

All students in any year group are considered for the HEAL provision. Applications are also welcome at any point during the academic year.

For further information regarding our HEAL programme in the first instance please contact Jacqui Smith, Business Development Manager, alternatively please forward your request and paperwork to our referrals team via the email address below.

### Andrew Kitterick

Managing Director Education Services  
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### Jacqui Smith

Business Development Manager  
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### Emer Hunter

Deputy Head Teacher  
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### Timothy Basche

Regional Lead Teacher - Midlands  
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### Mary-Anne Luke

Regional Lead Teacher - Gloucestershire  
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### Melissa Edwards

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### Education Referrals

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### Gemma Mason

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### Darren Vick

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### Emer Hunter

Regional Lead Teacher - North and South-East  
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