

Unregistered Alternative Provision Directory

November 2025



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Introduction

The purpose of this directory is to provide information to all stakeholders about unregulated alternative provision (AP) in Suffolk. Here, unregulated AP refers to any setting not registered as a school with the Department for Education (DfE) which provides part-time education to school-aged children (pre-16). Unlike school provision, these settings cannot offer full-time education for 5 or more pupils of compulsory school age, or full-time education for any pupil with an EHCP or a Child in Care. The point of referring to an unregulated alternative provision as 'unregulated' is that anyone using or commissioning that setting is responsible for ensuring that what is delivered is appropriate and safe, rather than a third party.

What they can offer is a range of experiences and expertise outside of what may be available in a school setting. This directory therefore offers an overview of how these settings and providers can contribute to the education of children and young people in a time-limited manner, and whilst ensuring that all stakeholders retain their responsibilities to ensure this is safe, supportive and appropriate.

Also included is a directory of providers which Suffolk County Council has worked with and been through a select list process for. This list is not definitive, nor does it constitute an 'approved list'. Any registered school or other party seeking to commission alternative provision outlined in this directory must take appropriate steps as outlined or signposted in the introductory section.

Providing this is the case, unregulated alternative provision can complement existing support to improve behaviour, help prevent a suspension or permanent exclusion, or to arrange suitable education for a suspended pupil (from the sixth school day of a suspension or permanent exclusion).



Defining Alternative Provision - what is its value?

Unregulated does not mean without standards. The value offered by the providers in this directory ought to be evident, but commissioners of any shape or form always need to follow the same principles that are followed in school: pupils need to be safe and educated appropriately. A direction off-site does not change this, these standards are assured by the body paying for the services (i.e. the commissioner).

Ofsted make their considerations and standards clear in their [education inspection framework \(EIF\)](#) which is applied in [the school inspection handbook](#), and whilst the law doesn't automatically apply these to unregulated APs, we apply them through our arrangements. Good providers will be able to illustrate safe and appropriate practice readily. Suffolk County Council has sought and been assured that the providers in this directory have the structures and processes in place for our own purposes through pre-placement checks, but this is subject to ongoing monitoring and will look different through the process of commissioning places. That is why each commissioner **must** make their own checks and determine their own purpose for placements.

What has been established within the directory is that the standards required are understandable – you ought to be able to approach each provider listed and expect that they can provide you with the assurance information requested.

What they can do in turn is offer an environment or approach which is sufficiently different from a pupil's existing education setting and consider how that pupils' positive behaviour can be encouraged and enhanced. They are explicitly not school settings, that's rather the point, but they still specialise in engaging children and young people in education. Between the commissioner and the AP, this positive work should be transposed into different environments and suitably reframe education for that child or young person.

This is also why we term alternative provision as an intervention, if it is timely and well-chosen it should be time-limited and have tangible positive outcomes outside of that setting. As mentioned, unregulated alternative provision provides an educational environment that is different to that of a school setting. The variety of settings and opportunities offered by providers includes, but is not limited to, the following:

Academic subjects and qualifications	Forest schools
Acting	Health and beauty
Arts and crafts	Music
Bricklaying	Plumbing
Car/bike mechanics	Sports
Carpentry	Sports coaching
Catering	Tiling
Computing	Virtual learning
Farm settings	Welding

Key Considerations

Safeguarding practice

Whilst many unregulated AP providers choose to follow the same safeguarding training as registered schools, there are no formal safeguarding training requirements that unregulated AP providers must follow. Therefore, it is the responsibility of the commissioner to check the safeguarding practices of each individual unregulated AP provider.

For the quality assurance process that Suffolk County Council uses, as part of its commissioning process, safeguarding checks are a compulsory section of the Alternative Education Rolling Select List application. Full information of what safeguarding information is required from each provider can be found in the online quality submission template document in the section titled 'What is the Local Authority's role?'.

Unregistered schools

An **illegal** unregistered school is a setting that is operating as an independent school but is not registered with the Department for Education.

Independent or private schools provide **full-time** education to either:

- 5 or more pupils of compulsory school age
- At least one pupil who has an education health care (EHC) plan or a statement of special educational needs, or who is looked after by a local authority.

There is no statutory definition of 'full time' when it comes to education. However, established practice considers an institution to be providing full-time education if it is intended to provide, or does provide, all, or substantially all, of a child's education.

Relevant factors in determining whether education is full-time include:

- the number of hours per week that is provided - including breaks and independent study time
- the number of weeks in the academic term/year the education is provided
- the time of day it is provided
- whether the education provision in practice precludes the possibility that full-time education could be provided elsewhere

Suffolk County Council's current policy is that we do not commission any alternative provision provider for more than 15 hours per week to provide education. The Department for Education has indicated that they consider any institution that is operating during the day, for more than 18 hours per week, to be providing full-time education. This is because the education being provided is taking up a substantial part of the week in which it can be reasonably expected a child can be educated, and therefore indicates that the education provided is the main source of education for that child.

How to tell Ofsted about a possible unregistered school

If you think you know of a possible unregistered school, you should email Ofsted at unregisteredschoolreferrals@ofsted.gov.uk.

Please give us as much information as you can about the school and why you think it might be an unregistered school. This can include the address and name of the school or any other relevant information.

If a school is not operating legally, the person who runs it is guilty of an offence under section 96 of the Education and Skills Act 2008. If convicted, they could be fined an unlimited amount and/or imprisoned for up to 6 months.

Guidance on this process can be found on the GOV.UK website: <https://www.gov.uk/guidance/report-an-unregistered-school>

Further information about the work of the Unregistered Schools team can be found here: <https://educationinspection.blog.gov.uk/2021/11/15/investigating-unregistered-schools-how-you-can-help/>

What is the Local Authority's role?

When Suffolk County Council seeks to commission an unregistered alternative education provider, we request that they sign-up to our Alternative Education Rolling Select List. This list informs the directory below, and here only serves to highlight those providers who have completed all the steps outlined and can be commissioned as needed by teams within our Inclusion Services.

The information we have included in this section shows what those steps look like but are not a substitute for any commissioner (e.g. a school) completing their own checks. They are intended as an example of potential good practice.

When signing-up to the Alternative Education Rolling Select List, the provider completes a quality submission document, which details:

- Appropriate insurances
 - Employers' liability
 - Professional indemnity
 - Public liability
- Evidence of sound safeguarding arrangements
- Evidence of sound health and safety arrangements
 - A review of the policy or policies
 - Risk assessment templates
- Recruitment Policy to include Safer Recruitment Checks, DBS and Induction Programme
- Suitable and sufficient training and supervision arrangements
- Data protection arrangements
 - A policy also covering confidentiality
 - A Data Processing Schedule outlining day-to-day arrangements
- Pricing information

Non-compulsory elements also include:

- A climate change policy
- Business Continuity Planning

The Local Authority has a broader and less clearly defined role in ensuring that we are aware of all alternative education providers operating in Suffolk. Not all providers in Suffolk have been through the select list process, which does not mean they cannot be used, just that the Inclusion Service in Suffolk County Council don't currently work directly with them.

How does a school fund alternative provision?

Schools fund alternative provision in the same way that they might fund any augmentative support for a pupil with identified support needs. They can utilise core funding, and if a pupils' needs are identified as being above the level that core funding can meet, they can apply for High Needs Funding.

More information about High Needs Funding can be found on Suffolk Learning: <https://suffolklearning.com/inclusion/high-needs-funding/>



This section provides information about the use of alternative and off-site provision under Ofsted's education inspection framework (EIF) which is applied in the school inspection handbook. This information applies to maintained and academy schools and non-association independent schools. As such, it is relevant to all schools, governors/trustees, independent school proprietors and unregulated alternative provision (AP) settings.

Information for maintained and academy schools

The inspection planning conversation:

Paragraph 86: The lead inspector will use the conversation to establish whether the school has any pupils who attend off-site alternative provision, either full time or part time, run either by the school or by a different organisation. If the school uses off-site alternative provision, the lead inspector will request further details about this.

Seeking the views of parents, including the parents of those attending AP:

Paragraph 99: [Ofsted] will provide schools with a letter to pass on to parents that formally notifies them of a graded or ungraded inspection. This letter explains how to use Ofsted Parent View and how parents can contact inspectors. Schools should encourage parents to complete the Ofsted Parent View questionnaire by placing a link to it on their website. In addition, inspectors will encourage the school to notify parents using its own electronic systems (such as text messages), if these are available.

Paragraph 100: Schools will be expected to provide these details to parents on both graded and ungraded inspections. However, schools should note that, for graded inspections, they are required by law to take any reasonably practicable steps to notify the parents of registered pupils at the school, including the parents of those who have been suspended, attend alternative provision or are away from school. Schools are also required by law to notify relevant bodies, including providers of alternative provision.

Ofsted's approach to evaluating behaviour and attitudes (for graded inspections):

Paragraph 287: Over the course of inspection, inspectors will carry out evidence-gathering activities. In some cases, inspectors will be able to gather this evidence as part of other activities they are carrying out.

These activities include:

Visiting any off-site unit that the school runs (on its own or in partnership with other schools) for pupils whose behaviour is poor or who have low attendance. Inspectors will assess safeguarding procedures, the quality of education and how effectively the unit helps to improve pupils' behaviour, learning and attendance. For more information, see the 'Evaluating school's use of alternative provision on graded inspections' section.

Ofsted's approach to evaluating schools' use of alternative provision (for graded inspections):

Paragraph 361: Inspectors will evaluate how well a school continues to take responsibility for its pupils who attend alternative or off-site provision. Inspectors need to be assured that leaders have ensured that the alternative provision is a suitable and safe placement that will meet pupils' academic/vocational/technical needs, pastoral needs and, if appropriate, SEND needs. Inspectors will speak to a selection of pupils who attend off-site provision, where possible, including potentially through video or telephone calls.

Paragraph 362: Inspectors will ask the school about the registration status of any alternative providers that they use. Any provider of alternative provision must be registered as an independent school if it caters full time for 5 or more pupils of compulsory school age, or one pupil who is looked after or has an education, health and care (EHC) plan. If a school uses alternative provision that should be registered but is not, inspectors will carefully consider whether this affects the likelihood that pupils are safeguarded effectively.

Paragraph 363: Inspectors will normally visit a sample of any part-time unregistered alternative providers during the inspection, as directed by the relevant Ofsted region. This may be completed remotely. This is to assess the adequacy of the school's quality assurance process. Inspectors will visit any registered alternative provision site that Ofsted has not yet inspected to assess the adequacy of the school's quality assurance process.

Paragraph 366: If a school uses a provider that is not registered, the inspector must contact the duty desk so that staff can notify Ofsted's unregistered schools team. Following the inspection, the team will determine whether Ofsted needs to take further action because there is reasonable cause to believe that the setting is operating as an unregistered school.

Additional information for PRUs and AP academy schools

Paragraph 266: If pupils in PRUs and other alternative providers attend off-site alternative provision, inspectors will evaluate the extent to which these placements are safe and effective in promoting pupils' progress. Inspectors will visit a sample of the alternative providers used. Inspectors will want to understand how providers ensure that pupils who attend multiple settings or part time are kept safe when they are not on site for the whole school day.

Information for non-association independent schools

Before the inspection:

Paragraph 72: During the initial notification phone call, [Ofsted] will ask the school to confirm the information [Ofsted holds] about the provision. This will include the number of pupils on roll at the school, the governance arrangements for the school and whether the school has any special educational needs and/or disabilities (SEND) provision, alternative provision, nursery provision for 2- and 3-year-olds or additional resource provision.

Paragraph 92: The lead inspector will also use the discussion to establish whether the school has any pupils who attend off-site alternative provision, either full time or part time, run either by the school or in partnership with other schools. If the school uses off-site alternative provision, the lead inspector will request further details about this.

Evaluating alternative provision used by any type of independent school:

Paragraph 228: If pupils in registered independent schools attend off-site alternative provision, inspectors will evaluate the extent to which these placements are safe and effective in promoting pupils' progress. Inspectors must visit a sample of the alternative providers used by the school. Inspectors will want to understand how providers ensure that pupils who attend multiple settings or part time are kept safe when they are not on site for the whole school day.

Paragraph 252: Over the course of inspection, inspectors will carry out evidence-gathering activities. In some cases, inspectors will be able to gather this evidence as part of other activities they are carrying out. The activities [include]: visiting any off-site unit that the school runs (on its own or in partnership with other schools) for pupils whose behaviour is poor or who have low attendance. Inspectors will assess safeguarding procedures, the quality of education and how effectively the unit helps to improve pupils' behaviour, learning and attendance.

Inspecting alternative provision used by any type of independent school:

Paragraph 317: Inspectors will evaluate how well a school continues to take responsibility for its pupils who attend alternative or off-site provision. Inspectors need to be assured that the proprietor has ensured that the alternative provision is a suitable and safe placement that will meet pupils' academic/vocational/technical and, if appropriate, SEND needs. Inspectors will speak to a selection of pupils who attend off-site provision, where possible, including through video/ telephone calls.

Paragraph 318: Inspectors must ask the school about the registration status of any alternative providers that they use. Any provider of alternative provision must be registered as an independent school if it caters full time for 5 or more pupils of compulsory school age, or one pupil who is looked after or has an education, health and care (EHC) plan. If a school uses alternative provision that should be registered but is not, inspectors will carefully consider the likelihood that pupils are safeguarded effectively.

Paragraph 319: Inspectors will normally visit a sample of any part-time unregistered alternative providers during the inspection, as directed by the relevant Ofsted region. This may be completed remotely. This is to assess the adequacy of the school's quality assurance process. Inspectors will visit any registered alternative provision site that Ofsted has not yet inspected to assess the adequacy of the school's quality assurance process.

Paragraph 320: Inspectors will consider the quality of registered alternative provision using Ofsted's latest inspection report and assess its impact on the overall quality of education for pupils in a proportionate way.

Paragraph 322: If a school uses a provider that is not registered, the inspector must contact the duty desk so that they can notify Ofsted's unregistered schools team. Following the inspection, the team will determine if they need to take further action because there is reasonable cause to believe that the setting is operating as an unregistered school.

Information for both maintained and academy schools and non-association independent schools

Evaluating schools' use of alternative provision on graded inspections:

Paragraph 321/365: Inspectors will consider:

- The reasons why leaders, or the proprietor, considered off-site provision to be the best option for the pupils concerned, and whether leaders have kept that under review
- Whether leaders, or the proprietor, have made the appropriate checks on the registration status of the provision
- What safeguarding checks leaders, or the proprietor, have made and continue to make to ensure that the provision is a safe place for their pupils to attend
- The extent to which leaders, or the proprietor, ensure that the school's pupils benefit from a well-planned and sequenced, well-taught, broad curriculum
- The attendance and behaviour of the pupils who attend the provision
- How well the provision promotes the pupils' personal development

Paragraph 323/367: A school is likely to be judged inadequate for leadership and management if:

- It is making ineffective or inappropriate use of alternative provision
- It is using inappropriate alternative provision
- Leaders or the proprietor have not taken the necessary steps to assure themselves of the suitability of a provision
- Leaders or the proprietor are not aware of how many of their pupils attend alternative provision
- Leaders or the proprietor are not taking responsibility for their pupils who attend alternative provision

The paragraphs referred to in this section come from the Ofsted school inspection handbook. Further information about Ofsted is available from their website: <https://www.gov.uk/government/organisations/ofsted>

Provider Information

The rest of this directory is dedicated to providing information about each of the providers that Suffolk County Council works with as part of the Alternative Education Rolling Select List. The details of this Alternative Education Rolling Select List are outlined in the section titled 'What is the Local Authority's Role?'. The approved list will be reviewed and updated on a termly basis.

It is important to note that there are other unregulated alternative education providers that work in and around Suffolk. Whilst Suffolk County Council does not work with providers who have not signed up to the Alternative Education Rolling Select List this does not mean they should not be used.

If you are an alternative education provider and wish to become an approved provider like those featured in this directory, **please register on Suffolk Sourcing** as a Provider: <https://in-tendhost.co.uk/suffolksourcing.aspx/Registration>

You will then be able to express interest in the Alternative Education Rolling Select List tender here: <https://in-tendhost.co.uk/suffolksourcing.aspx/ProjectManage/16420>



Key:  **Lot offered**

Provider Name	Lot 1 - Tuition Services (in person)	Lot 2 - Vocational	Lot 3 - Virtual Learning Service	Lot 4 - Therapeutic Services
1-1 Reconnect Programme - Instrumental UK				
1st Staff				
Abbeycroft				
ABC Education Limited				
Academy21				
Ackerman Pierce Education Ltd				
AMPP Studio CIC				
Apex Education				
ASSET Flourish				
Atypical Education				
Balance and Build Support Ltd				
Base Camp				
Be My Tutor				
The Befriending Scheme				
Behaviour Bloom				
Believe in Yourself				
Building SEND Castles Ltd				
Castle Farm Countryside Classroom				
The CatchUp Academy				
Century Training Academy				
Certus Education Limited				
CF Education				
Circles Alternative Education				
Cloud 22 Suffolk (Catch 22)				
Coggeshall Road Therapeutic Provision				
Community Ed C.I.C				
Community Praxis				
Conexus Tuition				
Connection Tutoring				
Coyle Personnel				
CTP Training Academy				

Deben Community Farm				
Dedham Therapy Farm				
Depden Care Farm				
East Coast Adventures				
Eastern Outreach				
EM Tuition				
Equal Education				
Fresh Start in Education				
Green Light Trust				
The Inclusive Kitchen				
Innov8 Workshops				
Ipswich Community Media & Learning				
Kinda Education				
Kings Dam Project				
Kip McGrath Tuition Ipswich West				
KO-AN Arts CIC				
Lapwing Education				
Learning Academies Ltd				
Lets Kick It				
Liminal Education Limited				
Limitless Futures				
The Link				
Little Gems Wellbeing				
Lyward Colley				
Magnum Opus Training				
Mind Jam				
The Nest Farms				
NeuroSparkly Advocates				
New Path Education				
Noise Solution				
Nudge Education				
Oak Activities Ltd				
OCEM				
Out-Space Ltd				
P.L.O.T.				

Pathways Care Farm				
Pathway Skills Academy				
Paws For Thought Therapy				
Phoebe Centre				
Poplar Care Farm				
Potton Services				
Prepped Provision				
Projection Education				
Purple Ruler				
Push Forward				
RallySport Engineering				
Randstad Tuition Services				
Reboot Education				
Red Balloon of the Air				
Reed Tutors				
S.P.A.C.E at GLH Equestrian				
Sendsory				
STEMRAN limited				
Study Mind				
Suffolk Music Therapy Services Limited				
Sun Drama				
Sunflower SEND Hub				
Targeted Provision				
TCES National Online School				
TLC Live Online Tutoring				
Tute Education Ltd				
Tutor Doctor Bury St Edmunds				
Unique To You				
The Willows (Child Development) Ltd				
Winchmore Tutors				
The Woodview Project				



Key Information

Tuition Services (in person) - ☒

Virtual Learning Services - ☒

Vocational - ☒

Therapeutic Services - ☒

Key Stages Offered – 3, 4 & 5

Contact Details

Website – www.reconnect1-1.com

Suffolk Infolink Website – [Suffolk InfoLink | INSTRUMENTAL](#)

Company Address – 12 Looms Lane, Bury St Edmunds, Suffolk, IP30 9JB

Email Address – admin@reconnect1-1.com

Telephone – 07599 035520

Overview of Provision Offered

The ReConnect Programme Empowering Young People, Transforming Lives The ReConnect Programme supports young people aged 11+ with practical tutoring, academic learning, mentoring and wellbeing support. Designed for individuals who haven't been able to follow traditional education or career paths, we offer personalised programmes that help each young person to build skills, grow in confidence, and prepare for their future. Whether aiming for a trade, self-employment, a creative career, or any another route, our approach empowers young people to take charge of their own learning and dramatically improve their prospects and wellbeing.

✔ Face-to-face & Online Tutoring ✔ Flexible options - from 1.5 to 15 hours per week - from 10 week programmes to permanent placements ✔ Functional Skills, GCSEs, Post-16 & Vocational Training & Additional Awards ✔ 1:1, 2:1, 3:1, & group sessions, ensuring tailored support for every learner ✔ Vocational training in Construction & Trades, Hair & Beauty, Hospitality & Catering, Mechanics, Media & Creative Arts, Sports & Fitness, IT & Digital Skills, & more. ✔ Preparation for entrepreneurship, business creation & ownership & self-employment. ✔ Specialist training in Martial Arts, Strength & Conditioning, Horse Riding, Jump Biking, Climbing, Outdoor Adventure Leadership, Bushcraft & Survival Skills, Water Sports & more. ✔ Therapeutic Support – Counselling, Arts Therapies, Psychotherapy, & Sensory Therapy.

Simple 3-Step Referral Process 1 - Contact us by phone on 07599 035520 via email at admin@reconnect1-1.com or complete a referral form at www.reconnect1-1.com/referral-form. 2- Guaranteed response within 3 working days. 3 - Bespoke provision offer within one week

Staffing – 1:1, 2:1, 3:1 ratios, and group sessions are available upon request.

Accreditations – Vocational & academic learning opportunities available. Accredited qualifications offered.

Programme outcome – Dramatically improved prospects & wellbeing, improved mental health & phased transitions into academic and vocational routes.

Location(s) and Transport Offer

For in-person learning please contact the provider to discuss locations and travels arrangements.

1-1 ReConnect

THOMAS

EVERY PROGRAMME IS UNIQUE AND BUILT AROUND THE STRENGTHS, NEEDS AND ASPIRATIONS OF THE INDIVIDUAL



Thomas came to 1-1 ReConnect at 13 after two years out of education with very few interests and aspirations. We introduced Thomas to Film Making, Martial Arts, Strength & Conditioning, Jump Biking & Painting. He now excels in all of these disciplines & has reengaged with his mainstream education. Improving the prospects & wellbeing of young people is what we do at 1-1 ReConnect.



PHASE 1

ENGAGEMENT

This is where we listened to Thomas & introduced different specialisms & activities to tailor his provision.

With complete focus on his strengths and interests, we helped Thomas to realise what he would like to do & took the time to discover what makes him fight or take flight & what impacts his feelings.



PHASE 2

DEVELOPMENT

Thomas attended our Bury St Edmunds site every morning for core subject tutoring (or online sessions when he was unable to attend). During the afternoon Thomas attended sessions at our studios & specialist facilities. This aspect of our provision was a game changer for Thomas who went from having no interests to five that he loves to this day.

PHASE 3

REINTEGRATION

Phase 3 was building Thomas up to move back into mainstream education. Working closely with his new school, carer, and wider support network, we created a phased introduction back into a mainstream school. Thomas is now on a 3 day timetable working towards his GCSEs and is on course to study Film and Journalism at College.

Key Information

Tuition Services (in person) - ☒

Virtual Learning Services - ☒

Vocational - ☐

Therapeutic Services - ☒

Key Stages Offered – 1, 2, 3, 4 & 5

Contact Details

Website – <http://www.1ststaff.co.uk/>

Suffolk Infolink Website – N/A

Company Address – Civic Building, 323 High St, Epping CM16 4BZ

Email Address – richie@1ststaff.co.uk

Telephone – 0330 174 81 91

Overview of Provision Offered

As an Alternative Learning Provider 1st Staff's aim is to ensure excellent outcomes for the children and young people in their service. They provide specialist education for pupils aged 4-19 either on short or long – term programmes, focusing on attendance, re-introduction into learning, engagement and an experience of success. Most of 1st Staff's pupils have complex and additional needs, some with EHCPs, who have often been unable to flourish in mainstream education. Their educating system enables positive opportunities using informed interventions that remove barriers to learning.

Staffing – 1:1 & group sessions offered

Accreditations – GCSE Maths and English, Functional Skills Maths, English, ICT and the Arts Awards.

Programme outcome – To re-engage children who have not been able to access education due to the nature and complexity of their needs through individualised and group learning.

Location(s) and Transport Offer

1st Staff operate both virtual and in-person learning. For in-person learning please contact the provider to discuss locations and travels arrangements.



Key Information

Tuition Services (in person) - ☐

Virtual Learning Services - ☐

Vocational - ☒

Therapeutic Services - ☒

Key Stages Offered – Key stage 1-5

Contact Details

Website – www.abbeycroft.org.uk/abbeycroft-out

Suffolk Infolink Website – <https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/service.page?id=MMShcPmQJl0>

Company Address – Abbeycroft Leisure, Haverhill Leisure Centre, Ehringhausen Way, Haverhill, CB9 0ER

Email Address – exploreoutdoor@acleisure.com

Telephone – 01284 757495 / 07983 918318

Overview of Provision Offered

Outdoor Education – Explore Outdoor works with young people aged 5-16 years providing a broad range of outdoor adventurous activities. We work with young people using a child led approach building their confidence and skills through a range of outdoor activities in all weathers. We are experienced working with young people of all genders and backgrounds as well as with various SEND requirements and a broad range of behavioural needs. We specialise building self-confidence and resilience through outdoor activities. We can work with individuals or small groups. We work with young people and parents to provide a target approach to build and develop areas of need.

Staffing – 1-2-1 sessions 2 Instructors to 1 young person
or group session 2 instructors to maximum of 8 participants

Accreditations – Learning Outside the Classroom Quality Badge, British Activity Provider Association member, Level 3 Forest School Leader Accreditation, Social Enterprise Mark,

Programme outcome – Building self-confidence and resilience through outdoor activities.

Location(s) and Transport Offer

Explore Outdoor is mobile outdoor activity provider. We will work with a school or family to find a suitable location as near to the young person as possible. We have over 20 venue partners right across Suffolk where we can host our activities and are always adding additional locations. We have strong partnerships with district councils and regularly use their green spaces.

We are unable to provide transport ourselves directly for a young person but can help facilitate taxis if required.



"I just wanted to send you a message to say that poppy had a great session with the ladies for the forest programme yesterday. She came out of there beaming and saying her throat hurt from chatting so much and she loved making the bird feeders. She really enjoyed it and is looking forward to next week. This is amazing coming from her, so I'm keeping my fingers crossed. Thank you for your support "

Parent of 14 year old female participant

"T's attendance started to improve. We knew that Tuesday was a day that she usually did not attend school and at the start of the programme she missed two of the mindfulness sessions as they were on Tuesdays and she didn't attend school. After the school holidays we were running forest school sessions on a Tuesday and a Thursday and she started to attend school on Tuesdays. Mr Watkinson could see in her attendance records that she has been consistently attending school on Tuesday and Thursdays when we have had sessions and that on those days she's also been attending all of her lessons on that day. On the final week of the project Mr Watkinson shared that she had attended a complete week of school which she hadn't done since the previous year (December 2023)."

Feedback from FaN School refusers intervention programme Haverhill

"On the first session Theo was closed off and defensive towards us, questioning why he was there and thinking that he was in trouble. When we first explained the aim of the programme, he was sceptical and reluctant to engage.

As the weeks have progressed Theo's attitude towards/engagement in the sessions has improved dramatically. He has been willing to get fully involved in the sessions and has even gone beyond this, carving out his own roles and responsibilities. Since learning how to use a knife to split wood for kindling, every session that we have made a fire he has independently begun splitting the kindling for the group. In session 5, he started putting up the tarpaulin to create a shelter so that the group would have some protection from the rain. During session 6, when we were bread making, Theo noticed that one of the wooden planks on the stairs had split and that the rain had misshapen the steps, he took it upon himself to fix the steps for the group and independently removed and replaced the broken board and used a spade to level out the steps to make them safer for everyone. He is also open to opportunities, taking an interest in what we can deliver as a company and asking if we are able to run an Axe Throwing session for the group."

Feedback from FaN School refuser intervention programme Bungay

Key Information

Tuition Services (in person) - ☒

Virtual Learning Services - ☒

Vocational - ☐

Therapeutic Services - ☒

Key Stages Offered – EYFS – End of KS4

Contact Details

Website – www.abctutoring.co.uk

Suffolk Infolink Website – N/A

Company Address – Unit 9 Highview Business Park, Bordon, Hampshire GU35 0AX

Email Address – info@abctutoring.co.uk

Telephone – 01603 555482

Overview of Provision Offered

We provide qualified teachers, experienced tutors, and learning support tutors for home learning, school learning, and community provision. 95% of the students we support have an EHCP. We support a range of **SEND and SEMH needs** including students who are looking for: Reintegration support, EBSA support, home learning due to anxieties, & project-based learning tailored to their interests

We also support students with mentoring and life skills packages who may not require academic tuition or those who require a supplementation of their academic support.

We support learners from aged 4 through to 25 and follow the national curriculum using project based approaches. We also follow GCSE curriculum and Functional Skills curriculums for those who require it.

We also offer online provision and can facilitate online at home functional skills level 1 and level 2 for students. They will need to have access to their own laptop and wired mouse as well as webcam but everything else can be accommodated including extra time, brain and movement breaks, readers and scribes.

Our offering is reintegration, access to education, Functional Skills pathways and GCSE study along with core curriculum outcomes through all ages 4-25. Holistic support and academic attainment as well as wellbeing support. Our tutors are tailor matched to the learners needs and learning is built around their interests to ensure high levels of engagement in 1:1 tuition.

Staffing – Qualified Teachers, Experience tutors, Specialist tutors, learning support assistants

Accreditations –

Programme outcome – Reintegration, access to education, holistic provision

Location(s) and Transport Offer

Home or public space including libraries and community centers in school support.



“I cannot believe my child is finally accessing education! Having been put of school for 3 years he is happy and engaged and asks when his tutor is coming” – **KS3 tutoring family**

“This is just what they have needed all along, someone who could understand them” – **KS2 parent**

“The support our child has accessed through ABC has made them feel confident and cared about, they have a spring back in their step and we have noticed an impact on our whole family life” – **KS4 parent**

“This is the most she has ever engaged, she has complex learning difficulties and C has taken resources and made them fun and age appropriate, she does not even realise she is learning” – **KS1 parent**

“A is amazing, so supportive and fits right in with our school routine” – **On roll school**

Key Information

Tuition Services (in person) - ☐

Virtual Learning Services - ☒

Vocational - ☐

Therapeutic Services - ☐

Key Stages Offered – 2 (Year 5 & Year 6), 3 & 4

Contact Details

Website – <https://academy21.co.uk/>

Suffolk Infolink Website – N/A

Company Address – Sixth Floor, 3 Burlington Gardens, London, W1S 3EP

Email Address – contact@academy21.co.uk

Telephone – 0800 208 8210

Overview of Provision Offered

Accredited by the DfE under the Online Education Accreditation Scheme (OEAS), Academy21 delivers live online alternative education, offering flexible and high-quality learning solutions for KS2, KS3 and KS4 learners who need an alternative to traditional schooling. We collaborate with schools and local authorities to provide access to a comprehensive curriculum and our qualified experienced teachers and supportive environment ensure that every student can succeed, whether they require short-term support or a long-term solution.

Our curriculum is designed to re-engage, build confidence, and prepare learners for successful transitions back to mainstream education or other pathways. We are committed to inclusivity, offering tailored support for students with special educational needs, medical conditions, or emotional difficulties. Our approach is adaptive, ensuring that our curriculum is accessible and engaging for all.

Staffing – Group learning (maximum: 15) plus 1:1 tutorial support.

Accreditations – We offer a range of KS3 and KS4 courses that provide the opportunity for pupils to achieve nationally recognised GCSE and Functional Skills qualifications.

Programme outcome – Through flexible programmes and excellent teaching we focus on improving confidence, bridging academic gaps, supporting the work of our partners, and ultimately helping to reintegrate learners back into education.

Location(s) and Transport Offer

All sessions are delivered virtually. The provision can be delivered anywhere that has access to a laptop or computer and a suitable broadband connection, including homes, approved centres, or schools.

Academy 21

From Long-Term Absence to Top GCSE Grades

Starting secondary school is meant to be an exciting time, but for one young person in the east of England, it became challenging from the very beginning. After spending much of Year 7 in and out of hospital due to ongoing health issues, they missed a significant portion of their education.

The gap in their learning continued to widen in Year 8. By Year 9, the student was tackling anxiety. *"It was getting harder and harder to come back into the classroom environment"* the student shares. It became evident that traditional schooling was no longer a viable option. This prompted the family to look for alternative education options.

Finding a solution

That's when they turned to Academy21, the UK's leading online alternative provision specialist. Working closely with the student, their family, and their school, Academy21 developed a long-term plan that allowed them to gradually catch up on missed learning, rebuild their studies in a comfortable environment, and regain the confidence needed to succeed in their GCSEs.

A flexible provision and adaptable schedule

Academy21 offers a flexible provision that can be scaled up and down to meet students' changing needs, helping them gradually build up their confidence while staying on track academically. In this case, the student says *"I particularly appreciated starting with fewer subjects which eased any former feelings of being overwhelmed, and I could build up subjects as I gained confidence."*

Personalised support and focusing on learning

Academy21 provided this student with an environment that allowed them to focus on learning without the stress of a traditional classroom. Small class sizes of up to 15 students, live and adaptive lessons, and additional consolidation sessions helped them make progress each week. Academy21's highly qualified teachers, experienced in both SEN and mainstream education, were crucial in supporting the student's academic and emotional needs. *"The teachers really got to know them as an individual and they were able to talk to them confidently in return"* the parents say.

A true partnership

Collaboration with the student's school was key to their success. Academy21 worked closely with the school to ensure the student remained on-roll and ensured consistent communication between all parties involved. Regular check-ins with a dedicated support guide helped monitor progress and make necessary adjustments to the learning plan. *"The school has been supportive throughout,"* say the parents. *"There has been really, really good communication between them, us, and Academy21."*

Top grades and smooth reintegration

After three years with Academy21, the student achieved top GCSE results—five 8s and two 7s including History and all three separate sciences—and has transitioned back into mainstream education. Now studying A Levels in English Language and Literature, History, and Biology, they are excited to be learning in person again at a Sixth Form College.

"We are very grateful to Academy21 for their excellent organisation, teaching, and support," say the student's parents. *"We would highly recommend Academy21 to anyone seeking alternative education for their children."* Most importantly, the student achieved their goal, to progress their education; *"I needed a place where I could concentrate in lessons, not feel intimidated by classmates and teachers I could communicate with – all of which I received with Academy21, I feel I have the confidence to go to school in person now."*

Key Information

Tuition Services (in person) - ☒

Virtual Learning Services - ☒

Vocational - ☐

Therapeutic Services - ☐

Key Stages Offered – Early Years through to Post 16 Education

Contact Details

Website – www.ap-education.com

Suffolk Infolink Website – N/A

Company Address – Lovet House, Lovet Road, Harlow Essex CM19 5TB

Email Address – referrals@ap-education.com

Telephone – 0800 488 0424

Overview of Provision Offered

Ackerman Pierce Education supports learners across all age groups from Early Years through to Post-16 Education. This includes supporting those with a variety of needs including:

- Special Educational Needs (with/without an EHCP)
- Social, Emotional and Mental Health (SEMH) challenges
- Complex or additional needs
- Learners at risk of exclusion
- School refusers or those with poor attendance
- Those accessing Education Otherwise Than At School (EOTAS)
- Those dealing with challenging life circumstances.

We support learners across all Key Stages – the education is tailored to their level and need, adopting a therapeutic and trauma informed approach, and will include but not limited to:

- Play based learning for those learners where more formal education is not the best fit
- Personal/Social/Emotional Development
- Communication and Language
- Core subjects (English / Maths and Science)

We can also offer a wide range of subjects based on the needs/interests of the child which would need to be highlighted and discussed during the referral process.

Curriculum and Teaching Approach

To ensure quality, consistency, and progression, our tutors will draw on evidence-based teaching resources such as White Rose Maths and Oak National Academy English

Pastoral Support on Offer

Our pastoral support is built on daily consistency and individualised support to enable young people to re-engage with education safely and successfully.

Staffing – Our sessions are usually on a 1:1 basis, meaning the tutor works directly with the learner. This allows us to fully tailor the learning to their individual needs, interests, and learning style.

Accreditations – Core GCSE subjects and Functional Skills with others available based on the individual.

Programme outcome – Our main focus is to offer a more personal approach to learning making it fun and engaging, focusing on attendance, communication, engagement and an experience of success. Our tutors aim to support the whole child to achieve their personal and academic goals outlined in their individual learning plans. We focus on the learner's educational progress, their next steps and the additional support we can provide.

Location(s) and Transport Offer

Ackerman Pierce Education can provide tuition for students across the whole of Suffolk. Where transport is required, please contact the provider to discuss arrangements for locations and transport.



Parent

"You have made our lives so much more bearable. Our Tutor is so patient with X by always trying to encourage her. She adapts so seamlessly to X and always setting small achievable goals."

Education Advisor for Virtual Schools - Local Authority

"AP Education are always there when we need them, responsive, supportive, and ever so helpful. By setting small, achievable goals, X has adapted so seamlessly."

Parent

"Thankyou from the bottom of my heart. You've brought tears of the year! This is the best feedback I've ever read about my son. I'm glad others get to see part of my son that I see. Thankyou!"

Education Advisor for Virtual Schools - Local Authority

"Having worked with AP Education as an Alternative Provision for some of our learners, I have always found them to be efficient, professional, and excellent communicators between the school and the young person being supported. AP Education have succeeded in engaging with some of our learners where other provisions have struggled, and I believe that this is a result of them working hard to listen to the needs of the school and the young person, in order to successfully match the right tutors to the specific needs of that child. Thank you AP Education!"

Parent

"Thankyou to AP Education and everyone involved for supporting and embracing my son for who he is and for having the patience, will and dedication to help him."

SENAR Team Manager - Local Authority

"So grateful for the support we have received from AP Education, From the initial conversation they truly listen to our needs and work alongside us in a collaborative way. The regular reviews and open communication give us reassurance and we always feel fully informed through the curriculum and attendance reports received. It is clear they are clearly passionate about supporting children and young people succeed and this is at the heart of what they do. The progress we see is not only academic; it is also the steps learners take towards engaging in their learning and building confidence. It makes such a difference knowing our learners are being supported with care and compassion."

Key Information

Tuition Services (in person) - ☐

Virtual Learning Services - ☐

Vocational - ☐

Therapeutic Services - ☒

Key Stages Offered – 3 (ages 11-13) & 4 (ages 14-16)

Contact Details

Website – www.ampp.studio

Suffolk Infolink Website – N/A

Company Address – AMPP Studio, Ground Floor, 11 Dove Street, IPSWICH, Suffolk, IP4 1NG

Email Address – hello@ampp.studio

Telephone – 07908 762032 / 07916 278660

Overview of Provision Offered

AMPP Studio is a small, arts-led Alternative Provision for young people aged 11–18 who find traditional education challenging or benefit from a more creative, individual approach to learning. Our programme offers high-quality, hands-on arts experiences that build confidence, support emotional regulation, strengthen identity, and encourage positive progression planning. We value process over product, choice over compliance, and trust over targets. AMPP Studio provides a safe, inclusive, and therapeutic space where students can explore their creativity, build relationships, and improve their wellbeing through the arts. Our policies and procedures meet the requirements of the Education Inspection Framework, Keeping Children Safe in Education guidance, and Suffolk Local Authority standards for Alternative Providers.

Places are available for 5 to 15 hours per week, between 9:30am and 2:30pm on Mondays, Thursdays, and Fridays. AMPP Studio is a fully accessible working studio located in central Ipswich.

Staffing – AMPP Studio is run by a small, experienced team of qualified creative educators and arts professionals. All staff have enhanced DBS clearance and use a trauma-informed, relational approach to support learning, wellbeing, and personal development. Provision is led by Creative Director, Sarah Nkugwa, and Creative Education Lead and Designated Safeguarding Lead, Lulu Horsfield, who oversee planning, delivery, and the monitoring of each student's progress and aspirations within a small-group setting.

Accreditations – AMPP Studio is an approved Alternative Provider with Suffolk County Council. We work in partnership with Trinity College London to deliver the Arts Award (Discover, Explore, Bronze, and Silver), supporting curriculum-linked outcomes, creative portfolio development, and personal progression.

Programme outcome – Our arts-based approach helps young people reconnect with learning in a calm, creative, and supportive environment. It builds confidence, emotional awareness, social skills, and independence. Through inclusive, project-based arts activities, students develop resilience and transferable life skills. The programme supports wellbeing and provides clear pathways back into education, training, or employment, helping every young person feel safe, valued, and ready for their next steps.

Location(s) and Transport Offer

Provision delivered at AMPP Studio premises in Ipswich town center. (Ground Floor, 11 Dove Street, Ipswich, IP4 1NG) Easily accessible via public transport. Transport can be arranged through referring schools or taxis, where appropriate. AMPP Studio CIC does not provide or arrange transport.



"Our child has flourished at AMPP. They feel safe, valued and inspired every day. The team understands how to nurture creativity and confidence." – Parent

"I have my child back – more hopeful, motivated, and able to express themselves without fear." – Referring School SENCo

"Your work and energy has truly been supportive of a transformation in our student"

Key Information

Tuition Services (in person) - ☐

Virtual Learning Services - ☐

Vocational - ☒

Therapeutic Services - ☒

Key Stages Offered – 2, 3, 4 & 5

Contact Details

Website – www.apex-education.co.uk

Suffolk Infolink Website – N/A

Company Address – Bucklesham Park, The Heath, Bucklesham, Ipswich, IP10 0BW

Email Address – info@apex-education.co.uk

Telephone – 07918264805

Overview of Provision Offered

An alternative education provision where pupils will engage in sports based activities throughout the day. In addition to this, pupils will complete targeted interventions, English and Maths lessons through a planned curriculum, receive external mentoring and complete PSHE based workshops. The therapeutic interventions will support pupils with their emotional needs and are tailored on an individual basis. The provision provides regular assessment based on the FA 4 corner model (Technical/tactical, Psychological, Physical, Social) alongside weekly summative assessment and longer term formative assessments to help support them in their mainstream education.

New for 25/26- Due to the success of our provision we are opening up our sports based offer to both KS2 and KS5 students.

We are also broadening our offer by creating a new 'Creative' group which focuses on other vocational subjects alongside sport such as music, art, technology and drama.

Staffing – Small groups, generally 1:3

Accreditations – 18 years experience working in primary and high school settings including years of leading on inclusion as well as 12 years coaching in elite sports as a UEFA qualified coach.

Programme outcome – Providing the necessary skills to support students to be successful in mainstream education or to give students the necessary skills for their next steps in education.

Location(s) and Transport Offer

Apex Education is located outside Bucklesham Park in Bucklesham Village, IP10 0BW. Students will be collected and returned to their/an agreed address within the Ipswich area as part of the offer. Any students outside of Ipswich may still qualify for transport as part of the offer but this will need to be discussed. The provider will also regularly take pupils offsite to various sports facilities.

CASE STUDIES & REVIEWS



Case Study #1 - Student-L Year 9 from a local Mainstream High School

L arrived to us straight after October half-term due to being at risk of Permanent Exclusion from his High School. His negative behaviours towards his learning and peers were constant and this was leading to disengagement in the classroom and regular suspensions. L's attendance has been great and he has only missed one day due to a family holiday.

Whilst L has been with us his confidence has grown. He has worked really hard to improve his behaviour in school and we have worked closely with the school to ensure positive progress has been made. As part of the work we have done with L we have worked at his resilience and social skills as these were big areas of improvement for him. As L comes towards the end of his time with us he has improved so many aspects of himself to a point where he is no longer looking at Permanent Exclusion and instead looking to integrate full-time back into his mainstream school to complete his GCSE's.

Case Study #2 - Student R Year 11 from Local Authority due to 2 Permanent Exclusions

R came to us after really struggling in mainstream education. He was Permanently Excluded twice during his time at High School and also had a failed managed move to another. Since being with us he has really excelled. His confidence has grown and he has engaged brilliantly with both the classroom based work and physical activities. Initially he was with us just 1 day a week but due to how successful he has been this has increased to 2 days. His attendance since starting with us has been 100%. We have worked with R on his functional skills work as well as looking at the psychological benefits you get from sport such as resilience, perseverance and mutual respect to ensure he is ready for post-16.

Key Information

Tuition Services (in person) - ☐

Virtual Learning Services - ☐

Vocational - ☒

Therapeutic Services - ☐

Key Stages Offered – 1 & 2

Contact Details

Website – www.asseteducation.co.uk

Suffolk Infolink Website – N/A

Company Address – c/o Cliff Lane Primary School, Cliff Lane, Ipswich. IP3 0PJ

Email Address – flourish@asseteducation.co.uk

Telephone – 01473 970290

Overview of Provision Offered

Flourish is a bespoke provision delivering an alternative curriculum, to support children to overcome barriers to learning. There will be an emphasis on building relationships, self-regulation, wellbeing, happiness and respect. Pupils' social and emotional understanding will be developed through a range of activities and provision utilising the outdoors, creative resources, skills and expertise. Flourish is a personalised, tailored approach to building children's confidence, motivation, self-belief and self-regulation skills; enabling them to fully access their education. We offer 1, 2 or 3 days per week or a bespoke offering of half days on request.

A placement at Flourish would be suitable for pupils who are:

- In need of targeted and specific support or early intervention
- Struggling to have their needs met/overcome barriers in their current setting
- Have an SEMH need/history of trauma/suffering from anxiety or EBSA/risk of suspension

The cost is £200 for a full day or £120 for a half day.

Staffing – 3 adults to 8 pupils. Lead by an experienced, qualified Teacher and experienced support staff.

Accreditations –

Programme outcome – To provide pupils with the self-regulation and social skills to integrate successfully into a mainstream or specialist setting armed with the life skills to become a flourishing member of the community.

Location(s) and Transport Offer

Flourish@Ringshall, Ringshall Primary School, Offton Road, Ringshall, Stowmarket. IP14 2JD Further Flourish settings coming to the Peninsular and Waveney areas soon- email to ask! We are unable to provide transport ourselves, but can facilitate taxis if required.



Would you recommend Flourish to another parent? Why?

'Yes, because we feel that the learning environment is a lot more beneficial to our child's learning. She absolutely adores going to Flourish, and as it helps develop her social skills and learning, then it gets my recommendation.'

'Absolutely, for children with special educational needs, Flourish is amazing for the child. They are able to learn in an environment which is at their level, there's no stress factors, they can learn at a steady pace.'

Other stakeholder feedback:

'I'm feeling really emotional about it. I wish I'd had this for my other children. It's just what she needs.'

'It's really lovely and I like how you've thought about all the children's needs and made them feel part of something. It's a classroom that feels like home.'

'I'm so grateful my child has this opportunity as this is the best alternative provision.'

Phone call to Headteacher from a parent: Thank you for providing this opportunity for my child. We are really happy with what we saw on the induction visit and know she will be really happy here. '

From a teacher: 'she is using appropriate language in school now and seems far happier and rea'

In a survey, we asked 'Have you noticed a positive change in your child? For example, happier? Singing? Smiling? Calmer? 100% said yes.'





Key Information

Tuition Services (in person) - ☒

Virtual Learning Services - ☒

Vocational - ☒

Therapeutic Services - ☒

Key Stages Offered – 2, 3, 4 & 5

Contact Details

Website – <https://atypicaleducation.co.uk/>

Suffolk Infolink Website – [Suffolk InfoLink | Atypical Education](#)

Company Address – The Rectory, Church Road, Honington, Bury St Edmunds, Suffolk, IP311RG

Email Address – emma.atypicaleducation@gmail.com

Telephone – 07471344408

Overview of Provision Offered

Atypical Education passionately provides and specialises in bespoke, intensive 1 to 1 support for all neurodiverse pupils who cannot access formal educational environments, require additional support and prepare them to increase their capacity to learn and become successful independent adults.

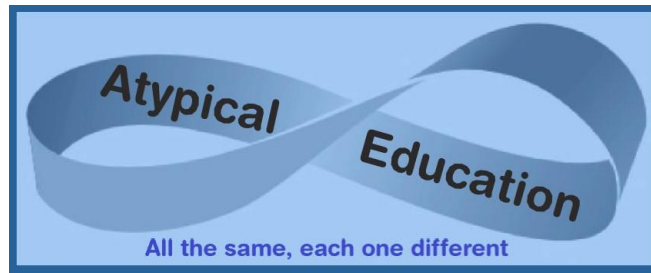
Staffing – 1-1

Accreditations – A range of academic support and vocational training opportunities are available.

Programme outcome – By understanding social, sensory, behavioural and learning needs, clear individual programme pathways are created to acquire practical, academic and social skills.

Location(s) and Transport Offer

Staff operate both virtual and in-person learning within the home and around Suffolk. Please contact the provider to discuss locations and travel arrangements.



Atypical Education Success Stories

Parental views.

"Your support has given her an independent person to talk family issues through with, and she values your opinion. I know that PDA makes her difficult to deal with at times, but she has respect for you and does comply...I would recommend your organisation to others."

"Atypical are really helping my daughter, the lessons are planned around her interests, and she has made a lot of progress since the lessons started."

"The change in her is incredible, and I'm very proud of what she has achieved so far. Emma is amazing, and my daughter has built a very strong bond with her. Very very happy with this service."

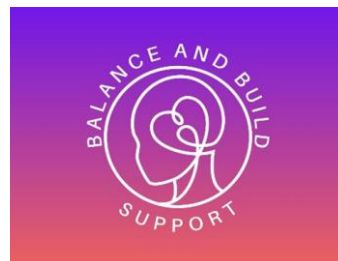
"I have never known my son to enjoy education. He looks forward to Emma's lessons and is eager to learn. There's no pressure on him, which makes it easier for him to do things, and I am so pleased he's finally found something that works for him. I'm just sorry we didn't know Emma sooner as she's worked wonders in such a short time."

Pupils' views.

"Thank you for such a good year, Emma. Before I turned 18, you've made me a better person, and now I'm going into adulthood, I'm gonna take on board everything you said to me when I was a child and take it into adulthood."

"Thanks for a good time up to the 6 weeks holiday, it has been great working with you and can't wait for the new term."

"I've come a long way with maths since seeing Emma, she makes it fun"



Key Information

Tuition Services (in person) - ☒

Virtual Learning Services - ☒

Vocational - ☒

Therapeutic Services - ☒

Key Stages Offered – 2, 3 & 4

Contact Details

Website – www.balanceandbuildsupport.com

Suffolk Infolink Website – Click or tap here to enter text.

Company Address – 2 Dulwich Road, Holland on Sea, Essex, CO155HR

Email Address – admin@balanceandbuildsupport.com

Telephone – 07368656076

Overview of Provision Offered

Our service provides highly flexible and intensive educational support for young people across Key Stage 2 through Key Stage 4 (ages 7-16). Our bespoke delivery model focuses on individualised, bespoke learning journeys, using 1:1, 2:1, or 3:1 sessions to support students with diverse learning needs, specifically those with complex needs who are unable to access traditional settings. Our educational philosophy is rooted in Humanism, Constructivism, Experiential Learning, and Play-Based Learning. This ensures we place the student's well-being and active learning at the core of all provision, making sessions interactive, engaging, and relevant. To ensure continuous and measurable progress, every session includes dynamic target setting and review, captured in a session report that outlines clear next-step targets across both academic achievement and social-emotional development. We also maintain active, open communication with parents and carers to ensure the educational and therapeutic strategy is consistently supported across all environments. Complementing this, we offer bespoke life skills and independence programmes, including practical training in cooking, planning budgets, transport training, and social skills support. By addressing underlying challenges and rebuilding educational confidence, we establish clear, positive pathways for the future, providing the necessary support for students to navigate the wider world, see a clear future for themselves, and secure concrete next steps.

Staffing – Our team is comprised of highly qualified and experienced teaching professionals. **Teaching Staff:** All teachers hold Qualified Teacher Status (QTS) and bring a wealth of experience from across Key Stages (KS2-KS5), including expertise gained from leading departments and year teams, as well as working in specialist educational settings. We ensure teachers are also trained in effective literacy and numeracy intervention strategies, including systematic phonics, to close core academic gaps. **Support Staff:** We utilise specialist support staff, including qualified coaches and Therapeutic Key Workers, to address the social, emotional, and mental health needs of our students. **Expert Training:** Our staff receive specialised, ongoing training from Academize, equipping them to support students with complex additional needs who have been excluded. Furthermore, all staff are comprehensively trained in Trauma-Informed Practice, Restorative Approaches, and meet all statutory safeguarding requirements.

Accreditations – We are a professional member of The Tutors Association, demonstrating our commitment to professional standards and ethical practice. All staff are subject to enhanced DBS checks and meet all statutory safeguarding requirements. Furthermore, our staff receive specialist, ongoing training from Academize. We support students to prepare for and locate centres where they can attend as external candidates to undertake nationally recognised qualifications.

Programme outcome – The ultimate Programme Outcome is securing the student's next successful destination. We focus on demonstrating the critical long-term value of timely, bespoke intervention by addressing entrenched academic barriers while simultaneously creating bespoke packages that leverage individual interests and strengths. Students don't just achieve progress in academic subjects and life skills; they develop essential traits like emotional resilience, self-advocacy, and an internal locus of control. The key result is a sustainable, positive trajectory, culminating in a clear, concrete next step in education, employment, or training (EET), ensuring they are fully equipped to navigate the wider world with renewed self-belief and aspiration.

Location(s) and Transport Offer

Our provision is delivered via flexible outreach sessions (1:1, 2:1, or 3:1) in mutually agreed, safe locations across the region, allowing us to support students wherever they are most comfortable. We offer bespoke life skills programmes, including individualised travel training provided as part of a student's identified needs. This support helps learners develop the confidence and skills required for travel independence and accessibility to future opportunities. Furthermore, we are utilising this outreach delivery model this year to gather key insights to inform the development and location of a future physical centre, allowing us to enhance and solidify our long-term support model.



Case Study - Year 6 student, Autism, Separation anxiety, Attendance issues

Student struggled with separation from mother causing attendance issues at school and refusal to engage in class

when attending. A gentle approach to learning was introduced including 2 hours per day on a weekly basis which therefore increased pupils' confidence in learning. Pupil then started to attend school on a lesson per day basis

after 12 weeks of tutor intervention. Pupil is now continuing to attend school on a part time basis and this is

looking to be increased in the near future.

Case Study - Year 8 student, ADHD, autism, refusing to engage in lessons and school

Student did not enjoy a school setting therefore was refusing to attend, Tutor attended every day for 3 hours a day. Our tutor engaged with student in a very positive way which resulted in the student completing more work

than ever in lessons. Student was attending a SEMH provision however due to the positive impact our tutor

gained with the student this resulted in student going on to attend a mainstream setting. Message from pupils

mum read - Thank you for being so supportive to R he speaks very highly of you, thank you for helping him grow and believe in himself, thank you for all your support.



Key Information

Tuition Services (in person) - ☐

Virtual Learning Services - ☐

Vocational - ☐

Therapeutic Services - ☒

Key Stages Offered – 3 & 4

Contact Details

Website –

Suffolk Infolink Website – [Suffolk InfoLink](#) | [Basecamp Lowestoft Ltd](#)

Company Address – 207A Whapload Road, Lowestoft, Suffolk, NR32 1UL

Email Address – leon@basecamp ltd.co.uk

Telephone – 01502568383

Overview of Provision Offered

Base Camp is an alternative provision in Lowestoft to help support KS3/4 students from local schools. They are there to work with students who may need an alternative option to get them engaged in training and reset their desire to learn in an environment where Basecamp can keep them safe but challenged. they are all ex-armed forces and Base Camp is military themed combining discipline with care and nurture. Base Camp promotes activities that will take students out of their comfort zones and challenge them to make good choices for the future.

Staffing – Sessions are held in groups of 5-10

Accreditations –

Programme outcome – Military themed activities for students who are excluded or at risk of exclusion from mainstream education.

Location(s) and Transport Offer

Basecamp is walking distance from train and bus links.

Key Information

Tuition Services (in person) - ☐

Virtual Learning Services - ☒

Vocational - ☐

Therapeutic Services - ☐

Key Stages Offered – 1, 2, 3, 4 & 5

Contact Details

Website – <https://bemytutorlocal.co.uk/>

Suffolk Infolink Website – N/A

Company Address – 43 Ebury Road, Rickmansworth, WD3 1BL

Email Address – info@bemytutor.co.uk

Telephone – 07901916286

Overview of Provision Offered

Be My Tutor is a UK based online tuition provider, who have a very highly skilled team of fully qualified teachers, each with several years SEND experience.

All lessons are delivered in a safe and purpose-built online space, and they have found that this method of delivering lessons is enormously effective and makes a real difference to children's educational attainment, self-esteem and well-being. They have had a huge amount of success supporting students in their education, particularly towards Functional Skills, GCSEs and A Levels. They teach all subjects to all ages (from 5 to 19 years old)

Staffing – Sessions are held 1:1 or in small groups.

Accreditations – Be My Tutor's fully qualified teachers cover all subjects at Functional Skills, GCSE and A Level. They offer a range of other accreditations too!

Programme outcome – To engage students of all ages and abilities in their education and to help them to thrive

Location(s) and Transport Offer

All Be My Tutor sessions operate virtually through their bespoke learning platform LessonSpace.

The Befriending Scheme



Key Information

Tuition Services (in person) - ☐

Virtual Learning Services - ☐

Vocational - ☒

Therapeutic Services - ☒

Key Stages Offered – 4 & 5

Contact Details

Website – <https://www.thebefriendingscheme.org.uk>

Suffolk Infolink Website – [Suffolk InfoLink | The Befriending Scheme](#)

Company Address – The Befriending Scheme, 1 The Croft, Sudbury, Suffolk, CO10 1HN

Email Address – info@thebefriendingscheme.org.uk

Telephone – 01787 371333

Overview of Provision Offered

Red Rose Community Farm in Lindsey provides a safe outdoor therapeutic / educational environment offering the opportunity to learn new skills, meet new people, develop friendships and gain independence. The farm has a range of animals including goats, sheep, chickens and ducks. The farm also produces herbs and bedding plants for sale at the local farmers market. Social farming offers guided social interaction alongside meaningful and purposeful activities. Benefits to those attending can include: **Improved emotional resilience** – Working outside, with animals and contending with weather means that things don't always go to plan. Young people learn to adapt and become more flexible. **Better fitness** – Being outside in the fresh air all day has huge benefits to both emotional and physical wellbeing. Young people are engaged in a lot of physical activity on the farm often leading to improvements in sleep. **Forming friendships** – Looking after the animals involves a lot of team work. With the focus being on the animals it takes the pressure out of social situations allowing young people to form friendships more easily. **Increased self-confidence** – All of the tasks can be broken down into manageable chunks allowing young people to build on small successes leading to increased confidence over time.

Staffing – High levels of support are offered to all young people.

Accreditations – Opportunity to gain AQA units relevant to the work they are undertaking.

Programme outcome – To learn new skills and engage successfully in a new environment with new people.

Location(s) and Transport Offer

Red Rose Community Farm is located between Ipswich and Sudbury. Please contact the provider to discuss travel arrangements.



Key Information

Tuition Services (in person) - ☒

Virtual Learning Services - ☒

Vocational - ☐

Therapeutic Services - ☒

Key Stages Offered – 1, 2, 3, 4 & 5

Contact Details

Website – <https://www.behaviourbloom.co.uk/>

Suffolk Infolink Website – N/A

Company Address – 31A The Chase, Brandon, Suffolk, IP270RT

Email Address – enquiries@behaviourbloom.co.uk

Telephone – 07714979107

Overview of Provision Offered

Behaviour Bloom are a team of highly skilled and experienced behavioural therapists. All of their behavioural therapists have obtained a master's degree as a minimum and are Board Certified Behaviour Analysts (BCBA). They implement positive behaviour support (PBS) both individually and on a school wide level, to support children and young people to increase their quality of life by teaching them new skills and alternative behaviours. They have extensive experience working with children and young people with a range of diagnoses and across all ages. They specialise in the following areas; reduction of mild to severe behaviours (danger to self and/or others), acquiring meaningful daily living skills, increasing communication (spoken word/PECS/Makaton), improving academic skills with evidenced based strategies such as precision teaching, improving social skills, and expanding higher cognitive skills such as inferencing and perspective taking. Their provision is delivered through age-appropriate play in the child's home, aiming to achieve outstanding outcomes for every child.

Staffing – Predominantly 1-1.

Accreditations – Bespoke learning packages.

Programme outcome – To support all young people in their development.

Location(s) and Transport Offer

Behaviour Bloom operate both virtual and in-person learning. For in-person learning please contact the provider to discuss locations and travels arrangements.



Key Information

Tuition Services (in person) - ☐

Virtual Learning Services - ☐

Vocational - ☒

Therapeutic Services - ☒

Key Stages Offered –

Contact Details

Website – www.believe-in-yourself.co.uk

Suffolk Infolink Website – N/A

Company Address – The Brambles, Back Lane, Badwell Ash, Bury St Edmunds, Suffolk, IP31 3DW

Email Address – rachel@believe-in-yourself.co.uk

Telephone – 07437150842

Overview of Provision Offered

Believe In Yourself provides a nurturing, low-pressure environment designed to help individuals build confidence, develop self-belief, and learn to regulate their emotions. Based on a peaceful farm setting, the **Mucky Boots** sessions offer a one-to-one, person-centred approach, usually lasting around two hours. Each session combines time spent with the friendly farm animals — encouraging connection, calm, and trust — with a creative or practical activity such as candle making, soap making, tie-dyeing, acrylic painting, pebble painting, or jam making. Community-based activities can also be included where appropriate, offering gentle opportunities to develop social skills, teamwork, and self-esteem.

The warm, cosy caravan — equipped with heating, a toilet, and a small cooking space — is set slightly apart from the main farm to create a sense of space and freedom. It provides a safe place to be quiet or noisy, to play, explore, and simply *be*. Sessions are bespoke and goal-focused, tailored to meet the individual needs of each participant within a caring and supportive environment. **Believe In Yourself** offers an alternative, nurturing provision where personal growth, confidence, and emotional wellbeing are at the heart of every session.

In addition to individual sessions, **Twiglets** is a friendly weekly group that meets every Tuesday for creative craft sessions. Twiglets offers a relaxed and inclusive space where participants can connect with others, explore a variety of craft activities, and experience the benefits of shared creativity. The group encourages social interaction, teamwork, and gentle confidence-building, all within the same supportive ethos of care and understanding that underpins everything at *Believe In Yourself*.

Staffing – Mucky Boots is 1:1 or 2:1 if needed; Twiglets is a group activity with some parents also in attendance.

Accreditations – N/A

Programme outcome – To provide a safe and nurturing space to increase self esteem, confidence and to learn emotional regulation using art,craft, and time with animals. To help children to believe in themselves.

Location(s) and Transport Offer

Mucky Boots sessions are held at Dream Care Farm, Beyton Road, Thurston, Bury St Edmunds, Suffolk, IP31 3RA (1:1 bespoke sessions to be arranged). If the weather is particularly bad, the sessions may be held at the home address in Badwell Ash, Bury St Edmunds, Suffolk. Twiglets is held in Badwell Ash, Bury St Edmunds (depending on number of children, either at home address or at Badwell Ash village hall (Tuesday mornings)

'Twiglets is the highlight of our week. An amazing, nurturing, and low demand space, perfect for children with SEND. The crafts really are top quality and there is a good selection each session. We have done T shirts, plant pots, pencil cases, soap making, mosaic picture frames, fabric flowers, board mobiles, slime and more. Rachel really takes on board the needs of all who attend and tailors each week to fit'.



'My 11 year old non-verbal ASD son can have extremely challenging behaviour and I was in two minds about whether to book him in to H with Rachel or not. I needn't have worried. Rachel is absolutely incredible with him! He loves his weekly sessions and really enjoys the activities (crafts, chats, slime making, messy play, plant potting, game making and playing, puppet making etc) which Rachel always tailors to his likes/requests. Rachel is so nurturing and fun, and has such a lovely, calming influence that she is always able to bring out the best in him. His self-confidence is definitely increasing, thanks to Rachel.'



'My daughter has autism and selective mutism. She attends a weekly session with Rachel, same time and day each week which helps her so much, as she needs structure. Right from the start Rachel put her at ease, taking things at my daughters pace and not rushing her to speak etc. Each week, her confidence has increased, the smiles are now visible, and the crafts she brings home wow! So grateful we were pointed to Rachel, the difference is amazing. Would recommend 100%.'



'Our daughter has severe anxiety and autism, so she had H. Rachel put her at ease straight away by being such a beautiful person with her, giving her time and lots of understanding. E very quickly trusted Rachel from the start. Time with the horses has helped E grow in confidence and believe in herself. E had so much fun learning and helping with the horses (the horses just seem to know) nothing is rushed, all is calm and totally centred around the young person. The crafts they do are amazing. Nothing is too much trouble and I would highly recommend. Rachel is an incredibly beautiful person 100%.'



'My son, H, has been attending Mucky Boots sessions for the past year. From the moment we met Rachel, myself and H felt at ease. Her energy is so kind and caring. I knew I could trust her with providing my son with the support he needed. H has enjoyed a huge array of activities, inside and outside; through all the seasons at Mucky Boots. Rachel has used H's personal interests such as football and cooking, which has helped H identify his strengths and build his self-confidence. Rachel has created a safe space for H where he feels comfortable to talk. I've seen his anxiety ease whilst attending Mucky Boots; these sessions have without a doubt helped H. He feels happier at home and in school, and continues to love attending his weekly sessions.'



'E's sessions with Rachel have been fun, varied and adaptable to meet her needs. In a very short time, I have seen E's confidence build in so many areas, doing things which she would never have entertained prior to starting Mucky Boots. The key thing is Rachel has the natural ability to gently encourage, without making E feel any pressure that she has to try a particular activity and through this nurturing approach so many new things have been tried and with success. No two sessions are the same and E is always so keen to tell me what she has been up to and has been proud to tell me many things she has achieved like holding a rabbit on her lap, and stroking it which for her is such a huge milestone to achieve!'



'Rachel has worked with my daughter for the last 18 months. Rachel has been a wonderful mentor and support to her. She has instilled a new level of confidence and happiness in someone who was very anxious. My daughter's motivation, happiness and success in her life has developed more and more with her time with Rachel. Rachel has a kind, calm and nurturing nature and provides an environment and support at the right pace for the people she works with. I would highly recommend Believe in yourself as a service and Rachel really is one in a million.'



'H has been seeing Rachel for nearly a year and from the very first session she felt comfortable and at ease. He has struggled with debilitating anxiety and school related trauma for several years. She has been unable to cope with school or any interactions and interventions with those who have tried to help her, so, although hopeful, I wasn't expecting anything difference from Believe in yourself. BUT how wrong I was! Thank goodness! H has enjoyed and fully participated in every session. She loves the calm and serenity of the beautiful setting and the wonderful animals that have so much unconditional love to give. Rachel is amazing with H and is so patient and understanding with all H's emotional needs. H has learnt so much about caring for the animals as well as enjoying so many different craft projects every week alongside casual, sensitive and therapeutic chats. It has been wonderful seeing H smiling and happy coming out of the sessions and actually looking forward to going!'



I Believe in you already!





Key Information

Tuition Services (in person) - ☐

Virtual Learning Services - ☐

Vocational - ☐

Therapeutic Services - ☒

Key Stages Offered – Reception, KS 1 & KS2

Contact Details

Website – www.buildingsendcastles.com

Suffolk Infolink Website – N/A

Company Address – 50 Princes Street, Ipswich

Email Address – buildingsendcastles@gmail.com

Telephone – 07879793763

Overview of Provision Offered

We offer a nurturing and therapeutic alternative provision for children aged 4–11 (Reception to Year 6).

Our setting supports children who need a different kind of environment to thrive, including those with: Autism Spectrum Disorder (ASD), Social, Emotional & Mental Health (SEMH) needs, Anxiety or trauma-related difficulties, School refusal or placement breakdown, Behavioural challenges, At risk of, or previously excluded. Children not yet toilet trained are warmly welcomed — every child is supported at their own stage and pace.

Our Approach - At Suffolk Alternative Provision, we help children build confidence, self-esteem and resilience in a safe, supportive and nurturing environment. Our flexible curriculum is adapted to each child's unique needs, helping them learn, grow and thrive at their own pace. What children enjoy with us:

🌱 **Specialist spaces** – A calming Sensory Room, fun Movement Room, 1:1 Learning Room, and outdoor spaces including our enclosed garden, nearby park and nature reserve.

🎨 **Therapeutic approaches** – Art Therapy, Tac Pac, Zones of Regulation, and play-based, strengths-focused learning.

📚 **Academic support** – Personalised 1:1 sessions in Literacy, Maths, Science and Speech, Language & Communication.

Communication at the Heart - Communication and interaction are woven into everything we do – because they're the foundations for learning, relationships and independence. We support every child's voice through: PECS and Makaton signing, Core and communication boards, Visual timetables & Now/Next boards, Social stories & comic strip conversations, AAC devices (where needed), Rich, play-based communication opportunities.

Staffing – All staff are Enhanced DBS checked, Makaton trained, Paediatric First Aid Level 3 trained, behaviour Safe Certified. Additionally we have dedicated staff that are trained in delivering speech and language interventions. Ratio's - 1:1 for individual interventions and 1:2 for group work, 2:1 ratio considered through consultation during the referral process.

Programme outcome – Our aim is to equip children with self-regulation, communication, and social skills, alongside confidence, resilience, and life skills, so they can successfully integrate into mainstream or specialist settings and grow into flourishing, independent members of their communities.

Location(s) and Transport Offer

We offer sessions Mon - Fri term time. 8.30am - 11.30am or 12.30pm - 3.30pm. **Specialist spaces** – Sessions are held at our dedicated centre on Wharfedale Road, Ipswich. Our centre includes: A calming Sensory Room. Fun & interactive Movement Room. 1:1 Learning Room for personalised interventions. Our outdoor spaces include our enclosed garden, a nearby park across the road with access to a nature reserve which gives us an abundance of wonderful learning opportunities (this is available for children that are able to access this safely with a 2:1 adult ratio).



Parent review

My son had a wonderful couple of hours with Kim. He enjoyed playing with the huge array of toys! Lots of intensive interaction which he really engages with! Art & sensory sessions & working on his communication Kim is such a naturally caring individual & will work hard to help your child be the best they can be We will definitely be booking more sessions in the future.

Key Information

Tuition Services (in person) - ☐

Virtual Learning Services - ☐

Vocational - ☒

Therapeutic Services - ☐

Key Stages Offered – 1, 2, 3, 4 & 5

Contact Details

Website – www.castlefarmcc.com

Suffolk Infolink Website – n/a

Company Address – Castle Farm Countryside Classroom, Plot E1 and E2, Butt lane, Burgh Castle, Norfolk. NR319QF

Email Address – office@castlefarmcc.com

Telephone – 07387570955 / 07795245105

Overview of Provision Offered

Our tailored packages range from lessons such as agricultural, environmental and history studies, to the learning of key life skills. We use our therapeutic local surroundings, which includes an archaeological site, woodlands, and local beaches to support a holistic learning approach. We have strong links with the local farming community, which feeds into our registration with LEAF (Linking environment with farming). We also have access to a small farm next door to our site where students can meet and learn about their farmyard animals such as Chickens, Goats and Donkeys. We offer a wide range of other learning opportunities, such as a Life Skills Programme and more specific academic links such as Maths, English, Science, History P.E and Arts through accessing our local surroundings. Research suggests that outdoor learning boosts confidence, social skills, communication, motivation, physical skills, knowledge and understanding. It has also been found to boost children's self-esteem, self-confidence, and ability to work cooperatively and develop a positive attitude to learning

Staffing – 1-1 ratio offered with an experienced member of staff. 2-1 ratio considered through consultation during the referral process

Accreditations – AQA UAS accredited centre.

Programme outcome – We work with commissioning parties to develop personalised intervention packages to support and identify special educational needs and desired outcomes set out within the contract between ourselves and referring parties. We focus on individual need, wrapping a bespoke learning package that supports young people's personal, emotional, and social development.

Location(s) and Transport Offer

Local Outreach Transport Package offered at an additional cost.



'Absolutely fantastic alternative provision, all the staff are so understanding of my son's needs, he looks forward to his days at the farm and comes home regulated and content. He is also very keen to tell me what activities he has been doing, this is something he's never been able to do before attending Castle Farm. Can't recommend you guys enough 5 ★ and a huge thank you 😊' - **Parent**

'My son loves this place he wishes he could go every day. schools have failed him massively sadly was sat in room all day most days for over 3 years at school and now has no school so this has been his life saver and as he says mum I love u but I love my break, he thinks all the workers are fantastic and has already learnt a lot of things new wakes up extra early on days he attends as too excited to attend, leaves happy comes home happy couldn't ask for a better place for my son to go to.' - **Parent**

"The work the team here do is fantastic. As a school we were really worried about a few young people and their educational engagement. Once at CFCC the children have been happy and engaged but more importantly, this has had a really positive impact on their engagement at school.

They are experienced professionals who are able to reach some of the most complex children. "

- **School Principal**

Key Information

Tuition Services (in person) - ☑

Virtual Learning Services - ☑

Vocational - ☑

Therapeutic Services - ☑

Key Stages Offered – EYFS,1,2,3,4 and Post 16

Contact Details

Website – www.thecatchupacademy.co.uk

Suffolk Infolink Website – N/A

Company Address – Walbrook Wharf, 78-83 Upper Thames Street, London, EC4R 3TD

Email Address – Bianca@thecatchupacademy.co.uk

Telephone – 0203 854 0600

Overview of Provision Offered

The CatchUp Academy are trusted by local authorities and over 2,000 schools nationwide to provide specialist tuition for children and young people in Alternative Provision, Virtual Schools, SEND settings, and those missing from education. With years of expertise in delivering high-quality, flexible learning solutions, we ensure that every student, no matter their background or challenges, has access to the education they deserve. Our alternative provision services are designed to re-engage students, bridge learning gaps, and provide academic and non-academic interventions that support both educational progress and emotional wellbeing.

Staffing – We offer 1:1 sessions for both face to face and online learning. We also offer small group online learning sessions for groups up to 8 young people.

Accreditations – From EYFS to Post-16, The CatchUp Academy support entering students into GCSE, Functional Skills and BTEC exams to enable them to gain qualifications and progress into Employment, Education and Training.

Programme outcome – The CatchUp Academy delivers targeted one-to-one and small-group tuition that accelerates academic progress, rebuilds confidence, and re-engages CYP in learning. Our evidence-based programmes are tailored to individual needs and designed in partnership with schools and local authorities to achieve lasting educational, emotional, and social outcomes.

Location(s) and Transport Offer

The CatchUp Academy can provide for students across the whole of Suffolk. Sessions are delivered 1:1 in the students' homes or in appropriate local community spaces.



"The Catch Up Academy has been an invaluable partner for our school. They respond quickly, understand the complexities around vulnerable pupils, and provide tutors who can genuinely build rapport with students who have struggled to engage. The weekly reports are detailed and useful, safeguarding communication is strong, and the impact on attendance and confidence has been noticeable. We trust their provision completely."

– Assistant Headteacher, Secondary School

"We have worked with The Catch Up Academy for several cohorts of learners, and the consistency of their service stands out. Tutors adapt to our curriculum needs, communicate effectively with our team, and work sensitively with students with SEND, SEMH and medical needs. The Catch Up Academy takes pressure off the school by handling all logistics, compliance and tutor management professionally. They are a provider we can rely on."

– SENCo, Mainstream Academy

"From the very first phone call, the team at The Catch Up Academy were professional, understanding, and proactive. They took the time to listen to our daughter's needs, explain the process clearly, and match her with a tutor who was absolutely perfect for her. Communication has been excellent, feedback is detailed, and the quality of teaching is outstanding. The support has made a real difference to her confidence and wellbeing."

– Parent of Year 8 student

"The Catch Up Academy transformed our son's relationship with learning. After nearly a year out of school due to anxiety and SEN needs, he finally felt understood and supported. His tutor built trust quickly, adapted lessons to his pace, and helped him regain confidence step by step. We saw genuine progress not just academically, but emotionally. We are incredibly grateful for the care and consistency provided."

– Parent of Year 10 student

"From our first enquiry to tuition delivery took only a few days. Compliance checks and references were completed quickly, and weekly feedback and timesheets were clear and easy. The team – especially Bianca – was responsive, efficient and supportive throughout."

– S. Wessels, Tutor

Key Information

Tuition Services (in person) - ☐

Virtual Learning Services - ☐

Vocational - ☒

Therapeutic Services - ☐

Key Stages Offered – 1, 2, 3, 4 & 5

Contact Details

Website – <https://www.centurytraining.co.uk/>

Suffolk Infolink Website – [Suffolk InfoLink | Century Training Academy](#)

Company Address – Units 1-3 A B C Wharf, Southgates Rd, Great Yarmouth, NR30 3LQ.

Email Address – info@centurytraining.co.uk

Telephone – 01493 717020

Overview of Provision Offered

Century Training Academy (13+ Years)

Building Skills, Confidence, and Futures

Century Training Academy UK provides tailored education and training programmes for young people aged 13 and above. Our courses are designed to support learners in building confidence, developing essential skills, and preparing for their next steps in education and life.

We specialise in helping students re-integrate into mainstream school, offering a structured and supportive environment that focuses on both academic progress and personal growth. Through small group teaching, practical learning opportunities, and individual support, we ensure each learner feels valued and motivated.

Our courses include:

- **Core Subjects:** English, Mathematics Entry1-level2
- **Vocational Options:** Bricklaying, Carpentry, Plastering, Ceramic tiling, Motor mechanics, Motorcycle mechanics, Hair & Beauty/Nail tec
- **Personal Development:** Employability Skills, Personal & Social Education, Confidence & Resilience Workshops

Parents can expect:

- **Reintegration support** to help learners transition successfully back into mainstream education.
- **Engaging, hands-on learning** designed to meet individual needs.
- **A safe, positive setting** that encourages responsibility, teamwork, and resilience.
- **Experienced staff** dedicated to every learner's wellbeing and success.

“At Century Training Academy, our aim is to inspire each young person to reach their full potential and move forward with confidence — whether that’s continuing in education, starting an apprenticeship, or progressing into employment.”

Staffing – Groups of 8-12 students with skilled trades people.

Accreditations – A range of nationally recognised construction trade qualifications.

Programme outcome – To learn a trade skill for employment or an apprenticeship.

Location(s) and Transport Offer

Century Training Academy is based in Great Yarmouth, Norfolk. If you require transport, please contact the provider to discuss arrangements. Free parking is available on-site.

Key Information

Tuition Services (in person) - ☒

Virtual Learning Services - ☐

Vocational - ☐

Therapeutic Services - ☐

Key Stages Offered – EYFS, KS1, KS2, KS3, KS4 and KS5

Contact Details

Website – www.certuseducation.co.uk

Suffolk Infolink Website – NA

Company Address – The Dovecote, Brickendonbury Estate, Hertford, SG13 8NP

Email Address – rhys@certuseducation.co.uk

Telephone – 01992 475715

Overview of Provision Offered

Our Offer in 1:1, 2:1 and Group Alternative Provision – Raising the Bar of Expectation

What really sets us apart is that we are teachers.

The Education Staffing Partners and SEND Liaison Co-Ordinators at Certus bring significant classroom and SEND experience from the very first moment:

We understand first-hand what works (and what doesn't) because we've been there. That gives us credibility with schools, trust from families and better outcomes for young people. We know how good teaching looks and feels, we set a higher bar for our own delivery — and we hold our tutors to those standards. We don't just meet "acceptable" provision, we push for "excellence".

In short: we don't just fill a gap, we strive to model what "alternative provision done well" could look like — strong teaching, tailored support, seamless integration with school systems and most importantly meaningful outcomes.

Staffing – Qualified Teachers, Tutors and Learning Assistants

Accreditations –

Programme outcome – Access to Education and reintegration

Location(s) and Transport Offer

Certus Education offer Online and In-Person Tuition. Suitable, risk assessed locations, close to each individual CYP are used for in person tuition.



Tutoring Testimonial 1: This lady is incredible and certainly anyone would be pushed to find anyone that matches her professional and personal approach.

Not only is she an excellent communicator to SG so he understands but between all the professionals and certainly me as SG's Mum been a rock to myself over these very important progressions for SG.

Her ability to work SG with everyone to get the best out of a child is natural to M but for others made difficult.

Emotionally, personally and education wise I cannot fault her unwavering dedication.

This has allowed SG to once again embrace education where before refusing previous tutors to even being put in holds where he has lashed out at their less than therapeutic approach.

Anyone can be a teacher but it takes someone like M to develop hope, renewed aspirations and continuity.

Tutoring Testimonial 2: N, C's tutor has gone beyond what she should have and has supported C and myself through his exams at short notice. N has a great sense of humour which helps C relate to her. She has helped myself as well as C ... she is punctual, polite and relates and understands C. If it wasn't for N, C would not even have a college place for September.

Key Information

Tuition Services (in person) - ☒

Virtual Learning Services - ☒

Vocational - ☒

Therapeutic Services - ☒

Key Stages Offered – 1, 2, 3, 4 & 5

Contact Details

Website – <https://cfsocialwork.co.uk/cf-education>

Suffolk Infolink Website – [Suffolk InfoLink | CF Education](#)

Company Address – 3-4b K Line House, West Road, Ipswich IP3 9SX

Email Address – educationadmin@cfeducation.co.uk

Telephone – 01473 725794

Overview of Provision Offered

CF Education's main goal is to support each young person to re-engage positively with education.

By identifying and supporting students to overcome barriers to learning, and providing a bespoke learning plan and curriculum, we aim to build motivation and self-confidence through academic progress in English and Maths, as well as other selected subjects such as PSHE. We are often able to support young people to work towards EHCP outcomes, and to develop social and emotional skills through incidental learning and planned sessions.

As a result, we can help to successfully integrate young people back into mainstream education or onto specialist placements. With the opportunity to study for functional skills qualifications, we can also support students to work towards a college placement or apprenticeships. Sessions are tailored to meet individual needs and often use the student's own interests to engage and enthuse. All students can work towards AQA Unit Award certificates to boost self-esteem through success and develop their knowledge of the world.

CF Education can offer a range of provision options:

- 1:1 academic tuition – face to face or virtual learning
- Small group virtual learning
- 2:1 tuition for young people where additional support is required
- Year 11 and Post 16 tuition and exam entry for Functional Skills English and Maths; Entry Levels 1,2 and 3, and Level 1 and 2 (GCSE equivalent) Exam only packages are also available.
- Post 16 provision that can support with life skills and
- Tutoring towards GCSEs (where GCSEs are to be taken with on roll school)
- Post 16 provision that can focus on life skills and developing independence
- 'Future Focused' programme for those not able to engage in academic learning; the programme addresses each child's individual needs, focusing on personal growth, emotional well-being, and pathways into future learning or training. Through a mix of engaging activities, reflective discussions, and practical goal setting, Future Focused empowers young people to overcome challenges, recognise their strengths, and plan confidently for the next steps in their journey.
- SEND support – multi-agency working, and support towards EHCP reviews and other referrals/meetings and Therapeutic Services. (Additional charges may apply)

Staffing – Predominantly 1-1.

Accreditations – City and Guilds Functional Skills from Entry Level to Level 2 in English and Mathematics. A QA unit award certificates.

Programme outcome – To make a measurable positive difference for those who cannot access full-time mainstream education and are at risk of significant short-term or long-term disadvantage.

Location(s) and Transport Offer

Tuition can take place in-person or virtually. In most cases, transport is provided as part of the tuition package.

Student R, a 15-year-old Year 10 pupil, was referred to CF Education after more than a year out of mainstream schooling due to significant mental health difficulties, unsafe behaviours, and complete disengagement from education. Living with a long-term foster carer, R's placement was at risk of breaking down due to escalating behavioural challenges and refusal to engage with support services. Having experienced multiple foster placements following early childhood neglect, R lacked routine, motivation, and direction, leaving professionals concerned about his wellbeing and future prospects.

CF Education began working with R through a comprehensive, individualised approach. A detailed needs assessment was carried out at his home to identify his strengths, interests, and barriers to learning. Professionals collaborated to create a bespoke support plan that considered R's preferences, learning style, and safety needs. A carefully matched tutor was assigned to ensure consistency and build trust, while initial sessions focused on relationship-building and re-establishing a structured routine. This collaborative groundwork allowed R to begin re-engaging with education in a positive and non-threatening environment.

R's tailored program addressed both academic and social-emotional needs. Functional Skills qualifications in English and Maths were identified as long-term goals, with assessments facilitated by CF Education in a private, supportive setting. With the SENDCO's help, R accessed appropriate exam arrangements to reduce anxiety. Alongside academic learning, enrichment activities such as cooking, mechanics, and health and fitness helped boost his confidence and sense of achievement.

Through consistent support, R achieved Functional Skills Level 1 in English and Maths, progressed to Level 2 in Maths, and earned multiple AQA certificates in practical subjects. With CF Education's help in CV writing, applications, and interview preparation, he successfully secured a truck mechanic apprenticeship. Now in his second year, R continues to thrive in his training and college studies, enjoys positive relationships with his foster family, and is working toward his driving license. His journey reflects CF Education's holistic and personalised approach—demonstrating how tailored, one-to-one support can transform the educational and personal outcomes of young people facing complex challenges.

Student S was referred to the service by the Local Authority following serious concerns about his wellbeing and safety. He had not left his home for over four months and had been permanently excluded from school due to unsafe behaviour, even under intensive supervision. When the team first visited, it was clear that the family was in crisis—living in cramped conditions with high levels of tension and conflict. Student S's circumstances reflected the breakdown of daily routines and relationships, and the urgent need for structured, compassionate intervention.



During initial sessions, Student R struggled to engage with any academic tasks and attempts to do so frequently led to unsafe outbursts and aggression. These challenges made it impossible to continue safely, leading to a reassessment of how best to support him. This experience directly influenced the creation of the **Future Focused Programme**, designed to prioritise safety, emotional regulation, and relationship-building before formal learning. At this time, Student S's baseline stress levels were extremely high, and the strain on his family had resulted in child protection involvement.

Six months later, under the new programme, Student S re-engaged on a 2:1 staffing basis. His plan centred on his interests—particularly football and outdoor activities—and emphasised consistency, attunement, and celebrating small achievements. Gradually, Student S began to stabilise, attend regularly, and form positive relationships with staff. His mother reported significant improvements at home, including being able to enjoy family outings for the first time. As a result of his sustained progress, the Local Authority decided against residential care and began planning his reintegration into mainstream education. Student S is now participating in both Future Focused sessions and structured academic learning, with improved emotional regulation and engagement. His story demonstrates how prioritising emotional safety and relational support can transform outcomes for children previously considered unreachable—a true Future Focused success.

Key Information

Tuition Services (in person) - ☒

Virtual Learning Services - ☐

Vocational - ☒

Therapeutic Services - ☒

Key Stages Offered – 1, 2, 3 & 4

Contact Details

Website – <https://circlesfarm.co.uk/>

Suffolk Infolink Website – <http://search3.openobjects.com/kb5/suffolk/infoclink/service.page?id=tNJktiKNrpM>

Company Address – Circles Alt Ed CIC, Holly Farm, East End Lane, East Bergholt, CO7 6XA

Email Address – website@circlesalted.co.uk

Telephone – 01206 580133

Overview of Provision Offered

Circles offer spaces in nature around animals and within real life working scenarios. Whatever the setting, young people at Circles are given ownership, they feel safe, and their attendance makes an impact. Circles team are a mixture of educationalists and vocational professionals. They treat those as they would like to be treated. They focus on the importance of teamwork whilst celebrating the individual, using fun, humour, patience and understanding to support their young people.

Please visit our website for more about our provision - success stories, our National Lottery Heritage Project, testimonials and lots more!

<https://www.youtube.com/@jeanpaulstone>

Staffing – students are put into small groups based on academic attainment, individual personalities and opportunities for social interaction.

Accreditations – A range of BTECs are offered.

Programme outcome – To build the confidence and self-esteem of all students.

Location(s) and Transport Offer

There are three settings, Circles Woodland which is based across Suffolk and Essex. Circles Farm, based in Stock, Essex and Circles Salon & Study in Basildon, Essex. If you require transport, please contact the provider to discuss arrangements.



Case Study 2024: 'Bryan'

Bryan was referred to Circles, due to his struggles with appropriate behaviour in mainstream school, joining for two days a week, in October 2024, he was 6 years of age.

Referral information stated that Bryan was 'demand avoidant' and his self-regulation skills were very poor, resulting in him becoming verbally and physically aggressive and running around the mainstream facility. Bryan was assessed as Autistic and being monitored for ADHD tendencies.

Initially Bryan struggled to settle in, both with Group Leaders and peers. He had poor socialisation skills, including listening, sharing, and kindness. When dysregulating Bryan would throw whatever was close to hand, although not aiming at people, and scream whilst clenching his fists. Often lying on the floor kicking and punching the ground.

It quickly became apparent that Bryan was most settled whilst in the woodland, given his young age tasks were timetabled in 'play format', and daily activities were displayed on a whiteboard for him to choose from. He was also able to add to the list after discussions and compromises with Group Leaders. This technique helped Bryan to understand that although not in total control of his environment he was, with the correct mindset, able to engineer a suitable outcome.

Bryan indicated that he did not trust anyone, saying that 'people lied', so truthfulness was key in communicating with him. He was not always thrilled with the content but in time he began to trust the validity of the information and began to differentiate between untruth (lying) and genuine mistakes. Early on in Bryans placement he asked what flavour squash was available he was told orange when in fact it was berries, this resulted in a significant dysregulation. More recently the same thing occurred, he told the group Leader "you're a silly billy, that's the wrong one" fully understanding that mistakes happen.

Bryan has a wealth of knowledge, nature, insects, crystals and gaming. He enjoys discussions in small groups, still struggling slightly with differing opinions from his peers but he does accept support from adults to calm situations. Although Bryan struggles with the formal side of school life, writing etc. he does participate in Circles Skills Certificates, this includes woodland or bushcraft activities, games, or tasks which he documents or evidence with photos. He relishes the Certificate, treat and positive praise.

Bryan has been attending Circles for nearly a year, has improved listening and social skills, communication abilities as well as group engagement which have in turn produced a more positive attitude

Key Information

Tuition Services (in person) - ☐

Virtual Learning Services - ☒

Vocational - ☐

Therapeutic Services - ☐

Key Stages Offered – 3

Contact Details

Website – [Home | Include Suffolk](#)

Suffolk Infolink Website – [Suffolk InfoLink | Suffolk Include Primary, Catch22](#)

Company Address – House 1, The Ashley School, Ashley Downs, Lowestoft, NR32 4EX

Email Address – daryl.bates@catch-22.org.uk

Telephone – 07501903064

Overview of Provision Offered

Cloud 22 Suffolk will deliver a complete and comprehensive lower key stage 3 curriculum, comprising live lessons with holistic pastoral and therapeutic support to learners in a way which works for them. We re-engage the most vulnerable learners into a virtual school which supports them to progress towards positive destinations. A small number of pupils (up to 6 initially) attending full online classes taught by a qualified teacher. Cloud 22 would follow the SEN provision and process offered at Include Suffolk, for example, starting the EHCNA process, holding annual reviews and monitoring/improving outcomes. Live teaching of KS3 core subjects daily (English, Maths and Science,) live teaching of foundation subjects within the week and live teaching of additional subjects such as Art and Design, RE, Music, etc. These will be timetabled in, embedded through a cross-curriculum approach and celebrated through themed days. Teaching will be adapted to meet the needs of the learners and a teaching assistant will be present to assist in adaptation and learning support (through use of break out rooms and regular contact.) In person welfare visits will take place weekly by advocates from Include Suffolk. Safeguarding policies and procedures will be followed in the same way as Include Suffolk. Resources will be provided ready for the lessons (postage including a laptop, workbooks, practical lesson resources, required subscriptions.) Leadership will consist of the Headteacher and Deputy Headteacher of Include Suffolk who will quality assure the provision.

Staffing – Virtual classroom of up to 6 CYP (initially) with qualified Teacher and TA.

Accreditations – KS3 English, Maths & Science.

Location(s) and Transport Offer

This is an online offer.

Key Information

Tuition Services (in person) - ☒

Virtual Learning Services - ☐

Vocational - ☐

Therapeutic Services - ☒

Key Stages Offered – KS3, KS4 & KS5

Contact Details

Website – www.coggeshallroad.co.uk

Suffolk Infolink Website – TBC

Company Address – New Barns Unit 5, Coggeshall Road, Earls Colne, Essex CO6 2JX

Email Address – office@coggeshallroad.co.uk

Telephone – 01787 334020

Overview of Provision Offered

Coggeshall Road Therapeutic Provision (CRTP) provides a structured and nurturing educational environment for young people aged 12–17 (KS3-KS5) with complex Special Educational Needs (SEN) and Social, Emotional, and Mental Health (SEMH) challenges. Our provision is set in a central point in Essex, on the outskirts Earls Colne surrounded by countryside. Our venue is a smart, modern building that has been transformed to include small and light classrooms for English, Maths, Music, Art, wellbeing, a communal kitchen area, large garden/outdoor space and a sensory room. Our trauma-informed approach integrates high-quality teaching with therapeutic support to ensure young people can re-engage with learning and make meaningful academic and personal progress.

Staffing – 1-1 & Small Groups

Accreditations – GCSE subjects, Functional Skills & AQA Unit Awards

Programme outcome – Each YP has a programme tailored to meet their specific needs, helping them regulate emotions, improve behaviour, enhance communication and social skills and achieve success in their education.

Location(s) and Transport Offer

Transport is not provided to/from the provision.



After having my child in a mainstream secondary school for the first year, year 7, it was a horrendous year, my child, was shut down, angry, aggressive, guarded, confused, very inflexible and at times suicidal. but worse he had lost his faith and trust in the adults around him. After having the first home meeting, with a couple of the Coggeshall team, I finally felt understood, they knew and could articulate the problems we had been having, ensuring me, explaining, and giving the issue terminology, being part of ASD.

When we went into Coggeshall Road, it had a very warm and inviting atmosphere, the right levels of school with a homely feel. Once my ASD 12-year-old attended My child responds to the staff very well, they are kind and engaging, interested in hearing what my child has to say, making him feel heard and wanting to engage with them more over his interests. They know how to get the best from my child, in an accepting and inclusive environment, keeping him working but also allowing my child to be, that free thinker they are. ASD/Children learn by watching the role models around them, and you could not ask for better ones. In the brief time my child got to attend the school, they grew so much, learning to trust the people around them. The wellness lessons make a huge difference, the input has grown their outlook, making them less guarded and slightly more flexible (but there's movement) my child was always happy to attend, and when I asked "how there day was" they always replay" it's impossible to have a bad day here"

Not only is Coggeshall road, a supportive learning, enriched environment for my child, it was a huge weight of my shoulders, when as a parent you can leave your child in a safe place, where they can learn the import things to them. You do not have to constantly advocate for your child, because they are in a place that finally understands. **RT February 2025**

Absolutely fabulous provision. I visited today with a potential attendee. I was blown away. I have seen others, but this one overwhelmed me completely. **RG September 2024**

After a tricky few years in other settings and losing all hope, our daughter has now started at Coggeshall Road. From day zero the team have been incredibly proactive and supportive, the setting is fully inclusive and accommodating, in a very short space of time it's been wonderful to see our daughter's confidence grow and for her to feel safe and understood in a setting at long last. We sincerely believe they hold the key to a much brighter happier academic future for our daughter. **CM February 2025**

As a parent of a 12-year-old Neurodiverse boy with a diagnosis of Autistic Spectrum with Sensory Needs I would like to share my heart felt recommendation to an exquisite, knowledgeable, skilled and devoted setting. Each member of the team brings a unique devotion to supporting need respecting and valuing each young person letting them shine.

My son has been out of mainstream school for 3 years after a significant event highlighting that an alternative approach was required to support and meet need. We visited several settings, and his personal information was shared with many alternative independent settings with no response. This was soul destroying to be rejected, highlighting that tick boxes do not fit individual needs.

From the start Coggeshall Road has listened and embraced all that our son offers working to overcome the many barriers that he faces daily. We had reservations as to how the placement would proceed however, the magic of the team has proven a positive experience as our son arrives and leaves with such a big smile on his face.

There have been challenges faced as new learning is applied, however the dedicated approach of the team has helped resolve, applying an appropriate strategy to move forward positively. At home we have seen change with our son managing daily challenges with an improved balanced approach, new awareness of regulation and rewards in engagement with others.

We feel so lucky for the placement with confidence that our son will continue to learn and grow into the person he would like to be. **LG February 2025**

Key Information

Tuition Services (in person) - ☒

Virtual Learning Services - ☒

Vocational - ☒

Therapeutic Services - ☐

Key Stages Offered – 3 and 4

Contact Details

Website – www.community-ed.co.uk

Suffolk Infolink Website – N/A

Company Address – 3 Greyfriars Way, Great Yarmouth, NR30 2QE

Email Address – andrew@community-ed.co.uk

Telephone – 01493 806669

Overview of Provision Offered

At Community Ed Kitchen we provide person-centred learning, supporting people to engage in education and gain life skills. Our experienced staff specialises in breaking down barriers that affect learning, leading to positive personal development and future progression. The opportunity to gain accreditation in AQA awards in all aspects of cooking, alongside functional skills in literacy, numeracy, and ICT. Other accreditations can be sourced to meet individual needs. Currently we have young people working on cooking, ITC, arts and crafts. We are currently developing our outdoor opportunities this will include sports and fitness, and horse care. Our ethos is person-centred and therefore we aim to tailor learning to meet individual needs.

Community-Ed is a small environment focusing on the individuals that attend. Our sessions are person centred, can be 1:1 or in small groups.

Staffing – we have qualified teachers and support staff that are skilled in engaging our students back in to learning. Staff have subject knowledge and a passion for the subject they teach, we have a qualified chef that can provide life skills cooking alongside professional cookery that will lead to college. Community Ed can also provide one-to-one therapy, parent support through our enrichment team.

Accreditations – AQA Awards, Functional skills, BTEC in sports and individual accreditation relating to areas of interest.

Location(s) and Transport Offer

Transport is arranged by school or the local authority, we can support local travel if this is built in the student's person-centered plan.



Suffolk student joined us in October 2022 and had a long history of being excluded from school due to dysregulation and behaviour. This student really struggled to engage due to gaps in education and dyslexia. This young man has been working in the kitchen 1 day a week, initially with 1:1 support, he gained a number of accreditation and no longer needed additional support. He was very keen to reengage in a school setting. More recently, he has been offered a full-time place in a school and is enthusiastic about his future.

Key Information

Tuition Services (in person) - ☐

Virtual Learning Services - ☐

Vocational - ☐

Therapeutic Services - ☒

Key Stages Offered – KS3, KS4 & K5

Contact Details

Website – www.communitypraxis.com

Suffolk Infolink Website – TBC

Company Address – Weylands Close, STOWMARKET, Suffolk IP14 5ER

Email Address – mark@communitypraxis.com

Telephone – Mark 07881967729 / Silvia 07469722601

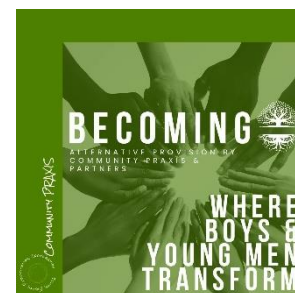
Overview of Provision Offered

Alternative Education Provision for Boys and Young Men A Trauma-Informed, Person-Centred Programme (A Freirean approach)

Community PRAXIS is an innovative, trauma-informed Alternative Education Provision (AEP) that supports boys and young men at risk of exclusion, educational disengagement or NEET status. Grounded in twenty-five years of frontline youth work, our model offers a relational, person-centred, and creatively rich learning environment for those who are often misunderstood or struggling to fit into traditional education.

What We Offer: We blend emotional literacy, identity development and creative exploration to reconnect boys and young men to learning in ways that are relevant, affirming and challenging. We do not just teach boys and young men, we walk beside them, supporting their growth through creativity, care, and challenge.

Our partnerships: We deliver this provision alongside trusted, experienced, qualified and specialist collaborators who share our values and commitment to working holistically and relationally with children and young people.



Programme Components

Performing Arts.....
Entrepreneurship.....
Sports & Leisure.....

Therapeutic Youth Work.....

Creative Industries.....
Leadership & Social Action....

Activities

Storytelling, theatre, spoken word, improvisation.
Project/business planning, enterprise skills, creative pitching practice skills.
Football and basketball, physical wellbeing, discipline, leadership, team dynamics.
1:1 and groups discussions, emotional regulation, masculinity, self-awareness, resilience...
Film, podcasting, music, media design, photography...
Peer mentoring, participation, community impact, voice...
Access to informal and creative learning spaces.

Staffing - Flexible delivery options. School customised re-engagement support. Short-term turnaround placements (6–12 weeks) Longer reintegration programmes (yearly) Support package for high needs provision in person (1:1, 2:1, 3:1) Groups sessions 6 learners max. Onsite, offsite and hybrid delivery

Accreditations – N/A

Programme outcome – To offer a space where boys and young men can: Increase sense of wellbeing - Reconnect with learning and life - Explore their identity and aspirations - Build trust and confidence - Transition toward purposeful futures.

Location(s) and Transport Offer

Location: Ipswich

Transport Offer: Travel to and from the Ipswich provision will be arranged by the School or Local Authority. We can support with transport if the provision is offered as a learner's centered plan and or part of our 'getting to know you phase'.

Key Information

Tuition Services (in person) - ☒

Virtual Learning Services - ☒

Vocational - ☐

Therapeutic Services - ☐

Key Stages Offered – 1, 2, 3 & 4

Contact Details

Website – <https://conexustuition.co.uk/>

Suffolk Infolink Website – N/A

Company Address – 25 Partridge Drive, Fordham, Colchester, CO6 3NH.

Email Address – joanna@conexustuition.co.uk

Telephone – 07734086933

Overview of Provision Offered

Conexus Tuition believe that if they place their pupils at the very heart of everything they do success will follow. They are a company that are committed to helping, supporting and guiding young people through their educational journey no matter what stage they are at. They recognise the importance of examination results as a stepping stone to future opportunities and as such they offer exam-focused tuition delivered by a team of specialists to maximise results.

Staffing – Tuition is 1-1 or in small groups.

Accreditations – A range of qualifications including GCSEs.

Programme outcome – To grow children's confidence so they can achieve to their full potential.

Location(s) and Transport Offer

Tuition can take place virtually or public spaces such as a library. If you require transport to any in-person education offered, please contact the provider to discuss arrangements.



Key Information

Tuition Services (in person) - ☒

Virtual Learning Services - ☐

Vocational - ☐

Therapeutic Services - ☐

Key Stages Offered – KS1, KS2, KS3, KS4

Contact Details

Website – None

Suffolk Infolink Website – NA

Company Address – 20 Lancaster Avenue, Bury St Edmunds

Email Address – connectiontutoring@outlook.com

Telephone – 07795123285

Overview of Provision Offered

Connection Tutoring offers 1:1 or small group tuition for KS1, KS2, KS3, KS4 in English maths and science. We are passionate about supporting young people who are either unable to attend mainstream education, at risk of exclusion or have been excluded, in reaching their academic potential and also build self-confidence as well as emotional resilience for improved life chances.

We approach each young person as an individual and tailor education to suit the learning style and needs of the student, for all stages of their educational journey. The voice of the child is central to all plans that are made.

Staff are experienced in supporting a range of SEND and SEMH needs that create a barrier to learning.

We help with transition back into their current or new full-time provisions.

We provide services to young people in their homes, schools, hostels, libraries or other public places that meet the needs of the students.

Staffing – 1:1 or small group tuition.

Accreditations – Bespoke learning packages.

Programme outcome – Connecting with young people to build confidence, educational skills and resilience for better life chances.

Location(s) and Transport Offer

Face-to-face tuition can be carried out at the young person's home or public venue that is easily accessible. Please contact Connection Tutoring to discuss arrangements.



Year 9 student who had been out of education for a long time due to anxiety and is also non-verbal. Parent comment, “thank you for placing her for xxxx, the way she explains and teaches and her knowledge is impressive.”

Year 7 who has been out of education for a long time and had panic attacks when they tried attending school. Another provision had been explored but the young person did not attend. The student had previously been incredibly worried about any maths work. Young person comment, “I liked doing maths today and I think I did really well.” “I am getting more confident.”

Year 11 student who had an unsuccessful managed move and had been excluded from mainstream. Another provision had been set up but the young person refused to attend and is now working towards sitting functional skills and has good attendance. Young person comment “I did good and engaged really well.”

Year 11 student who had been excluded from mainstream and had other alternative provision in place that was unsuccessful due to non-attendance. Whilst working with the young person we managed to find out about future aspirations and supported them with post 16 applications. Parent comment, “xxxx positive approach has enabled my son to build self-esteem and confidence. She was the best teacher my son ever had.”

Year 11 student who had been excluded from mainstream and had not attend other provisions. Attendance was good and the student sat both their GCSE English Language and maths exams, Young person comment “I enjoyed my lesson today, it was fun.”

Key Information

Tuition Services (in person) - ☒

Virtual Learning Services - ☒

Vocational - ☐

Therapeutic Services - ☐

Key Stages Offered – KS1, KS2, KS3, KS4 & KS5

Contact Details

Website – <https://www.coyles.co.uk/job-sectors/education/s2829/>

Suffolk Infolink Website – <https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/home.page>

Company Address – Elizabeth House 28 Baddow Road Chelmsford CM2 0DG

Email Address – Tutoring@coyles.co.uk & Sophia.Gaskin@coyles.co.uk

Telephone – 01245 254723

Overview of Provision Offered

Coyle Education is part of a **family run agency that has been established since 1988**. Coyle Education provides Qualified Teachers & Tutors to young people aged **5 – 18**. We have a fantastic range of Tutors covering all key stages, all subjects and supporting **all SEND and SEMH needs**. Coyle Education looks for candidates who possess **compassion, understanding, and supportive qualities** that would empower young people and put their needs first. In addition to considering their goals and desires when planning tuition sessions to allow the young person to flourish under their supervision. Coyle Education's focus is to give all young people the same opportunities as those in mainstream Education. Our tutors build confidence, guide and give the young person the tools they need to flourish and reach their full potential. Our provision gives support to all young people by giving them the confidence, skills and focus to reach their own personal goals, as well as their individual academic potential. Our tutors will be aware of the desired outcome for the young person, whether this is getting them back into full time education, or working with them to obtain alternative qualifications to help them with their employability or further education.

Staffing – Experienced Specialists Tutors and Qualified Teachers. 1:1 sessions, 2:1, 3:1 & group sessions

Accreditations – GCSE, SEND, SEMH Support QTS and specialist subject dependant on Tutors individual qualifications,

Programme outcome – Allowing all young people to achieve their full potential through the support of determined, patient and compassionate tutors, who put the needs and desires of the YP first.

Location(s) and Transport Offer

Coyle Education has a pool of Tutors across Suffolk that are available for tuition face to face whether that is in the YP's home or a public venue.

Coyle Education also has their own virtual education provision service; this can be used for tutors to conduct online tuition sessions in safe and regulated way with the YP.



At Coyle Education, alternative education does not mean less of an education.

Local Authority:

"I genuinely can't praise Coyle's enough for the outstanding support they've provided with all my referrals. It's such a pleasure working with a provider that communicates so effectively and delivers tuition with impressive speed. Their responsiveness and professionalism make a real difference to the young people we work with!"

Guardian:

"Firstly, I would just like to say genuinely thank you for all your support and efforts and being a real advocate of my son. Secondly it was pleasure to meet with your tutor, she just got it and I'm so happy she's going to be nurturing my son and giving him the opportunity to explore!"

Local Authority:

"Thank you! I'm so happy with this Sophia - really fast turnaround on this case - thank you so much!"

Tutor:

"Thank you for your support and understanding!"

Norfolk County Council:

Amazing work!!!! woooooop!!!! Well done both of us 😊

Local Authority:

**"OMG Sophia this is AMAZING!!!! And a big shout out to your tutor what a hero!
This has made my week!!!!!!"**

Really thank you so much for supporting me with this 😊

Key Information

Tuition Services (in person) - ☐

Virtual Learning Services - ☐

Vocational - ☒

Therapeutic Services - ☐

Key Stages Offered – Age 14 - 19

Contact Details

Website – <https://www.ctptrainingacademy.co.uk/>

Suffolk Infolink Website – N/A.

Company Address – CTP Training Academy, 10 Perry Road, Witham Essex CM8 3YZ.

Email Address – Danhartctptraining@gmail.com

Telephone – 01376514806

Overview of Provision Offered

CTP provides high-quality vocational training for learners aged 14 to 19, offering hands-on courses in Bricklaying, Carpentry, Plumbing, Electrics, Motor Vehicle Mechanics, Hair and Beauty, as well as Functional Skills in English and Maths. We pride ourselves on small class sizes and personalised learning pathways, tailored to meet the individual needs of each student.

Our dedicated and highly experienced staff bring a wealth of industry knowledge to their teaching, ensuring learners gain both practical skills and real-world insight. All programmes are fully accredited by leading awarding bodies including City & Guilds, AQA, Gateway, and Pearson.

CTP is committed to supporting young people with additional needs, including those with ADHD, ASD, and Education, Health and Care Plans (EHCPs). We offer tailored support programmes to ensure every learner has the opportunity to thrive.

Our aim is to equip students with the vocational skills and confidence they need to progress into further education, apprenticeships, or employment.

Staffing – 7:1 classroom ratio, 9 members of staff, additional 1:1 support

Accreditations – City and Guilds, AQA, Pearsons, Gateway

Programme outcome – Supporting young people in developing skills and gaining qualifications

Location(s) and Transport Offer

CTP Training Academy Witham is located a 10 minute walk from the train station and all major bus routes.



Our child joined CTP at 14 after finding mainstream school incredibly difficult. They struggled with anxiety, which made the school environment feel overwhelming, and they were starting to fall behind and lose confidence. Learning just wasn't enjoyable anymore, and we knew something had to change.

From the moment they started at CTP, we saw a real difference. The smaller class sizes made a huge impact, and the staff were brilliant, patient, understanding, and willing to adapt their teaching to suit how our child learns best. They finally felt heard and supported, which helped ease their anxiety and made them feel comfortable in a learning environment again.

They quickly discovered a real passion for Motor Vehicle Mechanics and were genuinely excited to come in and learn each day. Because they were enjoying it so much and making such good progress, they decided to stay on after 16 to continue their studies in the same subject.

One of the things that really stood out to us was how approachable and supportive the staff were, especially Dan. If we ever rang in to say our child was having a tough time with their mental health, Dan was always happy to have a chat, offer reassurance, and make sure the right support was in place. It meant a lot knowing someone genuinely cared.

At CTP, our child didn't feel like just another name on a register, they were treated as a person. They felt seen, valued, and understood, not just part of a crowd. It's that kind of individual attention that made all the difference.

As parents, we always felt involved. The team kept us regularly updated and checked in to make sure we were all on the same page. It truly felt like a partnership, with everyone working together to support our child both academically and emotionally.

Now, they're thriving, more confident, more focused, and excited about a future in the motor industry. We're so grateful for everything CTP has done. It's been life-changing.

- **Parent of a pre-existing student**



Key Information

Tuition Services (in person) ☐ Virtual Learning Services - ☐

Vocational - ☒ Therapeutic Services - ☒

Key Stages Offered – EYFS, KS1, KS2, KS3, KS4

Contact Details

Website – <https://debencommunityfarm.co.uk>

Suffolk Infolink Website – N/A

Company Address – Saddlemakers Lane, Melton, IP12 1PP

Email Address – Heidi.Dalby@baswindependent.co.uk

Telephone – 07515715753

Overview of Provision Offered

Care farming is a powerful mix of nature, social interaction, and meaningful farming, providing a supervised, programme of farming-related activities.

At Deben Community Farm we work with the student, referrer, and family/carers to provide a stable, consistent setting where every student can feel emotionally and physically safe and valued, and where they can progress at their own pace.

Our staffing team work to provide a pathway to progression for the students. We listen to, nurture, and guide them to where they want to be. This could be transitioning into school or college or on to a volunteering or apprenticeship position. We will challenge them and stretch their comfort bubble slowly and appropriately.

The structure we provide is framed by the staff as role models, who encourage, guide, and support the student to meet their needs on a daily basis.

Students can build on their interests, creativity and natural talents, and learn life skills such as how to problem solve, plan ahead and express themselves. Our learning-by-doing approach and focus on the process, not the outcome, means we can build self-esteem by celebrating every success relevant to the student.

We can support children and young people to work in small groups, have 1:1 support to work in small groups, have 1:1 or 2:1 and work with a care farm staff member undertaking tasks separately from their peers.

As a working farm that is evolving, we have a number of projects that are still outstanding. Unfortunately, this means that at this time we are unable able to offer placements for:

- ❖ Children and young people who have severe mobility difficulties
- ❖ Children and young people who require assistance with their personal care needs
- ❖ Children and young people whose challenging behaviour would pose a risk in a farm environment or to other people even with 1:1 or 2:1 support. This includes the use of mobile phones which is not permitted during session times.
- ❖ Children and young people who are not keen to work outdoors

Location(s) and Transport Offer



EG: E started with us as a young person who was unable to attend mainstream education due to her complex additional needs, ASD and anxiety. The farm sessions started off very slowly, building up her confidence to engage with the animals the staff and the other students. Her confidence has grown immensely with the right help and support and guidance she is now attending a full-time college course in animal care and volunteers with us on a regular basis.

AJ: A requested to undertake his work experience with us in his year 11. He was able to attend, learn and develop his skills and confidence, he was extremely hard working during his week with us. Meeting up with him several months later whilst out shopping and he thanked us for his work experience and his placement feedback as this has secured him a job in the local area.

B' mum: I just wanted to thank you for all the kind words you said about him, reading those and being able to pass those onto B during him feeling poorly at this difficult time meant so much. Please can i also thank everyone who has made B feel so welcome since starting at Deben Community Farm. He always has an enjoyable time and always looks forward to Thursdays because of coming to the farm. B really benefits from being outdoors and from being around animals, so we are truly grateful to have found such a nurturing environment for him to spend some meaningful time. Hopefully with the right help and support with this current time in hospital, it will allow B the time he needs to feel well enough to re join you all again as soon as possible.

RM:

"Hi Heidi,

J and I just wanted to say a massive thank you to you and the team for helping R settle in too Deben Farm.

R has been by my side for so many months now and due to his autism struggles with transitions. Today I dropped him off and after a 5 mins of hand clutching he started his jobs with Beth.

R has also started to tell me about his day, what animals he fed. While this may seem little to others it's huge to us.

There is absolutely no reluctance to come today (may not always be the case) but there seemed genuine excitement and the morning was easier for it (usual routines drag out when it's not somewhere he wants to be)

Anyway, massive thank you!

We haven't had a lot to feel positive about Lately so wanted to share that."

Key Information

Tuition Services (in person) - ☐

Virtual Learning Services - ☐

Vocational - ☒

Therapeutic Services - ☒

Key Stages Offered – 1 & 2

Contact Details

Website – <https://www.dedhamtherapyfarm.org/>

Suffolk Infolink Website – [Suffolk InfoLink | Dedham Therapy Farm CIC](#)

Company Address – Dedham Therapy Farm CIC, Mill Lane, Dedham, Colchester, CO7 6DH

Email Address – hello@dedhamtherapyfarm.org.uk

Telephone – 01206 326428 and 01206 326429 and 07716174334

Overview of Provision Offered

Alternative Provision providing occupational therapy, animal-assisted Intervention and ASDAN, through meaningful and purposeful outdoor activities, in a person-centred way.

For children and young people aged 4 – 25

Staffing – One to one, group and community sessions offered.

Accreditations – Royal College of Occupational Therapists (RCOT) and Health Care Professions Council (HCPC)

Programme outcome – To empower children and young people to develop, recover or maintain their wellbeing through nature, animals and occupational therapy, using a therapeutic approach to enable them to overcome any barriers they may have to their daily living.

Location(s) and Transport Offer

There are bus routes through Dedham Village. Short distance from the A12 when accessing through car or taxi service.

Key Information

Tuition Services (in person) - ☐

Virtual Learning Services - ☐

Vocational - ☒

Therapeutic Services - ☒

Key Stages Offered – 4 & 5 (15yrs and above only)

Contact Details

Website – <https://depden.com/>

Suffolk Infolink Website – [Suffolk InfoLink | Depden Care Farm](#)

Company Address – Rookery Farm, Bury Road, Depden, Bury St Edmunds, Suffolk, IP29 4BU

Email Address – tim@depden.com

Telephone – 01284 851013 or 07816 828016

Overview of Provision Offered

Depden's award-winning care farm supports adults and young people with additional needs to progress and live fulfilling lives by providing learning programmes and meaningful work opportunities in animal husbandry, agriculture and horticulture. Their learning programmes are based on real work on the farm and tailor made for the individuals concerned. They use the nationally accepted framework, **Recognising and Rewarding Progress and Achievement (RARPA)** to ensure quality and measure achievement. They recognise and value everyone's contribution to their community at Depden Care Farm.

Staffing – All under 18s are provided 1-1 support.

Accreditations – Range of awards including AQA Unit Awards.

Programme outcome – To support all individuals to be successful in their daily lives.

Location(s) and Transport Offer

Depden Care Farm is located outside Bury St Edmunds. If you require transport, please contact the provider to discuss arrangements.

Key Information

Tuition Services (in person) - ☐

Virtual Learning Services - ☐

Vocational - ☐

Therapeutic Services - ☒

Key Stages Offered – KS3, 4 & 5

Contact Details

Website – www.ecadventures.co.uk

Suffolk Infolink Website – To be added.

Company Address – East Coast Adventures, Sutton Hoo Farm, Woodbridge, IP12 3DJ

Email Address – office@ecadventures.co.uk or hello@ecadventures.co.uk

Telephone – +44 7388 091 459

Overview of Provision Offered

We exist to provide joy, inspiration and education for all, through positive, quality, safe and fun outdoor adventures in nature.

Our Outdoor Education programme is rich and varied and we have something for everyone; Archery, Bushcraft, Geotagging, Axe Throwing, Mountain Biking, Map Reading/Navigation, Archery Tag, Kayaking, Paddleboarding & Raft building.

Perfect for active, outdoorsy and sporty young people from Ipswich, Woodbridge, Felixstowe, Saxmundham, Leiston, Framlingham, Lowestoft, Felixstowe or anywhere in Central/East Suffolk

Our idyllic farm setting in the Suffolk Coast's Area of Outstanding Natural Beauty (AONB) is the perfect tranquil space to foster new skills, leading to abounding personal growth, improved confidence and self-esteem and vital outdoor skills to unlock a lifetime passion for nature and the outdoors plus all of the associated mental health benefits.

We have seen and received feedback on improved communication, socialisation, teamwork and happiness from attendees of our AP & Inclusion Programme. We work with primary and secondary-aged children with diverse needs, such as; SEND, ASD, ADD, ADHD, SEMH.

Staffing – Small group or 121 setting, 1-2-1 sessions with 2 Instructors to 1 young person **AND** group sessions with 2 instructors to up to 8 young people

Accreditations – Member of the Institute of Outdoor Learning. Learning Outside the Classroom, PaddleUK, National Navigation Award Scheme, British Cycling & Mountain Training.

Programme outcome – Our outdoor education programme is structured, scaled and bespoke to improve confidence, communication skills, resilience and perseverance, All whilst building lifelong outdoor skills that we can get young people qualifications for; Paddle UK Start & Discover Awards, NNAS Bronze award etc."

Location(s) and Transport Offer

We are based at Sutton Hoo Farm, Woodbridge not Sutton Hoo National Trust site, we are just behind the there. Please find the location of our cabin [here](#). Please contact your SCC caseworker for transport options.



- Qualified Outdoor Instructors
- Enhanced DBS Checked
- Safeguarding Trained
- Outdoor First Aid Trained
- Full Public Liability Insurance
- Risk-Assessed Activities

Outdoor Education with East Coast Adventures

We have extensive experience working with specialist and alternative provision schools and academies, from schools for autistic girls, to settings for students with SEMH needs. We have worked with Olive Academies across Stowmarket, Cambridge, and Nene Valley.

We have run OA Stowmarket's Outdoor Education Programme for 3 years, receiving fantastic feedback. Our work was also cited as a substantial contribution in their Ofsted report, to the school moving from Special Measures to a Good rating.

"From the initial correspondence organising the dates alongside a bespoke package to the days - all aspects are first class. Led by enthusiastic, experienced, knowledgeable and passionate leaders dedicated to providing an all-round outstanding educational outdoor experience.

Highly recommended!"

- OLIVE ACADEMIES

We've also received great feedback from parents, guardians, and staff involved in the Suffolk County Council Friends & Networks (FAN) project, as well as other local authority initiatives:

"My Son and I have attended a few sessions with ECA through SCC .. the sessions were always very good, and the team are really knowledgeable, fun and make you feel at ease doing the activities! Paddleboarding and kayaking a definite highlight! Would recommend ECA to anyone! Super impressed!"

- PARENT

"In the time that I worked with East Coast Adventures I always found they focused on the young person. They would always be welcomed and made to feel that they were important.

The variety of activities offered at ECA allows young people to try new challenges at their own pace or improve on skills they may already have, in an outdoor setting. There is never any pressure put on the young person, the team create a relaxed and friendly atmosphere where the emphasis is put on learning and developing new skills through fun.

The activities take place in a wonderful part of Suffolk, with all the equipment provided of a high standard to make the activity sessions the best they can be for the young person."

- FAN PROJECT

www.ecadventures.co.uk



**Sutton Hoo Farm,
Woodbridge**



Key Information

Tuition Services (in person) - ☑

Virtual Learning Services - ☑

Vocational - ☑

Therapeutic Services - ☑

Key Stages Offered – 1, 2, 3, 4 & 5

Contact Details

Website – <https://www.easternoutreach.co.uk/>

Suffolk Infolink Website – [Suffolk InfoLink | Eastern Outreach](#)

Company Address – Eastern Outreach Ltd c/o MJB Avanti Office 12, Epsilon House. West Road, Ipswich IP3 9FJ

Email Address – info@easternoutreach.co.uk

Telephone – 07792 099794

Overview of Provision Offered

Outreach Support: We offer outreach support for learners with SEND and or SEMH needs who are unable to or waiting to attend mainstream or special schools. Learners engage in exciting learning activities either in the home or in local community spaces with regular outings to parks, libraries, museums, woodland and beaches. Learners work towards individual outcomes directly linked to their EHCP targets as well as literacy and numeracy, social and emotional, wellbeing and communication outcomes needed to help them move to the next part of their journey. This could be transitioning to a special school, transitioning into mainstream or moving onto a post-16 provision like College, Supported Internship or Apprenticeship.

Qualifications & Certificates: If appropriate for the learner, we can deliver Functional Skills exams in Maths and English. We also offer ASDAN Lifeskills Certificates which are a core part of our support packages.

Online Learning: Our online courses are designed to engage learners who may find traditional classrooms challenging, providing them with a safe and structured environment to succeed remotely. We offer both 1:1 online lessons as well as 6 week, small group sessions, designed to reignite the learner's passion for learning.

Staffing – We offer 1:1 sessions for both face to face and online learning. We also offer small group online learning sessions for groups up to 9 young people.

Accreditations – ASDAN Lifeskills Challenges, Functional Skills exams in Maths and English, ESOL qualifications.

Programme outcome – Increased confidence and improved self-esteem. Successful, supported transition to the next stage in their journey.

Location(s) and Transport Offer

Sessions are delivered 1:1 in the students' homes or in appropriate local community spaces.

Key Information

Tuition Services (in person) - ☑

Virtual Learning Services - ☑

Vocational - ☑

Therapeutic Services - ☑

Key Stages Offered – EYFS (via Castle Hill), KS1, KS2, KS3, KS4, KS5, Post-16

Contact Details

Website – <https://emtuition.org.uk>

Suffolk Infolink Website – N/A

Company Address – Suite 1-2, Broxbourne Business Centre, Fairways, Cheshunt, EN8 0NL

Email Address – suffolk@emtuition.org.uk

Telephone – 01992 637336

Overview of Provision Offered

Personalised, High-Impact Education for All Ages and Need.
Alternative Provision (KS1–Post-16)

EM Tuition delivers flexible, 1:1 and small group programmes for learners from Key Stage 1 through Post-16 who are unable to access mainstream education due to: Suspension or exclusion. Mental health or medical needs. SEMH or behavioural challenges. Special educational needs and disabilities (SEND) Following a detailed baseline assessment, we create bespoke learning plans focused on re-engagement, self-esteem, and academic progress.

Subjects Offered Core: English, Maths, Science. Additional (on request): Humanities, ICT, PSHE, Art, Business, Media, Functional Skills, and more.

We support: Reintegration into school. Preparation for GCSEs and qualifications. Transitions to further education, training, or employment

Our Tutors - All tutors have extensive experience with SEND and SEMH learners. We tailor staffing based on individual needs: Skilled mentors for emotional/behavioural support. Qualified subject tutors for academic progression. A trauma-informed, multidisciplinary team working closely with schools and families Tuition is delivered in homes, schools, community spaces, or online.

Early Years & KS1 – AP (Ipswich/Lowestoft) Our dedicated settings currently at Castle Hill and Waterlane Sports Centre, supports learners aged 4–7 with SEND, anxiety, trauma, or sensory needs who are not yet ready for a mainstream environment. We also have a centre opening in Lowestoft

What We Offer - Session times: 8:30–11:30 / 12:30–3:30 – this can be flexible. Safe, play-based learning aligned with EYFS & KS1. Dedicated sensory room & outdoor learning space. Small groups with a 5:8 staff-to-child ratio. Low-arousal, attachment-aware approach

Focus areas include emotional regulation, communication, early academics, and preparation for school transition.

Staffing – Predominantly tailored 1-1 learning.

Accreditations – A range of GCSE courses, including core subjects of Maths, English and Science.

Programme outcome – Re-engagement with education, academic and emotional progress, increased confidence and wellbeing, transitions into mainstream, specialist or post 16 provision.

Location(s) and Transport Offer

Available across **Suffolk**, in-person or online. **On-site support** at Castle Hill for early years



Case Study: “I Wouldn’t Be Here Without Nadine”

Tutor: Nadine | Learner Age: 15

After five years out of school, this learner was isolated at home with ASD, PTSD, selective mutism, and severe anxiety. Many services had tried and failed to reach her, until Nadine stepped in.

Nadine began with short, structured sessions and built trust over a full term. She used trauma-informed methods, allowed emotional space, and made learning feel safe and relevant.

She also:

- Advocated for the learner in meetings
- Secured funding for swimming
- Supported through a house move
- Rebuilt social confidence with gentle outings
- Created a personal prom at home

The learner is now socialising, walking her puppy, attending her own meetings, and reconnecting with family. “I wouldn’t be here without Nadine.” — Learner

Case Study: Turning Trauma Into Purpose Through Mentorship

Tutor: Ross Gerrie | Learner Age: 14–17 | Support Duration: 3 Years

This young learner came to EM Tuition after being excluded from seven schools and experiencing significant trauma. Living in foster care following the loss of close family, he was diagnosed with Anxiety, and emotional dysregulation. At 14, he was disengaged, angry, and without a sense of direction.

Ross took a different approach, building trust before tackling academics. Over time, he discovered the learner’s passion for business: the student had launched a small sweet shop from his bedroom. Ross used this as a foundation to create tailored, project-based learning that blended business, life skills, and academics.

Together, they developed:

- A Halloween-themed charity event that raised over £800 and was featured on local radio
- Sales ventures including gazebos, eBay flips, and outdoor pool setups
- Real-world learning through budgeting, marketing, and planning

As trust deepened, the learner:

- Increased his hours from 15 to full-time
- Re-engaged socially and academically
- Began taking driving lessons and exploring part-time employment
- Developed confidence, emotional regulation, and long-term aspirations
- Ross’s support transformed this learner’s trajectory, offering not only education, but purpose, pride, and possibility.

Key Information

Tuition Services (in person) - ☒

Virtual Learning Services - ☒

Vocational - ☐

Therapeutic Services - ☒

Key Stages Offered – 1, 2, 3, 4, 5 & Post-16

Contact Details

Website – <https://www.equal.education/>

Suffolk Infolink Website – N/A

Company Address – 110 Wigmore Street, London, W1U 3RW

Email Address – partnerships@equaleducation.co.uk

Telephone – 07983446425

Overview of Provision Offered

Equal Education provide specialised 1:1 tuition for young people from EYFS and primary age, up to post-16 level, with particular experience of care-experienced young people, students who have been permanently excluded and unaccompanied asylum seeking children. Last year, referrers rated Equal Education's service as 5.4/6 and our Parents/Carers rated the likelihood of referring Equal Education to others at 4.8/5 ([23/24 Impact Report](#)).

All of our tutors are fully-qualified teachers with experience in supporting children and young people with a range of needs, including ASD, ADHD, anxiety, school avoidance, and ODD among others. Each tutor is carefully matched through a highly tailored, collaborative allocation process centred around the young person's needs and the intended outcomes of tuition.

We communicate closely with referrers and parents/carers throughout tuition. Detailed tuition session reports are provided for each lesson, as well as in-depth monthly student reporting and regular parent/carer check-ins to ensure student progress and engagement are monitored and student and parent/carer voices are championed throughout the course of tuition.

Tuition can be delivered in a range of settings including School, Community Settings e.g. Libraries, and the Home, to suit each student individually. We support students to make academic progress in a wide range of subjects, with their social & emotional development, with improving their self-regulation and wellbeing, with transitions to different educational settings or back to school having been out of the classroom for extended periods of time, with mentoring, and in achieving A-Level, GCSE, Functional Skills and BTEC exams. In 2024, 97% of our students passed all of their GCSEs. ([23/24 Impact Report](#))

Staffing – 1:1

Accreditations – From EYFS to Post-16, Equal Education support entering students into GCSE, Functional Skills and BTEC exams to enable them to gain qualifications and progress into Employment, Education and Training.

Programme outcome – Enabling progress & achievement, participation, increased wellbeing, independence and re-integration

Location(s) and Transport Offer

To discuss locations and any transport requirements please contact the provider.

Equal

Education

"I think this is the most effective intervention I have used - all students have engaged and the reports provided by EE have been great. They are also very flexible in terms of timings and have worked around our children's timetables. All of the students have been positive about the tutors and I am extending the use of EE to our CPLA with the use of the additional DfE funding. Thank you!" - Feedback from designated teachers at schools attended by students ([23/24 Impact Report](#))

"Warwickshire Virtual School has worked in partnership with Equal Education for the last two years. This has been to deliver 1:1 tuition initially through the recovery funding. Equal Education has been efficient and flexible. They have attended network meetings to explain their service to our designated teachers and provide regular feedback via pupil reporting and meetings. Schools have commented on the children's improved confidence and attainment. We are looking to continue our partnership with Equal Education to offer group training and look forward to this new venture." - Feedback from our partner Warwickshire Virtual School ([23/24 Impact Report](#))

"Equal Education has supported tuition for our children in care. They always go above and beyond to cater for our vulnerable young people and I have had some great feedback on how some of the sessions went and progress particular young people have made during these sessions. The Partnerships team are efficient with responses and all communications and are a delight to work with." - Feedback from a Referrer Partner ([23/24 Impact Report](#))

"My son has been given an excellent chance to make something of his life. Our experience can only be described as positive and fruitful and I have to thank you for the Opportunity." - Feedback from a Parent/Carer ([23/24 Impact Report](#))

Key Information

Tuition Services (in person) - ☑

Virtual Learning Services - ☑

Vocational - ☑

Therapeutic Services - ☑

Key Stages Offered – 1, 2, 3, 4 & 5

Contact Details

Website – <https://freshstartineducation.co.uk/>

Suffolk Infolink Website – [Suffolk InfoLink | Fresh Start in Education Ltd](#)

Company Address – Castle House, Castle Hill Avenue, Folkestone, Kent, CT20 2TQ

Email Address – referrals@freshstartedu.co.uk

Telephone – 0203 409 6410 – option 1

Overview of Provision Offered

Fresh Start in Education Ltd work with children and young people who are out of, or struggling with, education. This includes students who are at risk of exclusion, have already been temporarily or permanently excluded, school refusers, young offenders, those with emotional or behavioural difficulties, SEN, SEMH, serious health issues and those who are generally disengaged from education.

Staffing – Most sessions are done 1-1, however group sessions also offered but virtually only.

Accreditations – ASDAN short courses, Functional Skills examinations in English, Mathematics, and ICT Entry Level 1 to Level 2 through the NCFE awarding body, as well as the new Digital Skills Entry Level 3 to Level 1. AQA Unit Award Scheme.

Programme outcome – As an interim Alternative Provider, our primary objective is to deliver person-centered support interventions that develop core transferable skills and bridge academic gaps. This approach aims to empower students to successfully reintegrate into their current school, new specialist or mainstream education, training, or employment as soon as realistically possible.

Location(s) and Transport Offer

Fresh Start in Education operate both virtual and in-person learning. For in-person learning please contact the provider to discuss locations and travels arrangements.

Key Information

Tuition Services (in person) - ☒

Virtual Learning Services - ☐

Vocational - ☐

Therapeutic Services - ☒

Key Stages Offered – 2, 3, 4 & 5

Contact Details

Website – <https://www.greenlighttrust.org/>

Suffolk Infolink Website – [Suffolk InfoLink | Green Light Trust](#)

Company Address – The Foundry, Bury Road, Lawshall, Bury St Edmunds, Suffolk, IP29 4PJ

Email Address – info@greenlighttrust.org

Telephone – 01284 830829

Overview of Provision Offered

FEEL LESS ANXIOUS, BUILD CONFIDENCE AND MAKE NEW FRIENDS. Cook a meal over the campfire, spot wildlife in the woods and learn new skills, all while making friends. Our children and young people programmes are designed around each person, ensuring we create support that is centred around your needs and circumstances.

Natural Alternative Pathway - Green Light Trust can provide a natural alternative or complimentary education provision for children and young people. Sometimes, mainstream school doesn't always feel right for everyone. Our work with children and young people helps them to increase self-confidence and self-esteem, as well as building practical and social skills. This programme can run from 12 weeks to 1 year.

Post 16 (EHCP) Pathway - Dedicated support to help young people work towards training, employment, and independence, while also developing social and communication skills. Young people have personalised learning programmes, that include P.A.T.H. person centred assessments. The provision includes focused vocational employment skills within conservation, ecology and land management, we seek work experience opportunities that fit in with a young persons aspirations, English and maths, being healthy, independence skills including travel training and social skills to function safely within their own communities.

Staffing – Various dependent upon need

Accreditations – . A range of options available including AQA unit award scheme, English and Maths options for Post 16 learners, including functional skills and environmental awards such as John Muir Award.

Programme outcome – To progress or re-engage children and young people back into with their personal development including; education, training, or employment, along with developing social, emotional and independence skills.

Location(s) and Transport Offer

Green Light Trust have sites across Suffolk including nr Ipswich and Bury St Edmunds. If you require transport, please contact the provider.

Key Information

Tuition Services (in person) - ☐

Virtual Learning Services - ☐

Vocational - ☒

Therapeutic Services - ☒

Key Stages Offered – 3, 4 & 5

Contact Details

Website – www.theinclusivekitchen.co.uk

Suffolk Infolink Website – N/A

Company Address – Various community centres in Suffolk.

Email Address – julianne@theinclusivekitchen.co.uk

Telephone – 07747097172

Overview of Provision Offered

The Inclusive Kitchen delivers sensory-aware cookery lessons designed for SEND and EHCP learners. Sessions are tailored to individual needs, blending practical food technology with sensory engagement. Learners develop confidence, independence, and transferable life skills in a safe, structured environment.

Provision includes:

- 1:1 and small group cookery workshops during term time
- Sensory-rich recipe walkthroughs with differentiated resources
- Skills-based progression: from basic food handling to independent meal preparation
- Integration of literacy, numeracy, and communication through practical cooking tasks
- Bespoke workshops aligned with EHCP outcomes and school priorities

Local Authority Commissioned or Traded Services Offer: The Inclusive Kitchen offers traded services, with flexible delivery models to meet the needs of schools, AP providers, and families.

Staffing – – 1:1 and small group sessions offered.

Accreditations – AQA unit awards.

Programme outcome –

Location(s) and Transport Offer

School or family to provide transport. The Inclusive Kitchen will work with the school and family to try and provide a location close to the school/home, dependent on where they are to return to after the session.



The Inclusive Kitchen

Cook, Grow, Thrive.

www.theinclusivekitchen.co.uk



What did you enjoy?

Cooking, being with my friends, I enjoyed making food, learning, trying new foods and being part of a team.

(Yr 8 SEND Pupil)



How was it?

Really fun, lots to learn. I enjoyed cooking. I thought the food we cooked tasted amazing. I would like to do it again. (Year 9 SEND pupil)



The Inclusive Kitchen
Independence, one dish at a time.

What was good?

It was good tasting different foods. I enjoyed trying and I liked cooking.

(Yr 10 SEND pupil)



Thank you for your part of their learning journey and such a positive one. I am so thrilled that you jumped on the journey with us and took the plunge and hopefully they are the first of many more children you can help guide and flourish.
Parent of KS4 SEND young person.

Why Choose Us.

- Adapted SEND recipes.
- Qualified staff.
- DBS Checked.
- EHCP-aligned planning.
- Robust safeguarding.
- Inclusive food options

What we offer.

- Tailored SEND cookery
- 1:1 or small groups
- Confidence and life skills
- Sensory-aware teaching
- Creative, fun cooking

To help gain confidence and independence through cookery in an accessible, welcoming space. Founded by educator and passionate cook Julianne Cresswell, we inspire creativity and learning through hands-on kitchen experiences.

☎ 07747097172

✉ julianne@theinclusivekitchen.co.uk

Key Information

Tuition Services (in person) - ☒

Virtual Learning Services - ☐

Vocational - ☒

Therapeutic Services - ☒

Key Stages Offered – 1, 2, 3, 4 & 5

Contact Details

Website – <https://www.innov8workshops.com>

Suffolk Infolink Website – [Suffolk InfoLink | innov8 Workshops](#)

Company Address – Woodlands Business Park, Bury St Edmunds, Suffolk, IP30 9ND

Email Address – info@innov8workshops.com

Telephone – 01284 652676

Overview of Provision Offered

Innov8 Workshops - Unlocking Potential, One Young Person at a Time

At Innov8 Workshops, we provide alternative education for learners from Key Stage 1 through to Post-16 who face challenges in mainstream education. Whether due to learning difficulties, social and emotional needs, or risk of exclusion, we offer a safe, inclusive, and nurturing space where young people can rebuild confidence and discover their potential.

Our child-centred approach is rooted in the Theory of Self-Determination and Motivation, empowering learners to take ownership of their growth. Through trusted relationships and engaging, hands-on experiences, we help improve mental health, emotional wellbeing, and academic outcomes.

Primary Provision (Ages 5–10) Student/Staff Ratio 5:3

We deliver therapeutic interventions to support emotional well-being and developmental growth. These include:

Thrive Approach / RESTA (Resilience and Emotional Support Through Art) / ELSA (Emotional Literacy Support Assistants) / Drawing and Talking Therapy / Outdoor Play and Learning

Vocational Learning and Tutoring (11 – 16) Student/Staff Ratio 1:1

Our vocational workshops provide practical, skills-based learning experiences designed to engage young people and enhance employability. Offerings include:

Bike Repair and Maintenance / Woodwork / Music and Music Technology / Arts & Crafts / Cooking / Hair & Beauty / Fitness / Outdoor Learning & horticulture / Functional Skills in Maths and English / Outreach and Life Skills Development, including offsite educational activities

Post-16 Provision (16+) Student/Staff Ratio 8:2 (some 1:1)

We prepare young people for independence and employment through:

Functional Skills in Maths and English / Employability Training / Life Skills and Personal Development

Staffing – 1-1 mentoring.

Accreditations – NCFE Functional Skills English and Maths / ASDAN Personal Development, short courses and life skills challenges.

Programme outcome – Improve the prospects, mental health, wellbeing and outcomes for all young people.

Location(s) and Transport Offer

Rougham Industrial Estate and St Edmundsbury Cathedral Yard
Outreach - Suffolk



Key Information

Tuition Services (in person) - ☐

Virtual Learning Services - ☐

Vocational - ☐

Therapeutic Services - ☒

Key Stages Offered – 4

Contact Details

Website – <https://www.ipswichcm.org.uk/>

Suffolk Infolink Website – [Suffolk Infolink | Ipswich Community Media](#)

Company Address – South Street Studios, International House, 6 South Street, Ipswich, IP1 3NU

Email Address – hello@ipswichcm.org.uk

Telephone – 07883 304068

Overview of Provision Offered

Ipswich Community Media (ICM) is launching a bold, creative alternative provision programme designed for young people facing complex challenges such as school exclusion, low attendance, youth justice, mental health difficulties, and neurodivergence.

At the heart of our approach is a belief that simply replicating the school environment is not the answer. Our programme is deliberately different and rebellious in the right way. We prioritise collaboration over competition, nurture intrinsic rather than extrinsic motivation, and offer learning that is practical, relevant, and socially engaging. We reject the culture of homework and punishment in favour of supportive mentoring and positive relationships.

Running Monday to Thursday, the programme is rooted in established human development models - from Maslow's hierarchy of needs and Self-Determination Theory to frameworks around relationship-building and team motivation. Through music, media, arts, and culture, we offer a dynamic, hands-on learning experience that speaks directly to young people's interests and lived experiences.

Our provision is further enhanced by our facilities and partnerships. At our South Street premises we have access to a cutting edge Apple media suite with podcasting and music production studios and even a live venue. We're embedded with the local music industry with connections to local gig spaces, record labels and festivals offering future pathways and opportunities.

This is more than an educational alternative - it's a space where young people can build confidence, improve communication, develop emotional resilience, strengthen relationships, and explore creative passions. It's about supporting them to thrive both personally and socially.

ICM has built a strong reputation in Ipswich for delivering impactful, inclusive work with young people. Our new alternative provision programme continues this legacy - providing a vital, vibrant space for those who need a different kind of opportunity to succeed including the opportunity to gain accreditation along the way.

Staffing – 1:1 mentoring, small in class groups (max 5)

Accreditations – AQA, BTEC

Programme outcome – Young people feeling empowered to co-create their own learning journey in a collaborative environment; young people acquiring skills to further their development; facilitating further industry opportunities

Location(s) and Transport Offer

Ipswich Community Media (ICM) provides 1:1 and in-class group learning from South Steet Studios in the centre of Ipswich; South Street Studios, International House, 6 South Street, Ipswich, IP1 3NU

Providing 1:1 and group learning from our state of the art Apple media lab, recording studios and production suites at South Street Studios;

In-class groups – Monday to Thursday either 9am-12pm or 1pm-4pm small groups (max 5) with a focus on music and media learning. ICM are currently unable to provide transport.



Name: B
Project Name: Making Waves 1:1 & Group
Timeframe: July – December 2024

Issue/challenge at the start – why did they join the project: B was referred for 1:1 music sessions by Suffolk Youth Justice Service after an incident of assault on another young person. She was highly anxious (with a diagnosed anxiety disorder) and determined to course correct when she came to Making Waves. During her initial engagement we discovered that B and her parent suspected that she has undiagnosed ADHD; B needed support to emotionally regulate and space to move around when things didn't go well, as this would cause her to become agitated. B appears very confident and outgoing however is extremely anxious.

What did we do and how: B was assigned to work with one of our women tutors, singer Georgie, and came to the studio with enthusiasm, focus and a little shyness. Straight away she set goals and began working on making original music and improving her performance skills, learning to use Logic Pro and Splice. She did extra homework between sessions and came prepared to accomplish as much as possible with newly written lyrics, recording during her 2nd session and arriving at the studio already vocally warmed up!

We agreed to provide B with twice weekly sessions so she could complete by the end of the summer; this was because she had been offered a place to study music performance at Suffolk New College starting in September 2024, and we wanted to support her to succeed in that.

B did not miss a session and was so engaged that we offered her a place on our summer Making Waves graduate group project (a week of afternoon workshops finishing with a Smokehouse gig). She participated in that with her typical eagerness and took to the stage for her first ever performance. She has since participated in another group project and performed again. She was a valued member of all groups she has been in, showing kindness and team spirit in helping and supporting her peers with their own creativity and performances.

We also referred B to our partners at Future Female Society's Girls, Where You At project following the end of her engagement with us.

The change/result: B is one of our biggest success stories, this is mostly due to her dedication to succeed and achieve. She came to us with impressive resolve to ensure her life took a more positive direction. Her 1:1 tutor Georgie said;

"It was a true pleasure to work with B, she put a lot of work and effort into her sessions, and it showed!"

B gained confidence and skills working with us. She was nervous and anxious around other young people and being in a group helped her feel more accepted. She continues to thrive and is doing well at college. She still attends Girls, Where You At and is proud of the progress she has made.

Quote from the beneficiary:

"I am very grateful for being able to attend these sessions they have brought me confidence and extra knowledge"

"No complaint, this is perfect for me"

Quote from the beneficiary's parent:

"B was referred to the project during a time in her life where she was really struggling with her mental health was on rocky road and the circle of peers she found herself with were not positive. She was feeling very low and felt worthless at this time. When B joined the project she was very nervous but soon really put everything into the project. She attended every weekly session and really gave it 100%.

I saw as a mother how much she changed for the better in such a short space of time. She was making music singing which she loved and felt like she really belonged.

B's confidence levels and self worth really shined through in her performances.

As B grew in confidence and then she started helping others who were struggling.

These projects for the youngsters are a real asset without it I dread to think what would have happened. A lot of kids love music and not every child has the opportunities to be involved in these kinds of projects which is really sad. But for B I thank everyone who has believed in her and given her this opportunity she will never forget it and it looks good on her CV!"

Key Information

Tuition Services (in person) - ☒

Virtual Learning Services - ☐

Vocational - ☐

Therapeutic Services - ☒

Key Stages Offered – 1, 2, 3, 4 & 5

Contact Details

Website – <https://www.kindaeducation.org.uk>

Suffolk Infolink Website – [Suffolk InfoLink | Kinda Education CIC Multigenerational, Nature Based Education](#)

Company Address – Kinda Education, Worlingham Woods, Marsh Lane, NR34 7PE

Email Address – info@kindaeducation.org

Telephone – 07776117671

Overview of Provision Offered

Kinda Education's woodland provision helps young people develop relational intelligence—the ability to understand themselves and connect with others. We create a safe, confident, and valued environment for every child.

Our Core Approach

- **Trauma-Informed:** We view behavior as communication and respond with empathy.
- **Low-Arousal:** We maintain a calm, gentle setting to help nervous systems regulate and reduce stress.
- **Non-Judgmental:** We accept every child as they are, fostering relaxation and authenticity.

By cultivating community, kindness, awareness, and care, we guide young people to find their unique place in nature and the wider world. Learning is experiential and fun. Young people are free to choose, this could include: Build & Create: Construct shelters and learn traditional bushcraft. Connect & Play: Cook on the fire, climb, swing, and enjoy unstructured play.

We use a structured observational process to ensure precise, individual support:

- **Trust Building:** We track emotional regulation and social engagement using indicators based on the Polyvagal theory to discover individuals signs of threat to ensure the child feels safe.
- **Holistic PEPSC Framework:** We monitor all-round progress across Personal, Emotional, Practical, Social, and Community domains.
- **Dynamic Support Plans:** Personalised plans are created collaboratively with families and reviewed regularly.
- **Nature Mentors:** A dedicated mentor is matched to each child's needs and personality to build a strong, trusting relationship.

Children typically attend one to three small-group sessions weekly. We also offer an Ofsted-Registered Early Years Foundation Stage (EYFS) provision for our youngest learners, guaranteeing high standards of care and education in a natural setting.

KINDA TUTORING

KINDA TUTORING provides flexible one-to-one support for primary-aged children with SEND and SEMH needs, including those not currently in education or asylum seekers/refugees. The goal is to help your child reconnect with themselves, boosting their self-worth and celebrating their strengths through positive relationships. Tutoring covers core subjects—Maths, English, and Science (KS1/KS2), plus Reception's seven areas of learning and any other required foundation subjects. Sessions can be delivered at home or a woodland base, and can easily be combined with a weekly Forest School group for truly holistic support.

Staffing – 1-1, 2-1 or 3-1 depending on need

Accreditations –

Programme outcome – Kinda education promotes confidence, self-esteem, creativity and independence. Supporting development in a child centred way using exploration and play.

Location(s) and Transport Offer

Please contact the provider for directions and parking.



My son has attended the forest school for approximately 2 years now. He attended the home education group on a Wednesday and has a nature mentor who is essentially a 1-1. The forest school is funded by the Local Authority (LA).

He started at the forest school as an alternative provision due to his SEN school struggling to meet his needs and his mental health suffering due to this. The forest school has been a lifesaver due to its therapeutic, child-led approach. They provide incredibly detailed weekly reports, which have been crucial in not only evidencing the need for the provision but also clearly documenting the ups and downs of his moods, making it easier to identify the triggers.

I am immensely grateful for the team at the forest school and especially his nature mentor, who have been invaluable in supporting his mental health. Because of this, I have received some much-needed respite on Wednesdays, where I don't have to worry about how he is coping as he is always happy at forest school!

A heartfelt thank you to the entire team! Your dedication has made a world of difference.

Thank you all!

Our daughter has attended Kinda education for the last 6 months, we are currently awaiting a placement at a specialist provision however all places are taken at the moment so she remains in mainstream, she attends Kinda for 2 sessions a week and absolutely loves her time there, she gets the freedom to explore the outdoors and can learn life skills which is far more than she learns in her mainstream setting.

As parents we can't thank Kinda enough for the support they are providing. Our daughter asks for her "green school" during the week and cannot wait to get there. We drop her off and it's so lovely to see her so happy when greeted by her mentor then off she (runs!) Into the woods to enjoy her day. She comes out so happy at the end of the session and as parents you can't ask for more, all the staff are so lovely and friendly and really care about the children.

Thanks as always

My son started 2 days a week in the Kinda forest in Sept 2023 after struggling for years in mainstream school. Kinda and the wonderful staff have done so much for us as a family, they have accepted our son completely and helped him to grow and learn in ways he has never been able to before. They are experienced, kind, energetic, interesting, caring and committed beyond measure. I can't speak highly enough of what everyone at Kinda has created, and for the children who go to the forest it is more than just a school, it's a community and a family. We feel very lucky to have found them!

Our son started kinda in October, he was offered 2 days a week while he awaits a space in a special school. Kinda education has done wonders for him in a short space of time. The staff are so caring and supportive of his needs it's amazing. With our son being nonverbal we do struggle with leaving him but they make us feel he is safe and protected at every drop off and fills us in at pick up of all the fun he has had that day. We love the way Kinda has accepted our son into the tribe and has helped him learn through play which he loves. Their approach to child led learning has really had a huge effect on our son's confidence! We can't thank kinda enough for what they have done for him in such a short space of time. We are so grateful we found Kinda education!



Key Information

Tuition Services (in person) - ☐

Virtual Learning Services - ☐

Vocational - ☐

Therapeutic Services - ☒

Key Stages Offered – 1, 2, 3 & 4

Contact Details

Website – [Kings Dam Project | Alternative Education Provision Norfolk & Suffolk](https://www.kingsdamproject.co.uk)

Suffolk Infolink Website – <https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/service.page?id=nOPgbJY3D0k>

Company Address – Kings Dam, Gillingham, Beccles, Suffolk, NR34 0LG

Email Address – office@kingsdamproject.co.uk

Telephone – 07899 980279

Overview of Provision Offered

We offer personalised, tailored and bespoke learning which target the desired outcomes set by the referring party. These range from environmental studies such as ecology, conservation and land management. We have private arrangements with local livestock farms where we can develop animal husbandry skills and have access to a local 20 acre private woodland which we have exclusive access to for forest schools and outdoor learning packages. We are also members of the National Trust, English Heritage and RSPB. We work closely with our local communities, local conservation groups and councils, supporting them with environmental projects, as this has been proven to support our young people's self esteem, confidence and mental health.

We focus on life skills by offering a variety of activities. These activities can include cooking, art, D.T, cycling, local history, fishing, sports and fitness, metal detecting, photography, music, horticulture and other outdoor pursuits.

Each term we create seasonal topics which can be tailored to the young person's interests and abilities.

Staffing – All YP are on a 1:1 ratio with experienced staff.

Accreditations – AQA Unit Awards Scheme, National Outdoor Learning Award, The Woodland Trust Scheme.

Programme outcome – Kings Dam Project target desired outcomes set out by the referring party and support positive transitioning back into current schools or new placements.

Location(s) and Transport Offer

Transport is not provided to/from the provision.

Key Information

Tuition Services (in person) - ☒ Virtual Learning Services - ☒

Vocational - ☐ Therapeutic Services - ☒

Key Stages Offered – KS1, KS2, KS3 and KS4

Contact Details

Website – www.kipmcgrath.co.uk/ipswich-west

Suffolk Infolink Website – N/A

Company Address – 22 Falcon Street, Ipswich IP1 1SL

Email Address – ipswichwest@kipmcgrath.co.uk

Telephone – 01473903966

Overview of Provision Offered

Kip McGrath is an Ofsted registered centre and constitutes of qualified teachers who are experienced in delivering first class learning outcomes to students of all abilities. Our educational programmes follow the national curriculum, and we use a mixture of state-of-the-art bespoke computer technology alongside more traditional teaching techniques. Each pupil has their own unique educational package specifically tailored to address their strengths and weaknesses. Our personalised lessons help the children enjoy the learning process and make impressive progress.

Staffing – 1:1 and small group sessions offered, Incentre and online option available

Accreditations – A range of qualifications including GCSEs

Programme outcome – To help children re-engage in the learning programme and focus on the academic, personal, and social development of students

Location(s) and Transport Offer

Tuition takes place in the centre or virtually. Provisions can be made to provide support in schools, contact the Centre Director to discuss further.



“Reenu is a dedicated and knowledgeable tutor who goes out of her way to meet the individual needs of each student. Highly recommended.”

“Our daughter was a complete non-reader who barely knew the alphabet when she started here - the progress she made in a few months is amazing, it's now been a little over six months and she's pointing out the split diagraphs wherever she finds them. She loves her teachers and is always eager to know when she next gets to go to the center. If you're unsure whether it will help or not then you should absolutely give it a try, the staff are lovely and really knowledgeable about getting the best out of the students in a way that really works for the long term.”



Key Information

Tuition Services (in person) - ☒

Virtual Learning Services - ☐

Vocational - ☒

Therapeutic Services - ☐

Key Stages Offered – 1, 2, 3, 4 & 5

Contact Details

Website – <https://www.koanarts.org>

Suffolk Infolink Website – https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/edit_service.page?id=JV-TUSXDchk

Company Address – Koan Arts CIC, Bethesda, Heckfield Green, Hoxne, Suffolk IP21 5AD

Email Address – lizwaugh@btinternet.com

Telephone – 01379 668464 or 07963512549

Overview of Provision Offered

One-to-one art tuition and vocational arts sessions for individuals or groups at KS1, KS2, KS3 and KS4.

Ko-An Arts CIC was established in 2011 to provide the development and delivery of creative workshops in educational and community settings. Our educational services are used by Primary, High, and SEN schools, Pupil Referral Units and individual students in Alternative Education. Our tutors trained and experienced in teaching students with autism.

We offer tutoring in a range of creative arts and media subjects including art, animation, music and sound, and STEAM. Apart from an enjoyable experience, we provide learning outcomes appropriate for all ages and abilities:

- Following national curriculum targets
- Learning new creative skills
- Encouraging teamwork
- Improving communication skills
- Learning the importance of research, planning and reflection
- Increasing confidence in own abilities
- Speaking, listening and thinking skills
- Enabling children and young people to express their ideas, opinions, fears, hopes and aspirations
- Signposting students to careers in the arts.

Staffing – 1:1 & group sessions

Accreditations – GCSE Art, Arts Award

Programme outcome – Engagement, self-confidence, co-operation, resilience and skills in creative subjects including visual arts, animation, video and digital media

Location(s) and Transport Offer

Click or tap here to enter text.



Testimonials from group art sessions

“Art has been a passion of our sons for a while and this space has been a perfect space to explore his gifts, his desire to create and express himself. It is run in a positive and happy way allowing him to be fully himself and make great new friends who are of similarly mindset”.

“This space has provided our son with SEND the opportunity to express himself. A safe place to make new friends and be yourself. Thank you!”

Testimonial from a GCSE Art student: *I enjoy my art lessons with [the tutor] Liz. I learn a lot of new skills and practice different styles of artwork. I also study lots of amazing artists and their work, analysing their pieces and using some of their styles to influence my own creative work. Liz is very friendly and nice to talk to while I do my art, and she makes the lessons fun and engaging. I love learning while I work with my art, and the lessons are always hands on, and interesting.*

Key Information

Tuition Services (in person) - ☒

Virtual Learning Services - ☐

Vocational - ☒

Therapeutic Services - ☒

Key Stages Offered – Reception, 1, 2, 3, 4 & 5

Contact Details

Website – <https://lapwingeducation.co.uk>

Suffolk Infolink Website – [Suffolk InfoLink | Lapwing Education](#)

Company Address – Lapwing Education, 8a The Square, Martlesham Heath, Suffolk, IP5 3SL

Email Address – enquiries@lapwingeducation.com

Telephone – 01473 621762

Overview of Provision Offered

Lapwing Education (established in 2010) is a specialist therapeutic alternative education provider delivering bespoke education programmes to 4 - 25 year olds who are unable to have their needs met in mainstream or specialist school settings. Lapwing's ethos is to put each student's needs, interests and aspirations at the heart of the work they do and they deploy specialist staff to work peripatetically across East Anglia in a range of venues and locations. Lapwing focuses on the holistic development of young people helping them acquire the qualifications, skills, knowledge and awareness they need (academic, vocational and personal) to thrive in society. Lapwing takes an experiential approach to learning by safely exposing students to new experiences as well as giving them opportunities to learn through doing.

Beneficiaries have a whole range of complex needs and barriers to learning including (but not limited to) learning difficulties; social, emotional and mental health; and severe learning disabilities; Lapwing students typically have an Education, Health and Care Plan (EHCP). Lapwing's curriculum offer is broad, and their programmes are highly personalised to each individual student. Because Lapwing sees itself as a transitional service, they are progressive in mindset and, while they are people orientated, they remain outcomes focused with clear goals being set for students in terms of their progress, future pathways and destinations. This forward-thinking approach enables Lapwing to have a high impact, while reducing dependency on their service and enabling their beneficiaries to move on successfully at the right time. See the website for more information and case studies.

Staffing – 2:1 staffing, 1:1 staffing or small group learning as required.

Accreditations – A broad curriculum offer including a range of courses from entry level to Level 2 including functional skills in English, maths, digital skills; Trinity College Arts Award; ASDAN personal effectiveness; BCS quals in coding & Lego robotics; Duke of Edinburgh Award; vocational quals inc. animal care, childcare, health & social care; specific GCSE tutoring.

Programme outcome – To support all individuals to succeed in their next steps.

Location(s) and Transport Offer

Lapwing is a peripatetic provider deploying specialist education staff (typically tutors and skills coaches) to work across Suffolk, Norfolk and north Essex in a range of venues and community spaces – both private and public – carefully chosen based on the programme requirements. Collection and drop off from home is included as part of the provision offer.

Key Information

Tuition Services (in person) - ☒

Virtual Learning Services - ☒

Vocational - ☐

Therapeutic Services - ☐

Key Stages Offered – Reception, 1, 2, 3 & 4

Contact Details

Website – [iAspire Alternative Provision | Learning Academies](#)

Suffolk Infolink Website – N/A

Company Address – Academy House, Hazel Close, Thorrington, Colchester, Essex, CO78HJ

Email Address – Info@learningacademies.co.uk

Telephone – 01206 252 152

Overview of Provision Offered

At Learning Academies we work in partnership with schools, local authorities and parents to offer children and young people a tuition programme of the highest quality. We strive to raise academic attainment, confidence and emotional resilience across a broad range of subjects. (We'd also like to think that the sessions are enjoyable!)

- **The iAspire Alternative Provision Programme**, designed for schools and local authorities, supports children and young people who are unable or unwilling to access mainstream education for a variety of reasons. This includes students who are home educated, experiencing anxiety or school refusal, facing medical or health-related barriers, Looked After Children, and those who have been excluded—either temporarily or permanently. All iAspire placements are delivered on a one-to-one basis, with a personalised learning approach tailored to meet each student's individual needs.

- **The iAchieve Extra Tuition Programme (parent-funded)** offers tailored support through one-to-one or small group sessions (with a maximum of six students per group). It is ideal for learners aiming to boost their attainment and confidence in maths and English, prepare for SATs, secure success at GCSE level, or work towards selective entrance exams such as the 11+.

In all programmes we combine high quality tutoring with effective mentoring and wellbeing support. Each student follows an engaging programme of learning that builds upon their strengths and helps develop their educational and personal resilience. We encourage all students to 'take risks' with their learning, showing them that it's ok to make mistakes and challenge themselves. Our tutor team is exceptional! We are not an 'agency' - we know our tutors in the same way we know our students! Every Learning Academies tutor is highly qualified, experienced and fully committed to making a genuine difference. Our safeguarding standards are exemplary and our recent DFE Audit highlighted full compliance with KCSIE. We look forward to building a new and lasting partnership.

[Book Here- School's iAspire Alternative Provision Programme](#)

[Book Here - iAchieve Maths and English](#) [Book Here - iAchieve 11+](#)

Staffing – 1:1 and small group sessions offered on an ONLINE or F2F basis. Tuition delivered in the home, community venues or schools.

Accreditations – All subjects taught. KS1-KS5. (Including Functional Skills).

Programme outcome – To help children and young people re-engage with their learning through the provision of a bespoke education programme that values their academic progress and personal wellbeing.

Location(s) and Transport Offer

The iAchieve Tuition (Parent Funded) is delivered online with students working F2F with their tutors - fully interactive and engaging sessions.

Whilst the iAspire Tuition Programme (School/Local Funded) is delivered in the home, community venues, schools or online.

Tuition is delivered for between 1-15 hours each week.



Case Studies & Testimonials

'All three of our children have been students on the iAchieve Programme over the course of the last six years and they have all benefited greatly from the chance to work at their own pace and to be challenged by someone that wasn't us! I couldn't recommend the team more highly.'

Parent

"I used to think I couldn't do maths, now I know I can! iAchieve has helped me a lot and now I even help my friends at school when we do maths! Sometimes I even enjoy it." **Yr 4 Student**

"My son was predicted to get a Grade 2 in English for his GCSE. He found it difficult to focus. Getting him tuition with Learning Academies built his confidence and he started to 'get it'. He got a grade four in English in the end!" **Parent**



"The iAchieve Programme is one of the few private tuition programmes that we have recommended to our parents. It gets great results, raises attainment and most importantly, it builds confidence in its students. We as a school like the way that Learning Academies will reach out to all class teachers to make sure that we can share targets and suggest areas of support. This joined up approach is what gets results." **Head of Year 10**

"I am not surprised that Learning Academies was one of the first National Tuition Providers during Covid. We found them on the DFE website and four years on we are still working with them. Their communication and care is exceptional." **Headteacher.**

"I am so grateful that my daughter is on the iAspire Programme. She hadn't been to school for nearly two years but when she was given Diane as a tutor she started to go to the sessions. She never gives up on her. I didn't think she'd ever attend her sessions but she now does almost three hours a day, every day."

iAspire Parent

BOOK NOW



www.learningacademies.co.uk



Key Information

Tuition Services (in person) - ☒

Virtual Learning Services - ☐

Vocational - ☒

Therapeutic Services - ☐

Key Stages Offered – 3 - 5

Contact Details

Website – www.letskickiteducation.com

Suffolk Infolink Website – N/A

Company Address – Cambridge Education Site: LETS KICK IT GROUP LTD, Wellington House, East Road, CB1 1BH.

Email Address – admin@letskickitsoccer.co.uk

Telephone – 07415178399

Overview of Provision Offered

Our bespoke programmes offer young people an alternative to mainstream education. Our team of specialist's tutors and coaches provide holistic tuition for young people with a variety of different needs. We put relationship building, interest led learning and social, emotional and academic outcomes at the forefront of what we do. We understand the importance of building a trusting professional relationship in order for young people to prepare for adulthood. We specialise in providing Sports Coaching, Sports Performance Fitness, Employability, English, Maths Science, Games Design, Photography, Construction and more!

Staffing – Ranging from 1-1 to small groups.

Accreditations – Various across a number of subject areas.

Programme outcome – Students work towards bespoke goals with the aim of moving in to a career in their desired field or a mainstream education placement.

Location(s) and Transport Offer

Cambridge Education Centre:
Wellington House, East Road, CB1 1BH. Parking available on site. Great transport links and only a 15 minute walk from Cambridge train station.

Sessions offered online.

Sessions offered within the learners home and within their local community.

Tutors are able to collect students (subject to availability and need).

Key Information

Tuition Services (in person) - ☒

Virtual Learning Services - ☒

Vocational - ☒

Therapeutic Services - ☐

Key Stages Offered – KS 1-4

Contact Details

Website – <https://liminalcic.org.uk/east-anglia>

Suffolk Infolink Website –

Company Address – L&Y Rugby Club, Old Lane, Corton, Lowestoft, NR32 5HE

Email Address – www.liminaleastanglia.co.uk

Telephone – 07444 123 585

Overview of Provision Offered

At Liminal Education East Anglia we offer a soft school day in a safe, secure and calm environment. Students are taught English, Maths and PSHE in either small groups or 1 to 1. The lessons are delivered by experienced fully qualified teachers and are flexible to suit the students' needs. The reduced school day includes plenty of time for breaks where students can regulate using the extensive playing fields or indoor facilities on offer. Breakfast and lunch are provided.

Staffing – 1 to 1 and small group classes

Accreditations – Functional Skills Maths and English, L1 Awards in PSHE

Programme outcome – To support the core learning of students who are struggling to access mainstream education due to the nature and complexity of their needs in a secure, safe and calm environment.

Location(s) and Transport Offer

Liminal Education East Anglia operate both virtual and in-person learning at our site. For in-person learning please contact the provider to discuss the location and travel arrangements.



<https://liminalcic.org.uk/testimonials>

“

Liminal Education is offering outstanding provision

— CWC March 2023



“

Your use of measures, at the start of an intervention and at the end of a programme, shows a great diligence to the spirit and ethos of high quality alternative provision

— CWC March 2023

“

The way Liminal creates a sense of belonging, of community and fosters strong and positive attachments is particularly impressive

— CWC March 2023



“

children can maintain their entitlement to a rich and ambitious curriculum

— CWC March 2023

Key Information

Tuition Services (in person) - ☒

Virtual Learning Services - ☐

Vocational - ☐

Therapeutic Services - ☒

Key Stages Offered – 1, 2, 3 & 4

Contact Details

Website – [Welcome to Limitless Futures](#)

Suffolk Infolink Website – [Suffolk InfoLink | Limitless Futures CIC](#)

Company Address – Cavenham, Bury St Edmunds, Suffolk IP28 6DB

Email Address – info@limitlessfutures.org.uk

Telephone – 07368 500749

Overview of Provision Offered

Limitless Futures offer nature-based and creative Alternative Provision for children and young people overwhelmed by high levels of anxiety (and a withdrawn/ retreat/ fawn/ freeze profile) related to autism, selective mutism, attachment or big life events. Many of the children we support experience sensory processing differences that impact their ability to feel safe, regulated, and ready to engage.

Using trauma informed and evidence-based approaches, Limitless Futures develops trusting relationships, an understanding of self and enjoyment of learning, to improve mental health, wellbeing and future outcomes. The team works closely with a Specialist Occupational Therapist and receives regular supervision to ensure that the environment, activities, and interactions are responsive to the individual sensory needs of each child. Bespoke sessions are delivered at their specially designed therapeutic setting. This approach helps create nurturing, adaptable spaces where children can thrive in their own time and in their own way.

Staffing – 1-to-1 and small group sessions offered, delivered by a highly skilled team of highly qualified wellbeing practitioners with extensive SEND experience including learning disabilities, autism, dyslexia, pda, sensory processing, selective and reactive mutism.

Accreditations – In house wellbeing programmes.

Programme outcome – Limitless Futures aim to address the limiting barriers faced by individuals who experience the world differently and equip them with the tools to improve their wellbeing and successful onward transitions.

Location(s) and Transport Offer

Sessions take place at Limitless Futures site based in Stirgess Woodlands Cavenham, Bury St Edmunds, Suffolk. IP28 6DB. Please contact for directions and parking arrangements.

The future is limitless!



Autonomic Nervous System (ANS) ladder



Adapted from The Polyvagal Theory in Therapy by Deb Dana

There are many reasons why some children find school overwhelming, such as neurodivergence, learning disability, sensory challenges, attachment profiles or traumatic life events.

This 'overwhelm' can lead to dysregulation of two types: 'Fight - Flight' (where children are mobilized to escape perceived threat) or 'Freeze - Fawn' (where they are shut-down or people please as a survival mechanism)

Based on recent psychology research, Limitless Futures was established for young people likely to be in a 'Freeze - Fawn' state at the bottom of the ladder. We aim to unlock barriers and support positive onward transitions to learning by providing:

A safe, nurturing therapeutic and natural woodland setting
Space for each child to 'breathe' and reset their nervous system
A flexible syllabus delivering mindful, enjoyable learning
Techniques for children to navigate life's challenges
Meaning and purpose, leading to self-determined motivation
An environment designed to encourage positive relationships

Case study: confidence and communication

We recently supported "Sarah" a 10-year-old girl struggling with severe anxiety. When she first arrived at Limitless Futures, Sarah found it challenging to communicate her needs or engage in any social activities. Her anxiety had caused her to withdraw from traditional schooling, and she felt overwhelmed in all group settings.

Through a personalised approach focusing on emotional safety, she gradually began to open up. Our wellbeing sessions in nature provided her with a calm and nurturing environment, allowing her to relax and express herself without pressure. We used creative activities, like storytelling, arts and crafts, as ways for her to communicate without words, giving her the time and space to explore her emotions.

Within the first half term, Sarah's confidence began to grow. She started participating in group projects, contributing ideas, and even sharing her thoughts in front of others—something she had never felt comfortable doing before. Our sessions on emotional regulation, combined with outdoor learning, helped her to develop strategies to manage her anxiety, allowing her to engage more fully with her learning.

Her family has noticed a positive change in her anxiety levels and a significant improvement in her ability to communicate. This transformation highlights the power of a holistic, nurturing relational approach that considers wellbeing as the foundation for learning and social engagement.



www.limitlessfutures.uk.org
info@limitlessfutures.uk.org

Cavenham, Bury St Edmunds, Suffolk



Key Information

Tuition Services (in person) - ☐

Virtual Learning Services - ☐

Vocational - ☐

Therapeutic Services - ☒

Key Stages Offered – 1, 2 & Year 7

Contact Details

Website – [Consortium Trust - The Link - Alternative Provision](#)

Suffolk Infolink Website – [Suffolk InfoLink | The Link AP - Fressingfield](#)

Company Address – Fressingfield Scout Headquarters, Priory Road, Fressingfield, Suffolk, IP21 5PH

Email Address – a.tilley@consortiumtrust.org.uk

Telephone – 01986 835670

Overview of Provision Offered

The Link is a bespoke service designed to offer tailored packages for children with complex neurodiversity, trauma, anxiety, or school refusal.

The Link is led by a highly experienced teacher and specialist staff. We offer a range of packages including one or a combination of the following: - **Home and Community Outreach Support** - **In-school outreach** - **Alternative Provision Placement**

We can support children and young people not yet ready to engage with traditional off-site alternative provision (AP). Our early intervention outreach support aims to re-engage children and prepare them for future participation in education or structured AP.

Our approach has been developed with a solid foundation in evidence-based practice for children with SEMH/ Communication and Interaction needs. The Link focuses on building children's self-esteem, confidence and emotional regulation and giving them the skills to succeed in the school setting.

Our alternative provision site offers an integrated approach of structured classroom opportunities and a natural learning environment. Children can develop and succeed in their passion as they participate in a wide range of activities including outdoor learning, cooking, campfires, woodwork, community visits and many more.

Staffing – 1:1, and small group support

Accreditations –

Programme outcome – Children leave with the skills, confidence and resilience needed to successfully take the next step in their educational journey.

Location(s) and Transport Offer

The Link do not have a transport offer.



THE LINK



CASE STUDIES



SAM

When "Sam" first began attending The Link, he had been out of any educational setting for over a year. He initially preferred isolation and was reluctant to participate in any activities, showing little interest in engaging with others. Over the last six months, there has been phenomenal progress. He is gradually building new friendships, and has actively engaged in a variety of new experiences. Furthermore he has demonstrated growing confidence and adaptability within the provision.

ZACK

"Zack" joined The Link in September 2024. At this point, he was experiencing multiple suspensions, educated out of the classroom away from his peers, and only coping with an hour in school a day. Zack attends two days a week, and The Link have collaborated closely with his home school including outreach visits and training. He is now in school nearly full time, and learning alongside his peers in the classroom.

PUPIL QUOTES

"It's a nice place"

"I like everything about it"

"We enjoy cooking"

"I wouldn't change anything about The Link"



SCHOOL TESTIMONIAL

"We have witnessed a positive transformation. "Zack" actively engages with peers, and is displaying increased confidence in learning in the classroom. Furthermore, he has made significant strides with self-regulation." *Zack's Class Teacher*





Key Information

Tuition Services (in person) - ☐

Virtual Learning Services - ☐

Vocational - ☒

Therapeutic Services - ☒

Key Stages Offered – KS1, KS2, KS3, KS4

Contact Details

Website – www.oldtigerstables.co.uk/little-gems

Suffolk Infolink Website – TBC

Company Address – North Angle Farm, Angle Common, Soham, Ely, Cambs, CB7 5HX

Email Address – littlegemswellbeing@outlook.com

Telephone – 07500 781873

Overview of Provision Offered

Located in the heart of the Cambridgeshire countryside, within a 30 minute journey of Newmarket, Mildenhall and Bury St Edmunds, Little Gems Wellbeing Centre improves physical and emotional wellbeing through the healing power of horses

- ★ Growth
- ★ Educational
- ★ Mindful
- ★ Supportive

All sessions are non ridden, ground based and can be linked to the national curriculum. The sessions have been specifically designed to provide a logical and progressive system of training in equestrian care and handling. All sessions are child led, supported by a structured programme with realistic stepping stones that achieve equestrian goals and is accessible to all. The Curriculum is linked to ABRS+ tests and awards.

Staffing – Students are either with a member of staff 1 to 1, 1 member of staff to 2 students (as long as suitable), or where deemed suitable in small groups of 3 or 4

Accreditations – We are an ABRS (Association of British Riding Schools) approved Centre.

Programme outcome – Our aims are for students to have a more positive attitude to learning, to feel motivated, and to grow in confidence and self-esteem. We aim to be able to help students develop personal and social skills, improve their behaviour through self-regulation and identifying emotional triggers and to support improved relationships with family and the wider community.

Location(s) and Transport Offer

Based at Old Tiger Stables in Soham.

Transport not provided.



"Little Gems has given the time and space to enjoy something with an adult that is not their immediate family. They are learning to trust again and in school we can see them beginning to relax"

"I can already see that Little Gems is fantastic for XXXX, thank you so much"

"Thank you so much for the Little Gems session, XXXX absolutely loved it. It was so nice to see them so happy and smiling. They haven't stopped talking about it since yesterday. I honestly can't thank XXXX enough as she is so amazing with them. They are saying they want to work at a stable with horses when they are older as they love being around the horses."



Key Information

Tuition Services (in person) - ☒

Virtual Learning Services - ☐

Vocational - ☒

Therapeutic Services - ☒

Key Stages Offered – 3, 4 & 5

Contact Details

Website – [Lyward Colley | Alternate education in Suffolk](#)

Suffolk Infolink Website – [Suffolk InfoLink | Lyward Colley Workshops - Alternative Provision](#)

Company Address – Old Post Office, Freewood Street, Bradfield St George, Bury St Edmunds, IP30 0AY

Email Address – Office@lywardcolley.co.uk

Telephone – 01284 658998

Overview of Provision Offered

Lyward Colley Workshops was set up to improve the outcomes and prospects of vulnerable, disadvantaged and troubled young people by changing the direction they are heading in, helping them back into improved mental health, training, school, employment, and ultimately, social inclusion. These young people are aged 11-16, with special educational needs (SEND) including, but not limited to, ADHD, dyslexia and social, emotional and mental health issues. At Lyward Colley they have a 1 to 1 mentoring approach that is entirely Child Focused. Lyward Colley use a non-institutional and rural environment so that the young people feel relaxed and open to discussion. Lyward Colley engage them in a variety of practical vocational sessions, including woodworking, horticulture, basic mechanics and repair, music production and arts, which are all designed to continually build confidence through the successful completion of practical tasks.

Staffing – 1-1 mentoring.

Accreditations –

Programme outcome – To support and empower the goals and aspirations of each individual student.

Location(s) and Transport Offer

To discuss locations and any transport requirements please contact the provider.

Key Information

Tuition Services (in person) - ☑

Virtual Learning Services - ☑

Vocational - ☑

Therapeutic Services - ☑

Key Stages Offered – 2, 3, 4 & 5

Contact Details

Website – www.magnumopustraining.com

Suffolk Infolink Website – N/A

Company Address – Johnathan Scott Hall, NR1 1UH

Email Address – office@magnumopustraining.com

Telephone – 07972 870530

Overview of Provision Offered

Karting Academy: Mechanic Futures Through Racing Karts

Hands-On Mechanical Engineering Experience

Students build and deconstruct full racing karts, gaining valuable mechanical knowledge and practical skills.

Racetrack Testing & On-Track Understanding

Once karts are built, students take them to the track for real-world testing.

Race Driver Development with Simulators

Using state-of-the-art racing simulators, students develop their racing technique, including braking points.

Character Development & Coaching

Through structured coaching workshops, students track their personal progress using our **Character Curriculum**.

Boxing, Gym and Fitness: Health, Fitness & Personal Growth

Professional Gym & Fitness Training

Students build knowledge and practical skills in gym environments, learning the fundamentals of **fitness training and gym instructing**.

Boxing for Discipline, Focus & Technique

Students learn the **fundamentals of boxing**, helping them build strength, coordination, and technique while promoting discipline and physical wellbeing.

Character Curriculum & SEMH Development Through regular coaching workshops, students reflect on their own **Social, Emotional and Mental Health (SEMH)** needs and track their development through our **Personal Development Passport (Character Curriculum)**

Staffing – 1 : 4 / 2 : 8. Qualified Teachers. Lead by experienced Senior Leader for Behaviour and Attendance. Experienced Mechanical Engineer Support. Qualified trauma informed practitioners. Experienced LAC / CIC Educators. Qualified Mental Health Staff.

Accreditations – Active IQ. NCFE. CPD Certified. Functional Skills. NCFE Level 1 in Mechanical Component Assembling Skills. Entry Level 1 Award in Principles of Leading an Active and Healthy Lifestyle. Level 1 Assisting Sport and Physical Activity Sessions. Level 1 Fitness and Physical Activity. Level 1 Award in Influencing Health and Wellbeing. Level 2 Certificate in Gym Instructing (*enabling students to work professionally in gym environments*)

Location(s) and Transport Offer

Locations: Beccles Race Track, Norwich, Lowestoft. Please get in touch for further location information.

Transport: Please contact the provider to discuss transport arrangements.



RP. Year 11.

"Before I started the karting academy, I didn't like school and learning and found it hard to be in lessons. I didn't really know what I wanted to do. Since coming here, I feel like I found something I'm good at. I like working with the karts and learning how to take them apart and put them back together. The coaching sessions help me believe in myself more and helped me get through school. I am better working in a team and I feel more confident talking to people. The racing simulators are really fun and it's helping me understand how to race a kart faster. I never thought I'd get to drive a kart on a real track. This course made me want to be a mechanic and now I know what I want to do in the future."

JL. Year 11.

"I've always found school really hard. Sitting in a classroom all day just doesn't work for me, and I get distracted really easily. Before coming here, I was hardly going to school at all. But this course is different. I actually want to come in because we're doing stuff, not just listening. Taking apart the karts and putting them back together helps me focus, and I feel like I'm learning something useful. The racing simulators are amazing, and they help me concentrate better. The coaches understand me and don't make me feel bad when I struggle. They help me set goals and keep me on track. Since starting this, I've been coming in more, and I feel like I can actually do something with my future."

BN. Year 10.

"Before I started the boxing gym and fitness course, I didn't think school was for me. I found it hard to sit in class, I didn't want to listen, and I kept getting into trouble. In the end, I got kicked out of school. I felt like no one understood me, and I didn't see the point in trying. I got the chance to join this boxing course, and everything started to change. At first, I wasn't sure about it, but as soon as I stepped into the gym, I felt different. The coaches didn't judge me – they pushed me to be better. Training gave me something to focus on, something to work towards. Boxing is teaching me discipline, respect, and how to control my temper. Instead of getting angry and punching things, I've learned to keep a calm mind. The fitness side of it has made me feel stronger, not just in my body but in my mind too. Since starting this course, I've started to see school differently. I know now that if I want to get somewhere in life, I have to show up, put in the effort, and prove to myself and others that I can do it."

Key Information

Tuition Services (in person) - ☐

Virtual Learning Services - ☒

Vocational - ☒

Therapeutic Services - ☒

Key Stages Offered – 2, 3, 4 & 5

Contact Details

Website – www.mindjam.org.uk

Suffolk Infolink Website – N/A

Company Address – 43 Coopers Holt Close, Skellingthorpe, Lincoln, LN6 5SY

Email Address – hello@mindjam.org.uk

Telephone – 01522 462978

Overview of Provision Offered

MindJam offers emotional support and guidance for children and adolescents through gaming and game design. All of their mentors are trained in working with neurodivergent individuals including autistic people and other conditions such as PDA, ADHD, anxiety, trauma and PTSD. MindJam uses gaming, coding and game creation, digital music and digital art, as a platform to develop positive play, problem solving and social and technical skill development. These activities are great for relieving stress and anxiety and have been shown to greatly benefit mental health and cognitive development.

Staffing – Predominantly 1-1.

Accreditations – A range of training programmes.

Programme outcome – Empowering and supporting young people.

Location(s) and Transport Offer

This is a virtual offer only.



MindJam Testimonials

"I'm sure other people tell you but you've saved us. You saved my boy. He smiles again, he talks to us. And I don't feel like I want to break into a million pieces all the time. So thank you."

"I wholeheartedly recommend MindJam and can't rate the service highly enough! My son is an anxious worrier and very reluctant scholar. His meetings with MindJam are a high point of the week. He loves chatting and gaming with his mentor, which puts him at ease enough to be able to open up and talk about his worries. A much needed, five star service!"

"It's a sort of magic ingredient to be able to develop a rapport so quickly and be so genuine, not at all patronising and so invested in the world of a child who has some pretty intense obsessions. We are so grateful to have this positive energy beaming into our home twice a week."

"I just wanted to say how great our MindJam mentor is. He is always positive, always supportive, always patient, he's always there on time and is just so good at talking to H. We feel very lucky to have him as our mentor."

"MindJam has had a positive impact on my son, who has ADHD. It's his safe space and it's one of the things that he never needs a reminder to log onto. Thank you so much for providing a platform that reaches my son. May you continue to grow and help other children with your wonderful service."

"MindJam's understanding of neurodiverse children is second to none. They have built a team of mentors who make a difference to our children where our broken services and education system cannot. They truly deserve recognition for understanding our children, meeting them where they are and building them back up to who they are meant to be."

"I wanted to let you know that X is going into school most days, he chats with friends from school online at weekends and after school and leaves the house almost every day to go for a walk. I really do believe that speaking with you weekly built his confidence and has helped him to live his life. Thank you so much."

Key Information

Tuition Services (in person) - ☐

Virtual Learning Services - ☐

Vocational - ☒

Therapeutic Services - ☒

Key Stages Offered – 2, 3, 4 & 5

Contact Details

Website – <https://www.thenestfarms.org>

Suffolk Infolink Website –

Company Address – The Nest Farm, Kettleburgh Lodge Farm, Framlingham, Suffolk, IP13 9RY

Email Address – hannah@thenestfarms.org

Telephone – 07774663358

Overview of Provision Offered

The Nest's young people will be involved in all aspects of running the farm; gaining new skills, increasing in confidence, and spending vital time away from the pressures of everyday life. They will learn about mechanics, carpentry, and a variety of land-based skills as well as learning to cook for each other. They will also have invaluable support from The Nest's team of staff and volunteers, all of whom are trained in mental health. The ethos at The Nest is to give young people the tools to understand and manage their mental health independently and equip them for life beyond the nurturing environment of The Nest.

Staffing – Small groups with a level staff to student ratio.

Accreditations – A wide range of vocational training.

Programme outcome – To support young people be successful in their next steps.

Location(s) and Transport Offer

The farm is based near Framlingham. Please contact the provider to discuss transport arrangements.

Key Information

Tuition Services (in person) - ☐

Virtual Learning Services - ☐

Vocational - ☐

Therapeutic Services - ☒

Key Stages Offered – EYFS, 1 & 2

Contact Details

Website – www.neurosparklyadvocates.co.uk

Suffolk Infolink Website – N/A

Company Address – 4 Mistletoe Close, Red Lodge, Bury St Edmunds, Suffolk, IP28 8XS

Email Address – contact@neurosparklyadvocates.co.uk

Telephone – 07418642068

Overview of Provision Offered

NeuroSparkly Advocates offers specialist alternative education for 4-11 year olds with diverse SEND needs (ASD, ADHD, SEMH, SLCN, SPD). Each child receives dedicated, 1:1 support from a skilled Holistic Education SEND Practitioner.

We are dedicated to providing personalised support tailored to the unique needs of each child. Our approach is compassionate and individualised, aiming to foster emotional well-being and personal growth.

We provide support to enable you to develop a holistic understanding of your child's needs, whilst establishing a trusting relationship with you and your child. This will form a basis for helping them to thrive, be happy and reach their full potential.

Our sessions will follow a holistic and therapeutic plan. This includes the implementation of any multi-disciplinary recommendations and in line with the child's Educational Health Care Plan (EHCP). In addition each child will be provided with an individualised Sensory Diet (plan) to support their emotional wellbeing, for example, managing challenging situations such as sensory overload and the easing of change, e.g. transitions between environments and consequent varying demands. Our approach involves the enabling of both the child and their parents, families and carers to create and manage optimal environments, using the Zones of Regulation model.

Every week is filled with activities designed to build independence, confidence, and resilience through enrichment, social and emotional development, creativity, play, physical activity, and music. We are committed to providing a positive, enriching, and truly holistic educational experience for your child.

Staffing – Every child benefits from personalised, one-on-one sessions with our extremely knowledgeable, proficient and passionate Holistic Education SEND Practitioners.

Programme outcome – Our program is dedicated to nurturing emotional regulation, confidence, and independence in every child, building a strong foundation for their future growth. As they progress, children will earn their Resilience, Self Love, Independence, and Confidence badges, along with a Key Focus badge to celebrate their unique achievements. This journey empowers families, too, equipping them with the tools and support needed to create a nurturing and supportive environment where their child can truly thrive.

Location(s) and Transport Offer

NeuroSparkly Advocates offers flexible, location-based alternative provision throughout parts of Norfolk and Suffolk. We deliver our sessions in pupils' homes, out in the community, or within their current educational setting. At present transport is not offered. In the near future, NeuroSparkly Advocates will be opening a dedicated alternative provision setting in Dickleburgh, Norfolk. When this location is operational, we will also offer transport services.



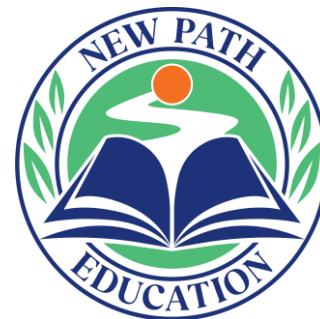
Parent of 6 year old CYP who is non-verbal with ASD and SPD

“Sarah has been truly exceptional in supporting my son’s profound needs. Her dedication to his happiness and safety is unmatched, and she has an incredible ability to connect with him on his level, tailoring her approach to his unique learning style. She helps him develop new skills at a pace that he feels comfortable. Sarah’s patience, creativity, and genuine care have made a huge impact, boosting his confidence and growth. She communicates thoughtfully and goes above and beyond to ensure he thrives. I couldn’t recommend Sarah more, she’s the best tutor I could have asked for.”

Parent of 8 year old CYP with ASD and PDA

“Sarah began working with my daughter on a one to one basis when she started to attend an Alternative Provision in July 2025, and has also more recently done some private respite work. Sarah is a complete natural with children and my daughter was able to very quickly and easily build up a great rapport with Sarah. Sarah knows instinctively how to engage with my daughter and to get the best out of each and every session, always using her natural warmth, kindness and humour to overcome any barriers. My daughter always asks “when will she see Sarah again?” and really looks forward to each session. Sarah has a fantastic working knowledge of all things SEN and her passion and expertise in working with children on the Spectrum is outstanding.”





Key Information

Tuition Services (in person) - ☒

Virtual Learning Services - ☐

Vocational - ☐

Therapeutic Services - ☒

Key Stages Offered – 1, 2, 3 & 4

Contact Details

Website – www.newpatheducation.co.uk

Suffolk Infolink Website – N/A

Company Address – 24A Angel Hill, Bury St Edmunds, IP33 1UZ

Email Address – office@newpathed.co.uk

Telephone – 07833 850511

Overview of Provision Offered

New Path Education provides a bespoke and nurturing environment tailored to meet the individual needs of young people who may face challenges with learning, attendance, or social and emotional wellbeing. We offer flexible, person-centred programmes that complement each pupil's existing learning pathway while promoting wellbeing, confidence, and meaningful engagement. Our approach is built on a deep understanding of each pupil - who they are, what they need, and how they learn best. By combining emotional support, personalised education and practical life skills, we help students reconnect with learning, build resilience and take positive steps towards their future goals. As an Alternative Provision, New Path Education supports pupils from Key Stage 1 to Key Stage 4 who may be experiencing difficulties with school attendance, engagement, or social and emotional challenges. Our tailored provision helps learners feel safe, valued, and confident to re-engage with education in a way that works for them.

Staffing – Sessions are held in small groups, up to 8 pupils per group. 1:1 sessions available on request.

Programme outcome – Our Core Academic Curriculum is fully flexible and personalised, meeting each pupil at their current level of ability and confidence, rather than strictly by age or key stage. We focus on building core skills in a way that feels accessible, meaningful and engaging.

Location(s) and Transport Offer

New Path Education is conveniently located in the heart of Bury St Edmunds, just a short distance from the beautiful Abbey Gardens. We also provide parking on-site, ensuring a smooth and safe experience for drop-offs and pick-ups.

Key Information

Tuition Services (in person) - ☐

Virtual Learning Services - ☒

Vocational - ☐

Therapeutic Services - ☒

Key Stages Offered – 2, 3, 4 & 5

Contact Details

Website – <https://www.noisesolution.org>

Suffolk Infolink Website – [Suffolk InfoLink | Noise Solution](#)

Company Address – Byron House, Cambridge Business Park, Milton Road, Cambridge, CB4 0WZ

Email Address – hello@noisesolution.org

Telephone – 01284 771156

Overview of Provision Offered

Noise Solution partners young people facing the most complex challenges with professional musician mentors, building trusted relationships that change lives. Recognised nationally and backed by multiple awards, our approach is proven to re-engage those who have disengaged from school, services, or community. Independent analysis shows our work is saving families and services **over £9 million every year**.

We specialise in working with young people at risk of exclusion, struggling with attendance, from neurodivergent communities, or facing mental health barriers. Our tiered **Hi/Mid/Low programmes** flex support to match need – from intensive one-to-one mentoring with close liaison to lighter-touch group work.

At the heart of our model is the fusion of **face-to-face creative mentoring** with a unique digital platform. This secure “social-media style” space allows participants to capture weekly reflections and achievements, which families and professionals can view and respond to. This not only deepens engagement but creates a transparent feedback loop trusted by local authorities, schools, and Integrated Care Systems across the East of England.

Families and professionals consistently describe our work as **transformative**. By focusing on creativity and connection, we empower young people to rebuild confidence, find their voice, and develop the resilience needed to step back into education and society.

<https://youtu.be/CXhhwL7IFV4>

Staffing – One-to-one mentoring for High and Mid programmes; small groups of up to six for Low programme and special commissions.

Accreditations – Participants can achieve Arts Awards (level 1 and 2 - GCSE Equivalent)

Programme outcome – Proven improvements in well-being that drive better educational and social results. Re engagement with education, avoidance of mental health admissions etc

Location(s) and Transport Offer

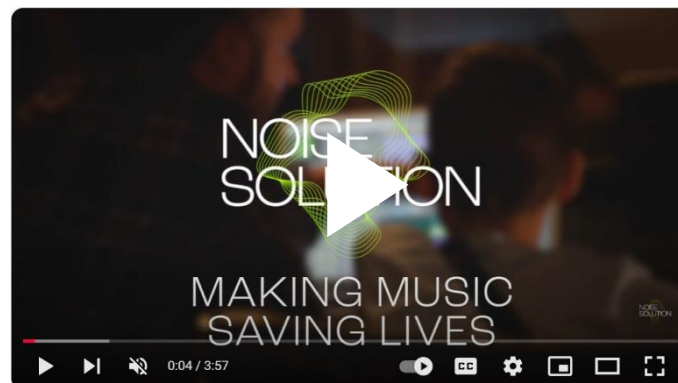
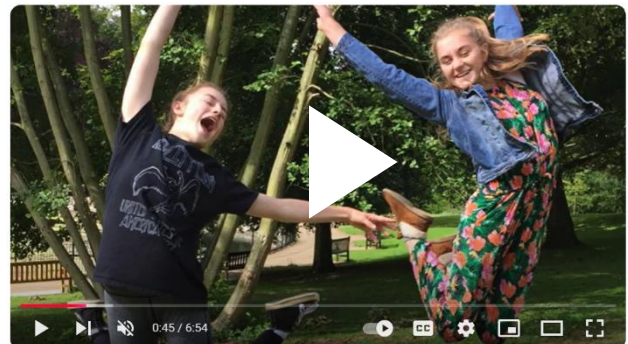
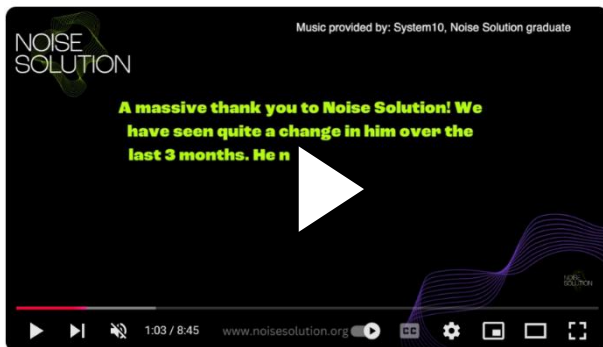
Delivery can be Virtual and in-person, with flexible arrangements for locations (home/school /in the community/professional recording facilities).



Noise Solution offers a unique, evidence-based approach to supporting young people facing challenges related to Special Educational Needs and Disabilities (SEND) and mental health. We use creative music mentoring combined with cutting-edge digital tools to empower young people and foster well-being. By focusing on music, a universally accessible medium, we spark engagement and inspire growth, even for those who may feel disconnected or overwhelmed.

Every session is designed to boost confidence, nurture skills, and build meaningful connections. Our secure digital community enables young people to capture their achievements and share them with family and professionals, creating a supportive feedback loop that amplifies their progress.

Families often see remarkable transformations as we tailor support to each individual, using data to ensure what we do works. Whether a child is at risk of exclusion, struggling with school attendance, or facing severe mental health barriers, Noise Solution helps them find their voice, feel accomplished, and build relationships that matter. By prioritising well-being and emotional resilience, we aim to reduce the need for further intervention and pave the way for positive futures.



Key Information

Tuition Services (in person) - ☒

Virtual Learning Services - ☒

Vocational - ☐

Therapeutic Services - ☐

Key Stages Offered – 1, 2, 3, 4 & 5

Contact Details

Website – <https://nudgeeducation.co.uk/>

Suffolk Infolink Website – [Suffolk InfoLink | Nudge Education Limited](#)

Company Address – 2, Sirius House, Amethyst Rd, Newcastle upon Tyne NE4 7YL

Email Address – rachael@nudgeeducation.co.uk or partnerships@nudgeeducation.co.uk

Telephone – 0333 772 9452

Overview of Provision Offered

Nudge work with schools, local authorities and parents to re-engage chronically disengaged young people who have been excluded or don't attend school for a variety of reasons. More than 1600 young people across the UK have been supported to have a Life Worth Living through Nudge's academic and therapeutic interventions.

Nudge work with the disengaged, those in care and young people with additional needs to prepare them for their bespoke transition goal, whether that be reintegration into school, preparation for exams, a specialist setting, post-16 options or the world of work. This is accomplished by building relationships and delivering personalised programmes of learning.

Staffing – 1-1 and 2-1

Accreditations – A range of courses tailored to the individual.

Programme outcome – To ensure that each young person is re-engaged in their learning.

Location(s) and Transport Offer

Nudge interventions are bespoke to the young person and can take place within the young person's home, the local community or school. Transport of the young person is included in the offer and provided where necessary.

Key Information

Tuition Services (in person) - ☒

Virtual Learning Services - ☐

Vocational - ☒

Therapeutic Services - ☒

Key Stages Offered – 1,2,3 & 4

Contact Details

Website – [Home](#) | [Holistic & Blended Learning](#) | [Oak Activities](#)

Suffolk Infolink Website – N/A

Company Address – Brightfield Business Hub, Bakewell Road, Orton Southgate, Peterborough, PE2 6XU

Email Address – info@oakactivities.com

Telephone – 01487 465002

Overview of Provision Offered

Oak Activities supports *students not accessing mainstream education*, including those excluded or at risk, with physical or mental health needs, poor attendance, challenging life circumstances, Children in Care, and those with SEMH, SEN, autism, or emotional-based school avoidance. The curriculum spans KS1–KS5, offering Functional Skills, GCSEs, BTECs in vocational areas, AQA Unit Awards, tiered approach to PSHE, and careers guidance. Therapeutic and social development support includes emotional literacy, equine, art, Lego, and dog-based therapies, mentoring, and forest school. Outcomes focus on **reintegration, reduced exclusions, accreditation, improved engagement, confidence, attendance, relationships, and vocational skills**. Pastoral care includes *daily emotional check-ins, one-to-one support, mentoring, and the Therapeutic Thinking approach*. Our outreach team can work with students in the home with the view to progress into our sites, and then eventually transition back to school. We have staff that can support both therapeutically and academically in schools or community settings

Staffing – 1-1 and group support at our primary and secondary sites. 1-1 and group sessions can be accommodated through outreach in school/academy settings

Accreditations – Hampton is our vocational setting where we offer BTEC's in Catering, Construction and Hair and Beauty.

Programme outcome –

Location(s) and Transport Offer

Oak Activities Thorpe – Primary Provision

Thorpe Primary
Atherstone Avenue
Peterborough
PE3 9UJ

Oak Activities Paddocks - (Equine Assisted Learning)

Miss Jones Farm
Oilmills Drove
Ramsey Mereside
PE26 2TU

Oak Activities Eyrescroft– Secondary Provision

Eyrescroft
Peterborough
PE3 8EZ

Oak Activities St Ives - Secondary Provision

Rugby Club
Somersham Road
St Ives
PE27 3LY

Oak Activities Chesterton - Primary Provision

Courtney Way
Cambridge
CB4 2EE

Oak Activities Vocational Hub (KS4/KS5)

Unit 28
Phorpres Close, Hampton
Peterborough
PE7 8EZ

Oak Activities Winyates – Secondary Medical Needs Provision

Orton Goldhay
Peterborough
PE2 5RF

Oak Activities Witchford – Secondary Provision

Manor Road
Witchford, Ely
CB6 2JA



PUPIL VOICE

Questionnaire results from 100+ pupils

- 97%** of pupils felt supported by staff when they need help
- 96%** of pupils felt their feedback is listened to and acted upon
- 96%** of pupils said they feel safe at Oak Activities
- 95%** of pupils said they enjoyed attending Oak Activities

"I feel **safe** at Oak Activities because I **trust** the adults I am working with and they have **helped** me through hard times."

KS3 Pupil

"I thought that all hope was lost for my education but being here has **changed** everything for me. My tutor is a large reason for my **motivation** to come in and a large reason as to why I will miss coming here when my GCSEs are over."

KS4 pupil

"I can't stress enough what a huge **change** we have seemed in X and how much I appreciate the work you're doing with him! To have helped him in one term to actually look forward to **attending** education is very impressive"

Parent of a KS2 pupil

"I would like to take this opportunity to thank you for your tremendous **support re-engage** X in education."

Education Inclusion Officer

"It is really **positive** to hear the progress that X has been making to his **thinking** skills and his **understanding** of consequences."

Senior Youth Justice Officer

Key Information

Tuition Services (in person) - ☒

Virtual Learning Services - ☒

Vocational - ☐

Therapeutic Services - ☐

Key Stages Offered – Key stages 1 to 4

Contact Details

Website – <https://www.ocem.org.uk/>

Suffolk Infolink Website – N/A

Company Address – 36 Elvaston Place, London, England, SW7 5NW

Email Address – info@ocem.org.uk

Telephone – 0333 77 22 493

Overview of Provision Offered

OCEM provides bespoke one-to-one tuition for children and young people whose social, emotional and mental health (SEMH) needs or other challenges have disrupted their engagement in education.

Our model is flexible and inclusive — we deliver sessions **in school, at home, or online** to meet each learner where they feel safest and most able to learn. This helps rebuild confidence, improve attendance, and close gaps in learning. Every programme is personalised, combining curriculum-based tuition with practical strategies for re-engagement and emotional regulation.

We work in partnership with parents, carers, schools and local authorities to align with individual learning plans and Education, Health and Care Plans (EHCPs). Reintegration into mainstream education remains a key goal, but where this is not immediately possible, we focus on achieving measurable academic progress and sustained participation in learning.

OCEM supports: Children with SEMH and challenging behaviours. Pupils who are out of school or unable to access mainstream education. School refusers and those experiencing Emotionally Based School Avoidance (EBSA) Pupils requiring additional support in school. Young people with complex barriers to learning

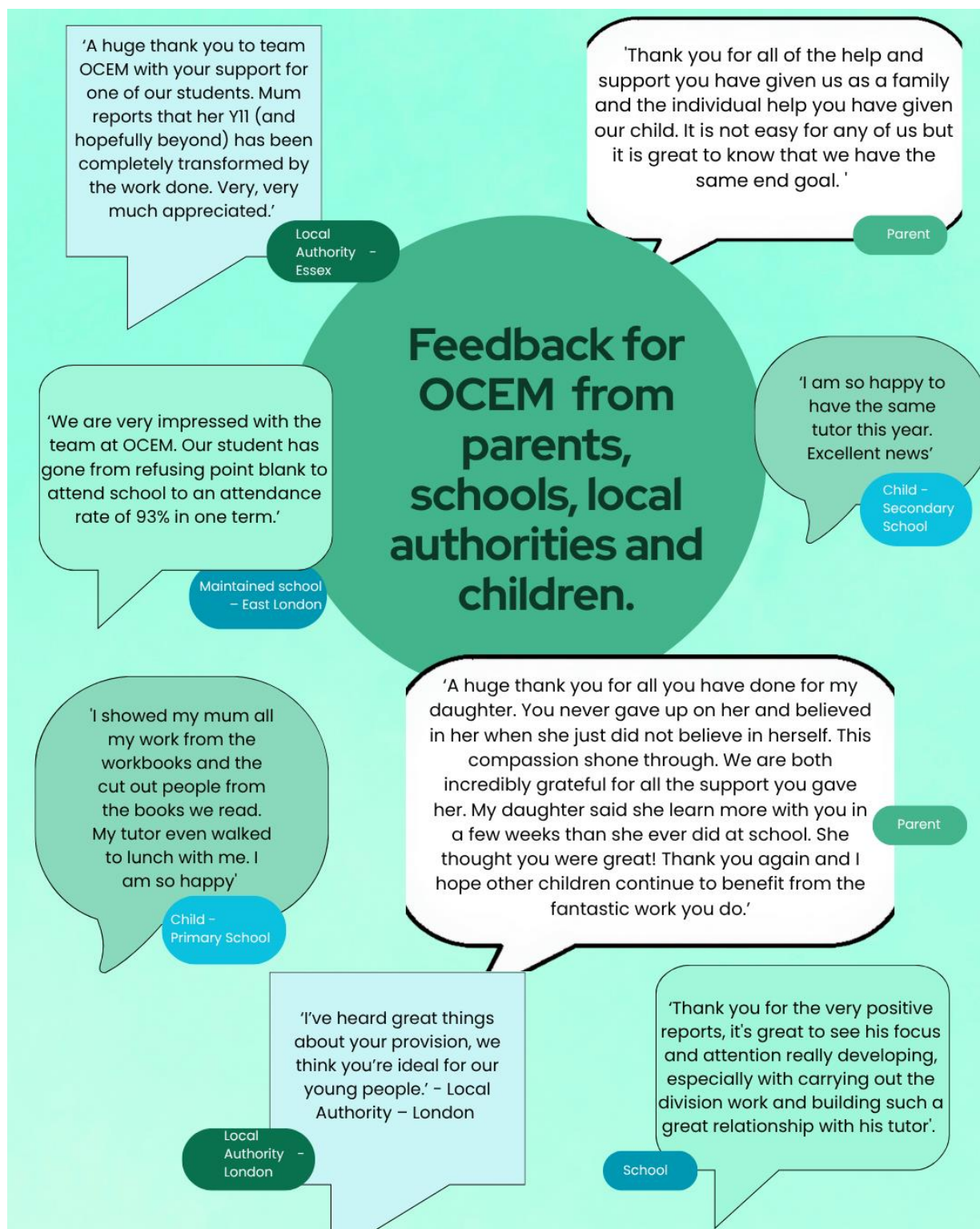
Staffing – OCEM matches each learner with a tutor best suited to their needs. Our team includes: Qualified Teachers (QTS) and GCSE subject specialists. SEND-experienced tutors skilled in SEMH and EBSA support. Staff trained in trauma-informed practice and attachment awareness. Practitioners using the Boxall Nurture framework to assess and develop social and emotional skills. Tuition is delivered one-to-one, either face-to-face or virtually, ensuring consistency and trusted relationships for every learner.

Accreditations – We align with the national curriculum, tutoring through GCSE and Functional Skills pathways. For learners not yet ready for formal assessment, OCEM offers ASDAN-style personal and social development activities (e.g. *Creating a Garden, Designing a Community Space*) to maintain engagement and prepare for post-16 transition. All programmes follow robust safeguarding and quality assurance processes, with regular reviews and progress updates shared with schools, parents, and commissioners.

Programme outcome – Re-engagement in education and improved attendance. Increased confidence, self-esteem and motivation. Gaps in learning identified and addressed, Academic progress aligned with the curriculum. Reintegration into school or successful transition to post-16 education, training or employment. Most learners demonstrate measurable improvement in confidence and participation within six to eight weeks.

Location(s) and Transport Offer

On site at school. At home. In local community spaces. **Virtual learning:** Live, interactive sessions delivered via Teams, Zoom or Google Meet. OCEM provides Suffolk-wide coverage without the need for a fixed site, enabling rapid response, flexible scheduling and continuity of tutor wherever the pupil is based.





Key Information

Tuition Services (in person) - ☒

Virtual Learning Services - ☐

Vocational - ☒

Therapeutic Services - ☒

Key Stages Offered – Ages 11-25

Contact Details

Website – <https://out-space.co.uk/>

Suffolk Infolink Website – <https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/service.page?id=MJuX0h3qqCA>

Company Address – 5 Troston Heath, Troston, Bury St Edmunds IP31 1EN

Email Address – lyndon@out-space.co.uk

Telephone – 07443 013 341

Overview of Provision Offered

Out-Space delivers trauma-informed, nature-based alternative provision for children, young people and young adults who are disengaged from mainstream education or at risk of social exclusion. We specialise in supporting those with **Social, Emotional and Mental Health (SEMH) needs**, those with experiences of **school refusal**, and those from **ethnically diverse or marginalised communities**.

Our unique model uses fishing, outdoor coaching to build resilience, emotional regulation, confidence, and future planning skills. We offer tailored fishing for individuals aged **10 to 25**, with particular pathways for those aged **16+** preparing to transition into further education, training or employment.

Staffing – Lyndon Samuel

Accreditations – <https://out-space.co.uk/policies/>

Programme outcome – Improved emotional regulation and reduction in anxiety. Increased sense of calm, safety and self-awareness through nature-based activities. Positive impact on mood, confidence and self-esteem.

Location(s) and Transport Offer

Ipswich, Stowmarket, Bury St Edmunds, Diss. Depending on location, transport may be possible to arrange.



Google Reviews

https://www.google.com/search?sca_esv=0e39c597175f10a4&sxsrf=AE3TifMuZClzeO4T8j-4Ek_VQ_yaLHkviA%3A1752679602620&q=Out-Space&stick=H4slAAAAAAAAAONqU11qDAXNzRITDGxMDdNTTNLTk2zMqhlSzZNTDEzt0gyMzAySjFLW8TK6V9aohtckJicCgDI29wtNQAAAA&mat=CScd-rnBpA4w&ved=2ahUKEwiz9fmo2MGOAxX1Q0EAHZpfLvqQrMcEegQIWhAC

“Absolutely first class, my son has anxiety issues and Lyndon has been helping him to learn fishing. His attention to detail, the sharing of his knowledge and trying to make the sessions as good as possible is really a delight. It is my son's highlight of the week and knowing he is learning a skill and hobby he can take with him forever is very heartwarming. Can't not recommend enough, truly great man. Thank you Lyndon.”

“My name is John Kennedy secretary of Brandon and District Angling Club. We received a request from Mr Samuels to facilitate an opportunity for his company, represented by Lyndon himself in helping a special needs individual. Having worked with Mr Samuels on similar events we had no hesitation in providing a safe area to fish, a representative from the club ,that being myself. The young man (name withheld) was accompanied by two support workers.

From the outset Lyndon demonstrated his natural ability to connect with the young man and his empathetic understanding of the individual. Lyndon managed the event extremely professionally without losing that caring encouragement to this young man.

We have no hesitation in recommending Lyndon and Out-Space to work with special needs individual.

John Kennedy
Secretary
BDAC”

Key Information

Tuition Services (in person) - ☒

Virtual Learning Services - ☐

Vocational - ☒

Therapeutic Services - ☒

Key Stages Offered – Reception, 1, 2, 3, 4 & 5

Contact Details

Website – <https://www.plotcic.co.uk/>

Suffolk Infolink Website – [Suffolk InfoLink | P.L.O.T. CIC](#)

Company Address – Buck House, Nacton Road, Suffolk, IP10 0ES

Email Address – plotcic@gmail.com

Telephone – 01473 655010 or 07505468327

Overview of Provision Offered

P.L.O.T. is a trained resilience support organisation (RESO) whose philosophy focuses on the young person providing a practical environment with opportunities to engage, progress and gain qualifications. They help both primary and secondary children who are not engaging fully with education.

Reception to KS2 – P.L.O.T. offer two sites – a forest-based site and a farm-based site which support primary aged pupils. This entails forest school sessions, small animal care, horse care, arts and crafts and outdoor cooking.

KS3 – KS4 – P.L.O.T. offers vocational qualifications such as cooking, woodwork, car washing and valeting, sports, art, life skills, employability and animal care. Additionally, functional skills in maths and English are available. For year 11s, P.L.O.T. offers a pathway focussed on next steps and employability. They offer an off-site sport programme which covers climbing, cycling and team sports.

KS5 – A KS5 pathway is offered for those in need of extra support before transitioning to college or employment. This is a personalised programme centred around the needs of the young person.

Therapeutic support -Alongside the activities and programmes offered, P.L.O.T. offers a qualified life skills coach, nurse, DESTY mentors, RESTA practitioner, horse therapist and all staff are trained in emotional coaching.

Staffing – Work is carried out in small groups with a high staff to student ratio.

Accreditations – Accredited to deliver NCFE qualifications

Programme outcome – To support every child to reach their full potential.

Location(s) and Transport Offer

P.L.O.T. operate multiple sites across Suffolk. P.L.O.T. provides transport from agreed pick up locations to and from the sites.



P.L.O.T. Case Studies and Testimonials

Jonathan - aged 6

Jonathan was diagnosed with autism and was excluded from mainstream school. He had no confidence and struggled building friendships. He was frequently dysregulated which often led to violence.

Jonathan responded well to the therapeutic offer and successfully engaged with forest school. He developed strategies to manage emotions, made friends and built confidence. This led to Jonathan successfully transitioning to full time specialist education.

Timmy - aged 10

Timmy refused to attend mainstream school (EBSA) and was very anxious. He struggled to interact with others and be around a group. He had severe social anxiety when around peers and refused to eat.

The first half term, we noticed his coat came off. He then gained confidence and his hat came off. He moved from sitting alone eating, to joining a group of four. At the end of the second term, he was joining in with forest school activities and art. At the end of term three, he was the loudest in the group with firm friends, and was taking pride in settling in new children. Timmy successfully transition to mainstream high school.

Tracey - aged 13

Tracey was placed in care and after several placement moves, arrived at P.L.O.T. angry and confused. She was refusing to attend school and was at risk of exclusion. Tracey had experienced a lot of trauma.

Tracey quickly found a connection and bond with the horses. She enjoyed grooming and being up close to the horses. Over a period of time, the anger became less and she engaged with the group. Tracey had 1:1 sessions with the life coach to support her emotionally and plan her next steps. Tracey has successfully transitioned back into full time education and has continued riding at a local stables.

Bobbie - aged 16

Bobbie was a school refuser (EBSA). He was unable to talk to adults and interact with peers. He was very isolated and didn't go out of the home. He had been bullied at school so had lost faith and trust in education.

Bobbie was only able to stay for an hour on his first day as he was petrified and was unable to get into a P.L.O.T. car. From a very under confident beginning, Bobbie's confidence grew and he was able to achieve qualifications in English and maths. Through planned activities and projects, Bobbie engaged well. He successfully transitioned to college and has now finished his course and has secured employment.

Parent testimonials

- 'Thank you for being such a positive part in X's journey'.
- 'Thank you PLOT, I don't know what we would have done without you. It's changed life at home.'
- 'Thank you for understanding and listening to our child and supporting us as a family.'
- 'The success X has achieved now, would never have happened if he hadn't attended P.L.O.T.'



Key Information

Tuition Services (in person) - ☒ Virtual Learning Services - ☐
Vocational - ☒ Therapeutic Services - ☒
Key Stages Offered – Years 5 - 8

Contact Details

Website – <https://www.pathwayscf.org/>
Suffolk Infolink Website – <https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/service.page?id=SilkPjp7FYI>
Company Address – Pathways, Leonard Drive, Lowestoft NR32 4WB
Email Address – info@pathwayscf.org
Telephone – 01502219064

Overview of Provision Offered

Therapeutic and vocational support designed for children and young people who are struggling in mainstream school. At Pathways, there are no time pressures or deadlines, so young people have time to learn and grow at their own speed within a beautiful and peaceful farm setting.

Pathways offers many different indoor workshops as well as outdoor activities all dedicated to supporting people to find a space and an activity that suits their learning style and learning preference. The options range from animal care to woodwork, from woodland management to catering and hospitality, from arts & crafts to music or from horticulture to media.

Our focus is on the individual, and we work with each person to build their social skills, resilience, confidence and provide them with the tools their need to become the best ‘them’ they can be.

Staffing – 1:1 mentoring
Accreditations – AQA certificates
Programme outcome – Indoor and outdoor bespoke programmes to build resilience, self-esteem, confidence and skills in a wide range of subjects. Improve mental health and emotional wellbeing.

Location(s) and Transport Offer

One mile from Oulton Broad North Railway Station. Very close to many bus routes. There is parking onsite, please contact Pathways for directions.



I'd like to say a massive thank you to you all for making E feel at ease and helping him grow in confidence. He finds social experiences so hard, yet he really enjoys attending Pathways and the animals are a huge asset and have helped enormously when he felt anxious. His increased confidence has helped him come out of his shell and he has now also completed his DofE. He is a new boy.

E's Mum

Being with Pathways for those sessions has had a wonderful effect on C. She had been unable to attend the classes for so long yet, in one term, she is happy to come in and she is joining in most of the activities. Her confidence has grown enormously, and she is even asking questions now. Your ethos and your approach have worked wonders.

C's Teacher

Key Information

Tuition Services (in person) - ☐

Virtual Learning Services - ☐

Vocational - ☒

Therapeutic Services - ☐

Key Stages Offered – KS3-KS4 (Year 9-11)

Contact Details

Website – <https://www.pathwaysskillsacademy.co.uk/>

Suffolk Infolink Website – <https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/service.page?id=x3qR1aCG29Q>

Company Address – Unit 6 Lower Street, Baylham Business Park, Suffolk, IP68JP

Email Address – info@pathwaysskillsacademy.co.uk

Telephone – 01473 830255

Overview of Provision Offered

Pathways Skills Academy (PSA) is a Further Education Provider and has been established to streamline our operations and give our schools' provision the spotlight and recognition it deserves.

We have delivered construction and mechanics qualifications to schools since 2019. Due to demand, we have now added Digital Media, Bricklaying, Functional Skills (English and Maths) and Hair and Beauty courses. We were asked to provide recognised qualifications to learners who had barriers to success and who wanted the learning to have a more practical emphasis.

We have staff who specialise in supporting learners with conditions like Autism, ADHD, Irlen's Syndrome etc., and regularly provide CPD and further training, to ensure that as an organisation, we can effectively adapt and respond to additional learning needs.

Staffing – 6:1 classroom ratio, 7 staff members total

Accreditations – BTEC Level 1-2, Entry 3 (NOCN & Pearson)

Programme outcome – Attendance/unit/full qualification awards

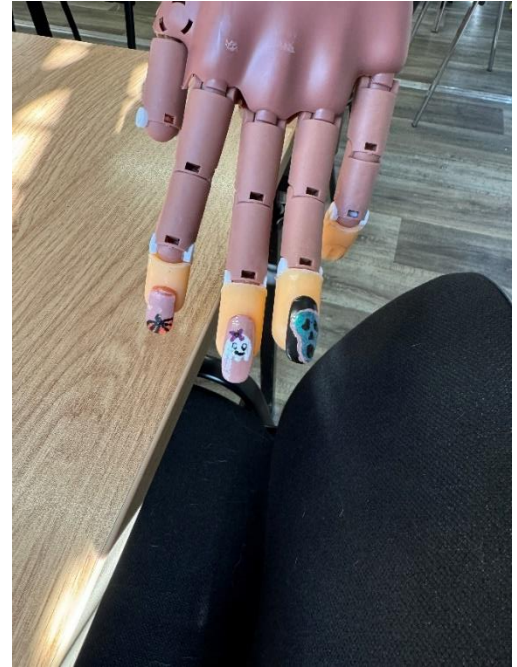
Location(s) and Transport Offer

Site address shown above. Transport must be arranged by the school/parent/carer/council, as we are unable to offer transport ourselves.



“Thank you for providing this progress report for [redacted]. It is lovely to read the positive comments and to know that [redacted] is progressing well in both the practical and theory side of things. He is certainly enthusiastic about coming each week and enjoys his sessions with you.” *Parent of a Year 10 student*

“My experience at Pathways Skills Academy with Dom was great, he was always a great teacher who taught firmly but always had a laugh and didn't treat me like a kid. Doing the courses I did with Dom has really helped me learn a lot about the basics with construction and engineering. As someone who didn't know much about either of them, I really enjoyed this course and I think that means a lot, as I was someone who never really enjoyed school but I really enjoyed my time here. I think I've learnt some good knowledge that I can take on for life. They are a great team and good people.” *Ex-student*



Key Information

Tuition Services (in person) - ☐

Virtual Learning Services - ☐

Vocational - ☐

Therapeutic Services - ☒

Key Stages Offered – 2, 3 & 4

Contact Details

Website – [Independent Care Farm based near Woodbridge, Suffolk \(pawsforthoughttherapy.co.uk\)](http://pawsforthoughttherapy.co.uk)

Suffolk Infolink Website – [Suffolk InfoLink | Paws for Thought Therapy Care Farm](#)

Company Address – Hare House, Sutton, Woodbridge, Suffolk IP12-3EQ

Email Address – pawsforthoughttherapy@outlook.com

Telephone – 07856842020

Overview of Provision Offered

Paws for Thought are an independent Care Farm based near the river Deben Woodbridge in an area of outstanding natural beauty. They work with children and teenagers between the ages of 8 and 16, with mental health issues, learning difficulties, behavioural problems, looked after children and child carers. They offer a wide variety of activities based around the animals on the farm, wildlife and what they grow.

Staffing – 1:3 staffing on site.

Accreditations – Possibility to offer Apprenticeships

Programme outcome – Increased self-esteem, improved social interactions/relationships/ enhanced confidence, developing awareness of wellbeing, negotiating skills, working as part of a team and learning new skills for future work.

Location(s) and Transport Offer

If you require transport, please contact the provider to discuss arrangements.

Key Information

Tuition Services (in person) - ☐

Virtual Learning Services - ☐

Vocational - ☒

Therapeutic Services - ☒

Key Stages Offered –

Contact Details

Website – <https://phoebecentre.org.uk/>

Suffolk Infolink Website – <https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/service.page?id=EYoxncWw6Ls>

Company Address – 6 Great Colman Street, Ipswich, Suffolk, IP4 2AD

Email Address – admin@phoebecentre.org.uk

Telephone – 01473 231566

Overview of Provision Offered

PHOEBE aims to establish a supplementary school program that operates on Saturdays during term time and during school holidays for young people providing additional academic support to black, Asian and ethnic minority children who live with the effects of domestic abuse and low socio-economic backgrounds within our community. The program is focused on enhancing literacy, numeracy, play therapy sessions and other essential skills which are vital for children of black and ethnic minoritised communities in a safe and supportive learning environment. Also, we aim to provide arts, drama, social, emotional and cultural activities which will equip these children with skills and enrich their personal, social and emotional development, thereby making them resilient.

We will be working with children and young adults from BME and migrant backgrounds. The focus will be on children and young adults that are at risk to or have been subjected to domestic violence, child abuse, mental health and racism. Approximately 15.8% of children (0-15 years) live in out-of-work households, 28.1% live in single-parent households and 18% of children are living in poverty in Ipswich (OCSI Report, 2019).

Staffing –

Accreditations – We propose offering vocational training programs tailored to their needs like beauty courses, food safety, first aid, safeguarding amongst others, providing them with the skills and experience required to secure stable employment. This training will not only empower them but will also open doors to better job prospects and financial independence.

Programme outcome – We believe that by addressing both educational gaps and employment barriers, we can create long-term positive change for these young adults, allowing them to build brighter futures for themselves and their communities. Funding is essential to ensure that we can deliver these vital services and support this vulnerable population in overcoming the unique challenges they face.

Location(s) and Transport Offer

If you require transport, please contact the provider to discuss arrangements.

Key Information

Tuition Services (in person) - ☐

Virtual Learning Services - ☐

Vocational - ☐

Therapeutic Services - ☒

Key Stages Offered – 2 (yr 6), 3, 4, & 5

Contact Details

Website – www.poplarcarefarm.co.uk

Suffolk Infolink Website – N/A

Company Address – Poplar Care Farm, Hollesley, Woodbridge IP12 3NA

Email Address – poplarcarefarm@gmail.com

Telephone – 07818 112568

Overview of Provision Offered

Poplar Care Farm is a specialist therapeutic alternative education provision situated in an area of outstanding beauty to the east of Woodbridge. We offer small group provision supporting young people who, for a variety of reasons, are struggling to access mainstream education successfully. Each student's curriculum is personalised with targeted interventions including workshops, classroom-based lessons and outdoor practical sessions.

We offer the opportunity to gain qualifications/work experience in areas including Animal Care and Equestrian qualifications. All students will participate in daily literacy, numeracy and PSHE activities as well as having the opportunity to access equine therapy sessions. Secondary age students can work towards a number of ASDAN programmes that promote active learning, progression and reward achievement, and can also be accumulated towards additional qualifications. The therapeutic interventions will support pupils with their emotional needs and are tailored on an individual basis.

Staffing – Small group – high staff to student ratio.

Accreditations – A range of academic support and vocational training opportunities are available.

Programme outcome – Supporting students to develop confidence, resilience and skills to take next steps.

Location(s) and Transport Offer

Provision does not provide transport. Please contact provision regarding location and parking arrangements.



Year 9 student in foster care with ASD diagnosis, unable to attend school due to high levels of anxiety. Initially attended the care farm 3 days a week; by working with the school, we supported the student to develop relationships with school staff, increasing the time at school. Now the student is successfully attending school 4 days a week and the care farm once a week. Student recently sat mock exams, achieved above expectations and is planning post 16 next steps.

Year 7 student attended the care farm 3 days a week following permanent exclusion from school and not having attended any education regularly since year 5. Bespoke learning package developed with care farm key worker working closely with family support professionals, law enforcement and social care services. Student remained at care farm until the end of year 11 achieving animal care, land based and functional skills qualifications and successfully progressed to an apprenticeship.

Year 11 student testimonial – “Poplar Care Farm helped me to build confidence and enjoy learning new things. When I started, I hated education, I was angry and got into trouble at home and school a lot. Working with the horses helped me learn to control my emotions and to not give up so quickly. I completed work experience through the care farm and now know that I want to work with horses. I am going to college in September to study horse care and I am really excited about it”

Year 10 parent testimonial – “For the first time since year 7 my daughter has attended all planned sessions at school for this whole term. She has sat exams and is feeling optimistic about her educational future. Thank you to everyone at the care farm for supporting her on her journey and helping her to see that she has a future.”

Key Information

Tuition Services (in person) - ☐

Virtual Learning Services - ☐

Vocational - ☐

Therapeutic Services - ☒

Key Stages Offered – 1, 2, 3, 4, and 5

Contact Details

Website – <https://www.pottongroup.co.uk/potton-services>

Suffolk Infolink Website – N/A

Company Address – POTTON SERVICES, SUITE A, CHURCH WALK HOUSE, CHURCH WALK, GREAT OAKS, BASILDON, SS14 1EH

Email Address – Joanne@potton-services.co.uk

Telephone – 01268 968541

Overview of Provision Offered

As an independent social care agency, Potton Services (PS) is committed to providing exceptional support to families and children facing various challenges. Potton Services dedicated team of specialised support workers, family support workers, registered social workers, carers, and healthcare assistants ensures that families receive the assistance they need. We also offer ABA support, in which we create Tailor made programs to support children with Autism and learning disabilities gain independence, learn new skills and improve problematic behaviour, delivered by qualified ABA tutors.

Staffing – We offer 1:1, 2:1 or the ratio required to suit the needs of each child.

Accreditations – we offer all key stage subjects as well as ABA programs.

Programme outcome – Each programme is individually tailored to meet the specific needs of every child, helping them regulate emotions, improve behaviour, enhance communication and social skills and achieve success in their education.

Location(s) and Transport Offer

To discuss locations and any transport requirements please contact the provider.

Key Information

Tuition Services (in person) - ☑

Virtual Learning Services - ☑

Vocational - ☐

Therapeutic Services - ☐

Key Stages Offered – 1, 2, 3, 4 & 5

Contact Details

Website – www.preppedprovision.co.uk

Suffolk Infolink Website – N/A

Company Address – The Gatehouse, 33 St Andrews Street South, Bury St Edmunds IP33 3PH

Email Address – hello@preppedprovision.co.uk

Telephone – 03330 492773

Overview of Provision Offered

- Prepped Provision provides learning for students aged 5-18 (Key Stage 1-5).
- Lessons are provided by qualified teachers and experienced tutors.
- Lessons are provided either on a 1:1 basis or small group (no more than 4 students).
- These are undertaken in professional, accessible, comfortable facilities at various venues across Suffolk, additionally online and home tutoring sessions are also available.
- Both long term and short term solutions are offered from an individual session to 15 hours per week.
- All subjects are covered and adapted to the students' needs whilst following the National Curriculum from core to specialisms
- Prepped Provision has extensive experience working with students of all abilities and those with additional needs (e.g. ASD, ADHD, dyslexia, dyscalculia, Irlen's).
- Prepped has experience supporting both EHCP applications and 11+ entries.

Prepped recognises each student as an individual and takes a holistic view to help overcome any barriers to learning. Alongside its psychology team, Prepped has developed a six-week workshop programme to support children with anxiety. Prepped offers personalised ways of working including nurturing and specifically adapted effective strategies to aid re-integration into learning for students who may struggle to attend school regularly or engage in education. With strong beliefs in the power of partnership, Prepped fully supports parents and families and collaborates with relevant professionals and settings to ensure the best outcome for each child.

Staffing – 1:1 and small groups (up to four students.)

Accreditations – All subjects and all key stages

Programme outcome – For students to enjoy learning and achieve to their full potential.

Location(s) and Transport Offer

Prepped can provide its own transport or will work with Suffolk on board. Please enquire Classroom. Locations in: Bury St Edmunds, Claydon, Ipswich, Lowestoft, Stowmarket, Sudbury, Woodbridge, Online Learning also available.



Case study 1 (Primary age student)

Prepped Academy was approached by a family whose primary school child was awaiting diagnosis for learning difficulties associated with a neurodiverse condition. Whilst school had tried to support the child, the large class size and limited support for the classroom teacher meant that the child was falling behind their academic potential. Prepped Academy matched the child with a tutor for two 1:1 lessons per week at one of our learning centres in Suffolk.

The child quickly developed a very good relationship with the tutor, who worked with them to develop their skills in literacy and numeracy. The school noticed a significant difference in the child's progress in the classroom and worked with Prepped to provide topics and content so that the Prepped lessons could closely follow what the teacher was covering in the classroom.

Lessons have continued at Prepped for four years and we are now supporting the child with targeted interventions following the neurodiversity and learning difficulty diagnoses.

Case study 2 (Secondary age student)

Prepped Academy was approached by a family whose child was in Year 10 and had been permanently excluded from his mainstream secondary school setting the previous year.

Prepped spent time listening to the family to understand the circumstances that led to their child's exclusion, so that we could match him with tutors who would understand and support his needs.

He attended Prepped for seven sessions a week - maths, English, science and a separate study support session to help him to re-develop his learning skills. Lessons took place in one of our calm and professional learning centres, initially during the daytime and in a 1:1 class. As the student's confidence grew, they moved to a small group session for one of the subjects, which meant they were able to enjoy interactions with other students, something they missed now not attending school.

Lessons continued throughout Year 11 with the student sitting GCSEs in the subjects studied. The student was able to achieve the grades needed to progress to Sixth Form College and enjoy the A level subjects they wanted to pursue.

Key Information

Tuition Services (in person) - ☒

Virtual Learning Services - ☒

Vocational - ☐

Therapeutic Services - ☒

Key Stages Offered – 1 & 2

Contact Details

Website – <https://www.projection-edu.co.uk/>

Suffolk Infolink Website –

Company Address – The Ferry Centre, Ferry Rd, Felixstowe, IP11 9RT

Email Address – admin@projection-edu.co.uk

Telephone – 01206 899024

Overview of Provision Offered

Projection Education are a small local business helping schools to support children in accessing education and providing them with the best possible outcomes for life. They have worked with children in both mainstream schools and pupil referral units. In the local area, more children are requiring support to access their mainstream education offer. Their mission is to support schools to develop key practices in supporting their most vulnerable children.

Staffing – Predominantly 1-1.

Accreditations – A range of vocational opportunities are available.

Programme outcome – To provide the best outcomes to all vulnerable young people.

Location(s) and Transport Offer

Virtual learning is available as well as in-person training. For the location and travel arrangements of in-person learning please contact the provider.

Key Information

Tuition Services (in person) - ☐

Virtual Learning Services - ☒

Vocational - ☐

Therapeutic Services - ☒

Key Stages Offered – 1, 2, 3 & 4

Contact Details

Website – www.purpleruler.com

Suffolk Infolink Website – N/A

Company Address – The ADM Building, Chaucer Road, Canterbury, Kent, United Kingdom, CT1 1HH

Email Address – info@purpleruler.com

Telephone – 020 4551 8371

Overview of Provision Offered

Purple Ruler delivers high-quality online tutoring and alternative provision for learners aged 6 to 17 (Key Stage 1 to Key Stage 4), with a core focus on supporting students who are unable to access mainstream education. We work with schools and local authorities to deliver tailored academic support in both 1:1 and small group formats (up to 1:6), with pricing starting at £9/hour per student and £29.17/hour (groups from 1:1 up to 1:6, but the hourly price remains the same, price for the hour not per student) (ex. VAT) for bespoke interventions.

Our provision is specifically designed to support learners with a wide range of needs, including SEND, SEMH, EBSA and EAL. Lessons are aligned to your school's scheme of work and national curriculum expectations, with an emphasis on confidence-building, engagement, and long-term reintegration into education.

In addition to academic tuition, we offer enhanced therapeutic support through our wellbeing and mentoring team. This includes structured emotional resilience sessions, all delivered by qualified practitioners with experience in school settings. This can be integrated into any academic package and is available flexibly depending on student need.

Staffing – 1:1 or 1:3 group sessions

Accreditations – All key stage subject can be covered as well as EAL

Programme outcome – Improved academic attainment, increased engagement and attendance, readiness for reintegration into mainstream or specialist provision, improved wellbeing, resilience, and confidence

Location(s) and Transport Offer

The majority of provision is delivered online through our secure platform. Please contact us directly to discuss bespoke solutions.



Purple Ruler currently supports learners across Suffolk in partnership with local schools and trusts including:

- **Unity Schools Partnership** (e.g. *Samuel Ward Academy, Sybil Andrews Academy, County High School*)
- **Breckland School**
- **Northgate High School**
- **Felixstowe School**

We have a proven track record of successfully engaging learners with complex needs, improving attendance from as low as 30% to over 80%, and facilitating positive transitions back to school. Schools report high satisfaction with our flexible delivery model, safeguarding standards, and the quality of our subject tutors.

Our team liaises closely with pastoral and SEN staff to ensure that academic and emotional support is integrated, consistent, and impactful.

Key Information

Tuition Services (in person) - ☒

Virtual Learning Services - ☒

Vocational - ☒

Therapeutic Services - ☒

Key Stages Offered – 1, 2, 3, 4 & 5

Contact Details

Website – <https://www.pushforward.uk/>

Suffolk Infolink Website – [Suffolk InfoLink | Pushforward Education Ltd](#)

Company Address – 6 Hillside Business Park, Bury St Edmunds, IP32 7EA

Email Address – enquiries@pushforward.uk

Telephone – 0330 8180186

Overview of Provision Offered

Our learner journey follows a clear progression pathway. Pushforward has spent 25 years developing provision for the education of young people who do not fit within a mainstream approach to learning. We work with young people from 4 to 24 following the same ethos regardless of age. Our Aim will always be for every young person who comes through our doors to be proud of who they are, to know they have right to be an individual, to know they matter, to have a voice, feel safe and confident enough to progress through the world in a way which makes them smile.

The Beginning - It is important for us to understand where the young person currently is in the world, their safe place, and their passions. We look at what triggers them and most importantly, how has their life journey so far created their normal. It is only once this is understood that we can Co create a way for them to be their version of successful and break down those barriers to get there. **Prior to Starting – Learning where the**

young person is in the world – All young people who are offered a placement, start their journey with us by co-creating what they would like their world with us to look like. Learning through practical discovery in the first instance, formal qualifications are wrapped around interest. Baseline assessments of learners provided through nationally recognised assessments, will be completed for each YP. Including a baseline assessment in Maths and English. **Part 1: FIND THEIR SPARK** - Secure attachments, relationship building and understanding your current position.

We will work with the young person to gain your trust and unpick who they are, what they want out of life and the barriers to that achievement. They can have a go at lots of practical things to see what they would like to do or concentrate on things they already know you love.

Part 2: IGNITE THEIR SPARK – Skills development through Curriculum and training. We will select identified interests to base their curriculum on. As they get older this is developed through practical training. Employability, functional skills and other accredited elements are introduced into delivery as we develop interest for progression. They can work towards an accredited outcome in Functional Skills Maths and English as well as Additional Gateway qualifications in practical subjects. CREATIVE INDUSTRIES (Art, Music and film) ENGINEERING, MECHANICS AND WELDING. CONSTRUCTION AND THE BUILD ENVIRONMENT. HAIR AND BEAUTY. HOSPITALITY AND CATERING. SPORTS & ACTIVE LEISURE. ENTERPRISE. **Part 3: SHARE THEIR SPARK** - Community Project or Supported Work Experience

They will use the skills learned to undertake a social/community/enterprise project or partake in supported work experience so you can understand how the skills learned are used in the real world. The main point of this part of the delivery is to show others, but more importantly themselves all they can do and how incredible they are. We will also include elements of Information, Advice and Guidance including progress routes.

Staffing – 1-1 mentoring.

Accreditations – A range of vocational training opportunities are available.

Programme outcome – To give young people the skills they need to be successful in their next steps.

Location(s) and Transport Offer

PushForward operates from sites across Suffolk and staff can collect students from their home. Please contact the provider to discuss delivery location and any transport arrangements.



CASE STUDY 1:

Professional

I wanted to take a moment to share the incredible progress she has made on her learning journey. Over the past months, I have seen her grow and overcome many personal boundaries, demonstrating a level of resilience and maturity that is truly commendable.

One of the most significant changes I have observed is her ability to manage her emotions and self-regulate. She has made tremendous strides in this area, learning how to remain calm and focused even during challenging moments. When I first met her, she was very closed off and quite angry at the world. Learned behaviour from Dad and a reputation within the family that lead to a lot of prejudiced views externally. Through time and with her putting her trust in the staff, she started to come out of her shell. With this came more confidence in herself and abilities. This newfound emotional awareness has had a positive impact on her overall well-being and her learning experience, allowing her to engage more fully in her studies but also in her social interactions with staff and the public. Furthermore, her ability to talk to myself and other staff about her emotions and how she is feeling has improved significantly. I am beyond proud of her for this, as I know it hasn't been easy for her.

CASE STUDY 2:

The beginning

A referral of a young man who was a school refuser. He started the first three sessions texting his mum from upstairs to converse with me, listening in but not managing to see anyone face to face. His nervousness and anxiety manifested itself in highly inappropriate comments, language and shock value statements as a control measure, so people do not engage with him.

We built on a discussion around a world he had made up, maps he had drawn and comprehensive story telling about kitchen appliances that mated with humans to create a race of humanoids. All this was taken as his interest, to draw him in, accepting the way he presented ideas and unpicking what it all meant.

The progression

Over the next year we built on his confidence, taking him out in the community, travel training, developing ideas for engagement and meeting the need of his EHCP. He started working with staff on key interests of cooking and music. He developed an idea to walk in memory of his mum, this developed into a smoothy brand for energy and gave him a purpose. We had successfully got him to engage consistently and found his spark.

He transitioned into our Post 16 provision. Working with new people, groups and on specific qualifications, Maths, English and Employability skills to prepare him for his next progression step by removing barriers and filling learning gaps. He has completely changed. A young man who can now converse sensibly, has an idea of who he is. He is doing his driving lessons, got two jobs and emailed me personally as he had an idea for a project.

Yesterday thanks to the support of my staff and his own confidence, he articulated his idea to me for a project. He wants to run social support groups for like minded young people so they can figure out the idiosyncrasies of making friends. He recognised this as his biggest barrier to going to college and knew other would to. This will be the legacy he leaves us when he moves on. A young man texting obscenities that mum had to repeat to someone so in tune with requirements that he wants to share it with others.



Key Information

Tuition Services (in person) - ☐

Virtual Learning Services - ☐

Vocational - ☒

Therapeutic Services - ☐

Key Stages Offered – 3 & 4

Contact Details

Website – <https://www.rallysport-eng.com/>

Suffolk Infolink Website –

Company Address – Rallysport Engineering Academy, Commerce Way, Colchester, CO2 8HR

Email Address – info@rallysport-eng.com

Telephone – 01268 728076

Overview of Provision Offered

Rallysport Engineering Academy specialise in teaching motor vehicle mechanics to a wide range of young learners aged between 13 and 16 who find the normal learning environment a challenge, or to those who find a hands-on approach to learning more beneficial.

Those who attend our academy can be guaranteed a safe and unique introduction into the motor vehicle industry, carried out by a highly skilled team, in a safe and friendly workshop environment.

Staffing –

Accreditations – IMI (Institute of the Motor Industry) Entry Level & Level 1 qualifications

Programme outcome – Students can move on to college to complete their Level 1 or continue on to Level 2

Location(s) and Transport Offer

Rallysport Engineering Academy

Commerce Way

Colchester

CO2 8HR

There are a number of buses that go near to Rallysport including the 61 bus which stops at Whitehall Road which is only a 5-minute walk from the academy.

Key Information

Tuition Services (in person) - ☒

Virtual Learning Services - ☒

Vocational - ☐

Therapeutic Services - ☐

Key Stages Offered – 1, 2, 3, 4 & 5

Contact Details

Website - <https://www.randstad.co.uk/employers/areas-of-expertise/education/tuition-services-intervention/>

Suffolk Infolink Website – N/A

Company Address – 450 Capability Green, Luton, Bedfordshire, LU1 3LU

Email Address – hazel.baxter@randstad.co.uk

Telephone – 07387543301

Overview of Provision Offered

Randstad Tuition Services is a significant provider of educational support across the UK, offering tailored academic and pastoral intervention for young people from Key Stage 1 through to Key Stage 5. With a stated mission to help children and young people achieve positive outcomes, Randstad collaborates with schools, local authorities, and parents to deliver a range of flexible and personalised learning solutions. Core Offerings: Randstad's provision is built around the core tenets of personalised learning and holistic support. They cater to a wide spectrum of needs, from mainstream academic catch-up to more specialised support for students outside of traditional educational settings. **Academic Tutoring:** One-to-one and small group tuition is available both in-person and online across a broad range of subjects, including core areas like Maths, English, and Science at GCSE and A-Level. Their online platform facilitates a virtual classroom experience with interactive whiteboards and recorded sessions for safety and engagement. **Mentoring and Wellbeing Support:** Recognising that academic success is often intertwined with personal wellbeing, Randstad provides mentoring services. This includes pastoral support and can extend to more specialised mental health support, aiming to build student confidence and resilience. **Specialist SEND Support:** Tutors with experience and training in Special Educational Needs and Disabilities (SEND) are available to support students with a variety of learning requirements. This is a key area of their provision, with a focus on creating tailored programmes that address individual needs. **Alternative Provision:** For students unable to attend mainstream school, Randstad acts as an alternative education provider. They work closely with local authorities to offer structured and supportive educational programmes, aiming to reintegrate students back into mainstream education or prepare them for post-16 pathways. **Personalised Learning Plans:** Each student's journey begins with an assessment to establish their starting point. This informs the creation of a tailored learning plan that is regularly reviewed and adapted. **Progress Monitoring:** A bespoke online assessment tool is utilised to track student attendance, engagement, progress, and outcomes, allowing for transparent reporting to all stakeholders. **Stakeholder Collaboration:** Randstad highlights its commitment to working in partnership with schools, local authorities, parents, and carers to ensure a coordinated and effective support network for each student. **Qualified Tutors:** The service places a strong emphasis on the quality and vetting of its tutors, who are expected to have relevant subject expertise and experience in supporting young people. They also adhere to KCSIE and safeguarding guidelines.

Staffing –

Accreditations –

Programme outcome –

Location(s) and Transport Offer

Randstad Tuition Services operate both virtual and in person intervention across the South, South East, South West, London, Midlands, East of England, the North East and North West of England.

bridge the gap with randstad tuition services.

Every pupil deserves to succeed in education. At Randstad, we work collaboratively to offer end to end intervention and top quality tutoring to improve outcomes and maximise student success.



Randstad provides tuition, mentoring, counselling and SEND support to Local Authorities, schools and special settings nationwide.

Support is available online or face to face, on a 1:1 or small group basis and additional care support is also available if required or as part of a wider care plan or EHCP.



how do we support?

- Curriculum-based tuition packages (primary & secondary)
- Provision of SEND & SEMH
- Support for disengaged students
- Transition back into school
- ESOL/EAL - including UASC tailored packages
- Counselling support
- Mentoring support
- Outreach support
- Early Years
- Post-16 support
- Employability skills
- Support for parents and carers to help prepare and support students returning to school
- Tailored localised care service - supporting children and young people in crisis/at risk
- Early interventions
- Short breaks



partner for talent.

randstad public services: national specialist support provider for students.

29
years
experience

85,000
students
supported

1 million
hours of tuition
delivered

400
HE institutions

30,000
HE students supported

200,000
specialist candidates

4,500
schools worked
with this
academic year

45
local authorities
providing tuition and
mentoring


24,000
people placed into
apprenticeships and
early career frameworks



championing success, engagement and impact.
focussed intervention and catch up with efficient systems
in place to report positive outcomes

scan to hear from students and
parents we've supported:

book a visit or meeting today.

 tuition@randstad.co.uk



partner for talent.

Key Information

Tuition Services (in person) - ☐

Virtual Learning Services - ☐

Vocational - ☐

Therapeutic Services - ☒

Key Stages Offered – 2, 3 & 4

Contact Details

Website – www.reboot-education.co.uk

Suffolk Infolink Website –

Company Address – The Coach House, Gymnasium Street, IP1 3NX

Email Address – office@reboot-education.co.uk

Telephone – 01473 948282 (Ipswich) and 01284 336635 (Bury St. Edmunds)

Overview of Provision Offered

Reboot Education is a small, specialist alternative education provision with two sites: one located in central Ipswich and the other on the outskirts of Bury St Edmunds. Students can attend for 1, 2 or 3 days per week. Daily sessions start at 9.30 am and finish at 2.30 pm. Students are provided with a breakfast on arrival and a cold or warm meal for lunch. Each of our provisions has space for up to 6 students per day. Daily sessions at both provisions are delivered by fully qualified, experienced teachers.

Students attend Reboot Education as part of their regular timetable, away from the site of their registered mainstream school. This specialist provision will engage pupils in learning via the unique hook of a curriculum predominantly delivered through the use of ICT and technology. The curriculum provided will include areas such as essential computer skills (i.e. emailing) as well as website design, coding, 3D printing, animation and graphic design. The provision also delivers a cookery curriculum that teaches the students a range of cookery skills. The provision has a full-time experienced SENCo to ensure the students' needs are being met, to liaise with schools/ professionals and to support with assessing the needs of the students. This includes arranging therapeutic support, speech and language support and other interventions. This complete package is designed to help schools/ professionals plan the student's next steps (i.e. reintegration full-time into mainstream education, applying for full-time specialist provision, EHCNA).

Staffing – Small groups, predominantly 1-2.

Accreditations – Led by qualified teachers with decades of school leadership experience.

Programme outcome – Reintegration and assessment of need.

Location(s) and Transport Offer

The Ipswich Provision is based in central Ipswich, near the town centre, in a detached two-storey building at the Coach House, Gymnasium Street, Ipswich, IP1 3NX. It is located directly behind the Coes Department store. There is a public car park located within a minute's walk of the provision.

The Bury St. Edmunds Provision is based at Unit 6C, Park Farm, Fornham St. Genevieve. IP28 6TS. It is located behind the Willows nursery in a single-story building with outdoor space.

Key Information

Tuition Services (in person) - ☒

Virtual Learning Services - ☒

Vocational - ☐

Therapeutic Services - ☐

Key Stages Offered – KS3, KS4, KS5 (extended timelines for GCSE and Level 2 quals)

Contact Details

Website – www.rbair.org.uk

Suffolk Infolink Website –

Company Address – Red Balloon of the Air, Willow Lodge, 37 High Street, Milton, Cambridge, CB24 6DF

Email Address – admissions@rbair.org.uk

Telephone – 01223 354338

Overview of Provision Offered

Red Balloon of the Air (RBAir) is a special educational provision offering a hybrid of online and face-to-face support to learners aged 11 (Y7)– 20 (last admission at age 18). Learners who attend RBAir are unable to access mainstream education; there may be a variety of reasons for this, such as mental health issues (often severe, including suicidal ideation, self-harming behaviours and eating disorders), physical health issues, bullying or other trauma, difficult/complex life circumstances or neurodevelopmental difficulties. RBAir offers a package tailored to the learner's needs, with up to 15 hours of core provision (education, therapy, social re-engagement and work-related learning) as well as enrichment, trips and clubs. Learners are predominantly taught online through live, interactive sessions, either individually or as part of a small group. RBAir offers a variety of approaches to learning through subject-based sessions, which lead to a range of qualification options including GCSEs, Functional Skills, ASDAN courses and Arts Awards. RBAir also offers AQA Unit Award certificates. We have registered exam centres in Cambridge and Danbury, Essex, with our own Level 7 Assessor to ensure that all examination access arrangements are in place. All learners work with a Link Mentor. Link Mentor sessions are usually weekly on a one-to-one basis with flexibility to meet online, in the learner's home, at RBAir's Centre in Milton, Cambridge / RBET's Learning Hub in Danbury, Essex, or out in the community. Every learner is offered sessions with a qualified therapist. Many of our learners are known to CAMHS and, where they are involved, we work together with them to ensure a 'wrap-around service' for the young person. We may refer learners to CAMHS or other local services where we feel additional support is required.

Staffing – 1:1 and small group sessions offered

Accreditations – For learners studying at KS4 level, regardless of age, we offer a wide range of courses leading to external accreditation. We offer the core GCSE qualification subjects of English Language, English Literature, Maths, Biology, Chemistry, Physics, alongside a range of other subjects. Additional subjects in 25/26 include GCSE Computer Science, History, Psychology and Sociology. Functional Skills (Level 1 and Level 2) Maths, English. Arts Awards (Bronze and Silver). ASDAN Short Course Animal Care. Accreditation through AQA Unit Awards.

Programme outcome – RBAir aims for every learner to improve their confidence, mental health, wellbeing and resilience, and to re-engage with learning to help them progress to the next stage of their education and training.

Location(s) and Transport Offer

Staff operate both virtual and in-person learning (in-person learning takes place at the RBAir Centre in Milton, Cambridge, or the RBET Learning Hub, Danbury, Essex).

Key Information

Tuition Services (in person) - ☒

Virtual Learning Services - ☒

Vocational - ☐

Therapeutic Services - ☐

Key Stages Offered – KS1 – KS5

Contact Details

Website – [Reed Tutors | Tuition and Mentoring Services](#)

Suffolk Infolink Website – N/A

Company Address – Academy Court, 94 Chancery Lane, London WC2A 1DT

Email Address – reed.tutors@reed.com

Telephone – 0330 175 0580

Overview of Provision Offered

Reed Tutors offer tuition and mentoring services to students currently without a school place/are struggling with attending school. Curriculum is tailored to the bespoke needs of students, targeting highlighted outcomes, those within the EHCP and those identified as part of the baseline assessment process. Provision will be delivered by Qualified teachers in the students' homes, in community settings (libraries, family centres etc) or via our bespoke online learning platform. We offer education for students ranging from KS1 to KS5.

Staffing – Students will be linked with teachers with the experience, skillset and qualifications to meet their needs.

Programme outcome – We aim to help students successfully transition back to school/prepare for the outside world. We also help to prepare students for examinations in subject specific tuition.

Location(s) and Transport Offer

Reed Tutors are able to deliver provision across the entirety of the county, and even beyond if required. This is due to the fact that our offering is to deliver provision within the home of students, or local community centres. We are also able to deliver in school as part of a transitioning period, should it be required.

We do not provide transport options.

Reed Tutors work with over 40 local authorities and 350 schools to provide tuition and mentoring.

The following are some examples of case studies and testimonials.

'Dear the Reed Tutor's Team, I thought I would try and get your week off to a good start. I had a meeting with the home for ** and ** the home manager sent me this: Reed Tutors is doing an amazing job with **, ** is brilliant with her, and ** loves her education each day. Please pass on our thanks.'

- Virtual School Education Advisor

Regarding a student who had been out of education for over two years and had previously struggled to engage with the provision that was put in place.

'I would just like to say on behalf of myself, ** and ** that *** has been absolutely brilliant with ** and made such a difference from such a difficult situation ** was, experiencing leaving education voluntarily.'

- Parent of student

Student had been out of education for over a year. A tailored curriculum was built and delivered which engaged the student back into learning. The student has since returned to a mainstream school setting, following a transition period with the tutor.

'Can I just say *** is fantastic; she is amazing with **: so patient with her, very understanding of her learning needs. She's taught her so much so far and **'s loving her lessons. With ** being out of education for a while, I thought she would have a couple issues with getting back into things but with ***'s help, she's thrived. Her tutor realised so quickly what ** is good with and what she struggles with and just get stuck right in helping her to achieve the best she can. She always discusses with ** what will be the focus for the next session; it encourages ** so she can prepare for the day. She always tells me how lessons have been – such a change!'

- Parent of student

'We've had an excellent experience working with Reed Tutors. They are consistently professional, highly responsive, and demonstrate a clear commitment to quality. The tutors they provide are well-vetted and capable, always aligning with the needs of our young people. They also share a willingness to collaborate, and problem solve alongside us. They listen carefully, adapt when needed, and always work in partnership to find the best solutions. We value their support and reliability.'

- Head of SEND Personalisation and Specialist Commissioning

Key Information

Tuition Services (in person) - ☒

Virtual Learning Services - ☐

Vocational - ☒

Therapeutic Services - ☒

Key Stages Offered – 1, 2, 3, 4 & 5

Contact Details

Website – <https://www.yaxleymanor.co.uk/glh-sj-academy.html>

Suffolk Infolink Website – N/A

Company Address – Yaxley Manor, Mellis Road, Yaxley, Suffolk, IP23 8DG

Email Address – Space.yaxley@gmail.com

Telephone – 07886 709468

Overview of Provision Offered

A professional and immersive, educational environment for young people to thrive. We are based in thirty acres of private countryside with an equestrian centre, with numerous outside experiences and classrooms. SPACE is led by experienced teachers.

Our starting point is to use the horses to provide an enriching experience, to engage the young person. We provide a personalised learning plan, to build on their talents and interests. This may include the Changing Lives Through Horse Programme, music, art and sports. For others it includes academic subjects such as Maths, English, Functional Skills, GCSE's, City and Guilds qualifications and Personal Development Courses. Schools are worked closely with to maximise progress. There are opportunities for entrepreneurial projects. These personalised programmes are designed to meet the student's individual needs

Staffing – Small group and 1:1

Accreditations – City and Guilds levels 1 – 3. GCSE subjects, Functional skills, AQA awards, Changing Lives through Horses Programme, Personal Development Qualifications and AQA awards.

Programme outcome – Life skills - Relationships; Communication; Confidence; Responsibility and Perseverance, leading to greater self-worth and higher aspirations. Educational – Improved academic skills and qualifications. Better life Opportunities

Location(s) and Transport Offer

The centre is set in the village of Yaxley, close to the A140 and A143 and easily accessible from all directions.



J- Had predicted G.C.S.E.'s grades of 1's and 2's. J immediately benefitted with the 1:1 teaching and began to believe in herself. Now with predicted grade 5's, she has been offered a place on a level 3 college course.

Guardian of J- "Through her AP days she has grown and blossomed and really has found a passion. She has found a path in life she would like to take. She has ambitions and is striving to reach them. Self-confidence and self-worth have grown, she has a value for herself now which she didn't before. Riding different horses with you has shown her she has hidden capabilities. It is the only time she has any social interaction with young people and as seen in her report she shows great people skills. Maths has opened her up for learning which she wasn't having the opportunity to do. She came to me with predicted grades of 1 or 2. Last mock she just missed a 5. Which she is now striving to reach. What a fantastic achievement. You have given J so much Thank you."



D- Came to us to develop life skills in October 2024. He will soon complete his Guilds level 1 course and has already signed up to complete his level 2 course, with a long-term goal of training to be a farrier. D has also been taking music lessons with us and last week was presented with a Guitar by the charity 'For the Boys.'

D's House Manager- "The communication with SPACE has been excellent in all aspects. This open communication has led to D making significant academic and social progress. D has expressed that he enjoys being at SPACE, appreciates all aspects of the provision, and has built positive and supportive relationships. We would recommend this provision through our service for those children that need special provisions to support them to achieve."

<https://www.youtube.com/watch?v=Yev4kbZLSUg>

K- came to us as a 6-year-old when the demands of mainstream school became too much for her.

Mother of K- "If I look back at how far she has come, it is in no small part down to yourselves and to the special setting you have."

N- Previously, she had not found anything to interest her. She initially started with 1 session per week. She has since eagerly attended 100% of her sessions, with plans for her to now attend 3 days per week.

N's Mother

This has really helped N make friends. It has also met her sensory need and been very therapeutic. This is a really good place for children with additional needs.



Key Information

Tuition Services (in person) - ☐

Virtual Learning Services - ☐

Vocational - ☐

Therapeutic Services - ☒

Key Stages Offered – EYFS, 1 & 2

Contact Details

Website – www.sensory.com

Suffolk Infolink Website – <https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/service.page?id=KoGo5GvbiGg>

Company Address – 2 Civic Drive, Ipswich, Suffolk, IP1 2QA

Email Address – hello@sensory.com

Telephone – 0330 043 7663

Overview of Provision Offered

Sensory is a specialist alternative provision supporting children aged 4–11 (EYFS, KS1 & KS2) with a range of SEND, including ASD, ADHD, SEMH, SLCN, SPD and trauma.

Sensory delivers two therapeutic curricula: GROW (ages 4–7) and THRIVE (ages 8–11), covering Art, Forest School, Life Skills, Music, Physical Education, Play, Science and Sensory Exploration. Their curricula are built around high-quality SEMH texts, with one key book chosen each half term to explore emotions, relationships and resilience.

Sessions are available Monday to Friday, 08:30–11:30 or 12:30–15:30. Each session includes the full curriculum, breakfast or lunch, Forest School, Music Therapy, Occupational Therapy and Speech & Language Therapy.

Staffing – Every child is supported by our highly skilled and compassionate team. Sensory has a dedicated Trauma-Informed Lead who has completed the *Diploma in Trauma and Mental Health Informed Schools & Communities* through Trauma Informed Schools UK. Sensory are actively working towards becoming a fully trauma-informed Alternative Provision, embedding therapeutic and relationship-based approaches.

Accreditations - Sensory offers the AQA Unit Award Scheme to all the children they support.

Programme outcome – Their curricula are individually tailored to meet the specific needs of every child, supporting them to regulate emotions, build resilience and enhance communication and social skills.

Location(s) and Transport Offer

Sessions take place at Sensory Hub, Hillside, Stowmarket, IP14 2BD.

A poster for 'Sensory therapeutic curriculum'. The top half has a teal background with the word 'Sensory' in a white, bubbly font and 'therapeutic curriculum' in a large, white, sans-serif font. The bottom half has a purple background. On the left, under the heading 'subjects' in a white oval, are ten subjects listed in bold white text with their descriptions in smaller white text. On the right, a light purple speech bubble contains text about the AQA Unit Award Scheme.

Sensory[®] therapeutic curriculum

subjects

Sensory[®]'s therapeutic curriculums - **GROW** (ages 4-7) and **THRIVE** (ages 8-11), include these subject areas:

- art**
Encourages self-expression and emotional release through creative exploration.
- forest school**
Builds confidence, resilience and social skills through outdoor exploration and hands-on activities.
- life skills**
Builds independence and confidence through everyday practical tasks.
- music**
Enhances communication, rhythm and emotional connection through sound.
- physical education**
Develops coordination, teamwork and body awareness in a fun way.
- play**
Promotes imagination, social interaction and emotional resilience.
- science**
Sparks curiosity and understanding of the world through hands-on discovery.
- sensory exploration**
Supports regulation and engagement through multi-sensory activities.

Every child also works towards the **AQA Unit Award Scheme**, celebrating achievements and recognising progress across their learning.

Key Information

Tuition Services (in person) - ☒

Virtual Learning Services - ☒

Vocational - ☒

Therapeutic Services - ☒

Key Stages Offered – 2, 3, 4, Post-16 or sixth form

Contact Details

Website – www.stemran.co.uk

Suffolk Infolink Website – N/A

Company Address – 16 new Inchinnan Road, Paisley. PA3 2PP

Email Address – apply@stemran.co.uk

Telephone – 07465276146

Overview of Provision Offered

STEMRAN Limited is a registered provider on the UK Register of Learning Providers (UKPRN: 10096250). We are dedicated to delivering high-quality education, tutoring, and training services for children, young people, and adults. Our mission is to make learning accessible to everyone, empowering individuals to reach their full potential while upholding the values of social justice, trust, and integrity.

Staffing – Qualified and Experienced Tutor.

Accreditations – TQUK accredited, Open Awards accredited, CPD certified accredited. GCSEs, A-levels, Functional Skills, Maths and English.

Programme outcome – Our programmes provide learners with access to high-quality education and recognised qualifications — from Entry Levels 1–3 and Levels 1–3, to GCSE and A Levels. STEMRAN Limited equips individuals with the knowledge, skills, and confidence to progress in further education, enhance employability, and succeed in lifelong learning.

Location(s) and Transport Offer

All locations within Suffolk County Council. Taxi might be provided at some point. Locations might be anywhere closer to the Pupils house such as a community centre, Library or online which ever one is easier and best suited for individual Pupil.



Through our Multiply Projects in 2025, STEMRAN Limited has successfully delivered equivalents of GCSE Maths tutoring to learners who had been out of formal education for extended periods. Many of our candidates achieved impressive results, earning grades between A and C (Grade boundaries 9-4) and then scoring 65% and above in Functional skills level 2 Maths, demonstrating the effectiveness of our tailored support and teaching approach.



Key Information

Tuition Services (in person) - ☒

Virtual Learning Services - ☒

Vocational - ☐

Therapeutic Services - ☐

Key Stages Offered – KS1-KS5.

Contact Details

Website – <https://studymind.co.uk/alternative-provision-tutoring/>

Suffolk Infolink Website –

Company Address – 40 Russell Road, Northwood HA6 2LR

Email Address – ap@studymind.co.uk

Telephone – 0203 305 9593 or 07443022232.

Overview of Provision Offered

Study Mind, a trusted tuition provider with **7+ years** of experience, offers tailored mentoring for learners with SEND. We've partnered with DofE NTP, NHS Wales, Bristol, Southampton, King's, and 50+ schools. We offer qualifications from KS1 to A-Level

- We strive for continuous improvement & aim to provide solid progress and good outcomes. We collect & record data, attendance, learner progress, attainment and interventions. Tutors are observed regularly.
- **Academic progress** is monitored through assessments, tests, and/or homework.
- We complete **Interim Progress Report** (every 6 weeks) - assess tuition against ILP targets, providing a summary report on progress, strengths, and developmental points. The report includes targets for the next period, along with plans to achieve them. Tutors identify additional barriers to learning, incorporating learner, parent/carers/school feedback.

Staffing – Network of 20+ AP Tutors, AP Lead, NEET Manager, Transition Manager.

Accreditations – Official National Tutoring Program provider, qualifications including Functional Skills, GCSE and A-Level

Programme outcome – Personalised Tuition to help students build confidence and boost academic ability with the aim of re-integrating into mainstream education.

Location(s) and Transport Offer

Our tuition is offered both online and face to face throughout Suffolk. We can also provide transport for students and tutors will pick up students and drop them back home after the sessions.

Key Information

Tuition Services (in person) - ☐

Virtual Learning Services - ☐

Vocational - ☐

Therapeutic Services - ☒

Key Stages Offered – EYFS, 1, 2, 3 & 4

Contact Details

Website – <https://www.suffolkmusictherapyservices.co.uk>

Suffolk Infolink Website – <https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/service.page?id=NcK8BjHGDFk>

Company Address – Bristol House, 62 Bristol Road, Ipswich, Suffolk, IP4 4LP

Email Address – ray@suffolkmusictherapyservices.co.uk

Telephone – 07730136604

Overview of Provision Offered

Suffolk Music Therapy Services is the lead provider of music therapy in East Anglia. We have a team of 17 highly experienced and qualified music therapists. All of our music therapists have a masters in music therapy and are state registered health professionals. Music therapists use music to help the individual achieve therapeutic goals through the development of a musical and therapeutic relationship. There is no pre-requisite to 'be musical' or know how to play a specific instrument in order to engage in music therapy. Music therapists work with the natural creativity of each individual to offer appropriate, sensitive and meaningful musical interaction. Our music therapists are specially trained to work with children and adults with a range of needs including those with:

Autism, anxiety and depression, trauma, selective mutism, communication difficulties, challenging behaviour, anger management, post adoption work, anxiety-based school avoidance, PTSD, developmental delay, complex medical health needs, palliative care and bereavement.

Staffing – Small groupwork or 1:1 sessions provided

Accreditations – Masters in music therapy, BAMT Membership, HCPC Registered

Programme outcome – The aim of music therapy is to meet the needs of the individual through working with their strengths and natural motivations to be creative.

Location(s) and Transport Offer

We work across Suffolk, Essex, Cambridge and Norfolk in a range of settings including; mainstream and special education, alternative provision, day centres, hospitals, hospices and private homes. If you require transport, please contact us to discuss arrangements.



Case Study 1

Tim was referred for music therapy because he was not accessing any education at school or home due to severe anxiety and school avoidance. From the very first session, the music therapist found a way to engage and interact with him without using words. Each week, the music therapist brought in a range of musical instruments including keyboard, guitar and harp. Through a creative and musical relationship, Tim has been able to express a range of difficult emotions and feelings through improvising music with the music therapist. As a result, his confidence and self-esteem has improved. He is smiling again and can't wait to see the music therapist every week. The family are now looking at a school place for him and feel that music therapy has been a bridge to help him back into education.

Case Study 2

Due to a complex and traumatic early start in life, Lili has found it difficult to access school. She has severe behavioural outbursts and can find it hard to make positive relationships with others. Through weekly music therapy, Lili has shown great progress in her vocal skills through singing her favourite songs. In recent sessions, she has written some of her own songs. These songs have enabled her to express some difficult and painful feelings and emotions. Through the support of a trained therapist, Lili has found her voice and is starting to make better relationships with others around her.

Case Study 3

Bobby has a very complex medical history and is profoundly impaired. He does not have any speech and is not able to coordinate his movements very well. Through weekly music therapy, Bobby has shown progress in his interactive and communicative skills. He often vocalises when the music therapist sings and plays. In recent sessions he has shown increased tonal range and control in his vocalisations. He has started to vocalise more in the music therapy sessions and as a result, he is vocalising more at home to communicate his wishes.

Testimonials

'We were in tears, your music therapist was perfect. We can't praise her enough. We feel that she is already a part of the team at our charity. It is so hard for people to understand how we work but she just gets it. We can't wait for the next music therapy session!'

Manager of early years provision

"Just wanted to update you about the music session today. Honestly, it was so beautiful to watch. The atmosphere was really soothing and the music even calmed the children to the point of drifting off to sleep, which felt lovely to witness. Your music therapist did an amazing job leading the session and she's really skilled at creating such a peaceful environment. I also had a chat with her afterwards and we reflected on how the sessions offer a relief for parents. It really left me feeling that these music therapy sessions are not only therapeutic, but also such a gift for families."

Family inclusion and support worker

"My son engages and can express his emotions through the world of music, in its many forms. My son responds to a variety of sounds and genres and loves playing the variety of musical instruments brought in by the music therapist. I truly believe that music allows parts of my son's brain to be accessed which is wonderful. Thank you from the bottom of my heart."

Parent

Key Information

Tuition Services (in person) - ☐

Virtual Learning Services - ☐

Vocational - ☒

Therapeutic Services - ☒

Key Stages Offered – EYFS, 1 & 2

Contact Details

Website – <https://sundrama.co.uk/>

Suffolk Infolink Website – https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/provider_updates.page?record=saved

Company Address – 54 Albert Street Colchester, Essex CO1 1RX

Email Address – info@sundrama.co.uk

Telephone – 07449478272

Overview of Provision Offered

SunDrama provides creative, therapeutic alternative provision for children aged 4–11 with SEND, especially those needing a nurturing, personalised learning environment.

Using our S.U.N. Framework – Sense • Uplift • Navigate – we support each child's emotional, social and developmental needs through play-based, individualised sessions. These include drama, art, sensory play, movement, and relational support.

Led by experienced SEN and therapeutic staff, SunDrama offers more than education

we create space for healing, confidence and joy.

Staffing – 1:1 or 2:1 sessions led by qualified practitioners with SEND and therapeutic experience.

Accreditations – Not yet accredited, but we follow Ofsted-aligned standards with trained and qualified staff.

Programme outcome – Individualised programmes with sensory play, art therapy, and holistic learning support emotional regulation and social development.

Location(s) and Transport Offer

Sessions are delivered in students' homes or local venues across Suffolk. Staff travel to the location. For any transport needs, please contact us to discuss arrangements.

More info: info@sundrama.co.uk



Case Study: “H” – Age 6, Autism, Emotional Needs

As H’s mum, I’ve seen such a positive transformation in him since he began working with Sevcan. Before, he was very anxious, found it difficult to manage his emotions, and really struggled with routines and social situations. Even simple activities could feel overwhelming for him.

Since starting his sessions with Sevcan, everything has changed. The creative, hands-on approach, especially the sensory play, movement activities, and expressive art, has helped him feel safe, understood, and engaged. He now looks forward to his sessions, communicates more openly, and shows real pride in what he creates and achieves.

He’s become more confident, calmer, and is better able to cope both during sessions and at home. As a family, we’ve noticed fewer emotional outbursts and much more independence in everyday life. SunDrama has made a real and lasting difference to H’s happiness and development.

Case Study: “R” – Age 13, Autism, Emotional Needs, OSD

As a parent, I have seen such a remarkable transformation in my daughter, R. When she first started the sessions, she couldn’t tolerate being touched, couldn’t walk for long periods, and found it impossible to be around bright lights. She also struggled deeply with social interaction and had strong obsessive behaviours that made everyday life very difficult.

Over time, and with the gentle, structured support she received, I’ve watched her become more confident and open. She now allows light touch, can spend time in brighter spaces without distress, and has even started to talk to other children, something I never thought I would see. Her compulsive behaviours have reduced noticeably, and for the first time, she’s beginning to form real friendships.

The difference these sessions have made to her life, and to our family, is incredible. We are so grateful.



All photographs used have been converted into illustrations to protect student identities. They are based on real images but do not show actual photographs of the children.



Key Information

Tuition Services (in person) - ☑

Virtual Learning Services - ☑

Vocational - ☑

Therapeutic Services - ☑

Key Stages Offered – All

Contact Details

Website – www.sunflowersendhub.org

Suffolk Infolink Website –

Company Address – Sunflower SEND Hub Ltd, 1a Queen Street, Haverhill, CB9 9DZ

Email Address – Tina@sunflowersendhub.org Sophie@sunflowersendhub.org

Telephone - 07599495156 or 07599495153

Overview of Provision Offered

Sunflower SEND Hub – Supporting Children, Empowering Families Empowering Children with SEND, Transforming Lives

Sunflower SEND Hub supports children with Special Educational Needs and Disabilities (SEND) aged **4–16**, providing personalised, holistic care and education. Designed for children who may struggle in mainstream settings, our programmes are **child-led, use the sensory curriculum**, and are adapted to meet each child's individual needs. Our approach ensures each child can grow in confidence, develop independence, and thrive both socially and academically.

Face-to-Face & Small Group Support

- Flexible provision tailored to each child: 1:1 and small group sessions (up to 5 children).
- Support hours can be adapted to individual needs, ensuring children are not overwhelmed and can build resilience gradually.
- Academic support aligned with national curriculum requirements and EHCP outcomes.

Therapeutic & Specialist Support

- Onsite access to Speech and Language Therapy.
- Counselling – outsourced, arts therapies, sensory integration, and mental health support.
- We work alongside other healthcare professionals to ensure your child receives what they truly need and deserve.
- Holistic approach to wellbeing, ensuring children thrive emotionally, socially, and academically.

Life Skills & Enrichment

- Practical life skills: daily routines, self-care, independence, and social communication.
- Vocational, creative, and recreational opportunities: we aim to offer **IT, media, sports with in the next 6 months**.
- Support for phased transitions into further education, vocational routes, or specialist placements.

Staffing – we offer 1-1 if required, and high staff student ratio of 3/4 to 5 students – depending on needs.

Accreditations – Bespoke accredited learning across a range of subjects, providing tailored pathways that are not one-size-fits-all, while promoting wellbeing, confidence, independence, and personal development.

Programme outcome – Children develop emotional regulation, confidence, and engagement with learning. We support progress toward EHCP goals and positive next steps, whether this involves reintegration into mainstream education, transition to a specialist setting, or continued bespoke support.

Location(s) and Transport Offer

Sunflower SEND Hub is based in **Haverhill, Suffolk**. Families will need to contact the Local Authority to arrange transport, as we currently do not provide this as part of our service. We aim to offer transport support in the future.

Key Information

Tuition Services (in person) - ☑

Virtual Learning Services - ☑

Vocational - ☑

Therapeutic Services - ☑

Key Stages Offered – 1, 2, 3, 4 & 5

Contact Details

Website – <https://targetedprovision.com>

Suffolk Infolink Website – [Suffolk InfoLink | Targeted Provision](#)

Company Address – Targeted Provision, 4 Lonsdale Road, London, NW6 6RD

Email Address – referrals@targetedprovision.com

Telephone – 02071 534218

Overview of Provision Offered

Targeted Provision provides 1:1 tuition and mentoring for children and young people who find their existing educational environment less accommodating to their needs. Their specialist teachers can support young people with a range of needs, including those with SEMH needs, those who have been permanently excluded from school and those who are medically unable to attend school. For every child and young person, they provide a suitable, qualified teacher with at least 2 years' experience working with vulnerable learners. They match the tutor to the learner based on their specific experience supporting learners with similar needs, and on their demonstrable ability to help them reach their academic and social or emotional targets. Tutors develop highly personalised schemes of work for the students, focusing on incorporating their interests and building a positive relationship with them. Every offer is bespoke to the student and their requirements, so they are able to offer a variety of subjects and vocational schemes of work.

Staffing – Sessions are predominantly 1:1, but groups of 2 or 3 can be accommodated where appropriate.

Accreditations – A range of courses, including GCSEs and AQA Unit Awards, tailored to the individual. We are a registered exam centre for Open Awards Functional Skills English and Maths at Entry Level 3, Level 1 and Level 2. We can prepare young people for these exams and enter them when they are ready. We can offer the ability for young people to sit A levels, GCSEs and other qualifications via a partnership with Tutors and Exams UK. They have exam centres across the UK.

Programme outcome – Targeted Provision meet young people's unique needs, wherever they are on their learning journey. They nurture young people's self-confidence, supporting them to engage with education and develop the skills to thrive in future academic and life scenarios. Specific and detailed outcomes are agreed at the start of each referral and generally include a combination of academic, social and emotional, and reintegration outcomes.

Location(s) and Transport Offer

Targeted Provision operate across the County and can deliver in homes, schools or community settings.



Supporting Ellie's Reintegration

Ellie was in Year 4 when her anxiety reached a point where she no longer felt able to come to school. Her teachers and family explained how they'd seen Ellie change from a happy and engaged child to someone so withdrawn and worried that they couldn't leave the house. We paired Ellie with our tutor Laura, who had extensive experience supporting young people with anxiety. Laura worked with our Mental Health Lead, Emma, to plan strategies that would help Ellie feel safe and happy in their sessions. Laura played games with Ellie and built her trust by talking to her about her interests. She celebrated Ellie's successes and helped her to feel more confident. After 6 weeks, and with Laura by her side, Ellie returned to school on a part time timetable. Laura was able to share strategies that worked with school staff, and adapt lessons for Ellie so that she could catch up on missed work. Laura was a vital link between home and school for Ellie, her family, and her teachers. Gradually, Laura was able to reduce her hours of support, and Ellie returned to the mainstream classroom, where the classroom TA was able to continue using some of Laura's strategies.

Supporting Ryan when he was permanently excluded

Ryan was in Year 10 when we started working with him. His SEMH needs and experience with ACEs impacted his ability to regulate his emotions in the school environment. Ryan was permanently excluded following an aggressive outburst at school. We arranged for David, a tutor with 10 years experience working in pupil referral units, to work with Ryan. It took several sessions for Ryan to start to trust David. In their early sessions, David spent time learning about Ryan's interests. Ryan was thriving in a construction course he was attending, and also talked about his interest in cooking, as he would often make meals for his younger siblings, so they began to complete some AQA Unit Awards in these areas, which Ryan engaged well with. Across the 3 months Ryan was working with us, he flourished. Although he had tough days where learning was not his priority, he consistently attended sessions. David taught him some simple mindfulness exercises to use when he was feeling angry. When a new school was found for Ryan, our SEND Support Specialists met with Ryan, David and his new school and helped to plan Ryan's integration.

Early Intervention Tuition for Kadan

Kadan, a Year 5 student, was referred to us during his EHCP assessment due to struggles in keeping up with peers and becoming disengaged. To support him, we provided in-school tuition to help him build a trusting relationship with a supportive adult and make progress in Maths and English. Our tutor worked with Kadan 1:1 in a separate space and in his main classroom and accompanied him during lunch. They helped him recognise signs of being overwhelmed and use a "break-out" strategy agreed upon with his teachers to self-regulate. The tutor differentiated classwork and reported regularly on Kadan's progress, contributing to the EHCP assessment.

Our Inclusion Hub Model

We were asked to provide tutors for a group of five Year 7 students who had been disengaged in Year 6 and were likely to struggle with the transition to secondary school. The aim was to create a smaller, safer space where they could gradually integrate into main classrooms. Our experienced tutors, familiar with KS2 and 3 students in PRUs and small settings, used games and activities to build relationships among the students and slowly introduced curriculum elements. They attended core lessons with the group when appropriate, fostering a positive attitude toward school and improving attendance. By being in school, the students felt part of their year group and made friends, leading to a happier school experience. Our tutors also built strong relationships with school staff and became part of the Year 7 team. We are eager to replicate this successful intervention wherever needed.

Key Information

Tuition Services (in person) - ☐

Virtual Learning Services - ☒

Vocational - ☐

Therapeutic Services - ☐

Key Stages Offered – 1, 2, 3, 4 & 5

Contact Details

Website – <https://www.tcesnationalonlineschool.org.uk/>

Suffolk Infolink Website – N/A

Company Address – 3rd Floor Beacon House, 26-28 Worple Road, Wimbledon, SW19 4EE

Email Address – referrals@tces.org.uk

Telephone – 02085437878

Overview of Provision Offered

TCES National Online School is an Ofsted-accredited education and therapy provider for pupils aged 5-25, with or without an EHCP, who are not attending school. This could be due to either SEN needs (including ASC and/or SEMH), Emotionally Based School Avoidance, medical needs, or pupils awaiting a school placement. TCES' success lies in that they offer personalised, targeted online programmes, grounded in the evidence-based principles of therapeutic education to rebuild the relationship between students, schools, parents/carers and local authorities.

TCES provide: A full-time curriculum offer to every student, personalised learning through real time online teaching, 1:1 online support, leading to class-based learning, therapeutic support delivered through timetabled activities, full curriculum including their award-winning LIFE programme, experienced tutors and therapists skilled in ASC, SEMH and anxiety, support to prepare for, sit and retake exams – GCSE, A-Level, interim or longer-term programmes to meet individual needs and reintegration to appropriate education settings.

Staffing – 1-1 teaching or in small groups.

Accreditations – A range of courses are available and are tailored to the individual young person. TCES National Online School has entered pupils for Functional Skills, GCSEs, and A-Levels, as well as vocational courses.

Programme outcome – Aims to support pupils' reintegration into group learning, where appropriate. They also support pupils into further training or employment through accreditations as above.

Location(s) and Transport Offer

All sessions are delivered virtually. TCES provides all required equipment for pupils to access online learning.

Key Information

Tuition Services (in person) - ☐

Virtual Learning Services - ☒

Vocational - ☐

Therapeutic Services - ☐

Key Stages Offered – 1, 2, 3, 4 & 5

Contact Details

Website – [Tutoring for schools | TLC LIVE Online Tutoring](#)

Suffolk Infolink Website – https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/service.page?id=6QIDLcb_TVc

Company Address – 2 Ducketts Wharf, South Street, Bishop's Stortford, Hertfordshire, CM23 3AR

Email Address – lnicholls@tlclive.com

Telephone – 01279 657193

Overview of Provision Offered

TLC LIVE Online Tutoring provide online tutoring for students from age 6 through to 18. This covers core subjects, humanities, ESOL as well as ASDAN short courses, functional skills and other NCFE vocational courses. Lessons are delivered either as 1:1, individualised tuition or group tuition. TLC LIVE Online Tutoring can support students with SEND and accept students from schools, local authorities as well as other education organisations. Lessons are charged per hour with no minimum booking

Staffing – 1:1, individualised tuition or group tuition.

Accreditations – GCSE's Functional Skills (Level 1 and Level 2 English and Maths), ASDAN short courses, AQA Award Units, NCFE vocational courses, English, Maths, Science, History, Geography, RE and ESOL

Programme outcome – TLC LIVE's Online Tutoring challenges and supports children and young people to reach their academic goals while preparing them for future education and career pathways. Our sessions are designed to build confidence, resilience, and engagement. Through our 4-step Reintegration Programme, we help learners successfully transition into mainstream or alternative education, and prepare for post-16 destinations,. This is further enhanced by our AQA Award Unit, which recognise and support progress.

Location(s) and Transport Offer

Virtual/online learning only.



Case Study: Year 10 Student at Risk of Permanent Exclusion

Background: TLC LIVE was approached to provide tutoring for a Year 10 student who was at risk of permanent exclusion. The student was awaiting input from an educational psychologist to begin the Education, Health, and Care Plan (EHCP) process. At the time of referral, the student's school attendance was 57.1%, and their educational engagement was low. The young person was still on-roll at school, but it was decided that TLC LIVE's provision would be accessed from home due to the student's circumstances. The student was referred for **15 hours per week of online tutoring in Functional Skills English, Maths, and Personal, Social, Health and Economic (PSHE) education**. The goal was to support their academic progress, build confidence, and help them develop essential skills to improve their behaviour and reintegrate into a more structured learning environment.

Initial Assessment and Planning:

TLC LIVE began by conducting a **planning meeting** with all stakeholders involved, including parents, school staff, and any relevant external professionals. This meeting was crucial in gathering information about the student's academic levels, learning preferences, and any risk factors that needed to be considered, such as behavioural or emotional challenges. It was clear that the young person required a highly tailored approach that prioritised flexibility and patience. Following the meeting, a **bespoke timetable** was created, and suitable tutors were allocated based on the student's needs and learning style. TLC LIVE's pool of fully qualified UK-based teachers allowed us to carefully match the young person with tutors who had experience in working with students facing similar challenges. The initial focus was on rebuilding the student's confidence in their ability to learn and re-engaging them with their education.

Service Delivery:

TLC LIVE followed its **four-step process** to deliver the service:

1. **Planning Meeting:** The planning meeting established the foundation for the student's tailored learning journey. Through close collaboration with all stakeholders, a clear picture of the student's needs and goals was developed. This allowed TLC LIVE to assign appropriate tutors and implement a timetable that worked for the student, ensuring lessons were both effective and engaging.
2. **Intensive Lessons:** The student began receiving **intensive one-on-one tutoring sessions** designed to fill gaps in their knowledge, particularly in Functional Skills English and Maths. Lessons were delivered in a flexible and supportive manner, allowing the student to engage from the comfort of their own home. As the sessions progressed, it became clear that the young person's confidence and attitude towards learning were improving.

The inclusion of **PSHE lessons** also played a significant role in supporting the student's emotional and behavioural development. These sessions helped the young person develop self-awareness, manage their emotions, and improve their interpersonal skills, which were key to their eventual reintegration into a more formal educational setting.

3. **Regular Review Meetings:** Every six weeks, TLC LIVE held **review meetings** with all stakeholders, including parents and school representatives. These meetings were vital for tracking the student's progress, discussing any concerns, and making adjustments to the support plan where necessary. The student's improving **attendance** was a key indicator of their re-engagement, rising from 57.1% at the start of the intervention to over 70%. In addition to improved attendance, the student's **attitude towards learning** became increasingly positive, with their tutors reporting better focus and participation in lessons.
4. **Reintegration and Ongoing Support:** After 12 weeks of intensive tutoring and working collaboratively with stakeholders, the decision was made to transition the student into **a more appropriate educational setting**. This new environment was better equipped to support both the young person's academic development and their emotional and behavioural needs. Although the student had transitioned out of TLC LIVE's full-time provision, they continued to receive **ongoing weekly tuition** to ensure they did not fall behind academically and to provide continued support for their personal development.

Outcomes:

By the end of the intervention, the young person had made **significant progress** both academically and personally:

- **Improved Attendance:** The student's attendance rose from 57.1% to over 70% during their time with TLC LIVE, demonstrating their increased engagement with education.
- **Positive Attitude Towards Learning:** The student's attitude towards learning improved considerably, with tutors reporting greater enthusiasm and focus during lessons. The personalised and flexible approach taken by TLC LIVE allowed the student to feel more comfortable and supported, resulting in better learning outcomes.
- **Successful Transition to an Appropriate Setting:** After 12 weeks, the student was reintegrated into full-time education in a more appropriate setting that could better support their academic and personal development. This new setting provided a more structured environment that was suited to the student's needs, ensuring they could continue progressing.

Stakeholder Collaboration:

Throughout the process, TLC LIVE worked closely with all stakeholders, including the student's school, parents, and external professionals. This collaboration was crucial in ensuring that the support provided was aligned with the student's broader educational and personal development goals. Regular communication and review meetings ensured that any concerns were addressed promptly and that the young person remained on track.

Conclusion:

This case study highlights how TLC LIVE's **flexible and tailored approach** can effectively support students at risk of exclusion, helping them to re-engage with their education and develop the skills needed to succeed. By providing **one-on-one, online tutoring** in a supportive environment, and working closely with stakeholders, TLC LIVE was able to help this Year 10 student make **significant progress** in both their academic performance and personal development. The student's improved attendance, positive attitude towards learning, and successful transition to a more suitable educational setting demonstrate the effectiveness of our approach in supporting vulnerable young people.

Key Information

Tuition Services (in person) - ☐

Virtual Learning Services - ☒

Vocational - ☐

Therapeutic Services - ☐

Key Stages Offered – 1, 2, 3, 4 & 5

Contact Details

Website – www.tute.com

Suffolk Infolink Website – N/A

Company Address – Halladale House, Lakeside, Chester Business Park, Chester CH49QT

Email Address – info@tute.com

Telephone – 03303309751

Overview of Provision Offered

An education system that enables any child, anywhere, to achieve their potential.

Tute delivers DfE-accredited online education through live, online lessons. Our qualified teachers are improving outcomes for learners with SEND, SEMH, EBSNA, and other AP needs across Key Stages 1–5.

- 16 subjects
- Enrichment programmes
- Mentoring
- Parent support
- 2hr enrolment

Accredited under the DfE's Online Education Accreditation Scheme (OEAS) in July 2025, Tute was recognised for safeguarding, high-quality teaching, and clear outcomes. Read our Ofsted visit report: [Tute Education Ltd OEAS Accreditation Report \(DfE, July 2025\)](#).

Part of [Outcomes First Group](#), the UK's leading provider of specialist services to schools, Tute combines online flexibility with the expertise and outcomes-led standards of high-quality specialist education.

Our live lessons are arranged into a choice of curriculums to meet different needs and priorities for your students offering a choice of preset pathways or customised options with optional mentoring and enrichment programmes:

- **Virtual School** – structured timetables aligned to the National Curriculum
- **Courses** – Functional Skills, GCSE, iGCSE, and A level
- **Tute Go** – bespoke schemes of learning designed with commissioning partners
- **Learning Programmes** – personalised 1:1 interventions
- **ESOL** – from Pre-Entry to Entry Level 3

Our Nova and Vita groups enable provision to be more closely tailored to need for our Virtual School and Course students:

Nova	Vita
Smaller classes of up to 6 students in English, maths, and science. Ideal when students need more focused support, particularly with EHCPs or higher levels of need.	Still small groups, but up to 12 students, across a broad range of subjects. Best suited when students benefit from a wider group dynamic and broader subject access.

Outcomes

Students experience measurable academic and personal progress:

- Average **0.5 grade improvement** across subjects (0.7 in English, 0.5 in maths)
- **52% increase in attendance** for those with baseline data
- **98% feel safe** and **90% enjoy lessons**
- Outcomes include successful reintegration, enhanced confidence, and readiness for post-16 destination

Staffing – All Tute lessons are delivered by qualified teachers (QTS) to small groups (maximum 12 students) or on a 1:1 basis, depending on the needs of the student.

Accreditations – Functional Skills levels 1 and 2, GCSEs, and A Levels.

Programme outcome – Tute's programme outcomes include academic attainment and progress, improved confidence and engagement, successful reintegration into mainstream or alternative education, and readiness for post-16 pathways such as further education, training, or employment. Students make measurable academic progress - on average, 0.5 grades across subjects, with notable improvements in English (0.7 grades) and maths (0.5 grades). Additionally, students benefit from personalised support that enables them to overcome barriers, build resilience, and achieve meaningful next steps.

Location(s) and Transport Offer

Tute is an online education provider, and our live lessons can be accessed via any device including a mobile phone. Students join from the location they are in, removing the need for any transport arrangements.



Case study 1 – Secondary KS4: Overcoming SEMH-related barriers



Facing severe anxiety and SEMH needs, Jenny and James could not attend mainstream school. Tute provided high-quality teaching and learning through small-group online lessons in core subjects, delivered by teachers specialising in trauma-informed practice. The consistent learning structure, reduced social pressure, and trusted relationships helped them feel safe and supported. Personalised feedback and progress tracking ensured both students remained

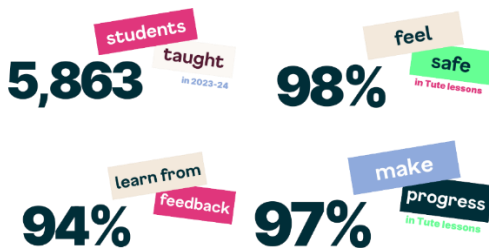
on target for GCSE attainment. By the summer term, Jenny was working at grade 4 in all subjects, and James achieved grade 4 in English and grade 5 in math. Rebuilding confidence, engagement, and a positive trajectory in their next steps in education.

Case study 2 – Primary KS2: Rebuilding trust and enabling re-engagement



Following EBSNA related to SEND described within her EHCP, Daisy's education had halted. Tute provided 1:1 online teaching, carefully paced around Daisy's emotional readiness. Lessons were personalised using creative, interest-led content to rebuild engagement. Consistent support from a trusted teacher and close collaboration with family and external agencies enabled remarkable progress. Daisy developed emotional literacy, self-advocacy, and sustained attendance, transitioning from total disengagement to

96% lesson attendance. With phased reintegration supported by Tute, Daisy returned full-time education in a mainstream school. Her journey shows how relational trust and tailored online provision can restore access to education and rebuild student confidence.



"I work with students with a range of SEN who have always struggled with attendance... For some, long-term online provision is the right thing. For many, a shorter-term package of online academic and pastoral support can help them overcome difficulties and reintegrate into school life. With Tute, our learners have a chance to reach their academic potential and gain the confidence to re-engage with education in a way that works for them."

SENDO supporting Jenny and James (Case study 1)

Read Jenny, James and Daisy's full stories and more at www.tute.com/case-studies

Key Information

Tuition Services (in person) - ☒

Virtual Learning Services - ☒

Vocational - ☐

Therapeutic Services - ☐

Key Stages Offered – 2, 3, 4 & 5

Contact Details

Website – [Tutoring Services in and around Bury St Edmunds - Tutor Doctor](#)

Suffolk Infolink Website – N/A

Company Address – Meadow Garth, Mill Road, Pakenham, Bury St Edmunds, IP31 2NB

Email Address – cbramwell@tutordocor.co.uk

Telephone – 07702 907188

Overview of Provision Offered

Tutor Doctor can provide the following services for key stages two to five academic subjects, where lessons are recorded and available for review:

1. Personalised tuition for SEND students (including ADD, ADHD, Autism, ASD, Dyslexia, Dyspraxia) and disadvantaged students (<https://www.tutordocor.co.uk/tutoring-services/special-tutoring-programmes/special-exceptional-needs/>)
2. Intervention programmes for students who can't or don't attend school (<https://www.tutordocor.co.uk/tutoring-services/special-tutoring-programmes/home-schooling/>)

Staffing – 1:1 and small group provision.

Accreditations – All subjects and all key stages.

Programme outcome – For students to re-engage with learning, to change their opportunities in life.

Location(s) and Transport Offer

Face to face tutoring in and around Bury St Edmunds, in schools, educational centres and homes. On line tutoring for Suffolk

Case Studies

Our personalised tutoring services are tailored to each student's unique needs, providing them with the tools and confidence to re-engage with learning in a way that works best for them.



Case Study 1

Prior to tutoring, this student was disengaged from academic work, with his sole focus on football. He displayed demanding and manipulative behaviours and had difficulty adhering to classroom rules, resulting in multiple fixed-term exclusions due to his ongoing refusal to comply.

Outcome: Tutoring was provided face-to-face throughout the academic year, with the main objective of increasing his engagement in education and supporting his reintegration into school life. Since starting tutoring, he has become more considerate of others when expressing his demands and is now open to discussing and taking their opinions and feelings into account.

"He has found a love for learning again and is reintegrating back into mainstream classes. This is all thanks to the hard work of his tutor, not only to help him progress academically but the hard work she did with him socially too."

Case Study 2

Prior to tutoring, this student had faced a unique set of challenges, including a negative attitude toward school, low lesson attendance, and frequent truancy due to difficulty coping with the "busy, noisy, and bright environment" of school life.

Outcome: The tutor employed various methods and activities to build rapport with the student and help them feel as comfortable as possible. The tutoring complemented the therapeutic work already in progress, successfully achieving the goal of reintegrating the student into mainstream lessons.

"His attendance was incredibly low, he did not engage at all ... he would close down, be unable to communicate and would focus on playing games on his phone. The general consensus was that this student would not be able to be reached by anyone. However, this student is now engaged in learning and enjoying attending his sessions."

Key Information

Tuition Services (in person) - ☒

Virtual Learning Services - ☐

Vocational - ☐

Therapeutic Services - ☐

Key Stages Offered – Reception, 1, 2 ,3 & 4 (ages 4 - 16)

Contact Details

Website – <https://unique-to-you.co.uk/>

Suffolk Infolink Website – [Suffolk InfoLink | Unique to You](#)

Company Address – Newmarket, Suffolk

Email Address – lizzie@unique-to-you.co.uk

Telephone – 07474781158

Overview of Provision Offered

Unique to You specialises in delivering bespoke in-person 1:1 and small group educational tuition for children aged 4 to 16 with a wide range of Special Educational Needs and Disabilities (SEND). Our areas of expertise include autism (ASC), sensory processing difficulties, global development delay, communication needs, and other additional needs.

Our provision is tailored to meet the unique needs of each student. We embrace their individual strengths, interests, and learning styles by creating personalised programmes that support both academic progress and emotional wellbeing.

We focus not only on academic achievement but also on developing essential life skills, improving social interaction, and boosting confidence and self-esteem. Our commitment is grounded in empathy, trust, and a thorough understanding of each student's individual needs to move them positively forward in their educational journey.

Staffing – Proudly upholds qualified, highly-experienced and skilled teachers specialising in SEND. All tuition sessions are in-person.

Accreditations – Various across a range of subject areas.

Programme outcome – To thrive, achieve personal growth, and celebrate unique successes.

Location(s) and Transport Offer

At Unique to You, tuition services are bespoke to each student. Please contact the provider to discuss individual requirements.

Key Information

Tuition Services (in person) - ☒

Virtual Learning Services - ☐

Vocational - ☐

Therapeutic Services - ☒

Key Stages Offered – Reception, 1, 2, 3, 4 & 5

Contact Details

Website – <https://www.thewillowschilddevelopment.com/>

Suffolk Infolink Website –

Company Address – Head Office: 40-46 Willow House, Mildenhall, Suffolk, IP28 7HB

Email Address – hello@thewillowschilddevelopment.com

Telephone – 01638 496657

Overview of Provision Offered

The Willows Child Development offers therapeutic, child-led education and respite for young people who struggle in traditional settings due to autism, ADHD, trauma, or SEMH needs. Through small group, 1:1 and 2:1 sessions at Willow House and Willow Forest, we provide bespoke, trauma-informed support rooted in PACE, Forest School and neuroaffirming practice - promoting emotional regulation, connection and meaningful engagement.

Staffing – Our experienced and trauma-informed staff team includes qualified teachers, therapeutic practitioners, Forest School leaders, and support staff with specialist training in autism, mental health, and safeguarding.

Accreditations – Bespoke Accreditations

Programme outcome – Young people develop emotional regulation, confidence, and re-engagement with learning. We support progress toward EHCP goals and positive next steps, whether reintegration, transition to a new setting or continued bespoke support.

Location(s) and Transport Offer

Willow Forest is based in Barton Mills, Suffolk. Willow House is based in Mildenhall town centre.

Please contact the provider to discuss transport options available.



"I came across The Willows Child Development in June 2024 and felt it would be a wonderful environment to support a child within our school. After contacting Kelly I was invited to go and meet Tanya and herself at The Willows and I was instantly in awe at the space, the freedom and the potential to offer children a unique provision that met their needs. Kelly and Tanya worked with us closely as a school to ensure we offered consistency for our young person and his family and that we were all aware of the progress that was taking place from week to week. The impact of time at The Willows has helped our young person to now integrate back into class and full time provision." - Assistant Head

"“The Willows has been an amazing provision for both of my children. My daughter has benefited greatly from the one-to-one support, her mental health has improved because she has someone to talk to, and it gives her a break from overwhelming thoughts. Our son also attends sessions at Willow House, and since starting, his behaviour has improved significantly and he has far fewer meltdowns. The Willows is a lifeline for families like ours who have children with SEND.”” - Parent

"As a grandparent, I've watched all three of my grandsons – now aged 16, 14 and 11 – face years of turmoil in mainstream education. My eldest grandson, in particular, reached a point where he felt completely broken. With a long list of diagnoses and no place where he truly felt understood, he became despondent. At times, he even felt hopeless and suicidal, convinced that no one would ever truly get him. Then we found The Willows Child Development. Within just a few weeks, everything began to change. For the first time, he felt accepted. There was no judgement, no pressure, no expectations. They gave him space to be himself – something he'd never felt safe enough to do before. It was this simple but powerful shift that gave him the confidence to start believing in himself again. For any family with a child or young person who is struggling in mainstream education or who needs a different kind of support, I honestly cannot recommend The Willows highly enough. The team are there because they genuinely care. They go above and beyond, not just for the children, but for the families too. Every member of staff works with compassion, patience and a deep understanding of the individual needs of each young person. Now, all three of my grandsons attend The Willows – and they are thriving. I will always be grateful for the difference they've made to my family's life." - Grandparent

"The most supportive, nurturing place for children! The Willows has played a massive role in boosting my sons self esteem and helping him build confidence around friendships." - Parent

Key Information

Tuition Services (in person) - ☒

Virtual Learning Services - ☒

Vocational - ☐

Therapeutic Services - ☒

Key Stages Offered – 1, 2, 3, 4 & 5

Contact Details

Website – <https://winchmoretutors.com>

Suffolk Infolink Website –

Company Address – 1st floor, James House, Mere Park, Buckinghamshire, SL7 1FJ

Email Address – referrals@winchmoretutors.com

Telephone – 01628 484249

Overview of Provision Offered

Winchmore Tutors offers alternative provision and supplementary tuition in students' homes, local libraries, and schools. We have a wide range of qualified teachers trained and experienced in supporting students with SEN, SEMH and ESOL needs. Our service offers bespoke packages with a complimentary set up and termly review meetings with students, parents/carers and any other relevant tuition stakeholders to ensure tuition is student-centric and meeting the needs of every young person. We offer tuition across all key stages with a focus on English, Maths, Science and Functional skills which can be delivered face to face or online. We aim to transition students in formal education settings but can also support with the booking and management of examinations to help prepare students for higher education or employment. Our tutors promote self-belief, confidence and independence to encourage students to flourish. Our tutors work across Suffolk and the rest of England and are able to support your students based in and out of county.

Staffing – 1-1 tuition and small groups offered.

Accreditations – Core GCSE subjects with others available based on the individual.

Programme outcome – To enable all young people to be successful in their education.

Location(s) and Transport Offer

Virtual, in-person and a hybrid approach to learning are all available. For in-person sessions please contact the provider to arrange locations and any transport arrangements.



Case Study One:

BB was referred to us in September of this year and required home tuition for alternative provision to study towards her GCSE's. She had not attended a formal education setting for an extended time and had an EHCP as well as high anxiety. After we were accepted to support BB, we did a set up meeting with BB herself being 18. BB expressed concerns over the male tutor due to her past trauma, however we comforted BB and let her know that she had power to finish the tuition session at any point should she feel overwhelmed or unsafe at any point. We also went through how tuition was going to work and where the tuition was going to take place, allowing the student to visit the library location prior to tuition. The male tutor was also aware of her concerns and approached the sessions with sensitivity and has now managed to help her work through this fear and developed a brilliant working relationship with her.

The student's mum has reported the tuition has been *'going very well'* and BB has been *'engaging well'*. Speaking with one of the tutors, she said BB is *'a bright and capable student, BB should be proud of her progress and achievements in English Language since the start of her tutoring. With her hard work and determination, she is now 'exam ready' for her GCSE exams in Language, to be taken at the start of November. The fact that she reads and writes for pleasure has been a real help in accelerating her progress'*.

Case Study Two:

KK has been tutored by our tutor Ruth Lampitt from November 2023, and as such the tutor has built up a very good rapport with the pupil. KK is a young person with diagnoses of both ASD and ADHD, and Ruth has worked very well with him in academic subjects as well as topics relating to PHSE.

We reviewed KK's progress earlier this year, in line with our half termly reviews. Mum stated that the tutor tailors the lessons perfectly for K. The tutor and KK have built a fantastic relationship and KK looks forward to the lessons. KK's dysregulation has improved as the tutor has incorporated breaks when needed, switch subjects when needed and relating the work to their interests. We were also able to determine at this review that KK was ready to increase his hours from 12 to 15, in line with what was allocated by the LA. We have also transitioned to tuition to an external venue once a week to encourage student independence.

The student's mum has reported that there has been a *'massive progress in reading and writing'*, and had also asked for alternative venue to be considered part of the time starting from September to encourage confidence and ability to operate without mum's assistance.

This has been implemented since beginning of September with occasional tuition sessions happening in the library and the tutor is cautiously optimistic about KK being independent.

This tutoring assignment has been a success story for engagement and learning and a testament to the rapport built up by our tutor to help a young person discover a genuine love of learning.



Key Information

Tuition Services (in person) - ☒

Virtual Learning Services - ☐

Vocational - ☒

Therapeutic Services - ☒

Key Stages Offered – 2, 3, 4 & 5

Contact Details

Website – <https://thewoodviewproject.wixsite.com/beccles>

Suffolk Infolink Website –

Company Address – Marsh Lane, Worlingham, NR34 7PE

Email Address – the.woodview.project@gmail.com

Telephone – 07301213702

Overview of Provision Offered

The WoodView Project offers specialist development programmes for young people with additional needs who benefit from a person-centred approach from a team of SEND specialists. They engage and challenge young people through archery, personalised enrichment, experiential learning and leadership opportunities, all wrapped in a supportive and caring environment.

Staffing – 1-1 tuition and small groups offered.

Accreditations – Duke of Edinburgh Award (DofE.)

Programme outcome – To enable all young people to thrive, achieve personal progress and success.

Location(s) and Transport Offer

To discuss locations and any transport requirements please contact the provider.