

Unregistered Alternative Provision Directory

July 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				
AMPP Studio				
Apex Education				
ASSET Flourish				
Atypical Education				
Base Camp				
Be My Tutor				
The Befriending Scheme				
Behaviour Bloom				
Castle Farm Countryside Classroom				
Century Training Academy				
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				
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				
Innov8 Workshops				
Ipswich Community Media & Learning				
Kinda Education				
Kings Dam Project				
Kip McGrath Tuition Ipswich West				
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				
Noise Solution				
Nudge Education				
OCEM				
Out-Space Ltd				
P.L.O.T.				
Pathways Care Farm				
Pathway Skills Academy				
Paws For Thought Therapy				
Phoebe Centre				
Potton Services				
Prepped Academy Ltd				
Projection Education				
Purple Ruler				
Push Forward				
RallySport Engineering				

Randstad Tuition Services				
Reboot Education				
Red Ballon of the Air				
Reed Tutors				
S.P.A.C.E at GLH Equestrian				
Sendsory				
Study Mind				
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.

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 – 1, 2, 3, 4 & 5

Contact Details

Website – [Alternative Provision - Ackerman Pierce](#)

Suffolk Infolink Website – N/A

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

Email Address – education@ackermanpierce.com

Telephone – 0208 051 9767

Overview of Provision Offered

The mission through Ackerman Pierce's flexible alternative provision, is to create a nurturing environment that fosters education, motivation, and re-engagement of students through a creative curriculum tailored to their unique needs. They are dedicated to promoting the holistic development of CYP, focusing on their academic, social, emotional, and physical growth. Ackerman Pierce work with Local Authorities as well as Educational Settings including SEND Schools and PRUs. They have exclusive access to 1:1 tutoring / 2:1 tutoring with CYP including those with/at risk of exclusion, in care, young offenders, SEND, SEMH, school refusers and those awaiting a school placement

Staffing – Sessions are held 1:1

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

Programme outcome – Ackerman Pierce match the CYP with a tutor that fits their need, providing an individual and tailored tuition specific to their unique circumstances, putting in place the essential building blocks to ensure positive outcomes are achieved.

Location(s) and Transport Offer

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



MLA success story:

At the start of tuition, this pupil had been out of school for almost a year, initially he was not able to display appropriate behaviour for learning and would frequently disassociate. However, within a month, this young person has shown that he is a remarkable and gifted learner when he feels safe and secure.

He is always willing to delve deeper into a topic and broaden his mind with new knowledge and vocabulary. Over the course of our sessions, he has produced some beautiful and well thought out pieces of writing, this was something that he would refuse to do altogether at the start of tuition. He has built resilience around making mistakes and accepting that its okay to be shown how to do something.

This pupil has shown that he can not only focus for a prolonged period of time (something he found very difficult initially) but that he will also try his hardest to get the most out of our sessions together every day. My hope for this young person is that he continues to thrive in his future setting and reaches his full potential

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 CIC is a small, arts-led Alternative Provision designed for pupils aged 11–18 who struggle in traditional educational settings. The programme focuses on high-quality creative experiences that emphasise autonomy, emotional regulation, identity development, and progression planning. AMPP values process over product, choice over compliance, and trust over targets. We offer a therapeutic, inclusive and relational space for students to explore their potential, build confidence, and improve emotional wellbeing through the arts. Our policies and procedures align with the Education Inspection Framework, Keeping Children Safe in Education guidelines and Suffolk Local Authority requirements for Alternative Providers.

Provision is available for 5 to 15 hours per week, between 9:30am–2:30pm

Staffing – AMPP Studio consists of a small team of qualified and experienced creative educators and industry professionals. We have enhanced DBS clearance and use a trauma-informed approach within our educational and pastoral care. We are committed to continuous professional development that supports the work we do. Creative Director (Sarah Nkugwa) and Creative Education Lead and DSL (Lulu Horsfield) oversee provision planning, delivery and monitoring of individuals progress and aspiration within a small group setting.

Accreditations – AMPP Studio is an approved Alternative Provider with Suffolk County Council and we collaborate with Trinity College London to deliver the Discover, Explore, Bronze and Silver Arts Award to support curriculum-linked outcomes, build creative portfolios, and develop personal progression plans.

Programme outcome – AMPP Studio's arts-based programme supports young people to re-engage with learning through creativity. Designed for those who may not thrive in mainstream settings, it develops confidence, emotional regulation, social skills, and a strong sense of identity. Through hands-on, inclusive arts activities, students build resilience, independence, and transferable life skills. This programme improves wellbeing and creates clear pathways back into education, training, or employment - helping each 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 centre. (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 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.

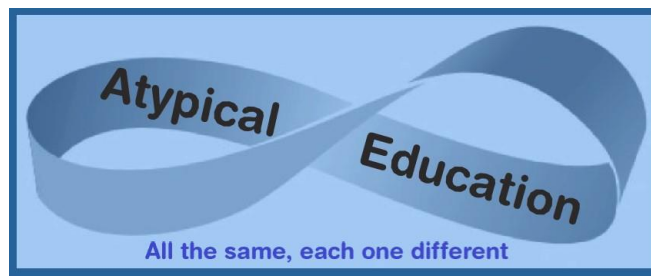
Staffing – 1-1

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 – 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 oversee all lessons and reporting, and they have had a huge amount of success supporting students in their education, particularly towards GCSEs and A Levels.

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

Accreditations – Be My Tutor's fully qualified teachers cover all subjects at GCSE and A Level.

Programme outcome – To engage students of all ages and abilities in their education.

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 – 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 – 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 - Where Trades Come to Life!


 **Building Futures Since 2013!**  Ready to transform your career with hands-on skills that employers actually want? Century Training Academy in Great Yarmouth is your gateway to an exciting future in the trades! As one of the region's leading training providers, we've been empowering students since 2013 to master the skills that build our world.

Why Choose Century Training Academy? REAL SKILLS. REAL EXPERIENCE. REAL RESULTS.

We don't just teach – we immerse you in progressive, hands-on training that gets you job-ready from day one. Our comprehensive programs cover everything from traditional construction trades to cutting-edge automotive skills:

 **CONSTRUCTION MASTERY**  **AUTOMOTIVE EXCELLENCE**  **PLUMBING PROFESSIONALS**  **HAIR & BEAUTY ARTISTRY**  **FUNCTIONAL SKILLS FOUNDATION**

 **Designed for Success** Our Alternative Provision programs welcome learners aged 13+ with training tailored to YOUR learning style and abilities. We don't just develop technical skills – we enhance behaviour, boost social skills, and build confidence that lasts a lifetime. **Every course is ACCREDITED** – giving you qualifications that open doors across both private and public sectors.

 **The Century Difference** At Century Training Academy, we believe in the power of practical learning. Our expert instructors bring real-world experience to every lesson, ensuring you leave with the skills, confidence, and connections to thrive in your chosen trade. **Ready to build your future? Contact Century Training Academy today and discover how we can help you master the trades that shape tomorrow!**

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 – 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 – info@cfsocialwork.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.
- Tutoring towards GCSEs (where GCSEs are to be taken with on roll school)
- 'Future Focused' programme for those not able to engage in academic learning; focusing on building confidence, identifying vulnerabilities, and addressing academic, emotional, and social needs. This includes students with high risk behaviours and those at risk of exploitation.
- SEND support – multi-agency working, and support towards EHCP reviews and other referrals/meetings and Therapeutic Services.

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.

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 – N/A

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.

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 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.

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

Staffing - Support package for high needs provision in person (1:1, 2:1, 3:1) and group sessions 6 learners max (2 practitioners)

Accreditations – N/A

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

Location(s) and Transport Offer

Ipswich. Hybrid learning is bespoke to each learner, it can take place at the young people's home, community spaces, schools...please contact us to discuss individual requirements.

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.

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 – 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. We have something for everyone; Archery, Bushcraft, Geotagging, Axe Throwing, Mountain Biking, Map Reading/Navigation, Archery Tag, Kayaking & Paddleboarding.

Our idyllic farm setting in the Suffolk Coast's Area of Outstanding Natural Beauty (AONB) is the perfect tranquil space to foster these 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.

Staffing – Small group setting, 2:8

Accreditations – Member of the Institute of Outdoor Learning. Various outdoor accreditations available.

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.

Location(s) and Transport Offer

We are based behind the Sutton Hoo National Trust site on the Sutton Hoo Farm, near Woodbridge. Please contact the provider 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 – 1, 2, 3 & 4

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 – hello@emtuition.org.uk

Telephone – 01992 637336

Overview of Provision Offered

EM Tuition provides customised educational support for young people of all ages who cannot attend mainstream due to exclusion, medical conditions, anxiety, or SEND. We offer one-on-one tuition in English, Maths, and Science, delivered online or in person to suit individual needs. Our approach is highly personalised, creating a supportive environment tailored to each pupil's unique learning requirements.

Our experienced tutors specialise in working with young people facing challenges like ASD, SEMH needs, ADHD, and other learning difficulties. We begin with baseline assessments to understand each pupil's academic levels and identify knowledge gaps. From there, we develop customised learning plans that incorporate the pupil's interests. Using interactive and play-based methods, we build confidence and motivation, adapting our approach for students with specific medical or sensory needs.

Our Alternative provision centre at the Castle Hill Community Centre (76 Highfield Rd, Ipswich, IP1 6DG), provides an alternative provision programme for Reception and KS1 students, with tailored interventions, outdoor spaces, and a sensory room to support young learners with SEND. With a dedicated SEN team and a staff-to-student ratio of five staff to eight children, we ensure personalised support for each child's academic, social, and emotional development. Sessions run from 8:30 am to 11:30 am and 12:30 pm to 3:30 pm.

We maintain close communication with parents, carers, and school staff to monitor progress, aiming to re-engage pupils with education, build self-esteem, and facilitate a smooth transition back to mainstream schooling or other educational pathways.

Staffing – Predominantly tailored 1-1 learning.

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

Programme outcome – To support pupils of all backgrounds succeed in their education.

Location(s) and Transport Offer

EM Tuition can provide for students across the whole of Suffolk. Where transport is required, please contact the provider to discuss arrangements for locations and transport. EM Tuition's centre location is Castle Hill Community Centre and all 1:1 tuition is in the community.

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.



"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.

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

transport, 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 – <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 predominantly work with key stages 1 - 5 who, due to personal factors or learning difficulties, may be struggling in mainstream education or facing exclusion from school. Using vocational style workshops and mentoring on a 1:1 basis, innov8 Workshops takes a child centred approach, developing trusting relationships to improve their prospects, mental health, wellbeing and outcomes.

Staffing – 1-1 mentoring.

Accreditations – A range of vocational learning opportunities.

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

Location(s) and Transport Offer

innov8 Workshops work across all of Suffolk. 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 – 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

At Kinda Education's woodland alternative provision we support young people to develop relational intelligence. To do this we embrace a trauma-informed, low-arousal, and non-judgemental approach to support each individual in feeling safe, building confidence, and developing self-esteem. By nurturing a sense of belonging through a culture of community, kindness, awareness, and care, we gently guide children and young people to discover their unique place within nature and the community. The young people follow a structured process to ensure every child receives the support they need:

Trust Building Indicators: Observing patterns of behaviour and using tools based on the Polyvagal theory to track social engagement and regulation.

Holistic PEPSC Framework: Monitoring holistic growth across Personal, Emotional, Practical, Social, and Community domains.

Dynamic Support Plans: Developed collaboratively with families, referrers, and the child, and reviewed regularly.

A Nature Mentor is carefully selected for each child based on their individual needs and personality. Children can attend one to three small-group sessions weekly, with opportunities to transition into larger groups when ready.

Ofsted-Registered Early Years Provision: Our Early Years Foundation Stage (EYFS) provision is Ofsted registered, ensuring high standards of care, safety, and early education for our youngest learners. People have options to build shelters, cook on the fire, climb, swing, learn traditional skills and simply play.

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.

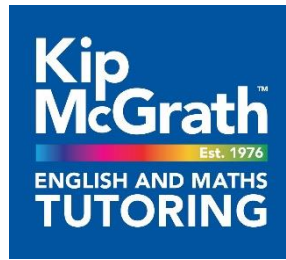
Staffing – 1:1 and small group sessions offered, Incentre and online option available

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 – 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 – www.learningacademies.co.uk

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 –

Accreditations –

Programme outcome –

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 – richardhenwood@liminalcic.org.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.org
info@limitlessfutures.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."

Website –
Suffolk Info
Company A
Email Addr
Telephone

Staffing –
Accreditati
Programme

nce, and spending
nd-based skills as
and volunteers, all
manage their mental

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 pairs professional musician mentors with youth facing complex challenges. Their focus is on them building a relationship with a trusted adult. The work is recognised as often transformative in changing engagement and motivation for participants. They've won multiple national awards for their work and are experienced in engaging participants wherever they are (community/home). In fact the changes in outcomes for participants following their work are independently estimated to be saving services and families £3.25 Million a year. Typical challenges they're experienced in engaging and building and bridging relationships around are those at risk of exclusion, facing challenges around attending school, Neurodiverse communities and those facing mental health challenges. Noise Solution has three programmes Hi/Mid/Low differentiated by levels of delivery and the level of liaison with professional services. To help build those relationships Noise Solution combines the best of face-to-face engagement practices (via their music mentoring) and fuses using technology. A bespoke 'social media-esque' platform enables each participant to safely capture and share their experiences and reflections on it weekly with family and professionals, who can engage with and contribute to their participants' experience. This approach is trusted by multiple local authorities and ICS's and is instrumental in their outcomes.

Staffing – 1-1 mentoring for High and Mid programmes and small groups of up to 6 young people for special commissions and the Low programme.

Accreditations – A range of Arts Awards.

Programme outcome – Improve the wellbeing of all students which in turn improves their educational and social outcomes.

Location(s) and Transport Offer

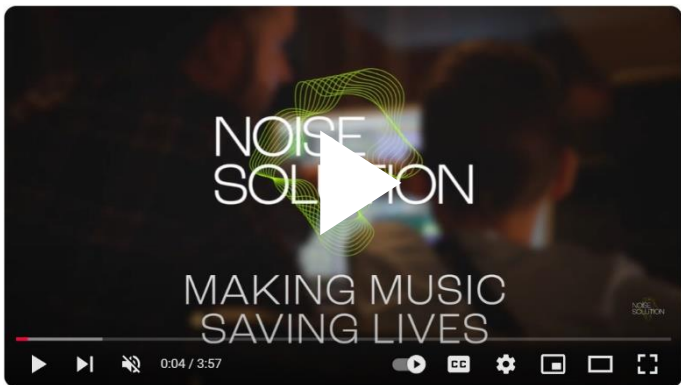
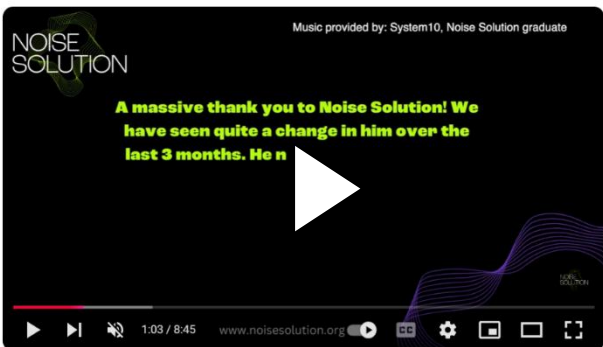
Virtual and in-person learning available. For in-person learning please contact the provider to discuss locations and transport arrangements.



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 – 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

At OCEM, we provide bespoke tuition and emotional wellbeing programmes for children and young people with SEMH who need specialist support. Our dedication extends to promoting the social agility of every child while closely monitoring safeguarding. We're committed to establishing a secure learning environment through unwavering support and professionalism. OCEM supports: Children with SEMH and challenging behaviours, Children out of school, Children unable to access mainstream education, Children in school who require additional support, Children and young people with social, emotional and mental health needs.

Staffing – Boxall nurture programmes, Centre based or group-based learning, online learning and 1:1 face-to-face tuition with Qualified Teachers, Experienced tutors and Specialist tutors

Accreditations –

Programme outcome –

Location(s) and Transport Offer

Ipswich

Bury St Edmunds

Lowestoft

All of Suffolk



'A huge thank you for all you have done for my daughter. You never gave up on her and believed in her when she just did not believe in herself. This compassion shone through. We are both incredibly grateful for all the support you gave her. My daughter said she learn more with you in a few weeks than she ever did at school. She thought you were great! Thank you again and I hope other children continue to benefit from the fantastic work you do.' - **Parent**

'We received an excellent service from the tutor and Manager. The curriculum content was good and met our daughter's needs. She is now going to college.' - **Parent**

'Thank you for all of the help and support you have given us as a family and the individual help you have given our child. It is not easy for any of us but it is great to know that we have the same end goal.' - **Parent**

'We are very impressed with the team at OCEM. Our student has gone from refusing point blank to attend school to an attendance rate of 93% in one term.' - **Maintained school – East London**

'My son loves it there. I have seen such a difference in his behaviour and the team are great.' - **Parent**

'You have taken a child with really challenging behaviours and completely turned them around.' - **Parent**

'You were the last hope for my child. Now she has lots of hope, and so do I.' - **Parent**

'You are working wonders; everyone loves your provision.' - **Local Authority – Home Counties**

'I've heard great things about your provision, we think you're ideal for our young people.' - **Local Authority – London**

'We had a review last week and everyone was really happy with our child's progress. Could you please tell the tutor well done. We are really happy with how things are going.' - **Parent**

'A huge thank you to team OCEM with your support for one of our students. Mum reports that her Y11 (and hopefully beyond) has been completely transformed by the work done. Very, very much appreciated.' - **Local Authority (Essex)**

All I have to say is THANK YOU so very much for the service we received which after a long struggle to get to, it has excelled in all expectations, the tutor you assigned to my Saffy was everything and more that was needed and I will forever be grateful to Carla and the service you gave. - **Parent**



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=H4sIAAAAAAAAAAONqU11qDAXNzRITDGxMDdNTTNLTk2zMqhISzZNTDEzt0gyMzAySjFLW8TK6V9aohtckJicCgDI29wtNQAAAA&mat=CScd-rnBpA4w&ved=2ahUKEwiz9fmo2MGOAxX1Q0EAHZpfLvqQrMcEeqQIWhAC

“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 Testamonies

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 –

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 they 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.

Case Studies/Testimonials



"Thank you for providing this programme. I know that [redacted] is progressing well and is enthusiastic about coming each week."

Read the positive comments and to see the progress of things. He is certainly a great student.
Parent of a Year 10 student

"My experience at Pathways Skills Academy was a mix of challenges and success. I was placed there firmly but always had a laugh and didn't feel like I was being punished. It helped me learn a lot about the basics of life. As someone who didn't know much about either of them, I really enjoyed it. I never really enjoyed school but I realised that I can take on for life. They are a great team and good people."

Dom was always a great teacher who taught me a lot of things. The lessons I did with Dom has really helped me. As someone who didn't know much about either of them, I really enjoyed it. I never really enjoyed school but I realised 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 – 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 – [Private Tutoring Service | Prepped Academy | Suffolk | United Kingdom](#)

Suffolk Infolink Website – N/A

Company Address – The Gatehouse, 33 St Andrews Street South, Bury St Edmunds IP33 3PH

Email Address – hello@prepped.academy

Telephone – 01284 658777

Overview of Provision Offered

- Prepped Academy 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 Academy 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 – Randstad.Tuition@randstad.co.uk

Telephone – 0161 1922 200

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.



During the Autumn of 2024 we worked with 30 pupils for Leeds Local Authority and here is just some of the data and progress made:

- **94% of pupils** demonstrated overall progress between the first and second assessment
- The average score **increased by 54%**
- **92% of tutors** reported that the platform assessment results effectively identified strengths and areas of improvement of each child.

Case study 1: A Year 11 CYP who had been permanently excluded since Year 9 following a violent incident. They had been diagnosed with ASD, ADHD and Dyslexia. The school had tried a blended learning approach and work packs, but both had failed to engage CYP. Randstad worked closely with the family to design 15 hours per week preparation for GCSEs, and arranged for in-home invigilation of their GCSE exams because the school would not allow them to be taken on their premises. The learner passed their Maths and English GCSEs and went on to do an apprenticeship. Supported by the tutor transition back to school started from 1 hr a week in class, increased phased blocks of attendance were introduced at agreed intervals rising to 15 hrs per week in the classroom, the tutor also observed peer interaction during break times. After 18 months the CYP was attending full time classroom lessons, for the last month of summer term for academic year 22/23 CB attended school independently. Communication remains active

Case study 2 : Year 5 CYP, CB, did not attend school for an academic year, complex SEMH and anxiety issues. Randstad identified that CB's short term need was to re-engage with learning and increase in confidence. Long term aim was to reintegrate CB back into the classroom setting, with transition support. Through multi-agency communication Randstad created a tailored and creative timetable where DB would benefit from morning support five days a week, 15 hrs in total. Randstad identified a tutor who was highly experienced working long term on a 1:1 basis with pupils with complex SEMH needs to transition back into the school setting. Tutor liaised closely with parents, school and LA stakeholders and support started within CB's home.

Case study 3: Year 11 CYP (AB), permanently excluded from school, challenging behaviour. Randstad were commissioned to provide 2 x 2h hours of weekly, 1:1, face to face, tuition in English and Maths for 12 weeks to prepare AB for GCSEs. Tuition was in a local community setting with a QTS tutor with previous experience of working with disengaged excluded CYP. AB attended the first 2 sessions 45 mins late, on arrival AB was frustrated and the sessions did not commence. Randstad paused the sessions and contacted AB's carers to review, it was discovered that AB's bus timetable had changed which meant AB was unable to attend sessions on time. Randstad changed the session timetable which enabled AB to increase engagement and prepare for the sessions. Attendance increased to 92% compared to 51% earlier on May 23/24. In September 2024 AB commenced a construction apprenticeship with a local building company.

Key Information

Tuition Services (in person) - ☐

Virtual Learning Services - ☐

Vocational - ☐

Therapeutic Services - ☒

Key Stages Offered – 2 & 3

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

Overview of Provision Offered

Reboot Education is a small, specialist alternative education provision where pupils participate 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 ICT and technology. The curriculum provided will include areas such as website design, coding, 3D printing, animation and graphic design. The provision will provide therapeutic support to the pupils that attend, as well as assessments of their needs; helping their mainstream school to plan the pupil's next steps (i.e. reintegration full time into mainstream education, applying for full time specialist provision, EHCNA). There are Spaces for up to 6 pupils per day.

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

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.

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. 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 – 0300 373 4404

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:

1. '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.'

This was an email received from a Virtual School Education Advisor, based on a student who has been out of education for over two years, and has struggled to engage with any provision that has previously been put in place. She accesses a curriculum at her own level, focused around Maths and English, but with her interests involved to increase engagement and to help build a strong, professional relationship.

2. '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.'

The above is from a parent who had a tutor work within the family home with her son. He had been out of education for over a year. The tutor build a tailored curriculum, and broke learning down into small steps, allowing him to access and gain confidence. The student has since returned back to a mainstream school setting, following a transition period with the tutor, and is doing well.

3. 'Can I just say Pardeep 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 Pradeep's help, she's thrived. Her tutor realised so quickly what Alicia 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 Alicia what will be the focus for the next session; it encourages Alicia so she can prepare for the day. She always tells me how lessons have been – such a change!

I just wanted to give her this glowing report and to say I'm really glad Pardeep is part of your team and she was paired with Alicia. I'm sure all the other children she helps will also thrive. It's great to have her working with Alicia until we do find her a permanent school setting.'

The above is an email from a parent who had become disillusioned with education.

4. '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.'

The above is a testimonial provided by the head of SEND Personalisation and Specialist Commissioning for an authority that Reed Tutors delivers home tuition to over 40 students.

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.sendsory.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@sendsory.com

Telephone – 0330 043 7663

Overview of Provision Offered

Sendsory 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. They provide tailored support for children out of education and awaiting specialist placement. Sendsory delivers a therapeutic curriculum called GROW, covering Art, Life Skills, Music, Physical Education, Play, Science and Sensory Exploration. The curriculum is built around high quality SEMH books, with one key text each half term to explore emotions, relationships and personal growth. Enrichment activities enhance the curriculum by offering real world experiences that support skill development and wellbeing.

From 1st September 2025, Sendsory will offer a dedicated hub for sessions, available Monday to Friday, 09:00–11:30 or 12:30–15:00. The hub will be based at Stowmarket Community Centre, Hillside, Stowmarket, IP14 2BD. Sessions include their full curriculum, Forest School, Occupational Therapy & Speech & Language Therapy.

In addition, Sendsory will be providing an outreach service across Suffolk for children who require 2:1 support in the community.

Staffing – All children are supported on a 1:1 basis by a highly skilled Therapeutic Practitioner. Sendsory has a dedicated Trauma-Informed Lead who has completed the Diploma in Trauma and Mental Health Informed Schools & Communities through Trauma Informed Schools UK. Sendsory are actively working towards becoming a fully trauma-informed Alternative Provision, embedding therapeutic and relationship-based approaches at the heart of everything they do.

Programme outcome – Their curriculum 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

From 1st September 2025, sessions will be available at Stowmarket Community Centre, Hillside, Stowmarket, IP14 2BD, alongside an Outreach Service across Suffolk for children requiring 2:1 support within their local community.

case study



emotional wellbeing

to engage with motional activity a minimum of once per week.

CP has been learning about feelings through playing charades and singing songs. We started with happy and sad, but now he can identify a whole array of emotions and focuses and engages for long periods of time.



physical development

to complete a peg puzzle independently.

CP is becoming more confident every day when attempting peg puzzles, but still requires support.



cognitive enhancement

explore how things work.

CP enjoys studying objects and taking them apart. He will stay focussed, and listen to you whilst you explain how something works.



creative expression

to start to colour objects intentionally.

CP will choose a specific colour and then attempt to colour in a certain part of the picture, e.g the sun.



Working Towards



Progress Made



Target Met



Target Exceeded



parent feedback

Since Sarah started, it's been amazing. She really gets CP's needs and routine and knows exactly how to support him. She's so patient and just great to be around - CP feels totally comfortable with her. I've seen such a big change in him already! He's learning more, getting more confident, saying more words and even doing things like drawing. She's really helping him so much. Sensory has also been super supportive, always there for us parents and ready to help whenever we need it.



Sarah
Therapeutic
Practitioner

0330 043 7663 | hello@sensory.com | www.sensory.com

Sensory[®]



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 DoE 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

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 Sevcán. 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 Sevcán, 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 – 1, 2, 3 & 4

Contact Details

Website –

Suffolk Infolink Website –

Company Address – Sunflower SEND Hub 24 Hollands Rd, Haverhill CB9 8PR

Email Address – Tina@sunflowersensendhub.org Sophie@sunflowersendhub.org

Overview of Provision Offered

Early Intervention / Re-engagement Services - We specialise in early re-engagement for young people who are emotionally disengaged, have experienced trauma, or struggle with mainstream education. Our therapeutic, creative sessions build emotional resilience and readiness to learn.

Tuition Services (In Person) - We provide high-quality, in-person tuition for learners with SEND who benefit from small-group or 1:1 setting. Our trauma-informed and neurodiversity-aware team offers core subject teaching in a supportive, structured environment.

Staffing – 4 Staff, up to 5 children per session, all staff trained to the highest standard and passionate to support the children the thrive

Accreditations –

Programme outcome – Each programme is individually tailored to meet the specific needs of every child.

Location(s) and Transport Offer

Sunflower SEND Hub 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 – 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 – 02071534218

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 – suffolk@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 – ASDAN short courses, NCFE vocational courses, English, Maths, Science, History, Geography, RE and ESOL

Programme outcome – TLC LIVE Online Tutoring challenge and support children and young people to reach their academic goals, preparing them for future education and career pathways.

Location(s) and Transport Offer

Virtual/online learning only.

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

Tute's qualified, specialist teachers deliver DfE approved alternative provision and interventions, live, to students across key stages 1 - 5 through our purpose-built online learning platform. Our vision and mission are to deliver an education system that enables any child, anywhere, to achieve their potential. We keep the child at the centre of everything we do, offering not only academic outcomes through high-quality teaching but also dedicated pastoral support and engagement with parents and carers to ensure each student is supported holistically. Our lessons are offered through flexible curriculums to suit different needs and priorities, as shared provision - with content and timetable set by Tute - or private provision, tailored to your students. We offer a two-hour enrolment process to our set timetables with maximum group sizes of 6 or 12 to suit individual needs. One-to-one provision is also available. **Tute Virtual School:** A structured timetable of core subjects and much more, tracked to the National Curriculum to support short- or long-term provision.

Tute Courses: Leading to recognised qualifications (GCSEs, AS/A Levels, Level 1/2) at KS4 and tracked to the National Curriculum at KS3.

Tute Go: Tailor your own scheme of learning for groups of up to 12 students.

Learning programmes: Personalised 1:1 support across all curriculums.

Tute ESOL: Programmes from Pre-Entry to Entry Level 3. Available as shared and private lessons.

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.

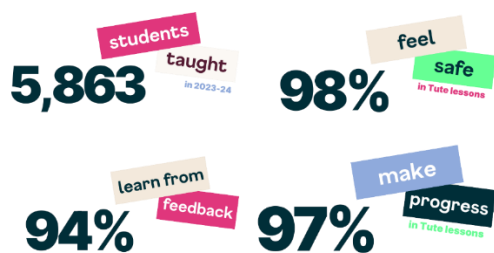
Personalised feedback and progress tracking ensured both students remained on target for GCSE attainment. By the summer term, Jenny was working at grade 4 in all subjects, and James achieved grade 4 in English and grade 5 in math. Rebuilding confidence, engagement, and a positive trajectory in their 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 –

Suffolk Infolink Website – <https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/service.page?id=fo7AJ-nSk4c>

Company Address – Newmarket, Suffolk

Email Address – lizzie@unique-to-you.co.uk

Telephone – 07474781158

Overview of Provision Offered

Unique to You specialises in delivering high-quality, 1:1 bespoke educational tuition to children and young people 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 – Unique to You proudly upholds fully qualified, highly-experienced and skilled teachers specialising in SEND. All tuition sessions are 1:1 and 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 and can take place within the student's home, their school environment or in the local community. 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 disregulation 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 – 07748804467

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.