



**1ACE**  
Another Chance Education from Five Rivers.



## Alternative Learning

*Turning children's lives around*

Our education provision is fully integrated with other services



## Education

A pivotal part of Five Rivers fundamental services. A passport to the future.

## Assessment & Therapy

We formulate our individually-tailored education plans with input from our team of clinicians. They support the children as they experience therapeutic intervention and prepare them for any transitions in the care or treatment.

## Crisis Intervention

Children undergoing a crisis must have educational support – creating a familiar, stable base while achieving success step by step to rebuild self-esteem.

## Fostering

Children in care of our fostering service can receive tailored one to one educational support through our outreach service 1ACE.

## Residential

Children in residential care have access to onsite registered schools or receive tailored one to one support through our outreach service 1ACE.



1ACE is an education provision in the community; a school without walls. It offers an education which challenges children to learn in all directions, and supports them every step of the way. 1ACE works with children and young people who have had limited success in formal education settings, or who have struggled in specialised settings; it is a proven alternative.

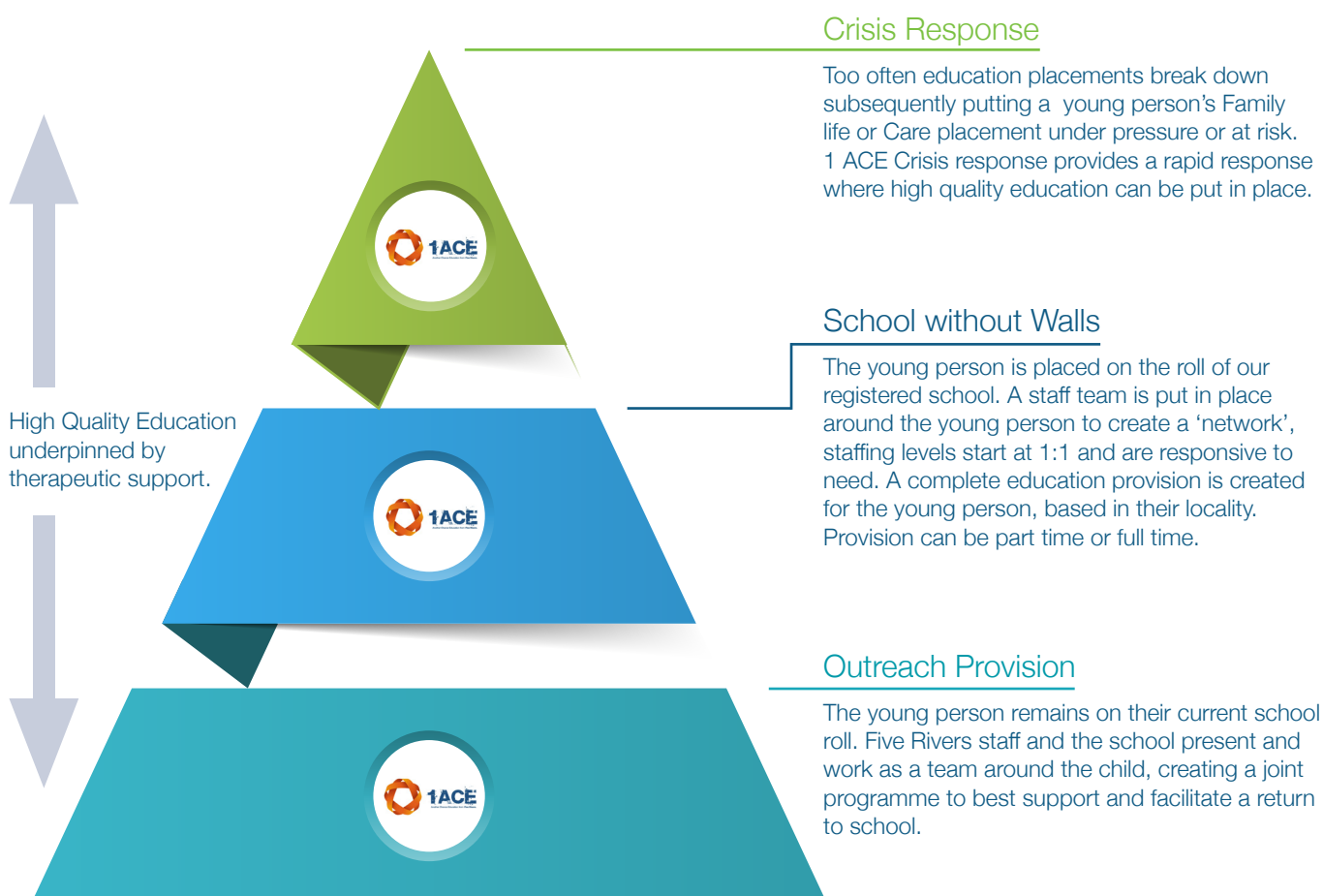
### 1 ACE offers:

- A trauma-informed curriculum for children and young people presenting with highly complex needs.
- A research informed approach that is firmly rooted in evidence.
- A therapeutic educational framework that provides emotional growth, academic success and holistic child development.
- A completely bespoke education. The offer is created around the child. The service is what the child needs it to be, inclusive and community focussed.
- A truly local offer with a national presence.

### A flexible and responsive approach

The strength of our service lies in its flexibility and responsiveness. We take referrals for Placements and Alternative Provision from Local Authorities and referrals for Alternative Provision from Schools.

We recognise the balance between creating safety and security whilst avoiding over dependency. Our staff are skilled in therapeutically managing relationships so that the young person can follow the appropriate pathway towards their independence. We liaise closely with Local Authorities and Partner Schools to ensure that staffing levels reflect this.





# The 1ACE Difference

## **Relationships**

Many of our youngsters have had turbulent life experiences thus far, both at home and in education. We understand that when the relationship environment becomes predictable it calms and supports children and young people. Achieving self-esteem is the first step towards making progress in learning.

Our therapeutic approach is based on building trust and relationships the vital foundations for learning. Our teams provide warm and consistent environments where pupils develop positive behaviour, using effective techniques supported by our clinical team.

## **Our most valuable resource is our people**

Each child has a team of highly-trained and skilled professionals, regularly supervised by our Therapy team, who create a network around the child.

The young people work in community settings with two or more staff (depending on the identified needs). Their educational programme varies according to the aims of the work discussed with the commissioning caseworker. We create bespoke programmes, using the skills of both Five Rivers' trained staff and approved specialist partner providers.

## **A truly local offer, with a national presence**

Education is delivered in the young person's locality, supporting the child by:

- Reducing the need to travel long distances;
- Enabling them to maintain and develop family links and existing social links in their community;
- Supporting placement stability for LAC;
- Reducing out of county placements.



# Our Offer

Working with children and young people aged 8-18, our experienced, specialist teachers and support workers develop the whole child. Our holistic approach boosts confidence, self-esteem and helps young people to develop the skills to be a successful learner. Academic testing helps us target work that fills in the gaps so that young people can make successful transitions back to school or on to college placements or apprenticeships.

Our trauma-informed curriculum is deployed to create a bespoke programme designed to fit the young person; the programme is flexible and responsive so that it can change and grow as the young person changes and develops. Each child can access both academic subjects (English, Maths, Science, ICT, Humanities, PSHE, PE, Relationship Education) and kinaesthetic learning and practical activities such as horticulture, photography, trampolining and gymnastics, media, music skills, mechanics, art, carpentry, welding, as well as therapeutic input such as equine therapy and forest skills.

Young people are able to accredit their achievements through AQA Unit Awards, ASDAN Awards, Entry Level Examinations and other qualifications including BTEC and GCSE.

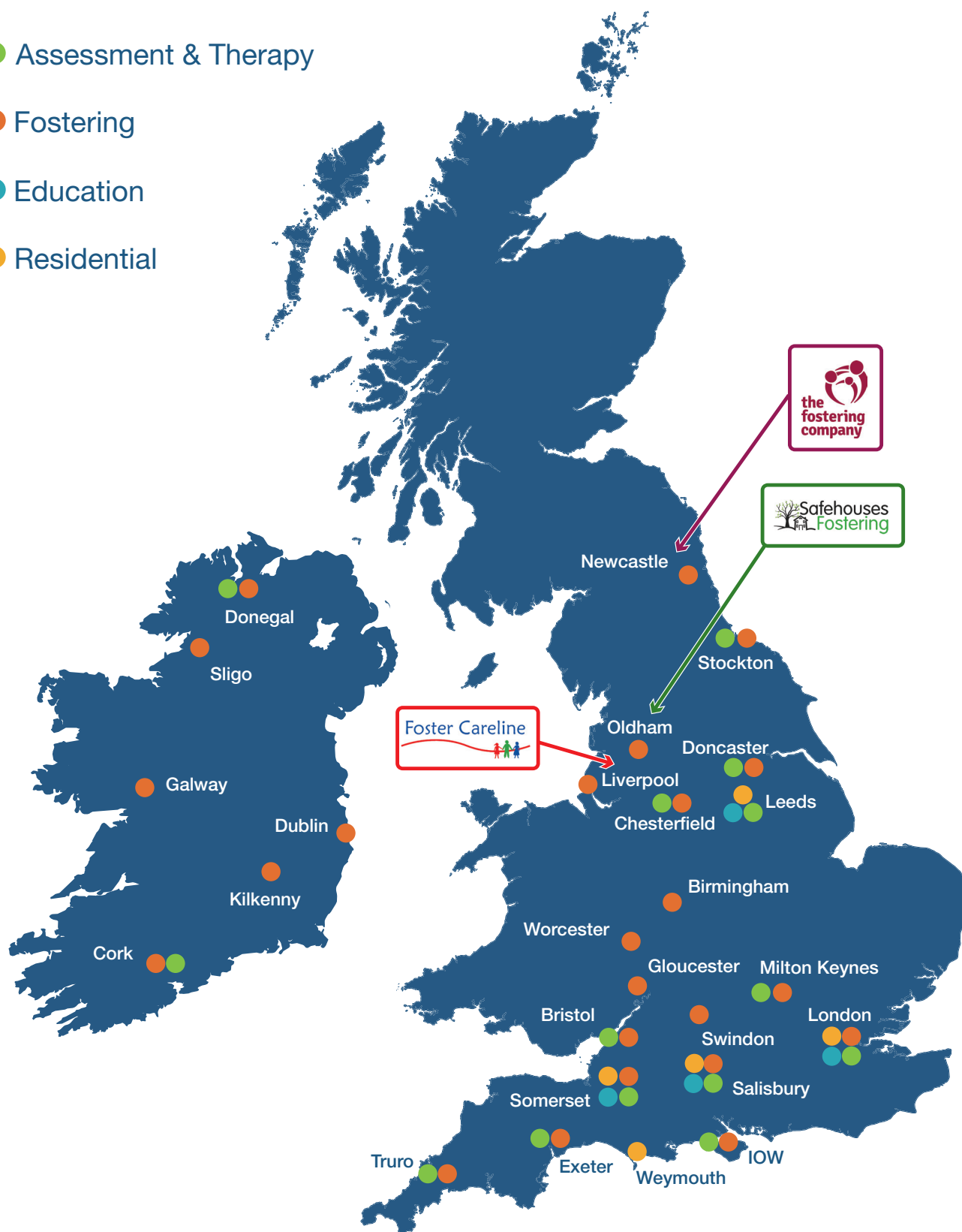
A system of Virtual Learning is in place and can be accessed independently or with staff support.

**Example Timetable** (All timetables are personalised, this demonstrates a range of opportunities)

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Morning</b>	Group or individual work with local partner life skills, budgeting, work experience, PHSE	Core education at education base all core subjects +Art, cookery, photography	Horse riding / equine therapy	Core education at education base all core subjects +Art, cookery, photography	DJ and Music skills
<b>12.30 - 1.00</b>	<b>Supervised Lunch</b>				
<b>Afternoon</b>	Group or individual work with local partner life skills, budgeting, work experience, PHSE	Physical Education, Outdoor and adventurous activities. Trampolining Personal trainer, swimming, bike skills	Farm /outside activities animal care	Vocational at local partner : welding, carpentry, bricklaying, textiles. Asdan / AQA awards	Forest school
	<b>Check Out</b>				

# Where we are

- Assessment & Therapy
- Fostering
- Education
- Residential



# Case Study

Taken into care aged 11 Lynsey had just returned to living with her parents when she started with 1ACE. Diagnosed with ADHD, high anxiety, low self-esteem and displaying risk taking and challenging behaviours Lynsey could see no point in education.

At risk of drug and alcohol abuse Lynsey's anxieties about school would manifest in violent outbursts, absconding and risky behaviours. Lynsey had been out of school for the last year following violent behaviour in the classroom at a pupil referral unit.

Lynsey began her bespoke 1ACE curriculum, in an education base, personalised to her needs and interests with her team of teacher and HLTA. Working in a yurt on a farm tailored to her interests in animals, Lynsey began to engage in the vocational opportunities of horse and animal care and learning to ride. Therapeutic strategies were put in place by Lynsey's teaching team, supported by the Five Rivers therapy team, to reduce anxiety and increase her access to education.

Lynsey worked with partner provisions to support her social, emotional and mental health needs. She learnt to recognise and manage emotions that could be overwhelming. Her curriculum included practical life skills, such as budgeting and healthy eating. Her artwork, which became an outlet for emotions she could not vocalise, was submitted for the world art games. It won in its category and was sent around the world.

Lynsey's chosen physical education was a personal trainer in the gym and trampolining. The skills and awards gained in learning trampolining eventually led to Lynsey completing supported work experience within the facility, peer educating others in her skills.

Lynsey decided after a year with 1ACE that she wanted to complete formal qualifications. In her last two years 1ACE identified the right exam board and qualification style for her. Lynsey progressed academically from below entry level to a level 2 in English and Maths. Her social emotional and mental health progressed so that she could find strategies herself to manage her anxieties. With each step through her 1ACE journey Lynsey built the resilience and skills not only to access education but also skills for later life.

Lynsey is currently accessing and attending every day on a level 3 public services course at a local college.





**Five Rivers.**<sup>®</sup>  
*Turning children's lives around*

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