

**Outcomes  
First  
Group.**

# **Curriculum Policy**

**Policy Folder:  
Safeguarding**

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## Document History

Version	Comments/amendments	Name	Date
1.0	Version 1	Lyndsey Jeffries	September 2018
2.0	Version 2 reviewed – review again in September 2019	Lyndsey Jeffries	June 2019
3.0	Version 3 – updates made to the Planning guidelines and Literacy Intervention	Frankie Kelly	September 2019
4.0	Version 4 – major review and rewriting of policy to reflect practice at MHS.	Sam Dugan	November 2021

# Curriculum Policy

## 1. MHS Curriculum INTENT:

The fundamental principle behind Mountfield Heath School's approach is the belief that CYPs' **self-esteem, confidence, and emotional stability** can be greatly improved through achievement, both academic and holistic. CYP are encouraged and supported to achieve in terms that they recognise as success. As the school continues to grow, the curriculum will continue to be a major area for development. The underlying belief that governs our school development is that **learning should be useful, relevant and enjoyable**. We fundamentally believe that experiencing achievement will increase our CYPs' chances of **living a happy life as independent, responsible members of society**.



### 1.1 Aims

The curriculum policy is based on the following aims:

- To develop awareness within each individual that they are unique, special and have strengths and talents which should be developed and nurtured to prepare them for the future.
- To develop awareness in our CYP of their needs and help them develop strategies to support themselves.
- To encourage an atmosphere of mutual support where CYP are sympathetic to each other and stronger through the unity of the group.
- To help our CYP develop into lifelong learners who appreciate that furthering their education and increasing their level of qualification increases their chances of a happy, independent and secure future.
- To provide all CYP with a broad, balanced, and differentiated curriculum with reference to the requirements of the National Curriculum, as appropriate, and their individual needs.

- To assist CYP, through the curriculum, to explore their own abilities and to achieve success; raising their self-esteem, confidence, and motivation, and enabling them to cope better in other areas of their lives.
- To equip all CYP with the skills, emotional strength, and self-confidence required for the transition from MHS to the next phase of their lives, be it reintegration to a mainstream school, alternative specialist provision or another form of positive engagement in society.
- To enable those not achieving age-related expectations to narrow or close the gap.
- To enable CYP to progress based on stage not age.
- For CYP to be challenged and stretched to achieve their potential.

## 1.2 Objectives

The curriculum policy is based on the following objectives:

- To provide a broad and balanced curriculum referencing the National Curriculum framework 2014, where appropriate.
- To enable CYP to fulfil their potential.
- To meet the needs of young people of all abilities.
- To provide equal access for all CYP to a range of learning experiences beyond statutory guidelines.
- To develop independent learners to move forward confidently and competently with their lives.
- To foster teaching styles which will offer and encourage a variety of relevant learning opportunities.
- To help CYP to use language and number effectively.
- To promote the fundamental British values of democracy, the rule of law and individual liberty, and mutual respect and tolerance of others, paying particular regard to the protected characteristics set out in the Equality Act 2010.

## **2. MHS Curriculum IMPLEMENTATION:**

### 2.1 Groupings

CYP are grouped within the school according to both their academic and social developmental needs, with consideration given to the CYPs' emotional development, prior academic achievement, potential, social, emotional, well-being and special educational needs. Personal development and wellbeing needs are supported both within the class provision and through drawing on the school's wellbeing and therapy team, to provide a holistic therapeutic education for all CYP.

### 2.2 Curriculum and Subject Allocation

All CYP are taught Literacy, Numeracy, Physical Education, Science, and discrete and supplementary PSHE. PSHE is woven throughout the school curriculum, and is central to supporting the complex SEMH needs of our CYP. Cross curricular topic-based learning includes the Humanities, DT and the Arts. All CYP have access to weekly outdoor learning sessions to promote biophilia, risk taking and self-directed play. CYP have weekly access to wellbeing and therapy-based lessons to address speech and language, and occupational therapy needs.

Lessons vary in length depending on the subject taught and needs of the class. Practical subjects often require longer sessions, whereas discrete skills can be delivered through carousels or short

interventions. The school believes it is important to offer CYP a curriculum that is broad and balanced in line with our aims and objectives.

Each class constantly adapts and responds to the needs of the CYP; this may require the use of a more personalised timetable that blends cognition and learning, communication and interaction, and sensory and physical skills to support the CYP with their SEMH needs, and needs identified on their EHCPs. Staff are trained, and undergo ongoing CPD, to promote a therapeutic and nurture informed approach to support CYP in developing their self esteem and desire to learn.

### 2.3 Planning

CYP follow a rolling curriculum plan which links to the National Curriculum Framework 2014, where appropriate. When required, teachers may follow the Recovery Curriculum model to support CYP, particularly in response to the Covid Pandemic, or significant disruption within a class group. Therapeutic outcomes are planned for and delivered by the therapy and wellbeing team. Curriculum planning is the responsibility of the teaching staff as directed. Teachers follow a master Curriculum Overview document and all subsequent planning is completed on the Mid Term Planning and Weekly Planning pro forma. All weekly plans have Learning Objectives, learning activities and differentiation outlined. MTPs identify SMSC links, the relevant NC framework guidance for the key stage, and BSquared Progression Steps. Planning is monitored on a termly basis by SLT and feedback given. Specific curriculum policies for English, Maths, Outdoor Learning and RSE should be read in conjunction with this document.

### 2.4 Differentiation

Differentiation, as described in the DfE Teacher Standards, consists of adapting teaching to respond to the strengths and needs of all CYP, using approaches which enable CYP to be taught most effectively. Most importantly for MHS, this involves demonstrating an awareness of the physical, social and intellectual development of CYP, and know how to adapt teaching to support CYPs' education at different stages of development.

At MHS, we use a range of differentiation techniques, including differentiation by outcome, by task (including the use of IT resources), by resource, and by the level of support. Differentiation also includes strategies and interventions to support specific educational needs of CYP. Wherever possible, learning is personalised for individual CYP. At MHS, we understand that we are dealing with a group of diverse individuals, who have often had negative past educational experiences, and adapt our teaching to ensure that all of them have access to learning that is meaningful. This is an ongoing and flexible process. Pupils have an initial baseline assessment against which increments of progress can be measured. In short, differentiation shifts the focus from teaching an individual subject to teaching the individual CYP.

### 2.5 Individual Education Plans

The IEP is prepared by the CYP's class teacher, who sets SMART targets which are stepping stones to achieving the CYP's EHCP outcomes. Each IEP target relates to an EHCP outcome. IEPs contain targets for the following areas: Cognition and Learning (literacy and numeracy), Social, Emotional and Mental Health (SEMH), Sensory and Physical and Communication and Interaction. The targets are monitored and reviewed and evidence is recorded in the monitoring section of the IEP. IEPs are reviewed on a termly basis, and are available to all stakeholders.

### 2.6 Wellbeing Support Plans

Wellbeing Support Plans (WbSP) are developed alongside CYP to identify their likes/dislikes, preferences and strategies for emotional regulation. Mountfield Heath School follows the Zones of Regulation framework and CYP have regular input and opportunities to explore their own emotional wellbeing. See Positive Behaviour Management Policy for further details.

## 2.7 Assessment for Learning

Good assessment for learning in the classroom can enhance progress, engage CYP and help them become more accomplished learners. At Mountfield Heath School, we use strategies such as: clear objective setting; making objectives clear through discussion; written (learning objective/intention clearly written on the board at the beginning of each lesson) or picture prompts around the room and/or in CYPs' work; revisiting of objectives in relation to tasks and activities that punctuate the lesson. These are contained in Mid-Term plans and staff weekly planning and relate to their BSquared steps success criteria also help CYP to see where their learning fits, in terms of the bigger picture.

CYP take an active role in self-assessment and have a regularly opportunity to reflect on their own learning. Best practice would demonstrate CYP having the opportunity to evaluate their own work, using assessment criteria (CYP might know this as success criteria or learning objectives/intentions). Plenary discussions should allow learners to reflect on (and celebrate) the outcomes they have achieved, what they have learnt, and what next steps they need to follow.

## 2.8 Feedback and Marking

Written and oral feedback celebrates achievements, but is also constructive by explaining what CYP have done well, and what they can do to improve (next steps). Best practice would see CYPs taking an active role in their assessment through CYP understanding the assessment criteria and judging where they are in meeting those criteria. See Feedback and Marking Policy for further details.

## 2.9 Staff

Teaching staff are expected to keep up-to-date with developments in their subjects as well as monitoring and absorbing developments in the teaching of children with SEND. They should deliver a broad, balanced curriculum, differentiated for each individual teaching group and CYP. All staff work to support the specific needs of CYP. Staff undergo regular CPD through Shine, Creative Education, and high-quality face to face training from external agencies.

The Senior Leadership Team consists of Lyndsey Jeffries (Executive Headteacher), Natalie Stevens (Head of School), Jacqui Rochester (Assistant Head Therapy and Wellbeing), Sam Dugan (Assistant Head Quality of Education), Lucy Chester (Senior Teacher).

## **3. MHS Curriculum IMPACT:**

### 3.1 Assessment, Recording and Reporting

Our approach to assessment will guide practice in several areas: successful personalisation, building up a unique picture of each CYP's strengths and areas for development, enabling the school to offer the right curriculum and the CYP to make well-informed choices. Within curriculum planning, staff are clear on what CYP will achieve, and on the next steps for success. Using pupil assessment through Evisense and BSquared, staff form a view of their progress in relation to particular targets (for example, in their IEP, EHCP and BSquared) and of their response to particular interventions. The wellbeing and therapy team track and monitor therapy outcome measures. This can, in turn, inform future planning for the individual, as well as reporting to parents, carers, other professionals and local authorities.

Mountfield Heath School's approach to assessment is to:

- enable CYP to understand their strengths, challenges and achievements and progress towards their targets
- support CYP to be actively engaged in their own learning
- enable staff to know their CYP well and to monitor progress and planning for both individual CYP and classes
- enable teaching staff to monitor and evaluate the impact of their planning and the CYP progress in the subjects taught

- give school leaders a comprehensive and accurate picture of achievement and progress across the school, which can inform curriculum planning, self-evaluation and performance management
- inform the IEP process and show progress in relation to the statement of special educational need objectives or EHCP outcomes.

### 3.2 The Assessment Process

During a CYP's first half term at the school, teachers establish a baseline for each subject. All CYP are baselined and assessed using BSquared. This is measured through BSquared Steps. Key documentation is reviewed, including:

- any health records, including CAMHS reports
- information from previous school/family/carers
- attendance records and achievement
- EHCP documentation and annual reviews

Where prompted by the EHCP or identified by the class teacher and the Senior Leadership Team, additional assessments e.g. Educational Psychologist, Speech and Language, can be arranged. CYP are also assessed using the Boxall Profile tool to identify progress against their SEMH needs. An action plan is then developed highlighting learning targets, strategies and activities to be used in order to support a CYP's social and emotional regulation. These are reviewed on a regular basis.

Teachers are able to record progress and achievement using the following scale:

Encounter	CYP have been present for and had some exposure to a statement
Engagement	CYP have demonstrated some level of engagement
Gaining skills and Understanding	CYP can demonstrate a statement with a high level of support
Mastered	CYP can confidently and competently demonstrate a given statement

This scale is used to explain the CYPs' progress in relation to a wide range of statements within each BSquared Step and within a wide range of subjects.

*“Even when broken down into sublevels, the steps from one level to the next can be too large for some learners. Therefore, making judgements about progress based on the data alone will not be the most effective means of evaluation.”* Department for Education (2010). *Progression 2010–11: Advice on improving data to raise attainment and maximise the progress of learners with special educational needs*. Crown Copywrite.

Accordingly, teachers use their professional judgement to combine the assessment data, along with their own class based formative assessments to build an accurate picture of CYPs' progress:

*“Since the removal of Levels (2014) and P Levels (2018) schools have the flexibility to choose how to assess pupil progress. For pupils working at Age Related Expectations (ARE), this is relatively simple. Schools have found it a challenge to show progress for pupils working below ARE or out of their year group. Some schools assess pupils as simply ‘working below’. This is not good enough. It is important schools are able to identify where a pupil is working, the progress the pupil has made and what those next steps will be.”*

<https://www.bsquared.co.uk/solutions/send/>

Being able to record progress from 'Encounter' to 'Mastered' means that even the smallest amount of progress can be recorded and the achievement celebrated. Subjects are also subdivided so progress

and targets can be pinpointed. BSquared allows teachers to report on assessments mastered and assessments to be mastered.

Teachers and Teaching Assistants are continually making ongoing assessments of CYP. The type of assessment we choose to use depends very much on what we want to assess. Assessment will be most accurate where we use a range of approaches that allow us to triangulate. We use different forms of day-to-day in-school formative assessment, each with its own purpose, for example: one-to-one questioning of individual learners either during the course of an activity or at the end of a period of learning, questioning of the class during an activity, scanning work for pupil attainment and development, marking of CYPs' work, observational assessment, regular short re-cap quizzes, observation of pupils engaged in a task, pupil self-assessment or peer assessment: perhaps based on an assessment checklist or list of next steps and review of learning with a class or group.

### 3.3 Reporting

Alongside the Annual Review document, teachers complete three reports (two termly, one end of year) giving an overview of the CYP's achievement and progress. CYP are encouraged to contribute their reflections on their learning and progress. Termly reports include information for Literacy, Numeracy, SEMH, Sensory and Physical and Communication and Interaction: whether a CYP is working below individual expected progress, towards individual expected progress, at individual expected progress or above individual expected progress.

CYPs' IEPs are reviewed and updated three times a year. BSquared assessments cover Literacy, Numeracy, PSHE and Science – these are continually updated and shared with stakeholders at the relevant points. Boxall Profiles are complete three times a year and are included in Annual Reviews.

### 3.4 Quality and Assurance

The Senior Leadership Team (SLT) will:

- have overall responsibility for the monitoring and evaluation of CYP progress and achievement
- regularly monitor the school processes for assessing CYP performance
- ensure that judgements about assessment are regularly made, moderated and recorded
- that evidence of CYP achievement is kept both at the individual CYP and the subject level
- regularly report to Acorn Care and Education on CYP performance
- ensure that Local Authorities, parents and carers receive timely reports on CYP achievement
- work with class teachers to develop IEPs and other plans that inform classroom teaching and interventions and approaches to care
- enable regular reviews against targets set in IEPs, which consider the range of evidence available of academic and personal progress.

Teachers will:

- contribute to baseline and ongoing assessments
- use subject assessments to inform planning, building assessment into their schemes of work
- moderate teacher assessments
- contribute to Annual Review reviews
- prepare termly reports on CYP progress
- report on CYP progress in IEP reviews
- ensure assessment underpins all lessons
- give effective and meaningful feedback to CYP
- offer regular written or oral feedback which is positive, explicit about what has been achieved and about next steps
- give CYP opportunities to reflect on their learning and understand what progression means in that subject

- provide weekly planning, detailing lessons so that support staff can best support the CYP
- monitor and evaluate CYP progress in the classes they are responsible for, and use the findings to inform planning
- be aware of and assess both academic and personal progress

Support staff will:

- be aware of the learning objectives and their specific role within the lesson e.g. working with a target group or specific individuals
- be aware of the assessment objectives for the group or individual that they are working with
- be aware of personal progress (in relation to EHCP outcomes, IEPs and therapy outcome measures)
- contribute actively to periodic reviews of progress for CYP.

Therapy and wellbeing staff will:

- contribute to the admissions (and internal referral) process, and take the lead on diagnostic assessment in relation to any therapeutic matter
- play a part in the target setting process, and offer guidance to other staff on how they can support any therapy-related target
- advise education staff on how best to interact with young people in question and enable them to flourish
- conduct appropriate observations and assessments, and contribute formally to reviews.

CYP will:

- be able to offer their own views of progress, know what their own targets for development are and understand how they are going to work towards them (in an age appropriate manner)
- play an active part in assessing themselves and each other during lessons and at the end of modules of work
- be able to discuss achievements, difficulties and attitudes to learning and contribute to review processes.

Parents and Carers will:

- respond to reports provided by the school
- share their perceptions of progress made and areas for development identified
- be aware of key targets for development set through EHCP and PEP or LAC review processes, and contribute as actively as possible.

Local Authorities should:

- provide as much relevant information as possible of the CYP's prior attainment, background, learning and behavioural needs, as they join the school
- play an active part in periodic reviews of progress
- be ready to facilitate additional support (e.g. CAMHS) where this is called for by the review process.

### 3.5 Legislation

This policy is designed to ensure that the school complies with, and exceeds, the expectations of all relevant legislation. We commit to meeting and surpassing the principles set out in The Education (Independent School Standards) (England) Regulations 2014, Equality Act 2010 and Improving the spiritual, moral, social and cultural development (SMSC) development of pupils 2013 (supplementary

information 2014) with regards to:

Curriculum:

- a. full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996(1)), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
- b. that pupils acquire speaking, listening, literacy and numeracy skills to the standard expected of pupils nationally;
- c. where the principal language of instruction is a language other than English, lessons in written and spoken English so that pupils achieve the fluency of pupils nationally in speaking, reading and writing English;
- d. where a pupil has an Education, Health and Care Plan, education which fulfils its requirements;
- e. personal, social and health education which –
- f. reflects the school's aim and ethos
- g. encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010;
- h. that all pupils learn and make progress at the rate expected of pupils nationally;
- i. effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society by explicitly teaching and promoting British values of democracy, the rule of law, individual liberty.

Teaching:

- a. enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
- b. fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
- c. involves well planned lessons and effective teaching methods, activities and management of class time;
- d. shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are considered in the planning of lessons;
- e. demonstrates good knowledge and understanding of the subject matter being taught;
- f. utilises effectively classroom resources of a good quality, quantity and range;
- g. demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and that pupils make good progress because teaching is planned using information from those assessments;
- h. utilises effective strategies for managing behaviour and encouraging pupils to act responsibly;
- i. does not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs (Improving the spiritual, moral, social and cultural development (SMSC) development of pupils 2014);
- j. does not discriminate against pupils contrary to Part 6 of the Equality Act 2010.

We also commit to meeting and exceeding the expectations set, with regards to the Spiritual, Moral, Social and Cultural development of our pupils. We will actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and will ensure that principles are promoted which:

- a. enable pupils to develop their self-knowledge, self-esteem and self-confidence;

- b. enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- c. encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
- d. enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- e. lead to further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures
- f. encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010;
- g. encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

We will preclude the promotion of partisan political views in the teaching of any subject in the school and take such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils are offered a balanced presentation of opposing views —

- while they are in attendance at the school;
- while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school;
- in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere.

<b>INTENT</b>	<b>Mountfield Heath School Curriculum Intent:</b> The fundamental principle behind Mountfield Heath School's approach is the belief that CYPs' <b>self-esteem, confidence, and emotional stability</b> can be greatly improved through achievement, both academic and holistic. CYP are encouraged and supported to achieve in terms that they recognise as success. The underlying belief that governs our school development is that <b>learning should be useful, relevant and enjoyable</b> . We fundamentally believe that the experiencing achievement will increase our CYPs' chances of <b>living a happy life as independent, responsible members of society</b> .		
	<b>Curriculum Objectives:</b> <ul style="list-style-type: none"> <li>To provide a broad and balanced curriculum which references the National Curriculum framework 2014, where appropriate.</li> <li>To enable CYP to fulfil their potential.</li> <li>To meet the holistic needs of young people of all abilities.</li> <li>To provide equal access for all CYP to a range of learning experiences beyond statutory guidelines.</li> <li>To develop independent learners to move forward confidently and competently with their lives.</li> <li>To foster teaching styles which will offer and encourage a variety of relevant learning opportunities.</li> <li>To help CYP to use language and number effectively.</li> <li>To promote the fundamental British values of democracy, the rule of law and individual liberty, and mutual respect and tolerance of others, paying particular regard to the protected characteristics set out in the Equality Act 2010.</li> </ul>		<b>MHS Curriculum is based on four key principles:</b>  <b>Innovative</b> - a curriculum that is creative and diverse. Promoting the ability to adapt to all challenges and experiences. <b>Inclusive</b> - a personalised approach centred around the whole child and valuing diversity <b>Determined</b> - take responsibility, and be fair and honest <b>Respectful</b> - instilling self-worth, self-belief, resilience and a positive mindset to reach future aspirations

<b>IMPLEMENTATION</b>	<b>Curriculum:</b> Mountfield Heath School runs a class-based primary model. Each class has a class teacher and at least two teaching assistants. Wellbeing support assistants lead on therapy interventions as directed by the therapy team. Therapy is further embedded within class-based practice. Alongside academic subjects, significant emphasis is placed on the SEMH, nurture and wellbeing needs of CYP. These are supported through explicit teaching of Zones of Regulation and Interoception Curriculum content.			<b>Pastoral:</b> Whole school assemblies, celebration awards and certificates	<b>Offsite Visits:</b> Local woodlands, local beaches, play parks, local shops	<b>Interventions:</b> Sensory diet, sensory circuits, Activate, Accelerated Reader, Lexia, Numbots, Read Write Inc, Freckle Maths, Memory Magic, Lego Foundation Play Included																		
	<b>Subjects:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>English</td> <td>Signed Supported English</td> <td>Humanities:</td> <td>Arts:</td> </tr> <tr> <td>Maths</td> <td rowspan="2">Zones of Regulation</td> <td>Geography</td> <td>DT</td> </tr> <tr> <td>Science</td> <td>History</td> <td>Art</td> </tr> <tr> <td>PSHE/RSE</td> <td>PE</td> <td>Beliefs and Values</td> <td>Music</td> </tr> <tr> <td>Computing</td> <td>Interoception Curriculum</td> <td></td> <td>Dance</td> </tr> </table>			English	Signed Supported English	Humanities:	Arts:	Maths	Zones of Regulation	Geography	DT	Science	History	Art	PSHE/RSE	PE	Beliefs and Values	Music	Computing	Interoception Curriculum		Dance	<b>Outdoor Learning:</b> Weekly sessions of Forest School inspired outdoor learning both onsite and at local woodlands. Play-based, self-directed, nature connection.	<b>Therapy:</b> SaLT, OT, Counselling, Drawing and Talking, Lego Therapy
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Computing	Interoception Curriculum		Dance																					

<b>IMPACT</b>	<b>Progress Measures:</b> Individual and class BSquared progress data, reading age scores, Accelerated Reader data, Sleuth positive behaviour data, Sleuth negative behaviour data, RPI and exclusion data, attendance data, Annual Reviews, IEPs, Therapy outcome measures			<b>Quality Assurance:</b> Learning walks, book looks, planning scrutiny, lesson observations, data scrutiny, deep dives, Governance schedule, Therapy Team meetings, performance management, termly behaviour and progress reports
	<b>Surveys – CYP, parent/carers/staff, Weekly SLT meetings, Weekly Education Meetings, Action planning and auditing, SIP and SEIF, Termly reports, Daily staff briefings, Policy reviews, Student Council</b>			



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