

The Complete Education Solution (TCES)

TCES is an independent social enterprise, providing specialist therapeutic education, supporting exceptional neurodiverse children and young people primarily across London, aged 7 to 19 who have special educational needs and disabilities typically associated with autism (ASC), social emotional and mental health needs (SEMH) and associated conditions.

TCES pupils learn at one of our two main schools, our Create service or within our Home Learning service; Create in the Community and Create Learning Primary support our most complex and vulnerable pupils, with TCES East London and TCES North West London supporting those who are able to access learning within a school environment. When they are ready, we aim for pupils to step down from Create into one of our main schools, TCES Sixth Form, or mainstream provisions.

TCES Create in the Community deliver bespoke learning and therapeutic interventions to neurodiverse pupils, who have a range of complex needs, and who demonstrate behaviours linked to tier 3 / 4 traumas. Pupils are encouraged to find and express their creativity and provided opportunities to achieve awards, alongside traditional subjects, as they move from dependence on others to independence through intensive therapeutic interventions.

New staff are provided with an extensive induction programme and are supported by cross-company teams focusing on education quality and development, clinical and therapeutic education, inclusion and pupil leadership.

In addition to this, TCES provide all school-based staff a unique high-quality training programme, offering OFQUAL recognised qualifications at **Level 3, 4, and 5 in Therapeutic Education and Group Process**. Our Guide Education training platform provides bespoke training at every level, where you can complete courses and qualifications that can help you further your career, whether you aspire to be a specialist, qualified teacher or senior leader.

Our Pupils

The majority will have experienced multiple placement breakdowns and significant trauma, often resulting in behaviour that challenges.

Most of them present with significant complexity and co-morbidity linked to adverse childhood experiences (ACEs) including childhood trauma or secondary trauma linked to family marginalisation, loss of homes or relationships or pupil bullying and multiple exclusions.

On joining us, pupils will have already - on average - experienced 3 permanent exclusions, been out of full-time education for up to 18 months and are recognised to be substantially at risk of being unemployed, developing severe mental health problems and involvement with the criminal justice system later in life.

Between 3 and 5 years after leaving TCES, 90% of our students are in education, training or employment, going on to study at college and university and pursuing careers in social care, retail and theatre amongst others.

Our authentic commitment to inclusion means that in our 20 years plus history, working with over 3,200 children and young people, we have **never permanently excluded** a single child. Since 2019 we have also **never excluded a pupil for a fixed term period**.

Our Pupils – John

John started to show difficulties in his behaviour and emotional needs at a very young age – with his aggressive outbursts starting while in Y4 at mainstream school. By the end of Y5, his behaviour had deteriorated, and he was moved to a provision for children with SEMH needs. While there, he displayed such violent behaviour on one occasion that police and paramedics had to attend his school. It was during this time that John made a disclosure of physical abuse, and his family was put on to a child protection plan by social services.

His previous Head Teacher described him as 'a young boy who exhibits a high level of aggression and violence when upset', yet 'when calm, he is a lovely boy with a delightful smile and can communicate effectively with adults and children'. He said that John found friendships difficult as 'he couldn't relate to the feelings of others and disliked sharing his space', and that 'he needs a highly supportive environment to help him express his worries and help him manage his volatile behaviour'.

Our Impact:

John was referred to TCES Create Learning. At first, he spent time on a 1:1 basis with his tutor in the community and would have meltdowns and not communicate. After six months, he was ready to have his first 'step down to the therapeutic hub, where he was able to join paired and very small group learning. He gradually began to talk through any difficulties instead of having meltdowns.

Two years after joining the TCES Create Learning, he was able to cope in a larger group learning environment and had made significant academic progress. During this time John demonstrated a high level of commitment, a positive attitude and resilience to his personal development and progress.

Ready to 'step down' again, this time to a TCES school setting, John was then fully integrated with pupils at TCES East London School. His teachers describe him as a highly creative young man in art and the written word, with a true passion as an aspiring young chef. He is now viewed in his school community as a positive role model and has recognised how well his attitude and behaviour has improved since joining the school.

Our Pupils - Lloyd

On arrival at TCES, Lloyd (not his real name) was a 1:1 student due to his complex needs, which included mutism. He refused to communicate with staff other than through grunting and pointing which had often led to staff misunderstanding him in the past. This in turn led Lloyd to become physically violent towards both staff and pupils through frustration.

Our Impact:

Lloyd's designated 1:1 staff member was able to build a positive relationship with him and reduce his physical outbursts and frustrations. This led to the discovery that he was particularly keen on gaming, which became the new focus of his curriculum pathway and the beginning of his relationship with the art teacher.

At first, Lloyd's visits to the art room were no longer than five minutes, after which he would typically find the gun-tacker and start firing staples at other pupils. Over the course of a year, he was able to stay longer in the room, apologising to the teacher in a whisper and asking to be allowed to return if sent out for not meeting the expected behaviour standards.

Lloyd had a particularly volatile relationship with another pupil in the art class, which often led to fights as soon as they set eyes on each other. The other boy had recently started to engage in art via the computer game Gota, which he was highly adept at. Their teacher identified an opportunity to change the dynamic of the two boys' relationship and engage Lloyd in art via his love of gaming. Using expert persuasion, the teacher convinced the other boy to teach Lloyd how to play Gota. This led to a far better relationship between the boys, but most importantly Lloyd found an activity that allowed him to stay in the art room longer.

He became a feature of the art room playing Gota, slowly revealed that he could talk, and was visibly developing an enjoyment in being around others.

One day he told the teacher that he wanted to do some artwork and painted a polystyrene head with considerable concentration. Lloyd went on to express an intention to use his time at school to achieve qualifications and his teacher began talking to him about working towards an Art GCSE. The two worked together to identify how Lloyd's enthusiasm for gaming could be harnessed as a theme for his coursework. He was entered for the GCSE at the end of Year 8 and achieved a grade 7.

Now working towards an A Level, Lloyd has been supported by his teacher to narrow in on what skills he gets from his gaming. Together they boiled this down to teamwork and strategy. Lloyd has been investigating the ancient battles of Troy through the lens of gaming, teamwork and strategy and during lockdown learned to create art using VR (Virtual Reality) hardware and software attached to his PS4.