

Breathing Space Therapeutic Services CIC



COMPANIES HOUSE NUMBER: 12389582

OUR APPROACH, ENGAGEMENT &
PROVISION PROCEDURES

2024/25

The aim of our organisation is to help children & young people who have experienced trauma identify the impact of these experiences and learn how to manage trauma responses effectively in order to engage in full time education or a specialist setting.

What is trauma?

Trauma results from exposure to an incident or series of events that are emotionally disturbing or life-threatening with lasting adverse effects on the individual's functioning and mental, physical, social, emotional, and/or spiritual well-being. Experiences that may be traumatic include:

- Physical, sexual, and emotional abuse
- Childhood neglect
- Living with a family member with mental health or substance use disorders
- Sudden, unexplained separation from a loved one
- Poverty
- Racism, discrimination, and oppression
- Violence in the community, war, or terrorism

Complex trauma

Complex trauma describes both children's exposure to multiple traumatic events—often of an invasive, interpersonal nature—and the wide-ranging, long-term effects of this exposure. These events are severe and pervasive, such as abuse or profound neglect. They usually occur early in life and can disrupt many aspects of the child's development and the formation of a sense of self. Since these events often occur with a caregiver, they interfere with the child's ability to form a secure attachment. Many aspects of a child's healthy physical and mental development rely on this primary source of safety and stability.

Adverse Childhood Experiences

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WHAT ARE THEY?

Adverse Childhood Experiences (ACEs) are “highly stressful, and potentially traumatic, events or situations that occur during childhood and/or adolescence. They can be a single event, or prolonged threats to, and breaches of, the young person’s safety, security, trust or bodily integrity.” (Young Minds, 2018).

Examples of ACEs:

- Physical abuse
- Sexual Abuse
- Emotional Abuse
- Living with someone who abused drugs
- Living with someone who abused alcohol
- Exposure to domestic violence
- Living with someone who has gone to prison
- Living with someone with serious mental illness
- Losing a parent through divorce, death or abandonment

All of the examples above have the potential to leave a child traumatised and in need of help in order to heal and become productive members of society.



How does trauma affect the brain & body?

Trauma can affect our bodies in multiple ways. Research shows that the amygdala, hippocampus, and prefrontal cortex parts of the brain are affected when we experience high levels of stress. These are the parts of the brain that alert the rest of the body of potential danger, also known as activating fight-or-flight mode.

Stress results in acute and chronic changes in neurochemical systems and specific brain regions, which result in long-term changes in brain 'circuits,' involved in the stress response." As a result, the effects have lasting consequences on the nervous systems and mental health.

Once fight-or-flight mode is activated within the sympathetic nervous system, it will typically stay activated until the danger is gone. However, sometimes the body has a hard time recognizing that the threat has passed. As a defence mechanism, the amygdala keeps sending messages that danger is present and needs to be defended against. When this happens, the nervous system is stuck in hyperarousal. As a result, the brain and body sometimes disconnect from each other.

It is important to note that trauma is subjective. As a result, what is considered traumatic for one person may not be considered traumatic for someone else.



How does connecting with nature help heal from trauma?

1. Nature can help us to Ground – to feel rooted in our bodies and connected to our surroundings with present moment awareness. When we develop the skills to Ground, we can transform powerful, and traumatic, emotions with mindfulness, allowing them to become productive and unstuck. When we're grounded, we are able to touch into painful emotions and sensations without being overwhelmed. Trauma emotions stick in our body, and becoming unstuck from these emotions in a safe way requires us to be Grounded.
2. Nature can help us find our power. Trauma is a thief of our personal power, and it is incredibly liberating to regain that power. Nature provides us with opportunities and challenges that help us reconnect to our inner strength. Whether it's finding the strength to complete a difficult challenge, discovering the patience and care to plant a garden, or feeling the safety in being in a natural place, nature has opportunities for powerful change.
3. Nature is an amazing teacher, full of metaphors and life lessons. It is a vast and ever-changing tapestry of plants and animals, water and fire, earth and sky. Observing the how, what, when, where, and why of these changes often serves as a mirror to our own experiences in life, providing us with powerful insights on how we can grow and heal. In nature we're reminded that painful experiences do not have to define the rest of our lives.

Statistical Facts Related to **NATURE AND MENTAL HEALTH**



93%
of individuals felt energized
after exercising in nature



86%
of individuals noticed
an improvement in
mental health after
exercising in nature



86%
of individuals reported
positive effects on cognitive
function after engaging
with nature



83.3%
of individuals reported
physiological health benefits
after engaging with nature



70%
of individuals said exercising
in nature helped them in
concentration & productivity

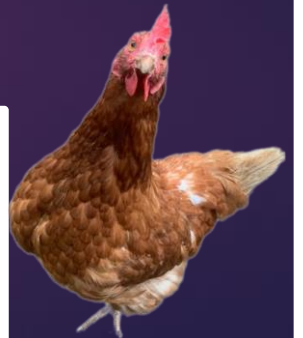


Animal Assisted Intervention & Care Farming

At Breathing Space we're fortunate to hold Care Farm status via Social Farms & Gardens. Our Director is an Animal Assisted Therapy practitioner, with delivery staff holding Forest School qualifications. We have various therapy animals that compliment the work of our human team.

"Care farming is the therapeutic use of farming practices. Care farming sits amongst other nature-based therapies that are collectively called 'green care'. Green care means structured nature programmes for people with a defined need to benefit health, social care or education outcomes".

Our team of therapy animals include Worzel our therapy dog, Velvet & Ted our Shetland ponies, Groot & Gruff our goats, Elsie & Jess our therapy ducks and a number of ex-battery hens. All our animals are housed at Jubilee Meadows farm.



Asset-based Approach

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At Breathing Space, we believe every child has positive assets/qualities to contribute in every situation. As a therapeutic service we build our foundations on safety, self-exploration, individuality and inclusion. We believe every child can fulfil their own potential when given the right environment, support, tools and time. Therefore, we adopt an Asset-based Approach.

Asset-based approaches are a means to enhance health and wellbeing, promoting resilience and independence. The range of assets encompasses relationships, social networks, use of preferred methods of engagement/learning and promoting unity & inclusion within a community.

Asset-based Approaches incorporate:

- Inclusive: implementing diverse delivery methods to engage learners
- Active/interactive: creating engaging content and opportunities for learners
- Culturally informed: acknowledging students' varied experiences and backgrounds to inform classroom practices
- Linguistically responsive: recognizing students' relationships with different languages
- Reflective/adaptive: committing to improvement over time



WE'RE STRONGER TOGETHER

Our school referral provisions

Full day Primary Alternative Provision:

This provision runs from 9.30am-3pm and supports CYP that require full day intervention to compliment their current education timetable.

Bitesize Primary:

Bitesize is a shorter day intervention and engages Primary aged youngsters who are unable to engage in our full day provision due to level of need. This provision runs from 11am-2pm with a higher staff: learner ratio.

Full day Secondary Alternative Provision:

Full day alternative for secondary aged youngsters. The provision runs from 9.30am-3pm.






BITE SIZE Primary

A NATURE BASED ANIMAL ASSISTED PROVISION DESIGNED TO ENGAGE PRIMARY AGED CHILDREN IN NEED OF INTENSIVE SUPPORT

Bitesize Primary offers a manageable, high ratio intervention for children unable to access formal education, due to their level of need, offering a more intensive therapeutic approach

MONDAY - 11AM TO 2PM

PILOT PRICE OF £125 PER DAY

Children have the opportunity to experience the benefits of animal assisted intervention, alongside nature-based therapeutic activities and life skills development delivered within our tranquil, fully secure farm base.

FOR MORE INFORMATION PLEASE CONTACT:
info@breathingspacetherapeuticservices.co.uk



Referral & Needs Assessment

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All children and young people (CYP) that attend our provision remains on-role at the referral school. Each referrer must complete a Referral Form and submit this to the provision lead prior to a Needs Assessment taking place – it's an opportunity for referrers to outline any concerns they have in relation to the CYP, along with providing key contacts for the child

The Needs Assessment covers the following areas:

- Health & Wellbeing
- Triggers and Protective Factors
 - Risk Assessment
- Any additional information that will support the CYP's time with us

The image displays three pages of a 'Referral Form' for Breathing Space Therapeutic Services CIC. The form is divided into three numbered sections. Page 1 (left) includes fields for 'Referral to' (with a table of service types: Alternative Provision, 1:1 Therapy, Group Therapy, Animal Assisted Therapy, Emotional Health Workshop, Nurture through Nature, Targeted Support), 'Referrer Details' (Referral made by, Contact Name, Relationship to YP, Contact Address, Contact Number, Contact Email, Contact for Invoice Purposes), and 'Young Person's Details' (Name, DOB, Contact Address, Contact Phone Number/Email). Page 2 (middle) includes a checkbox for 'Is the YP's parent/guardian aware of this referral?', 'Parent/Guardians Details' (Contact Name, Relationship to YP, Contact Address, Contact Telephone Number/Email), 'GP Details' (GP Name, GP Practice, Address, Contact Number), and several 'Yes/No' questions about EHCP, SEND, local authority care, and medication. Page 3 (right) includes a 'Reason for referral' section, 'Protective Factors', and a 'Name of Referrer' section with fields for Position held, Signed, and Date.

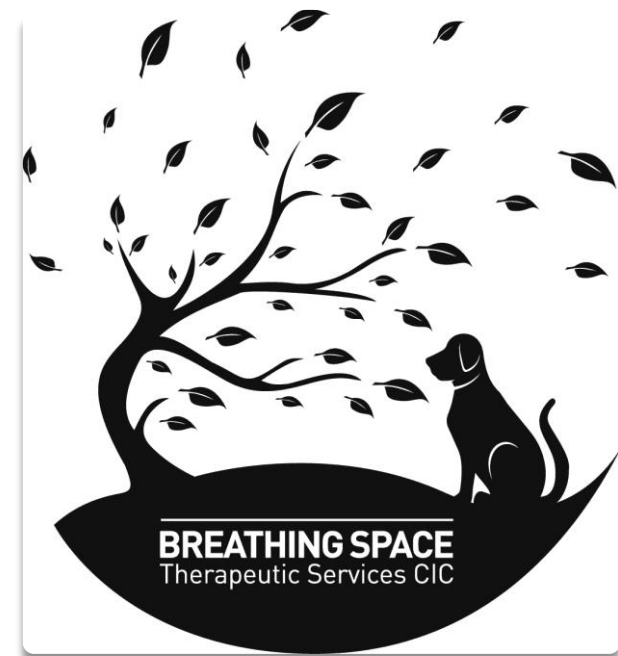
All children and young people referred into our provisions are subject to a Needs Assessment. This is carried out with the CYP, parent/carer and a school representative (if available) once the referrer has completed their Quality Assurance checks. The Needs Assessment allows the CYP the opportunity to visit our site and get an understanding of the work we do. It also ensures we are able to meet need and provide suitable intervention to the learner. Once the Needs Assessment has been carried out, a decision is made in relation to which of our provisions will best meet need and a proposed start date is given.

SLA & Invoicing

Once the referral process is complete, and a placement agreed for the young person, our HR will issue a Service Level Agreement to the referral school/agency. This must be completed and returned ahead of the agreed start date and forms a contract between Breathing Space and the referrer. It covers various areas of provision engagement and ensures the learner's place with us is reserved.

It is at this point the invoice is issued to the finance contact recorded on the Referral Form. All invoices must be paid within 30 days of issue, any late payments are subject to a surcharge.

Due to the nature of the client group we engage, the invoiced amount is non-refundable if a child is absent or withdrawn from provision. However, we're aware of how challenging it can be to secure funding therefore the place that has been paid for can, with the agreement of our Director, be offered out to another young person within your setting who would benefit from our support.



Learner Journey



Core provision content & engagement:

Each provision delivery day ensures the combined needs of the learners are accommodated. Our provision content mirrors the use of nature or animal-based activities to increase interpersonal skills. These skills are then transferable into a mainstream environment or full-time placement; ensuring learners can engage effectively, when given the right support.

All planned activities & session content reflects our therapeutic approach and provides the opportunity to develop interpersonal skills and emotion regulation. It is also measurable and regularly reflected upon so that progress can be recorded via the review process and skills developed throughout the learner's time with us.

Some of the young people we engage aren't in school at all due to refusal or an inability to meet need. Often these youngsters are placed with us more than one day a week so that they can develop a positive routine of attendance whilst upskilling themselves therapeutically. Many of these youngsters attend with us longer term, whilst they begin increasing their time within the school environment or whilst the school identifies and secures a specialist setting.

Personal File

1. The learner personal file is introduced on day one of a young person's time with us. It covers various elements of the YP personal and individual need.

Young Person's Contact Details: all of the details needed to complete this section of the file can be found on the Referral Form.

Individual learning Plan

Reasons for referral to Breathing Space (record below using info from Referral Form):

Target setting: using the information provided by the referrer and young person, record targets that are intended to support transition into full time education. These targets need to be specific, measurable, achievable, realistic, and timely.

Target(s)	How will these targets be achieved?	Date Achieved

Review planner: reviews against the ILP should take place on a half termly basis, as a minimum. Use the table below to plan and record review dates:

1 st Review due date		Actual completion date	
2 nd Review due date		Actual completion date	
3 rd Review due date		Actual completion date	
4 th Review due date		Actual completion date	
5 th Review due date		Actual completion date	
6 th Review due date		Actual completion date	

2. Individual Learning Plan (ILP)

When constructing targets for the ILP the Referral Form and Needs Assessment informs the targets set. Both documents provide a foundation from which a solid Individual Learning Plan can be created. When setting targets on the ILP the learner should have involvement from the start – it's their plan and therefore they need to be part of its creation. When setting targets we follow the SMART framework.

Due dates are every half term as a minimum.

Completion date is updated on the day the review takes place. If the review takes place after the predicted due date make a note of the reason why (learner absence, provision cancellation, etc).

Breathing Space Therapeutic Services CIC

Learner File

Learner Name:
Start Date:
End Date:

Young Person's Contact Details

Young Person's Details:

Young Person's Name	
DOB	
Contact Address:	
Contact Number	
Contact Email	
Start Date on AP	

Parent/Guardians Details (if different from referrer details):

Contact Name	
Relationship to YP	
Contact Address:	
Contact Number	
Contact Email	

Referrer Details:

Referral made by:	Education Authority/School	Children's Service	Health Service	Voluntary Sector	Self-Referral	Other
Please tick as appropriate						
Contact Name						
Relationship to YP						
Contact Address:						
Contact Number						
Contact Email						

<p>S</p> <p>Specific</p> <p>Who? What? Where?</p> <p>Use details while keeping the goal clear and succinct. What will you do?</p>	<p>M</p> <p>Measurable</p> <p>From? To?</p> <p>Identify evidence for when you reach the goal. How will you know?</p>	<p>A</p> <p>Attainable</p> <p>How?</p> <p>Make sure you are able to put the goal into action. Can you achieve it?</p>	<p>R</p> <p>Relevant</p> <p>Why? Worthwhile?</p> <p>The goal should meet personal interests, skills, and resources. Is it relatable?</p>	<p>T</p> <p>Timely</p> <p>When?</p> <p>Create a time frame for accomplishing the goal. What is the deadline?</p>
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Personal File

3. Review

The review reflects the targets on the ILP. The review allows the targets to be looked at individually and for learners to be provided with feedback on their progress and any areas of development. All reviews must be carried out with the learner present – they are the most important part of the review process!

- Reviews are carried out each half a term as a minimum. Additional reviews may take place when a young person is experiencing a particularly difficult time or when their behaviour is impacting on their ability to engage, as well as impacting the group as a whole – it can be used as a fact find and a solution focused tool.

Progress Review

Date of Review:

People in attendance during completion of review:

Review against ILP targets: record below any progress made, areas of development, queries, or concerns and any feedback received from school/referral agencies during review period.

Targets to be worked towards before next review:

Signed by learner: _____

Signed by staff: _____

My targets

6th target date agreed:

Agreed by:

My target is to:

Step by step goals:



This records any communication/contact that has been had in relation to the learner. Attendance emails are recorded as evidence that our missing child process is being followed, as well as any communication from school, parent, carer or authority involved in the YP's care.

Similar to the Contact Log, however it is used for recording any correspondence received relating to the YP (email, letter, form, etc).

[illegible]

All activities are risk assessed. We have a generic Risk Assessment that covers the main activities we facilitate on a weekly basis, along with individual Risk Assessments for any activities that are being introduced. All Risk Assessments are stored in our Staff Noticeboard folder on the shared drive.

Risk Assessment
Sensitive Information – Staff Only



Insurance

We hold a combined insurance policy with McClarrons. They broker on our behalf to ensure we're covered for each of the activities & interventions we offer.

Our Policy Number: RKL23467/12/741B/247

					to ensure difficult feelings can be explored safely with staff			
					<ul style="list-style-type: none">▪ Staff to ensure (LEARNER) is never left unsupervised.▪ Ensure all tools, equipment & resources are monitored and returned following use.▪ Supervise during breaks and when (LEARNER) walks down to the toilet block▪ Feedback any concerns to the main contact for this VP whenever a concern is raised so that they can provide additional support and/or solutions if necessary.			

Risk Assessing Learners

If a young person presents significant risk to self or others a risk assessment is carried out following their Needs Assessment and uploaded into the shared system so that all staff are aware of the risk level and support needs identified.

[illegible]

First Aid & Accident Book

Our First Aiders:

- ▶ Bic Mainstone
- ▶ Libby Jenkins
- ▶ Izzy Marr



We have First Aid kits at both delivery venues, as well as travel kits for any time spent off site.

Accident Book

- ▶ Our accident book is kept in the staff office on our main delivery site.
- ▶ If a CYP has an accident that requires First Aid, the accident book will be completed and a copy handed to parent/carer on collection from provision.
- ▶ If a learner requires medical treatment outside of our First Aid capacity, then parent/carer will be contacted so that they can arrange transport to a local hospital/medical setting.
- ▶ In the case of emergency, an ambulance would be called and parent/carer & referrer informed.

Safeguarding

A full copy of our Safeguarding policy is available on request

At Breathing Space Therapeutic Services CIC, we offer a child centred and coordinated approach to safeguarding. Our staff are an important part of the wider safeguarding system for children. This system is described in the statutory guidance Working Together to Safeguard Children.

Our Designated Safeguarding Leads are:

- Bic Mainstone
- Libby Jenkins

Below is a list of ways in which we ensure Safeguarding is implemented within our company:

- Company Directors have taken part in Safeguarding CYP training and ensure that up to date information is disseminated to all staff and volunteers working within the company.
- All staff & volunteers working with children will carry out Level 1 Safeguarding training as a minimum via Staffordshire Safeguarding Children's Board.
- Our team has regular team meetings, following a set agenda which includes safeguarding, whereby any concerns or queries staff may have can be identified and addressed. This is incorporated into meetings at all levels, including the Board of Directors.
- Our company follows safer recruitment procedures when interviewing prospective staff/volunteers.
- We ensure that our Safeguarding policy is reviewed and updated regularly to reflect any new legislation or changes within our organisation.
- Course attendance is recorded, and copies of certificates stored for reference purposes.
- Information for children regarding sources of support is displayed onsite so that it is easily accessible for service users.
- We have a succinct list of contacts for specialist advice and information in regard to safeguarding.
- Guidelines in place for appropriate adult to child, and child to child behaviour.
- Robust and clear pathway for reporting of safeguarding concerns – as outlined in our safeguarding policy.
- As our organisation is based on a public space – Nature Reserve – we ensure health and safety measures are explained to the young people in our care, so they are aware of our physical boundaries and the staff onsite who are responsible for safeguarding of the country park as a whole. The main Ranger at Baggeridge Country Park is **Steve Gallis** and he, along with the other Rangers employed within the council, are aware of our provision and support the overall safeguarding of children/young people when we are onsite by ensuring concerning information is handed over as/when necessary. We, as a provider, also ensure that the Rangers onsite are aware of any specific safeguarding information relevant to the young people in attendance so that a whole team approach can be implemented.

Attendance Policy

Young Peoples' attendance levels prior to engaging with our provisions are generally below average therefore it is imperative that we offer varying amounts of time at the provision, dependent on their individual needs, so that attendance can increase effectively. Parents/carers and the educational provision's staff must work in partnership to make full attendance attainable and to ensure that all children have full and equal access to all that the provision has to offer. As an alternative therapeutic provision, we will encourage parents/carers to ensure that the young person(s) achieves maximum attendance and that any barriers preventing this are identified and addressed promptly.

It is the responsibility of the referral organisation to ensure the learner can be transported to and from our provision.

Attendance Register Provision facilitators must take the attendance register at the start of the day and/or provision start time. On each occasion they must record whether each learner is:

- Present
- Excused/off sick
- Absent
- Unable to attend due to exceptional circumstances

Start of the day: Once the young person has arrived onsite an email must be sent to the referral school/agency to inform of their arrival. If a young person has not arrived by the start time, without prior communication identifying reasons for late arrival, contact with the learner's parent/carer or referral source must be made within 15 minutes of the agreed arrival time to ensure safeguarding.

End of the day: Some of our learners are transported by taxi, therefore if the taxi hasn't arrived by the provision end time contact with the taxi company and/or referrer/parent/carer must be made to identify when transport will arrive. Learners are not to be left to wait for transport unattended.

Attendance Policy cont....

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If a young person is being sent home for any reason a member of our team will remain with the young person until collection has taken place. If the young person is in a heightened state of emotion and poses a risk to staff safety, then supervision from a distance is required until their transport has arrived, and the young person has left our care.

Young people leaving during provision's hours

Young people are not allowed to leave the premises without prior permission from the provision staff, referral school and parent/carer when appropriate.

- Whenever possible, parents/carers should try to arrange medical and other appointments outside of provision hours.
 - Parents/carers are requested to inform provision staff of the reason for any planned absence, the time the young person will need to leave site and the expected return time.
 - If a young person leaves our site without permission, then parents/carers and the referral organisation will be contacted.
- Should our staff not be able to reach parent/carer/referrer then contact with the Police will be made and the young person registered as a missing person.

Should a young person be absent from provision, without an authorised reason, then the referral school/agency/parent/carer will be informed as soon as possible so that safeguarding/missing child procedures can be followed.

Behaviour Management

A full copy of our Behaviour policy is available on request

Our priority is to encourage good behaviour by:

- Creating a therapeutic environment that enables young people to explore their individual barriers to progression.
- Providing relevant and appropriate learning which is tailored to meet the individual needs and preferred learning styles of the learner to promote **independent learning**.
- Teaching learners the skills required to moderate and temper inappropriate behaviours.
- Helping learners to take responsibility for their own actions and develop a level of accountability and to promote **independent behaviour** management.
- Dealing with unacceptable behaviour promptly and fairly with safeguarding of all learners and team members being a priority.
- Promoting a consistent approach to rewards and sanctions from all staff.
- Ensuring that all staff are appropriately informed of the complex needs of our learners and any historic information or lived experiences that require a trauma informed approach.
- Encouraging learners at our provision to support each other re self-regulation of behaviour and develop the ability to establish healthy relationships.

Behaviour Management

All staff must remember:

- Exclusion is never to be threatened by any member of staff unless the learner is breaching safeguarding boundaries by putting themselves, other learners and/or members of the staff team at risk.
- Only the Executive Company Director may authorise an exclusion.
- A returning learner has a re-entry meeting, either in person or via telephone communication, and is then to be given a fresh start by all staff and supported in the case of any provocation from other learners.
- A 1:1 review will take place on their return to the provision so that the reason for exclusion can be explored and interventions identified and agreed that may reduce the likelihood of the misconduct being repeated.

Provision Unsuitability:

Breathing Space Therapeutic Services CIC is an alternative *therapeutic* provision, offering interventions to children and young people who have mental and/or emotional health needs. Our target client group are those young people who are unable to engage or invest themselves fully in their education due to past trauma or Adverse Childhood Experiences (ACE's). We are **not** a behavioural unit and therefore some learners referred into the service may prove unsuitable for the provision if their needs are based primarily on addressing challenging behaviour as they may be best suited to another alternative setting. We are fully aware that abuse, trauma, and ACE's are often expressed through behaviour and are able to support those young people who have developed trauma responses as a result of lived experiences through therapeutic interventions and activities. All young people are assessed prior to attending the provision and we, as an organisation, are proactive in offering support and engaging young people who have been identified by the referral agency as in need of our service. However, over time, it may become apparent that the young person in attendance requires a behavioural model as opposed to a therapeutic one. Therefore, these learners will be discussed and reviewed with the referrer, with advice and guidance as to other providers that may be better placed to meet their needs provided.

Our provision is based on a 150-acre nature reserve, bounded by stock fencing & gates that allow access to our Hub boundary. If a young person (YP) is referred into our service who has a history of absconding in their current or previous settings, this must be explored during their Needs Assessment so that all staff can be made aware of the YP's flight response triggers. This helps us implement boundaries to reduce the risk of absconding during provision hours. Often, YP who are known to abscond from a school setting, don't display the same behaviour whilst accessing our provision. Our approach is therapeutic in its nature with a high staff:learner ratio, allowing for subtle changes in mood or behaviour to be identified and addressed in a timely manner.

Identified Risk	Action Required
Members of the general public/access to our delivery site	<ul style="list-style-type: none"> • Full supervision during activities. • Safeguarding Policy and Procedures to be followed. • Ensure gates are closed when entering and exiting the Hub <ul style="list-style-type: none"> • No members of the general public allowed to enter the boundary of our site during provision hours, unless agreed & planned in advance.
Learner with a history of absconding	<ul style="list-style-type: none"> • Ensure BSTSCIC staff have adequate information from referral agencies in relation to the YP's history of attempts to abscond from other settings and the corresponding triggers. • Breathing Space team to carry out a Needs Assessment with the YP and parent/carer, with a school representative present when possible so that further information can be gathered and provision boundaries explained to the YP. • Referral school to visit the Breathing Space site prior to placing a child with a risk of absconding, in order to make an informed decision prior to placing the YP with us.
Lack of security fencing to prevent absconding when working within the boundary of the Breathing Space Hub.	<ul style="list-style-type: none"> • Ensure all young people are aware of our designated "Safe Spaces" so that they can access them if/when they become dysregulated and feel the need to flee the group. • Full staff supervision of YP during activities on and off site. • Ensure all staff working with YP are aware of triggers that have previously led to the YP's flight response being triggered so that appropriate measures can be put in place to reduce likelihood of triggering similar responses during provision hours.
Triggering the YP's flight response during provision hours	<ul style="list-style-type: none"> • All staff to be aware of YP's flight response triggers • Ensure our Safe Spaces have been explained to the YP during the assessment stage • If a YP decides to flee, and exits our Hub boundary, one member of staff must attempt to follow the YP to ensure their whereabouts are known and attempts to co-regulate can be made. This can only take place if the rest of the group is well regulated and deemed manageable for supervision by the remaining staff member. • If, despite efforts to co-regulate or in circumstances whereby the YP poses a risk to themselves and/or others by fleeing into the park, refusing to allow staff to co-regulate, then parent/carer must be informed, along with the referral school or agency. Dependant on the information gained following these phone calls the police may be contacted and the YP reported missing.

Site Safety & risk of absconding

Transition Pathway

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Regular Review and Communication with Referrer & School	Personal Education Plans/Individual Education Plans/Reflection & Progress Meetings	Aftercare	Future Intervention and Extra Curricular Activities
<p>Individual Learning Plan: throughout their time on provision young people are working towards the targets identified on their Individual Learning Plan. These targets are constructed by staff and learner with information gathered from the Referral Form, Needs Assessment and young persons identified support needs. These documents are live documents and reflected on/reviewed against at regular intervals (every 4-6 weeks).</p> <p>Communication: throughout their time on provision the young person's referrer is updated regarding attendance and progress. Often our young people will be awaiting EHCP completion, therefore our feedback support the decisions made and actions agreed EHCP wise. Contribution to Educational Psychologists reports is often requested so that as a team around the child we can ensure the most beneficial long term education plan can be created and followed through.</p>	<p>Many of the young people referred into our provision are in the care of the local authority. Therefore, part of the transition from provision includes staff attendance at, and contribution to, PEP's and IEP's ensuring that the agreed route of progression following the young person's time on programme is best suited to meet individual need.</p> <p>When young people have attended for the designated amount of time on provision identified by the Referrer at the point of referral into provision a review takes place between referral source/school and Breathing Space staff to ensure that the transition pathway on from our provision is appropriate to meet current need.</p> <p>Often young people who have attended our Alternative Provision feel that ongoing support from our service is needed to ensure a positive transition process.</p>	<p>Once a young person has moved on to their preferred pathway, we ensure that communication between ourselves and the young person, parent or carer and school remains open. Many of the youngsters moving on from our provision will experience "teething problems" when they begin attending the designated educational establishment.</p> <p>Therefore, we offer an aftercare option whereby the young person can access our Nurture through Nature provision one afternoon a week for the duration of the first term or half term attended following transition from our Alternative Provision. These sessions provide the opportunity for youngsters to identify and discuss any difficulties they are facing in their new education setting and allows feedback to school/referrer to take place so that additional support can be initiated within the transition establishment in order to provide additional support where necessary.</p>	<p>All young people can access extra-curricular activities onsite with us. We currently deliver the "Connect" project which offers Sport, Youth Club and fitness sessions to any young people who express an interest in attending. This often provides a "safety net" to our term-time youngsters, as they can continue to access our support once transition from our core provisions has taken place.</p> <p>Future Intervention: some young people will transition from our provision and find that they are unable to cope effectively within the designated educational establishment. Therefore, referral back into our service can take place so that we can support the development of positive attendance and interaction within the new setting, providing a safe, familiar space in which youngsters can explore any fears, barriers or difficulties they are experiencing that prevents them from fully engaging in the new setting.</p>

Shared Drive

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The shared drive forms part of our recording system and enables all staff to have access to various documents that are essential to the effective running of the provision.

These include:

- Individual Learner Records – broken down into Primary & Secondary folders, with each folder containing information relating to the young people accessing provision on any given day.
- Also includes a handover document that is completed by lead facilitators for their scheduled delivery day so that an overview of engagement and information is accessible to all staff. This helps when learners attend more than one day, and if staff cover has to be brought in for sickness and/or absence purposes.

Name	Status	Date modified	Type	Size
ASTB	✓	05/09/2024 13:16	File folder	
board_team	✓	02/08/2024 12:27	File folder	
FAFF	✓	18/11/2024 13:02	File folder	
finance	✓	02/08/2024 13:16	File folder	
HAFF	✓	02/08/2024 13:00	File folder	
HR_Legal	✓	02/08/2024 13:04	File folder	
individual_learners_records	✓	23/11/2024 10:14	File folder	
it	✓	23/11/2024 20:18	File folder	
planning_docs	✓	22/11/2024 10:49	File folder	
policy_documents	✓	14/10/2024 18:49	File folder	
referrals	✓	26/11/2024 19:43	File folder	
resources	✓	23/08/2024 18:16	File folder	

Breathing Space Therapeutic Services CIC

Risk Assessment Sensitive Information – Staff Only

Name of YP:	Identified Risk			Implications			Risk Before Action Taken			Action Required			Risk After Action Taken		
	Self	Community	Other YP	Self	High	Medium	Low		High	Medium	Low		High	Medium	Low
Self-Harm															
Suicide															

In the event of significant self-harm (beyond First Aid level) or any actions the YP takes that suggest immediate risk of suicide, 999 must be called, along with parent/carer and school contact.

It also provides various documents that ensure procedures are followed effectively, provides a space within **“Handover”** in which each YP has a **“Safeguarding & Welfare Log”** to record relevant information.

Along with a **“Risk Assessments”** folder, in which previous risk assessments have been uploaded, and a Master document accessible so that any new activities can be risk assessed by the facilitator(s) for each group.

Delivery Venues

Main site



Baggeridge Country Park
Gospel End Road
Dy3 4HB

Farm site



Jubilee Meadows
Trysull Road
WV5 8DQ

Key Organisation Contacts:

Executive Director:

Bic (Rebecca) Mainstone – 07752 859432

Email – bic@breathingspacetherapeuticservices.co.uk

HR & Finance:

Cathy Mainstone – 07549 337874

Email - hr@breathingspacetherapeuticservices.co.uk

Primary Lead:

Libby (Elizabeth) Jenkins – 07399 024137

Email - libby@breathingspacetherapeuticservices.co.uk

We also have a Board of Directors that oversee the effective running of our organisation. They can be contacted via the following email address:

info@breathingspacetherapeuticservices.co.uk



Quality Standard Statement

City of Wolverhampton Council

"Breathing Space CIC is offering outstanding provision aligned to our vision for excellence in alternative provision."

The AP has met almost all quality standards for alternative provision set by City of Wolverhampton Council and offers exceptional provision for children and young people in need of a specialist, time bounded, alternative curriculum. It provides a model for excellence in alternative provision that CWC is pleased to work with as it builds strong local SEND and AP partnerships."

