

Cairn Education

PROSPECTUS 2021

About Cairn Education

We are a non-profit Community Interest Company founded by an Occupational Therapist and Teacher. We aim to provide unique, individualised and innovative programmes to improve the lives of autistic individuals and/or individuals that have disengaged from mainstream education or employment in Cumbria.

Our work nationally seeks to develop societies understanding of neuro-diverse populations; the challenges encountered and the unique strengths, talents and potential of every individual. Through training and consultancy for healthcare professions, business and education providers we seek to create a society that creates opportunities and breaks down barriers.

Meet The Team



Lucie Kelly- Head of Education

Lucie Kelly BSc (Hons.), PGCE with QTS is Head of Education at Cairn Education. Lucie has worked as a mainstream secondary education teacher for 6 years and a further 4 years working as a SEN secondary teacher for pupils with Autism.

The last two Ofsted inspections that Lucie has been part of have received “Outstanding” judgements.

Meet The Team



Rachael Thompson- Head of Therapy

Rachael Thompson BSc, PGCE with QTS, PGCert Sensory Integration, MSc Occupational Therapy is Head of Therapy at Cairn Education.

Rachael has worked at independent specialist colleges for over 10 years in roles including Tutor, Occupational Therapist, Head of Education and Vice Principal. As part of the responsibilities of these roles Rachael has been OFSTED nominee and specialised in supporting colleges to make quick and meaningful progress from a starting point of 'requires improvement'.

Rachael's current specialist interest is in sensory processing difficulties.

Working in Consultancy

Cairn Education is proud to work in consultation with Health Horizons, a Multi-Disciplinary Team that includes a Clinical Psychologist, Consultant Paediatrician and Speech and Language Therapist.

For more information about Health Horizons please visit their website: www.healthhorizons.org.uk



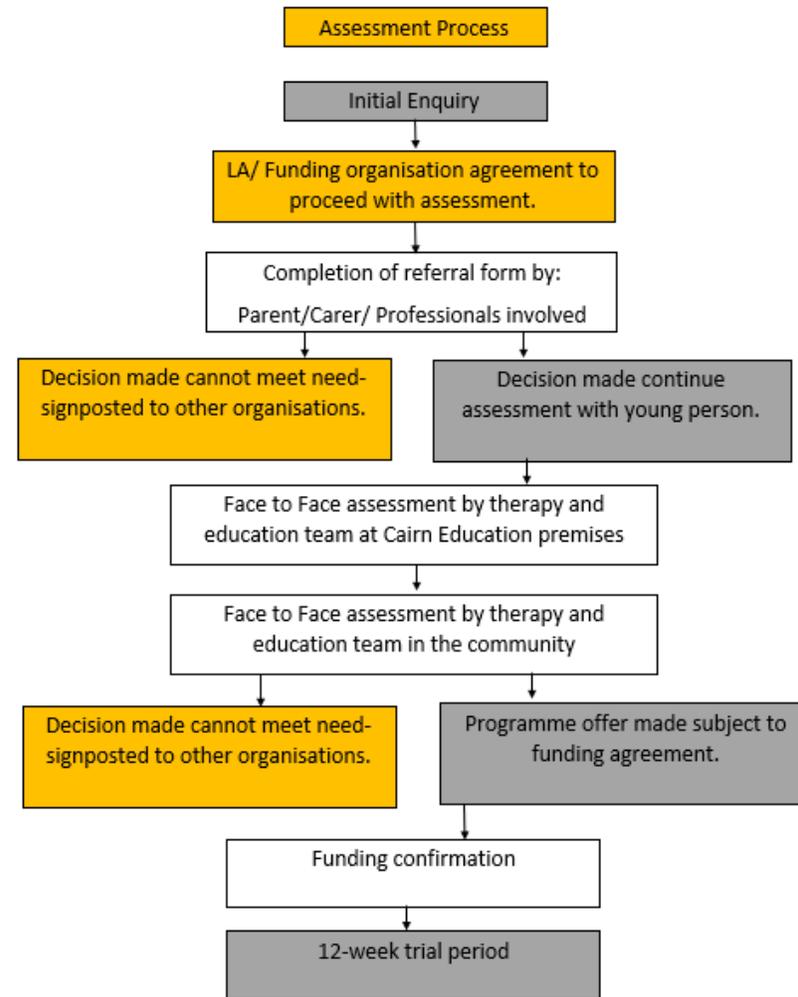
HEALTH HORIZONS LIMITED
HOLISTIC HEALTH AND DEVELOPMENT SERVICES

Application Criteria

Cairn Education specialises in programmes for young people that meet a combination of the following criteria.

- A diagnosis of autism
- Significant levels of social isolation
- Moderate to severe anxiety
- The need for autism specific strategies
- Sensory processing difficulties or differences which impact on their access to education and or wellbeing.
- Difficulties with social interaction and communication
- Individuals who have been out of education
- A statement of SEN
- Recognition from professionals working with the individual that they would benefit from an approach tailored to individuals with Autism
- The ability to progress academically given the appropriate autism specific support and strategies and working at Entry level 2 to GCSE level
- Have been out of education for more than one month or recognition from professionals that mainstream education providers cannot meet need

Referral and Assessment Process



Integrating Therapy and Education



The integrated working of our Education and Therapy teams ensures that Cairn Education:

- Understands how best to support the young person. Including understanding of behavioural patterns and sensory processing differences.
- Is able to develop focused and evidence based interventions to support development of adaptive or alternative strategies where an individual presents with behaviours that present a risk to themselves or others.
- Works closely with the young persons family/ support network to improve the young persons quality of life.
- Provides meaningful progression routes for all young people that help them to realise their potential.
- Carefully structures and plans learning programmes and sessions for each individual taking into account their starting points, their needs, their strengths and their aspirations.

A Pathways Approach

Cairn Education takes a pathways approach to individual curriculum design for each young person.

Initial assessment and person-centered planning is used to create individualised programmes that are individually constructed from any combination of standalone units from our 5 pathways.

- Access Pathway
- Progression Pathway
- Independent Living Pathway
- Health Pathway
- Connections and Community Pathway



Curriculum Pathways- Core Units

ACCESS PATHWAY	PROGRESSION PATHWAY	INDEPENDENT LIVING PATHWAY	HEALTH PATHWAY	COMMUNITY AND RELATIONSHIPS PATHWAY
Safety, Wellbeing and Positive relationships.	Resilience and regulation to access work or mainstream education.	Travel	Looking after physical Health	Making and maintaining meaningful relationships
Self-esteem and Confidence	Qualifications needed for next steps.	Activities of daily living	Looking after mental health	Keeping safe online and in the community
Self-regulation Co-regulation	Work Skills	Managing finances	Managing personal hygiene	Accessing activities with others.



Access Pathway

Access Pathway

Intent

Stage 1:

To develop an individual's experience of feeling safe, and that their wellbeing needs will be met within the educational environment.

To develop positive working relationships with staff and their peers.

Stage 2:

To develop the self-esteem and confidence that enable the student to take on new challenges where the outcome is not always guaranteed.

To develop the self-regulation and co-regulation skills needed to maintain engagement in learning opportunities both on 1:1 and in small group environments.

Stage 3:

To develop the social, personal and study skills for academic and/or vocational success.

To be able to think about and set high and realistic aspirations for their futures.

Access Pathway

Implementation

Students have the choice of a range of subjects that are related to their interests.

Industry experts are contracted in to provide the specific knowledge to engage students in learning where this is necessary and falls outside of the skills of our staff team.

Tutors and learning mentors then work with the experts to create schemes of work and session plans that incorporate not only skill development in their chosen area but also seek to contextualise the students broader target areas delivering this through their specific area of interest.

Tutors actively facilitate the opportunity for students to engage in helpful participation and give students responsibilities that enable them to feel valued and a part of Cairn Educations learning community.

Access Pathway

Impact

From the students starting points they will show rapid improvement in:

- Attendance
- Engagement
- Wellbeing and quality of life and as a result there is a reduction in behaviours that present risk to themselves or others
- Ability to engage in new and novel tasks where success is not guaranteed.
- Ability to self-direct their own learning
- Ability to make realistic but aspirational plans for their future.

Progression Pathway



Progression Pathway

Intent

To develop the confidence and resilience to access mainstream education or employment.

To develop strategies to manage the sensory, social and academic demands of mainstream education or employment.

To achieve qualifications needed to progress into further education, training or employment.

Have a comprehensive understanding of their strengths and skills that they can bring to the workplace and develop self-advocacy skills.

To develop work and study skills that will enable them to transition successfully into their next place of education or employment.

Progression Pathway

Implementation

Our progression pathway programmes are individually tailored to work towards specific transition outcomes. Programmes may include a combination of the following elements.

- Work placements
- Work experiences
- Graded re-introductions to mainstream education.
- Understanding my autism- the strengths and challenges
- Work Skills programme
- Study skills programme
- Specific qualifications: Level 1 and 2 Maths, English and ICT.

Progression Pathway

Impact

Students transition to further education, training, or employment with the skills they need to succeed.

Students achieve the qualifications they need to progress into further education training or employment.

Students understand their strengths and challenges and know how to self-advocate within education and employment environments.

Independent Living Pathway



Independent Living Pathway

Intent

Our independent living pathway covers 5 main areas.

Travel

Students will learn to use a range of transport options including walking, cycling, buses and trains and where appropriate driving. Students will learn how to plan and execute both familiar and novel journeys. Students will learn how to manage the sensory demands of travel on public transport. Students will learn how to keep themselves and their belongings safe whilst traveling. Students will learn how to manage when there is an unexpected delay or alteration to their travel plans.

Cooking

Students will learn cooking skills that enable them to prepare a range of healthy meals.

Shopping

Students will learn how to plan, prepare and execute shopping related activities. Students will learn how to manage the sensory environments of shopping environments and how to use a range of checkout options.

Household management

Students will learn how to keep a safe and hygienic home.

Money Management

Students will learn the basic concepts of money management including budgeting, wages, the value of money and how to keep track of income and expenditure.

Independent Living Pathway

Implementation

Students will have the opportunity to take part in focused independent living skills sessions. Students can be supported both in their own homes and at Cairn Education premises to develop the skills as outlined above.

Travel will be purposeful and meaningful to the student. This may include activities such as developing the independence to travel to and from Cairn Education premises for their education or to and from their college placement.

Cairn Education will offer residential stays to help further promote the development of independent living skills for those students that live within their family homes.

Independent Living Pathway

Impact

Students achieve the skills needed to travel to and from places that are meaningful to their lives including but not limited to education provision and work.

Students are able to prepare a range of healthy meals safely.

Students are able to shop for their weekly essentials independently.

Students are able to manage their money and make informed choices about what they spend their money on.

Students are able to stay safe in their homes and when travelling.

Students are able to manage the safety and hygiene within their homes.



Health Pathway

Health Pathway

Intent

Keeping healthy (mental health)

Students develop the skills and understanding to maintain their mental health.

Students develop the skills to access activities and services that support maintenance of their mental health.

Students develop understanding of their autism and how it impacts on their lives. From this starting point students learn how to manage the vulnerabilities arising from autism and how to use their strengths and capacity to maintain health.

Students develop understanding of how to manage sleep disturbances in order to promote better mental health.

Keeping healthy (physical health)

Students are encouraged to explore different activities that promote their physical health.

Students develop the skills needed to access personally meaningful activities and services that promote their physical health.

Students learn about diet and nutrition that supports physical health and are supported to develop the understanding to make informed choices about their food and drink.

Personal Hygiene

Students learn about the importance of personal hygiene and how to maintain appropriate standards of personal hygiene.

Students learn how to manage any sensory sensitivities associated with maintaining high standards of personal hygiene.

Health Pathway

Implementation

Cairn Education works in consultancy with Health Horizons to support students to develop strategies that help them to manage their physical and mental health, through counselling and therapy services.

Cairn Education works closely with sports and activities providers in the local community to establish connections that facilitate the students participation in sports and activities within their local community.

Cairn Education occupational therapy service works closely with families and the student to develop strategies and interventions to promote health and wellbeing within the family unit. Including interventions for personal hygiene and sleep where required.

Health Pathway

Impact

Students have the skills and understanding to manage their mental and physical health.

Students know how to and are able to seek and engage with a range of services that will support them to develop and maintain their mental and physical health.

Students have the skills and ability to access activities that are meaningful to them in the local community and support maintenance of their mental and physical health.

Students develop the skills needed to maintain good standards of personal hygiene.



Connection and Community Pathway

Connection and Community Pathway

Intent

Students develop the skills and understanding to maintain relationships that are meaningful to them.

Students develop the skills and understanding of different communication methods that help them to connect with other people in a way which is meaningful to them.

Students develop the skills and understanding to be able to access and participate in activities with others that are meaningful to them.

Students develop the skills and understanding to keep themselves safe online and in their communities.

Students are encouraged to participate in activities that make a positive contribution to their local communities.

Connections and Community Pathway

Implementation

Cairn Education offers interest groups which bring individuals that share common interests together. Through these groups' students are facilitated to develop the skills they need to make and maintain meaningful connection with other group members.

All students engage in an online safety programme that gives them the knowledge and understanding of how to keep themselves safe online.

Cairn Education facilitates engagement in a number of voluntary programmes within the local community that promote understanding of how to stay safe in the community and facilitates meaningful interaction with others.

Students are encouraged to make a positive difference in their community through voluntary work or services.

Connections and Community Pathway

Impact

Students establish and are able to maintain meaningful connection with people within their community.

Students make a positive contribution to their community.

Students gain a sense of belonging and being part of a community of people outside of their family unit.

Maths, English and ICT

The development of Maths, English and ICT skills is central to all of the pathway units.

Initial assessment is carried out to determine the students starting points.

Maths, English and ICT skills are then contextualised at an appropriate level to the activities within each pathway for each individual learner.



Individual Learning Plans

Individual learning plans are created for all of our students.

These set out the medium term, and long-term outcomes for each pathway that makes up the student's individual programme. Medium term outcomes are then further broken down into short-term learning targets set across 4 domains

Cognitive Skills
(Maths, English,
ICT, Executive
function)

Practical Skills

Communication
and Interaction

Self-regulation
and Co-
regulation

Monitoring and Tracking Progress and Outcomes

Targets and Outcomes are reviewed by our multi-disciplinary team and modifications or changes are made as and when required to ensure that students are effectively challenged.

- Short-term targets are reviewed in each session and at the end of the week to ensure that students are making timely progress.
- Medium term outcomes are reviewed half-termly.
- Long-term outcomes are reviewed termly to ensure that they are still meaningful and relevant.

Formal reviews are held termly.



Self-Assessment

Cairn Education understands the importance of thorough and challenging self-assessment.

Cairn Education uses a multi-dimensional framework to assess the ongoing effectiveness of its service and make continuous improvements.

Assessment methodologies include:

Observations, data collection and analysis, parent feedback , student feedback , work product audits, incident data analysis, attendance data analysis

Assessment informs our quality improvement plan which is formally reviewed every half-term culminating in our annual self-assessment report at the end of the academic year.

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