

REFERRAL ROUTE

Our referrals can come from Children's Homes, social care staff, schools, or the local authority.

Please contact us if you require more information as to whether we are the best route for your young person.

Please inform the young person's social worker regarding the referral to us.

Referrals are made via the enhanced care placement form. For a copy of this, please contact Anna Beresford or Julie Buxton on the details overleaf.



www.kingsmead-derby.co.uk



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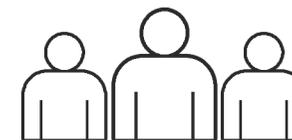
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ECP

Enhanced Care Programme



DERBY CITY COUNCIL

THE TEAM

The Enhanced Care Programme (ECP), Social Care and The Kingsmead School working in partnership for better outcomes for looked after children.

We were set up in May 2005 as a multi-agency team, consisting of Residential Child Care Workers, specialist staff and educational staff. We liaise with many agencies including school staff, social workers, educational psychologists, CAMHS and Safe & Sound.

THE CLIENT GROUP

They are young people aged 7-17 who are in the care of Derby City Council. They may be experiencing difficulties with their educational provision or have been permanently excluded.

They may have unmet emotional health needs and require input to sustain their care and/or educational placement, by creating a better understanding of themselves.

Our aim is to enhance the care and support that they are already receiving. We can be flexible in our approach and offer an extra resource for Looked After Children in Derby.

We undertake some outreach support work which may include working at the Children's Homes, other public venues and in mainstream schools within the city.

PROGRAMMES

All of our young people have experienced some form of trauma in their lives and this has impacted on their ability to learn and develop their social skills. Our work plans take into account how the young person's whole environment is relevant to them. Hence, each young person has an individual plan which is written to match their individual needs. It may have an educational element which addresses gaps or concerns; it highlights strategies to allow them to achieve their potential.

Each child has access to the same work and opportunities as other young people within The Kingsmead School umbrella and they have the chance to work towards GCSEs as well as other accredited awards e.g. Functional Skills, Entry levels or an Arts Award.

All staff receive training and support with regards to child development, responses to trauma and attachment theory.

Our work is done on a one to one basis. We work on building their self esteem and help them to develop strategies/techniques to cope with their lives.

We are now able to offer some short term interventions for those young people who suffer from mild to moderate depression (low mood), or anxiety. The work carried out is through evidence based theories and part of the CYP IAPT Programme.

CASE STUDIES

Young Person Comments:

"You helped me a lot to go to school. There was lots of encouragement. It made me happy that you attended my meetings. I could talk to you because I felt comfortable."

Young Person A – Year 11:

Young Person A was taken into Care during Year 11, which resulted in her moving area and having to change schools. ECP were able to give extra educational tuition to bridge the gaps between the exam board differences in order for her to be able to take her GCSE Science with confidence and achieve her potential.

Young Person B – Years 10-12:

This young person returned to Care after an Adoption breakdown. The issues included: CSE, drug and alcohol misuse, as well as sporadic attendance at school. Through our sessions we were able to teach her about Attachment Disorder and the effects of trauma. A full life story book was created as she knew very little about her history. Feelings and emotions were explored regarding rejection and Solution Focussed questioning was used to look at her future. She was able to maintain a college place successfully and she is thriving in her own home.

Young Person C:

We supported this young person for six years, through several difficult transitions. We took into account the young person's trauma, and how he had learnt to repeat patterns of behaviour in a way that prevented learning, growing, and changing. We were able to support this young person to identify new and potentially positive aspects of their environment; as a result of this, we helped to reduce anxieties and supported him to cope with the feelings of rejection that he expressed. We also worked with the new foster carers to mediate a positive change which lead to a more supportive home environment.