



**PROSPERO**  
CHILDREN'S EDUCATION SERVICES

# PROGRAMME GUIDE





## **Children and young people are at the centre of all that we do.**

Children's Education Services at Prospero teaching delivers individual specialist education programmes of support.

We work nationally with young people who are facing difficulty in accessing education.

### **Who can benefit from our service?**

- Children out of school
- Children in care
- Children in need (CiN)
- Children in school who require additional specialist support
- Children who are underachieving
- Children who are PEX or at risk of exclusion
- Children who require managed and supported transfers/transition
- Children who are unable to access or maintain mainstream school
- Children and young people with SEND
- Children requiring EOTAS

Our staff are high-calibre specialists that are able to support at Primary, Secondary and SEND levels and who share our passion for promoting and supporting the education of pupils.

All tutors and mentors are interviewed and vetted by Prospero Teaching.

### **High-quality service offering:**

- 24-48 hour turnaround -from receipt of referral
- Portal for live access of daily attendance, engagement and impact tracking, as well as detailed weekly progress reports
- Nationwide tutor coverage
- Face-to-face and online delivery
- Quality and specialist staff that can tutor at Primary, Secondary and SEND level
- Pupils voice tuition survey to measure impact from the young person's perspective
- Specialist programmes of support detailed in this guide
- Programmes can be used in conjunction with one another to create a bespoke and targeted package of support



# TUITION

Prospero offers one-to-one and group tuition sessions across the UK covering Early Years to Key stage 5 either face-to-face or online.

Prospero offers your learners high-quality tuition based on individual needs with a focus on boosting progress, confidence and independence.

## Alternative Provision Tuition

Tuition for pupils not attending school progress with a focus on positive reintegration into education and school. Our purpose is to return students to specialist or mainstream education, as soon as possible/practical. We deliver person-centred, bespoke, high-quality education, ensuring students have outstanding opportunities to re-integrate. Additionally, we can support reintegration to ensure a smooth and successful transition.

## Supplementary Tuition

Support to effectively aid pupil progression in academic and vocational subjects in addition to their permanent education placement.

## SUBJECTS WE DELIVER

- English
- Maths
- Science
- Functional Skills
- ESOL
- SATs
- 11+
- Life Skills
- History
- Geography
- Art and Design
- Citizenship
- Computing Design and Technology
- Music
- Physical Education
- Religious Education
- Modern Foreign Languages
- Business Studies
- Psychology
- Sociology
- Child Care
- Health and Social Care
- AQA UAS Topics
- Other subjects available upon request

Through assessment and individual feedback for students, our tutors are able to track and share progress whilst celebrating success.



# BOOST PROGRAMME

## WHO FOR?

- Children out of school
- New CLA pupils
- AP pupils or excluded pupils who have been out of education for a long period of time
- UASC with no known educational background

## PURPOSE

To effectively accelerate the progress and meet individual academic needs in core subjects: Literacy (Reading, Writing, Listening and Speaking), Mathematics and Science. Aims to strengthen learners' confidence and resilience so that they can work with greater independence and fulfilment across the curriculum.

## PROGRAMME CONTENTS

- Introduce fundamental English Concepts
- Introduce fundamental Maths Concepts
- Introduce fundamental Science Concepts
- Focus on reintegration back into an educational provision Support for metacognition and self-regulation
- Provide pupil resources and skills for use in the classroom
- End of programme report with details of student progress and metacognition



# EAL PROGRAMME

## WHO FOR?

- UASC with no known educational background
- CLA pupils with identified EAL needs
- AP pupils with identified EAL needs and low literacy levels CiN
- pupils with identified EAL needs and low literacy levels

## PURPOSE

Individualised learning packages of support for EAL pupils to support with English: speaking and listening reading and comprehension, and writing. In addition to other applicable areas of support, for example, introduction to the UK.

## PROGRAMME CONTENTS

- Entry-level through to Level 2
- Initial assessment and ongoing assessments to track progress
- Focus on English speaking and listening
- Focus on reading and comprehension
- Focus on writing
- Focus on grammar
- Focus on the cultural changes and social skills
- Introduction to the UK, for example, money exchange, average costs, UK food and culture
- Introduction to school or college environment with basic concepts of the core curriculum English, maths and science
- Focus on study skills
- General communication skills for life and work in the UK and employability
- Progress to other academic tuition studies i.e. GCSE English and maths or functional skills



# SEMH INTERVENTION

## WHO FOR?

- Pupils with identified or suspected SEMH needs

## PURPOSE

To provide emotional support for pupils and encourage them to develop coping strategies. Additionally, to support the development of key social skills, resilience, confidence, self-reliance and independence.

## PROGRAMME CONTENTS

- A therapeutic approach
- Understanding and awareness of SEMH
- A provision that promotes the inclusion of pupils with SEMH
- Helping individual pupils with SEMH
- Support from school, parents, carers and agency
- Develop action plan
- How to self-regulate emotions
- Coping strategies
- Focus on social interactions
- Introduction of a diary to record emotions, achievements and challenges



# FUNCTIONAL SKILLS PROGRAMME (ENTRY LEVEL 3, LEVEL 1 AND LEVEL 2 AVAILABLE)

## WHO FOR?

- Year 10 & 11 pupils who may not be able to access Maths & English GCSEs
- Year 12 & 13 students who may not have passed their Maths & English GCSEs
- Post-18 Students with an EHCP

## PURPOSE

Intensive tuition in Maths and/or English, along with exam facilitation, to prepare students for achieving a recognised qualification. Build self-confidence by providing essential tools and exam techniques, aiming to open pathways to further education, training, or employment.

## PROGRAMME CONTENTS

- Entry Level 3, Level 1 or Level 2
- Initial assessment to determine the appropriate Functional Skills level
- Identify the individual's difficulties and support them to overcome barriers
- Focus on topics that the pupil is less confident in
- Exam techniques
- Teach effective revision strategies
- Revision materials
- Practice papers
- Builds metacognition and effective feedback into every lesson. Learning is broken down into small, manageable steps to ensure accessibility for the student.
- Ofqual regulated exam leading to a recognised qualification





# GCSE PROGRAMME

## WHO FOR?

- Year 10 & 11 pupils preparing for GCSEs

## PURPOSE

Intensive support in chosen subject to effectively prepare the young person for their GCSE exam; Build self-confidence by providing tools with exam technique.

## PROGRAMME CONTENTS

- Focus on topics that the pupil is less confident on
- Identify the individual's difficulties and support them to overcome barriers
- Exam techniques
- Teach effective revision strategies
- Practice papers
- An initial assessment can be completed if levels are unknown
- Builds metacognition and effective feedback into every lesson, and following end-of-unit assessments, so that explicit progress is ensured within each and every lesson



# EXAM SKILLS PROGRAMME

## WHO FOR?

- Pupils in Year 9, 10 & 11 preparing for exams

## PURPOSE

Effectively support pupils with exam techniques across all subjects. Provide skills necessary to be successful in examinations and maximise marks available. Aim to improve self-confidence by answering exam-style questions.

## PROGRAMME CONTENTS

- An adaptable programme across all subjects
- Written techniques
- Recognising words and language of exam-style questions with a focus on command words
- Highlighting the importance of reading the question thoroughly
- Teaching effective revision strategies
- Identify the individual's difficulties and support them to overcome barriers
- How to manage time within exams
- Produce work that directly addresses the examination
- Past paper practice



# INTERVENTION PROGRAMME

## WHO FOR?

- Pupils at risk of exclusion or PEX
- Pupils whose behaviour and disaffection have a significant impact on their attainment

## PURPOSE

To prevent placement breakdown. Aims to improve pupil's behaviour and attitude towards learning and ensures they successfully access school.

## PROGRAMME CONTENTS

- Create a trusting relationship
- Develop an action plan
- Mindfulness activities
- Work with young person/family/teaching staff and/or other support staff in devising and implementing individual learning plans to promote pupil's academic, social, emotional and behavioural development
- Support the ethos of young person's school
- Work with the child on emotional resilience, emotional safety and emotions
- Develop coping mechanisms
- Support teachers to understand the attachment needs and how these can be supported in the classroom with practical strategies and boost confidence
- Families support, bridging the gap between school and home, including signposting to other services
- Devise, implement and evaluate specialised programmes of work to encourage and promote a pupil's social-emotional and behavioural development e.g. Sensory Interventions
- Observe and monitor pupil progress, adapting an agreed approach to meet particular needs, recording and maintaining records of pupils' development and progress; including student evaluations



# READING INTERVENTION

## WHO FOR?

- Pupils with low reading levels from Primary up to Key Stage 3
- Pupils with Dyslexia or other literacy difficulties

## PURPOSE

To decode and comprehend words in reading and construct meaning retrieving and inferring information from a range of texts. Aims to accelerate their progress in English, so that they can reach age-related expectations.

## PROGRAMME CONTENTS

- Focus on decoding and word reading, with a particular emphasis on fluency
- Focus on retrieval, inference and general comprehension skills
- Use of PiXL reading catch up programme
- Targeted reading aloud and book discussion
- Explicitly extending pupils' spoken vocabulary and oracy skills
- Use of structured questioning to develop reading comprehension
- Use of purposeful, curriculum-focused, dialogue and interaction
- Re-reading familiar stories as well as new books
- Explicitly teaching fluency to increase pace of reading



# NUMERACY INTERVENTION

## WHO FOR?

- Pupils with low numeracy levels from Primary up to Key Stage 3

## PURPOSE

Encourage children to explore maths using structured imagery and apparatus in order to understand and explain mathematical concepts. Enhanced mathematical teaching with concrete, pictorial and abstract woven through in a mastery flow way. Support children to reach age-related expectations.

## PROGRAMME CONTENTS

- Based on the Concrete, Pictorial, Abstract (CPA) approach
- Focus on basic arithmetic
- Use of PiXL materials, specific to maths interventions
- Focus on mental maths and times tables
- Coverage of the key areas of maths for KS2: number, measurement, geometry and statistics.
- Use of real-life contexts to develop problems solving skills
- Developing reasoning skills by making predictions and justifying answers
- Working towards fluency in core mathematical concepts



# AQA UNIT AWARD SCHEME

## WHO FOR?

- Students from KS2- upwards
- Students who are lacking in confidence, engagement, motivation and self-esteem
- Students that may need alternative education to GCSEs
- Students who need extra support or may have an EHCP
- Students who may struggle to access GCSEs
- Students currently do not attend a mainstream school
- Students post 18 with an EHCP

## PURPOSE

To help students gain confidence, become more motivated, build engagement, and raise self-esteem. Offers opportunity to have their achievements formally recognised with a certificate each time a short unit /task of learning is completed. Additionally, helps learners progress to further study, training, employment, independent living or become more involved in society.

## PROGRAMME CONTENTS

- Students can complete units in a wide range of topics including; English, maths, science, Life skills, outdoor education, work-related learning, and many more
- Students are rewarded with a certificate each time they complete a unit of work
- Levels include pre-entry up to level three
- Tutors will work with the students to choose Units of work that are appropriate for the level and suit the needs of the student
- There are no limits on:
  - what can be accredited, as long as it is worthwhile and meaningful for the learner
  - who can achieve, in terms of age or ability
  - how long it takes to achieve or when this takes place
  - how learning can be evidenced

Flexibility is key with UAS, and their motto is 'Achievement for All'. We encourage and support learners to show them what they can do, rather than what they can't.



# KS2 TRANSITION PROGRAMME

## WHO FOR?

- Key Stage 2 Pupils transitioning to Key Stage 3

## PURPOSE

To effectively prepare KS2 pupils for the transition to secondary school, focusing on the drastic changes. Support by building self-esteem and encouraging pupils to develop coping strategies. Additionally, to support the development of key social skills, resilience, self-reliance and independence.

## PROGRAMME CONTENTS

- Access to transition packages available from our partner PiXL
- Focus on the key changes i.e. timetable, different teachers, different classes per lesson and contact for support in school etc
- Activities to focus on self-esteem building
- Activities to focus on social skills e.g. making and maintaining friendships
- Focusing on fundamental concepts of KS3 English, maths and science



# KS4 TRANSITION PROGRAMME

## WHO FOR?

- CLA, CiN and AP pupils in Years 10 & 11
- Any pupil requiring careers advice or support in work experience and training opportunities

## PURPOSE

To help pupils in work experience and training opportunities. Build effective partnerships with further education providers and support with careers advice, applications, interview skills and career experiences.

## PROGRAMME CONTENTS

- Explore what jobs involve and if they're right for the pupil
- Find out the kind of jobs/courses which hold interest
- Construct action plan
- Look for courses, learning providers or jobs
- Write an effective CV Develop or improve interview techniques
- Focus on life skills and build confidence for semi-independent living (for example money handling and exchange, bills, taxes etc)





# ART THERAPY

## WHO FOR?

- Pupils with SEN or learning disabilities
- Pupils with communication difficulties
- Pupils experiencing mental health problems
- Pupils experiencing behavioural or social problems at school or at home
- Pupils who have experienced a traumatic event

## PURPOSE

Provide young people with a safe and supportive space, in which they can be creative, explore emotions, develop self-awareness, develop coping strategies, boost self-esteem, and work on social skills, in both a verbal and non-verbal way.

## PROGRAMME CONTENTS

- Activities to explore emotions, self-regulation, coping strategies and confidence
- Focus on improving motivation to initiate and sustain social contact with peers
- Focus on the flexibility of thought and problem-solving skills
- Techniques can include but are not limited to colouring, collage, doodling and scribbling, drawing, finger painting, painting, photography, sculpting, working with clay
- Other therapies that may be utilised: Lego Therapy, Dance Therapy, Drama Therapy, Expressive Therapy, Music Therapy, Writing Therapy



# SCHOLAR'S PROGRAMME

## WHO FOR?

- Students in KS3 who are choosing options for KS4
- Students in KS4 who are moving on to further education
- 16-18-year-old CLA, CiN and AP pupils
- Young learners aiming to access university or approaching other education transitions

## PURPOSE

Support students who are going into KS4 to choose their options for GCSE. Guide students towards a career path based on skills and interests. Support young people's progress into apprenticeships, further education and higher education. Help identify opportunities in other occupation areas and better support education transitions.

## PROGRAMME CONTENTS

- Explore different options for students going on to study
- GCSEs Inform students of the different options they have
- Dependent on the further education option taken by the pupil Routes through Further and Higher Education
- Focus on University applications and academic interview skills
- Exploring vocational options and skills



# MENTOR PROGRAMME

## WHO FOR?

- School refusers
- Pupils at risk of exclusion or PEX
- Pupils without a school placement
- Pupils that require respite care
- Pupils whose behaviour and disaffection have a significant impact on their attainment
- CLA new to care
- NEET or at risk of being NEET

## PURPOSE

To have a positive impact on social-emotional outcomes, attendance and engagement with programme components and/or schooling. The role of a mentor is to act as a: Listener, motivator, supporter, role model and facilitator of learning (if required).

## PROGRAMME CONTENTS

- Create a trusting relationship
- Inspire and motivate
- Help to identify choices
- Develop an action plan
- Access enrichment activities
- Coaching to improve behaviour
- Show new paths/directions
- Plan the reintegration of students after an extended absence or exclusion
- Focus on social interactions and confidence in the community including visits
- Behavioural or learning mentoring to identify techniques to self-regulate emotions and coping strategies for difficult situations
- Observe and monitor pupil progress, adapting an agreed approach to meet particular needs, recording and maintaining records of pupils' development and progress
- Devising and implementing individual learning plans to promote pupil's academic, social, emotional and behavioural development



# NEET PROGRAMME

## WHO FOR?

- Young people who are NEETs (not in education, employment or training) or at risk of becoming NEETs

## PURPOSE

Help young people achieve their best by supporting effective transitions between education and work. Aims to build confidence levels to support young people take the next steps on their career journey, and progress to employment or full-time study.

## PROGRAMME CONTENTS

- One-to-one support designing a targeted plan with input from the young person and necessary parties
- Employability skills, CV writing, application forms and interview techniques
- Signposting to useful services
- Career Path Coaching
- Explore apprenticeships or training opportunities
- Support identifying and applying for work experience
- Developing independence and essential life skills
- Activities to build confidence and leadership skills
- Overcoming and identifying individual's barriers



# EOTAS PACKAGES OF SUPPORT

## WHO FOR?

- Children who require Education Other Than At School (EOTAS)
- Children requiring a long-term alternative educational provision
- Young people experiencing school refusal or anxiety
- Learners who thrive in a personalised, interest-led approach to education

## PURPOSE

To deliver a flexible, inclusive, and creative education pathway designed around each learner's interests and needs. The programme engages students by building on their interests and strengths before transitioning to core subjects such as English, Mathematics, and Science. It aims to build confidence, develop transferable skills, and enhance academic knowledge, preparing students for further education, training, or employment while equipping them with practical life skills for long-term success.

## PROGRAMME CONTENTS

- Create a personalised education package by combining our programmes.
- Engage learners through creative, interest-led learning that builds on their strengths.
- Provide access to core subjects (English, Maths, Science) in flexible and relatable ways.
- Support high-achieving students to continue progressing academically.
- Develop life skills, confidence, resilience, and independence.
- Use innovative teaching methods tailored to suit individual learning styles.
- Offer career education and guidance for further studies or employment.
- Work with parents/carers and professionals to ensure a holistic supportive approach.



**We deliver bespoke programmes of work with individual children/young people to ensure all of their educational needs are met. These programmes are delivered on a 1:1 basis and for an agreed number of hours per week.**

## **EXPECTED OUTCOMES**

**SUCCESSFUL REINTEGRATION INTO MAINSTREAM SCHOOL**

**PREVENTION OF PERMANENT EXCLUSION**

**ACQUISITION OF GCSES, A-LEVELS OR OTHER QUALIFICATIONS**

**COMPLETION OF SHORT-TERM ACCREDITED AND NON-ACCREDITED COURSES**

**LOWERED RISK OF NEET, PROGRESSION TO MAINSTREAM POST-16 PROVISION**

**POSITIVE CHANGES IN STUDENT'S ATTITUDE TO LEARNING, MOTIVATION,**

**CONFIDENCE AND SELF-ESTEEM**

**IMPROVED BEHAVIOUR**

**IMPROVED RELATIONSHIPS WITH FAMILY AND THE WIDER COMMUNITY**

**ATTAINMENT OF VOCATIONAL SKILLS**

**IMPROVED ATTENDANCE AND PUNCTUALITY**

**EMPLOYABILITY**

**REDUCE ANTI-SOCIAL BEHAVIOUR**