



achieving
for children

Directory for Secondary Aged Pupil Support September 2025

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Introduction



I am pleased to share with you a directory of relevant Achieving for Children (AfC) personnel, school colleagues and services, which is intended to facilitate communication between AfC colleagues and those staff in school with specific inclusion roles.

The directory also provides information on the 'enrichment' services and external organisations that are available for schools to support their more vulnerable learners.

It is neither an exhaustive list nor endorsed by AfC. It will therefore be important that schools carry out their own quality assurance of any external service provider.

This is a live document which will be updated across the academic year. AfC will endeavour to update the booklet when we are notified of leavers, amendments or changes.

If colleagues are aware of additional services not listed here, please let me know so that these may be added.

I hope you find the booklet a useful resource.

Sheldon Snashall, Associate Director, AfC Pupil Support

E: sheldon.snashall@achievingforchildren.org.uk

T: 07849 306815

Achieving for Children (AfC) services and contacts

All email addresses are first name and surname followed by @achievingforchildren.org.uk unless indicated: ie first.surname@achievingforchildren.org.uk

Useful website addresses are shown at the end of this brochure.

Education Services - Management Team

Senior Management	
Charis Penfold	Director of Education Services
Andy Platt	Associate Director, School Standards and Performance
Henry Kilpin	Associate Director, School Place Commissioning (including Admissions)
Sheldon Snashall	Associate Director, Pupil Support
Chike Nnalue	Associate Director, Special Educational Needs
Jo Steer	Associate Director, Emotional Health Services
Sarah Lambe	Head of Educational Psychology Service

Education Services

Admissions
kingston.admissions@achievingforchildren.org.uk richmond.admissions@achievingforchildren.org.uk
Anstee Bridge
Katherine Greening: Anstee Bridge Co-ordinator and AB Team katherine.greening@achievingforchildren.org.uk
Exclusions and Re-integration
Adrian Bannister: Exclusions and Reintegration officer adrian.bannister@achievingforchildren.org.uk
14 – 25
E: 14-25@achievingforchildren.org.uk
Business Support, Education and School Improvement
Natasha Carby: Education Business Support Manager

Education Inclusion Support Service

Shirley Johnson: Head of Education Inclusion Support Service
Gemma Hull: Deputy Head of Education Inclusion Support Service

Educational Psychology Service

Sarah Lambe: Head of Educational Psychology Service
E: educational.psychology@achievingforchildren.org.uk
Kingston: 020 8547 6698
Richmond: 020 8487 5464

Education Welfare Service

Diana Percival: Head of Education Welfare Service
Claire Small: Deputy Head of Education Welfare Service
E: ews@achievingforchildren.org.uk

Special Educational Needs and Disability Service

Chike Nnalue: Associate Director for SEND
Catherine Marks, Head of SEN Services
SEND Team, Guildhall 2, Kingston KT1 1EU
T: 020 8547 5872
E: senteam@achievingforchildren.org.uk

SEND Education Transport

John Wood: Interim Associate Director of Education Support Services E: sen_transport@achievingforchildren.org.uk (please note email address is Sen_transport@.....)

Emotional Health Service

Jo Steer: Associate Director Emotional Health Service and Consultant Clinical Psychologist Jenny Downie: Head of Emotional Health Service
Kingston T: 020 8547 6269 staffed from 9am to 5pm, Monday to Friday E: ehssupport@achievingforchildren.org.uk
Richmond T: 020 8487 5470 staffed from 9am to 5pm, Monday to Friday E: ehssupport@achievingforchildren.org.uk
Out of hours in an emergency families are directed to the South West London & St George's NHS Trust Mental Health Support Line on 0800 028 8000 (open 24 hours)

Children's Services Social Care - Management Team

Alison Twynam: Director for Children's Social Care
Suzanne Parrott: Executive Headteacher, AfC Virtual School and College, Assistant Director Education Standards in Care
Associate Director for Community Services and Partnerships: Sarah Reid
Associate Director for Early Help: Cassey Spratt
Associate Director for Multi-Agency Safeguarding: Nikki Coppin
Associate Director for Adolescent and Specialist Services: Roberta Evans
Associate Director for Corporate Parenting: Yvette Lima
Associate Director for Practice Development: Georgina Andrews

Children's Services Social Care

Referral and Assessment: Kingston E: kingstoncluster-referralandassessmentteam@achievingforchildren.org.uk
Referral and Assessment: Richmond T: 020 8891 7669 duty
Safeguarding: Kingston E: kingstoncluster-safeguarding@achievingforchildren.org.uk
Safeguarding: Richmond T: 020 8891 7380 duty
Children Looked After T: 020 8547 6904 duty
Fostering T: 020 8547 6042 duty
Special Guardianship and HOPE Project T: 020 8547 4620 duty
Leaving Care and UASC E: rbk-leaving-care-uasc@achievingforchildren.org.uk Duty is 9am to 5pm Monday to Friday and then EDT out of hours please Kingston T: 020 8547 6901 Richmond T: 020 8831 6160

Early Help

Michelle Appiah - Service Manager - Adolescent Safeguarding Team & SHiFT
Adolescent Safeguarding Team E: adolescent-safeguarding-team@achievingforchildren.org.uk Duty: 07920 415 170 - this is for both boroughs
Early Help: Kingston T: 07864 612193 duty E: kingston-early-help-team@achievingforchildren.org.uk
Early Help: Richmond E: richmond-early-help-team@achievingforchildren.org.uk
Strengthening Families Plus Team E: strengtheningfamiliesplusteam@achievingforchildren.org.uk
Youth Resilience Business Support Team T: 020 8547 6920 E: yrbusinesssupportteam@achievingforchildren.org.uk

Single Point of Access (SPA) - Kingston and Richmond

Safeguarding and child protection

If you suspect that a child is in danger of harm, then please phone us or complete the [online referral form](#).

Use this form to tell us about a child, young person, parent or carer who requires support in the boroughs of Kingston and Richmond. You may be concerned about the child's developmental needs, issues that the parent or carer is experiencing, or you suspect a child is being neglected or subjected to physical, sexual, or emotional abuse.

Single Point of Access	020 8547 5008
(out of hours)	020 8770 5000

Local Authority Designated Officer (LADO)

Head of LADO – Lorrissa Webber	
LADO – Jackie Alsop	
LADO Contacts and Referral Officer – Julie Fisher	
T: 020 8891 7370 M: 07774 332675	
E: lado@achievingforchildren.org.uk	

Every local authority has a statutory responsibility to have a designated officer (LADO) who is responsible for co-ordinating the response if an allegation is made against staff or volunteers who work with children. Most allegations against staff or volunteers relate to their behaviour in the workplace. However, some concerns may relate to their personal life or the care of their own children.

LADO process works to the following legislation and statutory guidance, Children Act, Child Care Act, Working Together to Safeguard Children 2018, London Child protection Procedures (Sec. 7) Keeping Children Safe in Education 2020.

In Achieving for Children there is a LADO service which provides this role and support, across Richmond and Kingston.



Enrichment Services: Internal

AfC Virtual School

AfC Virtual School is a statutory service to support the education of children looked after, previously looked after and care leavers. In September 2021 the Department for Education extended the responsibility of virtual schools to include children in need and on a child protection plan. The Virtual School Headteacher is the designated officer, in any local authority, with responsibility for the education of children with a social worker.

AfC Virtual School works across Kingston, Richmond, and Windsor and Maidenhead.

Who Are We?

AfC Virtual School Team

 Suzanne Perrett Executive Headteacher Richmond, Kingston & RBWM	 Francis Markall Deputy Headteacher Richmond	 Clare Farley Assistant Headteacher Kingston	 Sarah Shah Assistant Headteacher RBWM	 Michael Guard Assistant Headteacher Virtual College	 Ruth Goughen Assistant Headteacher Extended Duties	 Tim Jellis School Business Manager Richmond, Kingston & RBWM
 Dr Sara Preetag Senior Educational Psychologist	 Dr Kim O'Connor Educational Psychologist	 Dr Jennifer Head Educational Psychologist	 Dr Sylvia Rojas Educational Psychologist	 Dr Laura Hooley Educational Psychologist	 Dr Emma Dyer Previously Looked After Children	
 Marc Nick Davies Data Manager	 Affan Malik AfC Virtual School & Transition Hub Business Support Assistant	 Tawana Young-Thomas Business Support Assistant	 Joanna Wiaterni Teacher, Extended Duties	 Monique Henry Careers Advisor		

	 Lillian Galka Outreach Learning Mentor Post 16	 Job Powell Outreach Learning Mentor Richmond & Kingston	 Karen Summers-Jones Outreach Learning Mentor RBWM
 Lauren Allen AfC Transition Hub Lead Teacher	 Vanessa Smith AfC Transition Hub Senior Outreach Learning Mentor	 Susan Cambridge AfC Transition Hub Outreach Learning Mentor	 CURRENTLY VACANT AfC Transition Hub Outreach Learning Mentor
			 Dr Amanda Aschroger Educational Psychologist

AfC Virtual School, 31 Queens Road, Twickenham, TW1 4EU. Tel: 0208 833 8037

What do we do?

AfC Virtual School is located within the local authority, in the social care directorate, but has very close ties with colleagues in Education. All schools, nationally, are required to appoint a Designated Teacher to champion looked after children and support their needs. In addition, all school Governing Boards are required to nominate a lead for looked after and previously looked after children to work with the Designated Teacher and monitor progress for this vulnerable group.

As a virtual school our children are placed in schools in and out of the borough, however, we monitor their progress, attendance, exclusions and interventions very much like a mainstream school.

All looked after children must have a termly Personal Education Plan (PEP) as part of their care plan and virtual schools manage this system across schools and colleges. AfC Virtual School sees a Personal Education Plan as the window to a provision and an opportunity to collaboratively drive forward pupil progress and wellbeing support.

AfC Virtual School, working with partners in social care, SEND and school admissions, is responsible for timely transition of looked after children to school and college. Looked After Children have priority admissions, regardless of whether a school year group is full. Research demonstrates that looked after children thrive in good and outstanding schools and colleges and these are the schools we select for our children. Stability is also very important so if a young person comes into care in a Requires Improvement School we will not automatically relocate them but rather work with the school and put in place a Risk Assessment.

Along with all virtual schools, we receive Pupil Premium Plus funding directly from the Department for Education. The Head teacher is responsible for managing this grant and we choose to delegate a portion directly to our partner schools and Designated Teachers are able to request further funding should it be needed. Pupil Premium Plus is for additionality to support academic progress. There are conditions of usage around how the funding should be spent, impact must be monitored and funding decisions are expected to be evidence based.

A portion of the Pupil Premium Funding is retained to support strategic interventions which include safeguarding initiatives such as attendance and exclusion daily monitoring; one to one tuition; literature parcels sent home to carers and equine therapy to increase self-esteem. We supplement AfC Virtual School staffing using the Pupil Premium budget, for example, we invest in Educational Psychologists to provide schools with dedicated support for looked after children's learning and behaviour needs and outreach workers to assist with a range of needs e.g. mentoring pupils through school avoidance.

AfC Virtual School provides training to schools, carers, social workers, IROs and other partners to ensure barriers to education progress for these groups are known and collaboratively addressed. Research demonstrates the importance of school stability and to

this end we are working with colleagues within our local authorities and beyond to reduce school moves.

One of our key initiatives which we started in Autumn 2020 is the Attachment Aware Schools Award (AASA). In October 2022 we launched our third cohort and have now worked with around 120 schools in total. The AASA involves partnership working with Educational Psychology Services in all our three boroughs to offer a programme of whole school training, coaching, attachment audits and change projects. The programme advocates trauma informed practice and teaches skills in emotion coaching with a view to improved behaviour, learning outcomes and wellbeing.

Activities within the Extended Duties of AfC Virtual School include AfC Transition Hub, the AASA award, training of social workers, supporting schools and attendance/exclusion data collection and distribution.

[Website](#)

AfC Virtual School T: 020 8831 6037

Deputy Head teacher and lead for Richmond cohort (3-16 years old): Francis Markall – francis.markall@achievingforchildren.org.uk

Assistant Head teacher and lead for Kingston cohort (3-18 years old): Clare Farley - clare.farley@achievingforchildren.org.uk

Executive Head teacher and Associate Director, Education Standards in Care: Suzanne Parrott - Suzanne.parrott@achievingforchildren.org.uk

School Business Manager: Tav Juttla - tav.juttla@achievingforchildren.org.uk

Assistant Headteacher i.c of Extended Duties: Ruth Gusterson - ruth.gusterson@achievingforchildren.org.uk

AfC Virtual College

In 2020 we opened AfC Virtual College. Key developments have been an in depth analysis of students who are not accessing education, employment and training and with a significant improvement in figures in this area.

AfC Virtual College provides training to college staff and transition support for our care leavers with a view to increasing access to apprenticeships and transition to university. Initiatives include our partnership with Kingston University offering coaching to care leavers.

In Autumn 2022 we have been selected to be part of the Department for Education 16+ Pupil Premium pilot. We chair the Care Leaver Executive Boards in Operational Area 1 and 2 in collaboration with education and business partners working towards an Attachment Aware Community. In collaboration with Wandsworth local authority we have devised the

Care Leaver Recruitment Scheme with a view to extending work related opportunities in the 'family firm'.

We work closely with the 14-25 team, social worker teams, SEND and fostering.

Assistant Head teacher and lead for AfC Virtual College (18-25 cohort with transition support in KS5): Michael Guard - Michael.guard@achievingforchildren.org.uk

Previously Looked After Children

In 2018, virtual schools were required to offer advice and support to previously looked after children. This is offered through phone call guidance, school visits, training and literature to raise awareness. All designated teachers are provided with access to the Adopter Hub which has a wide range of resources to support parents of previously looked after children.

Those looking for further assistance may like to access our dedicated website for this cohort.

[Website](#)

Teacher in charge of support for Previously Looked After Children:

Dr Emma Dyer - emma.dyer@achievingforchildren.org.uk

Transition Hub

We are currently working with St Mary's University and Barnet Virtual School on a feasibility study financed by the Youth Endowment Foundation. We provide support to those new into care in Years 7 to 10 in order to promote stability of education and improved life outcomes. Access to the Transition Hub is via area leads for Kingston, Richmond, and Windsor and Maidenhead.

[Website](#)

Malden Oaks School & Tuition Service

We are proud to provide specialist SEMH education for Kingston students aged 11 to 19.

Our main designation is SEMH, but we also have a wealth of experience in meeting a range of associated needs such as Autism and Speech and Language. The breadth of our offer, as well as information about referral processes, can be found on our website www.maldenoaks.org



Our provision follows the Malden Oaks' principle of developing resilience through the 4 As programme - Attachment, Autonomy, Altruism and Achievement in a trauma informed and attachment aware environment.

Key Stage 3, Head of School: Sarah Bann stsb@maldenoaks.rbksch.org

For students in years 7 to 9 , taught through a primary nurture model. Proven success in enabling students to overcome long standing anxiety and access learning appropriate to their stage of development.

Key Stage 4, Head of School: Carly Briggs stcbr@maldenoaks.rbksch.org

For students dual-registered with mainstream schools, or without a permanent school place. Students follow a GCSE programme of core subjects plus choices from more than 20 options. Outcomes significantly exceed those for similar schools nationally.

Alternative (Medical/other) Provision Service

Malden Oaks School and Service provides education for Kingston and Richmond resident students, who cannot attend school for a period of 15 days or more because of ill health. We provide one-to-one tuition to students in their home, in a local library, or a local coffee shop (or sometimes in school) while they are unable to attend full time school due to physical or mental health needs. We can offer online tuition too if this is more suitable. We work in partnership with the student, parents/carers, the named person in the school and multidisciplinary professionals to provide a high quality core education for children with health needs.

[AfC Alternative Provision Policy](#). Referrals should only be submitted for residents of Kingston and Richmond.

Any one wishing to refer a student to Malden Oaks for the following types of placement should complete Achieving for Children's Alternative Placement Panel (APPP) **Referral Form**:

- Dual Registration placement
- Day 6 Provision (Permanent Exclusions)
- Secondary Alternative (Medical) Provision
- Secondary Alternative (SEN) Provision

Malden Oaks Discover Programme

Southwood is the home of MO Discover, Malden Oaks' outreach programme. Available to Malden Oaks students and those on roll at local secondary schools, MO Discover provides students with the opportunity to take part in outdoor learning whilst working towards AQA Unit Awards.

MO Discover is designed to enrich a student's timetable and support the long-term continuation of their school placement. To find out more and for access to the booking link, please have a look at our leaflet below.

Please contact James Cawthorn if you would like to find out more on 07375887976. To make a [Malden Oaks referral](#)

Anstee Bridge

Anstee Bridge in Kingston upon Thames is a project that helps young people aged 11 to 16 build confidence and resilience and re-engage with education through creativity. Anstee Bridge supports schools to help them meet the needs of Year 11 students who need an alternative to school to encourage them to engage with education. Young people who are referred attend the Anstee Bridge Programme for one day a week, while continuing with exam-related work in school. They teach around 24 students in groups of up to eight, guiding them into further education, employment and/or training at the end of Year 11. [A video about Anstee Bridge.](#)



Anstee Bridge aims to meet the differing needs of all our students and we are committed to ensuring that they, regardless of their educational needs, have access to a creative confidence boosting curriculum rich in variety that offers them plenty of opportunities to succeed. Our key priorities are to ensure the physical and emotional, safety and wellbeing of all our students, to ensure all students take an active part in decision making about their learning and environment and that through a broad choice of creative workshops, projects and activities, students can fully engage with their creative learning and gain confidence to go on to achieve in the future. Of paramount importance is that all students are encouraged to aim high, both on a day to day basis and in their aspirations for the future.

Referrals made to Anstee Bridge are expected to evidence that the student has been through a graduated support programme of intervention both internally [through internal school measures] and externally (through referrals made to EAIP).

Referrals to Anstee Bridge are made by schools. All young people are kept on roll with their referring school and each school has their own SEND policy. Anstee Bridge ensure that, in line with the Special Educational Needs' Code of Practice, a child centred, outcomes based approach underpins the work they do with students with additional needs.

[Anstee Bridge website](#) - To make an [Anstee Bridge referral](#)

Education Inclusion Support Service (EISS) in Kingston and Richmond

The Education Inclusion Support Service offers consultancy on all aspects of inclusion including behaviour management approaches and school policies. The service supports schools in developing sustainable inclusion strategies and practices, as well as offering advice and guidance about children with special educational needs (SEN) including those with challenging behaviour and social and emotional difficulties which impact on behaviour for learning. The Service recommends a strengths based system when working with children, offering a solution focused approach where appropriate.

The service can also support effective multi-agency work around vulnerable children, those at risk of hospitalisation due to mental health difficulties and also holds statutory responsibility for those primary-aged children who are too unwell to attend school and thus receive medical tuition.

The EISS helps to build capacity in our schools to better manage children and young people with social and emotional difficulties which can present as challenging behaviour. We offer a multi-tiered approach to clear designated pathways which are accessed via direct referral from schools. The EISS follows the six principles of nurture, whilst also recognising that many children and young people lack consistency and boundaries in their lives and that nurture needs to sit within a behaviour framework that is clear, understandable and consistent for both adults and children.

The EISS model of support is illustrated below using a system of waves with each 'wave' representing a different level of intervention with corresponding options for each stage.

Follow the link for more information: [EISS Waves](#)

Referrals are made by schools and are heard at the Early Advice and Intervention Panel (EAIP) each week. Response times are rapid and schools can expect contact from the EISS within 48 hours of the referral being accepted.

The Bridge - Primary Alternative Provision

The Education Inclusion Support Service (EISS) offers a multi-tiered approach to social, emotional and behaviour support aimed at preventing the need for exclusion through early intervention and specialist support. The Bridge is part of this tiered approach.

The programme uses nurture principles alongside a clear and consistent behaviour framework, providing a positive impact on social and emotional learning, wellbeing and behaviour. Individual plans are agreed with referring schools and specific target areas are identified which enable the child to work intensively towards specific goals. The Bridge Specialist Behaviour Support team works closely with the referring schools and other agencies to ensure that a team around the child approach is used, meaning the skills the children learn in The Bridge are then able to be transferred back into the school setting.

Whilst the focus of the programme is enrichment and behaviour for learning, the pupil will continue to access core subjects each morning with a qualified teacher.

Please see the [Continuum of Inclusive Practice](#) for further information.

Springwell - Secondary Alternative Provision

The provision operates at Heatham House in Twickenham. It caters for Richmond secondary students. The provision has 5 places for KS3 students and 5 places for KS4 students. The KS3 group attend from 9:45am- 12:00pm and the KS4 group attend from 12:45pm- 3:00pm. The provision runs for 5 days per week.

The provision features a targeted Maths and a targeted English session each day. After initial baseline testing and assessment, a programme of work will be put together for the students based on their results and their specific identified interests. This may include: AQA, Functional Skills, GCSE preparation and targeted interventions to meet specific student academic needs.

The provision also features a wider curriculum focus designed to meet diverse student needs. It will include activities such as cooking, Life Skills, PE, and Social Emotional Learning (SEL). We also plan to investigate the possibilities of offering hands-on activities such as Bicycle Maintenance and Dance/Drama sessions to provide valuable skills and enhance engagement. We are also investigating the possibility of a partnership with our Youth service colleagues in offering additional opportunities for the students (e.g., barista training). We have a wide skill set amongst our assigned staff and will also tailor the programme to suit the students we have in front of us.

-Targeted Core Subject Session each day: Maths and English focus. Our lessons offer flexibility to offer AQA, Functional Skills or GCSE preparation.

-Dedicated Physical Education Session: once per week (Fridays)

-Life Skills Activities: at least once per week (Cooking on Mondays)

-Opportunities for Work Experience (to be set up in addition to academic offer)

-Opportunities for Field Trips (eg: Visits to local Careers Fair, a local playhouse).

If you require any further information about the provision, please do not hesitate to contact the Assistant Head of Service for the Education Inclusion Service: Matt Emery (matthew.emery@achievingforchildren.org.uk) or 077 5173 1324

Frequently Asked Questions

1. What type of referrals do the EISS accept?

Referrals are made for a wide variety of reasons - the EISS can offer a fresh perspective on a situation and can offer advice and guidance regarding pupils with all different types of additional needs and behaviour.

2. At what point should I refer?

Whenever you feel that things are not going as well as you might expect, and your usual strategies and ideas are not working.

3. When would it be considered to be 'too early' to refer?

We would not consider any situation as 'too early' to refer. If staff feel that additional advice or a consultation would be helpful then we are happy to offer this service.

Early help can be successfully delivered via a remote consultation (see types of referral below)

4. The student has an EHCP - does this matter?

No, we accept referrals for pupils at all levels of SEN support, as well as for those who are not on the SEN register.

5. The student has had multi service involvement and the EP has been heavily involved - is there any point to making a referral to EAIP?

Yes - the EISS can offer a fresh perspective and can also offer support coordinating multi agency support and escalation to internal AFC panels should this be necessary.

6. Are there different types of referral that schools can make?

Yes, there are some different types of referrals

☐ **EISS Remote Consultation** - a short referral form that will result in a quick 30 minute virtual consultation. Rapid advice and guidance can be sought in this way and these do not go through the EAIP panel as they are designated as 'early help'

☐ **EAIP Referral** - These referrals are heard at the weekly EAIP panel and are when school is seeking more intensive support - generally involving school visits, observations and pupil voice. Access to further support such as coaching, on site specialist support and multi agency TAC support usually stem from this type of referral. Representatives from other AFC Services also sit on EAIP, so schools can also access support from the Advisory/Outreach Service for Autism/SLCN and the Lead School Improvement Adviser (SEND)

7. We have exhausted all possible strategies and we are now at risk of placement breakdown - should I refer?

We would hope that any child or young person who is at risk of exclusion would have been referred to EAIP at a much earlier stage, but if for some reason this has not happened, then yes, most definitely make the referral.

8. We are thinking we can no longer meet need with regard to a pupil with an EHCP - Can I refer to EAIP to support with a placement change?

For many pupils in this situation a case would already be open to the EISS and we are always happy to offer support at different stages of transition.

9. A child at school is too unwell to attend - can we apply for them to access medical tuition?

Please refer to the Medical tuition policy under the CME section of the EISS webpage. (LINK) If you have any queries please email the EISS directly.

More information about the EISS can be found on our AFC webpage

<https://kr.afcinfo.org.uk/pages/local-offer/information-and-advice/inclusion-and-exclusion/education-inclusion-support-service-eiss>

If you have any other questions please email eiss@achievingforchildren.org.uk

To make an [EISS referral](#)

STEP by STEP ([leaflet here](#))

For pupils in key stages 2 and 3 (Years 3 to 9) who attend school in the Kingston and Richmond boroughs.

Step by Step is a social provision based at Kingsnympton supporting children and young people experiencing emotionally related school avoidance (ERSA).

It is a nurturing programme focused on relationship building, social interaction and small step exposure to a new setting. We aim to raise self-esteem, aspirations, confidence and motivation to help them access their education, attend and thrive.

Pupils will also be able to access non-clinical mental health support during these sessions.

Parents and carers have the option to drop their child off and return to collect or to stay and network with other parents (in another room).

To make a [Step by Step referral](#)

STEP UP

Step Up is a social provision based at Kingsnympton Youth & Community Centre (Kingsnympton Park, Kingston KT2 7RW) supporting young people experiencing emotionally related school avoidance (ERSA).

The provision is an extension of the Step by Step programme and pupils are invited to join in this programme whilst still also accessing Step by Step. The programme has more of an academic focus. However, staff are still focused on relationship building, social interaction and support for pupils to feel comfortable with accessing academic work again. The aim is to support pupils to reintegrate into an education setting and thrive.

The programme will raise self-esteem, aspirations, confidence and motivation to help children and young people to re-engage with education and gradually improve and sustain their attendance. All staff have specialist expertise and training working with pupils with a wide range of SEN.

BOOST

Alternative provision for Key Stage 3 & 4 pupils

Boost offers a structured, engaging, and supportive programme for young people needing respite from school due to behavioural difficulties, engagement challenges, safeguarding concerns, or a need to alter a student's timetable.

Boost is run at two youth centres; Hampton Youth Zone on Fridays and Whitton Youth Zone on Thursdays from 9.45am to 2pm

Boost offers a huge amount of varied activities and training opportunities for young people to choose from across art, construction, cooking, gardening, mechanics, music, and sports.

To enquire about your child attending Boost please email: justin.johnson@achievingforchildren.org.uk

Education Welfare Service (EWS) in Kingston and Richmond

- Identify and monitor children and young people of compulsory school age who are not receiving a suitable education by attending school or alternative provision education.
- Provide strategies, support packages and interventions to prevent persistent absence and promote school attendance.
- Manage legal proceedings for persistently absent children and young people of compulsory school age.
- Assess and monitor the suitability of education of children and young people who are educated at home.

Working together to improve school attendance:

<https://drive.google.com/file/d/1q-jyBIW60CZ1e5xtqWJzdJUt5S1tC7B/view?usp=sharing>

Early Help Resilience Networks

The Resilience Network meetings offer support and guidance to partner agencies in the provision of Early Help to Children and Families.

The desired outcome for the network is to deliver early help, by the best person at the earliest possible opportunity.

The aim of this network is for your organisation to be able to share and reflect on a case to a panel of professionals and develop a plan for the family in line with the Signs of Safety

model. If you are not familiar with Signs of Safety the eLearning: Signs of Safety Briefing is available and can be booked on CPD Online.

Practitioners can also book on to future sessions if at any time they would like to revisit a case they have already shared. The Resilience Networks will take place in Kingston and Richmond and be arranged into age groups. Please ensure that you book on to the correct session for the age range of the children that you are working with.

Meetings are held every 3rd Tuesday of the month for 0-5 years old (in both Kingston and Richmond), every third Wednesday of the month for 5-18 years old in Kingston, and every third Thursday for 5-18 years old in Richmond.

[Resilience Network meetings - booking](#)

AfC Youth Service



Who are we?

We are a team of experienced and qualified youth workers who work with 11 to 19 year olds in Kingston and Richmond with the primary focus to enhance the wellbeing, personal and social development during the transition from adolescence to a young adult.

What do we do?

We aim to give all young people who live in Kingston and Richmond the chance of a positive future, by helping them to:

- learn in ways that make them want to achieve
- take part in positive activities providing unique and new experiences
- make informed choices about their lives
- be aware of the support services that are available before problems get worse

We do this through three types of service.

A universal offer

We work with young people aged 11 to 19 across youth centres, mobile youth buses, detached and street-based youth work and specific projects i.e. holiday activities, offering a range of opportunities to learn, gain knowledge and skills, volunteer and become active members of the community.

This offer is free and provides all young people with positive leisure activities that support young people to fulfill their potential to improve, achieve and learn about themselves, make informed safe choices to improve the wellbeing, personal and social development during the transition from adolescence to a young adult.

A targeted offer

We aim to educate young people through activities, experiences and opportunities who are more vulnerable or at risk of getting into trouble or making choices that put themselves or others at risk. The targeted offer focuses on strengthening the support and learning needed to prevent and reduce risky behaviours to encourage improving the wellbeing, personal and social development. These focused activities can take place in a range of locations including schools, youth centres, street work with young people. We will also measure young people's learning to show the positive progress being made towards positive choices.

A specialist offer

To complement our universal and targeted offer we aim to educate young people through unique and bespoke activities, experiences and opportunities available to all young people or referrals only.

Our specialist offer for all young people includes:

- Access to [The Duke of Edinburgh's Award](#)
- Experience a range of exciting activities at [Albany Outdoors](#)
- Floodlit outdoors five aside 3G pitch, basketball and Skate Park at Heatham House
- Music venue and music rehearsals at Heatham House

Youth centres and activities [Community information website](#)

Kingston Youth Centres

- [Kingsnympton Youth and Community Centre](#)
- [Dickerage Sports and Community Centre](#)
- [Piper Active Youth Provision \(located in Cambridge Road Estate, Norbiton\)](#)
- [Chessington Youth Club](#)
- [Sunray Youth Club](#)
- [YES Bus: around the borough](#)

Richmond Youth Centres

- [Ham Youth Centre](#)
- [Heatham House Youth Centre](#)
- [Powerstation Youth Centre](#)
- [Whitton Youth Zone](#)
- [Castelnau Youth Centre](#)
- [Hampton Youth Zone](#)

Children's Centres

Children's centres are places where all families with children under five, and expectant mothers and fathers, can go to help their children to get the best start in life. The facilities and activities are designed for young children and their families. All children's centres will offer informal support for parents and a place for your child to play and learn.

Children's centres work with a wide range of partners to ensure that we can help families in whatever area they need.

Services in children's centres include:

- child and family health services
- information for families and carers
- early education and information about childcare
- support for children with special needs
- outreach and support to families in need
- adult education classes with crèche facilities
- helping parents find training and employment

[Children's centres – Kingston](#)

[Children's centres – Richmond](#)

Kingston and Richmond Safeguarding Children Partnership

The KRSCP (Kingston and Richmond Safeguarding Children Partnership) is a statutory Partnership led by the strategic leaders, Detective Superintendent Andy Wadey South West Command Met Police, Ian Dodds, Director of Children's Services (KRSCP Chair), and Fergus Keegan, Director of Quality (Kingston and Richmond Integrated Care Board).

The KRSCP provides local safeguarding training to those working or volunteering with children and their families in Kingston and Richmond. We publish local policies and procedures, scrutinise local practice and serious incidents and carry out learning reviews and multi-agency audits.

Our priorities are Contextual Safeguarding, Mental Health, Parental Vulnerabilities and Early Help. Through all our work a golden thread runs of racial equality and diversity.

Local Safeguarding arrangements include all schools, colleges and early years' settings. Lucy MacArthur is our Education Coordinator who works with schools, colleges and early years settings - offering free termly safeguarding lead forums, newsletters and updates on policy and local safeguarding information. Contact Lucy here: lucy.macarthur@kingrichlscb.org.uk

The KRSCP offers safeguarding training to all multi-agency workers during the working day, or occasional weekends and evenings (whether employed or volunteers). Our training is booked through the [AfC Learning Portal](#)

14-25 Team

AfC 14-25 team: Next Steps Offer

Who are we?

A team of experienced fully qualified careers advisers who work with young people. We deliver the Next Steps Programme of information, advice and guidance to young people with Education, Health and Care Plans and to those who are SEN support.

What do we do?

We offer 1:2:1 personal guidance in the form of an interview to enable young people to explore post 16 learning options and understand how these will help them progress towards adult destinations. These are offered in school or virtually and result in an action plan being produced to help planning for young people.

The Next Steps programme complements the school's own careers education programme and helps schools adhere to Gatsby Benchmarks. We can also attend EHCP annual reviews instead of holding a 1:2:1 interview, if this is more useful to the young person, the family and the school.

Who is the offer for?

This programme is offered to young people in years 9-11, for learners with an Education Health and Care Plan (EHCP) and SEN support needs.

Get involved

Email 14-25 if your school is not already signed up to participate in Next Steps:

14-25@achievingforchildren.org.uk

Extended work experience for Key Stage 4 students

This option is available to schools with Key Stage 4 students who may be finding managing the demands of the curriculum difficult and would benefit from having an extended period of work experience to complement their mainstream school placement and curriculum. The flowchart details steps that schools can take to secure a placement and also outlines support available from AfC throughout the process should this be required.

Enrichment Services:

External

Academy 21

Accredited Online Education Alternative Provision for Vulnerable Students in Key Stage 3 and Key Stage 4

High-quality flexible provision to suit a range of needs

Supporting hundreds of schools each year, we bring students with behavioural, medical and mental health needs a pathway to achieve strong recognised outcomes. We work in partnership with schools, local authorities and other organisations, to provide flexible support for as long or as little as needed.

In a full virtual environment, we provide students with the flexibility, pastoral care and educational quality they need to get back on track with progress, re-engage with their education, improve their attendance levels and even return to mainstream education in the future.

For others, we provide an opportunity to continue or even expand their education, to successfully complete recognised qualifications and progress on to further education when a mainstream setting isn't right for them

Our Provision

Our provision offers a broad and balanced curriculum for years 7 to 11. At **Key Stage 3** our Skills Builder courses are designed to provide the knowledge and skills to enable students to progress onto GCSEs.

At **Key Stage 4**, many of our GCSE courses can be studied for 1 or 2 years depending on need, and for those students where GCSEs aren't appropriate, we offer a range of functional skills courses.

All students also have access to:

- Live inductions to help students have the best possible start
- 4 x 40min live lessons, Mon to Thurs, plus interactive activities and tailored learning pathways
- One-to-one tutorials with subject teachers for additional, personalised support (bookable by the mentor)
- Weekly Active Time sessions to support health and wellbeing

[Academy 21 - contact form](#)

All about LIFE

All about LIFE

Local Intervention Fire Education (LIFE) is a four or five day programme for 14 to 17 year olds at a fire station in your area. It is an interactive experience for young people who have faced challenges, to learn transferable skills through firefighting activities.

[All About Life website](#) ([LIFE Leaflet](#))

Army Cadets



The Army Cadet Force (ACF) has nearly 40,000 cadets in more than 1,600 detachments all over the country and is one of the biggest and best clubs around. When it comes to fun, friendship, action and adventure, it's hard to find anything that beats the Army Cadets.

Become an Army Cadet and you'll be spending your spare time taking part in adventurous activities like rock climbing, mountain biking, archery and abseiling. There will also be plenty of chance to play all your favourite sports because the ACF has competitions for both boys and girls at county, regional and national level.

OK, so you might end up a little wet and muddy, but wouldn't you rather be having the time of your life with some great new mates, instead of just sitting in front of a TV or computer alone in your room?

[Find out more about what you could do as a cadet](#), plus check out some of the videos and complete our online form [to register as a cadet](#).

To join us you need to be aged over 12* and under 18 (*aged 12 by 1 September at the start of Year 8 in school or equivalent in Scotland and Northern Ireland).

[Army Cadet website](#)

AAXAcademy

AAXAcademy, as an alternative provision, focuses on preparing learners aged 14-16 for adulthood through a combination of practical skills, personal development, and academic qualifications. In alternative provision settings, the goal is not only to provide education but also to equip students with the necessary skills and knowledge to thrive in the adult world

We aim to support learners' development through alternative provisions that align with their educational needs, offering practical courses in:

- Hair <https://aaxa.co.uk/hairstyling-course/>
- Beauty <https://aaxa.co.uk/beauty-therapy-course/>
- Nails <https://aaxa.co.uk/nails-technician-course/>
- Barbering <https://aaxa.co.uk/barbering-course/>

Duration of placements; minimum 6 weeks through to a full academic year (1 or 2 days per week).

Cost - £110 per day

New Dedicated Site: Isleworth, West London

To deliver this industry-standard curriculum, we have opened a dedicated electrical workshop in **Isleworth**. This professional environment is designed to provide a high-status "work-ready" experience for learners who thrive in practical, technical settings.

How this complements our current delivery:

This expansion allows us to offer a more diverse vocational portfolio, particularly targeting **male learners** and those who may not be suited to the creative arts. While the trade is different, our core delivery remains identical:

- **High Support:** Strict 8:1 student-to-tutor ratios.
- **SEND/SEMH Focused:** Every session is supported by our specialist AAXA Teaching Assistants.
- **Safe & Inclusive:** Same trauma-informed approach that addresses anxiety, school refusal, and postcode-related barriers.

Who will benefit?

This course is specifically designed for Year 10, 11, and Post-16 students (including those with EHCPs) who:

- Have an interest in engineering or construction trades.
- Require a hands-on learning environment to stay engaged with education.
- Need a pathway that focuses on **Preparation for Adulthood (PfA)** and employability.

Progression & Outcomes

Completion of the Level 1 Diploma is a significant milestone. It provides a direct gateway for learners to progress onto:

1. **Level 2 & 3 Electrical Qualifications.**

2. **Trade Apprenticeships.**
3. **Self-employment or site-based roles.**

Cost FOR ELECTRICALS

£120 per learner per day

£144 per learner per day WITH EHCP

Cost for VTCT level 1 introduction to the hair and beauty sector

£110 per learner per day

£132 per learner per day WITH EHCP

Further information - <https://aaxa.co.uk/>

Referral form - <https://aaxa.co.uk/school-referral/>

Barnfield Riding School

Barnfield Riding School

Learning from our horses

Barnfield Riding School is a friendly stables near Kingston. We teach riders of all ages and abilities to share our love of horses and learn from them. We offer lessons in our two floodlit arenas, and hacking in the beautiful Richmond Park.

[Barnfield Riding School website](#)

Bespoke Be Heard



The scheme is designed to give students the opportunity to learn how to maintain and service bikes, learning on our fleet of school bicycles, whilst working towards accredited outcomes in cycle mechanics.

Bespoke Be Heard focuses on teaching young people with special educational needs, to service, repair and refurbish second hand bikes, profits from the resale of these bikes are re-invested to provide additional opportunities for young people with SEN. Students gain an AQA Unit Award in cycle mechanics as part of their experience. The scheme also offers students from schools in and out of Richmond borough to do a qualification in cycle mechanics up to Level 2 (A-C grade GCSE equivalent).

Bespoke Be Heard also offer students further courses to accompany their introduction to cycle maintenance. Renovating a Bicycle and Trail Riding, which has given students the

chance to understand how the social enterprise works when picking, renovating and selling second hand bicycles. As well as getting the students use to riding their bikes on trails and the road, all whilst gaining awards that will go towards their record of achievement.

[Bespoke be Heard website](#)

Days and times	Age group and group size	Referral process and entry points	Health and safety QA information
Monday to Friday One day a week for 10 to 12 weeks 9:15am to 3.00pm (negotiable)	13+ years One-to-one or small group	Roll on, roll off Informal interview Referral form	Health and safety risk assessments carried out and managed by Clarendon School Part of the QCF internationally recognised framework. QA undertaken by Malden Oaks



Build

BSOC is an independent construction school based in Hayes and Hounslow and offers courses and employment opportunities to people of all ages.

- Our provision for school aged students starts at 14 with options to progress onto higher level qualifications.

[Programmes for Schools](#)

EVOLVE

EVOLVE is a part time alternative provision which provides informal education and physical activities to young people who face challenges within mainstream education for various reasons. We are designed to be an early intervention programme to support young people to gain the knowledge and executive functioning skills to return to full time education or access specialist provision to meet their needs.

Young people who attend our programme often have;

- face difficulties regulating their emotions leading to internal sanctions and external suspensions
- directly or indirectly been exposed to trauma
- special education needs and/or EHCPs
- low attendance

We promote a trauma aware approach and due to our small setting, we are able to;

- Look beyond the behaviour and work with each young person to discover what they are trying to communicate
- Embed practices and training to improve workers' awareness of own mental states to improve curiosity about the mental states of the child (mentalising)
- Advocate the needs of the young people to other professionals / their network
- Be flexible to the needs of the young people; adapting our practice to their individual needs and liaising with professionals

EVOLVE Overview

EVOLVE is a termly health and well-being programme designed to support young people who face challenges in mainstream education. The programme engages young people aged 12 – 16 through sports, mentoring and personal development workshops and develops young people's social, emotional and cognitive skills. We use psychology, NLP coaching and a trauma aware approach to informally educate young people and support them to return to education or access specialist provision.

We run on Mondays, Wednesdays and Fridays from 10am-1pm and young people will engage in:

- Boxing, Mixed Martial Arts, HIIT & Brazilian Jiu Jitsu, personal training with qualified coaches
- Social time to interact with peers and staff
- Music workshops
- 1-1 mentoring, group mentoring and coaching
- Personal development workshops which focus on;
 - o mental health and well-being with a focus on emotional regulation and resilience
 - o behaviour change using positive psychology and CBT methods
 - o PSHE sessions; team building, sexual health, drugs & alcohol awareness,
 - o gangs & crime and leadership & enterprise
 - o goal setting to achieve desired outcomes; using trans theoretical model to measure change

Referral process

1. There is a referral form and a risk/protective factor checklist for the teacher/professional working with the young person. The form can be requested by contacting Siobhan Donoghue on:

E: siobhan@evolve-hub.org.uk T: 07563 303648

Getting it on...



Getting it on...information and services for 13-19 year olds on sexual and mental health issues, drugs & alcohol and relationship problems

[Getting it on website](#)

Harlequins Foundation 'Try Time'

An alternative provision programme aimed at students who are disengaged at school and are at risk of exclusion. Taking place over 12 weeks it includes both in-school mentoring with Foundation staff and full-time classroom-based learning at The Stoop stadium.

Sessions include developing the essential skills all young people need, whilst also developing positive behaviour and attitudes towards school to prepare learners for reintegration into the classroom and long-term behaviour change.

Prepare (4 weeks): Including mentoring in the learner's current education setting, our team will start to develop essential skills learning through one on one support. Each learner will have developed an individual learning plan to suit their needs.

Perform (4 weeks): For four weeks, the learners will attend Try Time classroom sessions at The Stoop. With four days a week for the first three weeks, learners will then spend the final week with a split between the Try Time classroom and being back in school, with a phased, supported return. Try Time sessions include both classroom learning and enrichment activities designed to engage the learners.

Progress (4 weeks): To support in transitioning back into school, one-on-one mentoring sessions will take place for a further 4 weeks post-Try Time attendance to ensure learners are given the support they need to reintegrate into the classroom and to embed the learnings of the programme to ensure long-term successful behaviour change.

Further information:

[Try Time](#)

[Expression of interest form](#)

HUMANUTOPIA

We create and run motivational, life-changing courses for young people.

Our life-changing programmes are aimed at improving the mental health & wellbeing of all participants by empowering them to make positive changes in their life.

Our work can range from one day with a given year group to a longer term partnership in school run by young people, for young people.

[Secondary school programmes](#)

Website: <https://www.humanutopia.com/>

Family Holiday Association

For over 40 years, the Family Holiday Association has provided breaks for UK families struggling with issues such as disability, severe and sudden illness, bereavement, mental health issues and domestic violence.

The charity was founded on the belief that holidays are a lifeline, not a luxury, and this is a key principle that survives to this day. The majority of families we help have never before been on a family holiday. The evidence shows that spending time together away from their daily struggles can be life-changing for the families we work with.

The majority of breaks we provide involve short trips to the British seaside. We also enable families to go on day trips – such as a simple day out at the seaside or local tourist attraction or museum – and occasionally other types of break, such as group trips. We do not offer trips abroad.

[What we do](#)

All the families we support are referred to us by professionals in the community who we believe are best placed to identify those who will benefit the most. Our referral network includes teachers, social workers, health visitors and other charities.

[Who we do it for](#)

First and foremost, the people we most want to help are families who would otherwise not have the opportunity to go away, and for whom a short break or day trip would make a significant difference to their current and future lives.

[Why we do it](#)

Happy memories of family holidays can stay with us all our lives. Since our launch in 1975, we have helped nearly 200,000 struggling parents, children and young people to create their own lifelong memories. But we have plenty more to do.

Contact us 020 3117 0650

info@fhaonline.org.uk

Family Holiday Association, 3 Gainsford Street, London, SE1 2NE

[Family Holiday Association website](#)

HITZ Programme

What is HITZ?

HITZ is Premiership Rugby's flagship education and employability programme, working with over 2,000 14 to 18 year olds across England every year.

Funded by partners Land Rover and Wooden Spoon, HITZ uses rugby's core values of teamwork, respect, enjoyment, discipline and sportsmanship to get young people not in education, training or employment (NEET) back into education, training, apprenticeships and/or employment, and is delivered nationally by Premiership Rugby's 13 shareholder clubs.

Aims of HITZ

- Use rugby's core values to develop the personal skills, life skills and employability skills of young people not in education, training or employment (NEET)
- Help NEET audiences back into training, education and employment
- Provide an alternative environment for young people to earn vital maths and English qualifications through the HITZ Learning Academy
- Offer valuable work experience opportunities and employer-led training sessions
- Deliver essential enrichment and sporting activities to develop individuals and their mental and physical well being

<https://www.wearescl.co.uk/>, <https://www.premiershiprugby.com/community/hitz/>



I Cope



Talking about your problems can really help.

Here you will find free, confidential help for problems such as stress, anxiety, depression and insomnia.

[I cope website](#)

Jigsaw4U



This is a children and young people's counselling provider operating in Kingston and Richmond. Jigsaw4U will provide counselling for children aged 8 to 18 with mild mental health concerns. Jigsaw4U is a well-established and experienced provider in South West London, and will deliver counselling in person and online.

All referrals should be made through the [CAMHS Single Point of Access \(SPA\) website](#).

KICK Transforming Lives

Schools provision



Kick provide high quality values-based sports coaching provision, dance provision, solutions focused mentoring and sports chaplaincy within infant, primary, secondary, PRU and special schools across London and within the M25.

[Kick website](#)

KOOTH

Online counselling service now available to children and young people between the ages of 11 and 22 across South West London.

[KOOTH Information on Local Offer](#)

[KOOTH website](#)

Off The Record Twickenham



Off The Record Twickenham (OTR) is a registered charity providing the only drop-in counselling, information and sexual health service for young people aged 11 to 24 who live, work or study in the Richmond borough. We provide help early when it is most needed. Our team help improve the emotional and mental well-being of over 1,500 young people a year at a time when they are experiencing unprecedented levels of stress and anxiety

Our vision is for every young person in our borough to possess the skills and confidence to overcome life's challenges.

[OTR website](#)

Ocean Youth Trust South



Ocean Youth Trust South is charity which uses Adventure Under Sail as a personal development opportunity for young people aged 12-25, taking them to sea in our 30-metre vessel *Prolific*.

We sail with around 450 young people each year. Roughly two-thirds will be disadvantaged or vulnerable in some way: we work in partnership with other organisations both to select these young people and also to ensure that lessons learned and achievements enjoyed on a voyage are carried through into a long-term programme of work with each young person. These partnerships include mainstream and special schools and youth clubs; other charities; local authorities and social work teams and many more. Examples of young crew members selected in this way might be siblings of life-limited children using a local children's hospice; children who have been bullied or bereaved or the victims of crime; young people who have been homeless; young people affected by family situations such as drug or alcohol abuse; children in local authority care; young carers and many more.

Caroline White-Business Manager - Contact-023 9260 2278

carolinewhite@oytsouth.org

[Ocean Youth Trust South website](#)

OXYGEN



Oxygen has established a variety of projects which engage young people to enable them to discover their identity, learn about their potential and raise their aspirations for the future.

We establish an action plan with the young person and can provide a range of services to equip them with the knowledge and skills they need to overcome some of the challenges they face and fulfill their potential. These include:

- mentoring and coaching
- skills development
- team building activities
- enterprise and business development
- leadership training
- work experience

- up-cycling and salvage project

[Oxygen website](#)



Positive Enlightenment Through Education

Mentoring - What is it and how does it work? The approach taken when mentoring is different for each individual, although the ethos remains the same. The student is encouraged to take responsibility for their actions and to grow through support. They are guided to find the right information or people required to help them become the best that they can. They are often given tasks that are not only fun to complete, but also show how one person's actions or presence can affect a group of people that they have close interaction with. How just one small shift in either their body language or verbal reaction can change the outcome of a conversation whether it is with their peers, teachers or family.

It has been found that with positive mentoring the student's interaction at school with their teachers and peers improves dramatically. This progress is also reflected in a measurable improvement in their schoolwork and homework. Positive changes have also been noted in the relationships they have at home with their parents, carers and siblings.

The service offered is not a quick fix and it is stressed at the first meeting with the student that they are responsible for undertaking the work, but that the mentor will assist them in a supportive role and will provide the tools required as and when necessary this could include mind mapping and goal setting. Very often they simply need the reassurance that there is someone there to listen.

[Positive Enlightenment Through Education website](#) Richmond and Kingston BuddyUp Scheme

Richmond AID is a charity run by and for disabled people in the London Borough of Richmond upon Thames and surrounding areas. They support people of all ages with all disabilities, including physical and sensory impairments, mental health issues and learning difficulties. Richmond Aid offer the Richmond and Kingston BuddyUp Scheme. This service is for young people with disabilities or additional needs aged between 14 and 17 years and living in the Richmond or Kingston boroughs. BuddyUp works by matching young people up with their own young volunteer ('buddy') and aims to enable young people to increase independence and confidence through travelling and getting out and about more in their community. And of course it's about having fun and building a friendship!

At BuddyUp, they offer the following:

Group outings every other month catering to different interests and group sizes.

A volunteer Buddy who young people go out with twice a month for a couple of hours.

Most young people have an EHCP, but if a young person is disabled and would benefit from the support of BuddyUp, they are welcome to participate.

[Find out more about the scheme and how to take part on the Richmond Aid website](#)

RE N-GAGE

Our Vision

To RE N-GAGE the young people of today to achieve their full potential to be our adults of tomorrow

Our Mission

Rooted in our communities we use the values of sport and mentoring to build life skills, within a safe and supportive environment for 'at risk' young people, helping them to identify and achieve their goals and ambitions

[Structure & Referral](#)



Road to Success

Pre-16 provision is a bespoke training package that accommodates both the referring agencies needs and the needs of the learner, which can often be unique and complex.

Being placed in alternative provision can be a stressful experience for everyone concerned and R2S are here to make things as easy as possible.

Bespoke training packages combining vocational education and key skills.

The Morden Centre delivers:

- Functional Skills (Entry Level 3 to Level 2)
- Level 1 Construction, hair and beauty
- Level 1 PHSE awareness, fire safety awareness, health and safety awareness
- Level 2 NCFE Certificates in health and nutrition, equality and diversity and occupational health and safety

The Tooting Centre delivers:

- Functional Skills (Entry Level 3 to Level 2)
- Level 1 Certificate in occupational studies (painting and decorating, and tiling)
- Level 1 PHSE awareness, Fire Safety Awareness, Health and Safety Awareness

- Level 2 NCFE certificates in health and nutrition, equality and diversity and occupational health and safety
- Level 2 Certificate in skills for employment in the construction industries (plumbing, electrics, tiling, painting and decorating)

[R2S website](#)

Days and times	Age group and group size	Referral process and entry points	Health and safety QA information
Monday to Friday Students can attend one to three days a week 10am to 2pm	14 to 16 years Small groups	Roll on, roll off Informal interview Referral form	Health and safety checks and QA undertaken by Merton, Wandsworth and Malden Oaks

Sea Cadets



Kingston and District

At Kingston and District, we aim to give young people an experience that will help them grow into the person they want to be in a safe and friendly environment. Through various activities and adventures, we learn teamwork, respect, loyalty, self-confidence, commitment, self-discipline, honesty and how to be the best version of ourselves.

We offer a range of different activities from sailing, windsurfing and powerboating - to rock climbing, camping, and music - plus, so much more. At Kingston and District you are also able to gain different qualifications that you can take with you once you leave Sea Cadets.

[Sea Cadets website](#)



Skills & Integrated Learning Centre

We are a non-selective, independent alternative provision based in Mitcham for pre-16s. We provide our learners with the foundations on which they can learn and develop new skills, improve their confidence and self-esteem within a vocational setting. We aim to involve parents and carers in this process. Through this alternative curriculum it allows the learner the opportunity to have their needs met which will in turn raise school attendance and aspirations for Further Education and career options in the future.

Our courses centre around construction skills. We offer City and Guilds accreditation from Entry Level 3 Award to Level One Extended Certificate. We also offer all our students AQA Unit Awards.

We find that consistency and structure is the key to providing the right pathway for each individual to achieve their goals in life. SILC Training is run on passion and we want every student who attends our centre to achieve.

[Skills & Integrated Learning Centre website](#)



Sporting Chances

Established in 2013, Sporting Chances began as an alternative education provision for young people 16 and under that may have emotional, behavioural or medical conditions preventing them from conforming to mainstream school. Now with a bigger, more established foundation Sporting Chances is growing to become one of the leading alternative providers in the UK.

Whilst supporting and mentoring the young people, Sporting Chances offers learners to complete Sporting Chances certificates in their time with us. These help towards confidence, self-esteem and provide an engaging challenge for the young people to accomplish. Available upon request, we offer a wide variety in the following areas: sport, gaming, fitness, media and music. The subject areas are constantly evolving, as is what we offer across the board at our provisions.

The young people who attend SC Sport are from a variety of different schools, our main referrals are based in the London Borough of Sutton. Personal development being the main focus, we closely supervise and monitor the students' progress from when they join us to the time they leave. Prior to attending, SC Sport will meet and interview the young person and discuss their hobbies and interests or alternatively invite them for a taster day. We offer placements on a daily, weekly, full academic term or year, providing valuable respite, on the basis that they are fitting to the program here at SC Sport.

[Sporting Chances website](#)

Days and times	Age group/group size	Referral process and entry points	Health and safety QA information
Monday to Friday	14 to 16	Termly	QA Malden oaks
One day a week negotiable	Group size varies upon activities	Referral Form	Health and safety – Merton and sports centre

Tooled Up Foundation

Empowering Disadvantaged Youth

‘Tooled Up’ is a community interest company working with schools and families to help young people develop resilience, build positive relationships and realise their full potential. This can be through therapeutic mentoring, sports initiatives or behaviour and relationship education.

In order to discuss matters further, or to book a discovery meeting, please contact:

Abdi Omar – abdi.omar@tooledupfoundation.com

Courtney Gilead – courtney.gilead@tooledupfoundation.com

<https://www.tooledupfoundation.com/>

Volunteer Police Cadets



Volunteer Police Cadets (VPCs) operates in every force across England and Wales with Scotland being known as Police Scotland Youth Volunteers but still operating under the same principles.

The Mini Police and Junior VPC are growing schemes that do not currently operate across every Police Force, please contact your local force to find out more.

It is our vision within our strategy that in the future we aim to achieve a seamless journey from 8 years to adulthood through the VPC.

We welcome cadets from any background, social group, gender, ethnicity, ability, disability and whether you have an interest in the police or not.

We welcome young people who may have previously been in trouble with the police or may feel some disconnection with their peers and community.

We are not looking to recruit future police officers, but want to give all young people a chance to be heard, support their community and develop skills to become fantastic citizens in a fun, friendly and exciting way.

There is nothing else like the VPC - it is a unique experience for young people to become part of the policing family for many years.

[Volunteer Police Cadets website](#)

West Thames College London

West Thames College works in partnerships with local schools to offer specialist vocational courses aimed at 14 to 16 year olds.



Key features

We offer specialist vocational courses in subjects which are not always available at schools and are designed to give a real insight to the world of work.

Students have access to state-of-the-art equipment, studios and salons.

We work closely with schools and parents to ensure that students succeed, providing regular feedback at parents' evenings and through progress and attendance reports.

Trading places for Year 10s

Full time course for Year 10s who would benefit from studying at college rather than at school. Please contact Julie Macsorley for more information

FreshStart for Year 11s

Full time courses for Year 11 pupils who might be more suited to a college than a school environment. Please contact Julie Macsorley for more information

English as an additional language

Full time course for students needing additional English language support. English is studied alongside a choice of vocational options.

[West Thames website](#)

The Wild Mind Project



The Wild Mind project is a not-for-profit community interest company. Our mission is that through a collaborative approach to mental health and wellbeing, we support young people (aged 10 to 25), parents and carers and communities to thrive through creative and nature-based activities.

The unique combination of nature and art therapy can provide a real benefit to young people living with stress, depression and anxiety. As recent research has identified, there is a dramatic increase in mental ill-health sufferers and a shortfall in resources and support. We felt we could design an early intervention programme to support youth wellbeing.

Not only will young people with wellbeing issues benefit from our programmes but they will also be encouraged to take part in peer-to-peer mentoring activities to build self-confidence and develop leadership skills.

In addition, we are also exploring a range of community led progression activities participants might connect to at the end of the programme. Our aim is that these activities might encourage participants to step outside of their problems to consider the benefits of giving back to society or caring for their environment.

The founder of The Wild Mind Project has had a child who has suffered from mental health challenges, and she soon recognised that many families of teenagers were also struggling. After 18 months of research and meetings with stakeholders, The Wild Mind Project realised that youth wellbeing is not an isolated challenge, but a wider issue that involves families and the community.

As part of our holistic approach to mental ill health, The Wild Mind Project supports the parents and carers of young people with wellbeing issues, through art therapy and nature based activities. These are designed to build insight, resilience and perspective, and by enabling caregivers to refuel their own wellbeing. Through local employers and educational organisations, we also plan to raise awareness of mental ill-health, advocate the need for wellbeing interventions and run workshops to support student and employee wellbeing.

[The Wild Mind Project website](#)



Young Carers' Project

We are the only organisation in the borough with a team dedicated to supporting the needs of young carers (aged 5 to 18) and as such have a wealth of experience and expertise in issues which affect their lives.

We provide:

- information and advice, including one-to-one support
- opportunities to meet other young carers
- fun activities, outings and breaks away from home
- regular drop ins
- awareness raising of the needs of young carers, particularly in schools
- advocacy and whole family support
- quarterly newsletter

[Young Carers' Project website](#)



YMCA

Our services

We work at the heart of local communities in South West, South, East and West London, providing health and wellbeing centres, children's activities, youth clubs, housing, support and training.

[YMCA website](#)