



Core Creative Education CIC

Mission Statement & Outcomes

Explore - Create - Learn – Grow

Core Creative Education

The Mentoring Programme is designed especially for young people who have additional needs and who would benefit from a student led programme, working on a 1:1 basis with one of our team.

Educational activities delivered at Core Creative Education CIC, focus on hands on, experiential, choice driven activities to educate and develop students' mental wellbeing, physical, social, emotional health through fun, immersive, creative, environmental, outdoor education. All our of Programmes incorporate subjects in Maths, Science, Literacy, Engineering, Environmental Science, History and Art.

Core Creative Education develops a deep connection with the natural world alongside an extended family of Animals living at the Farm. This provides a therapeutic, calming, nurturing and grounding experience for young people, enabling them to develop a deep sense of themselves within this environment, addressing issues with emotional wellbeing, developing confidence and self-esteem through achievable tasks and problem solving, building resilience in their lives.

We provide a diverse range of Natural craft and Outdoor cooking throughout the year, to deliver an Integrated, Sensory and Therapeutic programme for young people.

Outcomes

Outcomes for the students are measured through quantitative information by referring to their attendance at Core over time.

Outcomes for the students are measured through qualitative information that is collated on a daily basis. We have evidence built up for many students over time that demonstrates the impact of the service Core provides. These are measured qualitatively by Managers on site and changes are made to students' provision on an ongoing basis, to ensure that students needs are met.

Outcomes are measured in terms of students' ability:

1. To trust and feel embedded with core activities that are on offer, on site with staff and also with other students.
2. To communicate their needs to staff and managers.
3. To regulate their own behaviour and to feed into their own bespoke programme.
4. To communicate and direct the activities they would like to do and how effectively they work through this activity with their Mentor and how effectively they work with other students in relation to this activity.
5. To want to engage in academic progress. This can be either in the ASDAN short course programmes in Animal Care, Environmental Science, Farming Studies, Expressive Arts and Manufacturing and in Core subjects – Science, Maths and English, which for older embedded students can lead to IGCSE qualifications in these subjects.



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Signed: **Rachelle Green** (Director)

Name: Rachelle Green

Date 1/1/2020

This policy will be reviewed annually, or as and when there are any changes in the law or procedures.