Alternative Education Provider - Organisation Profile

Provider Name	People and Animal Wellbeing Services CIC
Address	6 Brunswick Bracknell Berkshire RG12 7YY
Telephone	0330 2292079
Contact	Alice Smith
E-mail	info@pawswellbeing.org
Website	https://www.pawswellbeing.com

Summary of provision provided (please tick as appropriate)

Full Time Alternative Provision	
Part Time Alternative Provision	
Tutoring	Y
On-line Learning	
Bespoke Provision delivered off-site	Y
Additional Interventions delivered on-site	
Full or Part-Time Alternative Provision for Post 16 Students	Y
Key Stage 1	Y
Key Stage 2	Y
Key Stage 3	Y
Key Stage 4	Y
16 Plus	Y
English Tuition	Y
Maths Tuition	Y
Science (including IT) Tuition	
Core Curriculum	
Vocational Training	
Physical activities – such as sports	
Therapies – such as equine therapy.	Y

Additional Provision Information

People and Animal Wellbeing Services CIC (known as PAWS Wellbeing) - We are a not for profit providing educational and therapeutic wellbeing sessions for children and young people through Animal Assisted Interventions (AAI). We believe that everyone should receive mental health support and the ability to access education in a way that best suits them.

Our programmes aim to re-engage young people in their education and provide them with opportunities to learn new skills and understand their own emotions and needs.
The integration of certified therapy dogs in our one to one support provides a bridge connecting young individuals to our professional human team members who understand the complexities of their various challenges.

Our dedicated team, composed of 22 practitioners holding qualifications in education, special educational needs (SEN), counselling, social work and therapies, work collaboratively with their own dogs to create a supportive and enriching environment. The individual specialities of our practitioners and the nature of each specific dog means that we work hard to match a team that is best placed in the skill-set to meet the needs of the individual client or the setting they are working in.

As an outreach alternative provision we are able to visit the home environment, schools, community spaces or any other location the young person feels safe and will engage in. Our dogs all have public liability insurance and are able to participate in community outreach work helping young people to engage with the community.

As an alternative provision our ethos is to support a young person to re-engage with learning at a pace suited to them and in an effective manner. Our aim is to help each individual realise the potential that they have, especially for those young people that have struggled to access a mainstream education. With this in mind emotional literacy and individual wellbeing underpins every session. By utilising the benefits of effective Animal Assisted Interventions to help with regulation and communication skills engage our young people - rebuilding their confidence and reintroducing them to academic concepts and skills in an effective and supportive manner.

Underpinning our work are key curriculum areas that we work toward to ensure the best outcomes and support for our young people;

Pupil induction & supporting pupils' needs:

Our initial assessment;

- Incorporates the referral form/info (history of support already received; reason for the referral; a family and personal history and the expected outcomes)
- Identifies and engages key stakeholders in the referral to build a picture of the individual and ensure they are placed with the right practitioner and dog team
- Initiates an individual support plan detailing specific needs, goals and support. This is reviewed and communicated termly.
- In schools where we support multiple students in one session the practitioner will also liaise directly with the SENCo or wellbeing team on any additional detail needed to that provided.

Attendance and engagement

- Practitioners record attendance of the client to the session on our centralised system. Average attendance across our programmes is 95% (2024 data).

- Our Animal Assisted programmes ensure that each and every session is person led, matching the needs of the individual to ensure engagement and motivation.

- Anecdotal evidence from schools confirm that our Animal Assisted interventions improve attendance in pupils receiving the support.

Quality of education

- Each session is tailored to the goals of the individual enabling pupils to learn, progress and develop in preparation for their next stage of education, employment or training.
- Our Tutoring Programmes follow the National Curriculum in maths and literacy supporting KS1 onward.

- Wellbeing programmes encompass practical activities with the dog for literacy, numeracy and self care.

- Each session is underpinned by the zones of regulation curriculum, allowing emotional understanding to further support learning objectives.

Currency

Personal development

- By incorporating wellbeing, personal development, communication and emotional literacy skills into all our programmes through practical activities and learning we create a foundation for success for those that we work with.

Qualifications

- Our Tutoring Programme follows the National Curriculum in maths and literacy supported from KS1 Onward.

- The range of professionals that work within the team enable us to further offer a broad range of support that best suits the individual and the goals they are working toward.

Assessment of need

- Following the initial assessment process detailed above sessions are person led, working on a one to one basis to understand interests, abilities and aspirations.
- Each session and individual programme is built on this with assessments and recommendations for changes in programmes made when suitable.

Appropriate transition

As a support/short term provision we**;**

- Work 1:1 with our young people in a setting best suited to their circumstances - in a school, within a specialist provision, their home or care home.

- Build transition work into sessions, supporting the emotional and physical preparation for a transition

- Facilitate sessions in new environments and reviewing and coaching skills that will enable new provisions to be a success.

Post-16 destinations

- Our Tutoring programmes allow the benefits of Animal Assisted Interventions and practical learning to be built into a range of certification and qualification pathways including Animal Skills; Career and Workplace Skills; Fundamental Skills in Numeracy and Literacy and GCSEs.

Pastoral Support Offered – please provide a summary of the pastoral care you provide

Recognising the diverse needs of young individuals, PAWS Wellbeing excels in tailoring sessions to accommodate sensory needs, trauma, poor mental health, neurodivergence, or learning needs. Our

goal is to create a safe and inclusive space where every individual can engage and thrive in therapeutic or educational activities.

Arguably the entirety of our provision falls under pastoral care - given the holistic comprehensive approach we take to meet their social emotional and mental health needs alongside their educational goals.

What sets PAWS Wellbeing apart is the integration of professional expertise into every session. Evidence shows that working with a qualified practitioner enables the young person to co-regulate with the dog, while building a relationship of trust with the practitioner. The practitioner and animal can both relate and connect with the young person. This in turn means that they can support the child in reflecting, solving problems, building resilience and growing in confidence. While the therapy dog plays a vital role, it is our practitioners, having undergone extensive CPD training through PAWS Therapy Dog Training Ltd, that possess the knowledge and skills to actively engage both the dog and the young person, strategically working towards therapeutic or educational goals.

Our core support programmes provide a therapeutic autonomous space to help build confidence and an understanding of self to support those young people facing challenges. Utilising practical AAI the programmes are designed to build emotional literacy, autonomy and communication skills. With a person centered approach we work to holistically support individual goals for social and life skills through activities identifying and working on the zones of regulation. An emotional curriculum designed to help children and young people understand and manage their emotions, sensory needs and regulation skills.

Our education support and learning access programmes follow our ethos to support a young person to re-engage with learning at a pace suited to them and in an effective manner. Our aim is to help each individual realise the potential that they have, especially for those young people that have struggled to access a mainstream education. With this in mind emotional literacy and individual wellbeing underpins every session. By utilising the benefits of effective AAI as well as specifically designed activities with the dogs we engage the learner in the subject matter - rebuilding their confidence and reintroducing them to academic concepts and skills in an effective and supportive manner. The programmes are designed to reintroduce core curriculum maths and literacy skills supporting those students at home with EBSA, those on a reduced timetable, or those in transition from one provision to another.

Working closely with families we work toward individual goals and aspirations for each young person that we support creating transformative experiences that empower young people to build confidence, self-esteem, and a brighter future.

Service Provider Benefits – please list the main benefits of your provision
1. Person led outreach support delivering the provision in the the best way suited to each individual young person.
2. Certified therapy dogs allow young people to access the support faster and more effectively than with many traditional therapies.

3. Qualified Professionals deliver every session - with skills and experience aligned to the needs of the young person they are supporting.
4. Comprehensive centralised support for caseworkers and parents, with a considered approach to help and understand the family needs as a whole.
5. continuous support where needed, we don't limit the sessions and with a range of programmes we will support a young person for as long as possible - providing effective trusting relationships.
6. Proactive holistic support - we work closely with caseworkers, other providers, schools and families to align goals and provide considered effective support.

Provider Outcomes – please list the main outcomes

1. emotional regulation and understanding skills
2. advocacy and communication skills
3. improved mental health and wellbeing to allow young people to access education, learning and lifeskills in an effective and long lasting manner.
4. Access to education and Tutoring in a person led environment, supporting individual needs and working towards increased confidence and ability.
5. Max 10

Other Information

Registered as a school? (please provide URN)	n/a
Which regulatory body are you registered with? (e.g. OfSTED, ISI, CQC etc.)	n/a
What was your last inspection rating?	n/a
Free School Meals Catered for?	n/a
Can cater for service users with restricted mobility?	Yes - we can go to the home
Can support service users with complex health needs?	this would need to be assessed on an individual basis.
Can support service users with complex education needs?	Yes

Pricing Schedule

Course/Service	For Course	Per hour	Per Day	Per Week	Per Term/Per Annum
Paws Emotional Literacy and Communication		70			
PAWS Counselling with Animal Assisted Therapy		70			
PAWS - School re-engagement programme		75			
PAWS ASDAN Short Courses		70			
PAWS Academic Tutoring and Engagement KS1/2/3		75			
PAWS Academic Tutoring and Engagement KS4 Fundamental Skills		80			
Administration Costs					
Mileage/Travel per session				10.00	
Full Professionals Report	50				150
Attendance at meetings per hour		25			75

(TAF AR MDT etc)					