

Physis- a Greek word meaning the natural energy for growth, change and development.



# Quantum Leap Programme Policy



**Physis Heathgates  
Academy**

*Physis Quantum is a specialist provider of exciting and innovative services to  
Children and Young People in educational settings.*

## The Quantum Leap Programme

An ongoing development at Physis is The Quantum Leap Programme.

Due to the traumatic experiences suffered by the girls prior to their arrival at Physis, it was noted that, in almost all cases, they benefitted the most from therapy sessions, PSHE lessons, Sex and Relationship Education and the learning of life skills via the ASDAN programme.

After much consideration it was decided that an education programme which would prepare the girls for the next and future stages of their lives would be one which concentrated on developing the individual rather than insisting that each child studied for Entry Level and Functional Skill courses, although these are still offered where it is considered to be appropriate. Those students who are capable of GCSE study will also still be given this opportunity.

It was also decided that, although the education, care and therapy elements of a placements life at Physis were closely linked, we should endeavor to create an even closer bond between these elements and make it clear to each of the girls that all three will have a beneficial effect on their future lives.

The Quantum Leap Coordinator is line managed by the Clinical Lead, who holds regular supervisions with the coordinator. The coordinator attends all education staff meetings and PD days, allowing her to have a good knowledge of educational matters. Her role is considered to be a very important part of the education team. She also attends weekly TAC meetings and liaises closely with the two homes and their staff, enabling her to pass on relevant information, clinical, educational and residential care, to all of the Physis teams.

The programme was first trialed in June 2016. The QLP Coordinator, who has previous experience in a similar role, had sessions each week with each of the girls. The aims of the sessions were:

- To start to build relationships within a focussed space
- To establish boundaries and expectations within the space - a 'Working Contract'
- To gain an understanding of the work due to start in the next session
- To alleviate any worries and concerns
- To assess their understanding of relationships
- To gain an understanding of a person who each girl felt that she had a positive relationship with and the reasons why
- To identify which areas the girls felt were important when building relationships

- To help the young people focus on fluency when speaking
- To develop the young people's communication skills
- To develop the young people's listening skills
- To understand the young people's experiences
- To have a clearer understanding of the young person's understanding of who they are and what they have to offer

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Each of the students now has one hour per week of QLP during term time (September 2017). The programme, which is constantly under development, contains the following schemes of work:

**All About Me**  
**CEOP - which includes**  
*Respecting Self*  
*Taking control of Yourself*  
*The Grooming Process*  
*Consequences*  
*Digital Footprint*  
**Communicating Effectively**  
**Emotional Distress**  
**Self-Esteem**  
**Self-Harm**  
**Sex and Relationships**  
**Coping Skills**  
**Managing and Understanding Anger**

The order of the programme can change depending on the needs of the individual.

## The Quantum Leap Programme Policy

31.1.17

The Quantum Leap Programme has now been in operation for six months. Following a review by the SLT, which came to the conclusion that the programme was having a positive effect and helping the girls in a variety of ways (see individual evaluations), it has been decided to continue to develop the programme. The following Policy gives guidance as to how the QLP coordinator, Care, Education and Clinical teams can use this programme to provide an even better service for the young people.

### **Quantum Leap Co-ordinator**

Is responsible for:

#### **Management**

1. To design and implement programmes for the QLP
2. To collate SDQs every three months
3. To assist the Head Teacher in the collection and evaluation of data relating to the student progress and achievement.
4. To create Progress Monitoring Reports every six months – along with LAC Reports

#### **Delivery of the QLP**

1. To hold 1:1 QLP sessions each week with each individual. These will be at least once per week and possibly more.
2. To write evaluations following each session
3. To liaise with the Psycho-therapist and Head Teacher
4. To communicate and consult with carers and other appropriate people, participating in child focused meetings as required.
5. To recognise, value and raise the achievement of children and young people. This will involve:

(a) identifying clear learning objectives;

- (b) assessing how well learning objectives have been achieved;
  - (c) using this assessment to plan future sessions;
  - (d) assisting in the development and implementation of Individual Education Plans (IEPs) ensuring that specific targets are set and effective approaches are used;
  - (e) keeping up-to-date records and preparing and writing accurate reports for reviews.
6. To use effective strategies and session structures to deliver the programme by:
- (a) being familiar with all relevant youngster information
  - (b) identifying appropriate learning outcomes and developing a range of approaches which reduce barriers arising from impairments and help children to attain achievable targets;
  - (c) fostering perseverance and concentration, by sequencing and structuring learning experiences and environments, to develop organisational and problems solving skills to encourage independent learning;
  - (d) selecting and managing resources, using specialised materials, including thoroughly planning and preparing schemes of work, contributing ICT, as appropriate and to promote independent living skills;
  - (e) being aware of the effects on learning and behaviour of medical treatment, medication and therapeutic regimes, adjusting targets and approaches accordingly;
  - (f) working collaboratively with colleagues from education, clinical, care, health and other agencies to make best use of expertise;
  - (g) ensuring a high standard of display to provide a stimulating and challenging environment.
  - (h) Liaise with the school PSHE/Citizenship co-ordinator so that s/he can ensure that all SMSC areas are covered
7. To develop Communication, Literacy skills and ICT capability. This includes:
- (a) maintaining an understanding of communication to enable a child's capability to be assessed and developed;

8. To promote social and emotional development, positive behaviour and, where appropriate to the age group taught, to prepare for adulthood. To be demonstrated by:
- (a) working with care staff, health staff, parents/carers and other agencies to agree approaches for each child 's or young person's learning so that they are clear about what is expected of them;
  - (b) promoting child's or young person's knowledge and skills in personal, social, health, sex and relationship education;
  - (c) promoting a happy and stimulating atmosphere, encouraging positive behaviours by using appropriate, agreed strategies;
  - (d) using positive, consistent and non-confrontational approaches to challenging behaviours as set out in the Behaviour Management Policy;
  - (e) encouraging the development of independent living skills appropriate to adult life

### Note

The position of QLP Co-ordinator will involve working with all areas of the Physis Group, i.e clinical, education and care. The amount of 1:1 sessions with the youngsters may increase or decrease.

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The following long term plan has been devised by the QLP Co-ordinator and is now in operation:

Semester 1	No QLP
Semester 2	All About Me
Semester 3	Child Exploitation and Online Protection (CEOP)
Semester 4	Sex and Relationships
Semester 5	Self-esteem
Semester 6	TBC

Semester 7	TBC
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A scheme of work and evaluation of each topic is written and available upon request.

At this point, if a young person is at Physis for more than a year they will start the programme again but it will be differentiated so that although the same topics will be covered, they will be approached in more depth than previously the case. The QLP Co-ordinator will discuss this with his/her Line Manager prior to the planning stage.

## **SMSC links**

Much of what is covered via the QLP also covers the school's Social, Moral, Spiritual and Cultural programme. (see SMSC grid)

PSHE, Citizenship, SRE and RE links are made throughout the QLP. (see SMSC grid)

## **Monitoring and Evaluation**

The QLP and SMSC coordinators regularly meet to ensure that both programmes cover the required elements. A record of this is kept using the SMSC grid which actioned by the teachers and QLP coordinator whilst being developed and monitored throughout by the SMSC coordinator.

Evaluation reports of all QLP sessions will be written by the QLP coordinator.

The QLP coordinator will have monthly supervision sessions with his/her Line Manager.

The overall Quantum Leap Programme will be monitored by the Head Teacher, Clinical Lead and SLT. A review will take place annually with a progress report being available to the Board.

Andy Plant – Head Teacher