

Welcome to Elmbank

Elmbank Trauma Centre is located in a rural location in the North East of England. The integrated provision, which comprises of both a learning centre and children's home, accommodates up to 5 young people all of whom are female and have experienced trauma.

The typical length of placement is between 12 to 18 months, during which time each young person follows a highly personalised and structured treatment pathway which clearly identifies key milestones enabling progress to be recognised and, importantly, celebrated.

Following the successful completion of the treatment programme young people will often step-down to one of our other settings or return to their home communities, dependent upon their personal circumstances

Most young people are likely to be traumatised due to child sexual exploitation (CSE), compounded in some cases by other traumatic experiences such as neglect, and physical and domestic violence. Traumatic experiences mean that these young people are very vulnerable, with substance abuse, self-harm, depression, violent behaviour, low self-esteem, and sleep and eating disorders often being common.

The chaos that typically characterised these young peoples' lives before moving to Elmbank is also often reflected in disengagement from education; lack of positive activities; lack of positive friendships and support networks; and health issues ranging from sexually transmitted diseases to very unhealthy lifestyles.



Our Treatment Pathway

Our treatment pathway is designed to achieve two main objectives:

1. To reduce risks (e.g. deal with absconding and addiction, and prevent contact with CSE perpetrators).
2. To build the young person's resilience (e.g. build self-confidence and positive relationships, have positive interests and engage with education).

Our ultimate aim is that the young person moves on from their experience of CSE and that the risk of CSE is eliminated or greatly reduced, such that they could have a more 'normal' life going forwards. To reach those aims, each young person will need to achieve a series of incremental steps and to understand that they were being exploited prior to arriving at Elmbank. **We regard the recognition of CSE as an enormous breakthrough, and achieving it relies on several factors, including:**

- ▶ young people beginning to value themselves;
- ▶ comprehending 'consent';
- ▶ appreciating the components of healthy friendships and relationships;
- ▶ learning how to keep safe;
- ▶ no longer desiring contact with perpetrators.

Trauma informed practice underpins our work at the centre and all staff are trained in its use. This combined with person centred practice and our core values of respect, dignity and recognition are the foundations on which all work is based.

Each stage in the treatment pathway contains a number of core elements which are common to all young people, these mandatory units are then augmented by additional units of work to address the individual needs and risks experienced by the young person. The treatment pathway is a formalised programme and each young person's progress is assessed weekly at the Multi-Disciplinary Team Meeting (MDTM). This meeting is attended by the Registered Children's Home Manager, Head of Education, Psychologist, Mental Health Practitioner and Key Worker.

As the young person successfully completes each phase of the programme this is formally recognised via certification and celebrated with both the young person, other service users and the wider team. This culture of achievement both celebrates success and seeks to generate motivation for all concerned, further enhancing the concept of self-worth.



Our Learning Centre

At Elmbank we don't just provide a specialist trauma service but also high quality education through the delivery of a truly personalised curriculum. Our onsite Learning Centre enjoys excellent staffing ratios with 2 full time qualified teachers supported by 3 teaching and learning assistants. We recognise that education is key to enabling young people to make the right choices in order to keep themselves safe and allowing them to maximise their life chances. Education is not just an add-on service at Elmbank but is key to everything that we seek to achieve.

The curriculum at the Learning Centre embraces all that is learned through school, whether in lessons or as part of informal learning within and beyond the school day. It includes not only the requirements of the National Curriculum but also the wide range of individualised activities that the Learning Centre provides in order to enrich the experience and learning of the young people. All students have access to a bespoke teaching and learning programme with access to nationally accredited courses, including GCSEs and vocational qualifications throughout their studies.

The Learning Centre has a clear focus on the personal development and wellbeing of each young person, as well as on their academic progress. Each student has access to a bespoke curriculum tailored to their developing needs as well as their aspirational goals. We utilise a wide range of teaching strategies and technology, including LEGO education, throughout the curriculum to engage students in creative thinking and bring to the fore transferable skills in education.

We support our students to grow into positive, responsible individuals who can work and co-operate with others whilst developing their knowledge and skills, so that they achieve their full potential. We encourage students' enthusiasm for learning through high quality teaching in an environment where their achievements and excellence are valued and celebrated.



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Our Integrated Therapeutic Support

Trauma informed practice underpins all of our work and all staff are trained in this approach. This is a strengths-based framework grounded in an understanding of and responsiveness to the impact of trauma, that emphasises physical, psychological, and emotional safety for everyone, and that creates opportunities for survivors to rebuild a sense of control and empowerment.

Elmbank is also supported two days per week by a Psychologist and a full time Mental Health Practitioner. All young people have at least weekly sessions with a qualified therapist and this work is then supported by the wider team. Therapeutic services are fully integrated alongside care and education, our directly employed therapists attend team meetings and provide on-going support and guidance to staff in addition to direct targeted work with young people.

We utilise a range of assessment tools in order to assess risk and measure the impact of interventions, these include as a minimum:

- ▶ ACES
- ▶ Trauma Symptom Checklist for Children (TSCC)
- ▶ ABAS-III
- ▶ Coopersmith self-esteem inventory
- ▶ Resiliency scales for children and adolescents
- ▶ Pierce Suicidal Intention Scale (Pierce)
- ▶ Baseline educational assessment in Numeracy and Literacy

The diagram opposite identifies the main outcome 'stages' or key building blocks necessary for the programme to be successful. Each of the discrete elements contributes to our primary aim of keeping the young person safe by eliminating risks and building resilience.

Each young person will have their own timeframe; 'stages' are often interdependent and overlap, and regression is common.

Matrix of desired outcomes which contribute to recovery from and prevention of further CSE ▶

