



# Schools & Local Authority Prospectus

Specialist Alternative Provision for children and young people aged 4-16

**Belong • Grow • Achieve • Thrive**

**Commissioning Pack | Document 1**

Practical learning. Emotional growth. Preparation for adulthood.

| Base                                    | Model                                                       | Audience                                |
|-----------------------------------------|-------------------------------------------------------------|-----------------------------------------|
| 231 Whapload Road<br>Lowestoft, Suffolk | Relationship-led, trauma- informed<br>Alternative Provision | Schools, SENDCos<br>& Local Authorities |

**A place to belong. A pathway to grow, achieve and thrive.**

# 1. Welcome to Lighthouse

A clear, caring and practical alternative provision for schools and Local Authorities.

Lighthouse Learning Provision provides specialist, relationship-led alternative provision for children and young people aged 4-16 who require flexible, practical and emotionally safe approaches to learning. Based at 231 Whapload Road in Lowestoft, we work with schools, Local Authorities and families to create personalised programmes that rebuild confidence, re-engage learners and support meaningful outcomes.

## Our promise

We place safety, relationships and purposeful learning at the centre of every placement. Young people are supported to feel they belong before they are expected to take risks in learning.

|                                                                                                                  |                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| <b>Belong</b><br>A calm, respectful environment where young people can feel safe, known and accepted.            | <b>Grow</b><br>Personalised pathways built around strengths, interests, emotional readiness and practical development. |
| <b>Achieve</b><br>Progress recognised through engagement, confidence, accreditation, life skills and next steps. | <b>Thrive</b><br>The long-term aim is improved wellbeing, independence, relationships and brighter choices.            |

This prospectus is designed for Headteachers, SENDCos, inclusion leads and Local Authority commissioners. It gives an overview of the provision, the learner journey, safeguarding, outcomes and partnership approach. Detailed policies, referral paperwork, learning packages, risk assessments and charges are available as supporting documents.

## 2. Lighthouse at a Glance

Key information for commissioners, schools and referral partners.

| Area               | Lighthouse approach                                                                                                  |
|--------------------|----------------------------------------------------------------------------------------------------------------------|
| Provision type     | Independent specialist alternative provision.                                                                        |
| Age range          | Children and young people aged 4-16.                                                                                 |
| Location           | 231 Whapload Road, Lowestoft, Suffolk.                                                                               |
| Core model         | Relationship-led, trauma-informed, low-ratio learning with life-skills and preparation-for-adulthood focus.          |
| Typical referrals  | Learners who need flexible, practical, emotionally safe provision alongside or away from mainstream settings.        |
| Placement planning | All placements begin with suitability review, baseline information, risk assessment and agreed outcomes.             |
| Safeguarding       | Safeguarding is everyone's responsibility and is embedded into all base, off-site, transport and community learning. |
| Reporting          | Attendance, engagement, progress, safeguarding communication and review information shared as agreed.                |

### Commissioner confidence

The prospectus is supported by a full policy and procedure suite, operational forms, a master risk assessment register and live learner-specific planning. These documents sit behind the prospectus and are used to evidence safe, consistent practice.

## 3. Who We Support

Personalised support for learners who need a different route to progress.

Lighthouse is designed for learners who may not be thriving in a conventional classroom or who require a bespoke, smaller and more relationship-focused learning pathway. We do not use labels to limit young people, but we do recognise the importance of understanding need, risk, communication, sensory profile and emotional readiness.

|                                                                                                                                           |                                                                                                                                                     |
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| <b>SEMH needs</b><br>Support for social, emotional and mental health needs where confidence, regulation or relationships affect learning. | <b>Autism and neurodiversity</b><br>Predictable, respectful support that considers communication, sensory need, routine and individual strengths.   |
| <b>ADHD and impulsivity</b><br>Practical, movement-rich activities with clear boundaries, pace, purpose and positive adult connection.    | <b>PDA profiles</b><br>Low-arousal approaches, choice, collaboration and careful demand management.                                                 |
| <b>Anxiety and EBSA</b><br>Gradual engagement, trusted relationships, safety planning and confidence-building routines.                   | <b>Risk of exclusion/ permanent exclusion</b><br>Relational intervention to reduce crisis, repair relationships and rebuild educational engagement. |
| <b>Trauma and disrupted education</b><br>Emotionally safe practice, co-regulation and achievable success experiences.                     | <b>EHCP / SEND Support</b><br>Targets can align to EHCP outcomes, school plans and commissioner priorities.                                         |

### Placement suitability

Every placement is considered individually. Lighthouse will only accept a placement where needs can be met safely, purposefully and within the agreed staffing, risk and commissioning arrangements.

## 4. Our Practice Model

Relationships first. Regulation before reflection. Practical success as a pathway back to confidence.

At Lighthouse, behaviour is understood as communication. Staff respond calmly, consistently and relationally, seeking to understand triggers, unmet need, communication differences, anxiety, sensory pressure and environmental stress. Learning is built around safety, connection and purpose.

|                                                                                                                               |                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| <b>Relationship-led</b><br>Trusted adults, consistent routines and professional curiosity create the foundation for progress. | <b>Trauma-informed</b><br>We prioritise emotional safety, predictable responses and co-regulation before challenge.    |
| <b>Restorative</b><br>When safe and meaningful, learners are supported to understand impact, repair harm and move forward.    | <b>Strengths-based</b><br>Pathways begin with what learners can do, enjoy and feel proud of.                           |
| <b>Practical</b><br>Cooking, projects, community learning and real-life tasks make learning tangible.                         | <b>Outcome-focused</b><br>Every programme is linked to attendance, engagement, independence, wellbeing and next steps. |

### Our ethos in practice

We are calm without being passive, nurturing without removing boundaries, and ambitious without ignoring emotional readiness.

## 5. Curriculum & Learning Pathways

A flexible curriculum that connects learning to real life.

Our curriculum combines core learning, personal development and practical life skills. Programmes are personalised around referral aims, baseline need, EHCP outcomes where applicable, risk information and the learner's interests. Activities are selected because they have a clear purpose, not simply to fill time.

|                                                                                                    |                                                                                                  |                                                                                                      |
|----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| <b>Emotional Literacy</b><br>Understanding feelings, triggers, regulation and relationships.       | <b>Functional Learning</b><br>Literacy, numeracy and communication through practical tasks.      | <b>Life Skills</b><br>Cooking, budgeting, organisation, self-care and independence.                  |
| <b>Community Learning</b><br>Shopping, travel, public expectations and local projects.             | <b>THE LEARNER</b><br>A personalised pathway built around safety, trust, interests and outcomes. | <b>Outdoor Learning</b><br>Movement, problem-solving, confidence and wellbeing.                      |
| <b>Employability</b><br>Work habits, communication, responsibility and preparation for next steps. | <b>Accreditation</b><br>AQA Unit Awards and evidence portfolios where appropriate.               | <b>Preparation for Adulthood</b><br>Independence, choices, transition planning and future readiness. |

Evidence of learning may include daily notes, photographs where consent allows, witness statements, learner reflection, certificates, portfolios and review records.

## 6. Learning Packages

Structured pathways that can be tailored to the learner and commissioner aims.

Learning packages give schools and Local Authorities a clear way to understand what each learner is working on, how progress will be captured and what outcomes are being targeted. Packages can be combined depending on need, timetable, risk and engagement level.

|                                                                                                                                 |                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| <b>Emotional Literacy</b><br>Self-awareness, feelings, regulation, communication, relationships, identity and reflection.       | <b>Life Skills</b><br>Cooking, shopping, budgeting, organisation, hygiene, independent routines and confidence.                 |
| <b>Outdoor &amp; Community Learning</b><br>Safe community participation, local visits, movement, wellbeing and problem-solving. | <b>Preparation for Adulthood</b><br>Independence, future choices, employability habits, responsibility and transition planning. |
| <b>Engagement &amp; Reconnection</b><br>Building attendance, routine, trust, stamina and readiness for learning.                | <b>Accredited Pathways</b><br>AQA Unit Awards and portfolio evidence where appropriate to the learner pathway.                  |

### Live packages, not static worksheets

Learning packages are supported by individual targets, risk assessments and review information. They are adapted when presentation, confidence, need or commissioner aims change.

## 7. Safeguarding, Safety & Quality Assurance

Safeguarding is at the heart of everything we do.

Lighthouse operates with clear safeguarding, safer recruitment, health and safety, behaviour, transport, online safety, information governance and quality assurance expectations. All adults working with learners must follow Lighthouse policies and report concerns promptly and factually.

|                                                                                                                                                                |                                                                                                                                                          |
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| <b>Safeguarding culture</b><br>All adults understand that safeguarding is everyone's responsibility across base, transport, online and community settings.     | <b>Safer recruitment</b><br>Adults are checked, inducted and expected to work within clear conduct and safeguarding expectations.                        |
| <b>Risk assessments</b><br>Premises, fire, COSHH, transport, visits, activities, lone working and individual learner risks are managed through live documents. | <b>Incident review</b><br>Incidents, accidents, missing episodes, physical intervention and concerns are recorded, reviewed and used to improve support. |
| <b>Quality assurance</b><br>Policies, training, supervision, feedback, learner progress and compliance records are monitored.                                  | <b>Commissioner communication</b><br>Schools and Local Authorities receive information in line with agreed safeguarding and placement arrangements.      |

### Supporting evidence available

The full Policy, Procedure & Staff Handbook Suite, operational forms index and master risk assessment register are available to commissioners as part of the wider commissioning pack.

## 8. Referral & Placement Journey

A simple pathway from enquiry to review and next steps.

Referrals are considered carefully so that each placement starts with a shared understanding of need, risk, outcomes, timetable, communication and review arrangements. This protects the learner, the school, the Local Authority and Lighthouse.

|                |                             |                           |                         |                            |                        |
|----------------|-----------------------------|---------------------------|-------------------------|----------------------------|------------------------|
| <b>1</b>       | <b>2</b>                    | <b>3</b>                  | <b>4</b>                | <b>5</b>                   | <b>6</b>               |
| <b>Enquiry</b> | <b>Referral information</b> | <b>Suitability review</b> | <b>Planning meeting</b> | <b>Baseline &amp; risk</b> | <b>Placement start</b> |

|                      |                          |                       |                      |                            |                |
|----------------------|--------------------------|-----------------------|----------------------|----------------------------|----------------|
| <b>1</b>             | <b>2</b>                 | <b>3</b>              | <b>4</b>             | <b>5</b>                   | <b>6</b>       |
| <b>Daily records</b> | <b>Progress evidence</b> | <b>Review meeting</b> | <b>Adapt pathway</b> | <b>Transition planning</b> | <b>Outcome</b> |

| Stage          | What happens                                                                                                                                                          |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Referral       | School or Local Authority shares referral reason, outcomes sought, safeguarding context, EHCP information where relevant, attendance, risk history and medical needs. |
| Suitability    | Lighthouse reviews whether needs can be met safely and purposefully within agreed ratios, staffing, timetable and setting.                                            |
| Placement plan | Timetable, outcomes, reporting, emergency contacts, transport and review dates are agreed before start.                                                               |
| Induction      | Learner profile, baseline assessment, initial risk assessment and individual support planning are completed.                                                          |
| Review         | Progress, attendance, engagement, safeguarding, risks and next steps are reviewed with commissioners.                                                                 |

## 9. Measuring Outcomes & Reporting Progress

Progress is more than attendance; it is confidence, safety, skills and readiness for next steps.

Many learners entering alternative provision have experienced disrupted education, anxiety, low confidence, unmet need or breakdown in relationships. Lighthouse therefore measures progress through both educational and developmental indicators.

|                                                                                                                                |                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| <b>Attendance &amp; routine</b><br>Improved attendance, punctuality, stamina and ability to remain in provision safely.        | <b>Engagement</b><br>Taking part, accepting support, trying new tasks and increasing independence.                      |
| <b>Emotional development</b><br>Improved self-awareness, regulation, reflection, communication and repair.                     | <b>Life skills</b><br>Practical independence, organisation, cooking, travel confidence and community participation.     |
| <b>Accreditation &amp; evidence</b><br>AQA Unit Awards, portfolios, witness statements and learner reflections where suitable. | <b>Transitions</b><br>Readiness for reintegration, next placement, training, employment pathways or continuing support. |

### Reporting to schools and Local Authorities

Reports can include attendance data, daily or weekly notes, progress against targets, safeguarding updates, incident summaries, review outcomes and recommended next steps. Frequency and format are agreed within the placement arrangement.

## 10. Partnership Working & Commissioning

Clear communication, shared responsibility and flexible packages.

Lighthouse works best when schools, Local Authorities, families and professionals share information early and remain actively involved in the learner journey. We aim to be practical, responsive and transparent while maintaining strong safeguarding and professional boundaries.

|                                                                                                                                                              |                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <b>For schools</b><br>Support for learners requiring alternative pathways, reduced timetables, engagement support, SEMH intervention or transition planning. | <b>For Local Authorities</b><br>Clear referral processes, outcome-focused planning, safeguarding communication and review evidence. |
| <b>For families</b><br>Respectful communication that supports consistency, confidence and shared understanding.                                              | <b>For professionals</b><br>Joined-up working with SEND, social care, health, youth support and other agencies where appropriate.   |

### COMMISSIONING INFORMATION

| Area                | Included within the wider commissioning pack                                                               |
|---------------------|------------------------------------------------------------------------------------------------------------|
| Schedule of Charges | Day placement, outreach, additional staffing, transport and payment terms.                                 |
| Service Guide       | Operating hours, meals, referral process, reviews, reporting, communication and FAQs.                      |
| Policy Suite        | Safeguarding, health and safety, admissions, behaviour, transport, GDPR, complaints and quality assurance. |
| Risk Assessments    | Master register plus activity and learner-specific documents where required.                               |

All placements are subject to suitability assessment, agreed funding and a signed placement agreement or service level arrangement.

## 11. Contact & Next Steps

Start a conversation about whether Lighthouse is the right pathway for a learner.



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### Lighthouse Learning Provision

**Base:** 231 Whapload Road, Lowestoft, Suffolk

**Email:** [info@lighthouselearningprovision.co.uk](mailto:info@lighthouselearningprovision.co.uk)

**Website:** [www.lighthouselearningprovision.co.uk](http://www.lighthouselearningprovision.co.uk)

**Telephone:** 0743617783

#### REFERRAL NEXT STEPS

- Send referral information and desired outcomes.
- Share relevant EHCP, risk, attendance, safeguarding and medical information.
- Agree suitability, timetable, staffing, reporting and review arrangements.
- Confirm placement agreement, charges and start date.

#### Supporting documents available

Schools and Local Authorities can request the Service Guide, Schedule of Charges, Referral Pack, Learning Package Portfolio, Statement of Purpose, Policy Suite and relevant risk assessment information.

**Practical learning. Emotional growth. Preparation for adulthood.**