

— A PLACE TO BELONG —



LIGHTHOUSE

LEARNING PROVISION

— BELONG • GROW • ACHIEVE • THRIVE —

PRACTICAL LEARNING. EMOTIONAL GROWTH. PREPARATION FOR ADULTHOOD.

STATEMENT OF PURPOSE

Governance Document | Version 2.1

A PLACE TO BELONG

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

**Relationships first.
Purposeful learning.
Brighter futures.**



BASE

231 Whapload Road
Lowestoft, Suffolk

AGE RANGE

Children and young people
aged 4–16

MODEL

Relationship-led
trauma-informed AP

SERVICE AREA

Suffolk and Norfolk

BELONG • GROW • ACHIEVE • THRIVE

Practical learning. Emotional growth. Preparation for adulthood.

1 Identity, purpose & values

Who Lighthouse is, why it exists and the boundaries of the service.

LIGHTHOUSE AT A GLANCE

ORGANISATION Lighthouse Learning Provision Ltd	PROVISION Independent specialist non-school alternative provision	BASE 231 Whapload Road, Lowestoft, Suffolk
AGE RANGE 4–16 years	CORE DAY 09:30–14:30, Monday to Friday, subject to placement	COMMISSIONING Schools, Local Authorities and agreed professional routes
DIRECTORS Adam Waldron, Rachel Waldron and Peter Semmens	OPERATING AREA Suffolk and Norfolk	REVIEW Annually or sooner following material change

STATEMENT OF PURPOSE

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

Lighthouse provides personalised, relationship-led alternative education for children and young people aged 4–16 who need a smaller, practical and emotionally safe route to learning. Programmes combine engagement, emotional literacy, life skills, creativity, community participation and preparation for adulthood.

PURPOSE AND BOUNDARIES

Educational purpose Link practical learning, emotional development, life skills and recognised achievement to agreed placement outcomes.	Organisational purpose Give schools and Local Authorities a safe, transparent and well-governed commissioning option.
Lighthouse is A non-school AP provider offering bespoke day placements and agreed outreach or community activity.	Lighthouse is not A residential service, registered school, farm-based or LEAF provision, clinical service or substitute for commissioner duties.

EVERYDAY VALUES

BELONG Safe, known and connected.	GROW Strengths-led personalised pathways.	ACHIEVE Progress, confidence and recognised skills.	THRIVE Wellbeing, independence and brighter choices.
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Culture: Safe • Kind • Respectful. Relationships come first; behaviour is understood as communication; regulation and co-regulation come before reflection or consequence.

2 Who we support & how placements begin

Individual suitability, clear information and shared responsibility.

Lighthouse supports learners who may not be thriving in a conventional classroom and who need a smaller, more flexible and relationship-focused pathway.

SEMH, trauma, anxiety & EBSA Confidence, regulation, wellbeing, relationships and gradual re-engagement.	Autism, ADHD & neurodiversity Predictable support shaped around communication, sensory needs, movement and strengths.
Exclusion or disrupted education Relational support to reduce crisis and rebuild engagement.	EHCP / SEND outcomes Targets aligned with plans, professional advice and commissioner priorities.

SUITABILITY PRINCIPLE

Every placement is considered individually

Lighthouse accepts or continues a placement only where needs can be met safely and purposefully within agreed staffing, compatibility, premises, risk and commissioning arrangements.

REFERRAL TO PLACEMENT

1 ENQUIRY Need and intended outcome	2 REFERRAL Education, safeguarding, health and risk	3 REVIEW Suitability and compatibility	4 VISIT / PLAN Meeting and learner involvement	5 DECISION Accept, enhance, clarify or decline	6 START Induction, baseline and live plans
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INFORMATION REQUIRED

- Learner profile, communication, sensory needs, strengths and motivators.
- EHCP/SEND plans, professional reports, attainment and reasonable adjustments.
- Medical needs, medication, allergies, diet, mobility, emergency contacts and transport.
- Referral purpose, attendance, what has been tried, outcomes and intended duration.
- Safeguarding, social care, missing, self-harm, aggression, peer, allegation and online risks.
- Likely fit with staffing, premises, activities and other learners.

Lighthouse Delivers the agreed programme, monitors attendance and welfare, records progress and communicates concerns.	Commissioner Provides complete current information, confirms funding and arrangements, attends reviews and coordinates the wider education package.
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3 Practice model & curriculum

Relationships first; practical success as a route back to confidence.

LIGHTHOUSE DEVELOPMENT MODEL

1 RELATIONSHIPS Trust and connection	2 SAFETY Emotional and physical security	3 ENGAGEMENT Readiness and participation	4 CHALLENGE Achievable stretch	5 ACHIEVEMENT Skills and evidence	6 INDEPENDENCE Choice and next steps
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CORE PRACTICE COMMITMENTS

Relationship-led Trusted adults, consistency, curiosity and repair.	Trauma and PACE-informed Predictable responses, co-regulation, Playfulness, Acceptance, Curiosity and Empathy; not a claim of clinical therapy.
Strengths-based Planning starts with interests, abilities, communication, sensory needs and aspirations.	Practical and experiential Hands-on, creative, outdoor and community learning makes progress relevant.
Restorative when safe Learners understand impact and repair relationships when ready.	Clear, kind boundaries Relational practice includes proportionate expectations that protect safety, dignity and learning.

LEARNING PACKAGE

Engagement Attendance, routine and trust	Emotional literacy Awareness, regulation and relationships	Life skills Cooking, money, organisation and travel	Practical / outdoor Making, teamwork and problem solving
Creativity Art, design, storytelling and expression	Preparation for adulthood Communication, employability and transition	Accreditation AQA Unit Awards and portfolio evidence where suitable	Personalisation Academic and functional learning linked to real life

EXAMPLE DAY

ARRIVE Breakfast and check-in	REGULATE Sensory or movement activity	LEARN Practical project or target work	CONNECT Lunch and communication	DEVELOP Life skills, creativity or community	REFLECT Evidence, next steps and safe finish
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4 Assessment, evidence & outcomes

A concise, reviewable picture of progress and next steps.

WHAT WE ASSESS

Attendance & engagement Punctuality, participation and readiness.	Communication Understanding, expression and self-advocacy.	Regulation & wellbeing Triggers, strategies, recovery and reflection.
Confidence & relationships Motivation, empathy, boundaries and repair.	Independence Organisation, daily living and risk awareness.	Future readiness Practical skill, accreditation and next-step planning.

EVIDENCE ROUTES

OBSERVE Structured staff observation	LISTEN Learner voice and reflection	RECORD Daily notes and witness evidence	CAPTURE Photos where lawful and agreed	ACCREDIT AQA or portfolio evidence	REVIEW Targets, meetings and transition
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REVIEW CYCLE

Baseline	Starting point, strengths, barriers, risk, communication and agreed outcomes.
Target plan	Personalised academic, emotional, life-skill, creative and future-readiness targets.
Daily / weekly evidence	Attendance, engagement, presentation, achievements, incidents and next steps.
Weekly progress summary	Concise evidence shared with the commissioner and family where agreed.
Review meeting	Progress, changing needs, risk controls, learner/family views and commissioner decisions.
Transition plan	Reintegration, next placement, training, continuing support or revised package.

How Lighthouse defines success

Improved attendance, wellbeing, confidence, communication, relationships, engagement, recognised achievement, creativity, independence and a sustainable next step. Progress is judged against the learner's starting point and agreed outcomes - not perfection.

5 Safeguarding, welfare & safer working

Safeguarding is everyone's responsibility across every setting and activity.

Adam Waldron - Director and DSL

Leads safeguarding advice, referrals, secure records, commissioner liaison, training and oversight.

Rachel Waldron - Director, Deputy DSL and Named Safeguarding Person

Provides cover, supports referrals and records, and receives concerns when the DSL is unavailable or implicated.

SAFEGUARDING FRAMEWORK

Current guidance	Working Together to Safeguard Children 2026, local Suffolk and Norfolk procedures, non-school AP standards and relevant KCSIE expectations adopted as good practice.
Reporting	Concerns, disclosures, patterns, allegations and low-level concerns are recorded factually and shared without delay.
Information sharing	Information is shared lawfully, proportionately and on a need-to-know basis; data protection never delays child protection.
Child-centred practice	Learners know trusted adults, how to seek help, what happens next and how their wishes are considered.
Missing / non-arrival	Unexplained absence, non-arrival or leaving supervision triggers the agreed family, commissioner and police response according to risk.
Commissioner assurance	Lighthouse maintains due-diligence evidence and confirms appropriate safeguarding and recruitment checks where required.

KEY RISKS ADDRESSED

Neglect and abuse • child-on-child harm • exploitation • domestic abuse • self-harm and suicide risk • online harm • bullying • radicalisation • children missing education • missing or absconding • discriminatory harm • professional-boundary concerns

Immediate danger

Staff contact emergency services or the relevant safeguarding route without waiting for internal discussion. Safeguarding communication takes priority over routine reporting.

6 Relational practice, emergency & risk

Calm, proportionate responses that protect dignity, safety and re-engagement.

BEHAVIOUR AND RELATIONAL PRACTICE

UNDERSTAND	REGULATE	TEACH	REPAIR	REVIEW
Consider anxiety, trauma, sensory and communication needs.	Use calm responses, space, movement and trusted adults.	Reinforce safer choices, responsibility and learning.	Use restorative discussion only when safe and meaningful.	Update support, learning and risk plans after incidents.

RESTRICTIVE INTERVENTION AND MISSING LEARNERS

Last resort only Restrictive intervention is used only where lawful, necessary, reasonable and proportionate to prevent immediate harm - never as punishment or to secure compliance.	Minimum and accountable Any unavoidable intervention uses the minimum response for the shortest time and is recorded, reported and reviewed.
Competence matched to risk No adult uses a restrictive technique they are not trained, competent and authorised to use.	Missing learner response Staff use calm verbal de-escalation, avoid unsafe pursuit and notify family, commissioner and police according to risk and the individual plan.

EMERGENCY AND RISK MANAGEMENT

Fire and evacuation	Professional fire risk assessment, drills, alarm arrangements, assembly procedures and roll call.
Critical incidents	Plans for serious injury, violence, missing learner, safeguarding crisis, lockdown-type events, utility failure and disruption.
Live and dynamic risk	Premises, COSHH, first aid, transport, visits, tools, lone working and learner-specific risks are maintained; activity is paused or adapted when safety changes.
Post-incident learning	Accidents, near misses, safeguarding concerns, missing episodes and interventions trigger debrief and review.
Practice safeguard The programme, activity, staffing or placement is paused or adapted whenever safety, compatibility or available competence changes.	

7 Governance, workforce & quality assurance

Clear accountability, safe practice, partnership and continuous improvement.

NAMED LEADERSHIP

Role	Named person	Core responsibility
Board of Directors	Adam Waldron, Rachel Waldron and Peter Semmens	Governance, strategic challenge, commissioning, finance and compliance.
Director of Operations	Rachel Waldron	Oversees the day- to day running of the provision, ensuring safe and effective operations.
Director of Development	Adam Waldron	Leads strategic growth, partnerships and the ongoing development of the provision.
Site Director	Peter Semmens	Manages the daily operation of the site, including facilities, health and safety and risk management.
DSL	Adam Waldron	Safeguarding oversight, referrals, records and liaison.
Deputy DSL / Named Person	Rachel Waldron	Safeguarding cover and escalation where the DSL is implicated.
Health & Safety Lead	Peter Semmens	Risk, premises, accidents, fire and emergency assurance.
Data Protection Lead	Rachel Waldron	Privacy, rights requests, information sharing, breaches and ICO liaison.

WORKFORCE AND PARTNERSHIP STANDARDS

Safer recruitment Identity, references, history, right to work, qualifications and role-eligible DBS/barred-list checks.	Induction & competence Safeguarding, Prevent, conduct, health and safety, behaviour, data protection, online safety and learner-specific plans.	Safe delivery Suitable first-aid cover, activity competence, business-use vehicle insurance, reflective supervision and professional boundaries.
Lighthouse responsibilities Deliver the agreed programme, maintain records, communicate concerns, review risk and evidence progress.	Commissioner responsibilities Provide current information, funding, contacts and transport arrangements; support attendance, reviews and transition.	Equality & access Fair admissions, reasonable adjustments, cultural and faith respect, accessible complaints and learner voice.

QUALITY ASSURANCE

PLAN Purpose, baseline and targets	DELIVER Structured sessions and safe practice	EVIDENCE Attendance, progress, voice and incidents	REVIEW Learner, family and commissioner evaluation	IMPROVE Update targets, risk, training and systems	ASSURE Audit, governance and document control
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Public policies are available on the Lighthouse website. Learners may raise concerns with any trusted adult, the DSL or a Director. Safeguarding concerns follow safeguarding routes immediately.

Document control

Owner: Board of Directors • Version 2.1 - July 2026 • Review: annually, or sooner after a serious incident, legal or guidance change, commissioner requirement, or material change to premises, staffing or service model.

Reference framework: DfE non-school alternative provision voluntary national standards; Working Together to Safeguard Children 2026; relevant KCSIE expectations; Equality Act 2010; UK GDPR and Data Protection Act 2018; current Suffolk and Norfolk procedures.