

Apollo Education Project provides learners with opportunities to reduce their emotional arousal so that they can allow their brain to fully engage with the world around them. This is achieved by creating a culture of nurture for learners, where learners have their basic needs met by Apollo workers providing them with a warm and nourishing breakfast. These learners may have experienced sub threshold trauma, perhaps as a result of domestic violence or neglect and lack of nurture. Some of these learners may present as having complex needs and have been described as having a range of special educational, social and emotional needs. When learners have the opportunity to work on their emotional arousal within the Apollo programme we find their needs dissipate and they are able to engage in learning.

The learners we have worked with in the past include children who are looked after and have statements of educational needs around emotional and behavioural difficulties. We have experience of working with some of the most complex children in the educational system in Luton, and have been tracking these children on their return to mainstream school. To date we can say that we have 100% success rate. The learners who have returned to school have managed to stay there for over three months and as we continue to track these pupils our data will demonstrate the effectiveness of our work. **This rehabilitation success is particularly important to schools because Apollo can demonstrate effective use of resources by schools in this time of austerity. Plus increased achievement of a previously underachieving group of pupils.**

The reason for our high rate of success is based on the methodology of our teaching strategies, based on a life time of teaching experience combined with using the most up to date findings from brain science research. Our Brain Based Learning aims to treat our learners as developing and evolving living organisms who require nurturing throughout their time with us. We do this by establishing a culture of care from the initial meeting where the learner is placed at the centre of all our work. Each learner will have a 360 degree assessment which will include:

- Connection to others and making friends
- Connection to the wider community and involvement in leisure activities
- Connection to friends which can be maintained
- Giving and receiving attention and able to interact appropriately with peers
- Achievement and competence to enable them to be confident and celebrate achievement
- Privacy and teaching them how to have private time for themselves and enjoy it
- Purpose and meaning installing purpose in their life by developing skills
- Security and feeling safe by working to reduce their high level of emotional arousal and teaching them to relax
- Status enhancement by doing all of the above enable them to feel as if they have a place in the world and are important to others

In our experience working with children who cannot stay in school requires a strong commitment from the staff they are working with to reduce the learner's emotional arousal. Once this work has been initiated, the possibility for 'catch up' work opens up, which in turn leads to the possibility of successful return to school.

Our **100% return rate** tells us our work is not only underpinned by robust brain science research which can be displayed by outstanding practical results which benefit schools and pupils.

For further information please contact:

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