

### **Focusing Minds School Testimonials**

As a school we have been using Focusing Minds for over two years and the support they give to our students is superb. Their experience, knowledge and manner with our students helps them so much as part of a graduated response to their SEMH needs. The work has been so impactful that we have doubled the time we use their services. Our children develop in confidence and use supportive strategies to help them to function more and cope with the demands of school life. I would wholeheartedly recommend them to any educational setting.

Mark Allen - Principal, TASE, Barnsley

Focusing Minds is a pivotal pastoral intervention at our academy. They provide a non-judgemental ear to many of our students posing behavioural challenges, repeatedly being suspended and who have mental health concerns. He is an asset to the team and constantly communicates with us around student concerns, strategies for the wider staff body to trial and uses our internal data systems to track student progress. He is fully committed to the students he intervenes with, not working in a silo as some other interventions we have trialled but understanding intervention only truly works when it compliments the core pastoral and safeguarding strategy.

Michaela Lancaster-Knaggs – Assistant Principal, Trinity Academy Cathedral, Wakefield

As a school, we have worked with Focusing Minds for a couple of years now and, throughout that time, they have consistently demonstrated exceptional dedication and professionalism in their role, establishing a strong rapport with pupils and enabled a trusting environment for them. They are thorough in their approach, ensuring that they understand each pupil's needs and challenges. Their sessions have had a good impact on the children worked with, with many of them expressing how much they value their time with them and how positively it has affected their time at school. They have an empathetic and approachable nature which allows the children to feel heard and supported, which is reflected in their improved emotional and mental health.

Rachel Dawson - Principal, TA St Chads, Brighouse

Focusing Minds have worked within our safeguarding team and as first aiders. They have been a dedicated member of our staff team and have worked incredibly hard to support the students at our school. They have been extremely conscientious and professional in all duties carried out. They have always been student focused going the extra mile to provide high quality support for all.

Sean Carragher - Vice Principal, All Saints Catholic College, Huddersfield

I would thoroughly recommend Focussing Minds. They have worked with a broad range of pupils who have been referred for a variety of reasons. 100% of participants have engaged with their sessions, often citing them as a highlight in their week. They think about what they want to work through in their time and return to class regulated and ready to learn. The contact between Focussing Minds and our pastoral team is unlike any other service in terms of detail and speed - this ensures the sessions can support the pupils for the rest of the week, giving invaluable insight we just wouldn't have without them. A worthy and effective investment.

Oliver Grant-Roberts - Principal, TA Akroydon, Halifax

Focusing Minds are detailed, meticulous and methodical in contributions to our school. They maintain a high level of professionalism in all of their work. They support our students academically, emotionally and in their behaviour through excellent communication skills and genuine care for young people. They have also built excellent relationships with our primary stakeholders and this has ensured an extremely smooth transition to secondary school for students and their parents. They are highly knowledgeable of and experienced in the transition process.

Liz White - Assistant Headteacher, Alder CHS, Hyde

Focusing Minds support has and continues to be a great addition to our portfolio of services for the most vulnerable students in our settings. We recognise the positive impact the support has with our students, whether support is for behaviour, wellbeing or SEMH needs and students themselves speak highly of their sessions and how they are impacted by them.

Rob Marsh - Executive Principal, Trinity MAT



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