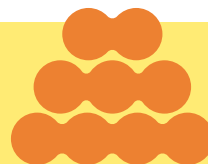




Cyngor Sir
CEREDIGION
County Council



Cwrt Newydd Alternative Education Provision Community Profile



(Google Maps, 2025).



Cyngor Sir
CEREDIGION
County Council

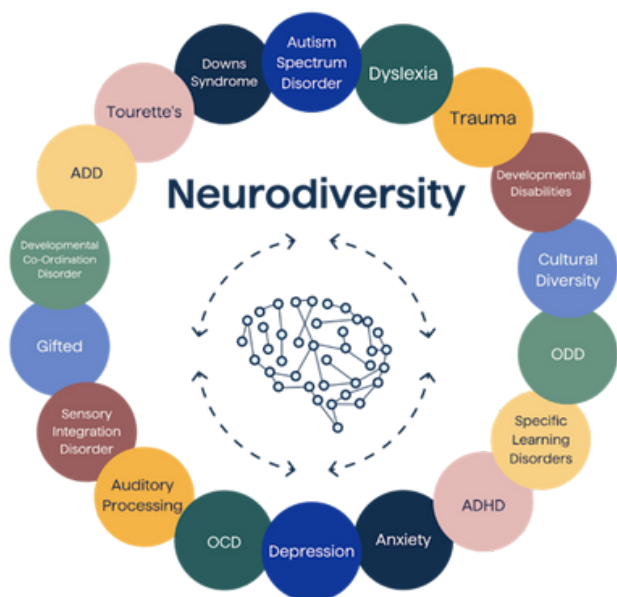
Introduction

This community profile focuses on Cwrt Newydd Alternative Provision, a rural learning environment in West Wales that supports young people who are disengaged or at risk of exclusion from mainstream education. The provision adopts an inclusive, person-centred pedagogy that prioritises wellbeing, skill development, and re-engagement through experiential and therapeutic methods (Kolb, 1984; Sapin, 2012). Profiling this provision gives an overview into the social and relational context in which young people engage voluntarily, recognising how people, places and spaces interact to influence participation, belonging, and learning, in line with the principles by Jeffs and Smith (2007). It also highlights how wider factors influence these experiences, such as socio-economic circumstances and remote location which can affect engagement and the effectiveness of the provision (Scull and Cuthill, 2010.) Young people's views have been included throughout the profile to ensure their lived experiences create a realistic understanding of the provision and its impact (Sapin, 2012).



Demographics and Referral process

Cwrt Newydd supports secondary-aged young people (Years 10–11; ages 14–16) from across Ceredigion, including Bro Teifi, Bro Pedr, Cardigan, Aberaeron and Tregaron schools. If the young person's attendance within mainstream education is below 85%, referrals are made. They are made through the schools by an inclusion officer that works with the families and the provision. These procedures ensure that the young people who attend the provision are those most likely to benefit from a flexible, alternative approach, and reducing the risk of exclusion and ongoing disengagement by aligning provision to individual needs and voluntary engagement (CLD Standards Council Scotland, 2019). "When school mentioned this place, I wasn't interested, but it turned out to be fun" (YP, 2025). This illustrates how voluntary engagement and the development of positive relationships can shift young people's attitudes over time (Young, 2006; Sapin, 2012).



Corotica Care, 2025)

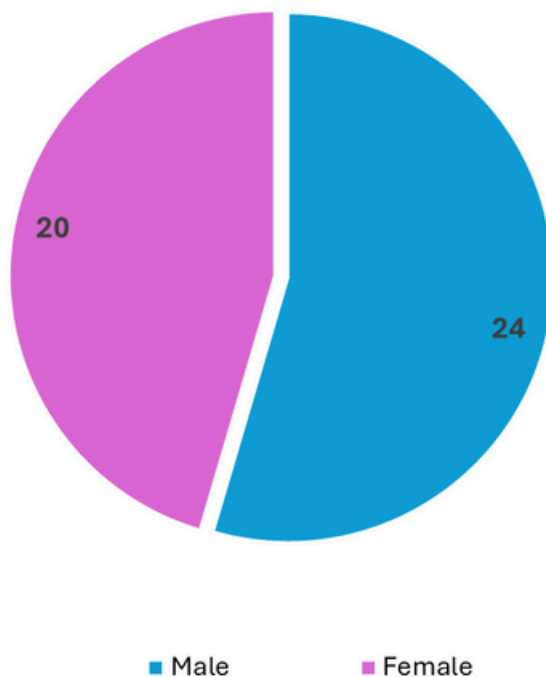
The group is diverse in ability and background. Many have experienced Adverse Childhood Experiences (ACEs), socio-economic disadvantage, or have Additional Learning Needs (ALN) such as attention deficit hyperactivity disorder (ADHD), autism, dyslexia, or sensory processing difficulties (Sims, 2022). Anxiety, low confidence and difficulties with emotional regulation linked to ACEs highlight the need for trauma-informed, flexible approaches (Davidson, 2017). Staff work closely with young people to create an environment in which these needs are recognised and supported rather than penalised, highlighting the importance of relational practice in alternative education setting (Coburn and Gormally, 2019). "They understand me here and don't get angry if I'm having a bad day" (YP, 2025).

Cwrt Newydd acts as a bridge between formal and informal education, emphasising relationships with staff, peers, and the environment as crucial to learning outcomes. This reinforces the interplay of the importance of people, places, and spaces in supporting engagement, trust, and belonging (Erikson, 1968). "It's small and chill, so it feels easier to just be yourself" (YP, 2025).

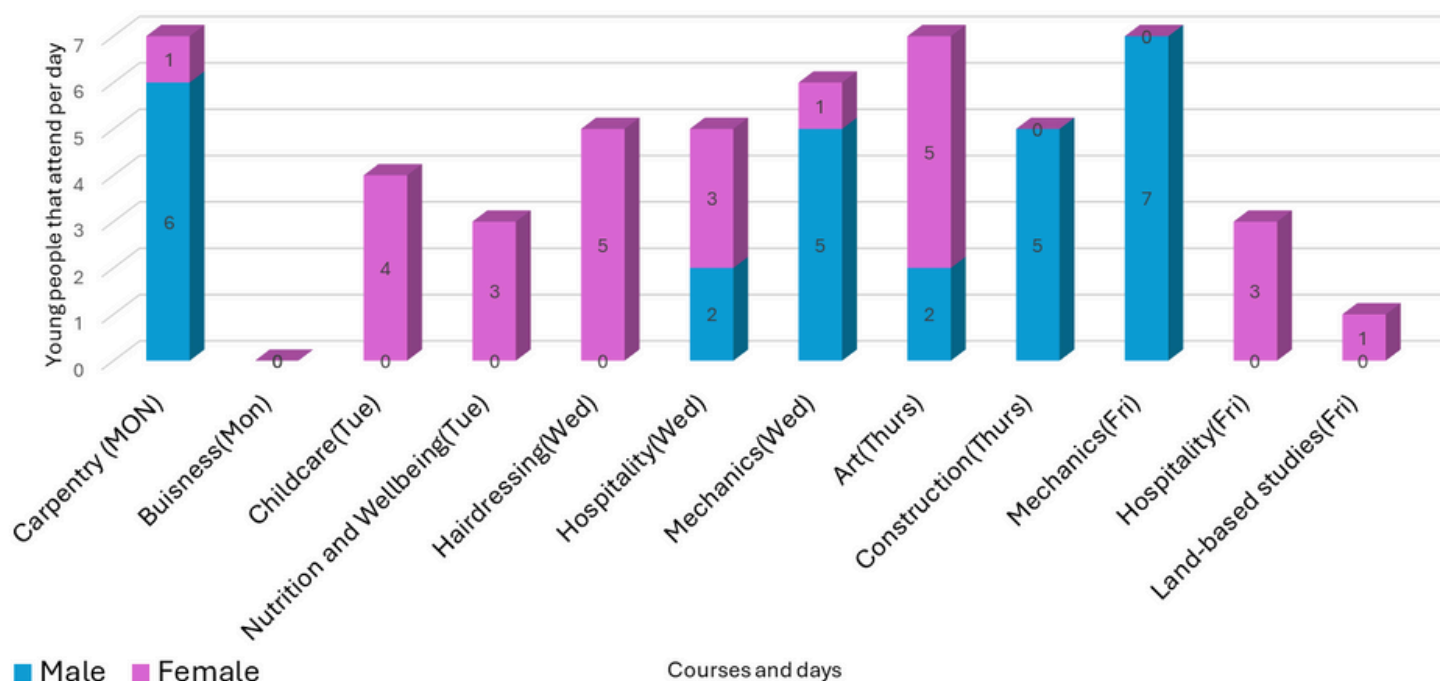




Male and Females that attend Cwrt Newydd each week



Courses and attendance

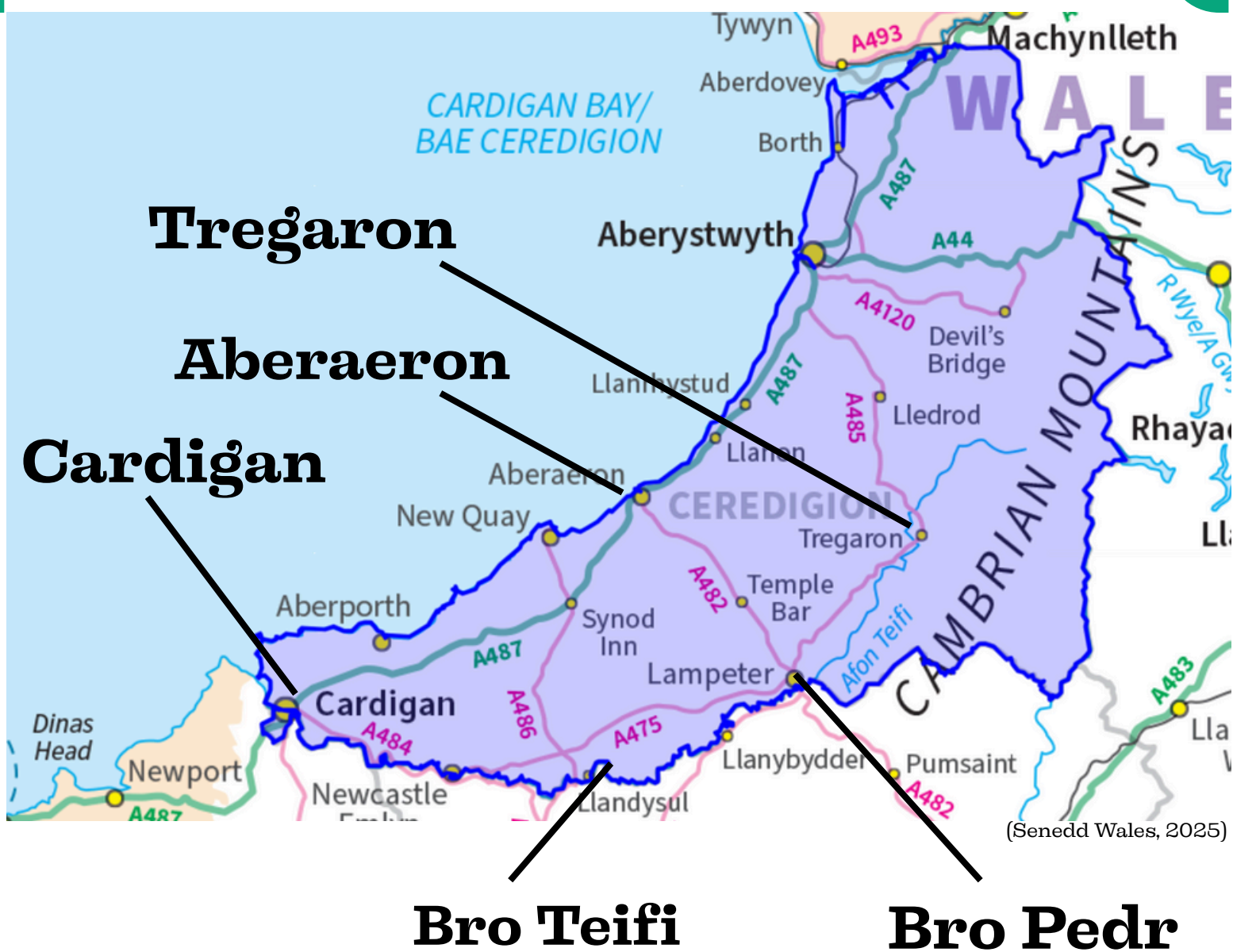


Free school meals



20 young people out of 44 which attend, receive free school meals; that is nearly half of the school.

Schools in Ceredigion which attend Cwrt Newydd





Access and Transport



The provision runs Monday to Friday during term time (9:30am-2:30pm), providing taxis to collect and return young people daily from their mainstream schools to ensure consistent attendance. Accessibility to this service signifies more than physical access, it connects young people to social and educational spaces, reducing isolation and reinforcing community belonging (Jefferies and Smith, 2007). Transport arrangements are essential in rural settings, where long distances and limited public transport can prevent engagement (Gray, Shaw and Farrington, 2006). By removing these barriers, Cwrt Newydd fosters opportunity, enabling young people to participate in both formal and informal learning and reinforcing connections between individuals, peers, and the broader community (Jefferies and Smith, 2007).



Environment



Cwrt Newydd was previously a primary school, the environment is open, calm and connected to nature. This supports wellbeing, reflection and self-regulation (Ord and Leather, 2011). Jefferies and Smith (2007) highlight how people, places and spaces contribute to emotional stability and engagement, and the following reflections demonstrate this. One young person mentioned “Being outside helps me calm down when I’m stressed”. (YP, 2025) and another said, “I love how quiet it is around here, I can actually breathe and have time to think” (YP, 2025).





Community links

Community involvement is central to Cwrt Newydd's ethos. Young people contribute to creating community events such as, Christmas fairs, Cawl and Bingo nights and volunteering in care homes. These experiences promote active participation, strengthen social networks, and promote transferable skills while building confidence and identity (Ord, 2011; YouthLink Scotland, 2025). As some young people expressed, "I love helping at the events, it makes me feel useful" (YP, 2025) highlighting Youth Work principles of participation, empowerment and inclusivity. This demonstrates how Youth Work can create benefits for young people and the wider community (CLT standards Council Scotland, 2019).



Staff roles, responsibilities and development

The staff team includes training advisors, teaching assistants, a mentor, a quality and skills training advisor and an alternative curriculum and extended work experience support officer, trained in trauma-informed and inclusive practice (Skiba, 2020). They facilitate academic and vocational guidance while providing mentoring and wellbeing support. Reflective supervision and collaborative planning ensure ethical, responsive practice in line with the National Occupational Standards (CLD Standards Council Scotland, 2019). Young people emphasise the importance of these relationships, stating "The staff actually get me they don't just tell me off" (YP, 2025) and "I feel like I can talk to them when things get hard." (YP, 2025).

Leadership under Angharad Jones demonstrates relational pedagogy, balancing structured learning with nurture and empathy, reinforcing the importance of people, places and spaces in shaping engagement (Jeffs and smith, 2007).

Professional development includes continuous training in trauma-informed training, mental health and inclusion, alongside partnership work with external agencies such as CAMHS and ALN coordinators. This ensures the staff are well equipped to respond to the needs of young people and maintain high standards for reflective practice (Jeffs and Ord, 2018).



Tutors	Position	Courses	Courses
Angharad Jones	Line manager, Training advisor	Childcare	Business
Dyfed Lewis	Training advisor	Carpentry	Construction
Marina Boyes	Training advisor	Nutrition and Wellbeing	Land-based studies
Carys Jones- Evans	Training advisor	Hairdressing	N/A
Norma Jones	Training advisor	Hospitality	Art
Dylan James	Training advisor	Mechanics	N/A
Ricky Pierce	Training advisor	Mechanics	N/A
Louise (Mentor) (Support)	Engagement and attainment, Thrive	N/A	N/A
Iona Jones	Alternative curriculum and extended work experience support officer	N/A	N/A
Caryl	Training advisor, Quality and skills	N/A	N/A



Ethos and educational approach

Ethos

“Sgiliau bywyd, sgiliau gwaith”

At Cwrt Newydd, we support young people in a safe space through positive relationships, clear routines and high expectations. Helping them to build confidence and develop the skills they need for life and work.

Pedagogy approaches

The provision uses a pedagogical approach grounded in restorative practice, experiential learning and education, which supports relationship based, participatory and needs-led Youth Work.

Restorative Behaviour Management

Restorative conversations encourage accountability and empathy rather than punitive responses, aligning with ethical Youth Work principles centred on participation, respect and relationship building (Youth Work in Wales Review Group, 2022).

Experiential Learning

Kolb's (1984) cycle mentions experiential learning as a cycle in which people learn through experiencing, reflecting, making sense of situations and then applying this in practice. Hands on activities such as outdoor education, creative workshops, and practical projects fosters resilience, teamwork, problem-solving, and emotional literacy (Vygotsky, 1978; Kolb, 1984).

Educational approach

Guided by Rogers' (1983) human-centred theory, the provision focuses on holistic development, prioritising emotional wellbeing, self-efficacy and trust alongside academic progress. This aligns with the Five Pillars of Youth Work and the National Occupational Standards, particularly empowerment, voluntary participation, and inclusivity (CLD Standards Council Scotland, 2019; Youth Work in Wales Review Group, 2022), and also Welsh Government commitments to inclusive, learner-centred non-formal education (Welsh Government, 2019). Formal learning is complemented by relational and experiential opportunities, enabling young people to rediscover their strengths and build confidence in a supportive environment (Jefferies and Smith, 2010).

Person-Centred and Flexible Delivery

Sessions are adapted to the individual's readiness and neurodiverse needs, reflecting professional standards advocating responsive, inclusive practice (CLD Standards Council Scotland, 2019).





Engagement, participation and outcomes

While young people are referred to the provision, continued engagement depends on trust, relational stability and a sense of safety (NYA, 2025). Relationship centred practice supports emotional regulation and participation, reflecting core Youth Work values (CLD Standards Council Scotland, 2022). Young people's voices are included in decision-making, aligning with Article 12 of the UNCRC (1989). As one participant stated "They are interested in us, it's not like normal school." (YP, 2025).

Short-term outcomes

- Improved attendance and participation.
- Improved confidence and self-worth.
- Enhanced communication, problem-solving skills and interpersonal skills.
- Greater emotional regulation.

Long-term outcomes

- Increased resilience.
- Positive peer relationships.
- Trusting relationships with staff helps young people build trust that lasts beyond the provision
- Successful transitions to further education, training, or employment (Ward et al., 2024).
- Development of transferable skills.
- Achieving qualifications such as BTECs, which provide recognition of learning and support progress to further education or employment.

Conclusion

This community profile of Cwrt Newydd demonstrates many strengths and operates as an inclusive, Youth Work informed alternative education provision. Using relational practice, trauma-informed and experiential learning approaches to re-engage young people who are disengaged from mainstream education. It focuses on trust, reflection and personal growth which aligns closely with the Five Pillars of Youth Work, demonstrating how informal education can enhance formal learning environments.

The placement experience has deepened understanding of the significance of people, places and spaces, reflective practice and inter-agency collaboration when working with young people with complex needs. Embedding young people's perspectives within the profile strengthens its validity, ensuring the provision is grounded in professional practice and their lived experience.

References

- By et al. (2025) Gibbs reflective cycle. Available at: <https://www.simplypsychology.org/gibbs-reflective-cycle.html> (Accessed: 10 December 2025).
- Jeffs, T. and Smith, M. (2019) *Informal Education*. 2nd edn. London: Palgrave.
- Ceredigion County Council (2021) Update on three Services within Porth Cymorth Cynnar (PRU, Support and Prevention and Lifelong Learning and Skills Services). Available at: <https://council.ceredigion.gov.uk/documents/s1973/Scrutiny%20Report%20Ceredigion%20PRU%20SP%20LLS%200821%20EJ.pdf?LLL=0> (Accessed: 9 December 2025).
- CLD Standards Scotland (2019) Youth Work National Occupational Standards (NOS). Available at: https://www.youthworkwales.org.uk/wp-content/uploads/2017/11/youth_work_national_occupational_standards_1_.pdf (Accessed: 7 October 2025).
- Coburn, A. and Gormally, S. (2019) 'Youth Work: Converging and diverging responses in Scotland', *Concept: the Journal of Contemporary Community Education Practice Theory*, 10(3), pp. 1-16. Available at: [2019_12_16_Coburn_et_al_Youth_final-libre.pdf](#) (Accessed: 7 October 2025).
- Cole, M., John-Steiner, V., Scribner, S. and Souberman, E. (1978) *Mind in society: the development of higher psychological processes*. Cambridge, Massachusetts: Harvard University Press.
- Cortica (2026) What is Neurodiversity [photo]. Available at: <https://www.corticacare.com/care-notes/what-is-neurodiversity> (Accessed: 7 November 2025).
- Davidson, S. (2017) 'Trauma-informed practices for postsecondary education: A guide', *Education Northwest*, 5(1), pp. 3-24. Available at: <https://statics.teams.cdn.office.net/evergreen-assets/safelinks/2/atp-safelinks.html> (Accessed: 12 October 2025).
- Estyn (2025) A report on Ysgol Gynradd Cwrtnewydd. Available at: https://estyn.gov.wales/system/files/2020-08/Inspection%2520report%2520Ysgol%2520Gynradd%2520Cwrtnewydd%25202012%2520_0.pdf.pdf.pdf.pdf (Accessed: 21 January 2026).
- Gray, D., Shaw, J. and Farrington, J. (2006) 'Community transport, social capital and social exclusion in rural areas', *Area*, 38(1), pp. 89-98. Available at: <https://www.jstor.org/stable/20004505> (3 December 2025).
- Jeffs, T. and Ord, J. (eds.) (2018) *Rethinking Outdoor, Experiential and Informal Education: Beyond the Confines*. Abingdon: Routledge.
- Jeffs, T. and Smith, M.K. (2010) *Youth work practice*. Basingstoke: Bloomsbury Publishing.
- Jeffs, T., Smith, M., and Walton, R. (2007) *Review of Informal education: conversation, democracy and learning*. Milton Keynes: Open University Press.
- Kolb, D. A. (2015) *Experiential learning: Experience as the source of learning and development*. 2nd edn. New Jersey: Pearson Education.
- National Youth Agency (2025) Alex: The trusted, boundaried relationships, provided by youth workers are essential to safeguard our young people. Available at: <https://nya.org.uk/the-trusted-boundaried-relationships-provided-by-youth-workers-are-essential-to-safeguard-our-young-people/> (Accessed: 5 November 2025).
- Ord, J. (2007) *Youth work process, product and practice: creating an authentic curriculum in work with young people*. London: Routledge.
- Ord, J., and Leather, M. (2011) 'The Substance Beneath the Labels of Experiential Learning: The Importance of John Dewey for Outdoor Educators', *Journal of Outdoor and Environmental Education*, 15(2), pp. 13-23. doi: <https://doi.org/10.1007/BF03400924>

Rogers, C.R. (1992) 'The Necessary and Sufficient Conditions of Therapeutic Personality Change', *Journal of Consulting and Clinical Psychology*, 60(6), pp. 827–832. doi: <https://doi.org/10.1037/0022-006X.60.6.827>

Sapin, K. (2012) *Essential skills for youth work practice*. 2nd edn. London: Sage.

Scull, S., and Cuthill, M. (2010) 'Engaged outreach: using community engagement to facilitate access to higher education for people from low socio-economic backgrounds', *Higher Education Research and Development*, 29(1), pp. 59–74. doi: <https://doi-org.uwtsd.idm.oclc.org/10.1080/07294360903421368>

Simms, D. (2022) The centre for Social Justice: What the evidence tells us about good-quality Alternative Provision. Available at: <https://www.centreforsocialjustice.org.uk/newsroom/what-the-evidence-tells-us-about-good-quality-alternative-provision> (Accessed: 12 October 2025).

Skiba, R. (2020) 'Applications of trauma informed approaches in vocational education and training', *Creative Education*, 11(4), pp. 488-499. Available at: [Trauma-Informed-Approaches-in-VET-libre.pdf](#) (Accessed: 8 November 2025).

Unicef (no date) A summary of the UN Convention on the Rights of the Child. Available at: https://www.unicef.org.uk/wp-content/uploads/2019/10/UNCRC_summary-1_1.pdf (Accessed: 7 January 2026).

Young, K. (2006) *The art of youth work*. Lyme Regis: Russell House Publishing.

Youth Link Scotland (2025) Youth work and community participation. Available at: <https://www.youthlinkscotland.org> (Accessed: 15 November 2025).

Youth Work in Wales Review Group (2022) *CWVYS: Five Pillars of Youth Work in Wales*. Available at: [BOOKLET](#) (Accessed: 13 October 2025).