



EMPOWER-ME

Enabling Independence

WHAT WE DO

Young people with disabilities, or who are neurodivergent, often need additional support to fulfil their ambitions and aspirations, and to achieve as much independence as possible.

For many young people with disabilities, functional skills and learning how to cope with everyday situations overrides any conventional qualifications.

Often these skills will not be realised, or adequately embedded, within a traditional school or college setting. The Beams **EMPOWER-ME** programme has been designed to work with these young people, enabling a highly personalised independence journey, allowing young people to achieve their self-empowerment goals and to live their best life.

Beams **EMPOWER-ME** will develop a comprehensive person centred development plan for each young person and will support them to build a timetable of activities that they will enjoy whilst working toward meeting their goals.

Our curriculum has an extensive range of modules covering every functional skill our learners will need. We will aim to make personal development progression part of the learner's daily life and activity schedule.

Modules will cover travel, food and nutrition, managing a home, timekeeping, communication and employability skills to name just a few. Within each module, there is scope to personalise the learning needs of each student to attain each goal.

We will provide support over 50 weeks of the year. Continuity of learning opportunity is imperative to maintain the knowledge and skills developed, without the restriction of term or non-term time dates. This helps young people to maximise their learning opportunities and gain greater benefits.

No other educational model provides the flexibility and contextual learning opportunities presented by **EMPOWER-ME**, with one to one support to achieve activities mapped to the Core Skills Curriculum (CSC) and meeting the criteria for RARPA (Recognising and Recording Personal Achievement).



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We Are Beams has a strong reputation for delivering impactful real-world interventions.

We have big ambitions to further grow our services and to continue to make a real difference in young peoples' lives as they navigate toward adulthood.

How we do it

Our **EMPOWER-ME** programme utilises Gradually Fading Support (GFS)* developed as part of the Burley Model of Education, which challenges the assumption that personal, social care and education are separate. This learning model combines all three to give young people an all-encompassing and rounded experience that sets young people up for success and greater opportunities for inclusion.

Why we do it

Current models of support and education are not working for many young people. Group learning is not always suitable and does not provide the contextualised learning required. Social care support is often limited to agency, day service or 1:1 PA employed through a Direct Payment.

Support via agency or day service gives the client no control over how their support is provided. Although a 1:1 PA being employed directly gives more control, it is very difficult for families to train, supervise and manage the way their PA's deliver support.

EMPOWER-ME will employ, train and supervise our own staff, ensuring we can deliver individualised, high quality, targeted support, with evidence based outcomes. This means that every learner has the best opportunity to achieve their goals and funders can clearly see the progress made.



Working with young people, enabling a highly personalised independence journey, allowing young people to achieve their self empowerment goals and to live their best life.



A Competency Framework

Gradually Fading Support

GFS provides quantifiable evidence to demonstrate progress, inform decision making, empower choice, boost wellbeing and justify funding. GFS tools include staff and commissioner training, assessment tools, learning plans, outcome verification, training and development, certification and technology enabled practice. The model was developed by outstanding post-16 SEND lecturers and social care experts after realising that each area could benefit from components of the other.

Education is often far more effective when completed on a one-to-one basis in a real work setting yet “real life” is largely the social care landscape. Additionally, many individuals’ chosen “social care” outcomes would be best supported with more of a systematic curriculum-based approach and assessment mainly associated with “education”.

There is a great deal of knowledge and expertise that can be utilised across each field. GFS combines these elements together into a single model. This competency framework equips professionals with the knowledge and skills necessary to provide effective, gradually fading support. GFS tools and approaches provide an accurate understanding of individual needs to enable better results.*

*Copyright GFS



Beams
Supporting disabled children & families



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We Are Beams is an award winning local charity that supports children, young people and their families in Kent and Medway. Established over 29 years ago we are still today parent focused and have a great reputation in the social sector.

The disabled children and young people who access our services are aged between 0-25 years. They will usually have one or multiple learning difficulties, complex health needs such as Down Syndrome, Cerebral Palsy or another life limiting disabilities, physical or sensory impairment, challenging behaviour as a result of their disability, Autism or severe ADHD, neurodiversity.

Our work is divided up into five key areas. These are Short Breaks Services, Family Advice Service, Brokerage Management Service, Payroll Service and Dragon's Retreat 6 bedded Respite Care, which was rated as Ofsted OUTSTANDING in 2025.

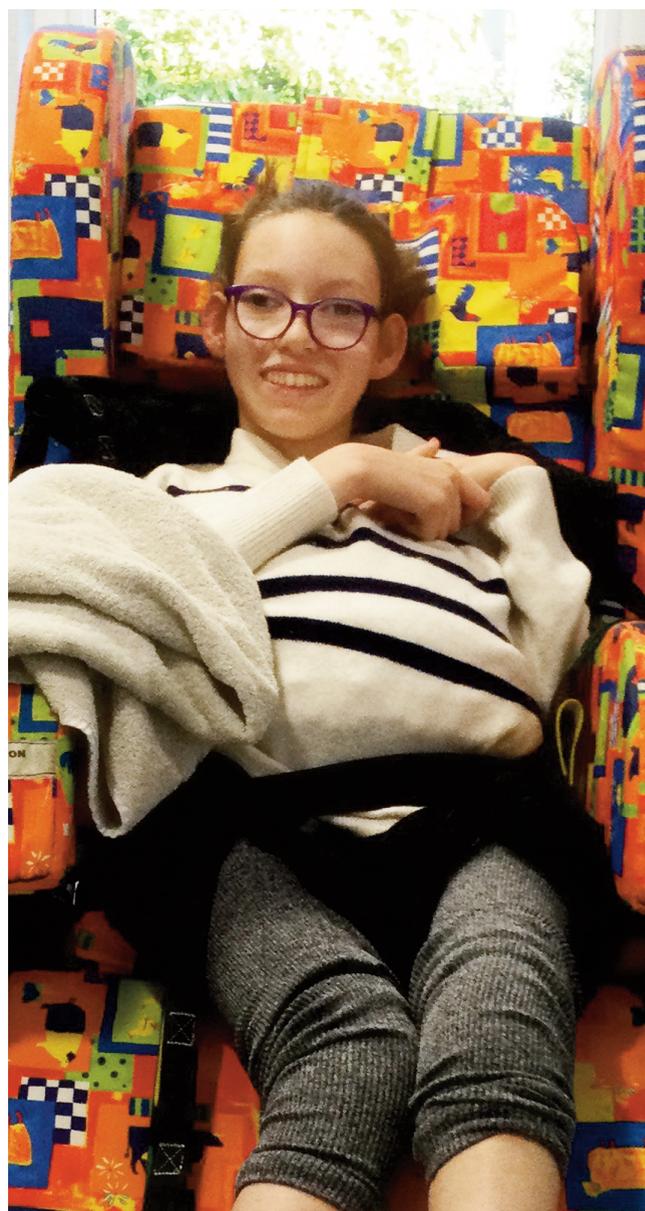
We need to raise over £2 million in order to continue our care services to the most vulnerable in society.

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Referring to EMPOWER-ME

Access to **EMPOWER-ME** can be made via an Education, Social Care or other funded pathway.

Applications for support by **EMPOWER-ME** should be made by completion of our Referral Form.



For more information:
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