



Additional needs

extending the reach in Central England

Additional needs – extending the reach

The Duke of Edinburgh's Award is the world's leading achievement Award for young people aged 14-24.

The DofE began in the UK in 1956 and quickly rose in popularity. Today the DofE is delivered in more than 140 countries, meaning the DofE is instantly recognised and valued worldwide. We believe that a Duke of Edinburgh's Award should be achievable by all and open to anyone who wants to reach their full potential, regardless of ability, gender, background or location.

The DofE is a non-competitive award encompassing three levels which have been designed to inspire personal and social development. Each level contains four key elements which will improve the participants' overall health and wellbeing, encourage them to learn new skills and enable them to give back to their community.

Before starting their DofE, participants are encouraged to choose their own activities, personalising their programme and making it as unique as them. DofE programmes can be tailored to the needs and circumstances of the participant, they can start at a level which suits them and they have until their 25th birthday to achieve an Award.

The most important thing is that young people and Leaders should find the DofE enjoyable, fulfilling and rewarding.

When a young person starts their DofE journey they are taking their first step towards unlocking their true potential. Participants often develop new friendships and learn to bond as a team, recognising each person has something different to bring to the group.

DofE participants grow in confidence with the new challenges and skills they learn and for some, this can lead to life changing experiences.

Better health and wellbeing



Almost **3/4** of young people said the DofE has had a positive impact on their life



over 1/2 of participants said that doing regular volunteering as part of their DofE improved their self-esteem



69% of Award holders said that regular volunteering improved their self-confidence



69% of adults working said that doing their DofE helps young people stay calm and overcome anxiety



2/3 of participants said their fitness levels increased



over 1/2 of participants said that since starting their DofE they feel better about themselves

Opening doors

When a centre offers young people the opportunity to do their DofE, they are opening the door for them to step out of their comfort zone and make a real difference to their futures.

The centre is enabling the young people to make the most of the opportunities available to them as they achieve a nationally recognised award.

The DofE boosts a young person's employability and makes a great talking point at interviews. Interviewers will recognise the hard work, dedication and commitment the young person has invested into their Award and the valuable soft skills they will have developed in return.

In addition, it is an ideal opportunity for staff at the centre to develop their own leadership skills whilst working with groups of participants in a new environment and connecting with them on a different level.

Regional statistics 2019/2020



146

special schools



1,590

Awards started
in SEND centres



972

Awards achieved
in SEND centres



The DofE is already accessible in SEND establishments across the Central England Region as shown below. However, we want to extend our reach to more organisations. Our Operations Officers have experience working with SEND

centres and can provide advice and support to organisations wanting to deliver the DofE. The DofE charity's aim is to ensure the DofE is open to all, in all settings and environments, whilst taking into consideration participants' needs and abilities.

AREA	CENTRE NAME
Bedfordshire	Grange Academy
	Ivel Valley School
	Oracle School
	Ridgeway School
	The Chiltern School
	Weatherfield Academy
Birmingham	Braidwood Trust School For the Deaf
	Calthorpe Academy
	James Brindley Academy
	Mayfield School
	Queen Alexandra College
	Selly Oak Trust School
	Victoria School and Specialist Art College
Cambridgeshire	Cambian Wisbech School
	Castle School
	Granta School
	Woodfield
Coventry	Baginton Fields School
	Corley School
	Riverbank Academy
	Sherbourne Fields School
Derby	Royal School for the Deaf Derby
	St Martins School
Derbyshire	Ashgate Croft School
	Bladon House School
	High Grange School
	Holbrook School for Autism
	Landmarks Specialist College
Dudley	Halesbury School
	Sutton School
	The Brier School
	Wenlock School
Herefordshire	Barrs Court Specialist School and College
	Cambian Hereford School
	Royal National College for the blind
Leicester	Ellesmere College
	Keyham Lodge School
Leicestershire	Birch Wood Special School
	Birkett House School
	Dorothy Goodman School
	Homefield College
	Maplewell Hall School
	Quorn Hall School
	Woodside Lodge Outdoor Learning Centre
Lincolnshire	Ambergate Sports College
	Greenfields Academy
	Kisimul School
	St. Bernard's School - Louth

AREA	CENTRE NAME
	St. Francis School
	St. Lawrence Special School
	The Pilgrim School
	Woodlands Academy
Luton	Woodlands Secondary School
Milton Keynes	Milton Keynes College (SEN Department)
	Slated Row School
	The Walnuts School
	White Spire School
Norfolk	Argyll House (Ryes College)
	Aurora Eccles School
	Churchill Park School
	Fred Nicholson School
	Sidestrand Hall School
Northamptonshire	Billing Brook School
	Daventry Hill School
	Greenfields Specialist School for Communication
	Isebrook SEN Cognition and Learning College
	Maplefields Academy
	Northgate School Arts College
Nottingham	Westbury Academy
Nottinghamshire	Bracken Hill Special School
	Derrymount Upper School
	Hope House School
	Portland College
	Space Inclusive Ltd
	Sutherland House School
	The Wings School
	Westbourne School
Peterborough	Calman Colaiste
	Heltwate School
	Marshfields School
	Nenegate
	The Phoenix School
Rutland	Wilds Lodge
Sandwell	The Meadows Sports College
	The Shenstone Lodge School
	The Westminster School
Shropshire	Conover College
	Derwen College
	Evolution Centre
	Severndale
	Smallbrook School
Solihull	Forest Oak School and Merstone School Federation
	Hazel Oak School
Staffordshire	Blackfriars Academy
	Hednesford Valley High School
	Longdon Hall School
	Queen's Croft High School
	Roaches School
	Rugeley School

AREA	CENTRE NAME
	The Fountains High School
	The Meadows School
	Two Rivers High School
	Walton Hall Academy
	Wightwick Hall School
Stoke on Trent	Abbey Hill School and College
	Kemball School
	Newfriars College
	Strathmore College
Suffolk	Centre Academy East Anglia
	Hillside Special School
	Leading Lives Ltd
	Priory School
	Stone Lodge Academy
	The Ashley School Academy Trust
Telford and Wrekin	Southall School
Walsall	Mary Elliot School
Warwickshire	Arc School
	Arc School Ansley
	Exhall Grange Specialist School & Science College
	The Avon Park School
	The Woodlands School
Wolverhampton	Green Park School
	Penn Fields School
	Tettenhall Wood School
	Westcroft School
Worcestershire	Chadsgrove School
	Kingfisher School
	Norton College
	Pitcheroak School
	Regency High School
	Rigby Hall School
	Riversides School
	Vale of Evesham School



DofE stories

On the next few pages you will find examples from some of our SEND centres who are all successfully delivering the DofE to young people in a range of establishments and settings. All these centres value

what the DofE has to offer and the positive impact the DofE has on their young people. To find out more, please contact the organisations using the email addresses provided within each article.

Castle School in Cambridgeshire is a SEND school which works to develop personalised learning programmes for all students.

The school places a strong emphasis on the development of life and independence skills, to enable pupils to become successful learners and confident individuals. The school believes that “an extensive range of lunchtime and after school clubs enhances the development of personal and social skills and raise the self-esteem of pupils”.

Anne Haberfield is the DofE Co-ordinator at Castle School, which has been delivering the DofE for over ten years. Anne believes the DofE offers something positive for everyone, regardless of their level of care and it fits in well with the school’s ethos.

Anne delivers the DofE to Key stage 4 pupils and sixth formers at the school. She says “The DofE offers the most complex students a full sensory experience and an opportunity to use their skills in a different environment. More able students have learned a variety of valuable skills including; working as a team, being independent, developing self-help skills such as budgeting, outdoor cooking, organisation skills and map reading”.

The DofE participants enjoy being in the



outdoors and having an experience away from home.

Janice Frankham is part of the DofE team at Castle School and she says “The students have been able to manage their anxiety when in an unfamiliar situation. The DofE gives a framework in which to challenge our students to achieve as much as they can, being as independent and responsive as possible, while also managing their emotions and anxiety levels”.

Anne says the DofE has been beneficial to staff members as well as the participants. Staff at the school were keen to be in an outdoor environment. Anne says “Delivering the DofE gives staff leadership and organisational skills along with a feeling of teamwork”.



Castle School
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“

Delivering the DofE is a great opportunity for staff to spend some quality time with the pupils, seeing them thrive in a different environment.”

Anne Haberfield
DofE Co-ordinator, Castle School

High Grange School in Derby is a multi-disciplinary school which supports young people who have Autism Spectrum Disorders (ASD).

The school incorporates best practices and autism-friendly strategies to help reduce the stress and anxieties of the students.

Nicola Foyle set up the DofE at High Grange School in 2014, having achieved her Gold Award in 2006. She wanted to give the students at the school the same opportunity.

Nicola said “All students at our school have high functioning autism, often alongside other diagnoses. A lot of students have never spent time away from home and struggle with social interaction and communication skills. I knew what the DofE could potentially give our students and wanted to offer them the opportunity”.

Since delivering the DofE Nicola has inspired young people to step out of their comfort zones and has also learned new strengths and skills herself.

Nicola says “I have learned that even when you think it is impossible, there is always a way of it becoming possible. I have learned to push myself out of my comfort zone.” When we asked what she has learned about herself from delivering the DofE, she replied “The biggest thing I’ve learned is my resilience to keep going, especially with the Expedition section when it gets challenging to engage students. This often takes a lot of flexibility and thinking outside of the box on my side.”

Nicola has also learned the importance of delegating and how to accept support from the team around her.

Nicola has been able to develop her own interests from being a keen hiker and camper to Expedition Supervisor and Assessor, completing her Lowland Leader Award in 2015 and is currently working toward her Hill and Moorland Leader Award.

Each year the school has an Award Presentation and invites the participants’ parents to attend. Nicola says the feedback she receives from families of the young people doing their DofE is amazing.

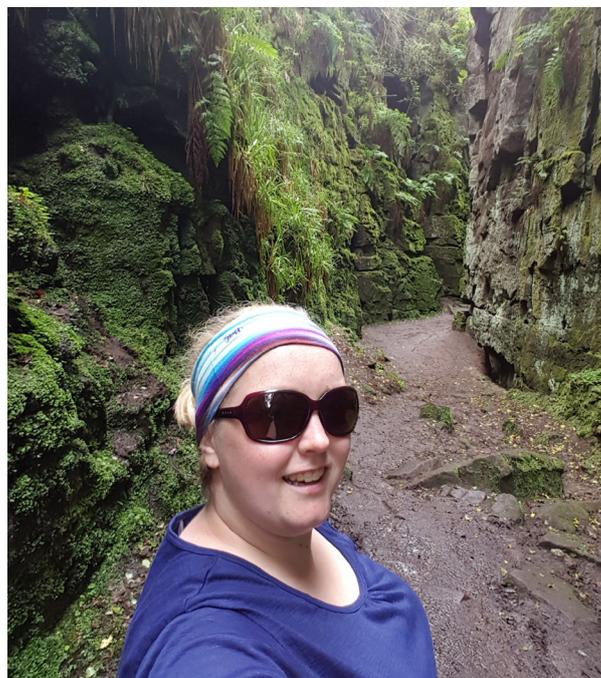
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I would recommend the DofE because of the opportunity it gives to students, even more so to those with SEN.”

Nicola Foyle
DofE Manager, High Grange School

Nicola says “It makes me feel so proud to see a young person achieve their DofE Award as I know all the challenges, difficulties and struggles that the young person has gone through. The journey that each student goes on is unique but ultimately has a positive outcome.”

Nicola highly recommends the DofE, saying “I would recommend the DofE because of the opportunity it gives to students, even more so to those with SEN. DofE programmes are balanced and challenging with each student able to choose their activities and goals. The Expedition section is always the hardest for our students, but it remains the one that they get the most out of. It allows our students to achieve where traditional qualifications and education doesn’t.”



High Grange

High Grange School
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Tobias is a pupil at High Grange School. When the school launched the DofE he was one of the first students to enrol as he was curious about the DofE and wanted to try something new.

Tobias says “I may have only signed up out of curiosity, but I have not regretted taking that initial step forward. Since completing my Bronze programme, I immediately enrolled for my Silver and then went on to achieve my Gold Award.”

Tobias enjoyed the experience of learning outdoors as he has always had a keen interest in the countryside and wildlife. Through doing his DofE he has now developed a taste for travelling. Tobias says “As well as the expedition, I really enjoyed the Residential section of my programme. I have become fond of travelling away from home thanks to the DofE, and the Residential section provided that opportunity.”

Tobias looks back on his time before he did his DofE and he admits that he was not very confident. The DofE changed all this as it took him out of his comfort zone and pushed his personal boundaries. This was especially challenging on his Gold expedition which he completed with an open group as he had to spend time with a group of people he didn't know, and work as a team.

Tobias said “I have gained a vast amount of life experience from doing my DofE and it has played a valuable role in my life as a way to increase my confidence. I have gained a massive level of



independence from this that I would not have got otherwise. Before beginning my DofE, I was not a very confident person and I would have much rather stayed within my own secluded barriers.”

Tobias concludes: “Doing my DofE has truly benefited me in terms of my own development as a person. It has been the thing that has transformed my life for the better ever since I began. I am grateful for the opportunities that the DofE has given me, and I will carry them with me for the rest of my time in this world.”



Derwen College in Shropshire is a Further Education College which provides residential education for students with learning difficulties and disabilities.

The college has been delivering the DofE since 2014. DofE Co-ordinator **Stephen Evans** believes that the DofE complements Derwen College's vision of 'creating an enriched learning environment that enables students to transform their lives for the better'.

The DofE delivery staff team at the college has grown from a group of three to 12, all coming from different areas of the college. The staff give up their extra time to support students with their DofE as it gives them opportunity to see and interact with students in a completely different environment.

They witness remarkable changes in the students. Steve says "It's the chance for staff to get out of the classroom or away from the computer screen to challenge themselves. Not all our support staff are naturally 'outdoorsy' or fans of camping, so they learn a lot about themselves. Staff gain new skills, new experiences and interact with other staff out of the college or office environment."

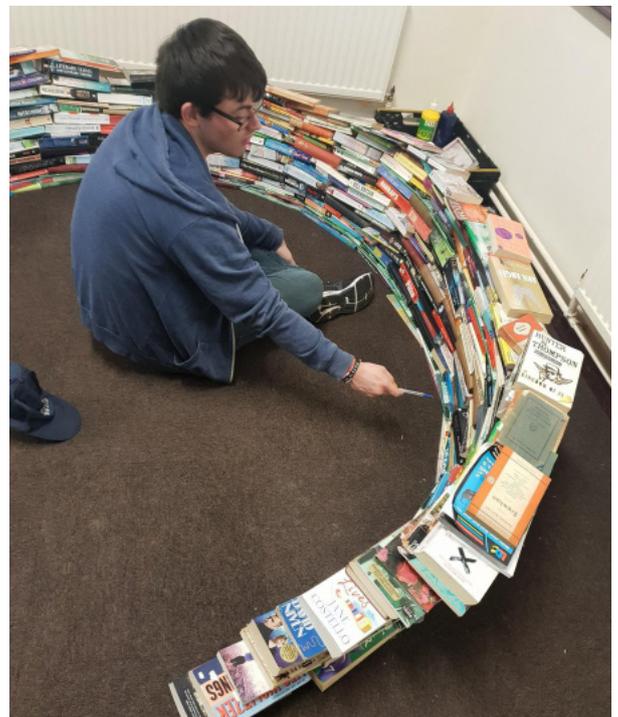
The college ensures that the DofE is inclusive of all students, regardless of any additional needs. Whilst the expedition can be the most challenging section, all disabilities are catered for. Steve says "There are challenges to delivering successful DofE programmes in a specialist college, but we are convinced that every single hurdle is worth overcoming. We firmly believe that DofE should be inclusive and will never turn away a student who wants to embark on the challenge."

Steve says "DofE programmes are challenging and give our students the chance to develop skills for life and work. They promote independence, pushing young people out of their comfort zone.

“

I cannot recommend the DofE enough and urge any specialist organisation that is worried about the work, the commitment, and the logistics involved, to consider the end benefit to students and staff. The memories made far outweigh any obstacles along the journey.”

Stephen Evans
DofE Co-ordinator, Derwen College



“As well as gaining a nationally recognised award, achievement of a DofE Award demonstrates commitment and dedication whilst developing problem solving, independent thinking and leadership attributes. These are skills that the students can use in other areas of life”.

Steve is a strong supporter of the DofE and the positive impact it has on students and staff. He concludes “Many of our students thrive in the outdoors, achieving things they never thought they could. The DofE sees students develop skills for life and work and is an opportunity for them to fulfil their potential. At Derwen College, we are all about developing independence, and the DofE can be a massive part of that.



Derwen College
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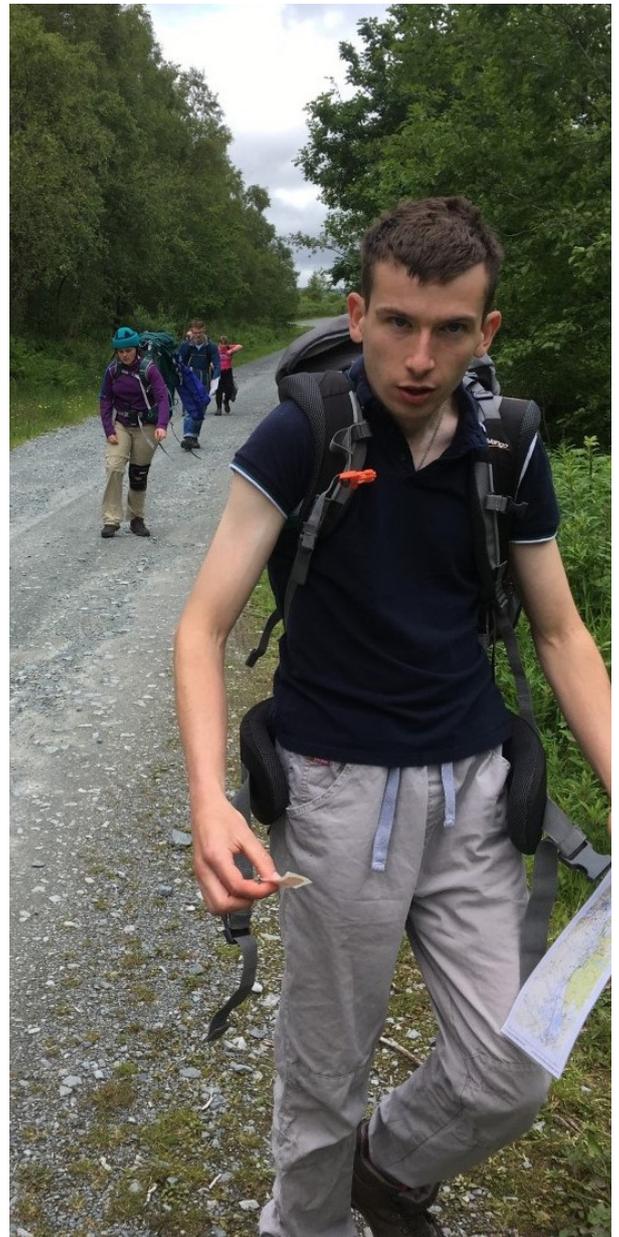
Adam is a 22-year-old former Hospitality Student at Derwen College who has completed all three levels of his DofE. Adam signed up for his DofE as he was keen to challenge himself and wanted to improve his skills as a team player.

When on his expedition, he worked with a variety of people with a range of needs over four days. This is when he discovered he had good leadership skills and proved himself to be an excellent team player.

Adam said “The walking expedition was hard but also the most exciting part. We had to work as a team and help each other out. We had different ways of doing things and we had to work through our differences in a calm and sensible way. We learned to talk through problems and be more tolerant of each other.”

Since doing his DofE Adam’s confidence has increased and he has learned a variety of new skills from map reading through to leadership skills. Adam said “I had to use literacy and numeracy skills to follow instructions and learned to read maps. I found learning was easier outside of the classroom.”

He continued “Being on DofE expeditions made me feel more relaxed and motivated me to overcome challenges. It gave me a great sense of achievement and taught me new practical skills. I sometimes find it hard to focus on a task but with DofE I was engaged which made me more confident and keener to take on more of a leadership role.”



“

Through doing his DofE Adam has learned to work as part of a team, believe in himself and try new things. The DofE has given him confidence and a belief in himself.”

Adam’s dad

Hednesford Valley High school is a special school in Staffordshire. At the school the staff teach and differentiate the curriculum to meet the individual learning needs of the students.

The school is now in its third year of delivery with a steady increase in participants. Within three years they have already more than doubled their enrolments and the school currently hold a 75% completion rate for the 2017/18 cohort.

Angela Bird is the DofE Manager at the Hednesford Valley High. When she began her role, the DofE had only just been introduced in to the school. This meant Angela was able to make the role her own and incorporate it into her daily work life.

Through delivering the DofE, Angela has discovered skills she didn't know she had, such as being able to camp. Angela has also learned new skills such as as being able to camp and stay positive in the rain. The DofE has meant she has been able to build better working relationships with colleagues and students and she is now always prepared for any eventuality.

When asked how delivering the DofE made her feel she said "Fabulous. As the students are SEN students, there is a real sense of achievement for them".

Angela feels "all students should have the chance to challenge themselves. To push themselves from their comfort zone and become successful in areas they never dreamed would be possible".



Hednesford Valley High School
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Zac is a student at Hednesford High School, he enrolled for his DofE because he wanted to learn new skills and challenge himself. Zac had never stayed away from home before and was required to be totally independent. He was excited to learn new skills and work towards having the confidence to camp away from home for his expedition.

On his expedition, Zac was apprehensive about being away from home and having to sleep in a tent. When night time came, he had support from staff at his school and he successfully managed to get some well-earned rest.

The next morning Zac continued his expedition, feeling proud he had spent the night away from home. That day he went on to achieve his favourite part of his DofE programme – helping his team mates reach the end of the expedition.

When we asked Zac what he gained from taking part in the DofE he said, “Lots of skills, like map reading and making new friends.”

As Zac progressed with his DofE journey his confidence grew, helping him make new friends, whilst learning life skills such as map reading and reading road signs.

Zac said “Since completing my DofE I am more confident when staying away from home and having to read signs to work out where I am going.”

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Zac

Award holder, Hednesford High School



Selly Oak Trust School is a SEN School which delivers DofE programmes to a mixture of young people with Moderate Learning Difficulties (MLD). Each year around 50 participants enrol to do their DofE.

Hayley Morrissy is the DofE Manager at Selly Oak School.

Hayley has found delivering the DofE very rewarding saying “I am able to motivate and inspire the students to complete tasks that others thought they would be unable to achieve”.

Hayley is keen to develop the DofE further and embarking on a promotional campaign in school to encourage more young people to do their DofE.

The school is looking at opportunities to offer a greater range of activities to count towards their programme. They plan to offer a summer overnight experience on the school site to dispel some of the fears the students have about staying away from home during the expedition.

Hayley highly recommends the DofE saying “The DofE gives students the ability to try so many new experiences. It promotes resilience, teamwork and can have a massive impact on students’ lives”.

Hayley has also developed her own skills as she has challenged herself and learned new skills by planning and completing expeditions with the participants. “I am now able to deliver a range of camping skills, such as putting up tents, cooking on a Trangia and planning a route.”

Hayley has also needed to ‘think outside the box’ to support her participants with their sectional activities. She needed to ensure they met the criteria, but also had to be flexible enough to cater for each individual and their needs.

Hayley is delighted when she sees her participants achieving their Awards, stating that she feels “Proud that I have been able to be involved in their journey”.



Selly Oak Trust School
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Jaden is a pupil at Selly Oak Trust School in Birmingham and was keen to start his Bronze DofE so that he could learn new skills and try new experiences.

Doing his DofE wasn't without its challenges for Jaden. When asked about his expedition he said "I found it hard to put up the tents, but we had lots of practice, we worked together as a team and we did it. It was also hard walking for a long time, but we did lots of little walks and on the expedition we all motivated each other to keep going."

Jaden worked hard on his DofE, especially the Expedition section, and was delighted when he completed his programme. Achieving his DofE Award has left Jaden feeling "confident, happy and proud of myself for achieving my Bronze Award".

Jaden's favourite memory from his DofE was volunteering for The Wildlife Trust and seeing the changes his hard work made to the landscape.

Doing his DofE has had a massive impact on Jaden's confidence and he has learned a lot of new skills along his DofE journey.

He says "I am less scared to try new things now. I have more confidence and I'm more willing to taking a chance – I am more brave. I achieved something and helped the environment at the same time. I now have transferable skills to help me become independent and I feel I am able to work with other people".



“
I now have transferable skills to help me become independent and I feel I am able to work with other people.”

Jaden
Award holder, Selly Oak Trust School



Rob Davies is the DofE Manager at Southall School in Telford. Southall School is a school which provides education for students with a range of moderate and complex needs.

Rob remembers being told at a younger age, “The DofE is one of the lasting memories that any young person has about their college education”.

Those words have stayed with Rob throughout his career and now seem more relevant than ever for him.

Rob already had a background of youth hostelling, enjoyed sport and liked the mutual rewards of helping people. When he joined Southall School he wanted to share these positive experiences with his students and wanted to deliver the DofE.

Rob is an enthusiastic DofE Manager who has learned some great skills whilst delivering the DofE to his participants. He said “Delivering the DofE has taught me that the outdoors is my classroom – what a great space! It is a classroom with a natural multi-sensory environment, where candidates are free to explore, roam, discover and share”.

Rob says “Watching young people succeed is always a brilliant thing. Watching them develop, showing trust, responsibility, independence, skills and teamwork. Delivering the DofE has opened my eyes to the potential and talents that our learners have. It is a way of sharing strengths and learning from each other”.



Southall School
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“

The DofE is one of the lasting memories that any young person has about their college education.”

Rob Davies
DofE Manager, Southall School



Ben was at risk of being excluded from Southall School in Telford and was not leading a healthy lifestyle. He was encouraged to sign up for his DofE by older friends who had achieved their DofE Awards.

Ben said “I was told that the outdoors and the views on the hills were amazing. I heard that there was lots of fitness, you could go to the gym, bike riding and that there was no writing. This was a bonus!”.

Signing up to do his DofE really gave Ben focus and he worked hard on his personal health and fitness. He started to cycle, run and box three times a week, as well as walk to school each day. Ben has successfully lost seven stones since starting his DofE and feels much healthier and has a higher self-esteem.

Ben has many fond memories of his DofE experience. The one that stands out the most is when he went away to The Roaches in the Peak District. He says “When I went to the Roaches everything was so complicated at home and I just felt free”.

We asked Ben what he feels he has gained from doing his Award and he said “Fitness, navigation skills and having mates has given me more self-esteem and belief in what I can do. The DofE has really helped me to keep on track and stay focused. I’ve stayed in more lessons because of DofE and it is a big part of my CV”.

Ben is now living in shared accommodation and doing a Level 1 General Construction course. Ben says “I am continuing to exercise to reduce my anxiety and to help me cope. Without the support and success of my DofE, I don’t think I would be where I am now. I have signed up to do my Gold programme in 2020 and can’t wait for the challenge”.



Greenfields Specialist School for Communication in Northampton is a Secondary Special School for pupils with Severe Learning Difficulties, Profound and Multiple Learning Difficulties, Multi-Sensory Impairments and Autism.

Due to the communication and learning difficulties of the participants, their parents have kindly shared what their children have gained from completing their DofE programmes. Parents have responded positively saying that their children have loved the new experiences, meeting new people and developing their independence.

One parent said “As a family we never imagined **Phoebe** would be able to be part of such a prestigious programme and are so grateful her DofE could be adjusted so she could take part and share her achievements.”

Another parent said “Another experience that previously would have been impossible. It was a fantastic opportunity for **Darcy** to take part and it be recognised in doing something her able-bodied peers also do.”

Rebecca Thomas is the DofE Manager at Greenfields Specialist school. Being a trained Forest School Leader, she was already passionate about helping young people explore the outdoors and interact with nature.



With the support of her DofE Operations Officer, delivering the DofE to her students is going from strength to strength as she has just finished her third cohort of Bronze participants.

Rebecca says “I have learned that nearly every challenge can be overcome with teamwork and the support of a wide range of people”.

Rebecca strongly supports the DofE and its values stating “I wholeheartedly recommend the DofE to other organisations, as it is a universally recognised award for outstanding effort and commitment and shows that a young person has gone above and beyond in order to achieve it”.



Greenfields Specialist School for Communications
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“

It was a fantastic opportunity for Darcy to take part and it be recognised in doing something her able-bodied peers also do.”

Parent
Greenfields Specialist School for Communication

The Ashley School Academy Trust (TASAT) is a Residential Special School in Suffolk. All TASAT pupils have special educational needs and disabilities.

These needs include moderate learning difficulties, speech, language and communication needs, social, emotional and mental health needs and complex learning and/or health needs. All pupils have an Education and Health Care Plan (EHCP)

Eoin is a pupil at The Ashley School Academy Trust and signed up for his DofE programme looking for something fun where he would also learn new skills.

Through doing his DofE Eoin was delighted to learn important life skills such as first aid, budgeting, cooking and water safety. Eoin says the skills he has learned are really useful and makes him feel more confident for the future.

Eoin was very proud to have achieved his DofE as he is the first person in his family to do so and he is looking forward to starting his Silver programme. He says “Achieving my DofE makes me feel more confident, which I hope will help me get a job and complete my Silver DofE programme in the future”

Carl McLaren is the DofE Manager at The Ashley School Academy Trust. When he joined the school the DofE was already established, but the Leader was due to retire. Carl researched the DofE and saw the opportunities and skills it had to offer young people.

Carl said “I believed that the DofE was something that we should continue to offer to pupils. I therefore put myself forward to take a lead role in the continuation of the DofE”.



Since taking the lead at his Licensed Organisation Carl has learned new skills, such as navigating, and discovered he has a real passion for outdoor learning. In his time as DofE Manager at the school, he has developed his own planning and leadership skills.

Carl says helping young people achieve the DofE Award feels amazing adding “I would recommend The DofE. It’s a brilliant and fun Award that young people can achieve regardless of their ability”.



The Ashley School Academy Trust
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“

I would recommend The DofE.
It’s a brilliant and fun Award
that young people can achieve
regardless of their ability.”

Carl
The Ashley School





The DofE has been proven to encourage personal development, progression and empowers young people with essential life skills and confidence which offers them a brighter future.

For more information about the DofE and how you can start offering it to your young people please contact the Central England Regional Office for more information.

DofE.org/run
DofE.org/central
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