

ASPECTS AT LOUND SIDE PROTOCOL & PROCEDURES

2015-2016



Date approved:

Signed:

(Headteacher)

Signed:

(Chair of committee)

Chapelton Road, Ecclesfield, Sheffield, S35 9WD
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Ecclesfield School

Protocol and Procedures at Off Site Alternative Provision

Personnel:

Staff who may regularly use ASPECTS as a venue for intervention are:

- Manager of Personalised Learning Provision (coordinator of provision)
- Academic Intervention Mentor
- SEN Teacher (Foundation Learning)
- Teachers of Work Related Learning
- Pastoral Managers

All Ecclesfield Staff and partners can make use of ASPECTS as appropriate and when available. Bookings will be made via the **school MLE** and coordinated by the **Manager of Personalised Learning Provision**.

Mission Statement

Ecclesfield School's ethos states "we aspire to achieve individual and collective excellence in all that we do through nurturing every students unique potential providing them with the challenge and support they require to succeed". Because we believe this, Ecclesfield School recognises that for some students to achieve their potential, academically, socially and emotionally it is necessary to provide an alternative curriculum beyond the main stream. It is for this main reason that the ASPECTS has been established.

The core aim of ASPECTS is to provide high quality, targeted provision and support so that wherever possible students can be successfully reintegrated back into the main-stream curriculum. This high level intervention is personalised to the individual student based upon their identified need.

The provision may involve part-time tuition over a fixed period of time at the centre or a longer - term placement depending on the age and stage of the student. The complexities of these cases often requires strong partnership working with parents and carers, teachers, other professionals and training providers so that students can become successful life-long learners.

There will be opportunities offered at the centre for the wider cohort at Ecclesfield School and its feeder schools this may include field work, community projects, transition work or other extra curricular activities.

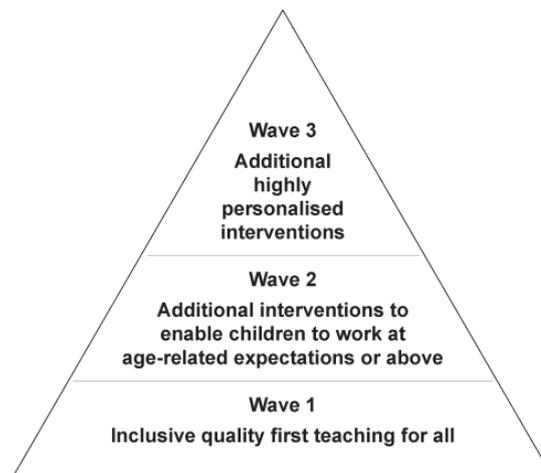
Process of Referral

Students can be referred via House Referral Meeting, SLT, RAP (Raising Attainment and Progress) meeting. Referral might be triggered following a period of exclusion or behaviour that has led to the students being sent to the EWR on a number of occasions.

While at ASPECTS students will catch up on work missed, have time to reflect on the behaviours needed for be a successful learner, discuss engagement issues and potentially complete an Individual SQ.

Referral to ASPECTS is a wave three intervention that the school may use and will come about because other interventions at Wave one and Wave two have not achieved the desired outcomes.

Any referral will include close communication with parents, where a **parental school contract** is agreed and signed. The aim of the contract is to establish transparency and engender 'buy in' from parents, by making parents aware of the reasons for referral, the proposed timetable during the period of referral, the duration of the referral and expected outcomes for their child. Review of the contract will take place at least every six weeks.



Reasons for Referral

The Manager of Personalised Learning Provision will co-ordinate the provision for students from a range of diverse circumstances including:

- Students with severe behavioural difficulties on the point of exclusion
- Looked After Children
- Students requiring additional support to access learning (SEN)
- Sick, medically ill children
- Travellers, asylum seekers
- Young mothers/pregnant teenagers
- EAL pupils/ethnic minorities
- School phobics
- Disaffected, disengaged students
- New admissions
- Students whose needs are different from and additional to that of their peers
- Physical and/or sensory disability

Students who may access intervention programmes at ASPECTS or the PLC fall into these categories.

- i. Those with short term needs such as a one off situation. Otherwise, the majority of their education will be in mainstream classes.
- ii. Those with a more persistent, middle term need requiring a programme lasting half term-term of intervention whilst still accessing most of their mainstream education.
- iii. Those with long term needs e.g. at risk of exclusion, chronic attendance, prolonged serious illness. These students will probably access intervention programmes for a large part of their education with much less access to mainstream lessons.

General Exceptions

While a student may be referred to ASPECTS to help address behavioural matters, a student should not be referred to the centre in lieu of fixed term exclusion.

Provision

Features of provision:

- Delivered and /or supervised by a teacher/trained teaching assistant in a 1: 1 situation small group situation;
- Based on the identified needs of the child;
- Highly structured so that the steps in learning are small and achievable;
- Time-limited;
- Designed to boost progress and help the child close the gap between themselves and their year group;

Curriculum

In the first instance students are supported to secure GCSE qualifications in English Language and Mathematics. In addition alternative subjects e.g. GCSE Photography, GCSE General Studies, BTEC Travel and Tourism may be offered to encourage engagement; this curriculum may also be enhanced by students taking a qualification offered by the LA Vocational Skills Programme.

Monitoring and Evaluation

- Progress of all students attending ASPECTS will be recorded as part of the school data entry cycle.
- The schedule is published in the school calendar and will be reported termly to the students home address. 4 matrix and the intervention data will be used in the RAP (Raising, Attainment and Progress) meetings to analyse impact for individual students and decide the next steps in their learning.
- The school provision map software will also be used to record interventions a student receives and the impact of these.
- Close liaison with home will be necessary on a regular (most likely on a weekly) basis to keep parents informed. This may take the form of a telephone call, meeting at ASPECTS or a home visit.
- Attendance will be recorded in sims and monitored closely. Contact will be made with a students Parent/Carer in the case of any absence.

Behaviour and Safety

Linked documents Behaviour Policy, Health & Safety documentation

- Students should always sign in using the **signing in book** when in attendance at the ASPECTS.
- Students should be given a Health & Safety briefing when first on site making particular note of fire exits and kitchen appliances. No students are to go into the Kitchen

- Staff will do everything possible to make sure instances of poor behaviour are minimised by personalising timetables, targeting provision to students needs and using appropriate T&L resources.
- In the case of any poor behaviour the schools behaviour policy will be followed. In brief at ASPECTS this will involve:
 - i. C1 Verbal warning, reminder of learning activity
 - ii. C2 Time out, student moved to another room or learning activity
 - iii. C3 Student requested to leave the site, phone call home and meeting arranged with Parent/Carer to address the issue
- Any behaviour requiring a C3 the senior colleague On Call should be notified of any serious or threatening behaviour. See On Call timetable (Appendix 2)
- No student while timetabled at ASPECTS will be allowed off of site at breaks and lunch times unless authorised by the Parent/Carer.
- Smoking is strictly prohibited at ASPECTS and the surrounding area. The school behaviour system will be applied if such cases arise.

General Routines

- The Manager of Personalised Learning is responsible for the day to day coordination of the Centre.
- ASPECTS can be booked by other colleagues or organisations using the booking system on the school MLE. It may be used for field visits, community projects and extra curricular activities.
- ASPECTS is locked securely by the Manager of Personalised Learning and made safe at the end of each day. If ASPECTS has been used by other personnel or providers the keys are to be returned to the Manager of Personalised Learning or the School Business Manager.
- Making ASPECTS secure includes all windows closed, doors locked, shutter down, heating, water and computers (auto shut down is programme to shut down computers out of school hours)are all turned off. These must all be checked and made secure at the end of the day by the person who has used the Centre that day.
- FSM meals will be made available for students. Manager of Personalised Learning Provision to collect
Basic food (tea, toast, hot chocolate) will be provided to build a sense of community and develop basic life skills. Students are not allowed in the kitchen area.
- All cleaning fluids must be kept in a locked cabinet at all times.
- Teachers personal belongings are to be kept in a locked filling cabinet.

Linked docs:

- Learning and Teaching
- Behaviour Policy
- Curriculum Policy
- Health and Safety Policy
- Fire Evacuation

Appendix 1 (This will need to be amended depending on the circumstances of the referral)

Alternative Learning Parenting Contract

Name of Student.....

Head of House.....**Vertical Mentor Group**.....

Contact Person at Alternative Provision.....

- This contract formalises the learning agreement and package of support the school has made with you and your child to build an education pathway suitable for their individual needs.
- Enclosed with this document you will find a personalised time-table that your child will need to follow for the agreed time-scale. A review meeting/ conversation will be held with you before any alterations are made to this time-table.
- Parents/Carers will be regularly kept informed of their progress via the school reporting cycle and personnel who working with your child.
- Attendance is crucial to success and we expect full attendance to the programme agreed.
- Good discipline and behaviour is expected at ASPECTS and the Schools Behaviour Policy is fully applied. If a students behaviour causes significant disruption and forms part of a pattern of behaviour this will rise to risk of future exclusion from the school on disciplinary grounds (This may not need to be included for all students).
- A consent form should be signed by parent/carer before their child can attend ASPECTS
- As this is part of your child’s timetable, all procedures in relation to attendance will be followed the same as they are in school. Therefore, if your child is late or does not attend the session, school will be informed and action will be taken accordingly.

Rationale for Provision (current situation, strategies currently/previously employed)

Pattern of Provision (include TT here, timescale, targets and expected outcomes)

	Learning Target	Learning Steps	Success Criteria and Impact
1			
2			
3			
4			

I fully agree to support and follow the arrangement outlined above and comply with the behaviour policy and expectations stipulated.

Signed (Student)

Signed (Parent/Carer)

Date, time, venue of next review meeting.....

Appendix 2

On Call Timetable

EWR and ON CALL 2014-15											
WEEK 1											
		Period 1		Period 2		Period 3		Period 4		Period 5	
		EWR	ON CALL								
WEEK 1	MONDAY	PST	JFD/RM	AF	JBN/RSE	MHL	SRN/CES	BF	NY/AJM	IM	LTS/AF
WEEK 1	TUESDAY	TL	PB/JWL	RWK	BF/CF	JTS	JBN/RSE	RM	SRN/EJM	JWN	NY/AJM
WEEK 1	WEDNESDAY	ADN.	JFD/CH	CES	LTS/RWK	IM	BF/CES	NY	JBN/EJM	JT	SRN/CF
WEEK 1	THURSDAY	CML	PB/JWL	JWL	NY/EMN	MS	LTS/CF	JF	BF/ACR	AM	JBN/RWK
WEEK 1	FRIDAY	JTS	JFD/JWT	ACR	SRN/EMN	OM	NY/RWK	JB	LTS/RSE	PE	BF/CES
WEEK 2											
		Period 1		Period 2		Period 3		Period 4		Period 5	
		EWR	ON CALL								
WEEK 2	MONDAY	NB	PB/RM	AJM	JBN/CES	CBN	SRN/EMN	PB	NY/AJM	RFX	LTS/ACR
WEEK 2	TUESDAY	PW	JFD/RWK	RWK	BF/AF	BSD	JBN/AJM	LT	SRN/JWL	AK	NY/CH
WEEK 2	WEDNESDAY	EW	PB/CF	CH	LTS/EMN	AR	BF/CES	EJM	JBN/RWK	AW	SRN/RM
WEEK 2	THURSDAY	PE	JFD/RSE	EMN	NY/CF	AQR	LTS/RWK	SR	BF/CH	AW	JBN/CES
WEEK 2	FRIDAY	RSE	PB/EJM	AF	SRN/CES	RS	NY/ACR	CES	LTS/RSE	NT	BF/RWK

ON CALL: The main 'on call' timetable will be organised by the Pastoral Managers who will internally sort PM cover and inform reception/Admin staff at the start of the day of any changes.

Appendix 3

Consent Form

ASPECTS@Loundside
1A Loundside
Chapelton
Sheffield
S35 2QU

10th September 2014

Dear Parent/Carer

As part ofpersonalised learning programme, there are times when we require your child to work from our new off-site learning centre ASPECTS@Loundside. The core aim of the centre is to provide high quality, targeted provision to enable your child to gain the best outcomes within an academic year and ultimately by the time they leave school.

Enclosed with this document you will find a copy of your child's time-table highlighting the periods that your child will be required to attend ASPECTS@Loundside, which is based in the centre of Chapelton. The full address is indicated above.

For this provision to take place we require your parental consent to allow your son/daughter to make their own way down to ASPECTS@Loundside during school hours. By signing and returning the parental consent form and the medical form you are agreeing to the above arrangement.

As this is part of your child's timetable, all procedures in relation to attendance will be followed the same as they are in school. Therefore, if your child is late or does not attend the session, school will be informed and action will be taken accordingly.

We need the consent form back as soon as possible, so that the timetable that includes learning at ASPECTS@Loundside can continue.

If you have any queries or concerns regarding the timetable or arrangements at ASPECTS@Loundside please do not hesitate to contact me by email or on the telephone number below to discuss this further.

Yours sincerely

Samantha Peters
Manger of Personalised Learning
Email: Speters@eccoschool.com Tel: 0114 2461156 ext:1127