

Endeavour Federation
SEND Information Report
September 2022

Endeavour Federation consists of three centres; Castlefield Campus, Southern Cross and Meade Hill. Within each centre we provide tailored provision for a range of young people with social, emotional and mental health difficulties.

The offer at each centre is slightly different and where there are differences these will be indicated throughout the document.

What is our school aims?

Our vision

A centre of excellence built on a relational approach, where pupils feel safe to explore and enjoy learning, achieving positive outcomes and successful futures for all.

Our purpose

To provide a nurturing learning environment that ensures children thrive and achieve academically, emotionally and culturally.

This information is to outline the types of support available for your child in the Federation and how you can access this support.

Policy for Identifying and Assessing SEN

On entry to any one of our centres, each child undertakes a series of assessments to help us to better meet their needs. Although all pupils come to the school with a range of assessments about their ability, we often find that this is out of date. We ask each child to complete a Cognitive Ability Test (CAT). This gives us a measure of a child's underlying abilities and allows us to set challenging targets for all pupils. Along with the testing of reading comprehension, single word reading and single word spelling, it also helps to identify any specific learning difficulties. It can help to identify reasons behind behavioural difficulties, such as a child not understanding the work that they are given.

We also spend time to find out their specific needs in literacy and numeracy so that these can be addressed in all lessons. In addition, they can be provided with 1:1 support to help them make progress. We carry out a dyslexia screening test on all pupils, to give an indication of possible dyslexic tendencies which act as a barrier to learning.

Finally, we use the 'Pupil Attitudes to Self and School' (PASS) online assessment, to provide a measurement of a pupils' attitudes towards themselves as learners and their attitudes towards

school. Along with our work on emotional literacy and the Emotional Literacy Assessments, this helps to identify any underlying social issues that provide a barrier to learning and to put in place, strategies for helping the pupil to become a better learner.

All completed testing, allows us to set specific targets for each learner in their Pupil Progress Plans. These cover targets for literacy, numeracy, emotional development and attitudinal development. The targets are reviewed on a half termly basis, allowing close tracking of progress.

Contact Details of the SENCO

There is a SENCO (Special Needs Co-ordinator) on each site.

They can all be contacted by telephoning the school or sending an email.

The contact details for each site are as follows:

Castlefield Campus, Mr Snape 0161 989 3009 or admin@castlefieldcampus.com

Meade Hill School, Mr Morrison 0161 696 0764 or admin@meadehill.manchester.sch.uk

Southern Cross School, James McRobert / Nick Blackshaw (Assistant SENCO) 0161 881 2695 or senco@southerncross.manchester.sch.uk

Arrangements for Consulting Parents and Pupils

We believe that parents and carers have a vital role in ensuring the success of pupils in the Federation and we are keen to involve them in all aspects of their child's education. We understand that parents hold key information about how to get the best out of our pupils.

Regular contact is made through daily/weekly phone calls from form tutors. These update parents/carers about the positive contributions their children have made and any issues which may have arisen during the week. Parents and carers are welcome to come into school, to discuss any concerns they have with a member of staff, either at the end of the school day or at a pre-arranged appointment during the school day.

Parents/carers are also required to attend the annual review of their child's EHC Plan.

There are other opportunities for parents to attend formal or informal meetings such as coffee mornings, awards ceremonies and sporting activities.

We very much value the views of our parents, carers and young people. Throughout the year, we arrange opportunities for parents to complete a questionnaire about their views on school. We also make time available for pupils to complete a formal questionnaire about their experience of school. In addition, we ask all pupils to complete the PASS survey and we have regular informal discussions with them about how to improve school.

Each site has a School Council which considers a range of matters of importance to pupils. The school councillors consult with their form groups and their views are fed back to the senior leadership team.

Approach to Teaching Students with SEN

All students in school receive quality first teaching in the classroom. This means that a range of teaching and learning styles are used and that appropriate learning objectives are set for all students, embedded in a curriculum matched to their needs.

All classes are supported by teaching assistants. Additional small group work or one to one programmes are offered, where needed. These programmes cover both core areas of the curriculum together with social and emotional development work.

Very occasionally, a student may follow an individual programme, bespoke to their needs. This involves working with a member of staff and joining groups as appropriate. These pupils are those whose needs demand additional resources in terms of staffing or curriculum provision. Their needs arise from very complex learning, communication or mental health reasons and may result in challenging behaviour. These pupils follow a highly personalised curriculum, designed to better meet their needs and with the aim of gradually returning them to the core offer.

In order to provide the best education and care for pupils, The Federation has developed a range of therapeutic interventions. We employ a Drama Therapist to work with pupils individually and in groups. The therapist also delivers staff training to help the school work holistically and better meet the needs of the pupils. The therapists work alongside our dedicated CAMHS worker, Educational Psychologist and other agencies.

Teaching Strategies Used

- Small group teaching
- 1-1
- Practical lessons
- Use of ICT
- Personalised learning which can include, commissioning curriculum support from a partner organisation where we cannot offer particular courses, e.g mechanics, building etc.
- Outdoor education
- Practical activities, such as gardening

Provision/resources to support pupils

Meade Hill

Meade Hill School provides education for KS3 and KS4 pupils who have an EHC Plan, with the primary need of SEMH. The school follows the National Curriculum, with some adaptations, in order to meet the individual needs of pupils. In addition, we have a comprehensive PSHCE Curriculum, which focuses on pupils' emotional needs and wellbeing. We provide curriculum enrichment, which offers pupils the opportunity to engage and experience extra-curricular activities, which further their learning experiences and gives them opportunities to improve their cultural capital.

On entry to the school, all pupils have a range of academic and emotional assessments, which provide a detailed profile of individuals, these can then be used to tailor the curriculum to meet their needs.

These assessments are used to set challenging academic targets but also to identify pupils who need help to catch up on learning, through a cycle of targeted interventions. We have a designated 1:1 TA, who runs interventions for pupils with low literacy and numeracy skills, to improve their ability to

access the academic curriculum. Behaviour and academic targets are monitored and reviewed regularly.

We have a focus on improving literacy and use Fresh Start, a catch-up phonics scheme, which supports reading, comprehension, spelling, handwriting and composition and Bedrock which supports vocabulary development; all skills essential for children struggling with literacy. In addition, we use the Morrells Handwriting Scheme for identified pupils, which targets pupil presentation and this is having a positive impact on handwriting and presentation in their work.

More and most able pupils in English and maths, have timetabled interventions to support and extend their learning.

All staff have additional training, in order to meet the complex behaviour and learning needs of our pupils. An emotional curriculum, runs alongside the academic curriculum, with emotional check-ins and daily mindfulness activities, to support pupil well-being. Staff are trained in the practice of Emotion Coaching which supports pupils' abilities to self-regulate and manage their stress responses. Key staff are also trained in restorative practices, which develop ways of working with conflict, that puts the focus on repairing the harm that has been done, a priority when working with SEMH pupils.

We have a fantastic learning environment, with large classrooms and wide corridors which support transitions around school.

We have a Healthy Schools Policy and Action Plan; school provides breakfast, fruit at break time and lunch, prepared on site, by our experienced in-house cook.

We work hard to promote the safety of pupils, at school, in the community and on-line. Teaching pupils strategies for staying safe and not engaging in anti-social behaviours or criminality, through a comprehensive PSHCE curriculum and a close working relationship with partner agencies, we have a range of training and guest speaker experiences, which support the curriculum and challenge pupils' views of the world.

We have a Senior Lead for Safeguarding and Pupil Well Being, who works with families to improve their engagement with school and education. In addition, we have a Senior 'Support for Learning' Lead, who manages the school's behaviour regulation strategy, supporting pupils to engage with learning.

The school employs a drama therapist and a speech and language therapist, to support identified pupils', emotional and communication needs.

KS4 was established in September 2020. We strive to ensure all students study core GCSEs or BTEC equivalents. In addition, students study Art, BTEC Home Cooking Skills and BTEC ICT.

We encourage students to plan for their future and have a careers programme for Year 10 and 11 pupils, who will have an opportunity to be supported by a Careers Advisor and hear from employers across the work landscape. Pupils at KS3, are able to use the Xello programme to develop their future career aspirations. We have had visiting professionals from the catering, banking, journalism and retail sectors, to speak, motivate and inspire pupils.

Students in Year 11, who want to work in construction, can be part of a placement at Skills City, where they leave with the tools and experience to gain employment in the building sector. We have an additional course in Mechanics, run by 'Team Sport' where pupils are part of a team, repairing and servicing go-carts.

We have a purpose-built gym, which is set up for a range of sports including basketball, football, badminton and tennis. The PE curriculum offers a full range of sports activities and there is an after-school football team practice, for those pupils with a real interest in the sport. We have close links with a local gym and pupils are able to take part in timetabled PT sessions, where they develop skills in team building, strength training and healthy lifestyles. An identified group, work with Manchester City Football Team's outreach programme, City Pathways, developing their social and emotional resilience through education and football. Year 7 take part in the Bikeability scheme which supports road safety. We have an outdoor paved sports court, which is used at break times and for PE lessons. This is vital in a SEMH school, to encourage pupils to learn to play and engage socially.

We have hatched chickens from eggs and have a purpose made coop, there are two school dogs, one is the therapist's dog, two guinea pigs, a turtle and two tortoises, the animals support pupils' caring skills and animal husbandry whilst helping balance their emotions.

A vital part of any SEMH school is to use rewards, to motivate the pupils, to achieve in lessons. At the start of every day, each child has a task sheet which is a visual timetable that gives them an understanding of the day ahead. This is used in every lesson to record good behaviour and achievement, which is then rewarded with points. There is a place for teacher comments after each lesson. The task sheet is completed at the end of every lesson, in partnership with the pupil, so they are clear on the effort and progress they have made. Points are collected at the end of every day and every week to provide an overview of the pupils' progress. We understand the importance of working in partnership with parents and carers, to ensure the best outcomes for our pupils, so task sheets are sent home at the end of every day.

On certain afternoons, pupils have Golden Time, which is dependent on the number of points achieved. The weekly totals are collected and at the end of every half term and reward trips are organised for a combination of excellent or improved, behaviour and achievement. In addition, pupils achieving 100% attendance, are rewarded with an extra special experience, to celebrate their amazing efforts.

At Meade Hill School, we pride ourselves on providing a quality education, whilst supporting the social and emotional well-being of our pupils.

Southern Cross

The Southern Cross curriculum is based on the National Curriculum requirements for Key Stage 2 and Key Stage 3. In addition to this, we have an intense PSHEC curriculum which focuses on pupils' emotional needs with a focus on self-regulation; the ensuring pupils are ready and able to learn. We also have a focus on literacy through the Fresh Start programme and targeted literacy interventions

To help support engagement and attendance we have a strong focus on kinaesthetic learning and practical subjects. An Outdoor Educational Curriculum is offered to all year groups, with pupils in with pupils in KS4 completing the Duke of Edinburgh. Activities for this include orienteering, rock climbing, abseiling, caving, mountain biking and gorge walking, swimming and camping. All pupils have access to science, food technology and art lessons, in specialist resource areas.

We have two fully functioning science laboratories, Art Studios and Food Technology rooms.

The sports facilities on site include an outdoor pitch and an indoor sports hall. This allows for basketball and football matches. We also have table tennis, tennis, badminton, athletics, cricket, rugby and hockey equipment which is all included in the PE curriculum. The school has a football team which plays matches against other schools on a regular basis. As part of our enrichment programme pupils have the opportunity to go to do a range of additional sports including trampolining, boxing and MMA. In summer term we hold a sports day for the whole school.

Pupils also have music lessons for those pupils that are interested in this. We currently have a number of pupils learning to play the guitar.

The school has space onsite for gardening sessions to take place and our school chickens, which we have hatched from eggs.

Pupils are educated in small class sizes, of around 8 pupils with a teacher and a teaching assistant. Each day starts with check in followed by a lesson with their form tutor covering the personal and emotional (PSHEC / SEAL) areas of learning.

In Key Stage 3, we also have our Attendance and Re-integration Centre (ARC) which works with the pupils disengaged from Education and those that struggle to attend and regulate their behaviours. These pupils have more personalised timetables with the focus being on creating and developing relationships in order to then engage the pupils with their learning.

In KS4 we offer a broad and balanced curriculum.

Our pupils at Key Stage 4 have the opportunity to gain GCSE or equivalent qualifications in English, mathematics, science, ICT, Art, PE and Food Technology. They are taught by subject specialists in fully resourced curriculum areas. In Year 11 pupils have the opportunity to complete a Construction Course. These pupils will also have the opportunity to do the Duke of Edinburgh award, the Princes Trust Award and a Financial Education Award. All our lessons embed a communication friendly approach using ELKLAN techniques to present work in a more visually accessible way.

A smaller number of our pupils require a more personalised programme in KS4 and attend out PET provision (Personalised Education Team). Within the PET the pupils have bespoke timetables but have the opportunity to access qualifications in English, Maths, Science, Art, PE, ICT & Food technology, along with Duke of Edinburgh, the Princes Trust Award and a financial Education Award. The pupils have individualised timetables to meet their academic and social and emotional needs. Some of these pupils also have access to bespoke provisions such as bike maintenance, hair and beauty, animal care, music or sports programmes access at quality assured provisions.

For pupils with more complex or additional needs to their SEMH needs, we a Nurture area of the school set up with a nurture class for each year group. This area of the school provides a calm outside space for each class, and follows a primary based model with a form tutor that teaches the group for the majority of the timetable. There is also a sensory room base in this area.

Each area of the school, Nurture, KS3, KS4, ARC and PET have a support for learning room to support pupils when they are unable to regulate their behaviours, in addition to this, each area has a pupil well being room, that is staffed, with a small sensory space away from the other pupils which can be

used to co-regulate pupils when in crisis or needs some time away from the other pupils. Nurture has a full sensory room. There is also a member of SLT based in each area and a safeguarding lead.

Castlefield Campus

At Castlefield Campus the curriculum is based broadly on the National Curriculum requirements for Key Stage 3 and Key Stage 4. In addition to this, we have an intense PSHEC curriculum which focuses on pupils' emotional needs; ensuring pupils are ready to learn. We also have a focus on literacy through the Fresh Start programme and targeted literacy interventions

Our pupils at KS4 can follow one of three pathways. More academic pupils will follow a more traditional GCSE curriculum in English, Mathematics, Science, ICT, Art, PE and Food Preparation and Nutrition. They are taught by subject specialists in fully resourced curriculum areas. These pupils will also have the opportunity to do the Duke of Edinburgh award to Bronze level in Year 10 with some completing the Silver award in Year 11. All our lessons embed a communication friendly approach using ELKLAN techniques to present work in a more visually accessible way.

A number of our pupils require a more specialist support plan with an emphasis on social skills. These pupils are mainly taught in our nurture base- the environment and teaching style has been adapted to incorporate their individual needs. There is more of a focus on the basic skills of Literacy and Numeracy as well as supporting the pupils' social development through the ASDAN course. Although they can still access the specialist rooms for catering, ICT and PE.

Where pupils have significant issues with accessing a more formal curriculum, pupils will be offered a personalised education. This can take many forms depending on the needs of the pupils but will usually involve a focus on GCSE English and mathematics or functional skills, physical education and ICT, Art and Food attendance at a vocational project and some 1:1 working. Some of our pupils also attend a Construction course on a Thursday and Friday through Skills Construction where they learn a variety of constructions skills such as plastering, brick laying, decorating, tiling, joinery etc and gain a level 1 or 2 qualification in each of these. We also offer a vocational mechanics course for year 10 pupils where they can achieve a qualification in motor vehicle level 1.

At Key Stage 3 the Castlefield Campus curriculum is based broadly on the National Curriculum requirements for Key Stage 3. In addition to this, we have an intense PSHEC curriculum which focuses on pupils' emotional needs; ensuring pupils are ready to learn. We also have a focus on literacy through the Fresh Start programme and targeted 1:1 literacy interventions To help support engagement and attendance we have a strong focus on kinaesthetic learning and practical subjects. An Outdoor Educational Curriculum is offered to all year groups, Activities for this include orienteering, rock climbing, abseiling, caving, mountain biking and gorge walking, swimming and camping. All pupils have access to food technology, science and art lessons, in specialist resource areas.

Each Key Stage 3 year group has one nurture group where staff move to them and follows a more holistic primary model and has a communication area.

The sports facilities on site include an outdoor pitch and an indoor sports hall. This allows for basketball and football matches. We also have table tennis, tennis, badminton, athletics, cricket, rugby and hockey equipment which is all included in the PE curriculum. The school has a football

team which plays matches against other schools on a regular basis. In summer term we hold a sports day for the whole school.

The school has space onsite for gardening sessions to take place.

Pupils are educated in small class sizes, of no more than 8 pupils with a teacher and a teaching assistant. Each day starts with a lesson with their form tutor covering the personal and emotional areas of learning including mindfulness and growth mindset.

Friday afternoon is set aside for pupils to earn a reward, this includes late lunch in a restaurant in Manchester, football, laser quest, bowling, cooking, arts and craft or watch a film. To achieve the top trip, pupils must achieve 250 or more points in the week. Points are earned on a daily basis for attitude and work in lessons and behaviour around the school. If pupils have any work to catch up or owe a detention, this will also take place on a Friday afternoon.

We have introduced an enrichment programme on Wednesday afternoons to offer a broader curriculum to inspire our young people to think beyond their ordinary day to day experiences. This includes: trampolining lessons, music lessons (piano, guitar and drums) and swimming lessons.

Expertise and training of staff

All our centres offer small groups of a maximum of 8 pupils with a teacher and teaching assistant to support. We place a high premium on the staff knowing the pupils well as we know that this helps them to learn more effectively and they feel safer.

We organise an extensive training programme each year to ensure that all of our staff are highly skilled and able to meet the needs of our young people. Examples of this training are:

- ELKLAN
- Emotion Coaching
- DSL Training
- Safeguarding Level 1 Training
- Safer Recruitment Training
- Risk Assessment
- A range of internal/external courses focussing on quality teaching and assessment
- Fire Marshall training
- First Aid
- Team Teach, Effective Behaviour Management and De-escalation training
- MIDAS (Minibus driving) • Use of mobile technologies for teaching (IPad training)
- We support a number of staff to complete externally accredited courses, such as: NPQH, NPQSL, Drama Therapy, SENCO training, PSHE Chartered Teachers Course.

Evaluating Effectiveness of provision

We regularly monitor pupils' progress and report to parents through the annual pupil review meeting. Achievement in Key Stage 4 is recognised through the National Framework of Qualifications.

The Executive Headteacher carries out a monitoring meeting at each centre every half term. These reports are then shared with Governors along with regular updates of our position statements which

cover each of the Ofsted strategic areas and include a range of data. This process is supported by regular governors' visits to each site and meetings with pupils and staff. The Governors have also commissioned a report from an external professional on the quality of provision throughout the Federation.

Working with other agencies

We are very proud of the fact that we work very well with all the professionals supporting the school. This strong team approach ensures that we make effective use of all disciplines in planning the pupils' time in school.

The following professionals work at our centres:

- School nurse
- Mentors
- Counsellors
- Therapists
- Career Connect
- Attendance Officer

We work closely with other agencies to support Federation pupils including – Social Care team, Educational Psychology team and where required YOT. We participate in all multi-agency meetings to ensure that we meet the needs of every child and get the best outcomes for all of our young people.

Arrangements for supporting students with SEN who are also LAC

Each pupil who is looked after (LAC) has a Personal Education Plan (PEP) which identifies how best to support the pupil and how dedicated funds will be used to ensure the best outcomes for the pupil.

We then work with the young person and other professionals to ensure the targets listed in the PEP are fully met.