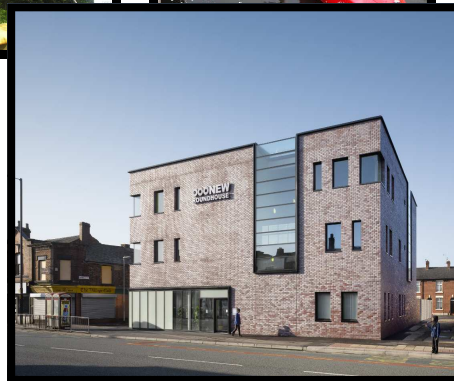




widening horizons since 1895

School Prospectus

2011/2012



Raising aspirations; encouraging achievement.

Staff:

Maria Gardiner (Proprietor)

Jason Travis (Headteacher)

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Introduction

Under 16's Education: RISE and Choices & Chances Projects

Manchester Settlement's Education Projects are based at The New Roundhouse in Openshaw, a fantastic 3 storey award winning building, opened in 2009. The purpose built centre is also home to The Manchester College; based on the top floor delivering courses for young people aged 16 - 19 years and MOSSCARE Housing Association on the ground floor. The building is a community hub for local people and children, after 3pm we provide childcare for children aged 3 and over and deliver numerous community classes and activities.

Facilities: The Education Projects are based on the first floor and comprise of; 3 classrooms, an office, 2 meeting/training rooms a staff room, and large open area. The students have access to other facilities on the ground and 2nd floor including a reception office, state of the art IT suite, large ground floor open space/canteen area, panini bar and outdoor seating area.

Project Outline: The projects provide **full time** education and support opportunities for young people who, for a variety of complex reasons, are no longer attending mainstream school provision. Manchester Settlement has worked for more than 9 years successfully re-integrating students back into school where possible, and moving on others to Year 11 provision, college or training.

In 2009 we registered with Ofsted and the DCSF as an independent school, and had a successful inspection in the same year. For the full Inspection report please go to <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/135948>

Some of the schools that we have worked with work include: Abraham Moss, Burnage Media Academy, Cedar Mount, Chorlton High, Droylsden Academy, Loreto High School, Manchester Creative Media Academy and Wright Robinson.

In order to offer the best quality support to our students, the projects are flexible and individual. We have devised a programme aimed at working on specific issues without imposing unreasonable demands whilst conveying high expectations and setting ambitious but achievable targets. Our primary focus is to engage students in learning, teach vital listening, communication, self discipline and teamwork skills to address many of the root issues resulting in non attendance or exclusion from school. Our aim is to motivate young people to engage, learn, and achieve improved levels of self-esteem and social development in a safe learning environment.

Project Outline from September 2011;

RISE and Choices and Chances work with years 9, 10 and 11 respectively, students are typically in small classes of 12 or less. We believe that this is a more productive learning environment for our students and offers them the best chance of achieving learning re-integration to students at risk of permanent exclusion or long-term non-attendance.

Referrals:

Placement of students is agreed between the referring school, Manchester Settlement, the parent/guardian of the student and the student. Referrals are accepted only on the completion of a referral form and service level agreement. Staff will discuss the referral in detail with the referring school to ensure all relevant information regarding the student is passed on.

Manchester Settlement staff will meet with the student, school staff and parent/guardians(s) to ensure that the placement is right for the student's needs.

Attendance monitoring, exam entry, conditions of statement, child protection, etc. will remain the responsibility of the referring school. The project will be responsible for providing the school with the relevant information on a regular basis.

Timetable:

Project opening times are 9.30am – 2:45pm Monday to Friday

School Lunches:

We have a canteen on site for healthy school lunches. A free breakfast is available for all students arriving early.

If a student is entitled to a free school lunch, their entitlement will continue at our school.

Curriculum Policy

Manchester Settlement provides education and support for young people who, for a variety of reasons, have not been attending a mainstream school. At Manchester Settlement we deliver the national curriculum (focussing at key stage 4) which responds to the needs of individuals and is relevant to their needs.

Our curriculum aims to:

- ❖ Be delivered in ways which will help the young people to learn.
- ❖ Be balanced, relevant and differentiated.
- ❖ Promote the spiritual, moral, cultural, physical and mental development of all students.
- ❖ Prepare the students for the responsibilities and opportunities they will face in adult life.
- ❖ Provide opportunities for students to learn and work at a pace best suited to their own needs.

The students are taught in mixed ability groups of 12 or less with additional support for those young people who require it.

Manchester Settlement is constantly reviewing what subjects are taught and how they are taught.

As the objectives of the project are to promote self improvement and social development our curriculum is structured to meet these aims using a variety of different methods to cater for different learning needs and to keep students interested and motivated.

Below is a list of core subjects on our current timetable.

English (G.C.S.E)

English is delivered to all students Year 11 students will be working towards completing their G.C.S.E course work. If a pupil completes the course work and it is appropriate s/he will be entered for the G.C.S.E exam. At present English is delivered twice a week for approximately 5 hours per week.

Maths (G.C.S.E)

Maths is delivered to all students and is tailored to ensure that each year group has the relevant work.

Year 11 pupils will have the opportunity to work towards their G.C.S.E and if appropriate will be entered for the G.C.S.E exam. Currently Maths is delivered twice a week for approximately 4 hours per week.

Science GCSE

We are delivering a short science course for two hours a week to give every student a working background knowledge of science and the chance to gain a GCSE accreditation.

I.C.T/Photography/Media

I.C.T. is delivered to all students. The course is modular based. This enables young people who start on the project part way through the year to participate in the sessions and still achieve.

Young people will learn and develop a range of skills using photography as a starting point. They will progress from taking photographs to manipulating them using I.T. skills i.e. digital imaging, they will also learn about power point presentations and other aspects of IT.

At present I.C.T. is delivered twice a week for approximately 4 hours per week.

Art and Culture

During the arts programme young people will be taught to develop their skills using various mediums, i.e. drawing, clay sculptures, watercolour painting, acrylics, mask making and clothes designs. This work will be geared towards a final art project.

Sports and outdoor pursuits

A wide variety of sports are available including; football, cycling, rock climbing, tennis, squash, dance and badminton all with qualified instructors. Team working, self-esteem and motivation are all huge benefits from these sports activities as well as promoting health and fitness. These activities generally take place off site at local sports venues.

Conflict Resolution

Students learn basic listening, communication, decision making and problem solving skills. Also includes workshops on handling confrontation, coping with anger, managing feelings and dealing with criticism and disappointments. These sessions will be delivered through the PHSE sessions by project staff.

Some of these topics are also covered in one to one sessions that will take place at least twice a year with the student and a project worker.

Learning skills

One to one and group sessions focus on individual action plans, personal targets, personal reviews and achievement. Sessions aimed at addressing the issues revolving around specific school difficulties and how they can be overcome. These sessions are delivered by project staff.

Life skills

Manchester Settlement work with relevant outside agencies to address some of the issues that affect young people such as drugs and alcohol awareness, relationships, sexual health, and independent living skills. These sessions are delivered by relevant outside agencies or Manchester Settlement project staff throughout the academic year sometimes with outside accreditation. In addition, PEARL and ASDAN accreditations are used leading to the COPE (Certificate of Personal Effectiveness) and PEARL (Personal, Employability, Achievement and Reflection for Learning) Awards. We are also offering OCN courses.

Pupil's spiritual, moral and cultural development

Objective: Assist pupils to understand how they can contribute to community life. This will be achieved in a number of ways throughout the academic year.

- a) Young people will work towards a community arts award.
- b) During media sessions, young people will have the opportunity to make a short film about the community in which Manchester Settlement is based and look at the various cultures in and around Manchester.
- c) Look at various cultures, celebrations and festivals throughout the year.
- d) Engage and Work with various outside agencies and community groups in the local area (and within the New Roundhouse) to see how, and what activities the young people can get involved in.

Manchester Settlement is inclusive and accessible and provides education for all, acknowledging that the society which we live in is enriched by diversity. Young people are provided with the opportunity to experience, understand and celebrate diversity through the core curriculum, PHSE and citizenship.

Monitoring and Reporting:

From student's baseline information and support needs we will set Individual targets, these will be agreed by Manchester Settlement and the referring school, we will then monitor and evaluate student's progress and report this to the school, student and parent/guardian(s) on a regular basis.

We will do this via the following methods;

Registers of attendance, accreditation and certification achievements forwarded to school, verbal reporting on progress (to and from school.)

Parents will receive a weekly report.

Manchester Settlement Projects promote and meet the Every Child Matters Outcomes by;

Every Child Matters

OUTCOME

BE HEALTHY

HOW IT IS MET

Drugs and Alcohol Awareness

(Project Staff and outside agency to deliver)

Healthy Lifestyles

(Project Staff to deliver)

Sports sessions

(Delivered by Sports Coaches at Nicholls campus and sport city venues)

Sexual Health

(Project Staff, school nurse and outside agency to deliver)

STAY SAFE

Fire Safety Course

(Delivered by community Fire Safety Officer)

Drugs and Alcohol Awareness

(Project Staff and outside agency to deliver)

Sexual Health/General Health

(Project Staff and outside agency to deliver)

ENJOY & ACHIEVE

I.T. OCN

(Delivered by I.C.T. teacher.)

Personal Development

(Delivered by project staff)

Photography OCN

(Delivered by I.C.T. teacher)

MAKE A POSITIVE CONTRIBUTION

Photography OCN

(Delivered by I.C.T. teacher)

Personal Development

(Delivered by project staff)

ACHIEVE ECONOMIC WELLBEING

Work on Personal Competencies

(Delivered by project staff)

Independent Living

(Delivered by project staff)

Maths

(Delivered by Teacher)

English

(Delivered by Teacher)

Connexions P.A. 1:1 Sessions

Staff and Governing Body

Staff		Qualifications	Experience
Proprietor and Chief Executive	Maria Gardiner	Post Graduate degree in leading and Managing Children's Services Qualified accountant ACCA	
Head Teacher	Jason Travis	English Language and Literature BA Honours PGCE English and Maths	<i>15 years teaching experience; three as Head.</i>
Choices and Chances Yr 11 Project Co-ordinator	Tony Camara	Youth and Community degree	<i>Eight years youth work experience</i>
Choices and Chances Student Mentor	Charlotte Murray	Advanced Diploma Counselling	<i>Several years working with young people in a variety of settings</i>
RISE Yr 10 Project Co-ordinator	Nita Read	Youth and Community Degree	<i>Managed Youth Work Projects; teaching abroad</i>
RISE student Mentor	Joe Gavagan	Science BA Honours	<i>Several years youth work and teaching experience</i>
I.T Tutor	Eric Latham	Photography and Imagery BA Honours PGCE	<i>Several years teaching experience</i>
Governing Body			
Derek Clarke Michelle Rigg		Reporting to the Manchester Settlement Main Board of Trustees	<i>Experienced curriculum and teaching staff</i>

Policies:

Manchester Settlement's attendance and behaviour management policies are included in the service level agreement. Students and parents will receive copies of these policies.

Students will be asked to sign a behaviour contract

A copy of the complaints policy is available on request.

Attendance Policy

We encourage pupils to attend regularly, recognising that their commitment to attending indicates a commitment to make the most of learning opportunities. Full attendance is rewarded by regular verbal praise, attendance certificates and the opportunity to take part in gaining incentive rewards and incentive activities. Regular and punctual attendance is qualities which are highly valued by employers who want to know that their work force is reliable, and as such they are qualities that the project seeks to develop in its students.

Pupils' responsibilities

Regular Attendance

It is important that you attend regularly. Regular attendance will help you to find learning easier and your learning will make more sense. You will also have time to practise the skills that project staff would like you to learn.

If you get into the habit of irregular attendance, your work will suffer, mainly because there will be little continuity of learning for you. You will always be missing key sessions, and will not get the practice you need to improve your skills and increase your knowledge.

The same applies to punctuality. If you are late, you will be missing important parts of the session, putting yourself at a disadvantage and others for whom the class has been interrupted.

The law says that you must attend school. Your parent/guardian(s) are responsible for sending you to school, regularly, punctually and in a fit state to learn. If you do not attend regularly, your parent/guardian(s) may be taken to court and fined.

As your school has referred you to us, these rules still apply.

We understand that sometimes you and your family may have problems, but we expect you to make your attendance at the projects a priority. You should only take time off if you are ill or there is a major family emergency or bereavement; ***reasons for absence such as, minding the house, looking after younger sisters or brothers, going shopping are not acceptable.***

What you should do -

If you are ill

If you need to stay at home because of illness, your parent should notify the project as soon as possible on the first day of your absence, by telephoning us. Until your parent lets us know why you are absent, you will be marked as an 'unauthorised absence' and the school will be informed of this. Parents will be contacted by Settlement staff if we do not receive notification of your absence.

If you have an appointment

If you need to leave the project during the day because you have an appointment, you must inform the project staff, who will arrange for you to leave in good time to make the appointment. Your absence must be covered by a note from home, and must be for an acceptable reason, ***such as a hospital, doctor's or dentist's appointment.*** As far as possible, appointments of this nature should be made for outside project hours.

If you should fall ill during the day, you should report this to the project staff, who will decide whether you should go home, and will contact your parent if necessary. You should not go home during the day without permission.

The Project's Responsibilities

It is the schools policy to encourage 100% attendance and punctuality.

The attendance register will be marked at the start of the session. If you are absent, staff will mark you as an unauthorised absence unless she/he has been informed of the reason and it is justified. If your parents have not informed the school of your absence on the first day, staff will ring your parents to find out why you are not in. The referring school will then be informed of the absence.

Only the project and referring school can authorise absence. Parents can offer an explanation for your absence, but only the project or school can decide if it is justified. If, in our view your absence is unjustified, project staff may ask your parents to come into the project or school to discuss the matter.

If you are frequently absent, the school will involve the Education Welfare Officer who may visit your parents at home. She/he will work to help you establish better patterns of attendance.

If you attend the project every day of the school term, you will be rewarded in an appropriate way.

If your attendance is low for a significant period of time, your place on the project may be withdrawn and you may be referred back to school or Education Welfare.

Family Holidays

These should not be taken during term time.

If a holiday in term time is completely unavoidable, your parent must contact the project in advance for authorisation before the holiday is due. Holidays should not exceed 10 school days in any one school year.

Lateness

If you arrive late you disturb the session. Punctuality is an important quality and is taken seriously. If you are late regularly you may be asked to attend a one to one session to discuss the reasons for your lateness and work at improving matters.

Safeguarding Policy

Manchester Settlement adheres to a comprehensive safeguarding policy (a copy of which is available on request). We aim to improve and maintain the overall well being physical and mental health of the young people we work with through;

- ❖ Effective supervision and support of young people
- ❖ A curriculum which meets individual needs within the context of national curriculum at appropriate key stages
- ❖ Offering access to a range of support services and out of 'school' activities for example youth clubs, Connexions advice, sexual health services etc
- ❖ Ensuring staff, volunteers and management committee members are appropriately vetted and trained and have effective reporting routes
- ❖ Maintaining links with statutory services and reporting of appropriate issues and cases.
- ❖ Effective systems of recording and reporting concerns about a young person to relevant agencies.

All Manchester Settlement staff and volunteers complete a minimum level 1 safeguarding course via MSCB. Copies of certificates of attendance will be displayed in the Manchester Settlement office. The Head Teacher will attend a minimum level 2 safeguarding course.

We have 2 designated Child Protection Officers with designated person's certificates
Maria Gardiner
Clare McGlone

Behaviour Policy

Project Values

An important part of life is how we feel about ourselves and other people. The project encourages us all to show:

- ❖ Consideration for others
- ❖ A respect for the rights and feelings of others
- ❖ The ability to listen to and respect others points of view
- ❖ Self discipline and self respect
- ❖ A sense of fairness
- ❖ The ability to learn from personal mistakes
- ❖ The ability to put forward points of view clearly and appropriately.
- ❖ The project encourages you to learn to talk calmly about individual differences of opinion or grievances, and negotiate acceptable solutions. Project staffs are able to help you to sort out your differences - you are encouraged to approach us if you cannot solve a problem with another student in a friendly way.
- ❖ The project actively discourages fighting - squaring up to, hitting, pushing, punching, kicking, and all forms of verbal abuse - shouting, swearing, name calling and inappropriate language.
- ❖ The project has a strict anti-drug policy.
- ❖ Good behaviour is appropriately acknowledged and rewarded.

Expectations of Young People

You are expected to;

- ❖ Treat other people as you wish to be treated, be courteous and pleasant to them.
- ❖ Behave appropriately travelling to and from the project, in and around the building and grounds, when representing the project in matches or field trips and visits.
- ❖ Behaving appropriately means acting in a way that will bring credit to yourself, your family and the project.
- ❖ Look after the building and equipment, keeping the environment clean and tidy.
- ❖ Be in the right place, at the right time.

Classroom Behaviour

The project expects you:

- ❖ To arrive on time.
- ❖ To behave sensibly.
- ❖ To respect lesson staff and each other.
- ❖ To follow the specific rules for the session you are in.

During the sessions, you should:

- ❖ Pay attention.
- ❖ Listen to what staffs say to the whole class and to you in particular.
- ❖ Take every opportunity in the lesson to develop your skills and knowledge.
- ❖ Work co-operatively with the other young people, do not distract or annoy them.
- ❖ Carry out requests from staff without argument
- ❖ Do your best.

Praise and Rewards

We wish to encourage you and to give praise and we do so through a system of verbal praise, records, end of term (or half term) trips which celebrate meeting targets for a wide range of social and personal skills.

Anti Bullying Policy

The project actively discourages bullying of any kind - name calling, pushing, poking, making fun of, taking other people's possessions. Bullying is one of the topics which will be covered in the PHSE programme.

If you feel you are being bullied it is important that you tell a member staff. Bullies rely on their victims being afraid to tell adults - this is how they 'get away with it so easily sometimes. As soon as an adult is told, the situation always changes. In most cases, the problem can be resolved, and everyone feels happier. If the problem is very difficult, more time is needed to put it right.

If you think you are being bullied you should:

Tell an adult you trust; Teacher, project staff, connexions advisor or parent.

- ❖ Believe that it will be sorted out.
- ❖ Believe it's ok to tell.
- ❖ Believe you don't deserve to be bullied and act as confidently as you can.
- ❖ Keep with your friends; do your best to ignore the bully.

Support to Help You Change Inappropriate Behaviour

We have made our expectations of your conduct clear and discourage selfish and anti-social behaviour. It is important that you know how the project will respond if you are not living up to our expectations.

You will be spoken to individually to discuss your behaviour, which may be followed up with targets being set.

Your parents may be required to come into the project to talk about your behaviour; alternatively staff may visit you at home.

If you become involved in serious incidents:

Your parents will be informed.

You will be withdrawn from lessons for instance, for fighting, bullying, threatening behaviour, drug or alcohol misuse and refusing to cooperate with staff instruction.

Withdrawal of project place

The Manchester Settlement may withdraw its offer of a place for persistent misbehaviour or for serious incidents in which you have been involved.

The withdrawal may last for a fixed period of time, e.g. one day, one week. The kind of incidents which might warrant this are:-

- ❖ Consistently disrupting sessions.
- ❖ Verbal abuse of staff or other students.
- ❖ Fighting or threatening other Students.
- ❖ Bullying.
- ❖ Bringing inappropriate or illegal items or substances into the project such as knives, air guns, stolen goods, alcohol or drugs.
- ❖ Supplying or selling illegal substances.
- ❖ Other actions, which disrupt the day to day running of the project, or risk the safety of other people.

Your parents will be involved - in some cases they may be asked to come into the project to collect you; you will meet with a senior member of staff on your return to talk through the terms of your return to the project, you may follow a reduced timetable until such time as there is a suitable improvement in your behaviour.

If any of the previous incidents are sufficiently serious, or you get involved in other, more serious, disciplinary incidents, or you do not improve your behaviour despite the support you are given a permanent withdrawal could result.

Permanent withdrawal of the project would mean that you are referred back to school (or referring body), who would then be responsible for your full time education.

All people are treated as individuals. This means that we will take into account all the relevant circumstances when deciding how best to support you. Most young people on the project work and behave very well. When you do so, you will be praised and rewarded. If you do things wrong you will be offered support to help you improve.

We believe that everyone has the right to learn in a safe, secure and pleasant environment, and that everyone has a responsibility to make a positive contribution to this.

Students will be expected to sign a contract on enrolment, which briefly covers all of the above.

Education and Welfare Provision for pupils with Statements and Learning Difficulties and Disabilities (LDD)

We recognise that each child is an individual with their own specific learning differences. We welcome pupils with special educational needs, as long as we can provide them with the support they require. We do not, however, have the facilities to offer highly specialised and intensive support. At Manchester Settlement we aim to ensure sympathetic treatment, individual support and a positive approach, focusing on the learning difference with its positives rather than any negative associations connected with a learning disability.

Manchester Settlement aims to provide:

- ❖ A caring and sympathetic environment in which the pupils and their parents feel free to express concerns and difficulties
- ❖ A programme of study individually designed to develop strengths and build up skills and knowledge, supported by an IEP (Individual Education Plan)
- ❖ An environment in which each pupil can develop in confidence, skills and attainment
- ❖ Support with coursework, revision and examination techniques.

Students at Manchester Settlement may have special educational needs as a result of one or more of the following:

- ❖ Specific learning differences
- ❖ General learning difficulties
- ❖ Particular difficulties with literacy/numeracy/other skills
- ❖ Emotional, social or behavioural problems
- ❖ A physical disability
- ❖ Speech or language difficulties
- ❖ A medical or health problem

The Department for Education and Employment's Code of Practice on the identification and assessment of Special Educational Needs and the Disability Discrimination Act 1995 (part 4) as amended by SEN and Disability Act 2001 is very much taken into account when considering assessment and provision for children who seem to have special needs. Each pupil with a special educational need requires special consideration and treatment. If appropriate, adjustments will need to be put in place. We will discuss thoroughly with parents the adjustments that can reasonably be made for their child once they have accepted the offer of a place and before s/he becomes a pupil at the project.

Pupils for whom English is an Additional Language

- ❖ Manchester Settlement Aims:
- ❖ To ensure support for pupils for whom English is an additional language so that they can participate and reach their full potential.
- ❖ To identify and assess all pupils for whom English is an additional language.
- ❖ To meet the needs of all pupils for whom English is an additional language by offering continual and appropriate forms of educational support.

Organisation

Pupils will receive individual help from a qualified and experienced teacher and will also receive targeted help and support in the classroom. Some students may only need classroom support and their progress will be regularly reviewed to consider whether additional support is required. Over the past 3 years we have had between 98-100% of Year 11 student school leavers going on to a college course, apprenticeship or employment.

Calendar for the school year

2011/2012

Autumn term

Term starts: Tuesday 6 September 2011

Half term holiday: Monday 24 October 2011 - Friday 28 October 2011

Term ends: Friday, 16 December 2011

Christmas holiday: Monday 19 December 2011 - Monday 2 January 2012

Spring term

Term starts: Tuesday, 3 January 2012

Half term holiday: Monday 13 February 2012 - Friday 17 February 2012

Term ends: Friday, 30 March 2012

Easter break: Monday 2 April 2012 - Friday 13 April 2012

Summer term

Term starts: Monday 16 April 2012

Half term holiday: Monday 4 June 2012 - Friday 8 June 2012

Term ends: Friday 20 July 2012

Public Holidays Good Friday - Friday 6 April 2012, Easter Monday - Monday 9 April 2012, May Day - Monday 7 May 2012, Spring Bank Holiday - Monday 4 June 2012, Extra Bank Holiday - Tuesday 5 June 2012