

## **Endeavour Federation SEND Information Report - April 2024**

Endeavour Federation consists of three centres; Castlefield Campus (Central, KS3 and KS4), Southern Cross (South, KS2, KS3 and KS4) and Meade Hill (North, KS3 and KS4). Within each centre, we provide tailored provision for a range of young people with social, emotional and mental health difficulties, including a detailed and in depth PSHEC and emotional curriculum which focuses on pupils' emotional needs; ensuring pupils are ready to learn. Pupils are educated in small class sizes, of around 8 pupils with a teacher and a teaching assistant. Each day starts with a check in, which is an opportunity for developing and sharing emotions, as well as building classroom community.

All pupils have an EHC Plan with the primary need of SEMH (Social, Emotional, and Mental Health). The schools follow the National Curriculum, with some adaptations, 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. To help support pupil engagement and attendance we have a strong focus on kinaesthetic learning and practical subjects.

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. The 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 designated intervention TAs, who run interventions for pupils in literacy and numeracy skills, to improve their ability to access the academic curriculum. Specialist teachers, also offer support to 'more and most able' students, to extend their learning. Behaviour and academic targets are monitored and reviewed regularly.

All staff have additional training 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. In addition, a 'big picture' sensory offer supports whole groups to meet their sensory needs, through activities such as the daily mile and individual or group sports' interventions. 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 and highly skilled in the use of 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 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 visiting speakers, who deliver training to staff and pupils, challenging entrenched thinking and behaviours.

We have Senior Lead TA's for Safeguarding and Pupil Well Being, who work 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.

In KS4 we offer a broad and balanced curriculum with a particular focus on English, Mathematics, Science and PSHEC for all pupils. Pupils can gain a GCSE or equivalent qualifications in English, Mathematics, Science, ICT, Art, PE, Travel and Tourism and Food Preparation and Nutrition. Pupils are offered the Duke of Edinburgh award. All our lessons embed a communication friendly approach using ELKLAN techniques to present work in a more visually accessible way. Vocational qualifications such as Mechanics, Bike maintenance, Hair and beauty and Construction are offered to pupils in KS4.

Students are encouraged to plan for their future and follow a Careers Programme. In KS4 they have an opportunity to be supported by a Careers Advisor and hear from employers across the work landscape. We have had visiting professionals from a range of sectors to speak, motivate and inspire our pupils. In addition, pupils in KS3 have access to the **Xello** or **Skills Builder Programmes**, which allows them to define their future goals and transform their aspirations into actionable plans for success. The program puts students at the centre of their future planning journey.

Each school has an outdoor pitch and an indoor sports hall which is set up for a range of sports including basketball, football, badminton and tennis. Each school also has its own football team, who are part of a Manchester SEMH Football League and play matches on a regular basis. Annual sports days are held by each school.

We have close links with local gyms and pupils can take part in timetabled PT or boxing 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. Pupils are also able to take part in the Bikeability scheme, which supports road safety.

We have several animals throughout the schools, we hatched and kept small flocks of chickens, have a guinea pig, rabbits, one turtle, two tortoise and a couple of dogs. The animals improve pupils' caring skills, animal husbandry and supports behaviour regulation. In addition, at Meade Hill School, pupils are encouraged to apply through 'The Job Club' to have a caring role for the individual animals.

Points cards or task sheets are used in every lesson to record positive behaviour and achievement. 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 or relevant information is sent home regularly.

Pupils have weekly enrichment activities, which is dependent on the number of points achieved. The weekly totals are collected and at the end of every half term, reward trips are organised for a combination of positive behaviour and academic achievement. Pupils with 100% Attendance, are a focus in the weekly whole school assembly and pupils can achieve a 'special' trip, to reward and incentivise good attendance.

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

## **Endeavour Pathways:**

### **Core offer**

Here the pupils access our main offer, following a secondary model of teaching.

### **Nurture provisions**

For pupils with more complex or additional needs to their SEMH needs, we have 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 follow a more primary based model, with a form tutor that teaches the group for most of the timetable to build on the relational approach to learning. There is also a sensory lifestyles and resources.

### **Attendance and Reintegration Centre KS3 (Southern Cross)**

The ARC works with the pupils disengaged from Education and those who struggle to attend and regulate their behaviours. They have smaller class sizes. These pupils have differentiated timetables with the focus being on creating and developing relationships to engage the pupils with their learning. Mentors and keyworkers play a vital role in building relationships with pupils and their families.

### **Personalised Education Team KS4**

Within the PET, pupils have bespoke timetables but can gain qualifications in English, Maths, Science, Art, PE, ICT & Food technology, along with Duke of Edinburgh and the Princes Trust Award. PET pupils have differentiated timetables to meet their academic and social and emotional needs. They also work in smaller group sizes. Some of these pupils also have access to bespoke provisions such as bike maintenance, hair and beauty, animal care, music, or sports programmes accessed through quality assured provisions.

### **Outreach – Emotional School Based Avoidance and dysregulation KS3 & 4 (Southern Cross)**

Outreach supports pupils who struggle to attend school due to their emotional needs, or those pupils that find school a trigger for their dysregulation. These pupils follow bespoke programmes of study to maximise their attendance with school.

## What are our school aims?



## Our values

- Aspiration:** We hold the highest aspirations for our pupils, nurturing their academic and social understanding, so they are able to grow and reach their fullest potential.
- We ignite curiosity, instilling a lifelong passion for learning and exploration.
- Resilience:** We empower our pupils to navigate and understand their emotions, fostering unwavering perseverance and a positive mindset.
- We guide them to overcome challenges, embrace setbacks, and emerge stronger, wiser and more resilient; able to manage their emotions and thrive in the adult world.
- Kindness:** Within our nurturing environment, we cultivate empathy and compassion, encouraging our pupils to treat others with respect and understanding.
- We nurture a diverse community, where kindness is the norm, fostering a sense of belonging and mutual support.

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

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 carry out a dyslexia screening test on all pupils, to give an indication of possible dyslexic tendencies which act as a barrier to learning.

Leaders prioritise learning interventions, whole school literacy or numeracy sessions occur daily. Strategies for improving literacy include: **Fresh Start**, a catch-up phonics scheme, which supports reading, comprehension, spelling, handwriting and composition; **Rapid Reading**, a scheme which is allocated to pupils who have been identified from the GL Reading Assessment, to have a 2-year discrepancy from their age at testing; **Beat Dyslexia**, supports pupils who have been identified through GL Assessments, as having dyslexic markers and **Bedrock/Mappa** which supports vocabulary acquisition, so pupils are able to engage with the growing demands of the curriculum. This multi targeted approach is essential for children struggling with literacy. In addition, we use the **Morrells Handwriting Scheme**, to target pupil presentation and this is having a positive impact on handwriting and presentation across the school. Numeracy interventions run alongside the work in literacy.

We assess all pupils against the Ready to progress criteria (using Number Stacks Assessments) and those working below age-related expectations in the identified areas receive additional intervention sessions to support accelerated progress, using **Number Stacks**. This is an effective intervention which uses concrete methods to support pupil understanding and fill numeracy gaps, allows pupils to navigate the increasing complexities of the maths curriculum.

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.

- Castlefield Campus, Christina Bejar-Arrabal, 0161 989 3009, [senco@castlefieldcampus.com](mailto:senco@castlefieldcampus.com)
- Meade Hill School, David Morrison, 0161 696 0764, [admin@meadehill.manchester.sch.uk](mailto:admin@meadehill.manchester.sch.uk)
- Southern Cross, Jody Collins, 0161 881 2695, [senco@southerncross.manchester.sch.uk](mailto: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 contact from form staff. These update parents/carers about the positive contributions their children have made and any concerns 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 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 numeracy and literacy, together with social and emotional development work.

Some pupils follow more bespoke pathways when they are unable to access the main offer

On occasion, a student may follow an individual programme, bespoke to their needs. 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 practitioners to deliver Neurofeedback courses to pupils. Neurofeedback is a non-invasive treatment that encourages the brain to develop healthier patterns of activity. The goal of treatment is not only to change how you think and feel, but also to change your brain on a biological level for better functioning. We also provide art, play and speech and language therapists to work with pupils individually and in groups. The therapists also deliver staff training to help the school work holistically and better meet the needs of the pupils. The therapists work alongside our Educational Psychologist and other agencies.

### **Teaching Strategies Used**

- Quality first teaching
- Small group teaching
- High interest, engaging lessons with practical activities to support pupil understanding
- Use of ICT to support whole class delivery
- Data led interventions in Literacy and numeracy
- Relational approaches to learning
- Personalised learning which can include: Commissioning curriculum support from a partner organisation, where we cannot offer particular courses, e.g. mechanics, construction and hair and beauty

### **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.

### **Expertise and training of staff**

All three schools offer small class sizes with a maximum of 9 pupils, supported by a teacher and teaching assistant, to assist learning and engagement. We place a high premium on the staff knowing the pupils well, as we know that this helps them to learn more effectively and allows pupils to 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 strategies to support speech, language and communication across the school.
- Emotion Coaching to co-regulate pupils in times of dysregulation
- Restorative Practices to repair the harm following any dysregulated behaviours.
- Conflict resolution
- DSL Training
- Safeguarding Level 1 Training
- Safer Recruitment Training
- Risk Assessment Training
- Internal/external courses focussing on pedagogy, quality teaching and assessment
- Fire Marshall training
- First Aid
- Team Teach, Effective Behaviour Regulation and De-escalation training
- MIDAS (Minibus driving)
- We also 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 2 and 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. This process is supported by governors' visits to each site and meetings with pupils and staff.

### **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
- Therapists
- ELKLAN
- Speech and Language Team
- Career Connect
- Attendance Officer

We work closely with other agencies to support Federation pupils including – The Advice and Guidance Service, The Early Help team, The Educational Psychology Team, CAMHS and where required YOS. 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.



