



## Cambian Tyldesley School

*Specialist Day School for SEMH  
(Social, Emotional & Mental Health)*

- Mixed Gender • 11-19 Years
- Up to 38 Weeks • Day Placements

## Welcome

Welcome to Cambian Tyldesley School. Our aim is simple - to inspire all our students to achieve their best through "belonging, engaging and succeeding together". We strive for our students to achieve academic qualifications alongside success in developing their emotional resilience and managing their behaviour as they learn and grow in a safe and trusted environment.

We have a strong tradition of achieving good examination results and students are given a strong head start in life.

Excellent teaching is at the heart of our success. Committed and enthusiastic teachers deliver high quality, enjoyable lessons that encourage learning.

Visitors to Cambian Tyldesley School frequently comment upon the happy, purposeful atmosphere and the good behaviour of our students. We believe in treating each student as a unique and valued individual and your child's talents and abilities will be nurtured both inside and outside the classroom.

As a result, our students make on-going progress and leave us as more engaged young people with purpose, and with the knowledge; that they have the ability to develop, grow and learn within an education setting, and the wider world.

We believe this to be the result of our emphasis on high standards, a strong commitment to building good working relationships between staff and students and excellent support. We seek ways to foster a real sense of community spirit for students, parents/carers and staff. Our students thrive within this supportive safe environment.

If you would like to see for yourself what makes us so successful, we look forward to welcoming you. In the meantime, I hope this prospectus gives you an idea of what Cambian Tyldesley School has to offer and that this is just the beginning of a long and successful partnership.

We look forward to meeting you.

*Jemma Westby*

Jemma Westby  
Headteacher



Jemma Westby  
Headteacher

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## Overview

**Cambian Tyldesley School has a good reputation for providing high-quality, personalised education for students with Social, Emotional and Mental Health (SEMH) difficulties. Success is based upon an approach which combines high expectation with sensitivity to the needs of the individual.**

Well qualified and experienced staff work together to make our school a successful and happy community. We offer a rich, varied and stimulating curriculum, which includes academic and vocational studies. Timetables are tailored to the individual to ensure they have the opportunity to make progress and receive the required level of support needed to assist them in fulfilling their potential. We strive to continually improve the provision and embrace opportunities to expand and extend learning experiences.

The school supports a full range of national curriculum topics for its learners, underpinned by a whole school approach to the emotional wellbeing of each student. Students at both key stage 3 and 4 have access to a creative curriculum which is suitable for their abilities and potential. We expect our students to be able to achieve beyond their expectations and gain excellent results in their GCSE qualifications, as well as Entry Level certificates, Functional Skills, BTEC awards and other vocational qualifications.

Tyldesley School offers a nurturing and caring environment that allows all students to thrive and achieve their full potential. Great importance is placed on recognising, celebrating and rewarding individual and group achievements.

Students are encouraged to participate in a wide range of activities that enrich their spiritual, moral, social and cultural development. This development is promoted through trips, collapsed curriculum days, cross curricular activities, workshops and alongside fundamental British values are embedded into all subject areas.

Our success and effectiveness is dependent upon positive relationships with students, parents, carers, Local Authorities and the wider community. We value all contributions and opportunities for working holistically, where the child is at the centre of all we do. I hope this prospectus gives you a sense of the schools vitality, values and aspirations.

### Student Profile

Students may be diagnosed with or present with:

- Social, Emotional and Mental Health (SEMH)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Challenging Behaviour
- Likely History of Placement or Family Breakdown
- Attachment Disorder
- Low or None Attendances in Education
- Self-Harmers
- Autistic
- Without EHCP
- Gang Affiliated
- Transgender
- Criminal Record
- Violence
- CSE



## About Our School

Many of the pupils that attend Tyldesley School have previously had negative experiences of education, it is therefore the school's mission to raise their confidence and self-esteem; to enable them to develop creative and enquiring minds; develop social and emotional skills and give them a sense of ambition so that they can meet their academic potential and make a positive contribution to society.

### Aims of the School

- Create a stimulating and happy environment where students can achieve their full potential.
- Establish a caring community in which students are supported and support each other.
- Foster self-respect, self-discipline and a sense of responsibility and concern for others.
- Provide a broad, balanced, rich, relevant and differentiated curriculum.
- Create a positive and enquiring attitude to learning that encourages self-motivation, self-belief and perseverance.
- Promote close partnerships with parents/carers, local communities and organisations.
- Provide a curriculum appropriate to the needs of the individual.
- Empower students with the social and emotional skills required to become fully functioning, effective members of society.



# Facilities and Services



## Educational and Emotional Support

The school offers a supportive environment, where all staff are trained in various techniques to successfully work with vulnerable young people who may display a wide range of emotionally triggered behaviours. Students have access to personal tutors and support workers to aid them in developing strategies and mechanisms to assist individuals to access and unlock their potential.

Opportunities for team building, increasing self-esteem and confidence are built into the curriculum, these include enrichment opportunities, sport and tutor sessions. Where appropriate, referrals for therapeutic interventions are offered by specialists, to support the needs of the individual, which may include; anger management, bereavement counselling or art therapy.

## Careers Education and Guidance

All students receive careers guidance, including input from local connexions teams, beginning with transition reviews in Year 9. Careers education is provided by aspects of the Preparation for Working Life programme. Students can also access vocational training providers and local colleges during key stage 4 which offer a range of courses in construction, hair and beauty and motor mechanics.

## Achievement and Progress

Our focus is to support all students to make gains in their learning. Progress and achievements are recorded for each student and reports are regularly sent to parents/carers and local authorities. The school acknowledges achievements at all levels, whether in lessons, particular activities or the actions of students, and we celebrate these achievements on a regular basis.

We provide written reports on a termly basis to carers and parents providing information on progress and attainment and opportunities for parents or carers to attend open days to discuss pupil progress.

The schools general academic performance, including exam results, inspection reports will be published and made available to the extended school community. Regular reviews are conducted with social workers, virtual schools and other local authority agencies when required.



## Examination Course Assessment

Students will follow a variety of examination courses, dependent upon their individual educational needs. These include GCSE, BTEC, Functional Skills, Entry Level accredited courses. Assessment is on BKSb for initial and diagnostic as a starting point, teacher assessment and standardised tests, these are conducted on a regular basis.

## Curriculum Enrichment

We actively promote opportunities for students to engage in experiences that broaden their skills and knowledge through educational visits, personal projects, work experience and other agencies both on and off site. Students have participated in First Aid training and team-building exercises delivered by the School of Military. Students are encouraged to make positive contributions to society in many ways, including involvement in charity events throughout the school year such as working at the food bank.

## Vocational Placements

We offer vocational placements at local colleges and training providers and offer support as required. Some students also undertake work experience placements within the local community. All placements are dependent upon risk assessment outcomes and are pre-planned.

### Key Stage 3

Learning is differentiated according to ability and takes into account particular barriers and vulnerabilities of each learner. There is a balance between cross-curricular themes and subject-specific ones which are dependent upon the engagement and interests of the student, assessment levels relate back to the national curriculum. Where appropriate students can enter early into accredited programmes and gain credible qualifications, in order to re-engage and motivate individuals.

### Key Stage 4

Students have the opportunity to engage in a more flexible programme of study through options and choices. This includes academic qualifications and opportunities to engage in vocational subjects. Students can gain qualifications at GCSE, Functional Skills at Level 1 and Level 2 and where appropriate Entry Level qualifications and awards.

### Key Stage 5

At key stage 5 students have the opportunity to build on their GCSE results and/or take part in BTEC qualifications to help them further their education and future prospects. Work based programmes and introductions to further education are also offered to those who are seeking these experiences.

### Subjects Include

- GCSE
- BTEC
- Functional Skills
- Entry Level
- Vocational Placements

## Before Tydesley School

Prior to joining Tydesley School, Tanya had previously attended Mainstream Schools and Pupil Referral Units (PRU's). However, due to her challenging behaviour (inappropriate comments and assault to both students and staff) she was subsequently excluded from both of these provisions.

## How Tydesley supported Tanya

Tanya was transferred to Tydesley during the Spring of 2019. During her transition, she expressed great difficulty with staff and those around her, resulting in a significant number of incidents including challenging behaviour, staff and student assault and property damage.

With the assistance of the staff at Tydesley School, her parents, Local Authorities and virtual school methods, Tanya was supported in a way to help decrease the amount of extreme behaviour incidents she had.

Tydesley's 'trauma informed' approach helped Tanya to work through her problems and supported her in reducing these behavioural incidents. As a result, Tanya began to build positive relationships with staff and with further support, was more able to control her behaviour within the school.

Throughout the duration of Year 10 and 11, significant improvements were made, with Tanya accessing a full-time bespoke curriculum including: Maths, English, Health and Social Care, PSHE and Sport.

Tanya was also supported by Tydesley's Independent Careers Team, and went on to complete work experience placements in the Health and Social Care sector.

## What's Tanya doing now?

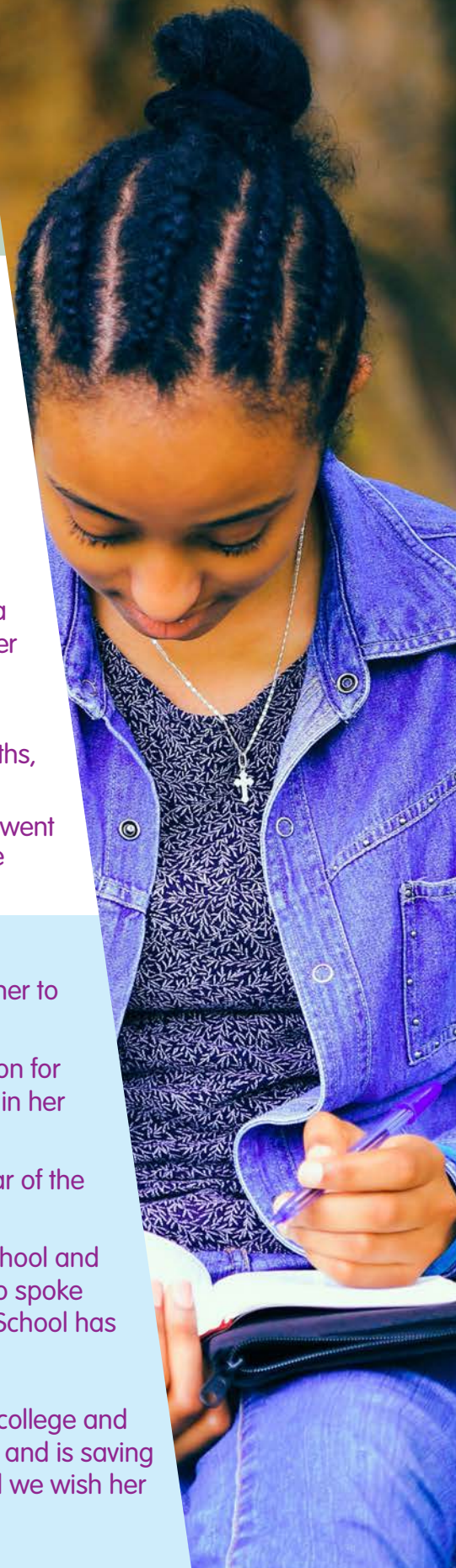
Tanya went on to achieve all of the qualifications that were required for her to enrol on a Level 2 Health and Social Care course at college.

Tydesley school worked alongside the college to ensure that the transition for Tanya would be smooth and stress free, when she moved across to begin her further education.

Tanya is now settled in college and has successfully completed a full year of the Level 2 Health and Social Care qualification.

Throughout the academic year, Tanya has been back to visit us at the school and has expressed her thanks that the school never gave up on her. She also spoke with other students about her journey and the positive impact Tydesley School has had on her.

With ambitions to be a midwife, Tanya is currently in the second year of college and also works as a Manger of a local café. She is currently learning to drive and is saving up for a car. We are immensely pleased at how far Tanya has come and we wish her every success for the future.



# Tyldesley School

## Outcomes 2022

### GCSE RESULTS

**5** x English Language  
including 1 at Grade 4

**4** x Maths  
including 1 at Grade 2

### FUNCTIONAL SKILLS RESULTS

**9** x English with  
3 x Entry Level 3,  
2 x Entry Level 2  
& 4 x Entry Level 1

**5** x Mathematics with  
3 x Level 3,  
1 x Entry Level 2  
& 1 x Entry Level 1

### FURTHER RESULTS

**8** x Merit-Certificate, Sport  
including 4 at Level 2

**2** x Award, Health &  
Social Care at Level 1

**9** x BTEC Science - ELC

**3** x Food Technology  
including 2 at BTEC Level 2



## Additional Information

### Safeguarding Statement

The parents/carers of students attending Tyldesley School should be aware that the school has a duty to safeguard and promote the welfare of students.

This responsibility necessitates a safeguarding policy and the school may need to share information and work in partnership with other agencies when there is a concern about a student's welfare. This policy on child protection is in accordance with locally agreed inter-agency procedures. The policy also complies with guidance from the DfE and Local Safeguarding Children Board (LSCB). The school recognises it is an agent of referral and not of investigation. Anyone can make a referral to children's social care, if necessary.

The Designated Safeguarding Lead (DSL) for the school is Jemma Westby, Headteacher. A copy of the safeguarding policy is available from the school office. Please see contact details at the front of this prospectus. We are committed to keeping our students safe: all staff working for us are subject to an enhanced check via the Disclosure Barring Scheme and undertake regular training.

### Policy Documentation

The following policies and information are available to all parents, carers and students/prospective students as well as Chief Inspectors, Secretary of State or Independent Inspectorate upon request.

- Arrangements for admissions
- School aims and ethos
- Behaviour and discipline
- Complaints procedures
- Anti-bullying
- Health and safety
- First aid
- SEN/EHCP and welfare
- English as an additional language



WE all SHOULD KNOW that  
DIVERSITY makes for A RICH  
Tapestry AND We MUST  
UNDERSTAND that ALL the  
threads of THE Tapestry  
ARE EQUAL in VALUE no  
MATTER what THEIR COLOUR.

## Complaints Procedure

We know that there will be times when students, parents, carers or placing authorities will want to give us feedback about our school and we are happy to hear from you. If you feel that you would like to make a suggestion, let us know about something you were pleased with or a way in which we did not meet your expectations, please contact the school via the details below.

A complaints procedure allows for both formal and informal complaints. Informal complaints can be dealt with quickly, while formal complaints should be made in writing. Our full complaints policy is available, upon request. This policy is designed to help you raise your concerns and ensures your complaint will be listened to and dealt with fairly. Should you wish to escalate your complaint or if you feel you are unable to contact the school, please contact the Director of Education via the details below.

## Equal Opportunities and the School Values

We are committed to a policy of equal opportunities for all young people, staff and others who come into contact with the school, regardless of their protected characteristic: gender, sexual orientation, age, disability, ethnicity, colour, religion or cultural background.

Everyone visiting, working or learning in the school should feel welcome, secure and confident at all times. They should also feel valued and able to participate fully in school life.

## The Proprietor

The proprietor of the school is Farouq Sheikh, Chair of the CareTech Board. The representative of the Proprietor of the school, whose address for correspondence during both term times and holidays, is:

Chris Strong, Managing Director Education,  
Metropolitan House, 3 Darkes Lane,  
Potters Bar, Hertfordshire EN6 1AG.

The representative of the proprietor may be contacted at  
[chris.strong@caretech-uk.com](mailto:chris.strong@caretech-uk.com)

## Contact

**School Address:** Cambian Tyldesley School, Shuttle Street, Tyldesley, M29 8BS  
Telephone: 01942 877 660  
Email the School Administrator: [tanya.jennings@cambiagroup.com](mailto:tanya.jennings@cambiagroup.com)