



Cambian Hartlepool School

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

- Mixed gender • 10-18 years
- Up to 38-weeks • Day Placements

Welcome

Cambian Hartlepool 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 and BTEC awards and other vocational qualifications.

Hartlepool 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 is 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. You are welcome to visit us during the school day and look forward to meeting you, should you wish to accept this invitation.

Yours sincerely

Paul Barnfather

Head Teacher



Head Teacher
Paul Barnfather

Unit E Sovereign
Park, Brenda Road,
Hartlepool,
County Durham,
TS25 1NN

01429 224965

Believe and Achieve



Cambian Hartlepool School is an independent, DfE registered co-educational day school, providing specialist education for up to 18 students, aged 10 – 18 years.

The school is non-denominational and has an ethos of respect and tolerance for all cultural needs and religious beliefs. The school specialises in students with SEMH through flexible learning programmes and pastoral care delivered by skilled staff.

The Cambian Group, are one of the largest providers of specialist behavioural health services for children in the UK. Although this work embraces many specialist disciplines, Cambian Group are united by a common purpose: to actively enable each and every one of our students to achieve their personal best, however it is defined by them or for them.



About Our School



Many of the pupils that attend Hartlepool School have previously had a negative experience of education therefore it is 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

Student Profile

- Mixed Gender
- 10-18 Years Old

May be diagnosed with or present with:

- Social, Emotional and Mental Health (SEMH)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Challenging Behaviour
- Likely History of Placement Breakdown
- Attachment Disorder
- Low or None Attendances in Education
- Without EHCP



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 with a small team of teachers and support staff 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 Careers Service 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

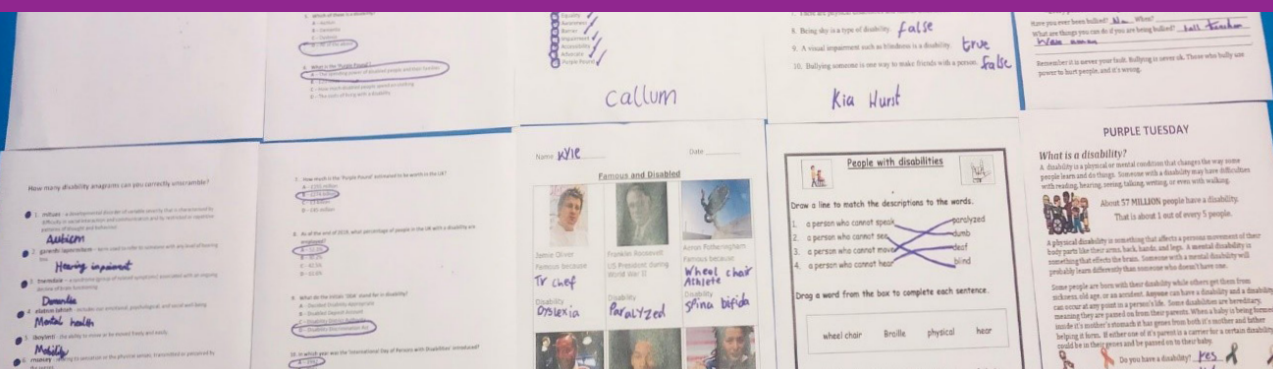
Our focus is to support all students to make gains in their learning. Progress and achievements are recorded for each student and reports are regularly discussed with parents/carers and local authorities. The school acknowledges achievements at all levels, whether in lessons, particular activities or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

We provide written reports on a discussed with 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.



Curriculum



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 entry to gain 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 and group activities. Students are encouraged to make positive contributions to society in many ways, including involvement in charity events throughout the school year such as fundraising for or local charities and participation in other events.

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.



Cambian

Sienna's Story

Sienna came to us in Year 10 and arrived lacking numerous qualities that would have empowered her natural charge towards end-of-year success. Largely, she lacked academic confidence, was extremely self-conscious having missed a considerable amount of schooling.

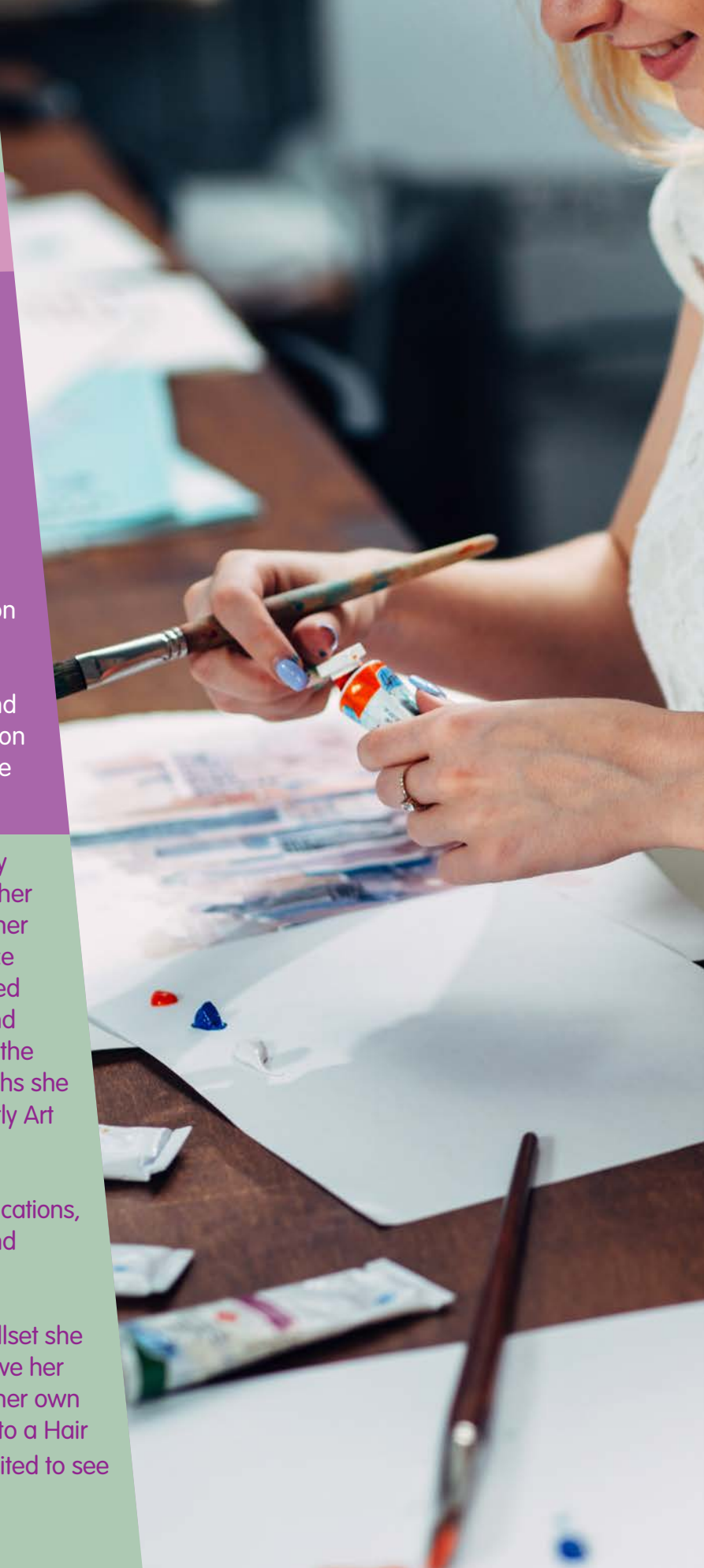
She lacked social skills and had been excluded from six provisions since year 7. She lacked the organisational ability to plan a strategic assault on potential qualifications.

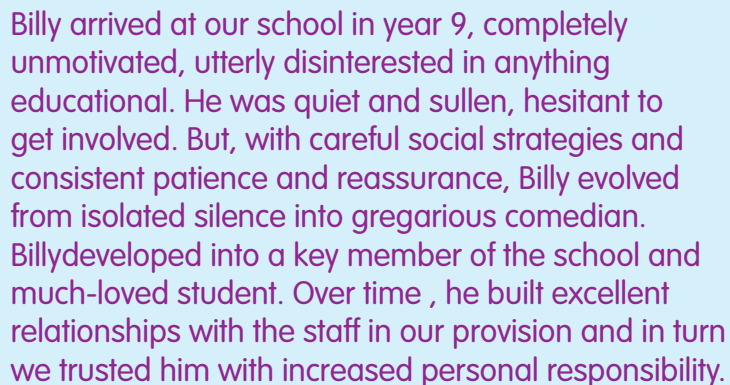
However, we could see a glimmer of potential and that glimmer was enough for us to jump into action and work closely with her to bridge many of those gaps.

Throughout her time with us, we worked tirelessly to put a structure in place that would strengthen her academic confidence. It was satisfying to watch her develop positively over 18 months. Her attendance was improved massively, having previously missed significant schooling elsewhere. After a frantic and anxious start in the work, she gingerly picked up the pace and with patient teaching, after a few months she improving her work in several subjects, particularly Art and Design.

She will leave our provision with several key qualifications, gaining the all-valuable grades in GCSE English and Maths, BTECs in Art, Design, Food Tech and ICT.

More importantly, she will leave with a crucial skillset she lacked in when she first arrived here, that will serve her well in life. A higher confidence in herself and in her own potential to achieve. She has already signed up to a Hair and Beauty course at her local college and is excited to see what more she can achieve.





Billy remained largely opposed to academics and in some subjects was difficult to motivate. However, through careful management, we always maintained his engagement, his behaviour was good and his attendance was outstanding.

Billy suffered some personal trauma, losing his dad after a long battle with illness and the school played its part in the healing process, being a constant source of comfort, providing the consistency, compassion and familiarity he needed during that difficult time. We worked closely with mum at all times and gladly forged a very close partnership.

When Billy left us this academic year, he was rewarded for his commitment to the overall school ethos. He left with GCSE's in English and Maths, Entry Levels in Science and BTEC's in Construction and Food Tech PE.

Billy is now in college and enjoying his time in a BTEC Game Design Programming and Coding course. He has popped back a few times since he left and its always great to see him. Indeed, he brought his whole family to a school BBQ, which was lovely and has left with very fond memories and a developed sense of self.

Kayley's Story

Kayley arrived in Year 10 and was a frustrated, shy and self-conscious young lady. She'd missed significant schooling and been moved hundreds of miles from home to a care-home in an unfamiliar part of the country. She was nervous and felt isolated. She was nervous was adamant she would flop at school, due to her previous experiences. We recognised she did have some clear and identifiable aspirations that she wanted to achieve. We knew then, we could help her. We helped her with her goals and we understood what she needed to achieve them.

With a cautious and pastorally based approach her needs were met carefully yet structurally. It wasn't long before she was engaging in all subjects including the core subjects she had previously claimed he would struggle. With our 'whole student' approach, Kayley began to feel comfortable with her teachers, building relationships of trust and forming an educational partnership with staff that was warm and progressive. It was clear she craved those positive relationships and felt comforted by their classroom presence. Kayley progressed, quickly and had a clear purpose. With her goal in mind and an eye on a potential career in Hair and Beauty, Kayley stuck to the tasks-at-hand and despite some emotional bumps along the way, she persevered. It paid off.

Kayley will leave school this year with strong GCSE grades in Maths and English. With BTECS' in Art and Design, Pass rates in GCSE Entry Level Science and other BTECs in Food-Tech and Construction and a pass in ICT.

Kayley has subsequently and with considerable success, proved her worth at school to the extent her personal goals have been met to return home and has gained the self-confidence to return to her native area where she is already signed up to a High Level Hair and Make-Up course that she hopes will be the beginning of a road that will take her around the world.



Hartlepool School

Outcomes 2025

BTEC

3 x Art & Design - Level 1 Award

2 x Art & Design - Level 1 Certificate

2 x Construction - Level 1 Certificate

3 x ICT - Level 1 Award

2 x Home Cooking Skills - Level 1 Award

1 x Personal Growth and Wellbeing - Level 1 Award

3 x Sport and Active Leisure - Level 1 Award

GCSE RESULTS

4 x English Language

3 x Mathematics

ELC

2 x Mathematics

2 x Science

LOOKING TO THE FUTURE

All year 11 leavers have an identified Post 16 Pathway into college or training.

OTHER ACHIEVEMENTS

100 % of year 11 leavers left with a qualification in Mathematics.

100 % of year 11 leavers left with a GCSE in English.



Additional Information

Safeguarding Statement

The parents/carers of students attending Hartlepool 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 are Zoe Cousins and Leanne McPartlin. A copy of the safeguarding policy is available from the school office. Please see contact details at the back 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



Additional Information

Complaints Procedure

We all 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 contact details at the front of this prospectus.

A complaints procedure allows for both formal and informal complaints. Informal complaints can be dealt with quickly, while formal complaints can 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 complain further or if you feel you are unable to contact the school, please contact the Director of Education - **Andrew Sutherland, 4th Floor, Parkview, 82 Oxford Road, Uxbridge, England, UB8 1UX**

Number of complaints received by the school in the year 2022-2023 - **None**

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, Farouq Rashid Sheikh can be contacted at the following

Andrew Sutherland,
4th Floor, Parkview,
82 Oxford Road,
Uxbridge,
UB8 1UX

The representative of the proprietor may be contacted at
Andrew.Sutherland@caretech-uk.com