



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.

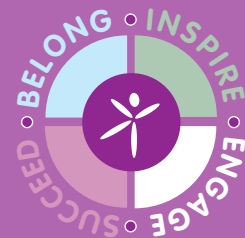
Students are encouraged to participate in a wide range of activities that enrich their spiritual, moral, social and cultural development. This development is promoted through trips, collapsed curriculum days, cross curricular activities, workshops and alongside fundamental British values are embedded 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 & Mental Health Difficulties (SEMH)
- Autism Spectrum Disorder
- ADHD
- Challenging behaviour
- History of permanent school exclusion
- Attachment Disorder
- Emotions based school avoidance
- Young people with ACE's



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.

Cathy Westwell is our Trauma Informed Mental Health Practitioner; the whole school team have had trauma informed training delivered by TISUK January 2023.

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/collecting for the food bank, gardening projects and visiting old people's homes to gain work experience.

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.

Subjects Include:

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

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.

Before Tyldesley

Before joining Tyldesley school, Ashley had previously attended mainstream primary and high school. Her time at these was very difficult for her. The challenging behaviour she displayed resulted in assaults on both students and staff. Because of this she was put on a reduced timetable of only 2 hours education a day but this soon escalated to permanent exclusions. Ashley was then diagnosed with ADHD and traits of autism.

How Tyldesley supported Ashley

Ashley was transferred to Tyldesley school in January 2020.

She found her transition very difficult and would often challenge staff and other students. She would cause severe property damage within school, assault staff and was a risk to transport in school vehicles. Ashley slowly started to build relationships with staff and formed lovely relationships with the deputy head and one of schools LSAs. These relationships seemed to bring a calmer more driven side out of Ashley. With Tyldesley's 'trauma informed' approach and lots of pastoral work, Ashley began to complete lessons, coursework and take her future seriously. She had big ambitions to join the Royal Navy. A bespoke timetable was put in place for her to focus on her interests and core subjects. We appointed Ashley a mentor in one of our alternate provisions, a boxing gym, where she could work on her strength, core and perseverance. This supported her massively and brought out the confidence and determination we knew Ashley had, because of this new found confidence Ashley joined a local women's rugby team and is now one of their star players.

What's Ashley doing now?

Ashley achieved fantastic grades in all her core subjects along with a Diploma in Sports & Health and Social Care. This enabled her to go to college, after attending open days Ashley decided to postpone her Navy application and take a completely different path that sparked her interest. She is now almost finished on her first year of textile and design. Ashley has come back to school a few times since leaving to visit us. She is happy, thriving at college and has recently started riding a moped to get her to and from where she needs to be. Ashley has come so far since her early days at Tyldesley school and we have no doubt she'll continue to thrive.



Tyldesley School

Outcomes 2025

GCSE

6 x English Language

5 x English Literature Including 1 at Grade 4

6 x Mathematics Including 1 at Grade 5

6 x Biology Including 1 at Grade 4

FUNCTIONAL SKILLS

1 x Mathematics - Level 2

1 x English - Level 2

1 x Mathematics - Level 1

1 x English - Level 1

3 x Mathematics - Entry Level

3 x English - Entry Level

NCFE

3 x Relationships and Sex Education - Level 2

1 x Relationships and Sex Education - Level 1

BTEC

2 x Hair and Beauty - Level 1

CITY & GUILDS AWARDS

1 x Construction - Level 1

1 x Motor Mechanics - Level 1

WORK EXPERIENCE

- CP spent one week at Astley Sandwich Bar, gaining experience in food preparation and service.
- ES completed one week working with an electrician business, assisting with labouring tasks.
- CB had a one-week placement at a charity shop, developing customer service skills.
- SE worked for one week with a house removals company, gaining experience in labouring.



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) is Cathy Westwell, the Deputy DSL is Ashley Carr. 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:

Andrew Sutherland, Operations Director - Education,
4th Floor, Parkview, 82 Oxford Road, Uxbridge, UB8 1UX..

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

Contact

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Telephone: 01942 877 660
Email the School Administrator: natalie.speak@cambiangroup.com