

Specialist Social, Emotional and Mental Health (SEMH)
difficulties day school.

Cambian Tyldesley School

Mixed gender.11 – 19 years.38 weeks .Day placements



Believe and Achieve

Tyldesley School is committed to safeguarding and promoting the welfare of children and young people and expects all of its community to share this commitment. It is our aim that all pupils fulfil their potential

Believe in yourself and achieve your personal best.

Cambian

Tyldesley School

Cambian Tyldesley School is an independent, DfE registered co-educational day school, providing specialist education for up to 34 students, aged 11 – 19 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.

**Specialist
education**

For up to

34 students



Exploring graffiti and street art activities

Welcome to Tyldesley School

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 and 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 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

Vicky Heaton

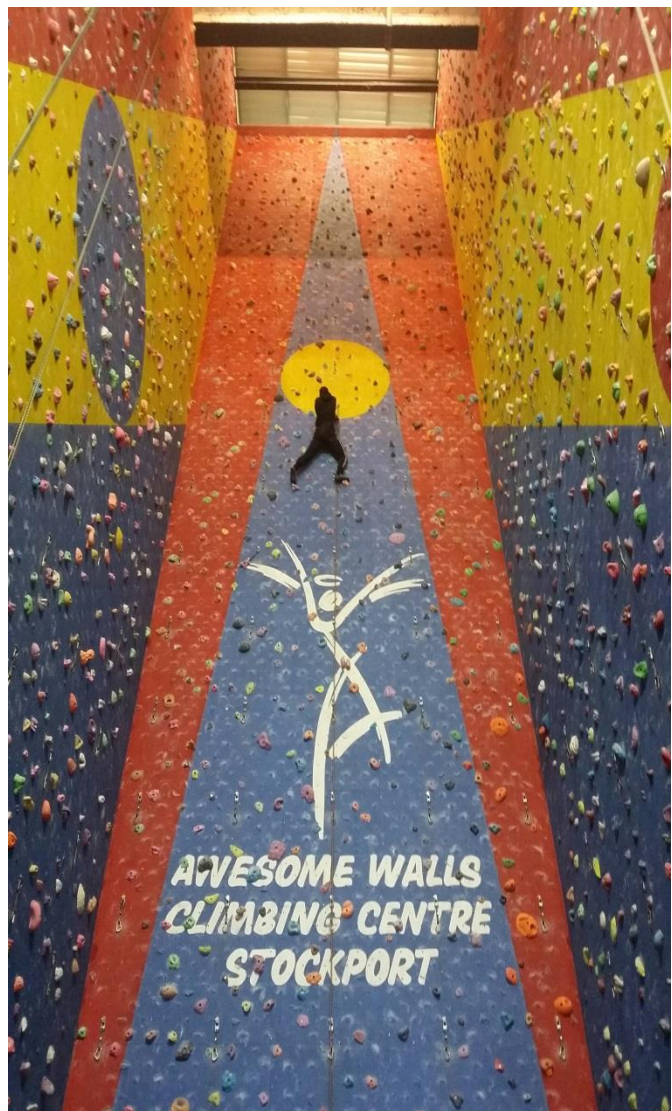
Head Teacher

About our School

Many of the pupils that attend Tyldesley School have previously had 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

Students attending the school have either been placed in the care of Cambian Group, or are day placement students. Some will have statements of Special Educational Needs (SEN) or Education, Health and Care Plans (EHCP).

Student profile

Mixed gender

Age range: 11 – 19 years

Placement: 38 week, day

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

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.



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The 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 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 in the food bank.

Vocational placements

We offer vocational placements at local colleges and training providers and provide 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.

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 [Vicky Heaton, Headteacher](#). 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](#)



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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 back 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 via the details at the back of this prospectus.

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, Chris Strong, Chief Executive Officer, Children's Services can be contacted at the following address:

The Cambian Group, Metropolitan House, 3 Darkes Lane, Potters Bar, Hertfordshire EN6 1AG Telephone: 0161 507 3723 Email: ccs.referrals@cambianguroup.com

To discuss a placement in confidence, call us on 0161 507 3723 or Email: ccs.referrals@cambianguroup.com

Cambian assessments are conducted free of charge by a team of dedicated assessors.

Contacts

Director of Education. Chris Strong Email: Chris.strong@cambianguroup.com

Metropolitan House, 3 Darkes Lane, Potters Bar, Hertfordshire EN6 1AG

School Address: Cambian Tyldesley School, Shuttle Street, Tyldesley, M29 8BS

Telephone: 01942 877 660 Email: admin-tyldesleyschool@cambianguroup.com

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Tyldesley School

Specialist education for children with

SEMH and complex needs

Summer Term 2018 outcomes

