

**COVENTRY
EXTENDED
LEARNING
CENTRE** PROSPECTUS



Coventry City Council

WELCOME

FROM THE HEADTEACHER

THANK YOU FOR YOUR INTEREST IN COVENTRY'S EXTENDED LEARNING CENTRE (ELC).



Coventry ELC is a Pupil Referral Unit for Key Stage 3 & 4 pupils who have struggled to access mainstream school education due to Social, Emotional & Mental Health (SEMH) issues.

The core purpose of the ELC is 'Enhancing Futures' - maximising the potential of all our students. We seek to identify and meet our students' needs to enable us to reintegrate them into mainstream school or into special educational settings or to support them to successfully complete Year 11 with us.

Our students commonly arrive with negative views of education, of their own prospects and all too often of themselves. Our dedicated staff work tirelessly to re-engage young people, building trust and motivation to enable them to stretch themselves and achieve their potential.

I take huge pride and pleasure in helping young people to believe in themselves and others, moving on to a brighter future.

Regards

GLENN MELLOR
HEADTEACHER



OUR VISION

‘ENHANCING FUTURES’

An outstanding provision delivering high-quality SEND, pastoral and academic support which enables children and young people experiencing SEMH needs to experience positive well-being, achieve their full potential and make a positive contribution.

WE SEEK TO ACHIEVE OUR VISION STATEMENT BY:

- ▶ Rapidly identifying and supporting our students’ individual needs
- ▶ Providing a tailored learning pathway for each student with an appropriate balance of academic, vocational and enrichment opportunities
- ▶ Providing outstanding pastoral support
- ▶ Providing an excellent standard of teaching
- ▶ Ensuring all students make expected or better academic progress
- ▶ Working in partnership with parents, carers and outside agencies
- ▶ Reintegrating students into mainstream school or into special educational settings or supporting them to successfully complete Year 11 with us
- ▶ Securing Post-16 placements for all students who complete Year 11 at CELC

OUR STAFF

OUR DEDICATED STAFF ARE FULLY COMMITTED TO EQUIPPING OUR STUDENTS WITH THE KNOWLEDGE AND SKILLS THEY NEED TO LEAD FULFILLED AND HAPPY LIVES.

We have high expectations of the behaviour and performance of every pupil and foster an atmosphere of mutual respect between pupils and staff. We pride ourselves on providing the best quality teaching and pastoral care, fostering

ambition and showing our students that through hard work they can fulfil their potential.



OUR STUDENTS

OUR STUDENTS JOIN US FOR A RANGE OF REASONS, AND EACH HAS THEIR OWN INDIVIDUAL HISTORY AND NEEDS.

What all of our students have in common is that they struggled to access mainstream school, experiencing Social, Emotional or Mental Health issues which frequently led to challenging behaviour. Being excluded from mainstream school can have a significant impact upon a young person's self-image and self-esteem and our students often arrive at the ELC with very negative views of education, of their own prospects and all

too often of themselves.

At Coventry ELC we do not simply address the challenging behaviours on the surface, we work to resolve the root causes of the issues.





OUR **ADMISSION CRITERIA**

COVENTRY EXTENDED LEARNING CENTRE IS A PUPIL REFERRAL UNIT, SUPPORTING STUDENTS IN KEY STAGES 3 & 4. CELC DOES NOT DIRECTLY ADMIT PUPILS TO OUR CENTRES. PLACES AT CELC ARE ALLOCATED BY COVENTRY LOCAL AUTHORITY.

Pupils join the CELC via three main pathways:

- ▶ Permanent exclusion from a mainstream school
- ▶ Having failed two Supported Transfers from their host school to other mainstream schools (via the Supported Transfer Panel). On rare occasions, the Supported Transfer Panel may direct pupils to the CELC following one failed Supported Transfer, should there be a strong consensus from the panel that it would not be in a pupil's best interests to attempt a second Supported Transfer at that point in time
- ▶ Moving into Coventry from a Pupil Referral Unit elsewhere

OUR PASTORAL CARE

EFFECTIVE PASTORAL CARE IS KEY TO ENHANCING THE FUTURES OF OUR YOUNG PEOPLE.

At the ELC we understand that the only way to effect lasting change is to work on the root causes of a young person's issues, rather than simply addressing the symptoms. For instance, it is far more effective to help someone to resolve the reasons why they get angry rather than simply

teaching them how to calm down when they are angry. We therefore assess all pupils on entry to identify any underlying issues, which we can then address through targeted interventions.

PASTORAL MANAGERS

Each of our sites has dedicated Pastoral Managers. Their role is to oversee all pastoral care for our students, including co-ordinating Key Workers (see below).

SEMH COACHES

Our SEMH Coaches contribute to improving outcomes for students by providing support, guidance and supervision, with a focus on SEMH interventions. They identify students' underlying needs/issues using a range of assessment tools, then provide mentoring/coaching to support students in addressing these needs/issues.



KEY WORKERS

ALL STUDENTS ARE ALLOCATED A KEY WORKER FROM OUR STAFF (TEACHERS AND SUPPORT STAFF).

KEY WORKERS DELIVER THE FOLLOWING ROLES:

- ▶ Acting as the main contact to ensure effective partnership working with staff, parents/carers and relevant agencies
- ▶ Taking a lead role in co-ordinating bespoke support for specified students.
- ▶ Maintain accurate, up-to-date records
- ▶ Understanding and addressing every individual student's learning needs, including SEND
- ▶ Understanding and addressing every individual student's SEMH needs
- ▶ Attendance monitoring and action
- ▶ Enabling/promoting student voice
- ▶ Positive, assertive and consistent application of the ELC Behaviour System
- ▶ Tracking progress against key performance indicators application of the ELC Behaviour System
- ▶ Tracking progress against key performance indicators

MENTORING / SEMH INTERVENTION

Each student can access mentoring from their Key Worker and our SEMH Coaches. In addition, students can access support from all other members of staff during social times and as necessary through the working day.

THE CELC CURRICULUM

The curriculum should be seen in its widest sense as the entire planned learning experience. This includes formal lessons as well as activities, routines, and learning that take place outside the classroom.

Within the framework of a broad and balanced education for each student, our curriculum allows for a high level of personalisation so that each student can play to their strengths, develop existing and new interests, and achieve their personal best in all that they do.

This curriculum document should be seen within the overall aims and ethos of the CELC, which are at the core of its objectives. Fundamentally, our curriculum is focused upon 'Enhancing Futures'.

Main Principles of the CELC Curriculum:

- ▶ 'Enhancing Futures' – maximising the potential of all our students
- ▶ Create well rounded citizens who make a positive contribution to society
- ▶ Broad, balanced and relevant
- ▶ A personalised curriculum with a choice of routes (reintegration into mainstream school or specialist provision where possible, recognising that some students require support to successfully complete Year 11 with us and get the best opportunities for post 16 provision). Students access a wide curriculum offer tailored to needs and aspirations, including a wide range of work-related learning course at KS4
- ▶ Sequenced and progressive
- ▶ Meet students' SEMH needs
- ▶ Promotes knowledge and understanding; mastery of intellectual, physical and interpersonal skills and personal qualities, values and attitudes
- ▶ Equality of access for all students to academic experiences
- ▶ Choice of routes focusing on reintegration and / or post 16 provision
- ▶ Offer a personalised curriculum including opportunities for entitlement to work related learning at KS4
- ▶ A positive, secure and safe environment creating to enable students to learn
- ▶ Meets all statutory requirements

INTENT

OUR AMBITIONS FOR OUR STUDENTS

Our students receive a broad and balanced curriculum offer which supports positive emotional, social and cognitive progress in a developmentally appropriate way. We recognise that our students attend CELC because they are, at that point in time, unable to succeed in a mainstream school. It is thus crucial that we provide a truly 'alternative provision' to mainstream schools to best meet our students' needs.

CELC's offer goes beyond what a mainstream school can provide by tailoring a personalised curriculum for each student and by intensively addressing each student's underlying SEMH needs. We seek to identify and meet our students' academic and SEMH needs to enable them to reintegrate into mainstream school or into special educational settings or to support students to successfully complete Year 11 with us with improved prospects and engagement for Post-16.

Intent – Our ambitions for our students

- ▶ Re-engage with their education
- ▶ Be inspired and motivated to achieve the best possible outcomes, whatever their ability
- ▶ Develop the skills, behaviours and attitudes that will enable them to reintegrate to and be successful in the next phase of their education
- ▶ Make progress from their individual starting points and to have success in learning
- ▶ Focus on developing their social, emotional and mental health
- ▶ Focus on core subjects (English, Mathematics and Science)
- ▶ Explore enrichment subjects beyond the core curriculum
- ▶ Lead healthy, safe and fulfilling lifestyles
- ▶ Become responsible citizens who make a positive contribution to society
- ▶ Develop personal moral values, respect for religious values and tolerance of other races, religions and ways of life

Key Stage 3

Our KS3 curriculum has a particular focus on reintegration into mainstream school or specialist provision. It is designed to cover all the competencies required for experiencing success in a new mainstream or special school placement. Our students receive a balance of academic and personal development sessions.

The academic lessons ensure a key focus on core subjects, engaging learners, identifying gaps in learning, and driving progress to equip students for success in their school career.

The personal development sessions enable us to do the same process of identifying gaps and driving progress, but with students' SEMH needs – those which led them to being placed in our provision and which need addressing in order for them to move on. We provide a nurturing environment in which students' underlying needs are identified and met.

The academic curriculum is supported by an enhanced offsite reward/enrichment session every Friday, this is delivered by Coventry Outdoor Education Service. To qualify for this students must demonstrate a positive attitude to learning, behaviour and attendance throughout the week. Those students that do not qualify for this activity remain onsite and access curriculum catch up sessions delivered by the Core curriculum subject leads.

Key Stage 4

Our KS4 curriculum also aims to support reintegration where possible, though recognises that some students require support to successfully complete Year 11 with us. Our curriculum offer is further tailored according to needs and abilities. All our students receive a broad and balanced curriculum offer of accredited academic study, SEMH intervention and enrichment.

A good proportion of students attend the centre full time. Those that don't, have access to 1 or 2 days Work Related Learning, which provides students' with the opportunity to access a wide range of vocational qualifications which they can build upon during their Post16 education. The remaining 3 or 4 days are spent within the Centre, where students have access to a broad GCSE curriculum, including a range of subject option choices and additional SEMH support if required.

All students at both KS3 and KS4 are offered Quality Careers Advice, this is delivered by Prospects.

IMPLEMENTATION

OUR STRUCTURE & CURRICULUM

Qualifications

Students attending CELC will join us having had very different experiences of education, with differing levels of engagement and varying curriculum offers. Those who are successful in being integrated into a new setting may experience yet another different curriculum. We have mixed ability classes of students, many of whom are not working at age related expectations. It is therefore important that our curriculum is flexible enough to enable us to engage all students and meet a wide range of needs and abilities.

A new robust induction pathway ensures that as much relevant information as possible is gained from all stakeholders in order to inform the support each student receives. Each student who enters CELC will be assessed on entry. Students complete baseline assessments in Maths, English and Science, allowing staff to develop a curriculum offer that fills any gaps in prior learning and engage students with differentiated learning, whatever their starting point.

Reading Wise literacy intervention will be targeted at students who have weak and below age range literacy skills. Provision is made within the school for all students with special educational needs and disabilities and those for whom English is an additional language.

Additional support is provided for students within the classroom. The student-focused provision, along with personalise pathways and differentiation, ensures that all students are stretched to meet their own potential.

Students continue to follow the requirements of the National Curriculum, whilst embarking on public examination courses leading to a range of qualifications (see below).

Our curriculum delivery is enhanced through the use of external specialists, including **Northampton Saints** (physical activity and personal development sessions - Saints in the Schools community program), Coventry Outdoor Education Service and Coventry Music Service.

Our curriculum overview and the induction pathway can be found in Appendix 1 and 2.

WRL / VOCATIONAL COURSES

A broad range of courses are offered to students within KS4. All courses are accredited and are sourced through Coventry Local Authority's Work Related Learning Team.

The current offer includes the following options:

- ▶ Sports Leadership
 - ▶ Construction
 - ▶ Car Mechanics
 - ▶ Motorbike Safety and Maintenance
 - ▶ Gaming Design
 - ▶ Music
- ▶ Health and Social Care
 - ▶ ICT
 - ▶ Boxing
 - ▶ Animal Care
 - ▶ Public Services

In addition to the offsite provision, there is a purpose built Hair and Beauty facility at the Herald Learning Centre site offering accredited courses in this area, which will begin during this academic year.



A new suite of workshops onsite at Herald Learning Centre will further enhance our vocational offer. This will allow onsite courses to include construction, music, vehicle maintenance and sport/fitness.



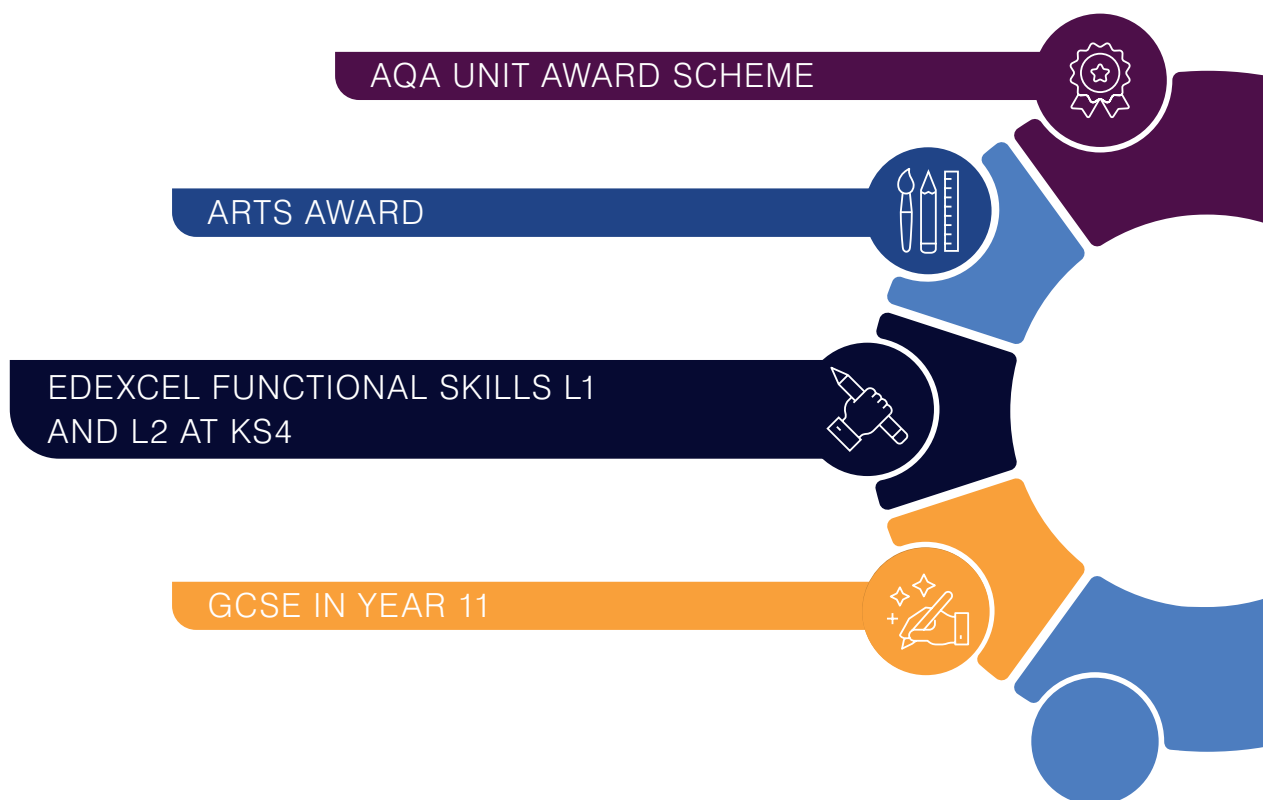
QUALIFICATIONS AND AWARDS

ACADEMIC QUALIFICATIONS

CELC seeks to provide qualifications at a range of levels, so that students experience success and gain confidence by securing early achievements to build upon.

KS4 students are entered for Functional Skills tests in English and / or Maths when they are ready. The Unit Award Scheme (UAS) is a unique recording of achievement scheme, rather than a qualification.

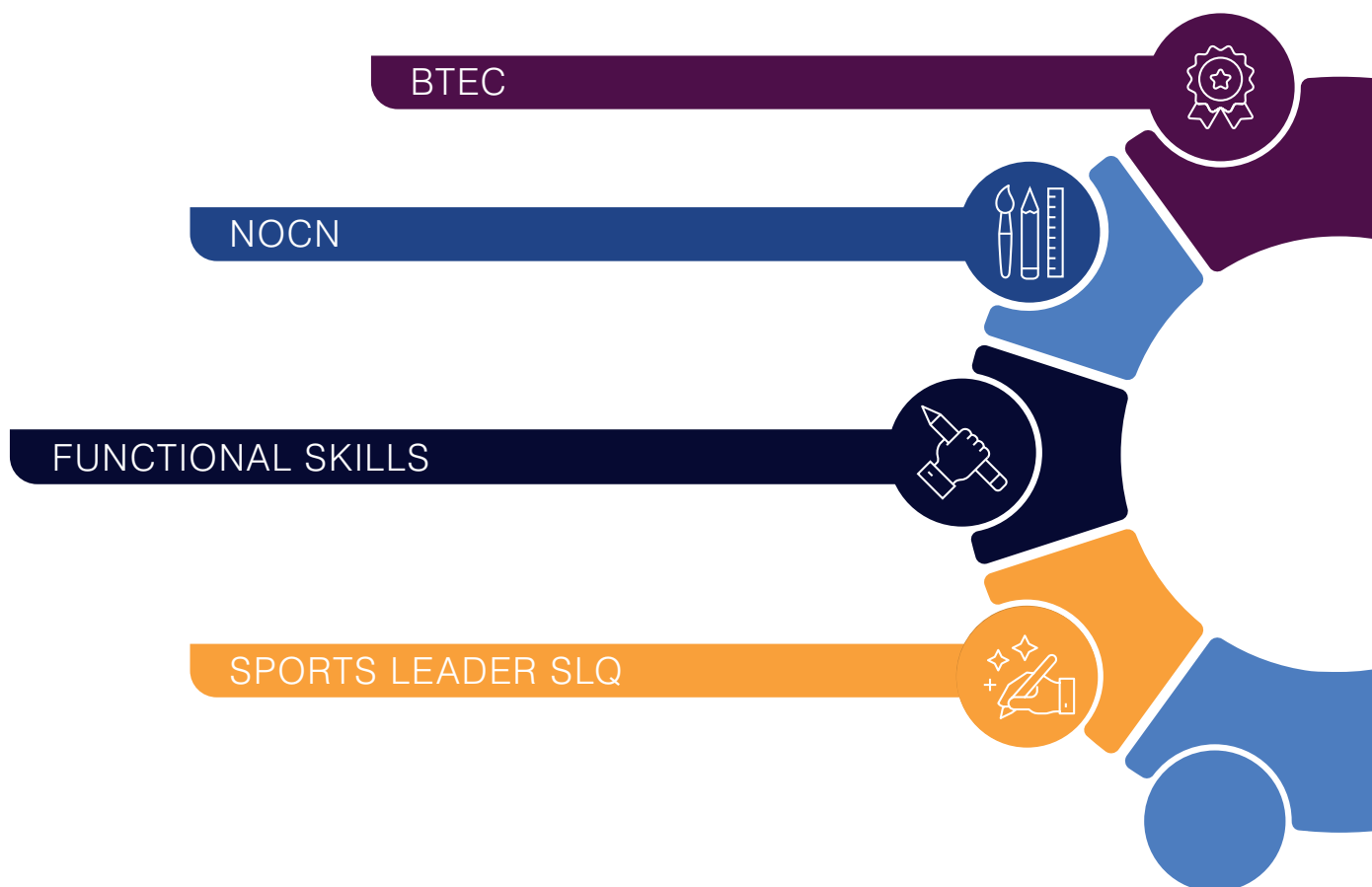
It offers learners the opportunity to have their achievements formally recognised with a certificate each time a short unit of learning is successfully completed.





VOCATIONAL QUALIFICATIONS

CELC offers a range of vocational qualifications through on-site and off-site Work Related Learning courses. Students experience success and gain confidence by securing early achievements which can progress to higher level qualifications for those who are able and are with us for long enough.



IMPACT

OUR OUTCOMES

Our key indicator of success is not examination and test results alone but rather 'enhancing futures'. Whilst we care greatly about ensuring that all students gain the qualifications that they are capable of, we know that enhancing futures for our students is about far more:

- ▶ Developing into a well-rounded citizen making a positive contribution to society.
- ▶ Improved wellbeing.
- ▶ Leaving us with the best possible skills and qualifications, built on the solid foundations outlined above, in order to:
 - ▶ Successfully reintegrate into a mainstream school
 - ▶ Secure a placement at a special school
 - ▶ Enter Post 16 education, employment or training.

OUR EXIT CRITERIA

Our students leave CELC for one of four reasons:

1. integrated into a mainstream school - once students are deemed ready to return to mainstream education they are enrolled onto a 6 week transition programme run by the LA Education Inclusion Team. Students are reintegrated via the Fair Access Protocol (FAP) panel.
2. integrated into a special school (EHCP).
3. enter Post 16 education, employment or training.
4. move out of Coventry local area and thus relocate to a new provision in another Local Authority.

OUR CAREERS PROGRAMME

CELC works closely with Prospects to ensure that all our students leave on the right path. Prospects provide careers information, advice and guidance for young people.

All students will have the opportunity to:

- ▶ Develop a deeper understanding of themselves, their abilities and affinities
- ▶ Gain a greater knowledge of the range of opportunities open to them
- ▶ Take part in work related activities in and out of school
- ▶ Understand the labour market and the requirements and expectations of employers
- ▶ Learn to make decisions wisely about their future
- ▶ Be fully prepared to manage change and be fully supported through key transition periods
- ▶ Learn how to improve their own employability: how to find work, how to get work and how to progress their careers



FROM YEAR 7 TO YEAR 11 STUDENTS ARE ENTITLED TO:

- ▶ Regular personal support and information on progress
- ▶ Information on the full range of education and training options available at each transition point
- ▶ Clear and impartial information, advice and guidance about all the options available so that informed choices and decisions can be made
- ▶ Support and guidance to assist choices on the most appropriate next steps, including school transition, further education, higher education, training or employment, at each stage of education
- ▶ Support with making high quality applications for the full range of opportunities available
- ▶ Many opportunities to learn about the world of work from employers, on work related learning placements and through events
- ▶ Independent and impartial information, advice and guidance from the Careers Advisors
- ▶ Prospects Careers Advisor home visits and/or office appointments, where school attendance is poor

OUR UNIFORM

OUR UNIFORM AT CELC, WE BELIEVE THAT WEARING A SCHOOL UNIFORM TEACHES STUDENTS TO DRESS SMARTLY AND TAKE PRIDE IN THEMSELVES AND THEIR APPEARANCE

Wearing a uniform means students don't have to worry about peer pressure when it comes to their clothes. When everyone is dressed the same, worrying about what you look like isn't so important. This enables students to focus on their learning, allowing them to perform better academically. Finally, maintaining a professional appearance helps prepare students for the transition into a new educational placement or work environment.

CLOTHING AND FOOTWEAR

- ▶ **Trousers** – Plain black and tailored, beyond ankle in length. No tracksuit bottoms, jeans or leggings
- ▶ **Skirts** – Plain black. Knee length and of plain design and shape. Not low-waisted or skin tight
- ▶ **Shirt/Blouse** – Plain white. White polo or collared button shirt/ blouse. Long enough to be tucked in
- ▶ **Jumper/Cardigan** – Plain black. No hoodies
- ▶ **Footwear** – Plain black and flat). No fashion shoes (e.g. slipper/ sliders). Plain all black trainers are allowed. Low 'business like' ankle boots are allowed but trousers must cover the ankle section of the boot



OUR TIMETABLE

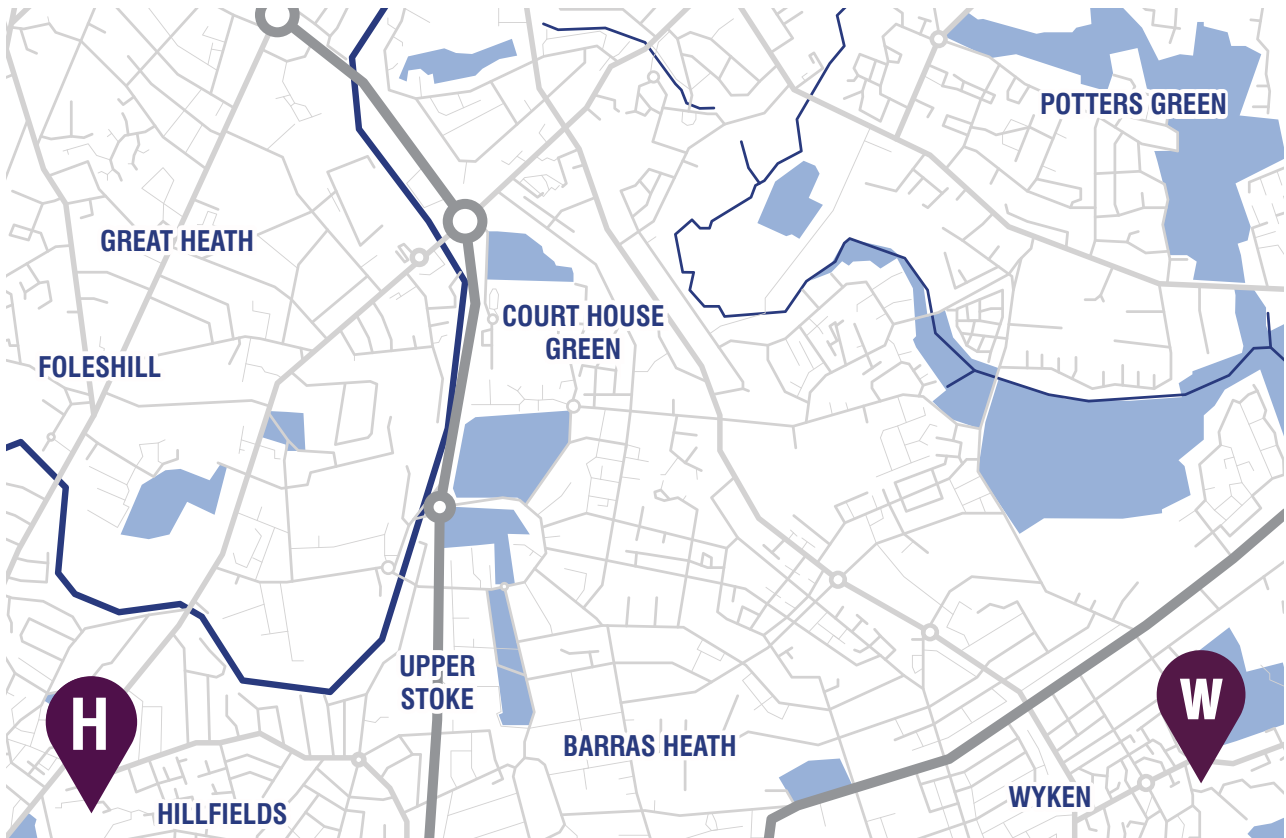
CHECK IN (KEY GROUP)	9am - 9.15am		 5 HOURS
PERIOD 1	9.15am - 10am	2H 30M	
PERIOD 2	10am - 10.45am		
PERIOD 3	10.45am - 11.30am		
BREAK	11.30am - 11.45am	15 MIN	
PERIOD 4	11.45am - 12.30pm	1H 30M	
PERIOD 5	12.30pm - 1.15pm		
LUNCH	1.15pm - 1.45pm	30 MIN	
PERIOD 6	1.45pm - 2.30pm	1H 0M	
CHECK OUT (KEY GROUP)	2.30pm - 2.45pm		

ON FRIDAYS STUDENTS LEAVE ONE PERIOD EARLY, AT 1.15.

This enables staff to hold a full briefing session to ensure that all student's needs are reviewed and supported. It also allows Key Workers to liaise with agencies and families on behalf of their key students.

OUR CENTRES

THE COVENTRY ELC HAS 2 CENTRES



WYKEN (KEY STAGE 3)

5 Axholme Road
Coventry CV2 5BD

☎ 024 7697 8190

✉ celc@coventry.gov.uk



HERALD LEARNING CENTRE (KEY STAGE 4)

20 Watcombe Road
Coventry CV2 1DJ

☎ 024 7697 8150

✉ celc@coventry.gov.uk



For more information about the Coventry Extended Learning Centre please go to:
www.coventry.gov.uk/elc

