



Education and Skills



**South Park Enterprise College
Prospectus 2019 • 2020**



Welcome to South Park College

It is my pleasure to welcome you to South Park Enterprise College. The college provides an alternative education programme for those students who are at risk of exclusion due to their challenging behaviour, and for those who have an Educational Health Care Plan and require more specialised interventions than can be provided in a mainstream school. We are committed to each and every one of our students, providing specialist support

tailored to each individual's unique needs and helping all students achieve their full potential. Young people often come to our College with negative perceptions of the education system, having experienced repeated rejection. We are dedicated to turning their experience of learning into a positive one.



Linda Bennett
Headteacher

Values and Beliefs

- A belief that every student has the right to the appropriate and relevant educational provision that allows them to achieve their full potential.
- All students have the right to a learning environment which provides:
 - a fresh start,
 - empathetic supportive staff,
 - a structured, academic, vocational and activity focused curriculum which can develop:
 - i. a sense of belonging
 - ii. experience of personal success
 - iii. empowerment: taking increasing responsibility for activities, learning, self and others,
 - iv. personal development, including social and emotional well being
 - v. purpose towards employment.
- All the students have the right to a key mentor who:
 - has a positive regard for their student and treats them with respect.
 - has high expectations concerning their student's achievements coupled with realism and honesty.
 - shows a continuing commitment to high quality.
 - will develop a relationship of trust and mutual respect, with time set aside to pay attention to the progress and achievement of each individual.
 - contributes to the well being and safeguarding of students.
- Students are actively engaged as partners conveying a sense of mutuality about their work.
- The treatment of both students and mentors exemplifies good equal opportunities practice.
- A belief that there is a virtuous circle of learning, which for so many students has been conspicuous by its absence. The intention is to replace a downward spiral of educational failure with a cycle of achievement, building on and reinforcing self-esteem.





Our mission...

Teaching, learning, achieving in a specialised nurturing environment.

The college, which opened in April 2005, is housed in a new purpose built facility on the outskirts of Scunthorpe town centre. It comprises of two units, one of which houses a large catering kitchen which has the dual purpose of providing a work placement and the development of independent living skills, a dining area, fully equipped gym, and 4 multi function rooms. The second provides in total eleven classrooms, a nurture unit and an Art studio. The college also has a Vocational Training Centre housed in a Warehouse within half a mile of the college where students are offered a range of vocational activities including woodwork, construction horticulture and motor vehicle. In addition, the college leases five allotments from the local authority where vegetables are grown. The college holds a licence through the Soil Association for the production of organic foods.

There is a bright inviting atmosphere to the school with all classrooms being equipped with modern furniture and resources and with an imaginative and interesting use of children's work for displays. The young people are encouraged to take an active role in contributing to and putting up displays which helps foster a pride in both their own work and in the appearance of their school. During the last year students have contributed to creating attractive learning walls on the school corridors.

Class sizes are small and there are opportunities for students to have individual teaching sessions, where appropriate, in response to their needs. The adult to student ratio is usually 2:8 in the main college and 2:4 in the nurture group. Students are encouraged to work alongside others and co-operatively in pairs and small groups, as the development of social skills and independent work strategies are vital.

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Statement of Purpose

South Park Enterprise College provides an alternative education programme for those students who are at risk of exclusion due to their challenging behaviour and for those who have an Educational Health Care Plan and require more specialised interventions than can be provided in a mainstream school.

Students with challenging behaviour are not “naughty children” but students who struggle to fit within the conventional structures of school. Their behaviour has often led to them being rejected at school and isolated from their peer group, yet they are often the young people who need to be listened to the most carefully.

The philosophy of South Park Enterprise College reflects the view that these young people are often confused and angry – with themselves and their world. Their behaviours are not viewed as having to do with manipulation and power but rather as a form of self protection.

Many of the young people who attend the college have been diagnosed with disorders such as ADHD, ODD and dyslexia/dyspraxia. As a result of disorders such as these and other social, emotional and mental health

difficulties, they have experienced significant difficulties in mainstream schools. They have begun to associate school with feelings of fear, frustration and failure. Some have already given up learning.

At South Park Enterprise College, our first and primary approach to young people with behavioural and emotional difficulties is to address their feelings about themselves. The raising of self-esteem is a pre-requisite to any changes in behaviour and only then will any progress in learning be possible.

We aim to ensure that the young people who attend the college are given a holistic education that will provide them with learning opportunities, which target their specific individual education needs. This will help them identify and focus on their academic, personal and social successes and will teach them how to conduct themselves so that they relate to others in a socially acceptable way.

Our challenge is to help these young people to achieve their academic and personal potential and hence to equip them with the skills they need to enjoy a full, well integrated and satisfying life.





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Aims

1. To provide a safe, secure, positive and supportive environment which is caring, consistent and fair, irrespective of gender, disability and background.
 2. To develop the pupil's self respect, self confidence and self reliance with a sense of loyalty and honesty; have the ability to form positive personal relationships in order to live and work with sensitivity and mutual respect.
 3. To develop lively, enquiring minds with the ability to question and reason, acquire knowledge, creative and practical skills, developing these skills to the highest potential for each pupil.
 4. To effectively deliver a school curriculum that offers a broad and balanced education adjusted to meet the needs of students in an environment that aims to ensure they achieve to their full potential socially, physically and academically.
 5. To support pupils in acquiring the knowledge, skills and understanding relevant to adult life and employment/ further education.
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The College

The school introduces the children and young people to a wide range of knowledge, skills and experiences - linguistic, literary, mathematical, scientific, technological, moral, physical, aesthetic, creative and social.

The school has clear, positive expectations for behaviour and well established and successful positive reinforcement strategies that are reviewed regularly. Every child has individual education targets relating to both academic and behavioural achievements that are reviewed regularly to ensure positive progress is being made.

South Park Enterprise College fundamentally operates within two main principles:

1. All young people, without exception, are to be valued as unique and productive members of society.

2. All young people can succeed and should be encouraged to ever greater appropriate challenges in all areas of achievement.

The College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Since the inception of the school in 2005 it has been rated as good by Ofsted, including the recent inspection in May 2018 when the following comment was recorded:

“Staff are highly skilled at recognising pupils’ complex behavioural needs and work hard to remove the barriers which reduce pupils’ ability to learn. A new approach has resulted in rapid and sustained improvements in behaviour.”

The curriculum

The school curriculum offers a broad and balanced education adjusted to meet the needs of students with a wide range of abilities from ages 11 to 16. South Park Enterprise College offers a detailed curriculum providing a seamless approach to education that allows consistency, continuity, structure and boundaries.

By identifying the learning opportunities both in and out of the classroom, each child’s needs are addressed throughout the day to promote an environment that aims to ensure he or

she achieves to their full potential socially, physically and academically.

The curriculum has three strands which are academic, vocational and enrichment activities, with the aim of introducing the students to a wide range of knowledge, skills and experiences.

The curriculum emphasizes the need to acquire basic skills in literacy and numeracy with the delivery of functional skills in English and Maths being embedded in all activities. The curriculum includes:

Academic focus	Vocational Focus	Enrichment activities
English	Woodwork	P.E.
Maths	Mechanics	Art and design
Science	Horticulture	Museum Trips
ICT	Food Technology	Film club
PHSE	Employer Placements	Yorkshire Sculpture park
Citizenship		Fishing

Copies of policies, timetables and examination bodies are available on request from the college.



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Ofsted inspection, May 2018



South Park Enterprise College offers a range of accreditation for students depending on how long they are on the programme and across Key stages 3 and 4 including:

- GCSE English
- GCSE Maths
- GCSE Biology
- GCSE Citizenship
- GCSE Art and Design
- BTEC Applied Science Level 1
- BTEC Home cooking Skills
- Functional skills:
 - English; Entry level to Level 2
 - Maths; Entry level to Level 2
 - Information and Communication Technology Entry level to Level 2
- ASDAN Employability Award, Entry level to Level 2
- AQA Certificate in Personal and Social Education from Entry level to level 2
- Entry level Awards in English and Science
- AQA Unit awards
- BTEC Certificate Land based Studies Level 1 and 2

Year 11 qualifications attained during the academic year 2018 - 2019

- 14% achieved GCSE Maths Grades 2-1
- 18% Achieved Level 1 Functional skills maths
- 28% achieved Entry level maths
- 18% achieved GCSE English grades 2-1
- 11% achieved Level 1 Functional skills English
- 71% achieved Entry level English
- 18% achieved GCSE Science
- 39% achieved Entry Science
- 39% achieved Personal and Social development Level 1
- 57% achieved Employability Level 1
- 82% achieved Unit Awards in a variety of subjects including food technology, horticulture, woodworking, animal care, citizenship, horse riding.
- 79% Applied for Further education courses.

Individual education and behaviour plans

Work is carefully differentiated in order to meet the individual needs of children and regular assessment ensures continuity and progression. Each child/young person has individually tailored positive expectations for achievement. This ensures they are challenged appropriately and experience success frequently.

Termly targets for literacy and numeracy skills are set and progress assessed carefully and frequently. The remediation of learning difficulties, whatever the cause, is facilitated by a supportive educational programme and intensive individual help.

Individual behaviour targets are discussed with the child/young person on a daily basis and are monitored, reviewed and revised regularly.

All pupils have Annual Reviews where a detailed report is produced assessing attitude, attainment and progress.

Provision for children with education health care plans

Our objectives and principles in making provision for children with special educational needs are as follows:

1. Each child is given a broad based and relevant curriculum.
2. The special needs of each child, as identified in his/her Education, Health and Care Plan (EHCP) are addressed and statutory EHCP Reviews are held regularly and completed in a thorough manner.

3. A behaviour management programme is in place and is continually reviewed; staff training in the management of children/young people with Social, Emotional and Mental Health needs (SEMH) is ongoing.

The school has a team approach. Teachers, Tutors, Teaching Assistants, Social Workers and other professionals are all involved in monitoring pupil progress using individual education and behaviour plans.

Identity/cultural diversity

Identity and cultural diversity is taught through the PSHE and personal and social development curriculum.

All young people take part in weekly PSHE lessons which promote opportunities for students to reflect upon and develop their self

knowledge, self confidence, and self esteem. The students are encouraged to show respect to each other, to accept responsibility for their behaviour and improve social and friendship skills.

Careers guidance/f.e.

South Park Enterprise College has developed positive links with the local Careers, Information, Advice and Guidance Team and organises careers meetings and interviews for all KS4 students.

South Park also co-ordinates and monitors work experience placements for all Key Stage 4 students, giving those students an invaluable insight into working life.

We have also developed positive links with colleges in and around the local area and have supported students in being successfully placed on post-16 further education courses.

It is our aim to support all of our students in achieving a positive work or college placement at the end of Year 11.

Safeguarding

South Park Enterprise College has a comprehensive Safeguarding policy and will take any reasonable steps to ensure the safety of its pupils. In cases where the school has reason to be concerned that a child may be subject to ill treatment, neglect or other forms of abuse, staff will follow North Lincolnshire

Council's Safeguarding procedures and inform both Keys' Company Directors and Social Care of the concern.

The Safeguarding policy is kept on school premises at all times and copies are available upon request.

Anti-bullying policy

South Park Enterprise College is totally opposed to bullying in any form and it will not be tolerated at any level.

We are committed to providing a caring and safe environment for all pupils where they can develop both academically and as an individual.

A comprehensive anti-bullying policy operates within the school along with a set of procedures to identify and deal with any incidents quickly and effectively. A copy of the policy is held on file in school and available upon request.

If you have any concerns regarding bullying or wish to discuss this area further, please do not hesitate to contact the Head Teacher.

Health and safety

South Park Enterprise College has comprehensive health and safety policy and procedures. The Policy/Procedures file is kept on school premises with a copy available upon request from the school.

Complaints procedure

It is important to pupils' sense of security and personal confidence that they have a means of "being heard" in the event of having a complaint. For this purpose we ensure every child/young person is made aware of the suggestions and complaints procedure and will assist and support them in the event that they feel the need to use it. [The complaints policy is held in school and a copy available upon request]

They can share their complaint with their keyworker or the Head Teacher. If they are still unhappy they can telephone (01706 227226) to speak to either Nicola Kelly (Chair of

Governors) or Toni Carr (Regional Education Manager) who will arrange to see them. If they feel they cannot talk to any of these people, then they can telephone NYAS (0808 808 1001) or Childline (0800 1111). These calls are free and confidential.

Parents, carers or representatives from the local authority who are concerned about the quality of education offered at South Park Enterprise College should contact the Head Teacher or the Deputy Head immediately. Any complaint will be given prompt, serious consideration.

0 complaints were received during the academic year 2017 to 2018.

Philosophy and expectations

Policy and practice at South Park Enterprise College reflects the belief that disruptive and challenging behaviour has underlying causes and effects. Children with low self-esteem cannot tolerate anything that increases their negative feelings about themselves and thus reduces the chances of being hurt any more. They often refuse to recognise their own achievements, resent other people's successes, can delight in irritating/upsetting others, reject praise, humiliate others or refuse to respond to those around them.

A particularly destructive characteristic of children or young people with low self-esteem is that by shutting off from the negative, these children also shut off from the positive. They cannot feel 'good feelings'. They struggle to hear praise or receive 'good' information.

Our challenge is to reach beyond the child's defensive shell and help the child believe that teachers are really there for them and that they can trust teachers. The foundation of our work concerns establishing positive relationships based on mutual respect.

We prefer to talk about behaviour being consequential rather than of sanctions. Sanctions are used sparingly and after all other alternatives have been considered. Discussion will take place with a senior member of the team before a decision is taken regarding an appropriate sanction. Sanctions usually involve some form of reparation (tidying, cleaning and helping) but sometimes may involve the loss of a privilege or a restriction in a particular activity for a defined period of time.

Should a child's behaviour escalate to a point that he/she is likely to cause harm to themselves, other people or cause serious damage to property, then physical intervention will be used. Students are always given the opportunity to reflect on the incident and talk through it with a member of staff. The form and method which this takes is clearly identified in Keys' Physical Intervention Policy. All staff are fully trained in the Keys' method of physical intervention. Placing authorities are informed of Keys' physical intervention policy. Any incident requiring physical intervention is recorded in detail, with access to relevant parties made fully available.

Exclusions

We acknowledge that the young people placed at South Park Enterprise College have had previous negative educational and social experiences and as such will present challenging behaviours.

It is our aim therefore to provide a quality education for even the most challenging students. Exclusions are seen as the very last resort when all other strategies have been exhausted and are only used in extreme cases.

However, if a student's placement in school is seriously preventing the 'effective education' of other students or the young person is presenting a significant risk to themselves or

others within the school, it may be deemed necessary to exclude a pupil for a specific period of time.

In all cases of exclusions, parents/carers will be notified immediately by telephone, followed by a letter outlining the duration of the exclusion and the expected return date. The letter will advise the right to appeal against the exclusion, the assistance available and the procedures to be followed.

Following any exclusion, a reintegration meeting will be held and an Acceptable Behaviour Contract agreed with the student, parent/carer and staff member.

Behaviour management programme

South Park Enterprise College seek to create an environment which encourages and reinforces positive behaviour; recognising this as necessary for effective learning to take place. The purpose of this Positive Behaviour Policy is to ensure that South Park Enterprise College has a consistent approach to rewarding good behaviour and achievement, and challenging inappropriate behaviour. Good behaviour is most effectively achieved when there are clear expectations of student conduct.

Students bring with them a wide variety of behaviour patterns and at South Park Enterprise College the aim is to work within standards of behaviour based on the basic values of honesty, respect for self, others, authority and property, responsibility and consideration. The intention of applying rewards and sanctions is to demonstrate to students that their behaviour and actions have consequences.

The full Behaviour Policy will be given to the parent/carer during the induction meeting and is available at any time by request.

Documentation

All of the school's policies and procedures can be viewed at school or sent out electronically or by post on request.

Admission

Admission is either by referral from the local authority fair access and inclusion panel, consultation with the Special Needs section or by direct school referral.

General Information

What are the start and finish times?

The College will be open to students from 8.45am to attend Breakfast Club. The educational programmes start at 9.00am and finish at 2.30pm.

What arrangements have been made for the lunch break?

Students will have access to the dining hall and recreational area for the lunch break. All students are provided with lunch. Students will be supervised during this period and should not leave the College unless prior authorisation has been given by parents/carers.

How will I get to know what progress my child is making?

Each student will have an Individual Educational Plan (IEP) setting out clear aims and objectives for learning. Student achievement and progress will be monitored on a weekly basis and a report produced at the end of each term. The report will be issued to the parent/carer and the student's mainstream school.

Parents/carers, North Lincolnshire Children's Services and partnership organisations will be invited to an Annual Celebration of Achievements.

Who should absence be reported to?

Contact should be made on the first day of non-attendance giving the reason and indicating when you expect your child to return. Absence should be reported to Administration, Tel: 01724 291509.

How will my child's attendance be monitored?

Your child's attendance will be monitored in exactly the same way as it is now in mainstream schools, with formal attendance records in the form of a register being kept by the College. A weekly summary report is sent to the school. Any concerns regarding attendance will be dealt with under current procedures and will involve close liaison between parents/carers, College staff, Local Authority and Children's Services professionals.

Do students have to wear a uniform?

Yes the uniform is a purple polo shirt and fleece with the school logo on, black trousers and black shoes.

The uniform can be purchased locally from Shahs.

College term dates 2019 - 2020

Term	Term Start	Half Term Finish	Half Term Re-open	Term Finish
Autumn Term 2019	Wednesday 4th September	Friday 18th October	Monday 28th October	Thursday 19th December
Spring Term 2020	Tuesday 7th January	Friday 14th February	Monday 24th February	Friday 3rd April
Summer Term 2020	Tuesday 21st April	Friday 22nd May	Monday 1st June	Friday 17th July



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Inspiring and supporting young people to live
happy, healthy and successful lives.

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