



Education and Skills



**Tees Valley College  
Prospectus 2020 • 2021**



# Welcome to Tees Valley College

Welcome to Tees Valley College, a specialist alternative education provision supporting young people in the Tees Valley area.

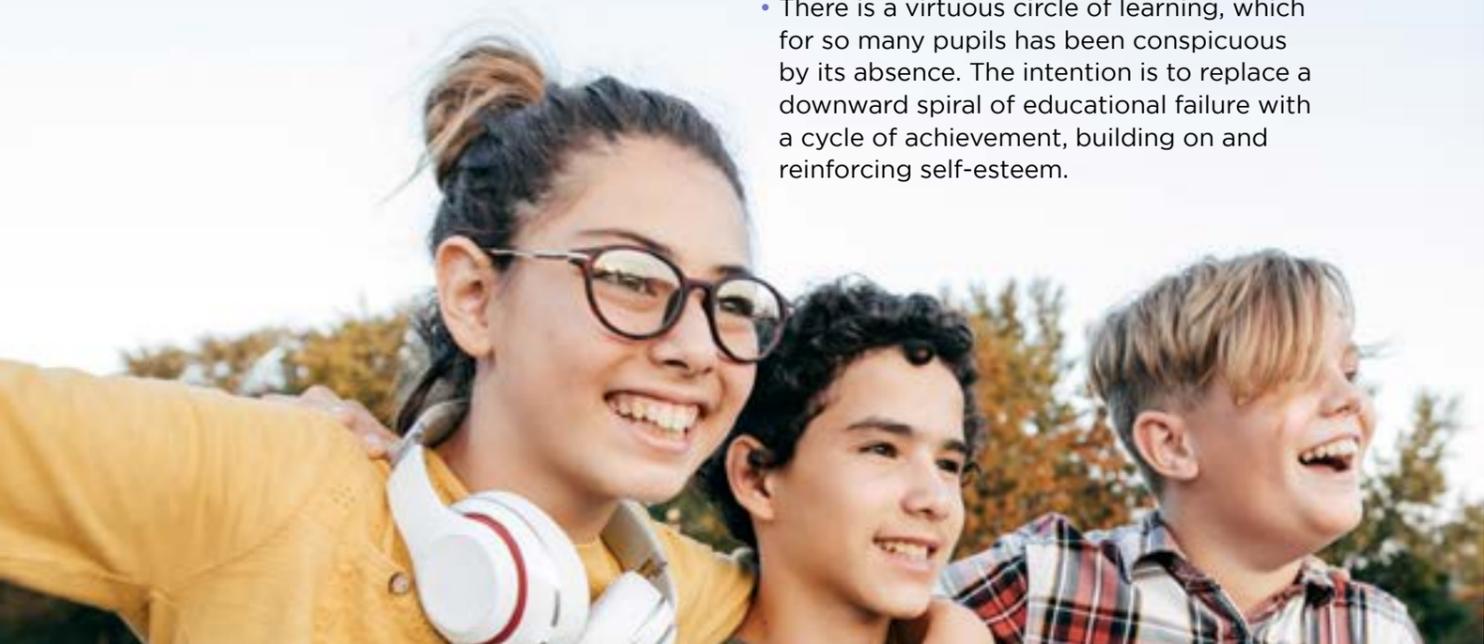
We cater for pupils aged 12 - 17 years who are excluded or are at risk of exclusion from mainstream education.



Mr Ian Kerr  
Headteacher

## Values and Beliefs

- A belief that every pupil has the right to the appropriate and relevant educational provision that allows them to achieve their full potential.
- All pupils 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 increased responsibility for activities, learning, self and others,
    - iv. personal skills, including social and emotional well being
    - v. purpose towards employment.
- All the pupils have the right to a key mentor who:
  - has a positive regard for their pupil and treats them with respect.
  - has high expectations concerning their pupil'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 pupils.
- Pupils are actively engaged as partners, conveying a sense of mutuality about their work.
- The treatment of both pupils and mentors exemplifies good equal opportunities practice.
- There is a virtuous circle of learning, which for so many pupils 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...

## Working in partnership to unlock each individual's true potential.

The pupils referred to Tees Valley often have social, emotional and behavioural difficulties (SEMH); and so they need a smaller, more structured educational placement in order to develop. Young people who are referred to us have the opportunity to gain qualifications in a variety of vocational programmes as well as functional skills in Mathematics, English, ICT and other subjects.

The vocational subjects offered currently are:

- Motor Vehicle Maintenance
- Hair and Beauty
- Art and Design
- Joinery
- Plastering

- Plumbing
- Metalwork
- Food Technology
- Decorating
- Uniform services

We also run courses designed for pupils to gain accreditation in Health and Social Care, Citizenship and Childcare.

We support our pupils by working with them to overcome their individual barriers to learning, developing them towards apprenticeships, supporting them back into full time education, to attend local colleges, or complete courses with training providers.

“ This is a good school. Pupils' achievement in English and Mathematics is good. Their achievement in vocational subjects is outstanding. **Ofsted 2018** ”



“ The philosophy of Tees Valley College reflects the view that these children are often confused and angry, with themselves and their world. ”

## Statement of Purpose

Pupils with emotional and behavioural difficulties are not “naughty children” but are individuals 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 children who need to be listened to the most carefully.

The philosophy of Tees Valley College reflects the view that these children 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 come to Tees Valley College have been diagnosed with conditions such as Attention Deficit Hyperactivity Disorder (ADHD), Dyslexia/ Dyspraxia and Post Traumatic Stress Disorder. Some have undiagnosed needs.

As a result of conditions such as these and other emotional and behavioural 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 trying to learn.

At Tees Valley College, our first and primary approach to young people with emotional and behavioural 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.

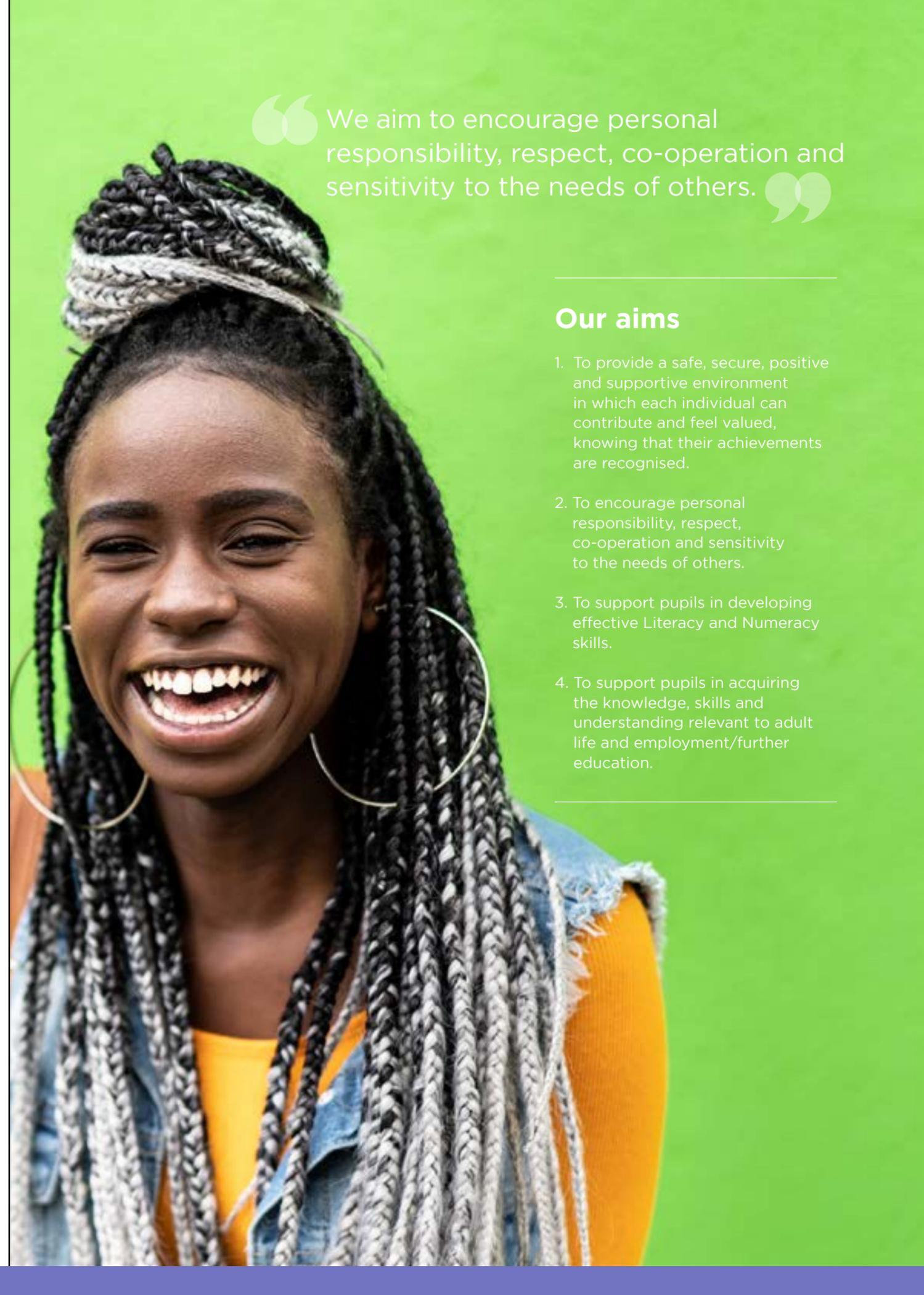
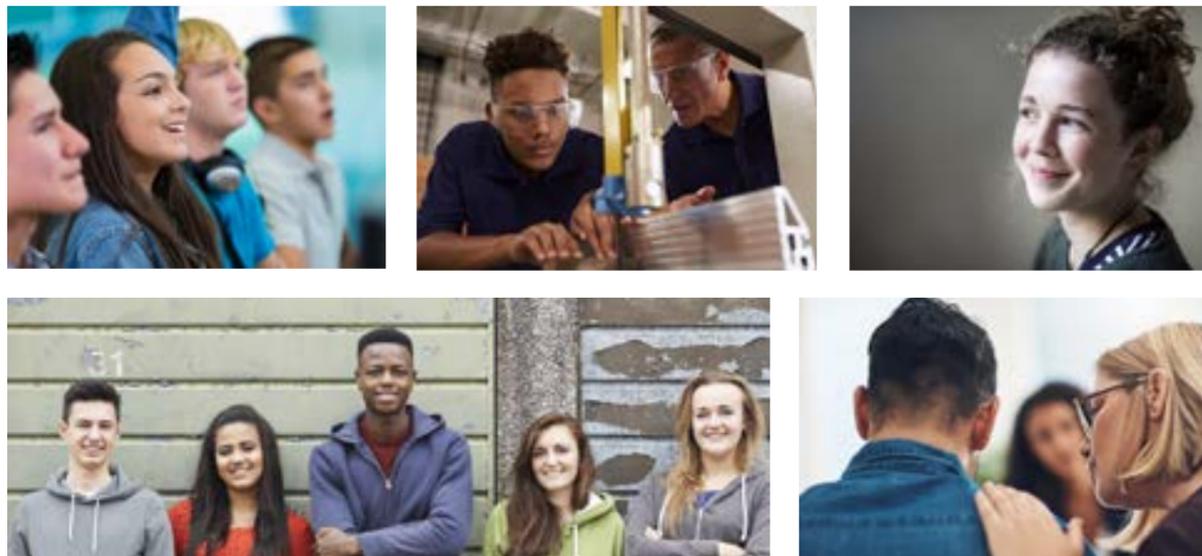
We aim to ensure that the young people who attend Tees Valley College are given holistic education that will provide them with learning opportunities, which target their specific individual education needs. This will help them identify and focus on their academic, personal and social successes and will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

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

“ We aim to encourage personal responsibility, respect, co-operation and sensitivity to the needs of others. ”

## Our aims

1. To provide a safe, secure, positive and supportive environment in which each individual can contribute and feel valued, knowing that their achievements are recognised.
2. To encourage personal responsibility, respect, co-operation and sensitivity to the needs of others.
3. To support pupils in developing effective Literacy and Numeracy skills.
4. To support pupils in acquiring the knowledge, skills and understanding relevant to adult life and employment/further education.



## The College

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

The College has clear, positive expectations for behaviour and well-established and successful positive reinforcement strategies that are reviewed regularly. Every pupil has individual education targets relating to both academic and behavioural achievements that are

reviewed regularly to ensure positive progress is being made.

Tees Valley College fundamentally operates within two main principles:

1. All pupils, without exception, are to be valued as unique and productive members of society.
2. All pupils can succeed and should be encouraged towards ever-greater appropriate challenges in all areas of their learning.

## The Curriculum

At Tees Valley College, solid academic progress and achievement is considered to be of great importance. The college seeks to re-establish the concept of learning as a positive and enjoyable experience. We aim to introduce pupils to a wide range of knowledge, skills and experience.

The Curriculum emphasises the need to acquire basic skills in literacy and numeracy, and these schemes of work are carefully planned to ensure they meet the needs of all pupils attending at a level appropriate to the pupil's ability. In addition to this, pupils are also able to access ICT to support their individual learning.

### The curriculum includes:

English Language	Art and Design	Food Technology
English Literature	Information Technology	Physical Education/Outdoor Education
Mathematics	Science	Citizenship/PSHE
Functional Skills E1-L2	Childcare	

## Wider Curriculum Activities

We aim to offer all pupils a rounded curriculum in which, irrespective of academic ability, they can achieve high levels of success. In response to this we offer a variety of practical wider curriculum activities.

The central element of this is our Outdoor Education programme which includes work based learning projects in garages, farms, catering establishments, nurseries and hair salons.

This programme enables pupils not only to develop new physical skills but also to develop trust and positive relationships with others.

The college involves pupils in a range of activities throughout the year; these include off-site visits ranging from work experience to Physical Education and Core Leisure.



“ Our Outdoor Education Programme includes work based learning projects in garages, farms, catering establishments, nurseries and hair salons. ”

Some activities may be arranged for social and cultural diversity; some activities are organised as rewards for good effort.

All off-site activities are thoroughly risk assessed, and all consents are in place. Where we use third party providers, the company's employees will be CRB and/or DBS certificated as suitable persons to work with young people.

Venues may include:

- For Physical Education – Billingham Forum, Golds, Hollywood Bowl, JD Sports Domes, District 23 Quads for all and Air Trail.
- For end of term/year rewards – Lightwater Valley, Wet and Wild, Flamingo Land.

## Examination Results 2019/20

### English

- 97% pass at Entry 3
- 80% pass at level 1

### Maths

- 93% pass at Level 1
- 95% pass at Entry 3
- 95% pass at Entry 2

90% of learners achieved a pass in the vocational subjects available.

Year 10 qualifications have been extended into 20-21.

### Individual education and behaviour plans

Work is carefully differentiated in order to meet the individual needs of the pupils and regular assessment ensures continuity and progression. Each pupil has individually tailored positive expectations for achievement. This ensures everyone is challenged appropriately and experiences success frequently.

Termly targets for literacy and numeracy skills are set and progress assessed carefully and frequently.

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

The College has a team approach. Teachers, parents and carers, teaching assistants, social workers and other professionals are all involved in monitoring pupil progress using individual education and behaviour plans.

### Provision for Children with Education, Health and Care Plans

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

1. The special needs of each young person, as identified in their S.E.N. Statement are addressed and statutory S.E.N. Statement Reviews are held regularly and completed in a thorough manner by their placing school/college.

2. A behaviour management programme is in place and is continually reviewed; staff training in the management of young people with Emotional and Behavioural Difficulties (E.B.D.) is ongoing.

### Identity/cultural diversity

#### Provision for Children for whom English is an Alternative Language

Pupils for whom English is a second/alternative language will be treated with respect and care. A supportive education programme will be provided and advice sought as appropriate.

#### Religious Education

Tees Valley College is a non-denominational school. The spiritual, moral, social and cultural development of our pupils is nonetheless of uppermost importance. It provides opportunities for pupils to learn about the beliefs and cultural diversity of a range of faiths and societies. Through a non-partisan approach, the College places these in the

context of religion, systems of law and social order, and where they reside in relation to British values and systems.

The teaching about religion within the curriculum is outlined in the college's Religious Education and Philosophy Policy and complies with the regulations and standards set out by the Department for Education. All college policies are available for parents on request and free of charge.

Opportunities can arise across the curriculum for instance in Art and Design, History, and Food Studies for human national, social and religious ideas to be explored and explained.

### Careers guidance/further education

Tees Valley College co-ordinates and monitors work experience placements for all Key Stage 4 pupils, giving those pupils an invaluable insight into working life.

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

### Safeguarding

The College has a comprehensive safeguarding/child protection policy (kept on the premises and available to anyone at all times) and will take any reasonable steps to ensure the safety of its pupils. In cases where the College has reason to be concerned that a young person

may be subject to ill treatment, neglect or other forms of abuse, staff will follow Middlesbrough's child protection procedures and inform both Keys Group's Company Directors and Social Services of the concern.

### Anti-bullying policy

Tees Valley 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 college along with a set of procedures to identify and deal with any incidents quickly and effectively.

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

### Health and safety

Tees Valley College has comprehensive health and safety policies and procedures.

The Policy/Procedures file is kept on the premises and is available to anyone at all times.

### 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 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 policy is held in college and available on request]

They can share their complaint with their key worker or the Centre Manager. If they are still unhappy they can telephone (0121 728 7800) and speak to Nicola Kelly (Director of Education) 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. Keys Group also have a visiting advocacy service to their children's homes provided by NYAS on a monthly basis.

Parents, carers or representatives from the Local Education Authority (L.E.A.) or Social Services Department (S.S.D.) who are concerned about the quality of education offered at Tees Valley College should contact the College's management immediately. Any complaint will be given prompt, serious consideration.

**We received no complaints last year.**

## Philosophy and expectations

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

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 young person's defensive shell and help them believe that teachers are really there for them and that they can trust the 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 (eg.5 minutes less break).

Should a pupil's behaviour escalate to a point that they are likely to cause harm to themselves, other people or cause serious damage to property, then physical intervention will be used. Pupils are always given the opportunity to reflect on the incident and talk through it with a member of staff in detail, with access to relevant parties made fully available. The form and method which this takes is clearly identified in the Keys Group's Physical Intervention Policy.

All staff are fully trained in the Keys Group method of physical intervention and placing authorities are informed of our 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 pupils placed at Tees Valley 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 pupils. Permanent exclusion from education is not an alternative.

However, if a young person's placement in Tees Valley College is seriously preventing the

'effective education' of other pupils or they are presenting a significant risk to themselves or others within the college, additional support may be sought or an alternative education package may be provided.

Any 'Education Intervention Plan' will be reviewed regularly and steps taken to reintegrate the pupil back into normal school provision will be clearly defined.

## Behaviour management programme

Tees Valley seeks 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 Tees Valley 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 pupil conduct.

Pupils bring with them a wide variety of behaviour patterns and at Tees Valley, 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 pupils 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 policies and procedures are available on request and can be obtained from the school by contacting the main office..

## Admissions

### Admissions Criteria:

The school can admit pupils from age 11 to 18.

Typically the pupils who currently attend Tees Valley College are at Key Stage 4, or Years 10-11 in their education.

The college will consider admitting pupils who may have a Statement of Special Education Needs, a Behaviour Support Plan, an Education Health and Care Plan, or those who have social, emotional and behavioural issues that may impact on engagement in learning.

The pupils we admit may be at risk of disengaging from mainstream education, and this may be because they struggle with an academic presentation of education. Our pupils may prefer an intervention that provides vocational training, or working in areas with local businesses where there is a high level of adult supervision. The college caters for a range of vocational provisions, or hands-on learning, and provides access to work experience opportunities.

### Admissions Procedures:

Pupils are referred to Tees Valley College usually by their academy, Pupil Referral Unit, Special School, or alternative provision. Referral forms can be accessed by request either by calling 01642 218776, or writing to:

The Head Teacher, Tees Valley College, Skipper Lane Industrial Estate, Sotherby Road, Middlesbrough, TS3 8BT

### Fees

The academic year is 38 weeks divided into 3 terms.

Fees will be charged on a daily/weekly rate for 39 weeks of the year and will be invoiced

1. On a monthly basis one month in advance.
2. On a termly basis for day pupils one term in advance.

### Visiting the College

Tees Valley College is happy to welcome visitors and anyone interested in placing a young person is encouraged to make an appointment to visit.

Representatives from the Local Authority are also encouraged to visit.

# General Information

## What are the start and finish times?

The educational programmes start at 8.45am and finish at 2.45pm.

## What arrangements have been made for the lunch break?

Lunches are provided free of charge for all pupils.

## How will I know what progress my child is making?

Parents are encouraged to visit the school at any time to have an open discussion around their child's progress. Reports are shared weekly with all stakeholders, as well as the production of termly reports too.

## Who should absence be reported to?

Absence should be reported to the school administrator (01642 218776).

## How will my child's attendance be monitored?

Attendance is monitored in school via IRIS Adapt. We call stakeholders when we have concerns surrounding the dual roll status. We have an independent Education Welfare Officer (EWO) who attends the school twice weekly and visits parents in that period.

## Do pupils have to wear a uniform?

No uniform required, just appropriate casual dress.

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## School term dates 2020 - 2021

### Autumn Term 2020

**Term 1:** Wednesday 2nd September to Friday 23rd October

**Half term:** Monday 26th October to Friday 30th October

**Term 2:** Monday 2nd November to Friday 18th December

**Bank Holidays:** Friday 25th December  
Monday 28th December

### Spring Term 2021

**Term 3:** Monday 4th January to Friday 12th February

**February Half term:** Monday 15th February to Friday 19th February

**February Term 4:** Monday 22nd February to Friday 26th March

**Bank Holidays:** Friday 1st January  
Friday 2nd April  
Monday 5th April

### Summer Term 2021

**Term 5:** Monday 12th April to Friday 28th May

**Half term:** Monday 31st May to Friday 4th June

**Term 6:** Monday 7th June to Tuesday 20th July

**Bank Holidays:** Monday 3rd May  
Monday 31st May

### Staff training days:

1st September 2020

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### Tees Valley College

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Sotherby Road  
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**e:** iankerr@keys-group.co.uk

### Head Teacher:

Ian Kerr  
01642 218776

### Chief Executive:

David Manson  
0121 728 7800

### Chair of Governors:

Nicola Kelly  
0121 728 7800

### Keys Group

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**t:** 0121 728 7800

**e:** info@keys-group.co.uk

**Proprietor:** Keys Group

**Proprietor Representative:**  
Nicola Kelly

**DfE No:** 806/6002

[www.keys-group.co.uk](http://www.keys-group.co.uk)

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



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