**Horizons Education Centre**

‘A Guide’

**Vision:**

To provide education that addresses the needs of learners who have found success in mainstream difficult and engages them towards achievement and readiness for the world of work.

**Aims & Outcomes**

Horizons Education Centre aims to offer learners a route to the best educational opportunities available to them. The outcomes we aim for:

* Provide appropriate education that meets pupils’ educational needs, their personal and social development needs, as well as support their successful transition back into mainstream school, adult life and, in particular, the take up of further education, training or employment on leaving full time education
* Provide appropriate individualised programmes to meet learners’ special educational needs and enables them to achieve whatever their ability.
* Improve attendance at school
* Improve engagement in learning, encourage and make available access to a continuation of education and training
* Increase self-confidence, motivation, self-esteem, improved employability skills and life and social skills.
* Ensure learners have the best chances to achieve GCSE and other qualifications and awards that enable them to progress to post 16 learning and training
* Ensure students receive an appropriate PSHE programme, as well as developing their SMSC and their understanding of British Values and Prevent

**To achieve this we ensure that:**

Class sizes are always small with a high staff to learner ratio ensuring the right level of support can be offered by our experienced, specialist staff. It is also key that regular contact and collaboration is maintained with parents and guardians. To this end, frequent academic, pastoral and behaviour reviews take place to set and monitor learner progress towards specific individual targets. Progress towards these targets will be evidenced in personal achievement folders for those attending at our premises and with online monitoring and recording for those using our online resources. Reaching targets and completing challenges can contribute to nationally accredited Awards. Where necessary, support from external agencies will be called upon to help cater to the best interests of learners and provide a holistic approach to their development.

Learners will work on collaborative communication, assertiveness and effective decision making skills. KS4 learners will specifically develop their awareness of the world of work and employability skills. All learners attending at our premises will take part in outdoor physical activity and team building.

**Our Team:**

**Mr Steven Daniels – Head of Centre**

**Stephanie Scott – Support Worker**

**Janet Kane – Support Worker**

**Jamie Houselay – Science Teacher**

**Mr Ian Roberts – Site Manager**

**Our Offer:**

**A combination of classroom & online based education in the following curriculum subjects:**

* Maths tuition up to GCSE grade 5
* English language tuition up to GCSE grade 5
* Science tuition up to GCSE grade 5
* Employability Skills Award and L1 &2 qualification
* Youth Achievement Awards
* L1 & 2 CoPE qualification
* PSHE
* Engagement through creative projects
* Personal development & progress coaching

**Accredited Awards while attending at our premises.**

While at Horizons Education Centre learners will take part in a wide variety of curricula and extra curricula activity. This will involve a core curriculum as detailed above in the Student Offer and learner’s participation in or having responsibilities over various activities, challenges, and personal development goals. All students will be given an achievement folder to record and evidence their progress towards specified goals and tasks which will contribute to gaining nationally accredited awards and qualifications. These include:

**Youth Achievement Awards**

The Youth Achievement Awards (YAA) are accredited by ASDAN and are designed to award varying levels of participation, from simply taking part to taking full responsibility in bespoke challenges and activities. Learners gain transferable ASDAN credits through YAA that can contribute to other ASDAN awards and qualifications. The criteria for each award level can be seen in the table below.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Award Level | Age | Tasks | Criteria | ASDAN Credits |
| Youth Challenge Award | 11+ | Young person participates in activities | 10 hours of activity | NA |
| Bronze Youth Achievement Award | 14+ | Young person participates in activities | 2 activities of 15 hours duration Total: 30 hours | 3 |
| Silver Youth Achievement Award | 14+ | Young person takes an assistant organiser’s role | 4 activities of 15 hours duration Total: 60 hours | 4 |
| Gold Youth Achievement Award | 14+ | Young person takes a planning, organising and leading role | 6 activities of 15 hours duration, plus a presentation Total: 90 hours | 6 |

**CoPE Qualifications**

CoPE stands for Certificate of Personal Effectiveness. Completing a CoPE L1 or 2 qualification entails recording evidence and working on 6 modules. These are: Working With Others, Improving Learning & Performance, Problem Solving, Original Research, Communication and Oral Presentation. Students must complete 120 guided working hours and complete all modules to pass this qualification.

**Employability Skills Award and Qualifications.**

The award involves completing 20 hours of work on a number of modules including Awareness of the world of work,

Self-Management, Business and Enterprise, Customer Awareness and problem solving. The award is accredited by ASDAN and is a good precursor to lead onto ASDAN’s L2 Employability Skills qualification. Further modules can be completed towards the ASDAN Employability L1 & 2 qualification in Employability. This entails 120 guided learning hours.

**Online learning.**

All of our learners will receive a username and password for our online education resources. This is a dedicated web based resource where lessons and course content are regularly uploaded to support learning and progress. This can be accessed by students any time whether on or off site and, where needed, is supported with video conferenced one-one tutoring and small group online lessons.

**Supporting students back into mainstream or other long term educational settings**

Learner progress will be monitored lesson by lesson according to the stages set out below. As such, there is a focus on recording positive behaviour and progress in lesson. Learners will contribute to the creation of individual targets that will focus their attention on positive educational goals. These targets will feed into an ‘Action Plan for Change’. All students will be aware of their targets and offered support to get back to their main school if this is their wish.

|  |  |  |  |
| --- | --- | --- | --- |
| Stage | Aim | Objective | Evidence |
|  |  |  |  |
| Stage 1 | Participate in classes | Respond positively to peers and staff.  Be an active learner. | General progress shown in exercise books |
| Stage2 | Showing commitment | Be assertive, develop constructive communication and decision making skills. Complete work in class to the best of ability | Teacher comments on monitoring sheets. Positive signs of progress recorded on PSPs and action plans |
| Stage3 | Concerted effort towards targets | Agree to an improvement plan, completing tasks towards reaching new targets and taking part in regular reviews | . Record of targets. Matching work and reviews to targets. Outstanding work |
| Stage4 | Achieving targets | Must have made progress over time to master a new skill, fully overcome a specific challenge or achieve a specified target. | Progression in exercise books. Review documents. |

**Support & Interventions**

There are expectations for all learners to make progress through each of the above stages. However, we realise that the Journey through these stages may be bumpy and challenging and learners may hit stumbling blocks, frustrations or lack motivation along the way. It is at these times when extra support or interventions will be put in place in the form of a Personal Support Plan (PSP).

When a PSP is about to be put in place, parents, guardians and key workers will be informed and invited to an initial PSP meeting. Support needs will be discussed and three targets will be identified and set where progress is most needed to overcome barriers to the learner’s education. Progress towards these targets will be monitored on a weekly or bi-weekly basis. During the PSP process external agencies are often called upon to help assess a learner’s needs or to contribute to the overall support. All PSP documents will be shared with relevant referring schools along with evaluation reports after 6 and then 12 weeks.

**Working with other professional Agencies**

During the placement members of the following agencies may be involved in the consultation about students placed here. These are:

|  |  |
| --- | --- |
| Locality Teams | Child & Adolescent Mental health Services |
| Learning Support Service | Behaviour Improvement Programme |
| Education Welfare Service | School Health |
| Educational Psychology Service | Parenting Support |
| Social Services | Other |

Wherever this advice is sought, it will be in the best interests of the learner and parents and guardians will be kept fully informed.

**Attendance**

The hours of attendance are 9:30am – 2:30pm. Learners will be signed in from 9:30am. Once learners arrive at the centre they will be signed in. All attendance and punctuality information will be passed on to the relevant referring school by 10am. Any learner who has not arrived by that time will receive an absent mark on their school register. Centre staff will make phone calls to parents and guardians of any learner who does not arrive by 9.45am.

Parents and guardians are expected to notify the centre if their child is to be absent from provision.

**Behaviour Sanctions**

All the sanctions that would normally be associated with a school are available for staff to use when learners display poor and disruptive behaviour. These include:

* Time out from the class
* A determined time of Isolation
* Detentions (up to 2hrs)
* Exclusion from outbound activities and trips
* Exclusion from access to the Games or Couch room
* Immediate parent / guardian call in
* Alternative Seclusion Timetable from 12pm – 4pm
* Placements will only be ended early if there is a very serious breach of the behaviour policy which is available upon request. These reasons are listed below. After investigation of an incident, a decision will be made as to whether the placement will be ended. A minimum of 24 hours’ notice will be given if this is the case.
  + Causing deliberate, severe harm to another student or member of staff
  + Serious criminal and or deliberate damage to our building or property
  + Possession with intent of a weapon or object that could be used to cause harm
  + Proven malicious allegation against a member of staff
  + Use of a weapon or dangerous object to cause harm to another student or member of staff.
* Placements might also be ended if there is a serious lack of engagement from a student. If a lack of engagement is identified a parental meeting will be called for and an intervention plan drawn up with possible multi-agency support. In these cases review meetings will take place on a regular basis and the school will kept fully informed and receive copies of all the documentation. If there is still no positive engagement a dialogue will take place with the partner school before a decision is reached to end the placement. In these cases a week’s notice will be given.