



North Yorkshire
County Council



The
Sunbeck
Centre



North Yorkshire
Alternative Provision

The Sunbeck Centre

Hambleton & Richmondshire

Creating a Pathway to Success



Welcome

Thank you for your interest in North Yorkshire Alternative Provision (NYAP) at The Sunbeck Centre. Our mission is to find even better ways of supporting, motivating and inspiring students to be as successful as possible in the future by working alongside and in partnership with local mainstream schools.

Our job is to help students who for whatever reason cannot access mainstream settings, to get back on track. This may be by completing a bespoke educational programme within or via one of our Alternative Provisions or by short term support resulting in reintegration back into a mainstream. Our hope is that they emerge prepared and enabled to make a positive contribution whatever the next stage is for them.

The education and care provided to the students who come to us is excellent and will set the students on the right track for the rest of their lives. This is something that we as an authority care deeply about.

It's all about making a real difference for them, so our actions are ambitious – we want to provide the right education and support at the right time.

Stuart Carlton

Corporate Director, Children & Young People's Service

Jane le Sage

Assistant Director – Inclusion



Welcome to The Sunbeck Centre

At The Sunbeck Centre we are committed to making a real difference to the students in our care who come from the nine schools in our locality area.

Our team are passionate about working with students for whom the journey through school has proved challenging. We pride ourselves on being approachable, welcoming and honest with the students and families that we work with; having a shared goal of improving the educational experience for all involved.

The commitment to work with all of our local schools to reduce exclusions means that we offer flexible and bespoke packages that are designed around the needs of the student. We also want to ensure that students experiencing difficulties in the classroom receive the right help. To do this we support schools in gathering information about the student and their learning experience to inform statutory assessment, plan for approaches to be used during reintegration and working with multi agencies to best support the families too.

At The Sunbeck Centre we use both the Thrive and Pivotal Approaches to help our students in a holistic way, to build positive relationships and a skills set that will support them well beyond the school gates and into the future. The staff here are experienced professionals who understand the huge impact of exclusion for a young person and their families. This is why we work hard with our partners, to improve the life chances of the students we work with.

Parents' written responses to Ofsted were highly positive about the quality of education and the progress made by their children. 'Every aspect is well planned and managed and the support is second to none.' 'S/he has come on in leaps and bounds.'

Alison Keane
Head Teacher



Admissions

Students come into Alternative Provision for a number of reasons but they are all students who need:

- Smaller class sizes and higher teacher student ratios
- A more bespoke and potentially vocational curriculum pathway
- To continue their education whilst awaiting a place at a mainstream school due to exceptional circumstances

All students who attend The Sunbeck Centre require a referral supported by evidence that their mainstream school have explored all possible support for the pupil including referral to other agencies as detailed in the Ladder of Intervention. The schools that The Sunbeck Centre work in partnership with are: Bedale High School, Northallerton School and Sixth Form, Thirsk School and Sixth Form, The Wensleydale School, Stokesley School, Risedale Sports and Community College, Richmond School, St Francis Xavier and Outwood Easingwold School. Referrals are discussed by the Local area Inclusion panel.

All admissions are arranged through Local Area Inclusion Panels, which consist of Head teachers and senior colleagues from the local area, other educational professionals including Local Authority staff and the head teacher of the AP at The Sunbeck Centre. All admissions to NYAP require close dialogue and liaison between schools, parents and The Sunbeck Centre to ensure the best continuum of provision for the student concerned. A contract between the school and The Sunbeck Centre will be undertaken to ensure clarity from all parties to work together effectively.

Our Staff

All the staff at The Sunbeck Centre are committed to supporting students to engage with learning, make progress and achieve. We value every student as being unique and our values promote self-reflection, individual social and emotional development and the acquisition of new skills and knowledge. Staff are skilled not only in planning and delivering high quality learning programmes but also motivating students to engage with tasks and activities they are challenged with. Our staff always go the extra mile for the students in their care and develop positive relationships. We use the Thrive approach to develop emotional resilience. This support also extends to families and so positive joint working relationships that wrap around the young person are fostered to ensure better outcomes. Staff at The Sunbeck Centre have been trained in using the Pivotal Approach to establish a restorative behaviour culture – and this approach is shared by some of the schools we work closely with. This helps build closer links with our schools and helps to support students back into mainstream settings.

We have always worked closely and successfully with schools in our local area, and sometimes schools from other authorities, to achieve positive and engaging learning experiences for students. This is on either a short term or longer-term basis. Students attending The Sunbeck Centre are offered a broad curriculum including academic subjects, vocational qualifications, careers, work and enterprise opportunities. This is all delivered alongside work on their social and emotional development. Our aim is to help students to develop a sense of pride, respect and success during their time with us and in the future.

Pathways available:

There are a number of pathways offered which support students including;

Reintegration Placements: these are usually a short term placement between 8-12 weeks to provide opportunity for specific assessments and interventions to take place before the students return to mainstream –These are usually for KS3 students and require the school to maintain contact with their student throughout the placement. This might be attending The Sunbeck Centre for three days per week and their mainstream school for two days per week staying on the mainstream roll.

Long term Placements: Some students will stay in the AP for an extended period of time and access a bespoke, full time curriculum there. However, these students are still on the roll of their mainstream school and so the curriculum for the student is jointly developed and delivered in some cases. Employability is a key aspect of any of these longer term placements with students being able to access work place experiences and develop key employability skills to take them forward to the next stage of their life post 16.

Our personalised Curriculum

All our students are assessed upon entry to the AP using screening tools such as CAT4, and Thrive assessments. In addition they are assessed in English, Maths and Science lessons in order that they have access to a highly personalised education package which enables them to work towards a level of certification or qualification consistent with their needs and abilities. This is in addition to the information



provided by their mainstream school. Students who require specific, targeted interventions in areas such as in literacy, numeracy and emotional development have discrete 1:1 sessions to develop their skills.

Pastoral Care

Effective pastoral care is essential to the way we work and our approach ensures each student has a team of tutors and is part of a small tutor group.

Tutors will:

- Engage with the Induction programme for new arrivals to North Yorkshire AP The Sunbeck Centre, with a view to establishing early positive relationships with students, for whom they will be a key worker.
- Work pro-actively with students to secure best outcomes, including:
- Tracking progress against key success indicators, including: Attendance • Punctuality • Behaviour • Well-Being • Achievement • Progress • Destinations.
- Maintain accurate, up-to-date records of student progress and other interaction/ interventions with students, parents/ carers and additional agencies.
- provide information to inform multi-agency groups working with the family as appropriate.
- Meet regularly with students, individually, using time made available within the school day and communicate regularly with parents and carers about the successes and any issues that arise.

Thrive Approach

At The Sunbeck Centre we are committed to the mental wellbeing of all involved within the school community. As such, we have Thrive group sessions for Key Stage 3 students designed to help educate students about their emotional regulation, the development of the adolescent brain and build positive attachments. Students may also have individual Thrive sessions with a licenced practitioner to work on particular areas of their development, to support the work designed to help the students return to a mainstream or specialist setting, as required. Thrive supports the Pivotal approach to managing behaviour by giving students better self-awareness in situations and strategies to repair and rebuild relationships with peers and staff.

Personal, Social, Health and Emotional Education (PSHE)

This area of the curriculum is very important to give the student a sense of place in the world. It should equip the student with skills that will enable them to interact with other people and understand the skills required to be a successful learner and member of a work place. It should also give them the confidence and knowledge to make the right decisions in difficult circumstances. Our PSHE curriculum follows statutory content as set out by the DFE.

Employability

Employability is particularly important for students in AP wishing to go straight into employment or take up apprenticeships post 16. This subject is growing in its importance and there are a number of different qualifications that can support this. However, employability is also about experiencing first-hand the work

place – its rules, conventions and expectations. This is not to be tokenistic but meaningful and a deep learning opportunity for young people to access and needs a cooperative approach with industries to be successful. Please see our case studies that highlight the success of work experience opportunities gained through The Sunbeck Centre.

All students have sessions with independent Careers Information and Guidance (CIAG) in The Sunbeck Centre which helps to develop post sixteen destination plans and advices on college and apprenticeship options.

The Sunbeck Centre has good connections with local employers who support vocational aspects of the curriculum as well as North Yorkshire Moors National Park (NYMNP) who offer opportunities for volunteering and development of interpersonal skills.

Community Venture

At The Sunbeck Centre we are passionate about helping our students to become ready for the world of work and to support this, we include employability skills in our Community Venture programme. This programme is offered to all KS4 students. The group complete community tasks, fund raising and support for local projects. Students are given a supported work experience to develop the skills they will need to access employment and to give them confidence in their next steps in education or training. Whilst engaged in these activities, students following the Duke of Edinburgh programme can add to their portfolio and also gain AQA Unit Awards.

Key Stage 3

Students in years 7, 8 and 9 follow a curriculum that mirrors a mainstream curriculum in terms of subjects but which also offers different approaches, smaller class sizes and has a focus on improving the ability of the student to return successfully to their mainstream school placement. We work closely with the referring school to establish the needs that are to be addressed during the placement and liaise closely with them throughout. In some cases, needs will be identified whilst students are at The Sunbeck Centre that require further investigation and assessment. The Sunbeck Centre will always work with the mainstream schools to inform the planning of the approach needed when the student returns to their setting, any requests for statutory assessment and additional support.

Typical KS3 Full time offer

Subject	Number of sessions per week of 45 mins
Maths	4
English	4
Science	4
Outdoor Education	4
DT	2
Art	2
Catering	2
Humanities	2
PE	2
Drama	1
Thrive	1
IT	1
PSHE	1

Key stage 4 Pathway

All Key Stage 4 students have a personalised pathway that will always include English, Maths and Science as well as access to option enrichment programmes and employability programmes including work experience and vocational courses. For students on a re-integration pathway, the school and The Sunbeck Centre will work together in partnerships to create a bespoke package in the best interest of the student.

At The Sunbeck Centre, it is important we support our local mainstream schools by offering and supporting curriculum offers already in place where possible. Below is a summary of the curriculum subjects and exam boards on offer at The Sunbeck Centre.

Subjects and Exam Boards

Core

Subject	Exam Board
English Language GCSE	AQA
English Literature GCSE	AQA
Maths GCSE	AQA
Science GCSE	AQA Trilogy (dual award)
Art GCSE	AQA



The Sunbeck Centre qualifications

Subject	Exam Board - which are regularly reviewed to ensure relevance and compliance
BTEC L1 Introduction to Hospitality and Catering	Edexcel Pearson
Home Cooking Skills	Edexcel Level 2 and Level 1
ICT – Functional Skills	Entry Level and Level 1 – Edexcel Pearson
DT – BTEC Construction	Level 1 – Edexcel Pearson
Functional Skills English and Maths Levels 1 and 2	Edexcel Pearson
Functional Skills English, Maths and Science – Entry Level 1-3	Edexcel Pearson



Outdoor education qualifications

Students in Key Stage 3 are offered outdoor education including climbing, mountain biking, hiking, and orienteering. This forms part of their timetable and is designed to boost self-confidence, leadership qualities, team work and empathy skills. Key Stage 4 students may also be offered outdoor education sessions, especially if they are looking at careers in the Armed Forces and other careers involving physical fitness. Depending on the programme designed for each individual, outdoor education can form part of other qualifications such as Duke of Edinburgh and GCSE PE in conjunction with the mainstream setting.

Typical KS4 Full Time offer

Subject	Number of sessions per week of 45 mins
Maths	4
English	4
Science	4
ICT Functional Skills	1
Options: Art, DT, Catering	8
Community Venture	4
PE	2
Functional skills English	1
Functional skills Maths	1
PSHE	1



Organisation of the school day

The Sunbeck Centre teach from 8.45am – 2.15pm every day of the week.

Session	Time
Tutor time/Breakfast	8.45am
Lesson 1	9.05am
Lesson 2	9.50am
Break	10.35am
Lesson 3	10.45am
Lesson 4	11.30am
Lunch	12.15pm
Lesson 5	12.45pm
Lesson 6	1.30pm
End of school day	2.15pm

How do we measure success?

Unlike a mainstream school, our main success indicators are not just examination and test results which we actively seek to support, but are also firmly anchored in what happens to a student after they leave us. We invest in activities designed to ensure students achieve the best possible qualifications and employability skills whilst with us.

At The Sunbeck Centre we see success for the students as:

- feeling safe and valued
- being able to form lasting positive adult relationships
- improved attendance
- feeling more confident in having appropriate communications
- having a successful reintegration to the mainstream school
- achieving the GCSE grades needed for post 16 progression
- developing resilience and motivation to succeed

One of our other measures of success is the degree of parental engagement and partnership working between home, us at The Sunbeck Centre and school. Each stage of a student's time at The Sunbeck Centre is monitored as part of an intervention and review process which includes the mainstream school, outside agencies, the young person and their family. Any review reflects the progress made and areas to continue to work on.

Case study: Dan



Dan joined the Hambleton and Richmondshire PRS in February 2018, following a permanent exclusion from his mainstream school. He had always thought of school as unexciting and was finding it difficult to engage with his classroom work in Y11. Dan would openly admit that he did not enjoy school and that it wasn't for him. Dan always had aspirations to work within construction and was never afraid of practical work. He found the build up to his GCSE exams particularly demanding and this caused his engagement in school to wane even further.

Eddie Fearnside approached the PRS in November 2018 to offer a student work placement within his joinery and construction firm. After an initial student match up did not work out, Dan approached staff and asked whether he could take up the placement, having already completed a successful placement with Broadacres. He began working with Eddie, one day per week, in January 2019.

Dan commenced working on a cottage renovation project with Eddie, gaining experience of building stud walls, plaster boarding, installing plug sockets – the list goes on! He also worked on larger scale projects such as installing underfloor heating in a Scout Hut.

Speaking about his work placement, Dan said, "It has been a really good experience. I have learned a lot more about the different trades in construction and what I like and don't like."

Dan explained that his placement also helped him to decide that he wanted to specialise in joinery and carpentry, which he has just started studying at York College. He displays pride in the skills that he has learned with Eddie and continues to work for the company in his spare time.

Eddie described the experience as 'mutually beneficial' and observed that Dan was a very good fit for his business from the start. He explained that, although taking on a student meant that he had to take some extra time to plan for, teach and observe Dan on site, it was worthwhile to see a young person learn and progress. The investment has been rewarding for both Eddie and Dan. As Dan's skills and confidence have grown, he has become a real asset to the business.

"It has been a really good experience.

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Contact us

If you have any further questions regarding the Alternative provision offered at The Sunbeck Centre please contact us and arrange a visit:

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You can request this information in another language or format at
www.northyorks.gov.uk/accessibility