

Alternative Education Provider - Organisation Profile

Provider Name	Progress Schools Limited
Address	Progress Schools High Wycombe
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Summary of provision provided (please tick as appropriate)

Full Time Alternative Provision	✓
Part Time Alternative Provision	✓
Tutoring	
On-line Learning	✓
Bespoke Provision delivered off-site	
Additional Interventions delivered on-site	
Full or Part-Time Alternative Provision for Post 16 Pupils	
Key Stage 1	
Key Stage 2	
Key Stage 3	✓
Key Stage 4	✓
16 Plus	
English Tuition	
Maths Tuition	
Science (including IT) Tuition	
Core Curriculum	✓
Vocational Training	✓
Physical activities – such as sports	✓

Additional Provision Information

Established in November 2015, Progress Schools provides high-quality alternative education in a safe, nurturing environment that welcomes all pupils and works successfully to give them a fresh start in education.

At our school in High Wycombe, we provide full-time and part time alternative education provision to young people with challenging behaviour, those who have been permanently excluded or at risk of exclusion from mainstream school and young people with SEND and SEMH needs.

We offer a person centred KS3 and KS4 curriculum which has three key elements

Academic Curriculum: English, Maths Science and PE. We place great emphasis on these subject areas with targeted interventions applied.

Extended Curriculum: Expressive & Creative Art, History, Geography and ICT

Enriched Curriculum: PHSE, Enrichment, Careers & Work-Related learning and Personal Development

All courses taught are accredited. As well as GCSE and other academic qualifications, we also offer vocational qualifications and we have sought to offer practical courses that reflect the local job market.

We ensure all pupils receive **Careers Education Information, Advice and Guidance (CEIAG)**. Our sister company Progress Careers provide our CEIAG. Progress Careers work in more than 80 mainstream schools throughout England and are well respected in the industry. Our pupils benefit from high quality careers advice and guidance from Level 6/7 Career Advisers, ensuring they receive the same level of support as their mainstream counterparts.

Online School: We are currently developing our online offer to deliver DfE registered online provision for 23/24 academic year. This means that pupils who cannot attend physical school will be registered on our online provision. We will be offering a full national curriculum which includes Key Stage 3, Key Stage 4 and GCSE. We are also including Key Stage 2 and 3 content aimed at older pupils who are working below their age-related expectations. The curriculum content is designed so that all pupils can make progress. Our curriculum covers linguistic, mathematical, scientific, technological, human & social, physical (theoretical), aesthetic and creative education. Lessons are delivered with the use of microphones, ensuring pupils acquire speaking and listening skills.

Preparing for Adulthood Programme: We work with the pupil to explore their aspirations and abilities, what they want to be able to do when they leave post-16 education and the support they need to achieve their ambition. We work in line with revised EHC plans and the outcomes that have been agreed which will prepare the young person for adulthood.

Therapeutic Curriculum: We provide nurture and wellbeing provision for children in crisis, who require a strong therapeutic approach. The curriculum equips pupils with the skills to build resilience, self-regulation and anger management. This provision is planned as a short term (12 weeks) intervention with the emphasis on re-integration back into the pupil's home school or other appropriate provision. Our Therapeutic Curriculum is both a practical and emotional curriculum, with core academic lessons (English, Maths, ICT) included. Pupils are helped to identify and work through their barriers to learning by engaging in practical activities such as cooking, music, art and PE so they learn: following instructions, respecting social boundaries and managing their behaviour (self-regulation). In addition, there is a strong therapeutic approach each day where we focus on social, emotional and mental health development activities, this includes: mindfulness, impulse control, meditation, frustration management (for example writing in an anger diary) and relaxation strategies. As confidence grows the curriculum is designed to offer new challenges to build resilience, this includes vocational taster sessions aligned to individual aspirations and therapeutic confidence building activities. Activities are all tied into the pupil's goals and pathway back to the classroom.

SEND assessment: We estimate over 40% of pupils referred to us have an undiagnosed SEND. In response, we have introduced a four-step process (Identification, Intervention, Information, Integration). With support from our SENCO, teachers carry out a variety of observations to identify if pupil requires additional support. Where additional needs are identified, we apply a range of strategies to see if they can be met through our available provision. Where additional needs cannot be met through our provision, we support with EHCP applications.

Pastoral Support Offered – please provide a summary of the pastoral care you provide

Pupils who are not responding to standard behaviour strategies, who may be disaffected and/or have low attendance, which is impacting on their progress, are supported through a pastoral support plan which could include:

- Mentoring support,
- Teaching Assistant (TA) support,
- Extra tuition/support around trigger subjects,
- Mediation where particular subjects/teachers are an issue,
- Referral to appropriate services (e.g. Education Psychology Service, Youth Support Service).

This list is not exhaustive

We have pastoral mentors in each school who work 1:1 or with smaller groups and have strong subject knowledge to support pupils with social and academic progress.

We provide tailored strategies to meet pupils' needs, supported by multi-agency services. We make adjustments to support pupils socially and emotionally so they can participate in the curriculum. Staff adapt their teaching and provide tailored or specialised resources to enable pupils to access the curriculum. Examples include offering a quiet space and strong communication at transition points. When required specialist support from multi-agency services is accessed such as SALT, YOT, CAMHS etc and we provide intervention rooms for pupils to meet with external agencies in a safe familiar space.

All our schools have access to a school nurse who provides not just medical support but also advice, guidance and signposting to our young people on physical, mental and sexual health matters.

We have a dedicated SENCO who sets up systems and supports provision-mapping, reviewing policies, reviewing and writing IEDP's and EHCP applications. They develop and model interventions for ASD, ADHD, Dyslexia, Sensory Impairment, Communication and Positive Behaviour Support. They provide coaching and training for teachers and teaching assistants and advise on classroom setting and support, ensuring that staff and classrooms enable all our pupils to achieve their full potential.

We deliver a programme on gang prevention. All pupils attend a week-long course called Get Away 'N' Get Safe, provided by GANGS, an organisation that engages with children at risk of gang life to empower them to make the right decision.

We deliver a Preparing for Adulthood programme. We work with the pupil to explore their aspirations and abilities and what they want to be able to do when they leave post-16 education.

We provide a therapeutic curriculum to equip young people with the skills to build resilience, self-regulation and anger management. We provide both a practical and emotional curriculum, where young people are helped to identify and work through their barriers to learning by engaging in practical activities such as cooking, music, art and PE.

We have designated time each day to focus on social, emotional and mental health development activities, this includes mindfulness, impulse control, meditation, frustration management and relaxation strategies.

We ensure each pupil has programmed one-to-one meetings with members of staff with whom they are most familiar. This gives them space, if they need it, to discuss their worries and concerns with a trusted adult.

We deliver PSHE (personal social and health education) lessons, children are taught in an age-appropriate manner about risks outside the school gates and how to keep themselves safe. We address healthy eating, internet safety as well as subjects such as stress management, sexual health and sexual responsibility. Each year group's curriculum has a weekly theme embedded into each lesson, building cultural capital. 39 topics are covered including democracy, gender inequality, domestic violence and bullying.

We have procedures in place to minimise, deal with and record accidents and incidents. We make sure that the premises are secure and safe for all pupils this includes conducting regular health and safety inspections of our premises to ensure our staff and pupils do not have accidents on site to providing bespoke timetabling so that young people feel safe in school. We support our staff to provide pastoral support through a comprehensive training programme which includes positive behaviour support and trauma-informed care.

1000 words max

Service Provider Benefits – please list the main benefits of your provision

1. Person centred provision
2. All provision registered (including online provision)
3. Therapeutic interventions
4. Small classes maximum 10 pupils per class
5. Access to high quality CEIAG provision
6. Bespoke reporting for schools and local authorities
7. Competitive pricing

Provider Outcomes – please list the main outcomes

1. Improved attendance 100% of our pupils increase their attendance at Progress schools
2. Improved behaviour 85% of pupils show improved behaviour when compared to number of instances at previous school
3. Leave school with qualifications. 100% of pupils completing the programme at the end of Year 11 leave with a recognised qualification
4. Transferring to a positive post 16 destination on leaving schools. 87% of Progress Schools pupils move into further education, training or employment with training at the end of year 11
5. 100 % of pupils develop skills which support them in learning to work both independently and as part of a group

Other Information

Registered as a school? (please provide URN)	135604
Which regulatory body are you registered with? (e.g. OfSTED, ISI, CQC etc.)	Ofsted
What was your last inspection rating?	Good May 2022
Free School Meals Catered for?	Yes
Can cater for service users with restricted mobility?	Yes
Can support service users with complex health needs?	No
Can support service users with complex education needs?	No

