

## **CYNNYDD PROJECT**

### **Key Stage 4**

## **FACE Alternative Curriculum Provision Handbook**



*“Facing Futures has without a doubt provided excellent provision for pupils at Key Stage 3 & 4. Well planned, organised and taking into account the different needs of pupils, emotionally and academically. Definitely invaluable.”*

Deputy Head, Llanelli School

*“I enjoyed Facing Futures it’s a big help to me we had great fun. Facing Futures helped me in many ways with my behaviour and my reading and writing. In September I am going to college to do Animal Care”*

Key Stage 4 Pupil

*“My child has been to other projects of this type. This one works – I wish it had been available years ago”.*

Parent



## CBSA

### Alternative/Additional Curriculum Provision

#### Main Contact Details

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## **1. Introduction**

The Centre for Business and Social Action (CBSA) has been commissioned by Carmarthenshire County Council to deliver Key Stage 4 alternative curriculum provision in Carmarthen and Ammanford via the Cynnydd project.

This booklet aims to provide schools with information regarding this provision – how it will be delivered, what learners will achieve, and how the relationship with the school will be managed.

These will be informed by our considerable experience of delivering alternative curriculum provision to young people at high risk of school exclusion and, consequently, becoming not in education, employment or training on leaving school.

## **2. CBSA and Alternative/Additional Curriculum**

CBSA has been a major provider of Key Stage 4 alternative curriculum provision in Carmarthenshire for over 12 years. Originally entitled FACE, the organisation's various projects underwent variations of this name due to funding strictures. However, in order to attain an identity and for ease of reference, it has been decided to revert to this original title.

Over the 12 years of delivery, we have developed a considerable reputation for:

- the high quality of our learning and support provision, resulting in young people achieving above expectation
- our ability to engage and develop young people having multiple and complex support needs and to meet these working in partnership with a range of agencies
- maintaining effective working relationships and reporting systems with referring schools
- the high quality of the management of our projects; and
- our ability to develop meaningful relationships with parents/guardians

These have been demonstrated through:

- ~ more than 250 pupils at high risk of school exclusion attending our projects
- ~ all those completing the project gaining a nationally-recognised qualification at NVQ Level 1 or above
- ~ over 90% of those completing going on to further education/training or employment

Furthermore, most recently, during the BIG Lottery funded Facing Futures project (2013/15):

- ~ 31 pupils attended full-time
- ~ attendances increased by 32% over school attendances
- ~ 93% participants reported improved confidence, motivation and aspiration
- ~ 90% participants achieved at least one qualification at NVQ Level 1 or above
- ~ 90% of those completing moved on to further learning/training or gained employment

### 3. Provision Overview

We have been commissioned to deliver for this academic year. During this time, FACE will combine delivery of a curriculum that will enable young people to gain qualifications from Entry Level 3 – Level 2, with a range of extra-curricular activities, enterprise projects and workplace visits.



#### The curriculum

The curriculum will enable young people gain qualifications in:

- **Work Related Education** – designed to increase learners' skills, knowledge and aspirations for employment, and help them understand and manage their career and work options
- **Personal and Social Education** – designed to prepare learners to be personally and socially effective through the exploration of attitudes and values and the acquisition of skills and knowledge.
- **Essential Skills for Work and Life** – designed to focus specifically on the skills needed in communication, AON and digital literacy.
- **Skills for Employment, Training and Personal Development** – designed to prepare learners for post 16 transition into work based learning, further education or employment
- **Enterprise** – designed to provide an introduction to the world of enterprise and understanding of basic enterprising skills
- **ASDAN CoPE**

Qualifications will be accredited by Agored Cymru, and can be gained as Awards or Certificates at Entry Level 3 through to Level 2. The units to be studied within qualifications will reflect the development needs of individual young people as identified in the referral form.

All delivery will be differentiated to meet the needs of individual learners and preferred learning styles, and based on agreed individual learning plans. The curriculum and delivery will also be informed by schemes of work and lesson plans for each unit of learning undertaken.

Timetabling will allow for smaller sessions, interspersed by short breaks to ensure that young people can maintain their best concentration throughout the day.

Curriculum delivery and assessment of learning will be quality assured by a Manager with more than ten years' experience in this role.

We have a complement of qualified staff, experienced in delivering in alternative/additional curriculum provision and supporting the learning of young people having multiple and complex support needs. They are also familiar with the qualifications taught, assessment methods and materials used.

- **Extra-curricular activities**

In addition to the wider curriculum, FACE will offer a range of extra-curricular activities to aid young people's personal development and encourage team building. In addition to PSE activities, these may include physical education, golf, mountain biking, paintballing, bowling, etc.

Additionally, young people will take part in mini enterprise projects that will enhance their study into this field.

Young people are also able to develop their social awareness and skills through taking part in a range of outdoor trips and activities.

FACE project staff will work closely with both Careers Wales and Coleg Sir Gar, to ensure a smooth transition from Key Stage 4 to college or work based learning.



- **Workplace visits**

In the interests of the young person's development, they will also undertake workplace visits with a local employer in order that their occupational and workplace knowledge is increased. However, we are aware that Careers Wales will have responsibility for arranging work experience placements for the young people, so any activity delivered by us will be in consultation with them.



#### **4. Premises and transport**

We currently run two separate provisions. The Ammanford provision is based in Llanelli at CBSA's Stebonheath Centre and the Carmarthen provision is based in Carmarthen Football club.

Arrangements will be made for young people attending from beyond walking distance from the centre to be transported to it via minibus or an alternative means (eg taxi). Pick-up and drop-off points will be agreed with the school and the young person and their parent(s)/guardian(s), as will the timings.

#### **5. Attendance and behaviour**

Although delivered in a less formal setting, care will be taken to emphasise that FACE is a place of learning where young people will work towards accredited qualifications to equip them for their future lives, training or employment. At the same time, FACE staff will take all appropriate measures to ensure the psychological and physical well-being of all those involved in the project.

As such, young people who attend FACE will be expected to adhere to CBSA's policies with regards attendance and behaviour.

- **Attendance**

Attendance will be for 5 hours a day for 3 days per week from 9:30 am to 2:30 pm. This will be monitored closely by FACE, with referring schools informed of absences on the days that these occur, as well as instances of persistent lateness. Weekly attendance figures will also be provided to schools.

During hours of attendance, young people will not be allowed to leave the project's premises unless it is for an organised activity, or if the written consent of their parent/guardian is provided beforehand. All other instances will be deemed to be unauthorised, and the referring school will be advised accordingly.

- **Lunch**

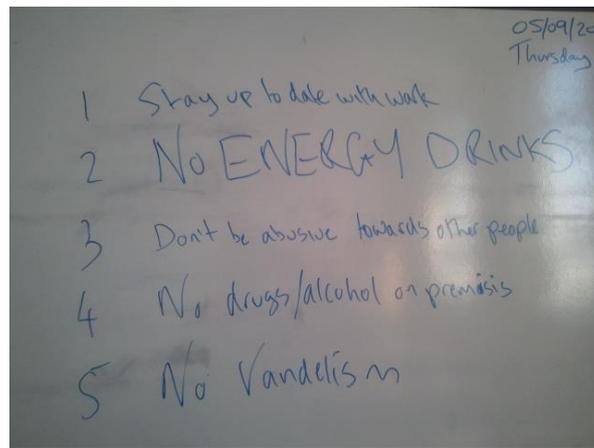
Students can purchase food from the FACE project enterprise tuck shop. We try our best to ensure that we stock food of the young people's choice. This is the only option available to those in receipt of free schools meals when attending FACE. Those not eligible for free-school meals will be able to use the tuck shop or bring pre-purchased/prepared food to the project.

- **Dress**

Young people will not be required to wear a uniform while attending FACE: however, they will be expected to present themselves in an appropriate style of dress.

- **Code of Conduct**

Whilst the FACE project will be guided by CBSA's policies and procedures, young people will have a role to play in developing codes of conduct that inform their behaviour and their relationships with each other. Given the nature of the project and its aims, this exercise will be an essential part of the learning process.



- **Alcohol and Substance Misuse**

FACE will observe strict rules with regards to certain behaviours, including alcohol and substance misuse:

- The possession and use of classified drugs or unauthorized medicines whilst attending FACE will be totally unacceptable. Any young person found supplying or distributing such drugs will be subject to immediate and permanent exclusion. Any young person found using or in the possession of such drugs will be liable to temporary exclusion on the first instance, and will be subject to immediate and permanent exclusion on any subsequent occasion
- The possession and consumption of alcohol while attending the project is prohibited. Any person found consuming or possessing alcohol will, in the first instance, be liable to disciplinary action. Repeat offences will become liable to temporary exclusion
- The inappropriate use of volatile substances is likewise prohibited. Any person found using a volatile substance in an inappropriate manner will, in the first instance, be liable to disciplinary action. Repeat offences will become liable to temporary exclusion

- **Exclusion**

Whilst every effort will be made to avoid the use of exclusion, there may be instances that this becomes necessary when the physical or psychological well-being of the young person or others involved in the project has been compromised, or is in danger of being so.

Exclusion may be for varying periods, depending on the nature of the offending behaviour and the likelihood that this may constitute a continuing problem.

Exclusion may be considered for accumulated breaches of behaviour policies, although this would normally be a final step in a process that has exhausted a range of alternative strategies, and is measure of last resort. Young people will be provided with a final warning that the next instance of unacceptable behaviour will result in exclusion.

Ideally, any exclusion would be short-term, unless otherwise warranted, and any sanction of this nature will be accompanied by mentoring and additional support in order to promote positive behaviour. Where necessary, this may include involvement of external agencies. However, referral to any such agency shall be in consultation with the school and with the agreement of the parent(s)/guardian.

There may be exceptional circumstance where, in the judgement of FACE staff, it is appropriate to exclude a young person for a first or 'one-off' offence. These might include:

- serious actual or threatened violence against another young person, member of staff or other user of the venue
- sexual abuse or assault
- supplying an illegal drug
- carrying an offensive weapon

In such instances, FACE staff will also consider whether or not to inform the police where it appears a criminal offence has taken place.

## **6. Relationships with schools**

Throughout the delivery of its various alternative curriculum projects, CBSA has maintained effective and professional working relationships with referring schools.

These are underwritten by a clear understanding on our part that the ultimate responsibility for the young person's education and well-being resides with the school at which they are enrolled.

Therefore, the relevant school will be kept fully informed of all issues relating to a young person's attendance at the project. This includes details of achievements, attendances, timekeeping, behaviour and causes for concern that might arise, including safeguarding issues.

Additionally, should it be deemed necessary to exclude a young person on a temporary or permanent basis, this will be carried out in full consultation with the school concern.

In order that we are able to provide young people with a positive learning experience, we would expect to receive as full a disclosure on their background as is necessary to enable this, as well as to safeguard their well-being. This would include issues such as attendance and timekeeping, expected level of achievement, special educational needs, behaviour and risk factors/triggers, and substance misuse.

## **7. Safeguarding**

Safeguarding will be of paramount concern to the FACE project, and will be informed by a set of policies and procedures that have been approved by Carmarthenshire County Council. (A list of these is appended.)

All staff working on the project will have undergone enhanced DBS checks within the last three years, as well as received safeguarding training.

Safeguarding concerns will be referred to CBSA's Designated Safeguarding Person, who will take appropriate action in accordance with our legal responsibilities. Schools will also be informed/consulted as appropriate.

All venues and activities used by the project will be risk assessed to ensure that hazards, risks and control measures are identified.

This will include all external extra-curricular activities, for which the establishment or organisations providing them will be asked to provide evidence of their own risk assessments, health and safety statements, insurance cover and any necessary licences.



## **8. Relationships with parents/guardians**

A significant contributory factor to the success of previous projects has been their ability to develop and maintain positive relationship with parent(s)/guardian(s).

Through these, projects have been able to keep parent(s)/guardian(s) fully informed of their child's progress and achievements, as well as to alert them to concerns about attendance, timekeeping and behaviour.

We would seek to ensure that similar relationships are developed on FACE.

*“My time at the project was the best time of my life!!! Looking back at my time there everyone is so caring and helpful and there for you. I would count them as my family rather than teachers. Facing Futures changed my life”.*

*Student*



## Staff



Holly Nicholl – Project  
Co - ordinator



Georgia Theodoulou –  
Senior Learning Support  
Officer



Bradley Kennett –  
Learning Support  
Officer

Learning Support Assistants – Geoff Greenfield, Ebony Jones

Appendix

**FACE Safeguarding Policies and Procedures**

Acceptable IT Use Policy	Restraint and Intervention Policy
Alcohol and Substance Misuse Policy	Safer Working Practices Policy
Allegations of Abuse Policy	SEN Policy
Anti-bullying Policy	Social Media Policy
Behaviour and Attendance Policy	Whistle Blowing Policy
Child Protection and Safeguarding Policy	Young People with Medical Needs Policy
Critical Incident Policy	
Data Protection Policy	
Equal Opportunities Policy	
Health and Safety Policy	
Prevent Policy	
Professional Conduct Policy	