



CREATING OPPORTUNITIES - DELIVERING EXCELLENCE - CHANGING LIVES

SCHOOL PROSPECTUS

CONTENTS

Foreword	3
Mission Statement	4
Ethos	5
Organisation of Education	6
Our Curriculum Policy	7-8
Curriculum Pathways	9
EAL Provision	10
Assessment & Reporting	10
Admissions	11



FOREWORD- TONY OYAKHIRE

At SIEVEMK Gateway we are passionate about creating opportunities, delivering excellence and changing lives.

SIEVEMK Gateway Alternative Provision has been established to deliver education programmes to children and young people who are out of school for a variety of reasons, according to DCSF guidance and government directives. a

We are responsible for:

- All secondary pupils who are permanently excluded from school
- Pupils who are unable to attend school because of medical needs, who will be absent for 3 weeks or more
- Children and young people who are hospitalised for 3 days or more or admitted on a regular basis
- School age mothers who are unable to access education

We are committed to the support of vulnerable children through:

- The Secondary School 6 Day + partnership agreement (for pupils who are fixed period excluded from school from their 10th day of exclusion onwards)
- The support of children and young people who are at risk of exclusion from school
- Provision of specific individual pupil programmes commissioned by Milton Keynes Special Education Needs Section



MISSION STATEMENT

To provide a diverse, broad and balanced alternative curriculum for pupils temporarily unable to attend mainstream provisions, placing value on the development of a wide range of skills and aptitudes. All students will focus on the core skills of literacy, numeracy, digital competence and both social and emotional engagement with strong positive communication to equip our pupils with life skills.

WE COMMIT TO THE FOLLOWING:

- to provide outstanding pastoral care and deliver a varied enrichment programme to promote personal, social and academic excellence in all pupils
- all pupils will have access to education which is appropriate for their individual needs
- to develop their social and life skills
- teaching to be delivered in a safe and nurturing environment
- to appoint outstanding, committed, experienced, forward thinking and well qualified staff-teachers and mentors that can offer effective support to all pupils
- to ensure outstanding leadership at all levels including governance
- to prepare pupils for re-integration to mainstream school, college, employment or training.



ETHOS

**"Creating Opportunities,
Delivering Excellence, Changing
Lives"**

Each pupil will have a personalised Individual Education Plan (IEP). The IEP will include targets as determined by SMK:Gateway, the mainstream school that has referred the pupil as well as the pupils family. The plan is put in place at the time of starting and is reviewed every 6 weeks ensuring the pupil is making progress and working towards their goals.

Most pupils will be at our centre for 12 weeks, unless it is determined beneficial for the child to remain a while longer so they can make even greater progress. It is vitally important to us to ensure we are providing the best support for each and every individual pupil.



ORGANISATION OF EDUCATION

Our curriculum is designed to cater for short-stay pupils and focussed on the effective reintegration back to their mainstream schools. Where this is not to the advantage of the student their personalised programme will allow for them to complete their certification at our Centre as they continue along one of our curriculum pathways.



WHAT MAKES US DIFFERENT?

- High staffing ratios
- Key worker support for all students
- Smaller group sizes
- A wide range of activities and experiences both on and off site
- A highly motivating working environment
- Positive engagement to proactively promote learning
- A diverse range of vocational and academic programmes
- A focus on wellbeing and self-management Personalised programmes Flexibility in the programmes of study
- An extensive enrichment programme of educational trips and experiences.
- Creative approaches to meeting the needs of more vulnerable and complex learners
- Clear focus on progress through assessment

THE CURRICULUM AND LEARNING OPPORTUNITIES

Our vision for the curriculum is firmly anchored in our ethos of “Creating opportunities, delivering excellence and changing lives” and aims to allow all pupils to learn and make progress by;

- providing a bespoke, broad and balanced education
- giving pupils experience of linguistic, mathematical, spiritual, moral, scientific, technological, human and social, physical, and aesthetic and creative areas
- providing subject matter appropriate for the ages and aptitudes of the students
- encouraging students to gain further skills in speaking and listening, literacy and numeracy
- providing a programme of PSHE
- giving appropriate guidance in preparation pupils for the next stages in their education and for adult life



THE CURRICULUM AND LEARNING OPPORTUNITIES

The curriculum will provide for flexible accreditation pathways (as shown on page 9) across all subjects and levels from Entry level through to GCSE to meet the needs of each individual student, maximising their potential for success or integration back to their mainstream school.

The personalised curriculum will be taught in small groups of maximum 3 pupils or 1:1 to provide focused opportunities to learn sufficient to ensure quicker integration to their mainstream school.

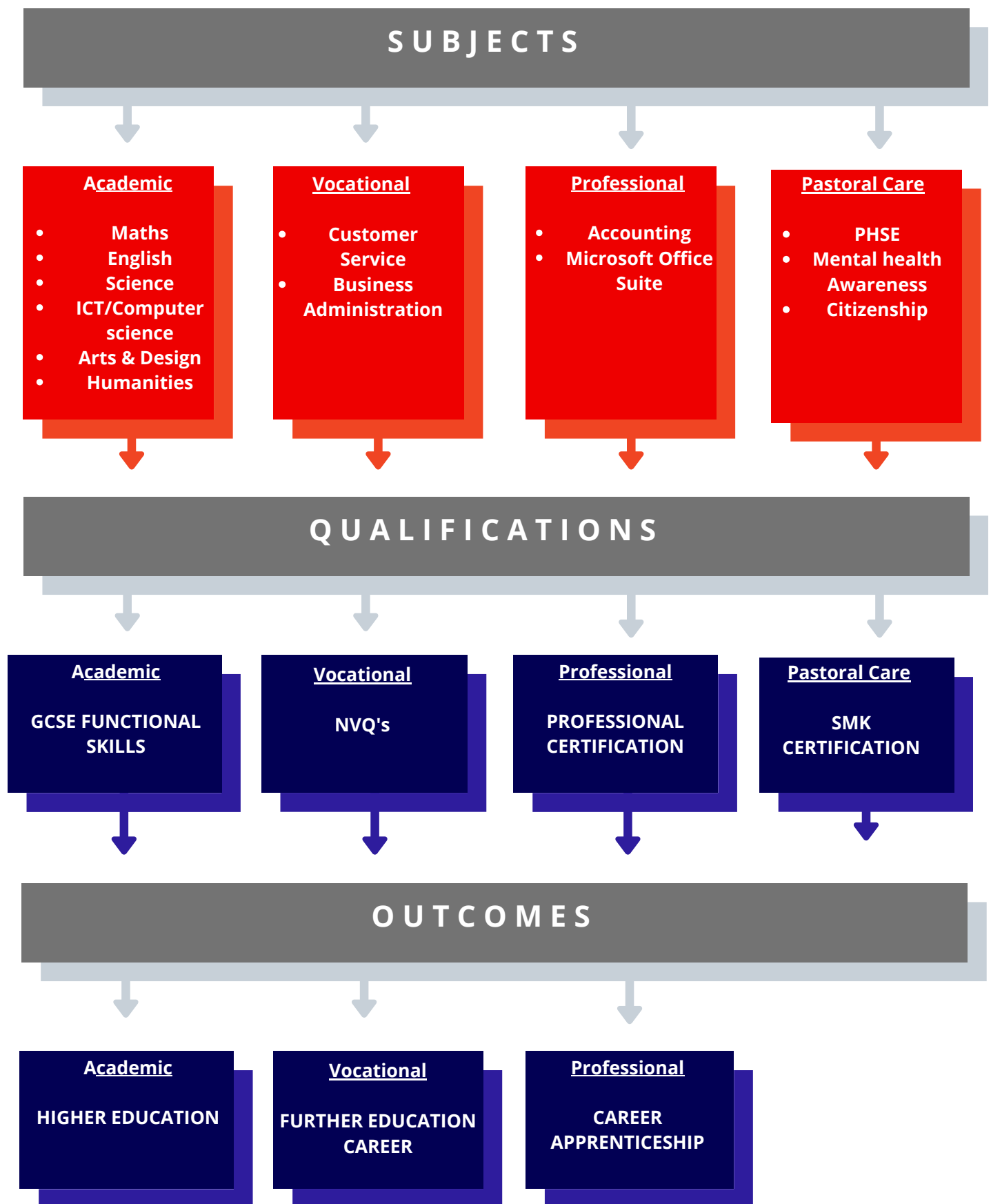
We provide three clear pathways;

- Academic
- Vocational
- Professional

We strive to reinforce and embed learning across all subject areas, making them relevant and meaningful for all pupils. Our aspiration is to promote deep, active learning and nurture a love of learning.

All pathways are underpinned by a deep sense of pastoral care





EAL PROVISION

Given that 165 languages are spoken in Milton Keynes and that pupils will be drawn from areas where there is significant inward migration. Provision for pupils with EAL will need to be outstanding. Pupils will be immersed in the curriculum and provided with additional language support. Staff will be trained to plan lessons that support EAL pupils. They will have high expectations of what EAL pupils can achieve and will not treat EAL as though it is a Special educational need. Once a baseline has been established, target setting, and monitoring will be the same as for other pupils. Parents of EAL pupils will be offered sessions supported by translators (If required) to help them support their children's learning.

ASSESSMENT & REPORTING

Pupil progress is tracked and monitored on an individual pupil basis. Areas tracked are: academic progress by subject, behaviour (significant incidents, restrictive physical interventions and fixed term exclusions), achievement (e.g. merits, pupil of the week and work of the week) entitlement in terms of hours and attendance (weekly attendance and running total)



ADMISSIONS REFERRAL PROCEDURE

Who can refer?

- Mainstream schools- Referrals via Social Inclusion Panel.
- Education Officer in Special Education Needs Section.
- Direct referral by parent/carers with full support of local authority

How to refer

- Obtain consent of parents/ carers, consult with young person/ child
- Carry out a thorough multi-agency assessment of need to identify support

For more information please contact us on 01908 662166 or e-mail us at info@sievemk.org.uk

In order for referrals to be properly considered, please include supporting evidence of thorough prior assessment with proposed outcomes. e.g.

- Evidence of implementation of PIP process for a pupil in a secondary school.
- Pastoral Support Plans
- Essential baseline information, i.e. academic, social/emotional, current educational provision/ curriculum, details of SEN
- In case of a medical referral, written support from a paediatrician
- Evidence of ongoing interventions
- In case of all exclusions, copy of Head Teacher's letter of exclusion to parents





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