

a Together Trust service

cyces education **Prospectus**



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trust educational services

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About the Together Trust

**Everybody deserves an equal chance in life.
There are no exceptions.**

This includes those with behavioural challenges, learning difficulties, physical disabilities, complex health needs and autism spectrum conditions. Each one has the ability and the right to experience joy, happiness and hope.

At the Together Trust we do everything in our power to make that happen and we've been doing it since 1870. We continue to meet the needs of thousands of children, young people and adults in the North West and beyond.

There is nothing more rewarding for us than seeing someone break through their barriers and take control of their life.



About CYCES

CYCES is one of the specialist education services provided by the Together Trust and is an independent special school. We provide education for some of the most disadvantaged pupils who have behavioural emotional and social difficulties.

Originally established to provide education for children living in Together Trust homes, we now accept referrals from other agencies. Around half of our pupils live at home with their parents or other family members.

What we offer

CYCES offers pupils intensive personal support designed to help them re-engage in education, change their own behaviour and develop more positive relationships with others. This is achieved through intensive learning support often delivered through a range of stimulating activities that motivate and engage pupils in ways that are not readily available in other settings.

We focus on ensuring pupils develop the skills of lifelong learning which in time can lead to the successful completion of accredited courses, including GCSEs thereby increasing their opportunity to access further education, training and employment.

One of the most important roles the school has is to re-engage pupils in learning. We work with young people who may have had long periods out of school, and who may have had a history of failure in the traditional education system. This may involve those who have been permanently excluded or who are at risk of permanent exclusion from school and the rest of society.

CYCES provides 24 hours of learning per week and offers a broad and balanced curriculum adapted to reflect individual needs. We adopt a variety of methodologies often not available in mainstream schools to ensure we work flexibly with each pupil as a direct planned response to their individual needs.

We have high expectations of our pupils and are committed to raising achievement, especially for those in care. To achieve this, our team is configured to enable flexible working to cater for the varying curriculum and social needs of our pupils. We aim to promote learning and positive emotional development through improving self-esteem and celebrating achievements.





Dreams come true for pupils

Pupils from CYCES took to the red carpet recently to premiere their film, DREAMSCAPE, at the Showcase Cinema on Hyde Road, Gorton. The budding young film makers created the motion picture using a grant from the National Lottery through the Big Lottery Fund.

While the pupils were given a helping hand by film production company, Screen Play: Education, the project was entirely created and brought to life by the school's ten aspiring cinematographers. As well as developing initial ideas and the script, the pupils operated sound and camera equipment, and helped edit the motion picture to its final product – an imaginative, mystical film about dreams and nightmares.

DREAMSCAPE debuted to a packed out crowd of teachers, parents, carers and fellow pupils, and didn't disappoint.

"Spielberg and Scorsese will have competition for the Oscars next year," said Steve Grimley, Headteacher of CYCES, which is owned by charity, the Together Trust. *"The film was packed full of adventure and excitement – the students should be really proud of what they've achieved."*

"By writing, producing and starring in DREAMSCAPE, the pupils developed some really important personal and academic skills, and it allowed them to express their emotions in a positive and creative manner."

Campus

CYCES is based in Cheadle, Cheshire with another small base in Ashton-under-Lyne for emergency placements.

The school's main site is well situated alongside the Together Trust's Head Office and Inscape House Cheadle, one of the Together Trust's schools providing expertise in autism. It is close to Stockport and Manchester, and is accessible from all major motorway links in the North West.

Provision at the Cheadle site offers a wide range of short and medium-term education programmes to young people whose educational and social history makes them vulnerable in a typical school setting. It offers a continuum of provision with full and part-time education, short-term education, mainstream support and home/school support for children and young people throughout a normal five day week.

Sorchan in Ashton is a short-term residential home for teenagers, with an education base. Young people attend for a maximum of 12 months while their needs are addressed and long-term placements are arranged.

Provision

CYCES offers day provision and access support for those aged 8 to 16 years with behavioural, emotional social and difficulties (BESD). Most, but not all of our pupils have statements of special educational needs.

We have particular expertise in providing education services for children in public care within foster care or living in children's homes. The school works closely with local authorities to provide education services for children in public care who struggle to access mainstream schools. Short-term education placements are also provided for looked after children in Key Stages 3 and 4 who need emergency residential care.

CYCES provides an average staff-to-pupil ratio of 1:2 and accepts pupils with a statement of special educational needs where local authorities are unable to meet their needs. We can provide flexible packages of support based on 14 to 19 curriculum developments for pupils in Key Stage 4, and Nurture Group sessions for Key Stage 2 and 3 pupils.

There are creative programmes available for young people with behavioural, emotional social and difficulties who need extra care and support to learn effectively, including a programme of preparation and support when a pupil is ready to return to a mainstream school or maintained special school.

We aim to enable access to formal educational processes and provide a broad and balanced curriculum with access to practical activities. As pupils progress and change, the dynamics of the groups, the timetable and the way the pupils are mixed together change in response to their needs as individuals.





Access Group

The Access Group supports pupils who find it particularly difficult to cope with the demands of more formal education, and who often have complex needs. A personalised programme is developed for each pupil and usually includes 1:1 support. Access pupils generally start on a part-time programme due to their previous disengagement from education with a planned progression. Most Access pupils have a deep seated negative view of education due to frequent exclusions from a series of schools/services, compounded by high levels of non attendance and or frequent changes of school, often experiencing bullying or school phobia. We enable them to reconnect with learning through more positive experiences and achievement.

Access pupils will gradually integrate into the main CYCES school as their confidence, emotional security, and willingness to engage in learning improves. These flexible arrangements underpin a successful track record, particularly in personal development and academic progress. The provision for personal, social and health education is a key factor in promoting emotional development and well-being.

The Access team is based in Cheadle, however, staff can teach in any location if required. A range of support from 1:1 to emergency intervention is provided. We ensure there is consistent provision of staff to enable development of relationships and promote security.

CYCES works with many partners including for example INCITU, an alternative education provider working with young people who are at risk of being exploited by gangs, struggle with their identity, or are extreme school phobics. INCITU is particularly successful in working with young people from BME or mixed race backgrounds.

A small number of Access team pupils have sessions with INCITU to address their particular issues. This very tailored input is negotiated with the local authority and monitored closely to ensure its effectiveness.

The background of the page is a vibrant, abstract painting. It features a large, stylized fish in the lower-left quadrant, rendered in shades of blue, green, and yellow. Above the fish, there are several circular shapes in pink, blue, and green, and a face-like form composed of black lines and dots. The overall style is expressive and colorful.

Brian's story

Brian had missed a significant amount of school following a serious brain injury, causing his emotional behaviours to escalate and affecting his existing ADHD. He has a limited short-term memory, and his poor social skills along with inappropriate use of language made it impossible for him to work with his peer group.

Since his arrival at CYCES Brian has made significant progress. He has 1:1 support for his learning on the Access programme, enabling him to progress academically and to build on his social skills in a structured way. He has been involved in group activities and social events with success, and his work has improved. His focus and attention span is growing, and he has taken part in filming for a media project. He has completed climbing activities and is, for the most part, conducting himself well. Brian has worked hard to achieve a number of AQA awards and has almost completed the maths module.

Since his accident Brian has had a difficult journey, but it has been a privilege to work with him and to see just how far he has come.

Trevor's story

Trevor has been diagnosed as having ADHD, attachment difficulties, ODD and a number of other behavioural difficulties. On arrival in Key Stage 3, Trevor was placed in the nurture setting of our Access provision.

His difficulties have impacted his learning throughout school. When Trevor arrived at CYCES he found the constraints of a classroom extremely difficult. He could not sit at a table, and would crawl around on the floor barking like a dog. He was also angry and aggressive on a daily basis.

Through skill and patience, the staff working with Trevor have enabled him to overcome his barriers to learning and he has developed trust, respect and a willingness to learn. He can now attend school and sit at a desk, carry out his work and have lunch in the dining room with other pupils. He has started to integrate into afternoon activities, and has recently spent several hours developing a piece of artwork based on a magazine cover with remarkable attention to detail. As a result Trevor was invited to meet the original artist, and did so displaying exemplary social skills, enthusiasm and interest in the work of the artist. His work is now displayed alongside the original artwork.

Trevor's progress has impacted all aspects of his life, as he is now much less demanding at home benefiting the entire family.



Nurture Group

To address a gap in their education, CYCES has developed a Nurture Group to support pupils who have had incomplete or restricted early year's experiences. The Group has been accredited by the Nurture Group Network and has received the Marjorie Boxall Quality Mark Award (www.nurturegroups.org).

Pupils referred to the Nurture Group have typically had poor experiences in their early years, resulting in poor attachment, and difficulty establishing relationships with peers and adults. They also usually have poor academic achievement (matched against perceived potential), show little significant school progress and have behaviour problems.

In Maslow's terms, these pupils have difficulty in achieving a sense of safety. Such difficulties hamper their access to the higher-level needs of self-esteem and self-actualisation. These difficulties can be as a result of early year's developmental gaps which cause continuing difficulties at home or in care. They can be particularly seen in egocentric behaviours which appear not to have developed from pre school years.

Although nurture groups were originally developed for children just starting school, the gaps in emotional development are also typical of pupils with emotional, behavioural and social difficulties. Applying nurture group principles is a very effective approach when working with some of the most vulnerable Key Stage 2 and 3 pupils at CYCES. We use the Boxall Profile to establish a baseline for Nurture Group pupils and to monitor progress.

The Nurture Group at CYCES follows the foundation stage curriculum. Our staff have expertise in nursery and infant practice. There is a focus on the development of communication with the emphasis on speaking and listening.

CYCES has a skills based focus on literacy and numeracy with structured sessions, a wide variety of short activities and structured breaks outside. There is a staff:pupil ratio of 2:4 with a core focus on physical ability through outdoor pursuits and other activities such as skipping, ball skills, timing and rhythm as part of pre-reading and raising self esteem.

Classrooms are designed to provide a welcoming and safe environment with plenty of toys and materials for structured play. Special care is taken to ensure that the equipment and books are appropriate to the age of the pupils. We have a reading scheme suitable for pupils who are effectively non-readers and suitable maths equipment for pupils whose basic number skills are weak.

The Nurture Group is a stage in a child's education rather than a long term placement; after intensive intervention through the group we expect children to be able to move on successfully to a CYCES group in the main school or to a mainstream school. Occasionally pupils who continue to need high levels of intervention will move to a more intensive specialist provision.

Curriculum

The most significant barriers to education at CYCES are the behavioural, emotional and social difficulties experienced by our pupils. We believe that to learn, pupils need to feel secure and to develop a positive attachment with their environment.

Staff provide clear, consistent boundaries and challenge any negative behaviours e.g. bullying or racism, and a key member of staff works with each young person to help them develop an attachment to the school and to re-engage with learning.

Our curriculum is based on the National Curriculum, and the delivery of core curriculum subjects offers pupils the opportunity to improve their skills particularly where they have gaps or have difficulty with learning skills or concepts. Improvements in literacy and numeracy are key to the long-term success of pupils.

Our curriculum strives to be progressive with careful reference to both local and national research and development. We aim to ensure it not only meets the immediate needs of our pupils but it also provides them with the tools to access further education/training and employment.

Each pupil has a personalised plan that provides opportunities to gain accredited qualifications up to GCSE. To ensure the varied educational experiences and achievements of our pupils, we emphasise curriculum themes that have a track record of engaging hard to reach pupils. These themes include art, ICT, drama, food technology, film, dance, sports, and outdoor pursuits.

CYCES has a modular approach to the curriculum that is very effective in helping to motivate pupils, particularly for those who are only with us for a short time.

CYCES' practical curriculum is enhanced by links with external partners such as The Message recording and dance studios, ScreenPlay: Education and INCITU. Their work with pupils has led to award winning short films such as 'The Undertakers' and other productions including a short film about antisocial behaviour premiered at the Corner House Cinema in Manchester and a costume drama about Guy Fawkes at Ordsall Hall.

We use SEAL (Social Emotional Aspects of Learning) throughout school. This helps pupils to develop communication skills, become valued community members and develop a positive work ethic for when they move on.

We can provide specialist issue based developmental groups such as a form of solution focused brief therapy, restorative justice, sex education and child development.





Preparing young people for independence

The curriculum at CYCES also prepares young people for independence and life after school in a range of ways, including food technology, sex and relationship education, citizenship and work experience.

Religious education

Spiritual and moral matters are always recognised and are an important part of the school's pastoral work. Religious education is also taught on the school timetable.

Sex education

Sex education forms part of the health education programme, which may be delivered by a teacher or the Together Trust Health Coordinator, who is a qualified nurse. According to need and in agreement with parents or carers, additional individual sex education programmes are put into place following reviews. CYCES has a sex education and relationships policy. Copies are available upon request.

Careers

Careers education forms part of the Personal Social and Health Education (PSHE) programme and specific careers education sessions are provided. Links are made with Connexions in Stockport or to each pupil's home local authority.

Pupils are prepared for the world of work through mini enterprise schemes, planning fundraising events and work experience.

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CYCES meets the agreed standards at the highest level.

Quality Mark Award and Nurture Group Assessor, 2009

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Behaviour management

As in all Together Trust services, CYCES believes that it is more important to create an atmosphere in which positive behaviour is encouraged through positive reinforcement, than to rely on the use of sanctions to modify unacceptable behaviour.

Behaviour management at CYCES is highly individualised, and is built around the principles of clear expectations and a consistent response.

Each pupil has a personalised Behaviour Management Plan which aims to set appropriate limits, create a safe learning environment, support change and maintain placement stability by providing alternatives to previous strategies e.g. a reward scheme and a range of sanctions are in place and SCIPr is used to reduce physical interventions.

The school's admissions process determines what strategies are agreed for managing behaviours. When preventative approaches are exhausted or ineffective, there is a planned response and alternative school resources are sought which may involve a change of room, group or staffing.

Anti-bullying

Bullying in any form is unacceptable. Learning the effects and consequences that bullying has on the lives of others are included in the curriculum, and the school participates in all government initiatives such as the anti-bullying week.

Pupils are monitored closely when using the internet and topics on bullying and cyber-bullying are included in ICT and PSE lessons. Staff are trained in areas such as CEOP ambassador training, enabling effective monitoring and management of all aspects of cyber-bullying.

Our policy on bullying and cyber-bullying is available from the school office on request.





Managing exclusion and pupils at risk of exclusion

Fixed term exclusions are only used as part of a planned intervention for the shortest time necessary. It is part of CYCES' Behaviour Management Plan to maintain discipline, good conduct and an orderly and safe learning environment.

The purpose of exclusion is to help provide boundaries and consequences to ensure the safety of those who use the school and to safeguard the education and welfare of all. We follow relevant guidance from the DfE (Department for Education) and other agencies.

Permanent exclusions are avoided if at all possible. If a placement is at risk then a review is held to try and retain and re-engage the young person. If permanent exclusion is inevitable then the review team will plan a managed transfer with a transitional plan. There is an appeal process to ensure needs and entitlements are considered.

Assessment

Assessment is a key tool in order to identify barriers to learning and inform teachers about individual needs.

On entry pupils are assessed through Base Line Assessment procedures in order to identify the most appropriate provision for each individual pupil. From this Base Line we can accurately measure progress and set targets that are included in each pupil's Individual Education Plan (IEP) from entry into CYCES until the pupil leaves the school to go onto mainstream, other provision or reaches school leaving age.

Planning, recording and assessment systems are part of an ongoing process built in to the day-to-day practice of CYCES. We use a range of assessment techniques to measure progress at all levels.

Pupils are assessed on a daily basis using the APP (Assessing Pupil Progress). Pupils are formally assessed each term in order to measure their progress. This is recorded and measured against previous progress to ensure there is improvement. Pupils also take externally accredited courses including GCSEs, AQA Unit awards, and Functional Skills. Pupils follow the ASDAN or Duke of Edinburgh Award scheme.

Pupil achievement

CYCES is a registered centre for OCR (Oxford, Cambridge and RSA Examinations), AQA (Assessment and Qualifications Alliance) and has qualified ASDAN assessors. Young people achieve age appropriate nationally recognised qualifications and complete accredited work experience and community placements.

Pupils have the opportunity to take GCSEs and we have a strong track record of pupils achieving A to C grades.

We strive to ensure all pupils are able to demonstrate the progress they make through a range of externally recognised accredited courses.

We use the AQA Unit Award scheme to engage pupils and recognise their progress. We offer access to unit awards in literacy and numeracy as well as a wide variety of subjects ranging from science and weight lifting, through film production and media to ICT and textiles.

We use every opportunity to celebrate achievement and help pupils see school as a positive place. We have weekly celebration assemblies, and at the end of term we welcome parents, carers, and professionals from other agencies to celebrate our pupil's achievements with us.





Teaching and learning

Continuing professional development sets a model for the entire school. The expectation and ethos of CYCES is that we provide an inclusive place of learning.

Staff are offered a comprehensive package of ongoing training opportunities, supported by the Together Trust's in-house training department. Some of the induction and training courses undertaken by staff are:

- Behaviour management with de-escalation techniques to prevent unwanted or more serious bad behaviour
- Assessment - we keep up to date with all government initiatives and staff are trained accordingly
- Curriculum and curriculum improvements
- Expectations of professional culture
- Safeguarding
- SCIP (Strategies for Crisis Intervention and Prevention), SCIP® is an internationally recognised approach in supporting people who have challenging reputations
- Specialist training if required e.g. the therapeutic use of art, play, drama and nurture group principles.

To ensure the quality of teaching and learning we use specialist staff especially in practical curriculum areas. Staff are encouraged to further enhance their expertise in their subject areas and attend regular accreditation training.

Special Educational Needs (SEN)

All pupils at CYCES have complex social, emotional and behavioural difficulties but some also have additional needs. We work closely with Child and Adolescent Mental Health Services (CAMHS), psychologists and other professionals to implement agreed support and intervention programmes. Where necessary, the school is able to administer prescribed medication as part of a medically monitored intervention.

CYCES has its own play therapist and can access advice and support from the Together Trust's Clinical and Educational Psychologists. CYCES staff are also able to seek advice from speech therapists, occupational therapists and physiotherapists working at other Together Trust schools.

Where pupils have diagnosed additional needs such as dyslexia or dyspraxia, CYCES has trained staff to work on individual programmes or to advise staff.

Pupil assessments generally identify areas where specific intervention or support is required. In addition, young people can be referred to the Trust's educational psychologist.

Where a pupil may be on the autism spectrum, a full diagnostic assessment and advice on their educational programme is available from the Inscape Centre for Autism (INCA) located on the Together Trust's Cheadle campus. Diagnosis may be followed by advice and support from INCA including, if necessary, regular input from a speech and language therapist.

Provision for pupils whom English is an additional language

Where English is not the first language of parents, we use translation services to translate at meetings or translate documents.

For pupils for whom English is an additional language, we seek advice from Stockport's Ethnic Diversity Service. CYCES will implement an individual programme focused on improving their communication skills to enable pupils access the curriculum better and where necessary the school will seek input specialist English language teachers input from the Stockport Ethnic Diversity Service.





Equality and diversity

CYCES are committed to equal opportunity. Our aim is to encourage and nurture our young people to be understanding of every aspect of diversity, to create a fairer society and to challenge the processes and thinking that limit any groups or individuals in society.

Safeguarding

CYCES follows the Together Trust's policy and procedures on safeguarding developed in the light of the latest guidance from the Stockport Safeguarding Board and the Department for Education (DfE). Where the pupil's home or education base is in another authority, the relevant Safeguarding Unit will be consulted.

Parents and carers should be aware that if staff suspect that a young person is at risk of harm they have a duty to inform the relevant authority.

All staff and volunteers are subject to an enhanced Criminal Records Bureau Check (CRB).

A copy of the school safeguarding policy is available on the website www.togethertrust.org.uk/education/cyces or can be requested from the school office.

Health and safety

The health and safety of pupils that attend CYCES is paramount. In order to maintain high standards we keep up to date with all areas of safety. Staff receive training on areas such as first aid, asthma awareness, epilepsy awareness and general safety such as fire regulations. Pupils are taught through PHSE on sex and relationships, anti-bullying, cyber bullying and keeping safe when using the internet. We pride ourselves on ensuring our sometimes very vulnerable pupils are well informed.

Any medicine, prescribed or otherwise, must be given to the teacher with written instructions regarding dosage. The medicine will be locked away during the school day, or stored in the office fridge.

CYCES follow DfE guidelines about storing inhalers and medicines in school.

Quality assurance

The quality of provision at CYCES is under a continual programme of improvement. This is achieved by internal monitoring of teaching and learning by scrutinising planning and work, lesson observations, regular staff training and discussion of case work and practice, regular consultation with local authorities, review of performance management procedures and regular OfSTED inspections.

Our 2009 OfSTED inspection carried out by HMI rated CYCES as a 'good' school with many features described as outstanding. A copy of the report can be viewed online at www.ofsted.gov.uk, or we can provide a copy on request.

Attendance

Every pupil at CYCES has a fundamental right to be educated as inclusively as possible, and parents and carers have a duty to ensure maximum attendance at school.

Parents, carers and professionals should encourage CYCES pupils to take full advantage of their educational opportunity by attending regularly. Staff maintain daily contact with parents and carers. Parents or carers are always contacted on the first day of a pupil's absence.

Absence

Should a young person be unable to attend school for any reason, it is important that we are informed as soon as possible.

If the young person is ill and therefore unable to attend school, parents and carers must call in the first instance to let us know. If the absence is planned, please let us know before the event.

A young person should not be absent from school for a holiday for more than ten school days in any school year. Approval for holidays in term-time is required from the Headteacher.





Parents and carers

At CYCES we believe one of the most important factors in educational achievement is consistent involvement from a parent or carer. We are committed to developing home-school links as we firmly believe in joint working with parents, who are one of our most valuable resources.

Parents or carers are contacted on a formal basis weekly and informally daily to develop and maintain the links between home and school. Parents and carers receive a report on a pupil's progress at annual reviews and at the end of the school year.

Parents or carers may request particulars of academic performance during the preceding school year including the results of public examinations, the number of staff employed at the school, including temporary staff and a summary of their qualifications.

Parents or carers are welcome to visit the school or call to discuss their young person at any time, and are invited to share assemblies, celebrations and any achievement pupils' make. We value the input provided by parents and encourage collaborative working to help pupils reach their full potential.

School wear and equipment

Pupils should come to school suitably dressed, and we have a dress code rather than strict uniform requirements. Young people should wear:

- Black, grey or navy trousers or skirts
- Plain polo or CYCES shirt or blouse – no designs, white or pale blue
- Appropriate footwear
- Fleece or sweater – navy or black
- Sports wear as required.

We do not allow our pupils to wear jewellery in school, or to bring expensive toys with them. Pupils are discouraged from bringing games, mobile phones and personal stereos/MP3 players with them to school, although we accept enforcing this is difficult. Parents and carers should note however that CYCES cannot be held responsible for any loss or damage of such items whilst pupils are on Together Trust property or during school activities/trips. We would therefore ask parents/carers to help us ensure that these items are not brought into school.

School timetable

CYCES operates on a standard 38 week school year.

Pupils must be in school by 9:00am, and will finish by 3:15pm.

On Friday afternoons pupils undertake a different activity programme and pupils in the main school will finish at 2:15pm. The Nurture Group finishes at 12:00 noon.

The timetable showing school holidays for the school year is available for download from our website, www.togethertrust.org.uk/education/cyces.

School lunches

CYCES offers high quality home cooked healthy meals, and water and fresh fruit are always available throughout the day. We have achieved 'Healthy Schools' status.

Meals are available to all pupils for a reasonable charge, however the local authority covers costs for those entitled to free school meals.

We are able to cater for special diets, and pupils are able to bring their own packed lunch if this is preferred.

Pupils at Sorchan have lunch as agreed with carers, and this can be taken in the dining room of the residential home.

Transport

Pupils travelling to their placement from home may be provided with a minibus or taxi funded by their local authority.

Independent travel in some cases is part of an individual plan to work towards independence which is accredited.

Voluntary contributions

There are generally no additional charges for school visits and activities.



Referrals and admissions

Referrals are initiated through the Headteacher or Deputy Head in two main ways - either by the education officer or educational psychologist within a local authority, or from a residential home or social worker. We also receive enquiries from virtual school teams and schools investigating alternative education programmes.

Following an initial discussion a prospectus and an enquiry form will be sent. The forms need to be completed by the referring agency and returned to CYCES accompanied by the statement of special educational need, most recent education report, the IEP, and if the child is in care, their personal education plan.

We work closely with the referring agency at every stage of the pupil's education until they are ready to leave CYCES to attend mainstream education, further education, or move into a work placement.

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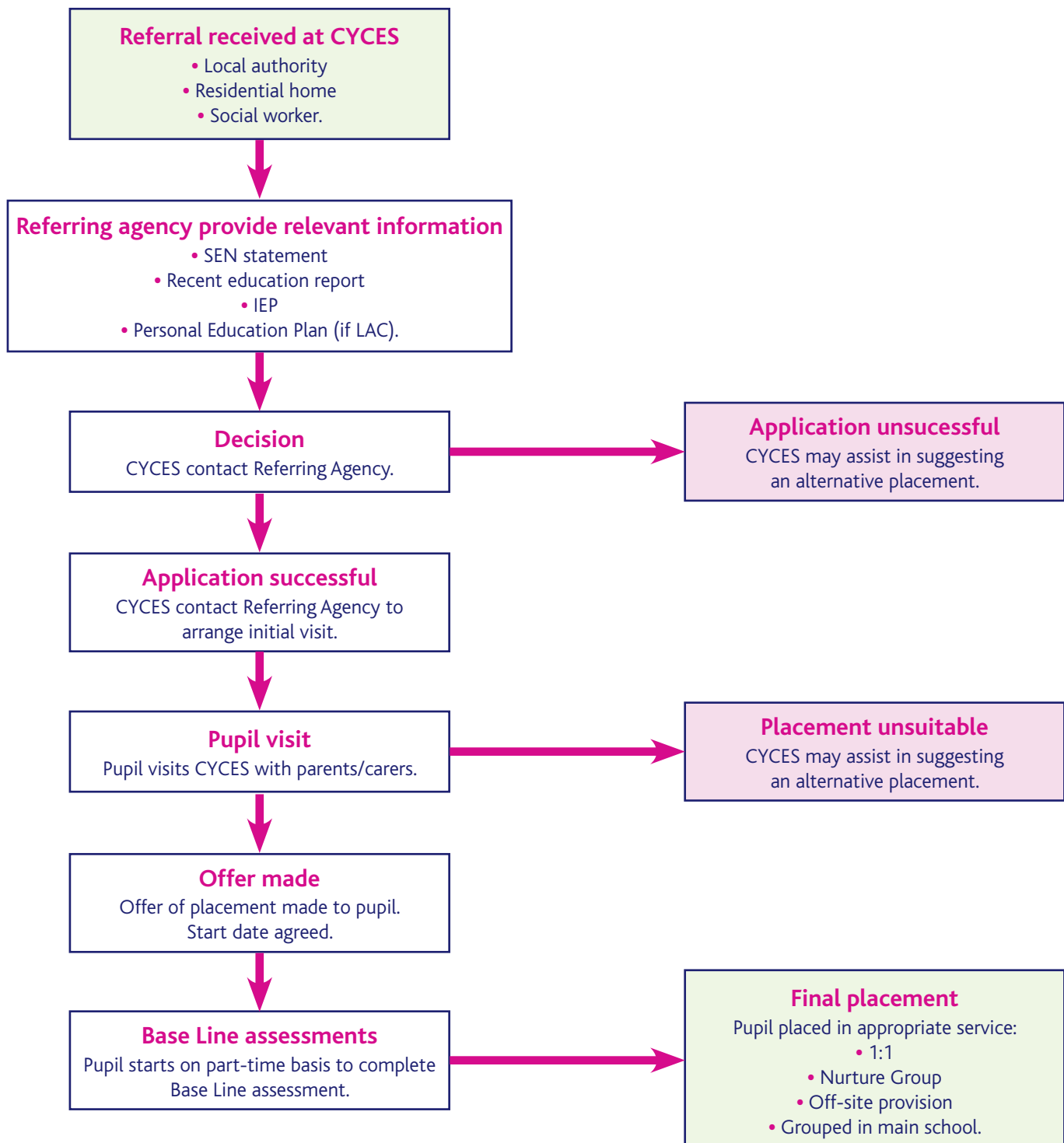
Evidence of pupils' enjoyment is seen in their improving attendance, their willingness to contribute in lessons and other activities, the pride taken in their work and their positive relationships with others. In this calm environment the pupils learn to respect themselves and others.

HMI, 2009

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Referral flow chart





Celebrations are a roaring success

Pupils from CYCES, operated by the charity the Together Trust, kicked off the Chinese year of the tiger in style on 11th February, by performing a celebratory dragon parade. For the event, pupils crafted a spectacular Chinese dragon and learnt an authentic dragon dance.

During their latest Religious Education module, pupils explored the main religions and festivals in China, including New Year which is celebrated worldwide by the Chinese community. To culminate their module of work, pupils performed a traditional dance, accompanied by an orchestra of drums and cymbals and chanted Happy New Year in Cantonese for staff at the Together Trust headquarters on Schools Hill, Cheadle.

Commenting on the celebrations, Corrine Stewart, teacher at CYCES, said: *"Since the start of term, students have been learning about religious festivals through practical workshops and activities. So far, we have celebrated the Hindu festival of Divali by making lamps and created large ceramic figures to discuss the Nativity scene.*

For this project, pupils researched the New Year festivities and created a fabulous dragon from just a large box and fabric. The event was a great way for students to share their hard work with staff, and for the Together Trust to see in the year of the tiger."

Complaints

Parents, carers and pupils have the right to complain about issues causing them concern, and we take all complaints seriously.

A copy of the complaints procedure is available from the school office on request, or can be downloaded from our website (www.togethertrust.org.uk/education/cyces).

If a pupil has a problem or concern but are unsure if they need to make a formal complaint, they can talk to their key teacher or another member of staff; talk to their key worker, social worker or a member of their family. Pupils from the Together Trust's residential homes can contact the Together Trust Children's Rights and Complaints Officer.

If there is a problem or concern, every effort is made to resolve issues informally. If this fails, a formal complaint should be made in writing to the Headteacher. Pupils will be supported should they wish to complain.

Governing Body

The Governing Body of CYCES helps to shape the vision and direction of the school and ensures the school fulfils its duties, including the promotion of inclusive policies on special needs and equality and diversity.

Our Governors have vast experience in their own fields of expertise, and apply this knowledge along with their understanding of the strengths and weaknesses of the school, enabling them to provide continuous challenge and support to the senior management.

They contribute to the School Improvement Plan (SIP), approve the school policies and procedures and monitor the implementation of these documents. They also provide advice to the Trustees of the Together Trust on issues relating to the school, and take an active role in CYCES.

If you are interested in knowing more about the Governing Body or would like to become a Governor please contact:

Roger Horne

Chair of Governors (CYCES)

c/o Together Trust

Together Trust Centre

Schools Hill

Cheadle

Cheshire

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Registered charity number 209782

CYCES is part of the Together Trust, a charity that has been operating for over 140 years. We believe that everyone deserves an equal chance in life and everyone has the ability and right to experience joy, safety, happiness and hope. By providing specialist education, care and community services to children, young people and adults the Together Trust aims to do everything in its power to make that happen.

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