



North Yorkshire Alternative Provision

The Rubicon Centre

Selby

Dream Big, Dare to Succeed

Welcome

Thank you for your interest in North Yorkshire Alternative Provision (NYAP) at The Rubicon 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 maybe 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



"Relationships between staff, pupils and parents are impressive and fundamental to the success of this school. Pupils feel safe and secure. Staff have a deep knowledge and understanding of the many challenges these vulnerable pupils face, which enables them to support pupils' development extremely well."

Ofsted 2018

"Behaviour is good. The school provides pupils with high-quality therapeutic provision. This is making a positive contribution to pupils' wellbeing and self-esteem."

Ofsted 2018



Welcome to The Rubicon Centre

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

A warm and friendly school, we are committed to delivering a safe and supportive environment where all pupils learn, progress and have aspirations for the future. We also have excellent facilities, and committed, student centred staff recognised for their outstanding teaching and learning practice. At the school we are committed to providing a personalised and flexible provision for students who, for whatever reason, are currently unable to access main stream education.

Our students can expect:

- To be treated with respect.
- To be listened to.
- To be challenged to work to their full potential.
- That we will go the extra mile to make the difference that is meaningful to them.

We will strive to be an outstanding school that makes a real difference to the lives of the young people in our care. We aim to develop responsible young people of whom we can all be proud and who achieve more than they ever believed possible.

We challenge all of our students to "Dream Big, Dare to Succeed"

Gareth Morton
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 Rubicon 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 set out in the Ladder of Intervention. The schools that The Rubicon Centre support are Barlby High School, Selby High school, Brayton Academy, Sherburn High School, Tadcaster Grammar school, Holy Family Catholic High school.

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 representatives and the head teacher of the AP at The Rubicon Centre. All admissions to NYAP require close dialogue and liaison between schools, parents and the Rubicon Centre to ensure the best continuum of provision for the student concerned. A contract between the school and The Rubicon Centre will be undertaken to ensure clarity from all parties to work together effectively.

"Parents are overwhelmingly positive about the quality of care and education their children receive"

Ofsted 2018



Our Staff

We have worked closely and successfully with schools in our local area to achieve positive and engaging learning experiences for students. This is on either a short term or longer term basis. Students attending The Rubicon 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.

All the staff at The Rubicon Centre are committed to supporting students in engaging with learning, making progress and achieving. 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 adult student relationships.

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 Rubicon Centre have the philosophy of using restorative behaviour management – and this approach is shared by some of the schools who we work closely with. This helps build closer links between our schools and helps to support reintegration back into mainstream settings as there are shared messages and protocols.

Parents’ written responses to Ofsted were highly positive about the quality of education and the progress made by their children. Parents very much appreciate and value the work of the school. Some consider it a ‘lifeline’, which has given their child their life back” (Ofsted 2018).

"Just to say thank you for all the support and encouragement you have given *** during her time with you at the Rubicon centre. She has achieved so much in her short time with you all."

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.

Long term Placements: some students will stay at The Rubicon Centre for an extended period of time or until the end of KS4. These students access a bespoke curriculum full time. These students are still on the roll of the mainstream school and the curriculum for the student is jointly monitored by both school and The Rubicon Centre. 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 Access Reading and Access Maths assessments, GCSE papers and Lucid Rapid, 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 circumstances and abilities. They also undergo a screening which gives them a Mental Health in Education Functioning Score which is regularly reviewed by the therapeutic team. This is in addition to the information provided by the mainstream school where they came from.

To enhance and reinforce pupil literacy we have introduced a cross-curricular literacy policy. Through additional reading sessions we offer a nationally recognised Reading and Writing Intervention Programme. By developing core skills, through speaking and listening, reading and writing activities students will be able to express their ideas more effectively and with greater confidence. The Reading Intervention Programme involves trained staff working intensively with targeted students to improve their reading and spelling skills. In addition each department focuses on literacy skills relevant to their subject area.

Pastoral Care

Effective pastoral care is essential to the way we work and our approach ensures each student has a personal Key Tutor.

Key Tutors

- Engage with the Induction programme for new arrivals to North Yorkshire AP at The Rubicon Centre, with a view to establishing early positive relationships with students, for whom they are to be 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.



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.

The first-hand experience of being in the work place must be a realistic and meaningful placement that allows both employers and students the opportunity to ask questions and develop understanding of one another.

All students have career sessions as part of the curriculum entitlement in The Rubicon Centre which helps to develop post sixteen destination plans and advises on college and apprenticeship options. This includes drop down days whereby the students visit colleges in Leeds and York.

Enrichment programme

The enrichment programme is built around a carousel of activities – all designed to build upon student self-confidence, personal awareness, develop important life skills, and broaden their personal horizons – from which students can then make informed guided choices. Some activities take part on site but most happen off site. Some of these activities can lead to additional qualifications as listed above.



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. Students are able to access up to a Level 2 PSHE qualification from AQA.

Nurture and Mindfulness sessions

These nurture sessions contain mindful activities, personal reflection time and self-calming techniques.

Key Stage 3

The vast majority of KS3 students follow a programme that is designed to cover all of the competencies required for a successful school career – and working on supporting the issues raised by the referring school when the students are referred to us. All students work on literacy and numeracy skills every day.

KS3 Part time group (3 days a week) English, maths, one day of Outdoor Ed., and Personal Education & Reflection for Learning (PERL)

Our timetable is 30 sessions per week for Years 7-10.

Years 7-10

Subject	Number of sessions per week of 45 mins
Maths	4
English	4
Science	4
Outdoor Education	6
Construction	2
Art	2
Food	2
Personal Development	2
Careers	1
Mindfulness	1
PSHE	2

Key stage 4 Pathway

All Key Stage 4 students have a personalised pathway that will always include English, Maths and Science and access to option enrichment programmes and employability programmes. For students on a re-integration pathway, options will be mainly GCSE based whereby they continue with the options chosen in Year 9.

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

Year 11

Subject	Number of sessions per week of 45 mins
Maths	4
English	4
Science	5
Options (2 from): Art, Hospitality & Catering, Hair and Beauty, Construction	8
Food	2
PE	2
Careers	1
PSHE	2
Careers	1
Mindfulness	1
PSHE	2



Outdoor education qualifications

Climbing
Canoeing – PaddlePower passport
Mountain Biking – Mountain Biking Instructor Awards Scheme (MIAS)
First Aid – internal – certification in house

Organisation of the school day

The Rubicon Centre teach from 8.45am – 2.30pm every day of the week.

Subjects and Exam Boards

Core

Subject	Exam Board
English Language	AQA
English Literature	AQA
maths	AQA Edexcel OCR
Science	AQA Trilogy

The Rubicon Centre qualifications

Subject	Exam Board
BTEC L1 Intro to Hospitality	Pearson
Home Cooking Skills L2	Edexcel
BTEC L1 and L2 Hair and Beauty	Pearson
DT – BTEC L1 Construction	Pearson
Functional Skills English and Maths levels 1 and 2	Pearson
Functional Skills English maths and Science – Entry Level	Edexcel



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 Rubicon Centre we see success for the students as:

- feeling welcomed, safe and valued
- being able to form lasting positive adult relationships
- improved attendance and enjoyment at the centre
- 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 Rubicon Centre and school. Each stage of a student’s time here 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.



Contact us

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

The Rubicon Centre
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T: **01609 533951**

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