



# North Yorkshire Alternative Provision

## ROOSE

Ryedale Out Of School Education

*Unlocking Potential*

# Welcome

Thank you for your interest in North Yorkshire Alternative Provision (NYAP) at ROOSE. 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



# Welcome to ROOSE

At ROOSE our motto is “unlocking potential”. We pride ourselves in providing an opportunity for every student to achieve and progress through individual and bespoke education and pastoral plans.

Our centre is a welcoming and supportive environment in which students can thrive as they feel safe valued and respected.

We have high, clear expectations and boundaries for all students and focus on achievement and attainment but ensure that this is possible through positive and caring relationships. Building on the information provided by the student’s school on referral, we identify academic, social or emotional barriers to learning and work collaboratively to address these, giving every student the opportunity to progress and develop as individuals.

We value the support of all our partners, including parents and professionals and place strong emphasis on regular communication.

Students come to ROOSE for a number of reasons but they are all students whose needs at the time of referral mean that they require the support of:

- 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 ROOSE require a referral supported by evidence that their mainstream school have explored all possible support for the student including referral to other agencies as in the Ladder of Intervention, before referring for ROOSE support. These referrals are discussed by the local area Inclusion panel.

Our aim for all students, but particularly those in KS3, is to reintegrate back into the mainstream setting where possible.

**Sarah Jowett**  
Head Teacher



A five day sailing trip on Faramir in June 2018

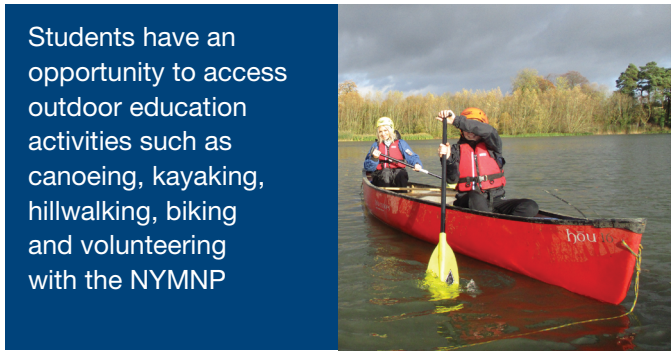
Our Staff

All members of staff at ROOSE 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. Teaching staff are fully qualified subject specialists, with considerable mainstream experience and are skilled not only in planning and delivering high quality learning programmes but also motivating students to engage with tasks and activities they find challenging. All members of 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.

Admissions

All admissions are arranged through Local Area Inclusion Panels, which consist of senior colleagues from the local area schools, other educational professionals including Local Authority staff and the head of centre at ROOSE. All admissions to ROOSE require close dialogue and liaison between schools, parents and ROOSE to ensure the best continuum of provision for the student concerned. A contract between the school and ROOSE and parents will be undertaken to ensure clarity from all parties to work together effectively.

All provision takes place in partnership with the student’s school to ensure that they have the fullest access possible to the broadest curriculum and experiences. Our students always remain on their school roll.



Pathways available:

There are a number of pathways offered which support students including;

**Reintegration Placements:** these are usually a short term placement to provide opportunity for specific assessments and interventions to take place before the students return to mainstream.

**Long term Placements:** some students will stay at ROOSE 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 ROOSE. 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 ROOSE using a variety of baseline tests. This assessment is used alongside information provided by the student’s school to implement a highly personalised education package which takes into account the student’s prior learning or barriers to learning. This allows the student

to work towards a level of certification or qualification consistent with their circumstances and abilities. This information also allows us to chart progress whilst at ROOSE.

Pastoral Care

Effective pastoral care is essential to the way we work and is a team approach. All staff contribute to maintaining accurate, up-to-date records of student progress and other interaction and interventions.

In addition each student has a key worker who

- meets regularly with the student
- leads the induction programme when the student arrives at ROOSE, with a view to establishing early positive relationships with staff and other students.
- discusses progress with the student against key success indicators: Attendance • Punctuality • Behaviour • Well-Being • Achievement • Progress

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 behaviours required to be a successful learner, member of a work place and the community. It should also give them the

confidence and knowledge to make the right decisions in difficult circumstances. PSHEE is integrated into all curriculum areas and on a bespoke basis.

Career Information and Guidance

All students have an initial session on Careers Information and Guidance as part of their induction programme at ROOSE. This will inform an individual programme which will lead towards post 16 destination plans. This may include a short or long-term work placement with a local employer.

In addition ROOSE has good connections with Toolbox (York) and Future Works (Scarborough) who support vocational aspects of the curriculum as well as North Yorkshire Moors National Parks who offer opportunities for volunteering and development of interpersonal skills.

Key Stage 3

The majority of KS3 students follow a curriculum designed to cover all skills required for a successful school career including literacy and numeracy.

We work on supporting issues raised by the referring school and parents to ensure a student becomes motivated, engaged and resilient learner.



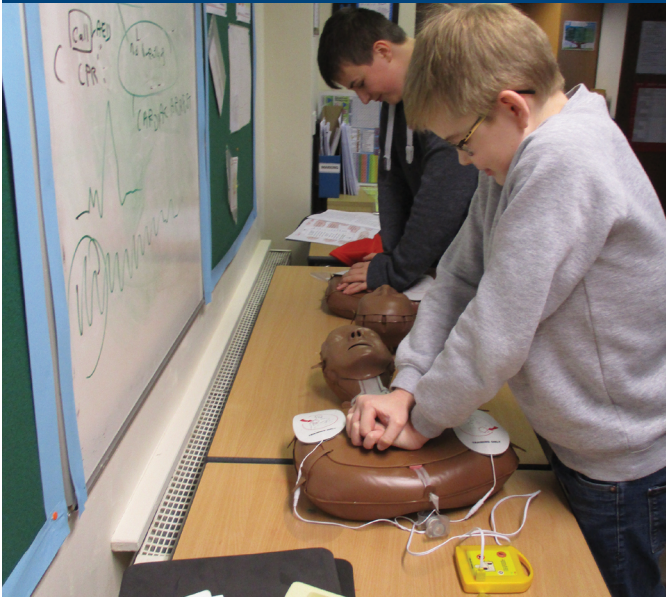


Key stage 4 Pathway

We aim for all KS4 students to achieve the qualifications they would have achieved had they been in school. If circumstances have affected a pupil's chance of following the whole curriculum we aim for at least English (literature and language), Maths and Science (dual award) which gives 5 GCSEs. In addition to GCSE qualifications students also have access

to enrichment programmes, employability programmes such as The Princes Trust Award in Personal Development and Employability Skills and Functional Skills qualifications as appropriate within the bespoke package. For students whose plan includes re-integration we will continue to deliver the option subjects chosen plus core subjects alongside the school.

All of our students gain a certificate in basic First Aid whilst at ROOSE



A community music project with the band Maia was a 6 week programme which allowed students to learn new skills and techniques



A community art project with Pickering Library working with an artist in residence




Below is a summary of subjects and exam boards available at ROOSE in conjunction with a pupils mainstream school.

Subjects and Exam Boards

Core

Subject	Exam Board	School
English Language	AQA	Malton, Ryedale, Norton
	Eduqas	Lady Lumley's School (LLS)
English Literature	AQA	Malton, Ryedale, Norton
	Eduqas	LLS
Maths	AQA	Malton, Ryedale
	Edexcel	LLS
	OCR	Norton
Science	Edexcel	LLS
	AQA	Malton, Ryedale, Norton

A STEM project with North Yorkshire Business and Education Partnership (NYBEP) to build a working wind turbine



School Options

Subject	Exam Board	School
Geography	Edexcel B	LLS, Malton, Norton
	AQA	Ryedale
History	Edexcel	Malton, Norton
	AQA	LLS
	OCR	Ryedale
Business	AQA	LLS, Norton
Food Technology	AQA	LLS, Ryedale, Malton
	WJEC Level 2	Norton
French	AQA	LLS, Ryedale, Malton, Norton
Spanish	AQA	Ryedale,
German	AQA	LLS, Malton
PE	BTEC First	Norton
	AQA	LLS, Ryedale, Malton
Media	WJEC	LLS
Health and Social Care	BTEC	LLS, Norton
Art	Edexcel	LLS
	AQA	Ryedale, Norton, AQA



ROOSE Qualifications

Subject	Exam Board
Sociology	AQA
BTEC Home Cooking	Pearson
BTEC Animal Care	Pearson
Functional Skills English and Maths levels 1 and 2	AQA
Functional Skills English maths and Science – Entry Level	Edexcel

Outdoor education qualifications - when available

Duke of Edinburgh – Individual Awards, Bronze
Canoeing – Paddle Power passport
Mountain Biking – Mountain Bike Instructor Awards Scheme (MIAS)
John Muir National Environmental Award
First Aid – internally awarded



Visits to the Rose Theatre in York to see A Midsummer Night's Dream (July 2018) and Twelfth Night ( July 2019)



Organisation of the School Day

ROOSE teaching sessions are from 8.45am - 3.45pm Monday – Thursday and 8.45am - 2.30pm Friday

The day is divided into 3 periods:

Period 1: 8.45am – 11.15am

Period 2: 12noon – 2.30pm

Period 3: 2.45pm – 3.45pm

Students are timetabled according to individual circumstances but will attend a maximum of two sessions in any one day.

Unlocking Potential

Indicators that ROOSE has succeeded in its aims are when the student:

- Has felt safe, welcome and valued and has started to re-engage with learning.
- Begins to engage with positive relationships.
- Feels more confident, self-aware, and can communicate appropriately.
- Realises the value of positive and consistent attendance.
- Is able to successfully reintegrate into mainstream school.
- Has achieved their target grade or better in GCSE results at the end of KS4.
- Moves on to a post 16 pathway with the necessary skills, motivation and resilience to succeed.

"Thank you for letting me come to you, because it's helped me lots and lots and definitely got me through my GCSEs. I loved all the lessons, thank you to all the teachers you were all amazing and awesome!"

Yr11 Student 2019

"Thank you for having me back as I know I was a pain in the butt!!! Thank you all of you for the support for the last month."

Yr 11 Student 2019 – moved out of area

"Thank you for making me sees the best in me, for giving me confidence and always making me laugh! You truly are the best bunch."

Yr 11 Student 2018

"Thank you for everything you have done for me whilst I have been at ROOSE. With all the help and support I have been given, I am able to continue my journey in education. Some days have been really hard for me, but with your patience and support I have managed to do my GCSEs which this time last year I didn't think I would be able to do. I am going to miss you all thank you for all your help".

Y12 Student 2017

"There are not enough words for how grateful I am to every single one of you; I don't know where I would be without you! I am going to miss this place ever so much and all of you! You really have changed my life for the better, so thank you, thank you, thank you."

Yr 11 Student 2017



Pupil Feedback

"I never got to thank you for the support you gave me back then and regretted that, so this is an extremely late thank you. I have good memories of working with you and wanted to acknowledge the support given by you. ROOSE rebuilt my faith in education it gave me a place to feel safe and did something that school could never do – understand me as an individual. Upon leaving ROOSE I went to college and did extremely well to go to University, my aim now is to secure employment in either mental health qualitative research or digital media design. So thank you for getting me to the place I am today, I couldn't have done it without you."

E-mail received Nov 2017  
1:1 student 2006-2008

"I appreciate all your hard work and the positive learning environment you have all provided \*\*\*\*. You have all played a key role in helping \*\*\*\* become the person she is now. Thank you all for believing in \*\*\*\* and helping her believe in her own abilities".

Yr 11 Student 2019

"On the first day, admittedly, \*\*\*\*\* was apprehensive, but she came home with the biggest grin, saying she loved it!"

Yr11 Student 2019

# Parent Feedback

"It was the quiet, calm environment that \*\*\*\*\* so desperately needed, she has come on leaps and bounds, you have given her some confidence and self-esteem back".

Yr 11 Student 2019

"We know that \*\*\*\* has some tough times ahead, but you have given her strategies for her to get through and carry on achieving".

Yr 11 Student 2019

"Thank you for helping \*\*\*\* on her journey back into Education at Malton School. Your help was very much appreciated".

Yr 7 1:1 medical June 2017

"Thank you so much for all your time and patience with \*\*\* (and me at times). I know it must have been a long year for you all, but you got him there at the end of the year with results that will make life a bit easier for him at College. You all do an absolute brilliant job at getting the best out of a student however challenging they are. We as a family are very grateful for all your help and understanding".

Yr 11 Student June 2017

"Thank you for all the support you have given \*\*\*\*, in helping my son to do his best and be more confident, I am very grateful for the difference you have made. You are all amazing and do such a great job".

Yr 11 Student 2019

"We would like to say a very big thank you on behalf of our daughter; you have helped our girl through a very difficult time in her life and given her back her confidence and self-esteem. You have shown kindness, understanding and patience. We will never forget your role in her recovery".

Yr 11 Student 2016

Colleague Feedback

"Where to start! It has been a privilege working with you all – you make such a difference to so many children, thank you".

Retiring Colleague July 2019





## Contact us

If you would like to find out more about ROOSE please contact us at:

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