


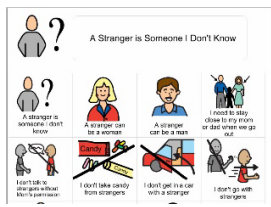








TEMA External Partnerships and Interventions Overview 2022-23




We aim to make TEMA the heart of our local community not a self-contained community in isolation. We recognise that collaboration with our community partners is essential. We aim to be the conduit through which our students can access facilities, services and education outside of the school building and the school day. We also reach out to the knowledge and expertise of our community partners to support us in our vision for personal development. Participation in interventions and projects is tracked to ensure an equity of offer.










Activity and Organisation	Planned Outcome	Number of students and rationale
<p>Forest School</p> 	<p>Students have weekly sessions led by a qualified Forest School practitioner and will engage in structured activities intended to build relationships, team working, confidence, resilience and independence. Activities include sensory play, team games, fire lighting and safety, climbing, den building and woodwork amongst many others.</p>	<p>Across school, we have a high number of children who require additional support for SEMH needs. Forest school is intended to support children to develop self-esteem, independence and confidence through outdoor, child-led play in nature.</p> <p>Total of 17 students.</p>
<p>Sensory Circuits</p> 	<p>A sensory circuit is a form of sensory integration intervention. Students will take part in a sequence of activities that are designed to alert, organise and calm the child thus enabling them to regulate and organise their senses. Circuits are active, physical and fun and will last no more than 15/20 mins per session to avoid over stimulation.</p>	<p>We have a small number of children with ADHD/Sensory processing disorders who need a targeted intervention to enable them to be calm enough to learn in a classroom environment and experience fewer episodes of dysregulation.</p> <p>Total of 12 students.</p>
<p>Skills for Life</p> 	<p>Students will take part in activities designed to break down life skills in to small, manageable tasks and will be supported in completing these. Targeted skills will include but are not limited to: personal hygiene, daily routines, catching a bus/tram, paying for goods/services, organisational skills. Students will have the opportunity, where possible, to practise these skills in real life situations with adult support once they are confident enough. Progress is measured through observation, pupil voice and practical application of skills.</p>	<p>We have a number of children who require support developing the life skills require to move through school and onto further education. This intervention is required to build independence and confidence in children/young people.</p> <p>Total of 24 students across KS3 and KS4.</p>




<p>Social Stories</p> 	<p>Social story interventions are visually represented stories or scripts that describe social situations and socially appropriate responses or behaviours. These strategies are designed to help individuals acquire and use appropriate social skills. Students will read the stories with an adult and discuss possible outcomes of different responses, what thoughts, feelings or worries they may have about situations and can experience situations with adult support. Stories are always clear, concise and positive. Where possible, stories will be written for individual students to support with transitions or life events that would not usually arise.</p>	<p>Across school, we have a high number of children who require additional support for ASC/SEMH needs. Social stories intervention is required to support children in their understanding of many social norms and social situations by taking part in structured activities based around story examples.</p> <p>Total of 17 students across KS3 and KS4.</p>
<p>Lego Therapy</p> 	<p>Lego Therapy promotes social interaction, turn-taking skills, sharing, collaborative problem-solving and the learning of concepts. It is used to target goals around social skills, language and motor skills. By using a commonly adored tool like LEGO it capitalises on its existing motivation and supports self-esteem by allowing the participants to demonstrate their skills in a social situation. It also sets up a positive opportunity for guided social problem-solving to help develop social skills that can then be used in other situations.</p>	<p>Children with ASC/SEMH needs sometimes find it challenging to understand what is expected of them in a social situation, particularly within unstructured play activities. LEGO Therapy provides a highly structured environment where everyone plays a specific role within the group.</p> <p>Total of 15 students</p>
<p>Zones of Regulation</p> 	<p>Zones of Regulation is an approach used to support the development of self-regulation in children. All the different ways children feel and the states of alertness they experience are categorized into four coloured zones. Children who are well regulated can be in the appropriate zone at the appropriate time. Through structured activities, children will develop an understanding of their own emotions, how these emotions affect them physically and self-regulation tools which are personal to them.</p>	<p>There are many students across school who have a recognised SEMH need and need additional support with emotional literacy and regulation. For students to be successful in both the learning environment and social environments, they need an intervention to develop these skills.</p> <p>Total of 32 students</p>



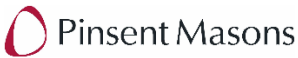
<p>SNAP Intervention</p> 	<p>Through SEND referrals, the SNAP assessment is then completed by the student, the parent and a key member of staff. The assessment is designed to pinpoint specific behavioural difficulties which, unidentified, may limit a child's potential to learn. SNAP follows the 'Assess, plan, do, review' model set out in the SEND Code of Practice (2014). SNAP offers targeted <i>interventions</i> involving both home and school, offering an entirely rounded approach to fully support the specific needs of every child. Students attend one 30-minute session with EHA every two weeks. Evidence of the intervention is documented in their workbook</p>	<p>To provide 1:1 intervention for students with social, emotional and mental health needs. Using the interventions provided by SNAP.</p> <p>Total of 72 students</p>
<p>Thrive in Education 1:1 and Thrive in Education Workshops</p> 	<p>The local authority have commissioned two CAMHS practitioners to work with young people at TEMA every Tuesday. The Greater Manchester i-THRIVE Programme uses the <u>THRIVE Framework for system change</u> (Wolpert et al., 2019) to improve mental health outcomes for the children and young people of Greater Manchester.</p>	<p>Students who show signs of low mood or anxiety are referred through the SENDCo to the iThrive team. Students are then supported through workshops or 1:1 interventions. The CAMHS practitioners use CBT therapy and families are supported to use interventions and strategies at home.</p> <p>Workshops: 92 total 1:1 support: 7</p>
<p>EAL Intervention</p> 	<p>All students who have English as an additional language (EAL) have completed a NASSEA assessment and have been identified as being on a step 1-7. The EAL teacher works with small groups of students of similar ability to develop their reading, writing and speaking skills within English. The teacher follows NASSEA schemes of work with the students in order for them to fully access their curriculum.</p>	<p>There are 35 students who are accessing EAL interventions 1/2/3 hours per week depending on their step.</p> <p>Total of 35 students</p>
<p>Accelerated Reader</p> 	<p>MyOn is a computer program that helps teachers manage and monitor students independent reading practice. The student picks a book at their own level and reads it at their own pace. When finished, they take a short quiz on the computer. Students using Accelerated Reader choose their own books to read, rather than having one assigned to them. Progress is measured through STAR reading tests which are completed three times a year.</p>	<p>There are 85 students in Key Stage Three who have a reading age three or more years below their chronological age. In order for students to access the curriculum, they need an intervention to support their reading fluency and comprehension.</p>




<p>Fresh Start Phonics</p> 	<p>Fresh Start Phonics is a program for older struggling readers which is rooted in phonics and age appropriate, decodable texts. Students are initially assessed using the Fresh Start assessment and are started on the stage which correlates to their level. The program begins with learning the sets 1 speed sounds in conjunction with blending. This is followed by the introductory module and eventually progressing onto set 2-3 speed sounds alongside modules 1-33. The modules are full of lively stories and non-fiction texts with activities to complete.</p>	<p>There are 36 students who have a reading age of six or below and need Phonics intervention. In order for students to access the curriculum, they need an intervention to increase their knowledge of phonics and support their reading accuracy and fluency.</p>
<p>Numeracy Interventions</p> 	<p>Students are taught in a small intervention group. Every lesson starts with a retrieval exercise. new content is taught with a 'I do/We do/You do' and allowing for plenty of independent practice. Students participate in a walking talking mock biweekly and are given a chance to sit a similar paper (same questions, different numbers) the next week. It differs from a standard maths lesson in that pupils are given more teacher input, the pace is more accessible, and students can be supported more as they work independently.</p>	<p>Students who are below target for maths but on target for English. Aiming to get pupils a Grade 4.</p> <p>4 year 11 students in total.</p>
<p>Science Interventions</p> 	<p>Students are taught in a small intervention group. Every lesson starts with a retrieval exercise. new content is taught with a 'I do/We do/You do' and allowing for plenty of independent practice. Students participate in a walking talking mock biweekly and are given a chance to sit a similar paper (same questions, different numbers) the next week. It differs from a standard science lesson in that pupils are given more teacher input, the pace is more accessible, and students can be supported more as they work independently.</p>	<p>Students have been identified by VLL (Head of Faculty) as students who have gaps in knowledge/ have difficulties accessing the curriculum.</p> <p>21 students across KS3 and KS4.</p>







<p>City Inspires Programme Manchester City FC</p>  <p>The City Inspires programme is a one day a week football-based programme focused around leadership skills.</p>	<p>Qualifications in leadership Confidence building Increased self esteem Experience of success Increased access to sport and physical activity Improved relationships with other students and staff</p>	<p>30 students in Year 9 Students selected according to vulnerability factors: - experience of significant childhood trauma - a high number of behaviour points and potential disengagement with school - being a Looked After child, a child on the Child Protection register or a designated Child in Need - enthusiasm for sport</p>
<p>City Thrive Programme Manchester City FC</p>  <p>The City Thrive programme is a mental wellbeing programme delivering 1:1 mentoring sessions, enabling students to create a toolkit and equipping them with skills to help regulate their own mental health.</p>	<p>Confidence building Increased self esteem Improved social and emotional regulation</p>	<p>6 x students per six-week programme.</p> <p>6 week blocks are allocated to schools on a first come-first serve basis.</p> <p>Students identified via TEMA's i-Thrive referral process.</p>
<p>United Foundation Manchester United FC</p> 	<p>Mentoring and coaching both 1:1 and in a small group setting. Confidence building Increased self esteem Experience of success Improved relationships with other students and staff</p>	<p>Students across year groups with a change of cohort each term.</p> <p>- experience of significant childhood trauma - a high number of behaviour points and potential disengagement with school - Year 7 students identified as vulnerable at the point of transition to secondary school</p>

<p>Rugby Football League</p>  <p>A 12 week programme of classroom sessions discussing topics including inclusion and diversity, personal resilience, and a social action plan for school and practical rugby based sessions.</p>	<p>Mentoring and coaching in a small group setting. Confidence building Increased self esteem Experience of success Improved relationships with other students and staff</p>	<p>15 students in Year 8 with a change of cohort each term. - experience of significant childhood trauma - a high number of behaviour points and potential disengagement with school - being a Looked After child, a child on the Child Protection register or a designated Child in Need - enthusiasm for sport</p>
<p>The Politics Project</p> 	<p>Digital surgeries with local and national politicians Education in government and citizenship Engagement in local and national politics</p>	<p>30 x Student Leaders in Years 9 and 10</p>
<p>Shout Out UK</p> 	<p>Citizenship education Engagement in local and national politics Promotion of community activism</p>	<p>All KS3 students through Personal Development lessons 100 Student Leaders across year groups</p>
<p>The Brilliant Club</p> <p>PhD tutors deliver The Scholars Programme in partner schools across the UK. They share their subject knowledge and passion for learning with small groups of pupils aged 8-18. It helps them to develop the knowledge, skills and confidence to secure a place at a competitive university.</p> 	<p>Improved self esteem and confidence Ability to plan and deliver a undergraduate style assignment Access to role models within higher education</p>	<p>14 students in Year 10 selected on ability in science and vulnerability factors.</p>






<p>Comino Foundation</p>  <p>Comino supports innovative practice designed to contribute to progress in our current priority areas: social opportunity, personal capabilities and practical, technical and vocational capability.</p>	<p>Comino will be working with us on a number of projects across the Arts and STEM during 2022-23. A full breakdown of projects can be presented if required.</p>	<p>Students selected based on criteria for each project with vulnerability factors being taken into account.</p>
<p>Power 2 (Formerly Teens for Toddlers)</p> 	<p>Qualifications in leadership. Practical work experience in a childcare setting. Confidence building Increased self esteem Experience of success Improved relationships with other students and staff</p>	<p>12 students in Year 9 Students selected according to vulnerability factors: - experience of significant childhood trauma – a high number of behaviour points and potential disengagement with school -being a Looked After child, a child on the Child Protection register or a designated Child in Need</p>
<p>Debate Mate Accelerate</p> 	<p>Training in competitive debating and public speaking Confidence building Increased self esteem Experience of success Improved relationships with other students and staff Increased self discipline</p>	<p>Up to 15 students in Year 8: Students selected according to vulnerability factors: - experience of significant childhood trauma – a high number of behaviour points and potential disengagement with school</p> <p>Students also selected in consultation with the English department to identify students with nascent talent in public speaking.</p>

<p>Manchester Urban Diggers</p> <p>Therapeutic gardening intervention</p> 	<p>Improved self esteem Improved social and emotional regulation</p>	<p>45 students selected on vulnerability factors, risk of exclusion and referral to i-thrive.</p>
<p>The University of Manchester Gateways Programme</p>  <p>A raising aspirations programme for students with the potential to apply to Russell Group Universities.</p>	<p>Understanding of and familiarity with a higher education environment. Increased motivation and self esteem. Giving students access to visible and tangible role models from similar backgrounds.</p>	<p>12 students per year group meeting the eligibility criteria set out by the university. 60 students in total.</p>
<p>Pinsent Masons Mentoring Programme</p>  <p>A careers based mentoring programme for students with the potential to enter the law profession.</p>	<p>Increased self confidence Improved oracy and presentation skills Familiarity with a professional environment Understanding of the law profession</p>	<p>15 students in Year 10 identified by achievement and engagement in English with vulnerability factors taken into account.</p>

<p>Ernst and Young Development Programme</p>  <p>Access to professional mentoring and mock interviews.</p>	<p>Increased self confidence Improved oracy and presentation skills Familiarity with a professional environment</p>	<p>60 students in Year 11</p>
<p>Morgan Sindall Engagement Programme</p>  <p>A six week weekly programme including site visits to projects in the local area and mentoring and information sessions in relation the the construction industry.</p>	<p>Increased knowledge of opportunities in the construction industry. Increased self esteem. Familiarity with a range of working environments. Improved focus and motivation.</p>	<p>30 students in Y9 and 10 selected on engagement in Technology and Science and vulnerability factors.</p>
<p>Anthony Walker Foundation – Tackling Racism in Schools Award (Pilot Project – TEMA is one of five schools participating nationwide)</p> 	<p>Improved oracy and presentation skills Improved understanding of project planning and delivery Development of students’ ability to create strategy and implement solutions at an organisational level.</p>	<p>15 student leaders in Year 10 and 11</p> <p>All students and staff through INSET and personal development lessons.</p>

42 nd Street		Targeted mental health support and counselling Drop in projects and enrichment opportunities	Students referred via the year team and safeguarding teams.
Afruka		Targeted support for students and families of African heritage.	Students referred via the year team and safeguarding teams.
Hide Out Youth Zone		After school youth provision	All students through the funding of students' membership fees
East Manchester Leisure Centre		Access to gym and exercise classes Personal training Exercise as a targeted mental health intervention	KS4 students via PE lessons Targeted students at high risk of exclusion
Women's Aid		Education on healthy relationships	All students through personal development lessons
Manchester Mystics Basketball club.		Specialised coaching to help support and develop the TEMA basketball teams and aspiring players.	All students welcome. Attendance of every 30-40 students twice a week.

TEMA External Partnerships and Interventions Overview 2022-23

<p>Collyhurst and Moston boxing club.</p> 	<p>Exposure to niche sports, a vehicle of intervention for challenging students and a platform to perform within a professional boxing facility to aid GCSE moderation grades.</p>	<p>GCSE PE students. 2022/23 cohort – 14 students.</p>
<p>Sports Leaders</p> 	<p>Leadership qualification Community improvement project</p>	<p>Targeted groups of Year 10 students</p>
<p>Tough Cookies</p> 	<p>Relationships and Sex education</p>	<p>All students through personal development lessons</p>
<p>Royal Exchange Theatre</p> 	<p>Engagement for students The generation of audiences and participants for the Den festival in Beswick in summer Improved mental health and wellbeing for young people and families in the area An understanding of the RET and the provisions available to young people and families at the theatre</p>	<p>GCSE performing arts and drama students</p>
<p>ODD Arts</p> 	<p>Theatre performances and workshops PREVENT education</p>	<p>All students</p>