

# **Tumblewood Community School**

**2015/16**

## **Curriculum Policy**

Record of Amendments

Change Number	Authority	Date of Insertion	Signature
Version 1	Executive Manager for Care and Education	April 2015	

**TABLE OF AMENDMENTS**

Curriculum Policy has been issued under Version 1.

CHANGE NO	AMENDED BY	DATE
Version 1	Executive Manager for Care and Education	April 2015
Updated	CEO	Oct'15

## **Index**

### **Introduction**

- 1. The structure of the curriculum**
- 2. Attainment**
- 3. Learning and teaching**
- 4. Support for students**
- 5. Ethos**
- 6. Resources**
- 7. Leadership, management and quality assurance**

# **Tumblewood Community School**

## **Curriculum Policy**

### **Introduction**

Our curriculum provides the means through which our vision, focus and aims will be realised. We intend to provide breadth and balance and reflect personal interests in our programmes, to motivate pupils who are disaffected to re-engage with education and to embrace the concept of lifelong learning.

We want to be sure our pupils are clear about what we are teaching and why. We also need to be able to measure outcomes to be sure we are maximising success for all learners; therefore our planning, monitoring and evaluation is systematic, collaborative and linked to the school development plan.

We want our pupils to acquire knowledge and learn new skills but we realise that, in a community like Tumblewood, there needs to be a therapeutic dimension to each day. Each pupil has a therapeutic programme and space is given to this input during the school day and is reflected in the timetable. Pupils will also need to 'take time' out after these sessions before returning to the classroom.

Pupils may have emotional support via their key workers (therapeutic care workers) in the classroom and it should be possible for them to take time out where necessary to calm them. Pupils have a Care Plan and Risk Assessments, which outline individual considerations regarding strategies to deal with challenging behaviour.

Therefore this curriculum has been carefully designed to allow for time and opportunities to address pupils' often-complex needs for the time that they are with us; also to prepare them for the time when they will leave.

### **Special Considerations**

**The delivery of this curriculum has to take into account other considerations, most of which are due to the profile of our pupils and their circumstances. Although we plan to offer a broad and balanced curriculum; we are a small school, with a small staff team, catering for pupils with very individual demands, therefore some subject areas will be covered through cross curricula projects rather than discrete subject sessions and some elements of this policy will be aspiration rather than fact.**

## Subjects available

1. English
2. Maths
3. Art and Design
4. Humanities (History, Geography, R.E)
5. Science
6. Design and Technology (Textiles and Food)
7. I.T
8. PSHE
9. P.E (through each pupil's personalised programme)

Our pupils have a range of social, emotional and behavioural problems. Some may have a diagnosis of mental health difficulties, and some have learning difficulties. All pupils are in care with the local authority. Pupils often arrive traumatised and distressed and can be subject to sudden changes of placement due to circumstances outside their (and our) control. The School has to have the capacity to be adaptable and flexible within this unusual environment.

We have to work closely with the therapists and care staff across the Community in order to ensure effective communication is established and maintained. Timetables may have to be adapted to deal with particular issues when they arise as a matter of urgency and emergency meetings may have to take precedence over organised activities.

Time and effort is made to include all staff in training and planning to ensure consistency of ethos and approaches. Staff are made aware that documents have to be suitable for a wider audience within the care system and may be used to make decisions regarding the future placements of a child in years to come.

### **1. The Structure of the curriculum**

a. In keeping with the school's aims, we have structured the curriculum to give attention to the **acquisition of key skills in Literacy and Numeracy** at the beginning of the day. These discrete sessions will be skills-based to target those areas identified by each pupil's entry assessments. However, throughout the year, there are opportunities for pupils to work on cross-curricular themes as well as on compiling coursework for accreditation.

b. We intend to use the AQA entry levels and units of work **modular** programmes, and Unit Awards in other core subjects as it allows us to deliver a **broad, differentiated** programme, which also provides short-term or long-term accreditation. This reflects the need for our pupils to quickly become successful learners and gives us the **flexibility** for short-term placements.

c. Some pupils may not be able to cope with a full school day and will therefore follow a bespoke programme designed to meet their particular needs. These pupils will benefit from extension and alternative activities to supplement their sessions at school, which are provided by the staff. Further opportunities to widen these opportunities are a focus in the school development plan. Our aim is always to work towards a full time curriculum wherever possible.

Pupils joining the school will follow an individualised period of integration, which encourages them to try 'taster' sessions and get to know the staff before they have a full time timetable. We would normally expect full integration to take place within the first term at the latest (6 weeks maximum) unless other plans are agreed via the LAC or PEP reviews.

d. We start and end the day in a structured manner with the Community meetings which allows for the transfer of information from the residential setting, sets the agenda for learning clearly, and allows reinforcement of messages of community and belonging. Although **structure** and consistency are vital, there are opportunities built into the timetable where pupils may have a **choice** of a selection of agreed activities, or for counselling, or individual time with a key worker or friend. This **balance** will be constantly monitored and reviewed to ensure we are responding appropriately to needs as they arise.

e. For full time students, most core subjects will take place in the **morning** sessions when pupils generally find it easier to concentrate. **Afternoon** sessions are of a practical nature wherever possible, to provide balance and offer additional motivation to finish work in the morning. Science, ICT, Art, Design and Technology and P.E. require longer sessions which can be broken up to allow for writing up work, filing work in folders, clearing away etc. This allows pupils who need more time or who finish more quickly to be working independently but still be on-task. Where possible, support/care staff will provide **parallel options within** these subject slots if it is recognised that this will be necessary to keep a pupil on task.

f. Cross-curricular project work is also an opportunity to provide **enrichment activities** integrated within the curriculum. Project weeks take place in the school holidays and compliment the curriculum (particularly PSHE) and allow for continued structure and consistency for those girls who struggle with changes of routines.

g. Wiltshire is a rich resource, which we utilise where possible; (within risk assessment criteria) for example, a Humanities project would use the coastline, landscape, buildings and monuments for historical, geographical and religious research and investigation.

## Courses and Programmes

a. **Modular GCSE syllabuses and AQA entry levels, and Unit Awards** are chosen where available for most subjects as they provide a highly structured and differentiated programme of work which complements the National Curriculum, provides accreditation and natural links for cross curricular topic work and which can be delivered by non-specialist teaching staff where necessary. Units can be delivered in sequence, to fit with other topic work or relate to areas of interest.

b. **'Nessie' and the 'toe to toe'** programmes have been chosen, as established and successful frameworks for literacy support. The comprehensive and highly structured programmes combine a multi-sensory approach with a wide range of up to date resources including software and interactive whiteboard programmes. These programmes can be

modified to meet the specific needs of each pupil who can then follow a course adapted by the subject co-ordinator or SENCO. Pupils can follow this course in parallel to (and to complement) their key stage 2/3 coursework or GCSE in English.

c. There is good knowledge of accreditation within the staff team, which is appropriate in this special school setting.

d. We will endeavour to provide GCSEs in all subjects we teach and these are available in one year courses at foundation level to provide flexibility for pupils who do not have a guaranteed two-year placement at the school or who have arrived late in KS4. Pupils requiring additional challenge may begin GCSE coursework in year 9 if appropriate.

e. Programmes have been chosen which are highly structured and through which a wide range of resources and activities are available. The Community provides staff with training and guidance packages by the exam boards and. Staff are encouraged to share planning and evaluation of training and to identify and introduce any courses or adaptations, which can meet an identified interest or need (and which is linked to our aims and/or our development plan.)

## 2. Attainment

a. The school has clear procedures for measuring how it has **raised attainment**. Pupils complete baseline assessments on arrival when they are settled.

b. Careful assessment of a formal and informal kind takes place in all subjects. Teachers are aware that, in order to judge the pace and progression of learning, regular and frequent checks on a pupil's acquisition of knowledge, understanding and skills are necessary. Given the profile of our pupils, we must adjust our approach to assessment where necessary to avoid undue stress or conflict.

## 3. Learning and Teaching

### 3.1 Teachers' planning

A systematic planning routine is important so that all staff (including care staff) and pupils are aware of the overall pattern of the teaching day, week and term. Schemes of Work are available for all subjects for the term ahead and teachers keep daily lesson plans and evaluations. This allows us to keep clear links with our aims and to keep consistent records to use in evaluation. Evaluation notes are particularly important for helping us identify our future training needs or in picking up areas of concern which can be discussed in our regular meetings or through supervision, for example, where teaching strategies are successful or not, or for identifying emerging behaviour issues.

In a small special school where more than one member of staff may teach several areas of the curriculum, careful planning and liaison needs to take place to minimise unnecessary repetition or to prevent the teaching content to appear random, irrelevant or unstructured. Such a system also eases the induction process for any new or temporary staff and avoids disruption, which can be so de-stabilising for our pupils.



- Each **Curriculum Policy** is developed with reference to the aims and objectives of the school and shows the rationale, approach and discrete aims for each subject area.
- **Schemes of Work** show planning for the projected term based on the Units of Work modules or adapted National Curriculum programmes of study for English and Maths. KS4 Schemes of work may follow the chosen syllabus for courses in national accreditation (e.g. GCSE short courses). Policies and Schemes of work will be reviewed and updated, if necessary, at the end of each term initially to reflect the developing nature of the centre.
- **Lesson plans** are drawn up by the teachers who have responsibility for each subject or by the staff team in collaboration where there is a cross curricular theme. They show clear and concise specifications of what pupils are expected to learn and how and when learning is to be undertaken. Learning objectives and assessment strategies are clearly stated. **Teachers keep up to date written copies of all their planning in their planners or alternative files.**

### 3.2 The teaching process

Teachers' approaches as outlined in the planning documents are specifically matched to the pupils' learning needs and preferred style of learning. Good general teaching practice dictates that a **variety of styles** should be adopted and that lessons should contain opportunities for frequent **changes of focus** or for pupils to engage in **practical work** wherever possible in the expectation that our pupils will not be able to sustain long periods of concentration.

a. Disruptive behaviour is often the result of inadequate planning and teachers should use the planning systems in order to anticipate predictable problem areas and have contingency plans to avoid them. There should be an element of risk assessment acknowledged in the process which takes account of the potential for disruption if pupils:

- feel that they do not know what they are supposed to be doing,
- feel that they cannot achieve the level of work expected,
- are self-conscious about questioning in class or public exposure.

b. **The use of ICT** is an essential resource for our pupils to encourage engagement, allow for independent work and reduce the risk of failure, which often results in behaviour problems. This should be evident in the schemes of work and short term planning

c. The need for a **high staff/pupil ratio** at the centre is recognition of the specific needs of our pupils and the importance of flexibility within or outside the classroom Pupils will work in small groups, which have been planned, with the agreement of their care workers and where risk assessments are in place.

d. Teachers use skilled and sensitive **questioning** techniques and care is taken to involve all pupils. In order to ascertain the level of understanding or if there are weaknesses in pupil's knowledge, efforts will be made to look at alternative forms of communication with

the pupil; for example, individual sessions or the use of the key worker, or through creative therapies such as music.

### 3. 3. Pupils' learning experiences

We aim, above all things, to provide a secure and stable environment for our pupils through which they are then able to feel a sense of belonging and begin to trust the adults around them.

Once they are able to do this we can begin to provide them with the knowledge and skills they will need to move forward towards social inclusion and personal growth.

We attempt to solve the problem of providing flexible but consistent accommodation by allowing pupils to use their own work areas wherever they feel most comfortable.

Where pupils feel comfortable enough to move around into more subject specific spaces, e.g. library or kitchen to take part in these activities, we will encourage them to do so as part of their own personal development and social skills programme.

Therefore we have provided a range of working environments in the form of:

A personalised work area for each pupil.

Well resourced and clearly defined classrooms.

Opportunities for separate work/therapeutic space in an on-site separate small building (the library or Room 4).

In the main building we have a small suite of rooms allows us to keep pupils under supervision while allowing them the opportunity to work independently wherever possible.

Each classroom is **clearly defined** as a formal learning space by the arrangement of furniture, signs and the nature of displays.

Great emphasis is placed on **displaying pupils' work**; we encourage them to improve presentation by using the computers and various design tools (training is provided in the ICT curriculum). Key words in subject areas are also clearly on display to aid vocabulary development. Internal and external certificates of accreditation are displayed with the pupil's consent; this provides a visual enforcement of the aims of the school and provides achievable benchmarks of standards for new pupils.

**Personal interests and achievements** are also displayed within the identified personal workspace of each pupil. We encourage this to be within an education context rather than a replication of the home environment and are clear about suitability of subject material.

- a. The use of a mainly differentiated **modular approach** and a high staff/pupil ratio allows pupils to work at a **pace, which suits them**, and also to encourage them to make good progress through targeted support and encouragement.

b. Clearly defined and shared subject information allows pupils to be clear about the sequence and content of each subject and to take **responsibility for his/her progress** through this with the teacher. Pupil's subject files are updated on a regular basis, which reinforces the pupil's understanding of the process and medium and long-term targets.

### 3.4 Meeting pupils' needs

a. **Tasks and activities** are planned with reference to the pupils' needs and interests. The challenge is to re-engage disaffected and insecure pupils in education and therefore we have to choose approaches and resources within curriculum areas which will appeal to them and encourage them to persevere with studies even when it becomes challenging for them.

b. To achieve this we have a very careful admissions policy allowing us to collect as much **information** on each pupil as possible giving us (and the pupil) time to get to know them in more detail through staged entry into the school. This also allows us to prepare an **individual education plan/pupil profile**, which relates clearly and directly to their abilities, needs and interests.

c. We identify up to date and stimulating **resources**. We recognise the need for good quality and age appropriate materials and, where necessary and possible, we will create our own resources, which more closely match our needs. Subject co-ordinators have responsibility to keep abreast of new developments and publications. The use of **ICT** is vital in this respect as these tools allow us and our pupils to create professional and exciting bespoke resources

d. Our pupils need a structured and consistent environment, but within that there must be recognised and planned opportunities for pupils to have some **choices** within the lessons/curriculum and to take increased responsibility for their own learning. Training in behaviour management, regular opportunities for staff discussion and support, and a high staff/pupil ratio supports us in maintaining an appropriate balance between manipulation and negotiation.

e. Regular and systematic monitoring and recording allow us to build on the original pupil's profile and to act accordingly to **address emerging and changing learning needs**.

f. Additional or special needs support will be made available where identified through the Special Educational Needs processes. (See SEN Policy.)

### 3.5 Assessment as part of teaching

Formal and informal assessment is essential in order to inform us of pupils' progress and the value or otherwise of our curriculum. Teachers are aware of the need for systematic checks on acquisition of knowledge, understanding and skills that are necessary. We use a range of daily, weekly, termly and yearly assessment evidence to measure each pupil's progress against personal, local and national criteria. We use this data to inform our planning, school development and overall business strategy.

**Baseline/entry level assessments** in Literacy, Numeracy and Social and Emotional status are made where possible as soon as appropriate. Teachers work with the therapy team to input into the comprehensive assessment process, which lasts for 16 weeks.

Information from this data and any other available will form the original Pupil Profile, which will be the basis of all initial targets and inform our planning.

Other forms of individual assessment used include:

- Daily informal teacher feedback to other education or care staff in beginning or end of day sessions or at any other times.
- Daily feedback from each teacher.
- Assessments linked to each module as outlined in the scheme of work are recorded in **teacher's mark books** and in **pupil's subject folder**.
- **Records of Achievement/Portfolios** for Key Stage 4 and school leavers capture progress more broadly; pupils choose input from a range of achievements (including enrichment activities and school trips) in a range of formats. They, together with the progress files, are an opportunity for pupils to engage in self-assessment and allow us to engage pupils in dialogue to this end. They also give us the means to recognise and celebrate each individual's achievements and identify next steps to learning. These will be put together with the pupil in preparation for leaving school.
- Records of Achievement also provide important information for future placements and help pupils focus on positive and concrete achievements, which can be built on in the future. This tangible proof of success can help minimise the trauma of a change of placement or the end of formal school, which is an important issue for children who are looked after and for us as corporate parents.
- Opportunities exist for staff to regularly share and compare information about pupils in weekly staff meetings. As well as education staff meetings there is a weekly whole staff forum, which includes social care personnel. Information sharing is vital in this context as it allows a wider perspective on each child and their situation. It also allows opportunities, if necessary, to validate and moderate individual judgements and raise awareness of the complex interactions which take place within each pupil's life on a daily basis.
- Pupils who have statements of special educational needs/EHCs will also have IEPs integrated into their termly reports. Specific SMART targets will be reviewed separately in accordance with the individual recommended time limits (see SEN policy).
- Other assessment data includes the results from national accreditation, for example, Unit Awards and GCSEs.

- Investigation and use of efficient data collection and interpretation systems is a feature of our future school evaluation meetings at the end of each term and is used to inform school development plan.

### 3.6 Written Reports

Written reports for parents/carers and social care managers are provided at the end of each (old) term in a helpful and accessible format and give details of how each pupil is progressing across all aspects of the curriculum, including personal and social development and indicating the next stages in each pupil's learning. Parents/carers are encouraged to respond to these reports. All parents'/carers' views and enquiries about a pupil's attainment are promptly and carefully considered and the school provides an effective response. Education reports are integrated into the quarterly company reports, which are shared with all relevant agencies.

## 4. Support for Pupils

### Therapy

Tumblewood is a treatment centre for girls and young women who have suffered significant trauma. We offer a range of therapeutic programmes which include:

- Play therapy
- Speech and Language therapy
- Occupational Health therapy
- Individual therapy which focuses on trauma and attachment
- The therapeutic programme consists of a variety of groups and workshops delivered within the daily timetable and through project weeks organised during term time breaks from education. Wide selections of educational and therapeutic activities are used with individuals and groups to provide young people with maximum learning opportunities for personal change, therapeutic encounter and social development. The programme caters for young people with a wide variety of abilities and individual requirements at various stages of their self-development in placement. All programmes both individual and group are experiential in nature, fun and focused on connecting with issues, which are beneath the surface.

### 4.1 Pastoral Care

The school operates agreed policies and procedures, which support pupils and protects them from harm, abuse and neglect. Staff have a clear understanding of their roles and responsibilities, are vigilant about pupils' health and safety, and are fully aware of child protection issues (see Safeguarding policy).

There are clear policies and procedures for dealing with bullying, racial incidents, drug misuse and safe use of the Internet, which will be implemented effectively.

The development of a healthy lifestyle is promoted across the school through the curriculum and informally.

Pupils' needs and concerns are dealt with sensitively, taking into account pupils' rights, confidentiality (where appropriate) dignity and privacy. Pupils have access to an effective complaints procedure (see Complaints policy).

Staff work particularly hard to create a climate where mutual trust, respect and confidence are evident throughout the school. Great emphasis is placed on community through the environment, behaviour of the staff, and through the design of the curriculum.

Education and care staff work and meet together daily for the benefit of the pupils, in order to model positive relationships and have consistency in ethos and approach. The Headteacher attends a daily Risk Management meeting, a weekly Operational 'Management meeting and a weekly Individual Treatment meeting attended by representatives of all teams.

#### 4.2 Personal, Social, Health and Economic development

The school uses a range of planned and inter-related approaches to developing pupils' personal and social skills as well as following a national curriculum. This is evident in our curriculum policies, assessment and monitoring procedures, in our environment and in our staff.

Common expectations of behaviour are applied consistently across the school with the emphasis on promoting positive behaviour through stimulating and effective teaching and learning (see Behaviour policy).

Opportunities are built into the timetable for pupils to share information, show consideration for others and develop skills of active community spirit citizenship and to consider questions of cultural and national identity

Given our client group, PSHE is a constantly developing area of the curriculum, which strives to prepare them for social inclusion and personal progress.

#### 4.3 Curricular and vocational guidance

Preparation for choice at key stages 3 and 4 involves a range of approaches, which are targeted at each individual pupil. Through the Personal Education Plans (PEPS) and care plans we identify the interests of the pupil and their goals for the future. For KS4 there are opportunities for pupils to consider routes into further education i.e. visit to the local further education college and visiting speakers to the school. Pupils with statements of special educational needs/EHCs will address future goals and preparation for work or further education in the review process, especially in transitional reviews at the end of year 9. Pupils in KS4 will be assigned Connexions Personal Assistants with expertise in the field of special education wherever possible.

Clear, accurate and relevant information is available through the Connexions service, which the residential staff facilitate; they are also invited to attend any relevant reviews at the school.

#### 4.4 Monitoring progress and achievement (see Attainment)

#### 4.5 Learning support

In line with our Admissions policy, great emphasis is placed on collecting all available information about each pupil to ensure that an accurate assessment can be made regarding his or her placement and support.

For pupils with special educational needs we would be involved initially in the review of the statement/EHC, if it is necessary, as part of the change of placement procedures or at least hold an interim review in order to collect any further information and to mark the beginning of the process of monitoring and assessment.

We receive or request up to date reports from relevant professionals involved. An Individual Education Plan would then be drawn up with targets and provision identified from the statement needs and objectives. We work together with the placing local authority and social care key workers.

Pupils who have identified special needs will be monitored using agreed procedures from the SEN Code of Practice (see SEN Policy).

If, despite providing additional targeted specialist support, the placement is not proving successful, a review of the statement will be held and recommendations for onward referral will be made in accordance with the Code of Practice.

#### 4.6 Links with local authorities, other schools, agencies and employers

We are aware of the need to create links with the wider educational community to ensure healthy and mutually beneficial partnerships for the good of the staff and the pupils.

The school will make effective links wherever possible with statutory agencies such as educational psychologist, medical services and social care, through the pupil referral process, as part of the Care Order procedures. The school takes part in regular statutory Education Reviews linked to the Personal Education Plans for each pupil who is Looked After by their local authority. The school recognises that it is essential that all services work well together to support pupils in the school.

### 5. Ethos

#### 5.1 Climate and relationships

A strong sense of **community** is established at the centre through:

A clear primary **focus on our pupils** and on understanding and meeting their **needs**, which is evident in the design and decoration of the accommodation, the curriculum and the behaviour of our staff towards pupils and each other.

Education and therapeutic care staff have opportunities throughout the day to model mutually respectful behaviour and language.

A **shared vision** for the school and its aims and objectives which are clearly displayed in the school, regularly referred to during the school day and elsewhere.

A **strong core staff team**, who are carefully selected, and who receive regular guidance and training, which has an emphasis on team building and mutual support.

Careful and consistent **admission and induction procedures**, which ensure that all staff and pupils are aware of the school ethos and policies.

Decoration and display around the school, which reinforce **positive and celebratory messages** about the school community. Staff regularly praise and celebrate pupils' achievements in work and behaviour and communicate these with parents/carers by sending home letters of congratulation and certificates on a regular basis.

Images and artwork, which display the **identity** of our pupils (with their collaboration) to promote the '**ownership**' of the school by the pupils and to reinforce a sense of belonging and pride in the school.

The staff are encouraged and supported to foster a positive and calm **atmosphere** in the school at all times.

## 5.2 Expectations and promoting achievement

Staff look for opportunities to praise and celebrate pupils' efforts and achievements in work and behaviour in the most appropriate manner for each individual. We communicate and share efforts and accomplishments with parents/carers by sending home letters of congratulations and certificates on a regular basis. Pupils are encouraged to praise each other's efforts and achievements.

## 5.3 Equity and fairness

Young people have a well-developed sense of fairness. For pupils with emotional and behavioural difficulties particularly, we have to anticipate their need for transparently equitable actions and policies at all times.

Time will be made to discuss areas of concern for pupils within a firm framework through the **curriculum** and informally. School rules and decisions regarding equality should, wherever possible, involve initial consultation with pupils.

There is a whole school approach to issues of equality such as racial harassment and sexual discrimination through our curriculum and policies. Culture, language, disability, race, religion, sexual orientation and special needs are acknowledged and discussed formally and informally where appropriate and all evidence of prejudice and discrimination challenged. Incidents of



discrimination will be logged where appropriate and action taken to address issues as/when they arise in partnership with the residential staff/parents and carers.

#### 5.4 Partnerships with parents/carers, external agencies and the community

A fundamental aim for each pupil who is in public care is to maintain and develop **family** (in its wider sense) contact wherever possible. All staff within the organisation will collaborate to encourage the young person's family to be as involved as possible with their learning. This will be an important focus within the initial referral process and wherever possible all communication in terms of reports, certificates and information will be made available within procedures agreed with our social care colleagues and relevant professionals.

Members of the senior management team are able to fulfil the general responsibilities expected of school governors.

The Headteacher is a member of the senior management team and this partnership generates substantial benefits in terms of information sharing and decision-making, which takes account of the educational experience.

### **6. Resources**

#### 6.1 Accommodation and facilities

The School/Centre is well maintained, of a good quality and attractively and appropriately furnished. It is in a rural location to reduce opportunities for pupils to abscond and to allow for a peaceful learning environment.

The buildings provide a small, nurturing environment with some flexibility through the on-site library and other accommodation.

Health and safety issues are quickly identified and addressed by the Manager for Care and the Headteacher, the Facilities Manager and the senior management team.

#### 6.2 Provision of resources

The Headteacher has responsibility for the school budget in negotiation with the Directors and the CEO. Available finance has been identified in consultation with all personnel and has been guaranteed as being suitable for supporting the establishment and maintenance of the school.

A plentiful stock of up-to-date resources, including books, practical materials, audio-visual resources, photocopying, and ICT equipment is available. Resources have been researched and identified as being the most appropriate by the school staff.

On-going evaluation and development of resources is an important aspect of staff evaluation and planning.

#### 6.3 Organisation and use of resources and space

Staff work together to plan how best to use resources and space within the weekly planning meetings in addition to the planned timetable, schemes of work and lesson plans, which also show how they are taken into account. We are aware of the need for flexibility and our accommodation and resources allow for changes to arrangements in order to support individual or group support and learning opportunities, which may be necessary throughout the school day.

Our high staff to pupil ratio facilitates us this flexibility and all staff make full use of all available space and resources where necessary.

Text books, stationery and other equipment are clearly displayed and available.

Pupils all have access to a personal computer and printer together with information storage equipment. Use of video, film and camera equipment is planned and organised in advance to avoid disruption or frustration, which could result in poor behaviour.

Each subject co-ordinator is responsible for maintaining a supply of up to date and good quality facilities and resources and for displaying and updating pupils' work in an attractive manner.

#### 6.4 Staffing

Given the necessary constraints inherent in running a small independent special school, we are committed to ensuring that there are more than sufficient staff to deliver an appropriate **curriculum** for all pupils including those with special needs.

A core team of staff are in place and there is a framework and financial planning also in place to enable us to recruit further teaching, support and peripatetic staff to complement the skills already available and to meet the need for further support.

Our links with social care professionals and other agencies also provide routes for specialist support where appropriate.

We have an accredited SENCo, responsible for all aspects of SEN including LAC reviews. She has a wide range of teaching and management experience.

All three members of staff have specialist skills in English, Maths and Art and Design, as well as the ability to offer a professional level of teaching in other areas.

All staff have formal and informal supervision and training in areas relating to the academic and therapeutic curriculum, which is identified through the Appraisal process, including statutory training in Health and Safety and Child Protection. Staff are encouraged to seek support and guidance from the Headteacher at any time through an 'Open Door' policy.

These core team members have been carefully selected in accordance with the 'safeguarding and recruitment' guidance and for their skills, experience and personal qualities, which match our school vision and goals.

We recognise the need for financial and professional support and investment in order to recruit and retain good quality teaching staff and policies and procedures are in place to support this. Supervision and Appraisal is recognised as a reciprocal process, which nevertheless must be, based on the needs of the organisation as outlined in the development plans.

The Head of Care, Headteacher and Head of Therapy work closely together to plan and co-ordinate collaborative working between the education and social care staff teams to ensure consistency and a spirit of community.

#### 6.5 Effectiveness and deployment of staff

A strong team ethos is considered a vital component of a successful school and to this end the core staff team work closely together.

Systematic and regular cycle of shared planning, meeting, discussion, training and evaluation ensures that there is effective teamwork amongst all staff in order to avoid undue stress or lack of knowledge which will have a detrimental impact on our pupils.

Professional development opportunities are recognised and negotiated with all staff through the performance management cycle, which is managed by the Headteacher in liaison with other senior managers.

All staff (and pupils) are encouraged to share skills, interests and resources in an effort to make school as positive an experience as possible.

#### 6.6 Staff review and development

Staff identify and negotiate areas of interest in addition to arranged training for professional development through the supervision cycle of support.

Staff are also encouraged through this system to identify processes for self-evaluation and review of development needs.

Staff also work collaboratively to identify areas of development, both for the school and personally through regular weekly and end of term planning and meeting sessions.

All staff are made fully aware of the aims and priorities for whole school and individual staff development through regular communication and close working arrangements with the Headteacher.

#### 6.7 School management of finances

The CEO and the Headteacher work closely with other budget managers to make sure there is a sound understanding of funding systems. All staff, where appropriate, are aware of funding arrangements and considerations.

The Headteacher and other senior managers are all involved in key communications and decision making within the Community, which ensures that the use of financial resources are linked to the school's planning priorities and reflect its objectives.

## **7. Management, leadership and quality assurance**

**There is a clear management structure in place. (see appendix). Recent development within the company has focused on creating a strong management matrix, which emphasises responsibility, accountability and clear communication throughout the community.**

**The three areas of service: Care, Education and Therapy are represented at all decision-making meetings and forums for discussion. A priority within the community is for integrated working amongst teams while having a clear leadership model.**

**The Chief Executive Officer manages each area of service, meets each Head of service weekly both formally and informally (1:1 meetings and in all management meetings), and reports back to the Board of Directors regularly on issues relating to finance, safeguarding and development.**

**Therapists are also supervised by the Director (John Kearny) who is also responsible for overseeing all professional therapeutic supervision.**

**Financial and business responsibility is overseen by the Director (Sue Hortop) who liaises directly with our business partners and accounts office.**

**In education, the Headteacher is part of the senior management team; she receives direct weekly support and supervision from the (recently promoted) CEO who has extensive knowledge of special education. All teaching staff receives regular standardisation training through the examination board (AQA) in order to keep up to date with curriculum changes. The Headteacher keeps a training calendar, which relates directly to supervision and appraisal agreements and also the school and organisation development plans.**

**The Headteacher also attends daily morning risk management meetings (8.25) in order to be clear of any matters arising from incidents or concerns within the children's homes. She will communicate this to staff at the daily education staff meeting before the start of school. (9.00). She is supported by a deputy head and 2 qualified, experienced teachers and 2 teaching assistants.**

**Wider issues will be discussed by the whole education team in their weekly education meetings (Wednesday after school).**

**The Headteacher also attends weekly management meetings, which deal with operational matters across the community, and is attended by all service heads and senior care staff. (Tuesday 1.30)**

**A clinical individual treatment programme meeting (ITP) where children at risk are discussed, takes place with all senior staff each Tuesday afternoon at 1.30. This is a decision making forum which ensures that there is adequate consideration by all regarding any matters of importance related to the girls' programmes, contact, reports, reviews etc.**

### 7.1 Aims and policy making

Staff, pupils and parents/carers have a clear understanding of the school's aims, core purposes and values through the written prospectus and through regular feedback in school meetings.

We feel that our aims are concise and have an appropriate focus on teaching and learning.

There is a clear evidence of the role of staff in the regular review and development of policies. The school can be seen to be taking into account the views of pupils, parents/carers and social care colleagues through their documentation and practice.

### 7.2 Self evaluation

The school is committed to beginning a robust process of continual self-evaluation using the Self Evaluation Framework for independent schools (Ofsted) and by working with relevant professionals from the local authority and Social Care.

Positive steps are taken through a number of channels of communication already referred to in this document to gather the views of all staff, pupils and parents/carers about the quality of service provided by the school.

A model of self-evaluation is in progress in order to support us in our collection of valuable data and also provides a clear and workable framework to allow the Executive Manager for Care and the Headteacher to report to the senior management team and all interested parties on the school's performance in key areas and identify strengths and areas for improvement.

Inset days at the end of each term allow staff to analyse and reflect on successful and not so successful strategies and interventions in order for continuous improvement and willingness to meet changing circumstances. This also encourages staff to identify useful new resources and ideas.

### 7.3 Planning for improvement

A clear school development plan is in place which focuses on areas identified through the end of term evaluation cycle.

**Jane Hicks- Executive Manager for Care and Education (CEO Oct'15)**

**Signed:**

**Date:** .....review date.....

Tumblewood