

Participants in Community of Communities

Tumblewood
Community



*A
Therapeutic
Residential
Community
for
Girls and
Young
Women*

**School
Prospectus
2015**

Contents- General Information

(See website for further information)

School and Proprietor contact details

School Ethos and Aims

Staff Details

Tumblewood Community Policy Documents

Safeguarding

Admissions and Referrals

Uniform and School Day

Term Dates

Curriculum

Care Leavers and Transition

Special Needs

Attendance

Pupil Premium

Educational Outcomes Statement

School Proprietor and Contact Details:

School Address:

Tumblewood Community
The Laurels
4 Hawkeridge Road
Heywood
Westbury
Wiltshire, BA13 4LF

Telephone: 01373 824466

Fax: 01373 82432

Email: jane.hicks@tumblewood.org (CEO)

Web: <http://tumblewood.org/>

Head Teacher: Jennifer Lewis

Email: jennifer.lewis@tumblewood.org

Proprietors: Sue Hortop, John Kearney
Tumblewood Community
The Laurels
4 Hawkeridge Road
Heywood
Westbury
Wiltshire, BA13 4LF

Telephone: 01373 824466 (24 hours)
(Contact via Duty Manager)

Chief Executive Officer

Jane Hicks

jane.hicks@tumblewood.org

Registered Manager

Carol Wareham

Carol.Wareham@tumblewood.org

Introduction

We are a small, independent and well-established community on an attractive site in rural Wiltshire. Tumblewood Community provides specialist interventions for girls and young women who have experienced early developmental trauma, post-traumatic stress disorder and/or have survived ill treatment and abusive relationships. Our students have a history of multiple placement breakdowns and have therefore developed adaptive survival patterns of behaviour, which are often socially unacceptable.

Underpinned by 17 years of successful provision of therapeutic community care, we provide a safe and nurturing environment within which professional teams in Education, Care and Therapy provide individualised, integrated support programmes of recovery and growth.

An integral part of the community, Tumblewood School is registered as an Independent Special School (URN:132775) for students from 9 to 17 years of age. It provides a full time, broad and balanced National Curriculum for students who are usually in the care of the local authority; they normally have a Statement of Special Educational Needs/EHC. We provide Individualised Educational Programmes for KS2/5 (where necessary) with external accreditation - Entry Level, GCSE/AS/A. Level etc.). We currently have two full time and two part time teachers and two full time teaching assistants. Our education team are highly qualified and experienced and work closely with the Care and Therapy teams to ensure the best possible combination of academic and therapeutic education.

School Ethos and Aims

- Our approach is to carefully assess the individual needs of our students, which then allows us to provide them with a well-structured educational programme, this helps them to succeed and enjoy learning.
- By understanding the student's issues and addressing their needs, we aim to build high quality relationships, which allow us to help them achieve and enjoy school.
- Tumblewood Community School prides itself on providing an holistic approach to education by preparing students for all the opportunities, responsibilities and experiences of adult life.
- Through this supportive environment, students can begin to develop self-respect and self-confidence, which is a vital step towards social inclusion.

First Aid

There are appointed first aid persons throughout the Tumblewood Community who are listed on noticeboards throughout the Community. Lynne Watson (Deputy) and Jen Lewis (Head) are qualified First Aiders.

Policies and Procedures

Main policies are available on the website: <http://tumblewood.org>/or by request from the office

Safeguarding

Tumblewood Community and Tumblewood School recognises that the safety and welfare of the students is paramount and takes seriously its responsibility to safeguard and promote the welfare of the students in its care at all times, and complies with the DfE Guidance: Safeguarding Students and Safer Recruitment in Education.

The staff seek to adopt an open and accepting attitude towards students as part of their responsibility for pastoral care.

If a member of staff has concerns about any students which may indicate physical abuse, (including FGM), emotional abuse, (including self harm) sexual abuse or neglect, or believe that a fellow student has negative contact with people externally (CSE, Prevent Agenda) they are required to follow the Safeguarding Policy and procedures, following discussions with the person designated as the Designated Safeguarding Lead at Tumblewood Community and School, which is The Headteacher (Jennifer Lewis) or the Registered Manager.

All staff have received regular internal training in Safeguarding. Designated Safeguarding Lead Managers also undertake Level 3 external training with the Wiltshire Safeguarding Board.

In the event of the absence of the Headteacher, or a Level 3 Manager in school, all Safeguarding issues are referred to the Registered Manager, the Deputy RM or the CEO. Safeguarding issues will be addressed through the curriculum as appropriate, especially in Personal, Social and Health Education

The school will also ensure that bullying, racial or gender discrimination and inequality are identified and dealt with appropriately (see Policies) so that any harm caused by other students can be minimised. All students will be encouraged to show respect for others and to take responsibility for protecting themselves. Parents and carers are expected to help students to behave in non-violent and non-abusive ways, both towards staff and other students.

Parents, social workers and placing authorities can feel confident that robust and relevant policies and procedures are in place to ensure that all staff appointed are suitable to work with students.

If it is necessary to use physical force to protect students from injury, to prevent students from harming others, or if any students are injured accidentally, the incident will be recorded in compliance with legislative requirements.

Students will not be punished within school by any form of hitting, slapping or shaking or other degrading treatment.

Any concerns or complaints will be made to the Headteacher, and shared with the Senior Management group. (See Policies)

Admission and Referrals

A full Admissions and Referrals Policy is available on request from the office.

Agreement with the Registered Manager and the Senior Management Team (including the Headteacher) must be sought prior to any new placement.

Residential referrals normally include full time education provision and follow the same processes. However, referrals to the school separately, for day placements may be considered and these would be directed to the Headteacher, who would then use the existing planning processes, involving the Senior Management Team.

Admission will normally follow:

- A review of the applicant's history and circumstances;
- Assessment as to whether the applicant meets Tumblewood Community's general admission criteria
- An impact assessment related to the composition of Tumblewood Community's current students.

Emergency admissions may be accepted provided that the above information has been supplied and Tumblewood Community has at least 24 hours in which to consider the appropriateness of the placement, and a bedroom and appropriate.

Characteristics of the school

Most of the students and students who come to us have experienced severe disruption in their educational progress. Some have never been able to manage formal schooling. Most have formal Statements of Educational Needs.

At our school, residential students are never excluded and our therapeutic approach enables all to achieve and experience success, often for the first time, so building confidence and self-esteem.

Those who are with us for two years or more usually experience exceptional outcomes. Living in this community, the success experienced at each stage by older peers provides a sense of hope, which is crucial to the younger students.

The cognitive development of students who have suffered early life emotional trauma is impaired, as well as partially arrested at the time associated with the trauma. Students often come to us with diagnoses of cognitive disabilities. When the emotional trauma is effectively treated, the student's cognitive abilities are free to develop and rapid progress can be made.

Most of our students arrive with few educational records, which more often than not detail the difficulties they have been experiencing, rather than the causes of their distress. So, at the start of their placement our experienced teachers assess every student and young person and, where necessary, our Educational Psychologist is able to diagnose specific difficulties and recommend programmes and approaches.

Traumatised students need a therapeutic education, i.e. an education which considers and addresses emotional and cognitive development combined and which is tailor-made to the needs of the whole child.

The Education Team will:

- Provide a full and balanced curriculum
- Strive to provide an individualised programme for each student
- Provide records and information about a student's educational progress as well as her development in practical and social skills
- Be available for discussion if there are concerns or questions
- Provide a full school report each term, as well as contribute to statutory reports
- Communicate with all appropriate adults if a student is having any difficulties at school
- Keep all informed about new policies and developments in school
- Aim to encourage each young person to attain the highest number of qualifications possible for them, as well as helping them to access a future career or suitable college course, which is in line with their abilities as well as their aspirations

Our therapeutic carers will:

- Support the school's aims, ethos and practical arrangements on a daily basis
- Liaise regularly through the appropriate, agreed forums
- Understand and implement the Individual Targets for each student through in-class support, or through enrichment activities out of school hours where appropriate
- Encourage self-discipline and individual growth
- Ensure that each student has appropriate school clothing and equipment
- Give time to talk and listen to each student and give positive support to the efforts she has made
- Ensure that each student attends school regularly and notifies school as soon as possible of any reason for absence

The therapeutic team will:

- Assess each student as part of a 16 week programme
- Provide appropriate and personalised therapy
- Ensure that progress is monitored and communicated to all teams to ensure communication is effective and approaches are consistent
- Liaise with external Health Care professionals to ensure effective and appropriate interventions and professional supervision and training

The students will try to keep the school's rules:

- Work hard and try your best.
- Ask for and accept support where necessary
- Treat all community members with respect
- Try to understand other people's point of view.
- Help us keep the community clean and tidy.

Together we will:

- Provide a safe and stimulating learning environment with many opportunities to experience and celebrate success and personal growth.
- Support each pupil's learning to help her achieve her best.
- Identify, address and support students with special educational needs.
- Encourage all students equally to adhere to the School's Behaviour Policy, and school rules.

School Uniform

In general, it is expected that students will attend school suitably dressed and therapeutic care workers, parents and carers are asked to ensure that students do not wear jewellery, which may constitute a Health and Safety risk (see risk assessments).

The school uniform colour is purple and the following items are available from the School:

Black trousers or black knee-length skirt
Purple Polo shirt with Tumblewood logo
Black Fleece top with Tumblewood logo
PE/Games Kit consists of the following:
Tracksuit
Plain navy or black PE shorts
T-shirt
Trainers

School Day

- 8.45 a.m. The students are prepared for Community meeting.
- 9.00 a.m. Community meetings for house and bungalow.
- 9.30 a.m. Morning session (including a 20 minute break)
- 12.30 p.m. Lunchtime. The students are supervised by care staff and return home.
- 1.30 p.m. Afternoon session (including a 15 minute break)
- 3.30 p.m. Community meeting for house and bungalow
- 4.10 p.m. School 'catch up' sessions are available to students who require specific support from teachers. For everyone else, the evening programme begins. This will enable the students to change out of their uniforms and to participate in other activities e.g. horse-riding, trampolining, scouts, army cadets, dance classes, gym sessions etc.

Overall Teaching Hours

The total teaching hours per week (excluding the statutory daily act of registrations and break times) amounts to 27 hours. The students attend formal school for 195 days per year. The students have an alternative programme when formal education ceases which is described in a later section, called Project Weeks.

Term Dates 2015-16

Tumblewood School **Term Dates 2015-2016**

Term 1 → 2nd September – 20 October 2015
Inset Day – 1st September

Term 2 → 2nd November – 18 December 2015
Inset Day – 2 November

Term 3 → 5 January – 12 February 2016
Inset Day – 4 January

Term 4 → 25 February – 24 March 2016

Term 5 → 12 April – 27 May 2016
Inset Day – 11 April

Term 6 → 6 June – 27 July 2016
Inset Day – 28 July

Project Weeks

All of our students who are resident at Tumblewood attend the Project weeks when the school is closed. Day pupils can attend by prior arrangement with the registered manager. These are organised by the group work co-ordinator who sets a structured daily programme for all students to attend over these weeks. Themed workshops, followed by events and day trips are intrinsic to the nature of this programme. They are designed to enrich and expand on the psychodynamic programme at Tumblewood by exploring themes of identity, self-esteem, assertiveness, sexuality and adolescence, which are all factors, which affect the well being of the students.

The Tumblewood School Curriculum

We believe the curriculum should:

- be balanced and broad
- promote the spiritual, moral, cultural, mental and physical development of students at the school
- prepare students for the opportunities, responsibilities and experiences of adult life
- follow the National Curriculum where possible (as an appropriate structure).
- prepare students with skills for life and if appropriate, the option of further education training or employment.

Schemes of Work are available in core subjects, such as English, Maths, Science, Art, PSHCE, Humanities and ICT, which all measure pupil progress by reference to the National Curriculum levels (which we maintain as a suitable point of reference).

Tumblewood's curriculum, which is differentiated to allow personalised learning and time for Therapeutic input (where agreed through professional assessments), also includes a stimulating and diverse programme of skill-based learning: Art, Cookery, Sport, DT, Music, Humanities (History, Geography and RE), Careers Guidance, Personal, Social and Health Education, including Citizenship, involving educational trips and extra-curricular activities.

The school can arrange for all age-appropriate students to participate in the Duke of Edinburgh's Award scheme or other accreditation agreed with the Headteacher and Care team.

All students are entered for external awards, as soon as possible, including, BTEC, NVQ Diplomas, AQA Entry Levels, Functional Skills, and AQA GCSE awards, until the end of Year 11.

A part of our School Development Plan we have recently introduced the AQA Unit Awards Scheme to allow for greater flexibility in addressing varying levels of ability.

We are also able to support students who live at Tumblewood but who attend specialist full time courses in local schools or colleges.

Awards are given to students in recognition of their achievements and attendance at school, which takes place weekly in school, at the end of each term, and at our biannual Celebration Days, which are held at Christmas and in July.

GCSE EXAMINATION PASSES 2014/15

Subject	Qualification	Grades	Year Group
2014			
English	GCSE	C, C, D, C, D	Year 9, 11
Maths	GCSE	C, D	Year 11
Science	GCSE	D, D	Year 11
ICT	FS	1,1,1	Year 9, 11
2015			
Science		B	Year 11
Maths	GCSE	C	
	GCSE	3,3,3	Years 9/10
	Entry Level		
	Functional skills	1,1,1	
English	Entry Level	3.3.3	
	Functional Skills	1	Year 9
ICT	(reading)	2	Year 11
	Functional Skills		
History		3.3.3	Years 10/11
	Entry Level		

Assessment of pupil progress

Incorporated in each subject area, are a variety of mechanisms for assessing pupil progress, in terms of the level indicators associated with that subject, which is drawn from the National Curriculum. On a regular basis, per term, per subject, each pupil will be assessed in relation to those levels, and will receive her targets for that term in each of the key subjects. These targets are incorporated in the student's files, which are shared with the students.

Lessons are differentiated so that the specific learning requirements of each pupil are recognised and that their Special Needs are addressed. Specific support is provided by skilled support staff, who are trained to work with the students in class, and this is supplemented by weekly sessions with our own Speech and Language Therapist, as well as Play, Drama, Music and Art therapy sessions with specific students. In English, Maths and Science, we use an independent reading and comprehension assessment scheme to verify our own level assessments.

New assessment resources have been introduced recently in order to provide updated and norm-related data.

Reporting on pupil progress

New arrivals will be assessed on their academic ability and any special educational needs in their first few weeks; this will then provide an accurate cognitive profile of the students from which various actions will result.

We then develop an individualised learning plan, which will target resources as well as tactical elements designed to address the specific areas of weakness in the student's learning capability. This sets out the short-term subject and behaviour targets which are shared with students and their Key Worker and which are incorporated into the lesson planning process.

These targets are also discussed at PEP meetings with the Social Workers, as well as in Annual Statement and LAC Reviews.

All students have regular progress checks, summarising their performance against their targets. All students have a termly progress assessment reports on their performance in all subjects.

We have high expectations for our students and aim to make at least two sub-levels of progress each year, which is the expected rate of progress in maintained schools and academies, despite the difficulties, which our students are working to overcome through their therapeutic programmes.

We celebrate small steps in personal and educational achievements in acknowledgement of these difficulties and the time and effort it takes for our students to regain pleasure in learning.

Controlled Assessments

Predominantly the GCSE courses require a high level of controlled assessment supported by externally set examinations carried out on site. The marks obtained on completion of the controlled assessments contribute to the final grade awarded. All of these assignments are carried out in school, in test conditions, according to the Examination Policy.

Curriculum content

English

English is vital for communicating with others in school and in the wider world, and is fundamental to learning in all curriculum subjects. In studying English, students develop skills in speaking, listening, reading and writing that they will need to participate in society and employment. Students learn to express themselves creatively and imaginatively and to communicate with others confidently and effectively. This is particularly important for our students, who often struggle to convey their feelings. We work closely with our colleagues to devise strategies, verbal and non-verbal to encourage emotional literacy.

Literature in English is rich and influential. It reflects the experiences of people from many countries and times and contributes to our sense of cultural identity. Students learn to become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction and media texts, gaining access to the pleasure and world of knowledge that reading offers. Looking at the patterns, structures, origins and conventions of English helps students understand how language works. Using this understanding, students can choose and adapt what they say and write in different situations, as well as appreciate and interpret the choices made by other writers and speakers.

We have a continual focus on reading, whereby all students are encouraged to try a range of new books in their leisure time (we have a small library on site) and many of them visit local libraries on a weekly basis. Books are often the first choice for students who receive rewards for progress.

Core units and schemes of work cover the National Curriculum Attainment targets by focusing on a variety of approaches which focus on themes in literature which cover issues, such as gender, cultural change, overcoming hardship and setbacks and world literature.

There is considerable expertise in the staff team to support students to overcome dyslexia, by providing tailored phonic as well as syllable recognition based reading schemes, which offer comprehensive Literacy strategies and assessment tools.

English- Literacy

At Tumblewood School we offer a range of English/Literacy qualifications:

AQA GCSE English Literature (foundation and higher) level AQA
English (foundation and higher)
AQA English functional skills (Level 1 and 2) AQA
English Entry Level Certificate (Levels 1-3)

We also have a robust KS3 English programme which involves working around pupil's interests and engaging them in reading, writing and speaking and listening exercises. We differentiate all lessons to meet pupil's needs including project work and providing additional key worker support.

Students have access to a range of English intervention programmes such as 'Toe by Toe' and 'Nessy'

Maths

Mathematics at Tumblewood aims to help progression and assessment of students' abilities as well as to equip them for the skills they will need for independent life. Using the basic frameworks of the Primary National Numeracy Strategy and the National Curriculum Attainment Targets at KS3/4 the students are initially prepared for the AQA Entry level Certificate in maths and Functional Skills. They progress to Functional Skills Level 1/2 and ultimately GCSE.

The curriculum is individually tailored to each student and they will take the examinations, which are most appropriate for them. The course is designed to match AQA Unit Awards and foundation & higher GCSE. Students cover a range of topics such as - Using and Applying Mathematics, Understanding Number, Number Facts, Calculating, Understanding Shape, and Measuring and Handling Data. The interactive whiteboard, games and I.T are particularly useful for engaging our students in subjects where they lack confidence. This enables individuals to work at their own pace and to work separately at a workstation to aid concentration.

Science

The aim of the Science teaching is to stimulate and excite students' curiosity about phenomena and events in the world around them. It also satisfies this curiosity with knowledge and practical research. Because Science links direct practical experience with ideas, it can engage learners at many levels. Scientific method is about developing and evaluating explanations through experimental evidence.

Through science, students understand how major scientific ideas contribute to technological change – impacting industry, business and medicine and improving quality of life. They learn to question and discuss science-based issues that may affect their own lives, the direction of society and the future of the world.

Year 10 and 11 students are encouraged to successfully attain the Science Entry Level Certificate, which covers Level 2 and 3 of the National Curriculum requirements for Science. The AQA Entry Level Certificate covers the three major areas in scientific research: Physics, Biology and Chemistry

and the academic study of units within this broad framework can easily be linked with practical activities and experiments carried out in the classroom and during activities of a cross-curricular nature such as gardening, cooking and sport.

Science attempts to explain the world in which we live. It provides technologies that have had a great impact on our society and the environment. Our scientists in Tumble wood try to explain phenomena and solve problems using evidence. As we become more scientifically literate we will be equipped to question, and engage in debate on, the evidence used in decision-making.

Part of our School Development Plan for the future is to identify and invest in an appropriate space in which simple experiments can be undertaken regularly and safely. Currently, the Head of Science works creatively to utilize the natural landscape and, with support from care staff, to deliver minimum requirement in terms of practical activities, which the students enjoy.

Design Technology

DT is the process that starts with identifying needs and concludes with the making of products that aim to satisfy them. Along the way we research, design, model and test. As we get more confident with our dexterity and our ability to manipulate materials with a range of tools, we can look afresh at the world around us and appreciate the nature of quality, utility and value. We would like to develop this provision to include life skills such as general home maintenance, painting and decorating etc. in the future. This new course will be available from September 2016.

Students have also been enjoying a practical textiles programme this year and have made some wonderful quilts, dolls and clothes in our relaxing crafts room. We intend to continue this provision and extend it to GCSE foundation level next year.

Students have the opportunity to learn cookery skills as part of their individual care programmes but this is also an area which we are hoping to introduce more formally as part of the 'Life Skills' practical courses with Unit Awards and GCSE accreditation.

Information Communication Technology

This is a practical scheme that provides students with knowledge of information and communication technology, a basic understanding of how a computer works and what hardware and software resources are used for a typical computer system. Students use a variety of software including Word, Excel, PowerPoint, Publisher, LOGO, Scratch, Serif Web Plus and Serif Draw. They take and upload photos and use these to make annual calendars. They have also used their ICT skills to make a students' story book, information book for Kenyan students, a Wiltshire Guide Book, a student prospectus, student leaflets about Tumblewood, a regular newsletter, and a puzzle book so that they can appreciate the practical uses of ICT.

At the end of KS3 students undertake a "My business" unit where they use all of the skills acquired to set up their own business. They make logos, headed paper, business cards, and leaflets and present it all as a display.

We have installed electronic whiteboards so that ICT can be used to stimulate learning in other subjects. To validate their studies, all KS3 students take Entry Level Functional Skills and Level 1 Functional Skills. KS4 students study for Level 2 Functional Skills and GCSE ICT.

GCSE/AS/A Levels

We offer a broad range of core and additional GCSE courses: short courses and early (year 9) entry level, foundation and higher. Teaching staff attend examination board training and standardisation as required.

Art & Design

Art and design provides essential opportunities for students to develop creative, imaginative and practical skills in art, craft and design. Students are encouraged to investigate, explore and develop ideas, selecting, organising and presenting a range of visual information.

Projects will develop the skills for students to experiment with, select and manipulate a variety of methods, materials, processes and techniques in art, craft and design. This will also involve students understanding the work of other artists, craftspeople and designers from their own and other times and cultures. As part of their development, students will refine and modify their work and learn to evaluate intentions and outcomes.

The outcome of these lessons will hopefully develop personal interests, confidence and enthusiasm for expressing their ideas and concerns in visual form. Year 9 and above students are encouraged to successfully attain the Art and Design Entry Level Certificate. GCSE Art is offered for year 10 and 11.

Music

This is a practical scheme that provides students with an outlet for artistic creativity and self-expression and helps the development of imagination and artistic awareness. It is a vital and thriving part of the curriculum at Tumblewood and students can opt for a variety of musical instruments, they can sing and they can make their own productions. All students are encouraged to take grades in their own specialty and we have a number who have continued to study Music. Students are encouraged to prepare for, and perform at our bi-annual Celebration Days where they show presentations, sing and dance.

Sixth Form & Transitions

We are able to offer personalised programmes of study for years 11 and 12 wherever necessary. Recently, students have worked on AQA Psychology and Sociology courses post- GCSE in order to prepare for higher education.

Individual programmes can be tailored for students working at this level or those joining us to prepare for college in a specialist, highly supportive environment.

Tumblewood have developed particularly successful programmes, which help students prepare for leaving care and the transition back to their home authority. Our therapeutic teams, in liaison with external agencies offer practical support with life skills, work experience, applications to college, negotiating grants and funding, attending interviews etc.

Group work & Programmes

The Tumblewood Project is a residential resource working with vulnerable young students aged between 9 and 18 years.

The specific aims of the Group work programme are to:
Tumblewood School Prospectus 2015

- Reduce risk behaviour through education, group support and therapeutic activities
- Challenge previous methods of coping with distress (i.e. self-harm, substance misuse, aggressive behavior) and to identify new ways of keeping safe
- Raise levels of self-awareness and self-esteem
- Improve cognitive reasoning and awareness
- Develop problem-solving skills
- Equip students with improved skills for reintegration into the wider community
- The project weeks involve an intensive educational and therapeutic learning experience held throughout the non-term time on topics such as sexual awareness, drugs & alcohol awareness, citizenship and self-esteem. The Group work curriculum provides the framework for groups that run within the daily school programme and include topics such as social skills, assertiveness, and sense of self.

Group work Modules	
Risk Behaviour	Drugs & Alcohol Awareness Anger Management Cognitive-Behavioural work Problem Solving Skills
Sense of Self/Self Awareness	Building Self Esteem Developing Social Skills Assertiveness Skills Emotional Literacy Life Story work Personal Development
Citizenship/Community Living	Friendships & Relationships Living in a Group Communication Skills Cultural Awareness Celebrating Festivals Environmental Awareness Equality & Discrimination
Young Women's Issues	Personal Health & Hygiene Sexual Health & Relationships Parenting Skills
Expressive Arts	Art & craft work Drama & role play Music Clay work Play & sand tray work PE & Outdoor activities
Independent Living Skills	Independent Living Skills Design & Technology (food skills) Financial literacy Job Search

Special educational needs

The school embraces the new Code of Practice in providing for the needs of all students, and those who require particular provision. Special Educational Needs (SEN) programmes are implemented when individual students require additional or specific support, in order to perform in lessons and integrate with peers. Most of our students have statements of special needs or EHCs, which form the basis of Individual Education Plans and a variety of support mechanisms, are put in place in the school in order to ensure students make good progress.

Sex education

The purpose of sex education is to provide students with information to help them to make informed decisions to do with sex matters within the context of caring relationships. The programme of sex education is incorporated in the science syllabuses in Key stage 3, as well as in Personal Health and Social education/citizenship delivered to each Year Group, which deals with moral issues and relationships. Furthermore, group work and project weeks focus on sexual health and sexual awareness. Contraception, HIV and AIDS are also addressed. Facts are presented in a clear and sensitive manner, and a variety of approaches are used to give students useful information so that moral issues can be explored through discussion. Parents/Guardians have the right to request the withdrawal of their students from sex education or religious education. This request should be given in writing to the Headteacher.

Sport in the curriculum

All students are expected to take part in some sports related activity at least once a week. In an attempt to engage reluctant students in physical activity we have recently introduced a 'rolling' programme of activities each week, which includes: bowling, crazy golf, dance etc. We are continually reviewing our sports curriculum and its development is featured in our School Development Policy.

Clubs

Students can attend a club night after school on a designated day. The following activities have taken place on those nights:

Swimming Award Scheme
Trampoline Club
Drama Club
Football
Horse-riding

BAGA Gymnastics Award Scheme
Army Cadets
Scouts and Guides
Duke of Edinburgh's Awards
Fishing

Community involvement

A placement working in the local community for each student is encouraged as part of our Work Experience and Transition Planning within our Safeguarding and Risk Assessment requirements. They are also encouraged to participate in fund raising activities, which involve participation with external groups and organisations. So far the students have raised money for Bath Cats and Dogs Home, Guide Dogs, Students in Need; Kenyan Orphanage, Shelter and they will be raising money through associated voluntary work.

Complaints Procedure

All students are aware of our complaints procedure and equal opportunities policy outlined in their information booklet they receive as part of their induction pack. Complaints forms are available to students at all times and the social work liaison officer ensures that the complaints procedure is followed. The complaints procedure is available on request. The students at Tumblewood are encouraged to utilize the services of student's advocacy services, such as 'Voice', who are here at a set time each week.

Attendance Policy

Pupil's school attendance record for both the morning programme and the afternoon programme is recorded. These are considered as separate credits, totaling 10 for the week. Students are required to attend regularly or provide a valid reason such as illness. Therapy, medical appointments and other vital appointments or authorized circumstances that need to be taken during the school day do not affect a student's attendance. These figures are recorded and provided to local authorities and social workers on request and to the latter at the end of each term.

In addition we keep a separate record to monitor behavior and engagement in lessons. These are reviewed regularly to determine if there are any attendance difficulties in specific lessons or at specific times so that any issues can be swiftly addressed.

We are working hard to improve attendance at school as part of our School Development Plan, more flexible programmes for reluctant attenders are being created as well as additional strategies to encourage students to engage within a 'waking curriculum' which takes advantage of the opportunities of a residential programme.

Tumblewood School seeks to embrace inclusion of all students. In extreme cases where a pupil is unable to take advantage of the opportunities on offer therapeutically, residentially and educationally then an agreed transition strategy will be authorised.

Students do have access to 'child line' from a telephone in the house.

Pupil Premium - details, how it is used, how it supports achievement:
(See website for further information)

- Improves attendance
- Support social Inclusion and access to wider curriculum
- Promotes resilience and good mental health

Use of PP last year at Tumblewood:

- Horse riding lessons and equipment
- Musical instruments and tuition
- Highly specialised work experience placements
- Additional staffing and fees to enable students to attend local school or college to promote inclusion
- Gym memberships and extra-curricular activity feeds
- Equipment to help enhance lessons such as digital cameras, personal books etc.
- Laptops

Educational Outcomes for students at Tumblewood Community School

We are very proud of the educational achievements and accreditation obtained each year at Tumblewood. Despite many disadvantages and hardships, students arriving here have the opportunity to attend a full time, registered specialist school on-site as part of an integrated community setting, which is quite unique.

High expectations, specialist, experienced teaching staff and a broad but relevant curriculum complement the professional and caring support provided by a committed and consistent team. Students who live and learn in our community are better prepared for a future, which is economically and emotionally sustainable.