

School Prospectus 2018

TUMBLEWOOD COMMUNITY SCHOOL



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1 Contact Details

School Address:

Tumblewood Community

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(Contact via Duty Manager)

Registered Manager: Polly Atkins

Email: polly.atkins@tumblewood.org

School Governor: David Gardner

2 Introduction to Tumblewood

Tumblewood is 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 20 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.

The School based within Tumblewood Community is home for up to 15 girls and young women with provision for 39-week day or residential placements. It is one of three departments within an integrated treatment environment, complimented by Care and Therapy.

An integral part of Tumblewood Community, Tumblewood School is registered as an Independent Special School (URN:132775) for students from 9 to 17 years of age and has full DfES Registration. 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/EHCP.

We provide Individualised Educational Programmes for KS2/5 (where necessary) with external accreditation - Entry Level, Functional skills, GCSE, BTEC etc. 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.

3 School Ethos and its Aims and Purpose

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/Education Health and Care plans.

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.

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.

Our approach

We carefully assess the individual needs of our students, which enables us to provide them with a well-structured educational programme and this helps them to succeed and enjoy learning.

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.

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 a 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.

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.

Individual Work

Teachers and Teaching Assistants work closely in the classrooms with therapeutic care workers, who provide individual support where necessary throughout the day and maintain important home-school links. Staff build trusting relationships to ensure comfortable transitions during the day between home, school and therapy and provide vital practical and emotional support. As a result there is often a one to one pupil staff ratio in class.

Due to the small, safe, family structure of Tumblewood Community it is possible to undertake in-depth individual work with young people who have issues and anxieties arising from physical, emotional and sexual abuse. The pupils are able to begin their journey of understanding the impact of trauma experience in their lives.

Behaviour

The teaching staff work with high-risk behaviours, exploring and identifying presenting patterns and assisting to change pupils' cycles of negative behaviour. All staff work to achieve placement success, school inclusion and reintegration into society.

Rewards

The School operates a highly successful but very simple system of rewards for attendance, behaviour and effort, which is acknowledged in an award ceremony weekly and, more formally, at the end of each term.

Safeguarding

As with any vulnerable group, in school and at home, our priority is safeguarding. However, we strive to maintain a comfortable, home-like environment as much as possible and an educational experience which does not significantly differ from that of their peers. Enrichment activities compliment the academic programmes and allow the girls to take part in activities which support social inclusion and to achieve in areas of personal interest or skill, such as horse riding, rock climbing, singing etc.

Outcomes

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.

4 Roles and Responsibilities

The Education Team will:

- Provide a full and balanced curriculum
- Strive to provide an individualized learning experience for each student
- Provide records and information about a student's educational progress as well as their 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 therapy team will:

- Assess each student as part of a 12 week programme
- Provide appropriate and personalised therapy sessions where applicable
- 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 their 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

5 Staff Details

We have a dedicated, experienced and well qualified Education team which consists of:

Head Teacher/ SENCo,

Two full time and one part time teacher

Two full time teaching assistants (one HLTA) and one part-time teaching assistant

Head Teacher

First Aid

There are a number of appointed first aid persons who are listed on noticeboards throughout Tumblewood Community.

Qualified First Aiders in School:

Paul Calvert, teacher

Robert Tunstall, HLTA

Jen McMillan, Head Teacher

Victoria Moncur, TA

6 Programmes and Project Weeks

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
- enable pupils to gain appropriate and suitable qualifications

Schemes of Work are available in core subjects, which all measure pupil progress by reference to the National Curriculum levels, which we maintain as a suitable point of reference, such as:

English
Maths
Science
Art
PSHCE
Humanities
D&T
ICT

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 involving educational trips and extra-curricular activities:

Art
Cookery
Sport
DT
Music
Humanities (History, Geography and RE)
Careers Guidance
Personal
Social and Health Education, including Citizenship

All students are entered as soon as possible for external awards until the end of Year 11 including:

AQA Entry Level Certificates
Functional Skills
GCSE awards

As 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.

6.1 Full-time education programmes

These are broad, balanced and fully differentiated for all levels and abilities and are designed to reflect the range of complex emotional, behavioural, mental difficulties exhibited by our pupils. They also offer flexibility to allow for individualised learning support and for therapeutic input.

There is range of accreditation from AQA Unit Awards, Entry Level and GCSE. Pupils at KS4 are also encouraged to begin AS or access to Higher Education modules as part of their pathway programmes wherever possible.

Daily, weekly and monthly reports are produced by school staff, these form part of a document that is also contributed to by the care staff and made available where appropriate to parents, placing and support agencies etc. These reports provide evidence of the strong links between the residential care, therapeutic and educational elements of the Community.

Targets are set with pupils and systematically recorded and reviewed for all three aspects of their placement. Our accredited Special Educational Needs Co-ordinator oversees the Individual Education Plans for our pupils who have Statements of Special Educational Needs (most of them). She also administers the Personal Education Plans (PEPs) in liaison with the pupils' parents, carers and social workers and SEN departments in each local authority.

Rewards

The School operates a highly successful but very simple system of rewards for attendance, behaviour and effort; which is acknowledged in an award ceremony weekly and, more formally, at the end of each term.

6.2 Individual Work

Teachers and Teaching Assistants work closely in the classrooms with therapeutic care workers, who provide individual support where necessary throughout the day and maintain important home-school links. Staff build trusting relationships to ensure comfortable transitions during the day between home, school and therapy and provide vital practical and emotional support. As a result there is often a one to one pupil staff ratio in class.

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Safeguarding

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6.3 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 and local authority.

Project weeks are extremely popular here at Tumblewood and are run by our specialist teams to support education during the school holidays and allow for consistency of support, which is vital for our girls who thrive on structure and familiarity of the teams working alongside them.

This Group work programme consists of a variety of groups, and enhances our education programme with an additional thirteen full project weeks per year. These are organised by the group work co-ordinator who sets a structured daily programme for all students to attend over these weeks. The programme is usually themed, topic oriented and cross-curricular. It also promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and prepares young people for the opportunities, responsibilities and experiences of adult life.

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 wellbeing of the students.

7 Curriculum

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 for participation 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.

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 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 (foundation and higher)
AQA English functional skills (Level 1 and 2)
AQA Step Up to English (Gold and silver)

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 work station to aid concentration.

At Tumblewood we offer a range of maths qualifications including:

AQA GCSE Maths (8300)
Functional skills Maths (levels 1 and 2)
ELC Maths (levels 1-3)

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.

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.

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.

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.

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 (full and short course) 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.

Group work & Group 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:

- Reduce risk behaviour through education, group support and therapeutic activities
- Challenge previous methods of coping with distress (i.e. self-harm, substance misuse, aggressive behaviour) 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.

Examples of Group work models can be found in Appendix 3.

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.

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 Head Teacher.

Sport in the curriculum

All students are expected to take part in physical education lessons twice a week. Pupils complete a variety of activities both on and off-site for their PE lessons. The young people are also encouraged to complete physical extracurricular activities such as horse riding, badminton, swimming etc.

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 Meetings

There is a structured and regular Community Meeting at the start and the end of each day where young people and adults discuss and celebrate achievements of the day. On other occasions specific topics may be brought to the meetings or relevant matters that occur in the wider community discussed.

Community

Opportunities may be offered to integrate pupils into local mainstream schools and work experience is encouraged in the community for year 10 and 11 pupils. An example of this is use of local farming and trekking facilities, which offers a GNVQ qualifications in animal care and encourages pupils to interact with other young people of a similar age in team building tasks.

Strong links with the Trowbridge Connexions resource has been instrumental in the success the school has had in supporting pupils at Trowbridge FE College and, where appropriate, at work based placements.

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.

Tumblewood School takes careful consideration with the transition between fully secure environments and one where individual freedoms and responsibilities will need to be reintroduced.

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.

8 Pupil Premium

Pupil premium is used to support achievement, benefits include:

- Improves attendance
- Supports social inclusion and access to wider curriculum
- Promotes resilience and good mental health

Use of Pupil Premium last year at Tumblewood included:

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

9 Pupil Progress

9.1 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 Assistant as well as Music and CBT 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. The school is currently assessing pupils using WRAT 4 and will begin using classroom monitor to assess and track pupil progress. We have also started using Classroom Monitor as part of our development plan to help track, assess and monitor progress of all pupils.

9.2 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 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 EHCP reviews and LAC Reviews.

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.

9.3 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.

10 Educational Outcomes Statement

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 an economically and emotionally sustainable future.

Qualifications gained previously can be viewed in Appendix ...

11 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.

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

- Dark trousers or black knee-length skirt
- Purple Polo shirt with Tumblewood logo
- Black Fleece top with Tumblewood logo
- White Polo Shirt
- Black cardigan

PE/Games Kit consists of the following:

- Tracksuit
- Plain navy or black PE shorts
- T-shirt
- Trainers

12 School Day

8.45 am	The students are prepared for school
9.00 am	School begins with 4 morning sessions, a 20 minute break and a 15 minute tutor session
12.15 pm	Lunchtime
1.15 pm	3 afternoon sessions (including a 10 minute break)
3.15 pm	After school club – activities include sports, drama, music and art.
3.45 pm	School 'catch up' sessions are available to students who require specific support from teachers. For everyone else, the evening programme begins.

Overall Teaching Hours

The total teaching hours per week (excluding the statutory daily act of registrations and break times)
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amounts to 27 hours.

The students attend formal school for 195 days per year.

The students have an alternative programme when formal education ceases called Project Weeks and described in the Curriculum section.

13 Term Dates

Tumblewood School Term Dates 2017-2018

	From	To
Term 1	1st September 2017 <i>Inset Day: 1st September</i>	17 October 2017
Term 2	30th October 2017	20th December 2017
Term 3	5th January 2018 <i>Inset day: 5th January</i>	9th February 2018
Term 4	19th February 2018 <i>Inset day: 7th March</i>	29th March 2018
Term 5	16th April 2018	25th May 2018
Term 6	4th June 2018 <i>Inset days 20th June, 27th July</i>	28th July 2018

14 Special Needs

Tumblewood School is registered as an Independent Special School for students who normally have a Statement of Special Educational Needs/EHCP. The special educational needs of students are identified, addressed and supported at Tumblewood.

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 EHCP's, 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.

Our accredited Special Educational Needs Co-ordinator oversees the Individual Education Plans for our pupils with Statements of Special Educational Needs, and she administers the Personal Education Plans (PEPs) in liaison with the pupils' parents, carers and social workers and SEN departments in each local authority.

15 Admissions and Referrals

Tumblewood School Admissions Policy and Tumblewood Admissions and Transition Policy are available on request from the office.

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

Residential referrals normally include full time education provision and follow the same processes.

Day placement referrals may be separately made to the school for consideration by the Head Teacher, who will use the existing planning processes involving the Senior Management Team.

Admission will normally follow:

1. A review of the applicant's history and circumstances.
2. Assessment as to whether the applicant meets Tumblewood Community's general admission criteria.
3. A thorough 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 facilities.

16 Attendance

Pupil's school attendance record for both the morning programme and the afternoon programme is recorded. These are considered as separate credits, totalling 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 behaviour 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.

17 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. Tumblewood follows the child protection procedures set out by the Wiltshire Safeguarding Children Board and in accordance with statutory guidance issued by the Department for Education (DfE) "Keeping Children Safe in Education 2016" and "Working together to safeguard children 2015". This means that all children are taught about safeguarding, including online, through various formal/informal teaching and learning opportunities as part of providing a broad based balanced curriculum and treatment programme.

The staff seek to adopt an open and accepting attitude towards students as part of their responsibility for pastoral care. The Prospectus should be read alongside the Child Protection and Safeguarding policy which is on Tumblewood's website.

Nominated Director for Safeguarding

The role of the Nominated Director for Safeguarding is outlined in Appendix 1.

Designated Safeguarding Lead (DSL)

Two senior members of Tumblewood staff are appointed by the Directors to the role of Designated Safeguarding Lead (DSL) for child protection and safeguarding:

Head Teacher (Jennifer McMillan)
Registered Manager (Polly Atkins)

The role of the DSL is outlined in Appendix 2.

Staff Safeguarding Training

All staff have received regular internal training in Safeguarding. Designated Safeguarding Lead Managers also undertake the advanced level training with the Wiltshire Safeguarding Board. All education staff are updated on their safeguarding training on a yearly basis and have completed training in the Prevent Agenda, CSE, and Bullying.

Safeguarding responsibilities

All staff including office staff, are responsible for reporting any safeguarding concern to the Head Teacher or, in the absence of the Head Teacher, the Registered Manager or Deputy RM.

The School and Community ensure that bullying, racial or gender discrimination and inequality are identified and dealt with appropriately so that any harm caused by other students is minimised. All students are 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.

Safeguarding Education

Safeguarding issues are addressed through the curriculum as appropriate, especially in Personal, Social and Health Education.

The day and residential day pupils at Tumblewood are informed about safeguarding including online safety teaching and learning opportunities. We have open and reflective discussion with young people about safeguarding and, if the young person agrees, we always facilitate an advocate and independent visitor and, for those who do not wish to access this, we actively encourage and support them to do so.

Safeguarding Practice

If a member of staff has concerns about any students which may indicate

- physical abuse, including FGM
- emotional abuse, including self harm
- sexual abuse
- neglect

or believes 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 Designated

Safeguarding Lead.

Physical Intervention

All staff have been trained in Team Teach techniques to help protect themselves, other staff and young people. If it is necessary to use physical force to

- protect students from injury
- prevent students from harming others or doing damage to property and possessions

or if any student is injured accidentally, the incident is recorded in compliance with legislative requirements. Any concerns or complaints will be made to the Head Teacher, and shared with the Senior Management group.

Tumblewood School and Community is committed to ensuring that pupils are aware of behaviours towards them that are not acceptable and how they can keep themselves safe. All residents and day pupils know who the designated safeguarding lead is and who has responsibility for child protection and they are kept informed of whom they may talk to should they have a safeguarding concern.

18 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 Head Teacher and Registered Manager 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 'NYAS', who are here at a set time each week. Weekly student council sessions are also held for pupils to raise any issues.

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

19 Care Leavers and Transitions

Staff build trusting relationships to ensure comfortable transitions during the day between home, school and therapy and provide vital practical and emotional support when it comes to leaving the School to return home or start work, or on enrolment at college.

20 Tumblewood Policies

Main policies are available on the website: <http://tumblewood.org> or by request from the office, and any other School policy is available if required.

APPENDIX 1:

The role of the Nominated Director for Safeguarding

Tumblewood has appointed a Nominated Director (ND) for safeguarding, as required by statute, to take leadership responsibility for the organisation's safeguarding arrangements.

This ND's role is to ensure safeguarding is always a priority by:

- Championing child protection issues within the school and liaising with the DSL and the Head Teacher and offering challenge if necessary
- Ensuring the Child Protection policy is checked for impact and reviewed yearly accordingly
- Auditing safeguarding measures annually alongside the DSL and the Head Teacher using the Wiltshire Council annual school safeguarding audit return and reporting back to Board of Directors
- Auditing Tumblewood's safeguarding database
- Ensuring that all teachers understand and comply with their statutory duty to provide the services of the school in a way that safeguards and promotes the welfare of Children.

The Nominated Director for Tumblewood Community and School is: **Sue Hortop**

APPENDIX 2:

The role of the Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead is a senior member of staff designated to take lead responsibility for safeguarding and child protection at Tumblewood.

The key role of DSL is to:

- Manage all child protection issues – internal and external
- including referring cases to the MASH, or to the Channel programme where there is a radicalisation concern
- Liaise with others within the school/care provision (Head Teacher, Registered Manager, Directors & Board members, staff and volunteers, parents and social workers)
- Support staff who make referrals to the MASH, or Channel programme
- Work in partnership with other agencies such as the local authority, MASH, police, Channel, Local Safeguarding Children Board
- Undertake training
- Raise awareness of safeguarding, by regularly reviewing the safeguarding policy and procedures, ensure availability to staff and parents/social workers
- Induction of staff and volunteers/staff training/ensure staff are aware of safeguarding policy and procedure
- Maintain and transfer safeguarding files safely

The Designated Safeguarding Leads for Tumblewood Community and School are

Polly Atkins Registered Manager

Jen McMillan Head Teacher

Information sharing –internal process

Information concerning children at risk of harm will be shared with all members of staff on a “need to know” basis. The DSL will make a judgement in each individual case about who needs and has a right to access particular information. In terms of the care provision (out of school), safeguarding concerns are highlighted at the daily Risk Management meeting and taken forward by DSL for Care.

Staff must promptly share their concerns in writing with DSL according to procedure above. ALL verbal conversations must be promptly recorded in writing. The Management of any allegation or concern internally or externally is the same process. The forms for reporting a concern can be found on the internal network.

More information about the role of the DSL can be found in KCSiE 2016

APPENDIX 3

Examples of Group Work Modules

Risk Behaviour	Drugs & Alcohol Awareness Anger Management Cognitive-Behavioural work Problem Solving Ski
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

APPENDIX 4

Qualifications achieved 2014 – 2017

Subject	Qualification	Results
English	GCSE	3 - C 2 - D
Science	GCSE	1 - B 2 - D
Maths	GCSE	2 - C 1 - D
Psychology	GCSE	1 - B
Art	GCSE	1 - G
English	Functional Skills	7 - Level 1
ICT	Functional Skills	1 - Level 2 3 - Level 1
Maths	Functional Skills	1 - Level 1
History	ELC	5 - Level 3
Maths	ELC	2 - Level 3
ICT	ELC	2 - Level 3
English	ELC	4 - Level 3
Science	ELC	3 - Level 3