



*School & Learning Centre*

**School Prospectus  
2010/2011**



## **Registration and Contact Details**

### **Contact Details**

**Director: Terry Goble**

**Chairperson: Steve Alexander**

**Head of Education: Susan Evans**

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### **Registration Details**

**Registration number: 938/6228**

**Registered: Special Educational  
Needs**

**Registered to admit boys/girls aged  
from 11-16**

**Split site provision**

**Richmond Road site  
4 residential students  
3 day students**

**Sompting Road site  
5 residential students**

## **Aims and Principles**

At Child First School we recognise the significance for our students of the five outcomes set out in the Government Green Paper 'Every Child Matters' (2003). We work towards ensuring they are safe, healthy, enjoying and achieving, making a positive contribution and enjoying economic well-being.

### **The aims of the school place specific emphasis on:**

#### **Being safe**

- Preparing students for further study, the world of work and to become active citizens
- Providing a safe environment
- Providing qualified teaching and support staff

#### **Being healthy**

- Providing a variety of activities
- Developing lively, imaginative and enquiring minds
- Encouraging and promoting a healthy life style

#### **Enjoying and achieving**

- The development of sound Numeracy and Literacy skills
- Students learning and achieving to their full potential
- Encouraging students to explore, to question and to challenge
- Offering a broad and balanced entitlement core of experiences to all students

#### **Making a positive contribution**

- Developing personal and moral values, respect for shared values and for other cultures, religions and ways of life
- The curriculum evidencing the following characteristics: breadth, balance, relevance, differentiation; progression and continuity, coherence

#### **Enjoying economic well-being**

- Providing continuity and progression from the point of transfer to the time of leaving the school
- Acquiring knowledge and skills relevant to adult life and a world of rapid and continuous technological change
- The curriculum promoting knowledge and understanding; mastery of intellectual, physical and interpersonal skills and personal qualities, values and attitudes
- The school providing appropriate tasks and teaching techniques to support high expectations and appropriate challenges, whilst paying due regard to the disaffection and self esteem issues some of our students might feel about their previous educational experiences

## Social skills

Helping students to develop their social skills and to be confident and respectful, both in their interactions with other people and as self-advocates. Developing positive personal and social values. Students developing as much independence as possible, both in their learning and in their personal development. Ensuring students develop appropriate and effective communication skills

## The learning environment








Being an inclusive environment which encourages the development of self-esteem and a positive self-image. Increasing their awareness and understanding of their environment and the wider world. Systems which will enable them to make choices and decisions and to exercise some control over their environment and themselves. Providing equal opportunities for all students regardless of gender, aptitude and cultural, ethnic or religious background. Developing an understanding of the world in which they live. Appreciating human achievements and aspirations. Taking their place in society as informed, confident and responsible citizens.

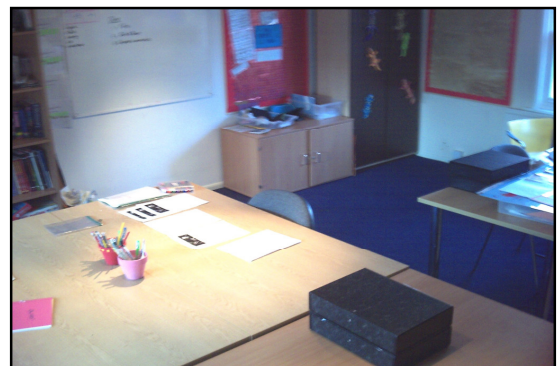
## Admission

Our admission process is:

- Interview with the Head Teacher to talk school expectations, classroom behaviour, disciplinary measures and reward system.
- A tour of the school
- Introduction to staff and students
- Informal assessments
- Students/parents/careers receive a guide to education

When a young person is placed with Child First part of the initial planning process will be:

-  Placement request from education authority
-  An invitation to attend an interview
-  Parent/career informed of decision by letter
-  Start date school information and timetable issued
-  IEP published
-  A period of assessment is undertaken
-  IEP reviewed



## Our Curriculum

Where possible we work within the National Curriculum inline with the four main purposes:

1. **To establish an entitlement**
2. **To establish standards**
3. **To promote continuity and coherence**
4. **To promote public understanding**

Whilst recognising that some students at our school may, for various reasons, not be able to benefit from a full National Curriculum Entitlement, these four main purposes underpin all learning, and planning for learning. This commitment is in place with the aim of moving students towards the opportunity for fuller entitlement. The school believes in and is committed to the inherent and overarching values represented within the four main purposes described above. This is reflected in all planning, delivery, assessment and recording of learning activities linked to and mapped against the National Curriculum Programs of Study, Attainment Targets, and Level Indicators. Vocational skills are an important part of a rounded educational experience and will equip students with important practical and functional skills. It is also recognised that such experiences can also be valuable to draw upon in an academic setting.

## Curriculum Policy

The Curriculum Policy of the School sets out the curriculum offered to students and the rationale behind it. Young people vary in their own individual and particular needs and we intend our curriculum to match our school aims, meet these varied needs and fulfill statutory requirements.

The curriculum is planned in a coherent manner ensuring it meets legal requirements, including some of those of the National Curriculum, and embraces cross curricular themes (including careers education and guidance, citizenship, economic and industrial understanding, environmental, health and sex education) and cross-curricular skills, in particular those of Literacy, Numeracy and ICT. **A copy of the policy is available on request.**

All students at school will have an Individual Education Plan (IEP). An IEP recognises that some individuals have needs additional to, and different from, those required by the majority of similar-aged individuals and require targets to be set which will meet these needs.



## Academic Curriculum

The school seeks to assess each student's needs and strengths, which will be used to develop personalised curriculum relevant to given needs.

Subjects that the school curriculum can deliver are:

- Mathematics (embedded/cross curricular numeracy)
- English (embedded/cross-curricular literacy)
- Science
- ICT
- History
- Geography
- Art, Crafts and Design
- PSHE and Citizenship (embedded/integrated)
- Physical Education
- Design Technology
- RE
- Life skills
- ASDAN

### The Core curriculum areas of:








The taught school week comprises of 25 hours contact time per week.

- Mathematics X 5
- English X 5
- Science X 3
- ICT X 2
- PE X 2
- Humanities, DT, PSHE, RE, ASDAN X 8

These subjects, as with Numeracy Literacy and ICT, can be delivered through each subject area. This provides meaningful and applied contexts to practice and develop the underlying functional skills that build the development of self-motivated learning in the students.



As set out in the Education (*Independent Schools Standards*) Regulations 2003 the schools curriculum, subject plans and schemes of work fully embrace the seven key areas of learning as identified by DfES. These are:

-  Aesthetic & Creative
-  Linguistic
-  Mathematical
-  Scientific
-  Technological
-  Human & Social
-  Physical

### **Schemes of Work**

Schemes of Work, stand-alone project units and lesson plans are available for the subjects offered. All links between subjects and embedded content is noted and recorded as schemes develop and evolve to student needs, as well as lesson plan outlines and evaluation forms.

### **Use of ICT and New Technologies**

Particular emphasis is placed on using ICT to extend and enhance student progress in core areas. These skills will:

- Extend and enhance own learning
- Locate resources tailored to their learning styles
- Enhance the organization and presentation of work.



We consider that such skills are now an essential element in increasing the vocational and employment opportunities for students. They are particularly important for those students with specific learning needs (dyslexia etc) these skills enable both school and student to progress in the learning process eg., Interactive Numeracy /Literacy skills development.

### **Key Stage Provision**

Child First can provide full and varied Key Stage 3 and 4 curriculum entitlements that has due regard to the DfES (Circular 7/90). The provision is formulated and structured to, as far as is practical, mirror that of current mainstream schooling and serves to prevent long term disengagement from the current mainstream provision whilst the young person is not within it.

The Curriculum offers the opportunity to follow the National Curriculum Programmes of Study for the specified subjects. All assessments and recordings are rigorously matched to National Curriculum level indicators and subject attainment targets.





### **Developing Key/ Functional Skills**

Developing key skills is as important for our children and young people as for any others. We recognise their need to develop skills relating to:

- Communication
- Application of number
- Information technology
- Working with others
- Improving own learning and performance
- Problem-solving

It is more likely that our young people have missed much of their mainstream education and are carrying psychological barriers to learning. It can be very hard for them to learn such skills incidentally through the vehicle of National Curriculum programmes of study. The development of skills, which will prepare them for successful independence, is a priority both for them and for the aims of the school.

### **Additional priorities cover:**

-  Organisation And Study Skills
-  Personal And Social Skills
-  Daily Living Skills
-  Leisure And Recreation Skills

### **Students with a statement of Special Educational Needs**

Pursuant to the placing authority informing the Secretary of State for Education and their subsequent approval, the school can support provision for a variety of Special Educational Needs (including Gifted and Talented students).

### **Qualifications and accreditation**

Year 9 students choose their year 10/11 studies through the completion of an Option booklet and consultation with education staff. The school will provide students with a clear route towards nationally recognized Qualifications through the process of accreditation with ASDAN and AQA awarding bodies.

**AQA and its Unit Award Scheme** has been chosen because it can help students engage in the mainstream process of learning and external assessment within the framework of small units of subject specific work and through this achieve an award certificate. Such recognition for discrete learning in the AQA Scheme is further enhanced by the range of units as well as the opportunity to develop and have accredited units of ones own, a very useful tool in using the personalised curriculum to increase motivation and re-engagement in the expectations of the mainstream.

**Accreditation with AQA** also provides opportunities for students to gain a range of other qualifications including **Entry Level, Key Skills (Levels 1 and 2) GCE and GCSE AQA's** development of e-learning technology and on-line assessments is another important reason for their use.



**ASDANS C.o.P.E scheme** (Certificate of Personal Effectiveness, Levels E1 to Level 2) will be used where appropriate to provide entitlement and recognition of both Core and Wider Key Skills. It is evaluated through practical and social community based learning experiences. Through enrolment in the C.o.P.E awarding scheme students, will be able to explore PSHE, Citizenship, Physical Education, self esteem issues and confidence building.

**ASDAN** has also been identified as an appropriate awarding body, due to clear national evidence of its achievements in re-engaging and raising the self esteem of students missing mainstream entitlement but also, importantly, ASDAN has developed transparent and detailed evaluation forms to evidence learning and is committed to the development of Learning Platforms.

ASDAN accreditation will provide opportunities for students to achieve vocational and Life/Wider Key Skills oriented qualifications which, as part of the national qualifications framework, have real currency with further education providers. It provides an essential opportunity for students who have not achieved within a more traditional framework the chance to gain, develop, consolidate and have recognised core functional skills that can then positively affect student confidence and self esteem issues.

### **Careers/Vocational /Employment Advice and Opportunities**

All students will be registered with and assigned a Connexions Personal Advisor when appropriate. Links with local colleges, education establishments and work placements are available to year 10 and 11 students.

### **Links with educational establishments**

If appropriate to a student's needs, interests and abilities, the school will use any other external accrediting organisation, distance and online learning courses it deems appropriate. Any student involved in such provision would be fully supported and supervised by the school. Such provision would be fully integrated into the student's personalised curriculum and detailed records and targets will be maintained. Child First is committed to realising student entitlement to careers advice and training, including

vocational study options and work experience opportunities. The school will ensure that effective multi agency working, co-ordination and support exists for 14-19 gateway possibilities and will ensure that each student is linked through the Connexions framework to a personal advisor when appropriate.

### **Shared education of students**

In some instances students will return to mainstream education on a part time basis. The school will support, monitor and take the lead responsibility for students educated in this way.

### **Positive Reinforcement for Learning**

The school runs an integrated incentive scheme whereby satisfactory engagement and self –evaluation of educational activities is awarded with credits, redeemable as vouchers.

### **Reviewing and assessing**

Our aim is to effectively ensure that mainstream/community achievement and engagement is recognised and praised for the motivational benefits it brings to the student and to value the expectations of acknowledgement that many young people within care miss out on due to multiple placements and the problems of coordination linked to multi agency working.

Each student will receive:

- Individual Education Plan, Individual Behaviour Plans, reviewed each half term
- End of term report
- Assessment end of topic
- Assessment end of term
- Review to Statement of Education Needs
- Review to placement

### **Reporting processes**

The school will produce the following reports:

- Individual Education Plans
- Individual Behaviour Plans
- Personal Education Plan
- Review of Education Statements
- End of Term Reports
- End of Year Reports
- Transition Plan
- PEP

A copy of the above will be sent to the relevant individuals

The staff are available to parents and carers on a daily basis at the end of the school day to discuss any concerns in regards to the young person and their educational or behavioural needs.

## **Policies and Procedures**

The following policies and procedure are available for viewing.

- Complaints
- Curriculum
- Bullying
- Medication and First Aid
- Health and Safety
- Equality and Diversity
- Child Protection
- Appropriate Behaviour and Discipline
- Sanctions and Rewards
- School Trips

## **Multi agency working**

We are committed to working with a variety of professionals to gain information and resources for the young people in our care. We recognise the importance of a holistic approach to education to include the children's welfare, social and health care.



## **Current teaching staff**

Susan Evans – Head of Education Services

### **Qualifications and Experience**

Ma Ed, PGCE, PGDE, Ad Dip Ed SEN

NVQ Leadership & Management

Over 15 years in mainstream Special Educational Needs

6 years in Independent Education provision

5 years in Residential Care

Anthony Mackee – Head Teacher

### **Qualifications and Experience**

BScHon

PGCE Maths and Science

10 years in main stream provision

4 years in independent provision

Jo Edwards – Teacher

### **Qualifications and Experience**

CELTA

CELYA

Cert Managing Care

Experience 15 year teaching abroad

3 years in mainstream education SEN

5 years in independent provision

2 years Deputy Head teacher

Katie Sharp – Teaching Assistant

### **Qualifications and Experience**

AS Level English

AS Level Drama

AS Graphic design

2 yrs Class Teacher Independent education

Teaching Assistant NVQ 3

If you require any further information please contact:

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