

Newbury Manor School and Bath Road Children's Home Local Offer

Name of site	Newbury Manor School and Bath Road Children's Home
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1. What does your service do? (USP)

Newbury Manor School and Bath Road Children's Home work together to offer high quality packages to young people who have needs that are broadly associated with a diagnosis on the autistic spectrum. Our focus is on supporting young people who have complex needs.

We take pride in the environment we can offer. The school is located in a beautiful, quiet, rural location in Somerset, within a Georgian manor house that has a range of outbuildings and extensive grounds. Our children's home is newly renovated and offers excellent accommodation, specialist staff and opportunities to develop independent life skills.

We are purposefully small so that we can offer highly bespoke packages of education, care and therapy for our young people. We strongly believe that some individuals will always struggle to 'fit in' to existing structures and will only thrive when their provision is tailored to their specific needs and circumstances. We warmly welcome our students into our community, which is underpinned by a culture of nurture and unconditional high regard.

We accept that young people who are referred to us may have previously experienced a 'cycle of failure' and our aim is to have a transformational impact on their lives, so that they begin to experience a 'culture of success.' We have a focus upon supporting them in achieving successful adult outcomes so that they can progress to lead fulfilling and rewarding lives.



Care, education and therapy are integrated and appear as a cohesive whole. We offer a range of opportunities that allow our young people to develop their interests, aspirations, social and emotional resilience, communication skills, self-esteem and confidence.

We support young people between 7 and 19 years of age and offer a flexible range of packages including:

- Day, weekly boarding and 52 week provision
- Full and part time
- A broad and balanced curriculum, tailored to individual needs
- A wide range of accreditation
- A focus on holistic outcomes for every young person
- Direct or indirect therapeutic input
- Carefully planned transition
- Outreach and advisory support

2. How are decisions made about who can use your service?

All referrals are considered carefully to ensure that once a place is offered, it is done on the basis of a strong understanding of the needs of the young person, their families/carers and their multi-professional team. Newbury Manor School and Bath Road Children's Home will work closely with all stakeholders to ensure that there is agreement around the needs and outcomes in each case.

3. How will school staff support the child/young person?

We do not have a 'one size fits all' approach and our bespoke packages are tailored to each individual. The school and children's home employ a range of staff who work together to provide the support they need.

All staff, regardless of role, qualifications or experience shows a strong commitment to developing and maintaining outstanding relationships. Specialist teachers and therapists oversee placement plans and work with other support staff to ensure that needs are met.



4. How will the curriculum be matched to the child's/young person's needs?

Our curriculum structure allows each young person to experience a tailored, bespoke package that meets their specific needs. We have a focus on lifelong learning and successful adult outcomes and this guides our curriculum decisions. Therapeutic learning is integrated into our curriculum and is personalised for the individual. We use a 'toolkit approach' when planning our curriculum delivery and are trained to deliver using TEACCH, PECS, social stories, intensive interaction, team teach, sensory integration and communication strategies.

Most young people who are placed with us require support with their literacy and numeracy but may need this delivered in a more functional way. They may require part of their curriculum to be based around life and independent skills and may wish to pursue a vocational curriculum.

We pride ourselves on the ability to offer packages that bring progress for students with a range of learning profiles. Some students may be performing at P levels, others more in line with their peers. Once students access our post 16 provision, they can pick from a range of options, including on site teaching and supported access to specialist courses in mainstream colleges.

Historically, our school has provided an academic curriculum to some students for whom this was appropriate. Many of them achieved very well, achieving 5A*-C grades at GCSE (including English and Maths) and exceeding progress made by similar students nationally. Although in recent years, our focus has turned to offering support to students with different needs, the expertise and resourcing to offer an academic curriculum remains for those who have complex needs but have high academic potential. We are very careful not to place a ceiling upon the aspirations of our students.

5. Do you offer any therapeutic services?

We are proud to offer a range of on-site therapy for both the school and children's home. Our highly experienced therapy team includes a Speech and Language Therapist, Occupational Therapist, Counsellor and Educational Psychologist.

We have developed and maintain very close working relationships with a range of local healthcare providers, including specialist CAMHS teams and work together to meet the needs of our students. We also work closely with social care services to offer a range of packages to meet the needs of young people and their families/carers.



6. How does the school celebrate the success of children with SEND?

We celebrate the successes made by our students. We recognise that success can come slowly at first and so we acknowledge the importance of valuing the achievement of each small milestone. Where appropriate, we use personalised reward schemes to motivate and engage.

7. How will the parent/carer know how their child/young person is doing and how will you help the parent/carer to support their child's learning?

We consider collaboration with parents and carers, along with other members of a young person's family or support network to be a critical part of our practice. We work alongside them to create learning, care and therapeutic packages that lead to successful adult outcomes. We often consider what support could be offered to support young people in their own homes and do so with sensitivity and care to individual circumstances.

We have an open door policy for parents and carers so they can discuss progress at any time. Like everything else that we do, this is tailored to each individual; some may want daily contact, others may want much less.

We send formal reports home at least termly, which allows all involved to review progress and plan next steps.

8. What support will there be for the child's overall well-being?

Our approach is based on developing the whole child and has a very significant focus on children's well-being. Our carefully chosen assessments measure progress that is made with social, emotional, communication and sensory needs.

We are keen to ensure that young people who work with us become happy, fulfilled individuals, who are able to meet their potential.

We run a key worker system that helps our students develop and maintain outstanding relationships and our positive behaviour management strategies lead to low levels of exclusions and very good attendance.



9. What specialist services, training and expertise are available at or accessed by the school?

Our highly experienced speech and language therapist is registered with RCSLT and specialises in supporting young people with autism. She is a Makaton training co-ordinator and is trained in signalong and PECS.

Our occupational therapist specialises in sensory integration and is trained as a 'listening programme' provider.

Our counsellor is able to offer 1:1 or group sessions and can facilitate family therapy if required. Counselling programmes are tailored to each individual and can be embedded into other activities.

Our educational psychologist has over 25 years experience and is committed to empowering children, parents and others to use Psychology to help them fulfill their personal and academic potential.

Our therapy team work with the wider staff team so that their expert and current knowledge is integrated into our practice.

10. How will children/young person be included in activities outside the classroom and how does the school ensure that children with SEND are able to access leisure and residential activities?

Our young people have access to a wide range of educational activities and experiences out of the classroom. Our extensive grounds give opportunities to develop skills in horticulture, animal care and forest school activities.

Away from our site, we have a range of partnerships in the community which allow our students to access activities such as horse riding, swimming, work experience and a range of outdoor pursuits.

11. Does your school offer any outreach?

Newbury Manor School works with local schools and commissioners to offer tailored outreach packages to suit individual needs. We are able offer part-time or short term packages, as well as support and advice to local schools.

12. How accessible is the school environment?

We take care to ensure that our environment is as accessible as possible for our students. Our site is wheelchair accessible and has disabled toilet facilities. We are also mindful of the adaptations that many of our students require with regard to their sensory processing and communication needs and so consider how we can make our school and home accessible for all.

13. How will the school prepare and support the child for transition or the next stage of education and life?

Transition is planned in conjunction with the student, their family and/or carers and their multi professional team. Together, a bespoke transition package is created. This often includes visits to schools/colleges/employment, where we support the student to build relationships in their new setting. Our therapy team help to facilitate gradual integration into the next stages of their life.

Our curriculum is based on preparation for 'next steps' in life. Our life and independence skills curriculum, underpinned by ASDAN accreditation means that our young people go onto lead successful adult lives, as independently as possible.

14. How is the decision made about what type and how much support the child will receive?

We build our tailored, bespoke packages in consultation with the young person, their parents/carers, commissioners and multi professional teams. We use a range of total communication strategies to ensure that the student voice can be heard.

We are careful to review packages regularly to ensure that they continue to be fit for purpose, and represent value for money as progress is made and needs change.

15. Do you have a children's/young person's council?

We are developing a young person's council at the school to mirror the very successful one that already exists at the children's home. Students are listened to, and involved in the planning for the school. Following successful student consultations, we have been able to make improvements to our provision such as the addition of new subjects, the introduction of new activities and even choosing a new house pet.

16. Does the school provide any specialist equipment (e.g. Sensory)?

Newbury Manor School has a range of specialist facilities. We have a sensory room, where students can work on their visual, tactile and auditory stimulation. We also have a sensory integration room, with suspended equipment. We use specialist seating across the school, including in classrooms, so that students' occupational therapy needs can be met across the curriculum.

We are soon developing an independent living facility, as part of our therapy suite, which will allow for our students to develop their skills in a simulated home environment.

We have also access to a D&T workshop which allows our students to develop skills for life.

17. How do you support young people to move onto the next stage of their life?

We are proud that we have a strong track record of supporting our young people into both our own post 16 provision and into independent access of local mainstream provision. We have a range of successful case studies that demonstrate our success with both scenarios.

When students remain with us for post 16 study, we continue to be focused on offering packages that meet individual need. We can offer in house teaching, continuing therapeutic input and support in accessing one of our many local partner colleges, who can offer the specialist teaching that complements our specialist support packages.

In every case, we focus on the need to develop the life skills that will be needed to achieve successful and fulfilling adult lives. Often, our young people make excellent progress with their knowledge and understanding of housing, health, employment, independent living, relationships and links with the community.



18. Where do young people go when they leave your service?

We are focused upon preparing our students for successful adult lives. In recent years, our young people have transitioned to a variety of destinations including further education, university, apprenticeships, employment and supported living. We keep in touch with our past students and enjoy hearing of their successes. Many of them lead independent, fulfilling lives and ring us to tell us about them!

Get in touch

To make the process of referring a young person into Priory Education and Children's Services as seamless as possible or for further information about Newbury Manor, please contact our dedicated enquiries office today on **0845 277 4679**.