

Queenswood School Local Offer

Name of site	Queenswood School and associated children's homes
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1. What does your service do?

Queenswood School provides day placements and with the associated care homes, residential placements up to 52 weeks of the year for complex and challenging pupils with social, emotional and mental health (SEMH) difficulties. High staff ratios, excellent training and a relational model approach lead to outstanding outcomes for pupils placed at the school.

The school has a variety of residential living arrangements that each have a specific ethos and identity. For example, we have the ability to provide 2-3 bedded residential provision in tranquil settings with on-site therapy. Equally, we have the facility to offer transition to independence with an emphasis on life skills and vocational studies in a 5 bedded provision, located on the edge of a small market town that has a good range of local amenities. The provision offers an internal pathway therefore supporting progress, ensuring success and maximising educational and social, emotional and mental health outcomes for all of our pupils.

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

If an application is made by a parent or local authority member, the school will arrange an assessment. The head teacher and senior leadership team of the school make admission decisions, following the assessment that takes into account a wide range of stakeholder views.



3. How will the education team support the pupil/young person?

The education team in the school consist of specialist teachers, learning mentors, and the psychology assessment consultancy and therapy team (PACTT) as well as the administration and peripatetic staff. The education team work hand in hand with the residential staff to provide a bespoke package that maximises outcomes for each pupil at the school.

The education team deliver and support much of the educational curriculum, however all staff at Queenswood are involved in educating and caring for the young people in our care, since the process happens throughout the waking day.



4. How will the curriculum be matched to the pupil or young person's needs?

The school provides an entirely bespoke and individualised curriculum for each pupil, based on areas of interest and development, taking into account the full range of stakeholder views. The school has excellent facilities to deliver a curriculum in both environments that belong to the school itself and through a network of local partnership providers that offer outstanding provisions and community cohesion.

5. Do you offer any therapeutic services?

The school employs a full time clinical psychologist and an assistant psychologist, who coordinate internal referrals to therapy services, and who provide excellent communication with education and care teams. The school additionally employs a part time psychiatrist, speech and language therapist (SpLT), an occupational therapist, an art therapist and a music and play therapist to meet the needs of our pupils. These all form part of the psychology assessment consultancy and therapy team (PACTT).

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

The school reports weekly on the progress of our pupils and provides a formal written report termly. The school also publishes regular newsletters that communicates and celebrates in the many positive activities that the pupils participate in. In addition, daily phone calls are available when required to provide updates on achievements.

We hold an awards ceremony once per term to celebrate all pupils' achievements and progress, inviting parents, carers and a variety of stakeholders, including our partner providers, that provides a real focus and celebration of the pupil's achievements over the term.

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

The school offers daily phone calls, text messages or emails if required to update parents on the progress of their child. In addition to this, the school holds an individual education plan day, on a termly basis which provides parents, the pupil and other stakeholders a chance to meet with the teachers, SENDCo and the (PACTT) therapy team to discuss all aspects of the pupils education.

The school tracks the pupils individual education plan targets every lesson. This data is monitored and reviewed by the staff and pupils, this allows for timely interventions where required. In addition to this, tracking of the pupils subject specific targets and progress towards formal accreditation is recorded and monitored at least termly.

The parent/carer are provided the opportunity to learn about, and be involved in the progress their child is making from weekly and termly reports, the individual education plan day and education, health and care plan (EHCP) review meetings.

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

The school learning mentors work in conjunction with key tutors, PSHCEE teacher and the (PACTT) therapy team to ensure that there is excellent support for pupil well-being. Systems track health needs to ensure that appointment and check-ups are made, the therapy team monitor all pupils, and all staff teams have the ability to refer any child for the therapy team to look at mental health support (in conjunction with all stakeholders).

All members of the education team at Queenswood School are trained to Level 3 safeguarding, 2 members of staff are trained to Level 4 as designated safeguarding leads and/or officers for the site and the regional CEO has a Level 5 safeguarding qualification.



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

All staff have received specialist training linked directly to their job role. This training is allocated through the Priory's award winning FfG (Foundations for Growth) online and face to face training system.

Training for all staff covers at a minimum disability awareness, ASD training and training specific to the needs of the young people at Queenswood School.

All care staff have either Level 5 or 3 Diploma as required, and the therapy team have a variety of qualifications including Masters' degrees. The school employs 6 Team Teach instructors and all members of staff are Team Teach and First Aid trained.

10. How will pupils/young people 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?

All of the pupils at Queenswood School have a bespoke timetable allowing them the opportunity to access activities in the local community, be it vocationally, educationally and for physical education, work experience, community involvement and independent skills training.

11. Does your school offer any outreach?

Queenswood School offers education to pupils who may not be able to access the main school site. This is done by providing these pupils with their own learning mentor on a 1:1 basis if appropriate.

They also offer training to other schools both within Priory Group and to other mainstream and specialist provisions in the local community. Queenswood School has the flexibility to offer joint placements if appropriate, placement share packages, wraparound extended day packages and transport and mentoring arrangements. These can be discussed by the senior leadership team with parents/caerers and other stakeholders before agreeing placements as well as to ensure continuity of placements.

12. How accessible is the school environment

The school has excellent links to support services, which can provide support for those whose first language is not English.



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

The bespoke individualised package that each pupil receives is tailored to prepare them for the next step, whether it is college, employment, living locally, living in home areas, living with family or living independently. The school sets, reviews and refines objects in conjunction with all stakeholders to optimise the success and smoothness of transitions.

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

The school takes into account the wishes and views of all stakeholders, consults the therapy, care and education teams and works closely with local authorities to provide an effective, and value for money support package.

The package is regularly reviewed and when amendments need to be made, for example a reduction in support due to the progress that a pupil makes, then the school is keen to do so to encourage further progress and independence.

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

The school has a school council and takes pupil voice very seriously. This can help shape the planning of the curriculum/timetable/options available to pupils as well as the school environment. The homes hold house meetings in each home to shape the running of the home in conjunction with the staff team.

Educational psychology – therapeutic needs of each pupil are assessed based on: (1) education health and care plans (EHCP) (2) assessments of other professionals, e.g. psychologists, psychiatrists (independent or from CAMHS), clinical observation and other assessment tools.

Targets, set every term are based on all the above and are reviewed every term and when preparing annual, interim and placement reviews.

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

The school provides a wide range of work related equipment to support the diverse vocational curriculum, more commonly found in a secondary school. Through our own facilities and partnership arrangements pupils have access to industry standard resources that give them the experience of using equipment that is exactly the same as that used in the modern workplace.



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

The pupil is supported through excellent transition planning and outstanding independent living and careers education, along with an effective work experience programme throughout their time at Queenswood, but particular emphasis is placed on these skills in The HUB where a majority (if not all) post-16 pupils will be based.

Much of the pupils education programme is focused on working and developing links in the community and this enrichment usually takes place in the afternoons. The pupils are prepared to either move onto further education within the school itself, an external provision or are prepared for the world of work and/or training through key tutor and education/ learning mentor support sessions pupils are helped to find links with local housing and employment services, look for jobs, find youth and community groups and form healthy and appropriate links and relationships. This provides an excellent springboard to living and working independently.

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

Pupils often choose to settle in Herefordshire or Gloucestershire (our host counties) when they leave school as often their job, work or college placement is in the local area. Some pupils are keen to return to their host area, either to be closer to family or friends. The school supports such transitions very effectively.

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 Queenswood School, please contact our dedicated enquiries office today on **01531 670 632**.