



## Newbury Manor School



**Parent / Carer Information**

**September 2018**

## **Information for Parents / Carers**

### **Introduction**

Newbury Manor School is a specialist residential school registered for 35 young people who have needs associated with a diagnosis on the autistic spectrum and are aged between 7 and 19 years. We are able to offer provision to young people who require termly, weekly and respite boarding provision as well as to those who access our day school. We also work very closely with a nearby children's home, also managed by Priory Education Services for those who require 52 week placements.

Our tailored approach means we are able to support young people with a wide range of needs, from those who are broadly average in their ability to others, who have more severe learning difficulties. 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 by them experiencing a 'culture of success.' We support all young people to achieve successful outcomes so that they can progress to experience fulfilling and rewarding lives.

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 outstanding relationships, nurture and unconditional high regard.

Newbury Manor School has a range of specialist facilities including 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 have recently invested in a new cookery teaching room and also have access to specialist science and D&T classrooms.

Our young people have access to a wide range of educational activities and experiences outside 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.

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/Play Therapist and Educational Psychologist. Being part of the Priory Group, with its extensive network of mental health professionals, we are able to arrange access to other types of specialist therapy, as required.

We take pride in the environment we can offer. The school is located in a beautiful, quiet, rural location in Somerset in a Georgian manor house, which has a range of outbuildings and extensive grounds.

### **Mission Statement**

'To deliver specialist educational, vocational, therapeutic and care services for young people who have needs that are associated with a diagnosis on the autistic spectrum, and who have moderate to severe learning difficulties and associated complex needs. Together we seek to inspire, enable, develop and support young people to achieve their full potential on their lifelong learning journey.'

## **School Aims**

Newbury Manor School aims to:

- Ensure that each young person is safe and feels safe.
- Have a positive and transformational impact on the lives of each young person and their families.
- Bring an end to the ‘cycle of failure’ that many of our young people have experienced prior to attending our school; ensuring they experience our ‘culture of success.’
- Work in partnership with each child and young person, their families and/or carers and their wider multi professional team to create a consistent package of education, care and support.
- Offer a high level of flexibility so that each package is bespoke and meets individual need.
- Offer specialist teaching, care and therapeutic services within a fully integrated and multi-disciplinary staff team that leads to excellent outcomes for all.
- To provide the specialist resources and interventions that each young person requires to be successful.
- Prepare each of our students for a rewarding and fulfilling adult life; working on the factors that could limit their progress towards meeting this aim.
- To support our young people to recognise the broad range of beliefs and differences within our society within a spiritual, social, cultural and moral context; always with a view of supporting the development of fundamental British values.
- To provide opportunities for young people in our care to make informed choices which enhance the quality of their lives.
- To work collaboratively with parents/carers/advocates and placing authorities to ensure that the highest standard of service is provided at all times.

## **Methodology**

These aims will be achieved through:

- A robust governance structure that offers effective support and challenge to the school and its leadership team.
- A strong and dedicated leadership team made up of experienced, trained and specialist professionals.
- A focus on ensuring the school offers the best possible provision for children and young people with autism, through the provision of a school autism lead.
- An emphasis on ensuring the highest levels of quality and safety are maintained throughout the school.
- Highly specialist teachers, care and support staff, who are well trained, experienced and knowledgeable about supporting children and young people who have needs that are associated with a diagnosis on the autistic spectrum.
- Access to a range of in-house therapy services, including a highly specialist Speech and Language Therapist, a Paediatric Occupational Therapist (specialising in Sensory Integration), a Play Therapist/Counsellor and Educational Psychologist.
- A clear emphasis on ongoing training and development for staff at the school that ensures their practice remains current; leaving them able to offer excellent support to our children and young people.
- Access to a calming and nurturing environment, with excellent accommodation, specialist equipment and extensive inside and outside space.
- A thoughtful and careful approach to positive behaviour management, with a high emphasis on the school understanding triggers and meeting underlying needs.
- A calm and nurturing approach, with an emphasis on the principles of ‘unconditional high regard’ and the development and maintenance of outstanding trusting relationships, where children and young people are listened to and understood.
- A carefully planned, phased curriculum structure that offers both the challenge and support that enables our children and young people to succeed and progress.
- A post 16, sixth form provision that allows our young people to further develop their skills by applying and generalising them in a mainstream setting.

## **Physical Description of school**

Newbury Manor School is fully registered and approved with the Department for Education and caters for up to 35 boys and girls aged 7-19 with needs associated with a diagnosis on the autistic spectrum, moderate to severe learning difficulties and associated 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, which has a range of outbuildings and extensive grounds.

All the educational facilities are located within the grounds. There is a newly constructed classroom block with an Occupational Therapy room, cookery room and classrooms. All rooms are fully equipped with access to IT equipment. The most recent upgrade has seen the complete refurbishment of an old block to provide a 6<sup>th</sup> form learning base that fosters and encourages the development of independent living skills.

The school offers outstanding on-site residential accommodation for eight young people, which has recently received significant investment. All rooms are large, designed for single occupancy and have en-suite bathrooms attached. The residential area also has three lounge areas and two kitchens.

The school has carefully managed CCTV and magnetically controlled doors to help keep the children and young people safe when at school. The CCTV is external only and monitors visitors approaching the front entrance; no recordings are made. The magnetically controlled doors are activated by fobs held by staff. In the residential area of the school, children and young people who are resident are also able to hold a key card, subject to the terms outlined in the relevant local procedure. On occasions, we allow our older young people to have access to fobs, dependent on an individual risk assessment completed by the senior leadership team.

The school is easily accessible to those within a large geographical area, being only five miles from Frome and eight miles from Bath. We are just 80 minutes by train from London Paddington.

## **Residential Provision**

Newbury Manor School has recently renovated the middle floor in the main manor house so that it can accommodate eight young people who require residential provision.

Each young person has their own bedroom which they are encouraged to personalise, in order to reflect their own personality and preference. All bedrooms are spacious and have a bed, bedside table and lamp, wardrobe, desk and chair. All bedrooms have an en-suite bathroom. There are two communal lounges with comfortable sofas and other soft seating with tables and chairs for the young people to eat meals and snacks prepared in the two kitchens. There is ample room to play board games etc or watch television. In the outer hallway there is another designated soft seating lounge area for quieter activities.

It is important for the young people to keep in contact with their family and friends (unless there are specific reasons not to do so) and staff will facilitate telephone calls, e-mail and other appropriate methods of modern communications to enable the young people to maintain these relationships.

Most of the young people who attend Newbury Manor have difficulties making and maintaining friendships and they will be encouraged and supported to join groups and take up hobbies where they might be able to meet new people and make new friends. Care staff will support the young people in managing these friendships. Staff will also support young people in maintaining any existing recreational, sporting and cultural activities they enjoy. Local activities available include horse riding, abseiling, rock climbing, swimming, football, cooking, bowling, snooker, trips to the cinema, computer game events, craft evenings as well as access to local youth groups. Young people will be encouraged to access these activities as a way of developing their social, emotional and communication skills.

The provision will offer respite, weekly and termly boarding, normally to children and young people who attend the school. The maximum number of days that the residential provision will be occupied in any given year will be 295 days.

In the centre of the residential area is the care office where the care team will be able to update the individual children's records and maintain care logs, risk assessments, etc.

The care team is highly experienced and is well placed to ensure the best levels of care and safety for children who reside with us, including:

- A Regional Head of Care, Michelle Garstang, who has a L5 Diploma and has previously been a Registered Manager in a children's home, leading it first from pre-registration to a "good" Ofsted judgement and then later through a monitoring visit demonstrating "improved effectiveness." Michelle also assisted Newbury Manor School gain an outstanding judgement in 2017.
- A Care Co-ordinator, who has 23 years of experience in care and education and has experience of working in a number of residential special school settings, most recently one that gained multiple, consecutive 'outstanding' Ofsted judgements.

All staff who work within the residential provision have earned, or are working towards holding the Diploma Level 3 in Children and Young People. Robust levels of support are put in place to ensure that they meet the requirements of the course in a timely manner.

## **Staff Deployment within Residential Provision**

Our staffing levels are dependent upon the needs of the young people, safeguarding issues, behaviour management needs and the levels of supervision required etc. The minimum numbers of staff that are required to be on duty within the building vary depending on the needs of the students.

### **Lone Working**

The school will authorise lone working if the senior leadership team are secure that the arrangement can ensure the appropriate levels of safeguarding and that a suitable risk assessment has been put in place.

### **Weekends**

When students stay at weekends during term time, care will be taken to ensure there are sufficient staff available to offer them the support they require and to keep them safe.

### **Overnight Staffing**

There will always be at least one night waking officer on duty. Often, two or more will be deployed.

Senior leaders undertake checks on the quality of support offered to the children and young people overnight and shadow overnight shift periodically to monitor quality.

### **On Call Arrangements**

The school is appropriately staffed throughout the day and night. However, beyond this, in the case of emergency, guidance or unforeseen occurrence there is always at least one member of the senior management team on-call 24 hours a day, 7 days a week, whenever there are children staying in our residential provision. A clear procedure is in place to ensure that this is used effectively to ensure additional support is offered to the care team when required. During holidays the on-call is pre-set with the support of the Facilities and the Admin teams.

Our senior leadership team share on call duties; they have mobile telephones and also make their home phone numbers available to staff. On average they are on call for 1-2 times per week. In the event of major incidents or crises, SLT have agreed to be called in addition to the on-call staff. Due to the high quality practice and shift leadership, there has only been a handful of occasions whereby overnight on call arrangements have been utilised.

## **Outcomes for our Children and Young People**

Newbury Manor offers an opportunity for all learners to achieve external accreditation irrespective of their learning difficulties and engagement. For such a small school the range of accreditation on offer is impressive.

This year, the school is immensely proud of its second complete set of results, with 100% success for pupils obtaining their first choice of FE college course.

Summary	A* - C grades (or Level 2 equivalent)	A* to G grades (or equivalent)
English	33%	67%
Maths	33%	100%
Science	0	100%
Geography	0	100%
History	0	67%
Chemistry	0	100%
Home Cooking Skills	0	100%

The school ensures that pupils who undertake GCSE examinations are taught by subject specialist and this level of accuracy resulted in a high degree of success as regards pupils achieving their target grades as identified by teachers in academic reports, monitoring and SEN reviews.

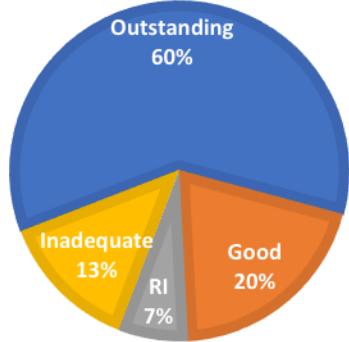
The three Year 11 pupils, who achieved 4 GCSE examinations (A\* to G or equivalent), joined Newbury Manor full time during Year 9. All had a significant period out of school prior to Newbury Manor, and had barely any Key Stage 3 learning. Their success is replicated throughout the school whether all staff have adopted the ethos of turning a cycle of failure into a culture of success. Five SLD pupils achieved several AQA Awards each. Since 2014, 100% of students who have moved on at post 16 are in FE courses or work based learning.

Staff at Newbury Manor are eager for pupils to read widely and to foster a lifelong love of the written word. Pupils are afforded a variety of opportunities, such as a daily slot for reading/literacy style activities, and library visits as well as opportunities to read online resources.

The Outcome Star is used to measure change in nine areas of social development for all pupils. We now use the Student Star as it specifically targets areas that we wish our pupils to develop. Pupils have targets in all nine areas that are reviewed termly, and interventions are in place for any pupils who fail to make progress in any of these specific areas. The results of the progress in 2017-18 were particularly impressive with 80% of pupils making good or better progress. Of the 13% who failed to make any progress, this is attributed to one pupil who has significant mental health issues and is currently working directly with CAMHS.

## SUMMARY OF SOCIAL PROGRESS 2017-18

■ Outstanding ■ Good ■ RI ■ Inadequate



This clearly shows sustained and substantial progress for all pupils at Newbury Manor. The school places great emphasis on this social progress and over time it has been proved that pupils who have remained with us for the greatest amount of time go on to have successful move to FE as confident individuals, who are able to manage their time effectively, and work independently.

## Our curriculum

We are proud to offer high quality, bespoke curriculum packages that meet individual need. When a new student starts at Newbury Manor, a brand new package is built around and with them. We do not expect them to fit into what already exists. Highly specialised teachers, therapists and support staff work together closely to create a seamless, integrated approach.

As part of the process of forming these packages, we take care to look at the whole child and ensure that we consider any factors that could limit or prevent access to our ultimate lifelong goal - a happy and fulfilling adult life.

We endeavour to ensure that progress is made in all areas. For our students to prepare for their adult lives, they must develop the skills that could be obstacles to their success. For example, if our learners wish to access further education or employment, they will need to make academic progress AND develop the broader skills to successfully access that new environment.

Our curriculum model has three stages, represented by the steps our learners make on their lifelong learning journeys.



### Transition Curriculum

Students who join our school have often faced highly significant challenges prior to admission and may be experiencing a cycle of failure. We develop a tailored transition curriculum for each new student so that they can quickly feel our 'culture of success.' This process prioritises splitting down the transition into attainable stepping-stones with outcomes of reducing anxiety, raising confidence and developing strong, trusting relationships. The greatest of care is taken to track progress, with transition targets being regularly reviewed.

### Developing Skills Curriculum

As pupils settle at Newbury Manor they become familiar with the routines and are ready for a slight increase in the learning challenge. This is a subtle move towards greater structure in lessons and increased adult-led learning. As pupils engage more readily within this learning culture, there is an introduction to achievable elements of the National Curriculum. Pupils are given opportunities for paired and group work, and are encouraged to access activities within the wider community.

## **Accredited Learning Curriculum**

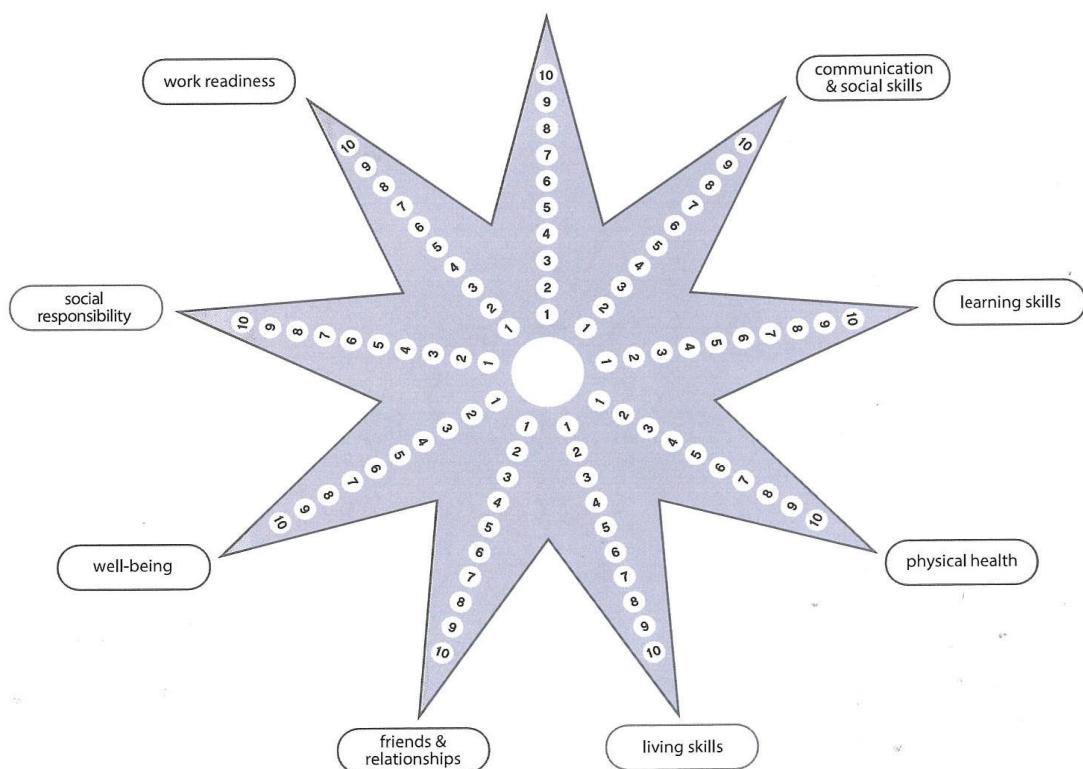
As pupils progress through our school, we want to ensure that all our learners, are offered the maximum opportunities for success, and for many this is via the national system of accreditation.

At Newbury Manor we offer GCSEs, AQA Unit Awards, Functional Skills, BTECs and Independence Awards via ASDAN. The learning journey that all of our pupils undertake ensures that, with careful support, they are all able to achieve accreditation. This, for many, will be the stepping-stone to an FE college course.

Whatever the award, or pathway, we celebrate all achievements within our school, and do not lose sight of the amazing journey of change that we have undertaken with each and every one of our unique young people.

In all three of our curriculum stages, learning is underpinned by the 'Outcome Star' assessment structure, which allows all staff to offer support and challenge at the appropriate level for each individual.

This 'Outcome Star' assessment and tracking tool is used to provide a holistic framework from which to work. Aspects and areas of this relatively new tool has been created in consultation with the National Autistic Society and Autism Education Trust and has had significant input at the design stages from individuals with a diagnosis on the autistic spectrum.



## **Sixth Form Provision**

Ofsted states at Newbury Manor School ‘sixth form provision is highly effective. Students make good progress from their individual starting points.’

Newbury Manor School’s sixth form marks a very significant step for many of our students, who are re-entering a mainstream-learning environment for the first time in many years, often with very significant levels of anxiety. Their success is the impact of successful intervention during the earlier parts of their time at Newbury Manor School.

In 2017/18, of the two in 6<sup>th</sup> form, both attended local FE colleges on Level 2 courses. They gradually became independent learners, and senior leaders recognised that they were confident and ready to move away from the support that our provision provided. One pupil continued at Bath College and achieved a Level 2 award in Child Care, and another moved to Priory 6<sup>th</sup> form and is now on an apprenticeship course. These outcomes represent outstanding progress for these pupils.

From September 2018, we will have four pupils in 6th form, who will follow a vocational based course and be based in the new purpose built provision. As the needs of these pupils vary from those who have gone before them, the provision will effectively be built around their needs.

The sixth form is very proud of its new accommodation, which was completed during the summer 2018. It offers a specially designed environment where young people can prepare for adulthood.

## **Behaviour, Safety and Safeguarding**

The school has developed a behaviour management culture based on meeting individual needs in a focussed way. In every case, students demonstrate improved behaviour compared to their previous placements. Newbury Manor has not excluded any pupils over the past two years, pupil attendance is high, and parents report to senior leaders that their children are now eager to come to school and learn.

School premises are well cared for and student damage is rare. Students are engaged in learning and respond well to staff. Lessons proceed without interruption. Systems are in place to deal with any bullying effectively.

Incidents are recorded and monitored carefully and shared with the wider governance structure of the school to allow for external challenge and support. The amount of physical intervention used is low for a school of this type.

The safety of the school is a high priority. The school has employed an experienced Support Services Manager to audit and bring improvement to this area of our practice, meaning that risk assessment is robust and effective and students are safe and feel safe.

Safeguarding is given a very high priority indeed. The Head Teacher is trained as a DSL. The Regional Head of Care has completed Priory's DSL training, including accreditation to train others to level 3. She has also completed her DSL training with the LSCB. The Governance Lead is also trained and leads a regional group of DSL's for training, information sharing and case review.

All staff complete online and face-to-face safeguarding training both as part of their induction and of their ongoing training. Where safeguarding concerns have been raised, actions have been both prompt and effective. There are examples where the impact of this prompt and effective action has been significant in reducing levels of risk both online, at school and in the home.

Safeguarding themes are well understood in the school. We are particularly mindful of issues around children missing from education, gang culture, SEN and fabricated illnesses, CSE and FGM. As a result, children who would otherwise be vulnerable to such issues have, via the school's PSHE programme, and targeted 1:1 support, raised awareness and increased levels of safety.

We maintain British values and recruit and monitor closely for signs of racial and other discrimination, along with attempts of any member of our community to become involved with radicalisation. This means that the school has safeguards in place to protect the British values that it holds.

## **Special Educational Needs**

Newbury Manor School is part of the Priory Education Services schools and is a specialist educational setting where the children and young people attending are almost always in possession of an SEN Statement or a Education, Health and Care Plan which has been agreed by families and all agencies involved.

The SEN Code of Practice (2015) states that Education, Health and Care Plans / statement of educational needs are integrated support plans for children and young people with SEN from 0 to 25 years of age. They are focussed on achieving outcomes and helping children and young people make a positive transition to adulthood, including into paid employment and independent living.

Newbury Manor School is committed to working in partnership with education, health and care professionals to enable students to achieve their academic potential and successful transition into adulthood.

Newbury Manor School makes provision for a range of special educational needs across within the school setting including autism, communication and language difficulties and moderate and severe learning difficulties. Our students often have compounding complex needs and these can include additional needs such as sensory impairment or mental health needs.

Newbury Manor School believes that:

- (a) All students have the right to access a wide range of learning experiences that reflect their needs, abilities and interests
- (b) The learning opportunities and experiences provided for students should allow them to be successful in achieving understanding and skills
- (c) All students have a right to access a suitable programme of learning
- (d) The views of students about their education and the views of parents (or carers) about the education their children receive should be sought and taken into account
- (e) Each student has the right to be valued for their culture, religion and their different style of learning
- (f) All students should be educated in an environment and atmosphere that supports their learning and provides them with safe and stimulating opportunities and experiences.

## **Leadership and Management**

The leadership and management of the school has had a very significant impact upon the school in a relatively short amount of time, given that the school was only setup in its current form in 2014.

They have the capacity to finalise the journey towards an outstanding judgement in the near future. Senior leaders work rigorously to ensure the very best outcomes for their students. Governance provided by the Priory Group supports this. A team, overseen by the Operations Director, offers rigorous support and challenge to the school. The line management structure for the Principal offers further excellent mechanisms for support and challenge, contributing towards a culture of constant improvement.

Senior leaders have a clear vision for the school, which is based on high levels of ambition for each and every student. They place a high emphasis upon achieving long term goals to ensure that every student grows into an adult who is happy and fulfilled, who can live as independently as possible and is as 'work ready' for employment in modern Britain. To this end, they ensure the school focuses upon a wide range of factors within each student's life to ensure that all obstacles are overcome. Rigorous monitoring of targets and outcomes via the schools systems ensure that senior leaders are able to ensure that all pupils make good and outstanding progress, not just academically, but as all round confident, self-assured young people.

Leaders ensure that students make strong progress from their respective starting points and that they 'close the gap' on their mainstream peers. This is true for all of the groups within the school, including the most disadvantaged. Children who are looked after are scrutinised even more carefully to ensure they achieve the best possible outcomes.

Where progress is not made or is at a slower rate than it should be, leaders intervene quickly and effectively to ensure that no child 'slips through the net.' Senior leaders have implemented an academic intervention plan to ensure that data in each core area is analysed and clear targets are set. These are reviewed with teachers termly.

Leadership within our residential team is strong. The team are secure and feel supported and offer stability to our young people, with staff turnover and agency usage being low. Our therapy team is strong and getting stronger with more therapeutic interventions being available to our young people and a more cohesive therapeutic model being evident in the school.

School leaders have created a strong and accurate self-evaluation and have a relentless, uncompromising focus on school improvement. Judgements are based on reliable data; analysis and scrutiny is rigorous. Self-evaluation demonstrates that senior leaders have a strong sense of the strengths and weaknesses of the school and there is evidence that plans to drive improvement are both swift and effective, especially with regard to teaching, learning and assessment.

Training / professional development is ongoing and a strength. Staff are positive about their role in supporting the lives of the students who attend and are proud to work at the school, which is demonstrated by the results of the recent anonymous, generic (non-Priory) staff survey, which provided staff engagement scores that were amongst the very best of the Priory Group.

Senior leaders ensure that all independent school standards are fully met and have responded swiftly and effectively to the changes to these. The school continues to promote the PREVENT agenda and its focus on advocating for fundamental British values has been a strength. The school prepares pupils positively for life in modern Britain and promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith. This is embedded through PSHE lessons and a variety of theme days throughout the academic year.

Student voice is highly valued by leaders. The school council meet weekly, in differentiated class groups and all pupils are given the opportunity to contribute, either by speaking directly or through the use of their communication aid. They also may access support from an adult assistant who acts as their advocate. The school council is highly effective and has played a critical role in bringing positive new ideas to fruition. For example, the school council has led the schools' fundraising theme days, and the now annual school camp. Daily social and communication sessions in class afford the pupils the opportunity to debate and discuss their ideas.

Our three tier curriculum structure, launched by senior leaders in September 2014 has moved the school forward significantly. This allows pupils to engage in learning at their starting point and provides a secure, yet challenging environment for them to begin their learning journey. This unique curriculum structure allows the most disaffected pupils to re-engage with the learning process.

Safeguarding procedures are robust and fit for purpose. When required, the school has dealt with safeguarding concerns and has had its practice praised by the other agencies with whom it works. Staff are well trained and there is strength and depth to the level of safeguarding knowledge amongst senior staff, including some having 'train the trainer' accreditation. The school vigilance and raised awareness with regard of the PREVENT agenda ensures that it is careful to ensure it is protected from efforts to infiltrate its governance and leadership structures with religious or cultural extremism. There is a culture of vigilance and students feel like their voice is heard. Prejudice is not tolerated at any level as a result of the very high levels of supervision and support offered to students at all times.

Newbury Manor leads and influences other settings. Our autism lead is mentoring colleagues who work in other schools to ensure that excellent autism practice is established that best supports their students. We are often asked to advise colleagues regarding best practice for children with PDA and the school has led a Priory Group wide initiative to use the Spectrum Star to ensure the best possible outcomes for each and every young person in our care.

## **Admissions Criteria**

Newbury Manor School is registered to work with children and young people aged 7-19 years with Autistic Spectrum Disorders (ASD) and moderate to severe learning difficulties and associated complex needs. We are open to referrals from both local authorities and private fee paying parents. We have a Tier 4 license with the UK Visa and Immigration Authority, which allows us to consider referrals from outside of the EU.

Prior to placement at Newbury Manor School all young people and their parents/ carers have the opportunity to come to the school for a visit. They may spend time in the classroom and/or within our residential area and also meet students and staff. Visits from commissioning officers are also strongly encouraged.

In some cases the young person may not be able to attend the school for an assessment and, in these cases, a member of staff will visit the young person and ensure the procedure occurs off site.

Our referrals co-ordinator oversees all visits, collates information from parents and the young person's current or most recent placements. This information will be audited by the Senior Leadership Team with input from the wider staff team, as required.

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 will work closely with all stakeholders to ensure that there is agreement around the needs and outcomes in each case. Where a child or young person is considered for a residential placement, a detailed impact risk assessment will always be carried out.

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. This approach underpins our admissions process.

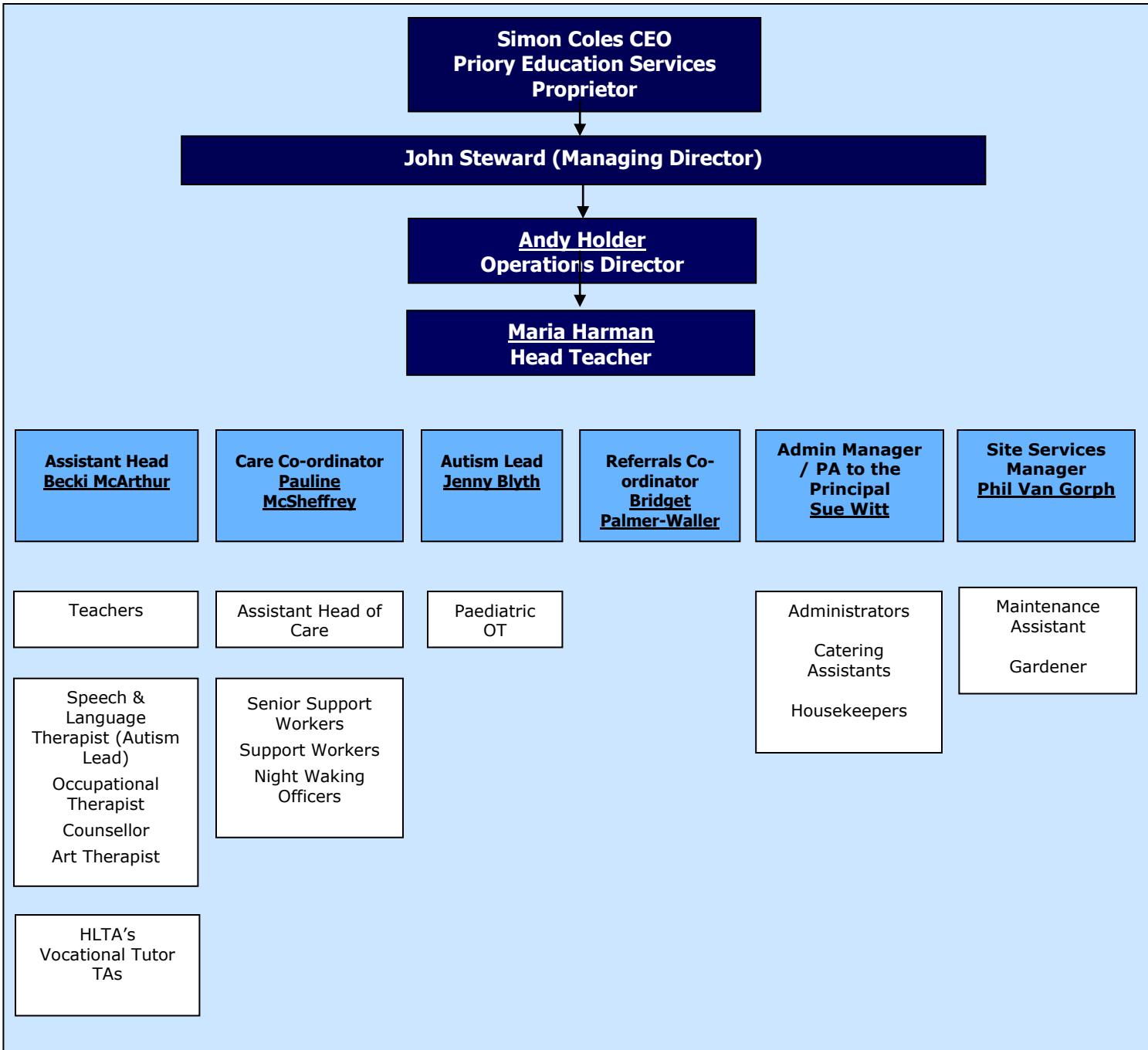
## **The Staff Team**

Newbury Manor School has a highly specialised team, including:

- Specialist Teachers
- A experienced Senior Care Team
- Highly specialist Speech and Language Therapist, also the school's Autism Lead
- Paediatric Occupational Therapist, specialising in Sensory Integration
- Play Therapist / Counsellor
- Art Therapist
- Educational Psychologist
- Higher Level Teaching Assistants
- Teaching Assistants
- A range of support staff, including administrators, catering assistants, gardeners, maintenance staff and housekeepers.

Where needed, we also have access to additional adults to support our packages, such as qualified swimming teachers and instructors qualified to oversee horse riding (always with due regard for the appropriate safeguarding procedures).

## Newbury Manor School – Organisational Structure - November 2018



## **Staffing**

- Senior Leadership Team

All members of the Senior Leadership Team are qualified in their respective fields of education and care.

- Academic Staff

There are nine full time Teachers at Newbury Manor School providing access across the curriculum for all students. All nine Teachers hold qualified teacher status.

- Care Staff

All substantive care staff either hold Diploma 3 or are working towards it. Our Regional Head of Care holds Diploma 5, with the Assistant Care Co-ordinator enrolled on this higher level course. Our Care Co-ordinator is relatively new to post but has applied and awaiting confirmation so that she can begin her studies.

- Learning Support Staff

We have a large learning support team. Three of the team hold higher qualifications to reflect their senior status within the team.

- Therapists

Two therapists are employed at Newbury Manor School, a Speech & Language Therapist and Paediatric Occupational Therapist, both fully qualified in their areas of expertise. The Speech & Language Therapist is also the Autism Lead for the school. Newbury Manor School has also secured the services of an Educational Psychologist, Art Therapist and School Counsellor on a consultative basis and all are well qualified in their respective fields of expertise.

- Administration, Support Services and Ancillary Staff

The Administration, Support Services and Ancillary staff work across the whole school, providing administrative, catering and facilities support across all areas.

Copies of all certificates for staff qualifications are held on each individual's HR file at our HR office in Frome.

Copies of certificates for relevant qualifications, HPC or equivalent membership and indemnity insurance documents are also held for the consultant professionals in their individual files at our HR office in Frome.

## **How we ensure quality & consistency of Education/Care**

The consistency, quality and safety of our children and young people within our care is underpinned through detailed policies and delivered through procedures; we strive to maintain and improve the school through regular self-assessment and additional inspections from external consultant and agencies.

### **a) Inspections and Governance Visits**

The school is subject to announced and unannounced inspections from Ofsted to ensure the standards relevant to residential special schools are being met.

In addition, the school is inspected termly under Standard 20 of the RSS NMS. These inspections focus upon:

- checks on the school's records of attendance, complaints, sanctions, use of reasonable force, risk assessments, and individual care plans for children;
- evaluation of the effectiveness of the care provided to children and whether they are safeguarded;
- assessment of the physical condition of the building, furniture and equipment of the school; and
- opportunities for any child or member of staff who wishes to meet the visitor (in private if they wish).

The school is inspected by a number of Priory specialists who concentrate on specific areas, including health and safety, financial management, maintenance, food preparation and hygiene.

The school has a comprehensive system of governance, which includes weekly, termly and annual processes, which ensure the school receives sufficient external support and challenge.

Priory Education Services also has a highly experienced quality team that undertakes audits of the provision within the school.

### **b) Training**

The range of staff training is extensive and commences from the point the staff member is appointed. Staff access training in a variety of ways, including in-house workshops, full training days with both internal and external specialists and via the award-winning on-line training facility offered by Priory Central Services, Foundations for Growth.

There is a very detailed induction that supports staff throughout their six working month's probationary period. This consists of ongoing, regular and progressive training combined with specialist training.

**c) Health and Safety**

Health and Safety is paramount and is considered one of the highest priorities in school. All staff and managers are required to undertake detailed risk assessments for all aspects of working within a safe environment and ensuring safety for the students in our care.

This is underpinned by Health and Safety training that takes place from the point of appointment. This training occurs in booklet form, via specific policies, in group workshops and on-line.

**d) Staff appointments**

All staff are appointed after detailed documentation has been scrutinised. All staff have enhanced clearance from the Disclosure & Barring Service which is renewed every three years. Original documents and qualifications are scrutinised and checked. Three written references are taken up and scrutinised and verbal contact is then made with the referee to ask further questions against the reference they have provided.

All employment gaps are discussed and accounted for and medical questionnaires and assessments are undertaken.

The senior leadership team (and additional key personnel) have completed the NCSL certificated on-line training in Safer Recruitment.

**e) Procedures and policies**

All procedures are documented and regularly updated. Policies underpin these procedures; these are reviewed regularly by Priory Education Services. The procedures and policies are numerous and help ensure the quality and consistency of working safely with children is maintained in our school.

The key legislative policies are given to staff as part of the induction process and are available to parents on request.

**f) Parent partnerships**

We consider partnerships with parents and carers as vital to facilitate effective progress for children and young people in our care.

Children and young people have a key adult (normally their class teacher) and those who are residential also have a pastoral tutor / key worker, who is responsible for working directly with them on welfare related issues. Parents/carers are regularly updated regarding their child's learning progress. In addition we work closely with placing authorities reporting progress in written form twice yearly.

**g) Educational provision**

Educational quality is assured through employing high quality practitioners. Newbury Manor School is able to offer a varied curriculum where pupils can access a range of learning opportunities that are accredited.

We can also offer a variety of subjects at GCSE, functional skills, maths, English, science and ICT and a selection of external accreditations.

#### **h) Contingency & Crisis planning**

The crisis management policy outlines the procedures that must be followed in the event of a crisis or unexpected or emergency event that threatens the operational functioning of the school, this includes severe weather events, building based crises and health related crises. This is available on request along with all other Newbury Manor School local procedures.

#### **Complaints Procedure – Parents/Professionals and Bodies working outside of the school**

In mainstream school under the regulations of the Education Act No 2 and the Education Act 1988, parents have the right to make representation to the school, the Governing Body, the Local Authority and ultimately the Secretary of State where they feel that a school is not meeting the requirements of the Act with particular regard to:

- a) The National Curriculum
- b) Religious Education and Collective Worship
- c) Approved qualifications
- d) Exemption from the National Curriculum
- e) Changing policies
- f) Provision of information to parents
- g) Exclusion from school.

Newbury Manor School as an Independent School would adopt a similar procedure. The Secretary of State expects that all concerns expressed by parents and others about the school curriculum and related matters will continue to be considered and as far as possible dealt with in an informal discussion with teachers and SLT in the first instance.

At all stages the complainant will receive written reports of all decisions, the reasons for them and any proposed action as a result of them. With specific reference to exclusions (Education Act 1986) parents have a right to make representation about any exclusion to the schools' regional manager.

Some concerns may be resolved by agreed action without the need for investigation. Complaints can be made verbally to key staff within the school, by e-mail or in writing on both an informal and formal basis.

Timescales for the process are:

- o Acknowledgement that the complaint has been received (within 48 hours)
- o Indication of how we propose to deal with the matter
- o An estimate of how long it will take to provide a final response. This must be done within 20 days.
- o Information regarding any initial enquiries that have been made.

Once the issue has been fully investigated you will receive a contact from the school, either in writing or in person so that the findings can be shared. In the event that an investigation has not been concluded to the satisfaction of the parent then a formal complaint can follow. In the event that all internal complaints (relating to care and welfare) procedures have been fully exhausted both within the school and through the governing body and Priory Education Services, parents who may wish to seek additional advice, may wish to contact:

OFSTED, National Business Unit, Royal Exchange Building, St Ann's Square, Manchester, M2 7LA

#### Records of Complaints

Under the Independent School Standards, the school is happy to publish the number of complaints that are received each academic year. These are as follows:

- 2015/16 – Formal: zero;
- 2016/17 – Formal: zero;
- 2017/18 – Formal: zero;

## **Key Contacts**

### **School Details**

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Somerset  
BA11 3RG  
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E: [newburymanor@priorygroup.com](mailto:newburymanor@priorygroup.com)

Head Teacher – Maria Harman  
Regional Head of Care – Michelle Garstang  
Care Co-ordinator – Pauline McSheffrey  
Admissions / Referrals Co-ordinator – Bridget Palmer-Waller

On this site, the Governance role is led by Andy Holder, who can be contacted via:

Andy Holder, Operations Director  
Munstead Heath  
Godalming  
Surrey  
GU7 1UW  
T: 01483 892061

### **Proprietor Details**

Priory Education Services Ltd

Simon Coles (Interim CEO)  
Munstead Heath  
Godalming  
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GU7 1UW  
Telephone: 01483 892 061

### **Head Office Details**

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