

Talocher School is a specialist residential school for boys and girls aged 7 to 19 with behavioural, emotional and social difficulties.



Welcome to Talocher School

Talocher School is a Welsh Assembly registered and approved school which provides education for boys and girls who are either resident within Priory childcare facilities or as day students, who are unable to attend mainstream education because of their behavioural, emotional and social difficulties.

When young people first come to the school, many are experiencing a range of social and emotional difficulties which are compounded by their disaffection towards learning, negative attitudes towards authority and education, and/or a history of interrupted education.

Many young people will have experienced significant difficulties in their schooling, including exclusion from mainstream schools and may have been out of school for long periods of time.

Typically students will have a Statement of Special Educational Need/IDP or EHCP and may be looked after children by the local authority. Many have experienced placement breakdowns and may require residential care which can be provided in one of our children's homes either on site or in the surrounding area. Talocher School can provide places for up to 55 students.

Talocher School

School Prospectus



We provide:

- The National Curriculum
- A wide range of formal and informal educational opportunities including GCSE, ELC, NVO, OCN, ASDAN, DofE, BTEC, AQA, Sports Leadership Award and other external examinations
- A positive, supportive and therapeutic environment to bring about positive change
- Support strategies to develop self-awareness, self-discipline and self-worth
- High staff:student ratio
- Clinical, psychological and therapeutic support
- 38 and 52 week provision
- Day provision

Our mission statement

To enable students to acknowledge and cope with their specific difficulties and, through the provision of appropriate full-time education assist them in fulfilling their potential.

Child-centred approach

We provide a child-centred environment which is stable, safe and supportive and realises the five outcomes defined in Every Child Matters. These are: to be healthy, to stay safe, to enjoy and achieve, to make a positive contribution and to achieve economic well being. In addition, we work to ensure that our young people can access their rights as outlined in the United Nations Convention on the rights of the child.

Every young person is allocated a key worker who plays an important role as a mentor for the individual. Individual education plans (IEPs) are developed for each student which are continually monitored to ensure that the curriculum is relevant and differentiated to meet their specific needs and maximise opportunities for individual success.

Talocher School aims to compensate for previous difficulties by:

- Equipping younger students with the skills and self-confidence to engage in formal education
- Enabling older students to leave school as responsible individuals moving into an adult world with qualifications and a sense of achievement



Aims

Talocher School aims to provide education in a therapeutic environment where students can thrive and re-engage in learning and where their specific needs and preferred learning styles are catered for by:

- Providing a student-centred, non-confrontational, caring and supportive education integrated into overall care provisions, liaising with all relevant external agencies
- Developing a personalised learning programme for each student, taking account of previous learning, aspirations, any requirements of a Statement of Special Educational Need and meeting any legislative requirements
- Giving students opportunities to gain a variety of external accreditation which can be transferred to further education or training
- Presenting opportunities for student learning to take place in the community
- Providing opportunities for students to develop personal, social, health and citizenship skills and an awareness of the responsibilities of adulthood
- Helping students to develop vocational and recreational knowledge, understanding and skills
- Providing a behaviour framework in which each student is helped to take responsibility for his/her own behaviour and is encouraged to manage it effectively
- Maintaining a safe, positive and supportive environment through an agreed set of rules and sanctions and through rewarding positive behaviour
- Valuing all cultures, religions and abilities and by challenging discrimination.

Desired outcome

Talocher School aims to help young people reconnect with society, return to learning and manage their behaviours to bring about positive change. We enable individuals to make independent life choices and to achieve greater independence as they reach adulthood.

For information on our specialist education and care services:

Please call us on: 01600 740 777

Send an email to: talocherschool@priorygroup.com **Or visit our website:**

www.priorychildrensservices.co.uk/find-a-location/talocher-school-monmouth

Education

Talocher School aims for students to be safe, happy and to engage positively in their learning and personal development. Every student attending Talocher School is offered a broad, relevant and differentiated curriculum to cater for their individual future needs, ages and interests.

Subject	Level	Board	BTEC
English	GCSE/ELC	WJEC	
Maths	GCSE/ELC	WJEC	
Science	GCSE/ELC	WJEC	
Art and design	GCSE/ELC	WJEC	
Physical education (PE)	GCSE - short course	WJEC	Yes
Information and communication technology (ICT)	ELC	WJEC	
Geography	ELC	WJEC	
History	ELC	WJEC	
Life skills	ELC	WJEC	
Welsh	ELC	WJEC	
Food studies	ELC	WJEC	
Independence	Youth award scheme	ASDAN/COPE	
Duke of Edinburgh	Bronze award	N/A	
Sport			Yes
Work Skills			Yes
Animal Care			Yes



Curriculum

The curriculum is based on the National Curriculum, and should prompt a change in each young person's life, broaden their horizons and open up new opportunities.

The curriculum is tailored to individual needs and helps students to become:

- Successful learners who enjoy learning, make progress and achieve
- Confident individuals, able to live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society

Through this approach to curriculum planning we ensure that:

- The young person is at the centre, so that the curriculum and the services they require are tailored to meet their individual needs, interests and aptitudes
- Each young person is helped to identify and achieve their ambitions, with the support they need
- The young person is listened to, and respect is given to their ideas and opinions
- The strengths and interests of the whole person, as well as the social and emotional risks, are taken into consideration when planning programmes based on their choices

Class size

Learning is in small, age appropriate Key Stage 2-4 groups with additional one-to-one support if required

Expectations are for our students to gain examination success and the attainment of qualifications as well as developing personal, social skills and self-confidence.

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Pupils undergo initial entry assessments WRIT/ WRAT. Timetables are constructed individually for young people and education takes place between 8:45am and 3:00pm. There is a half hour break for lunch. Every young person has a minimum of 25 hours education each week.

Core curriculum

At the centre of each young person's learning programme is the core curriculum. Due to learning and/or emotional and behavioural difficulties, the curriculum entitlement of students at Talocher School, and the programmes of study for the National Curriculum, is sometimes modified. Where appropriate we offer personalised curriculums that follow the relevant principles of the National Curriculum.

The nationally recognised minimum is offered to all our young people and includes:

- Careers education
- English
- Information and communication technology (ICT)
- Mathematics
- Personal, social and health education (PSHE)
- Science

Physical Education

Physical education is also part of each young person's programme but is based on the risk assessment of each individual.

The personal, social and health education (PSHE) programme offered includes skills for independent living. Access to information, advice, guidance and support is available from the vocational curriculum co-ordinator, staff, and from local and home carers. The PSHE, citizenship and work related learning is strongly supported through the residential element of the care provision.



Using community based learning

Community-based learning is an important and significant part of each young person's curriculum at Talocher School.

It provides opportunities for young people to:

- Cope and learn to manage with other environments
- Develop confidence in different contexts
- Apply skills in an increasing variety of real life situations and contexts
- Experience working with a wider range of people, organisations and others.

Developing work-related skills

When planning for community-based learning, work-related skills are also included so that:

- Every young person's needs are best met through a mix of learning opportunities
- Specialist, community or work-based settings are used
- Each setting provides distinct experiences which foster different kinds of learning
- It enables the staff to identify different contexts for learning that are sometimes the key element in enabling the young person to acquire new knowledge, skills and understanding.

The broader curriculum, including the vocational curriculum

Talocher School also offers a number of other subjects and courses which include art, humanities, environmental studies, food technology.

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Therapeutic and support services

Students may have access to a range of therapies including anger management and relationship management through access to our therapeutic and support services team.

Therapeutic and support services includes access to a clinical psychologist, art therapist, speech and language therapist, occupational therapist and an assistant psychologist. Access to psychiatry and other therapies are also available through Priory's resources.

The services we offer include:

- Advice to staff teams
- Assessment
- Attendance at reviews/other professional meetings
- Report writing
- Therapeutic input embedded within the school curriculum.

Every young person placed at Talocher School has a behavioural assessment of social, emotional, cognitive and neurological needs, carried out by an assistant psychologist and supervised by a psychologist. This assessment includes recommendations and individualised programmes of work to be undertaken by the young person with their key worker and the assistant psychologist.

Certain young people, for example those with known mental health difficulties can, by negotiation, undertake a full multidisciplinary assessment that includes psychiatric assessment, psychological assessment and a psychotherapeutic assessment of therapeutic needs. This assessment includes recommendations including consideration of ongoing therapeutic input.



Care

Residential living is within one of the children's homes either on site or in the surrounding area. All of the homes provide safe, secure and homely living from small two-bedded homes to larger six-bedded homes, each with single bedrooms and en-suite facilities.

All houses have a TV lounge, kitchen and dining areas and young people are encouraged to participate in the daily running of the house to make it a pleasant environment in which to live.

Each young person has individually tailored care and behaviour management programmes that address their self-care, health, emotional and behavioural needs, to ensure that they are given the best possible chance of success.

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Dedicated support

Central to each young person's care is their key worker/link worker, who is committed to all aspects of the individual's life, including their physical and emotional health, education, contact with families, social workers and friends, their personal interests and their educational and cultural development. Key workers ensure that each individual's care programme is personal, relevant and responsive.

Policies

Information about the school and its policies and procedures regarding the welfare of children is available upon request and include:

- Academic performance in preceding years
- Anti-bullying policy
- Child protection policy
- Complaints procedure
- Complaints record in preceding years
- Curriculum
- English as an additional language
- Equal opportunities policy
- Exclusion policy
- Health and safety policy
- Estyn report
- SEN policy
- Staff list
- Statement of purpose

In addition, each residential home has a complete set of policies and procedures in line with CSSIW and the regulatory requirements in Wales.



Admissions

Students are referred to Talocher School by social services and/or local education authorities, sometimes in conjunction with health or youth offending teams.

Typical students:

- Boys and girls aged 7 to 19 with complex social, emotional and mental health difficulties (SEMH)
- Typically young people will have a Statement of Special Educational Need, IDP or EHCP
- Many will be looked after children by local authorities
- Young people may also have other special needs and related mental health difficulties
- Some may have other associated difficulties or disorders such as:
 - Challenging behaviour
 - Attention deficit disorder (ADD) or attention deficit hyperactivity disorder (ADHD)
 - Moderate learning difficulties
 - Specific learning difficulties
- Admission and long-term placement is dependent on a detailed observation period where individual needs and our ability to meet those needs is assessed
- Talocher School considers referrals from any cultural, ethnic or religious background

Accreditation

The curriculum is accredited through nationally recognised qualifications in the areas above, and in the achievement of key skills and employability skills. All accreditation is at an appropriate level in each subject for the young person so that they leave with acknowledgement of their achievement.

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