

## **Quay View School - Parental Information**

**Updated:** February 2020

The following information is for Quay View School, which is part of the Priory Group

**Head teacher:** Stuart Ridley

**Deputy Head teacher:** Debbie Chalk

**Operations Director:** Nancy O'Regan

### **School Address:**

Quay View School

Bere Alston

Yelverton

Devon

PL20 7EX

Telephone: 01822 840379

### **Head office:**

Priory Group

80 Hammersmith Road

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### **Proprietor:**

Andy Cobley (Chair for the proprietor)

Priory Education Services Ltd

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Telephone: 01483 892 061

### **Governance:**

Nancy O'Regan (Operations Director) – Chair of Governors

Kay Herbert (Business Manager)

Charlie Rivers (Quality Improvement Lead)

### **Special Education Coordinator (SENCO):**

Debbie Chalk (Deputy Headteacher)

### **Referrals coordinator:**

Felicity Mahoney, [felicitymahoney@priorygroup.com](mailto:felicitymahoney@priorygroup.com)

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## Aims & Ethos

*(Vision & Values)*

Quay View School strives to ensure that every child and young person can learn, develop and grow, building their resilience in a safe, nurturing environment, enabling and preparing them to make a successful transition into adult life.

From a foundation of safety, we provide children and young people with access to enriching experiences and opportunities, which will secure emotional resilience and enable life-long learning and growth. We actively engage with our children and young people in their person-centred planning through a focus on 3 key elements:

- Safety
- Life
- Growth

We actively support children and young people to overcome any significant barriers to safety, to learning, to their quality of life and their personal growth, either on entry to the school or when they arise.

For further information, please visit our website:

<https://www.priorychildrensservices.co.uk/find-a-location/quay-view-school-devon/>

## Content of parental information summary policies and statements

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4. Teaching and Learning
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7. Exam results
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### 1. Admissions

Quay View School provides specialist education day placements for boys and girls from aged 7 -19. Students have social, emotional and mental health issues, behavioural difficulties and learning difficulties which can include diagnosis of autism, ADHD, trauma and attachment related conditions and other.

The school specialises in providing highly bespoke. Many pupils have experienced failure, disappointment and criticism with resulting feelings of inadequacy and poor self-image. Many also have additional conditions including Asperger's Syndrome.

Quay View School provides a positive and structured environment where pupils are encouraged to assess their behaviour and affect change. Their efforts are privately and publicly acknowledge in a constructive manner.

Placements can be flexible on a day basis and for up to 52 weeks of the year (in the children's home), depending on individual needs. All placements are decided against an impact risk assessment which considers the impact of any new student on the existing cohort and whether any presenting risks can be safely managed. This in turn aims to ensure that new placements offered are both sustainable and responsible.

### Admissions Procedure and Criteria

The school will review all relevant and recent reports. This will usually include:

- Recent Statement
- Last School's Report
- Social History and any relevant reports
- Psychologist's reports
- Psychiatric report (if any) and diagnoses of special need
- Any other factors e.g. other disability (Epilepsy, visual impairment)

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If it is felt that the school can offer a place, the transition of the student will be planned in the most appropriate manner in order to meet the individual's specific needs. This could usually involve several observational visits from Quay View staff to the young person's current placement and home, and the young person visiting Quay View.

## 2. Behaviour Management (including exclusions)

At Quay View School, the strengths of our approach are that, on an individual and group basis, it provides

- clear boundaries and structures,
- predictable responses (using behavioural techniques) from staff who work in a consistent manner
- cognitive work through reflecting on presenting behaviour and performance.

Adaptations to this approach are made to reflect the differing needs and disabilities of each individual student. The atmosphere provided at Quay View School is one of assurance and confidence where a student's efforts are privately and/or publicly acknowledged, where frequent praise is given and if criticism is necessary it is used in a constructive manner which provides positive alternatives.

The staff at Quay View School seek to provide a safe and healthy environment for all students. They are aware that many students have challenging behaviour and difficulties in controlling their own behaviour. It is therefore imperative that staff are qualified and trained and careful attention is given to the strategies created for the behaviour management of students. The school uses an approach called Team Teach and all staff are given training in this aspect. This approach seeks to avoid the need to physically restrain students. The de-escalation techniques are taught with the aim of ensuring that when students are displaying behaviour that could result in danger to themselves or others, effective strategies can be used to calm the situation without resorting to physical interception. However, it is recognised that there will be times when students need to be held for their and others safety and on these occasions, the specific techniques of Team Teach will be used. Staff will seek to use Restrictive Physical Interventions that enable students to remain standing or to be seated.

The school reserves the right to issue fixed period exclusions in response to serious incidents. Permanent exclusions/end of placement will only ever be used in extreme circumstances and in full consultation with all stakeholders whereby the widest range of possible alternatives will be sought to avoid a permanent exclusion.

## 3. Curriculum Policy

A full copy of the curriculum policy is available for inspection on each site. Our curriculum has three key aims:

### Curriculum aims, vision and values

At Quay View School, the curriculum is at the heart of our provision and is ambitious in its aspirations to provide high quality teaching to promote high levels of engagement, learning and purpose. We strive to ensure that every student can learn, develop and grow, building their resilience in a safe, nurturing environment, enabling and preparing them to make a successful transition into adult life.

Our curriculum is designed to ensure that students receive consistently high quality lessons by ensuring that lessons and learning activities aim to be relevant, engaging and motivating. It is shaped to provide a learning journey to best prepare students for the opportunities, experiences and responsibilities of adult life.

We place a strong emphasis on addressing each individual's social and emotional needs. Choosing what we teach, when we teach it and why we teach it (or if we should), is subject to rigorous discussion and ongoing evaluation. Each student will have a personalised timetable which considers their interests and aspirations and is ambitious in its expectation leading towards appropriate individual outcomes

We recognise that children at Quay View School have specific, diverse and individual needs and our broad and balanced curriculum aims to reflect our understanding of this by providing structured opportunities for students to engage in a wide range of learning activities in a wide range of situations and environments.

Our ultimate goal is that our students are enabled to become active learners who are moving towards independence, autonomy, control and choice and are learning to effectively communicate their needs, wants and opinions.

For us to be successful in our goal, it is essential that we consider the holistic progress that each student needs to make. We will remain aspirational and ambitious in our expectations for students to overcome the barriers they face and respectful of the challenges they must face in order to build their resilience in preparation for the next phase in their education and training and into their adult lives.

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The importance of providing high quality education is at the core of our ethos and we aim to ensure that every student's experience of school provides them with reward and purpose and stimulates their motivation to learn and succeed by recognising and celebrating achievement at every opportunity.

### 4. Teaching and Learning Policy

A full copy of the teaching and learning policy is available on each site. Basic principles of teaching and learning are;

- Lessons based on using assessment information on students' prior learning.
- Clear learning objectives for each lesson.
- Variety of teaching approaches to suit students' differing learning styles.
- Positive feedback to students on their efforts.
- Use of information and communication technology as appropriate.
- Clear expectations of behaviour during the teaching day.
- Individual teaching as appropriate, including interventions.

### 5. Safeguarding, Welfare and health and safety arrangements

Priory Education Services, the Headteacher and all staff at Quay View School fully recognise their responsibility for ensuring the safety and wellbeing of the students in their care.

Safeguarding is upheld as a priority for all at all times. The Headteacher, Stuart Ridley, is the Designated Safeguarding Lead for the school. Any member of staff who has a Safeguarding allegation made against them, where all other alternatives have been considered, may be suspended on full pay, without prejudice, pending a full investigation. This will also involve contact with the Devon LADO. The school's Safeguarding local procedure is available on our website.

The school has a dedicated health and safety officer and all staff undertake a health and safety course. As part of the staff induction programme all staff will be made aware of the key provisions of the Children Act 1989 (and 2004 update) which concern our work (Ref. The Children's Act 1989 Independent Schools) and of the procedures for reporting concerns for a student's safety.

The school's Safeguarding Policy is available on request.

All staff listen and take seriously all disclosures/allegations made by pupils. Any member of staff who has evidence or any concerns that a student is being put in danger or at risk, or is suffering physical, emotional or sexual abuse, either within the school or outside the school, including in his home, completes a Safeguarding Concern form. This is immediately passed to the school's Designated Safeguarding Lead (DSL) and/or Deputy Designated Safeguarding Lead (DDSL), who, together with The Headteacher will decide on the most appropriate action to take.

This will often involve referral to either LADO, MASH and possibly Ofsted. All concerns about a pupil's safety, pupils' complaints and incidents are logged securely on our computer systems. The school is therefore able to track whether what may appear to be an isolated incident or complaint is in fact part of a more serious issue or pattern of behaviour. School staff are also vigilant to children at risk of going missing, who are vulnerable to sexual exploitation and are trained to follow the Prevent strategy, as part of the UK's Counter Terrorism Act.

The school's Anti-Bullying Procedure is available on request.

### 6. Special Educational Needs

Quay View School is part of the Priory Education Services schools and is a specialist educational settings where the children and young people attending are almost always in possession of a transitional SEN Statement or a statutory 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.

Quay View 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.

Quay View School makes provision for a broad range of special educational needs across within the school setting, based on a needs-led assessment. These include autism; behavioural, emotional and social difficulties; 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. Quay view School makes provision for students in the age range of 7-19. We recognise that our children are some of the most vulnerable, due their complex learning needs and therefore, school staff are trained to an advanced level in Safeguarding to ensure they are vigilant to children at risk of going missing, who are vulnerable to

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abuse and sexual exploitation and also radicalisation/extremism; staff are trained to follow the Prevent strategy, as part of the UK's Counter Terrorism Act.

Quay View 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.

### 7. Exam results 2018-2019

Of the two students successful in **English Functional Skills Level 1** this year:

-There are two students in Sixth Form

Of the five students successful in **Maths Functional Skills Level 1** this year:

-There are two students in Sixth Form

-One student in Year 11

-One student in Year 10

-One student in Year 9

Of the five students successful in **Science Entry Level 3 Single Award & Double Award** this year:

-There is one student in Sixth Form

-Two students in Year 11

-One student in Year 10

-One student in Year 9

**100%** of students entered for examinations were successful.

### 8. Complaints procedure

The school's Complaints Procedure is available on our website. This gives clear timescales for the management of any complaint; together with details of the provision for a hearing to be held before a panel should this become necessary.

The number of complaints received for Quay View School:

**2016-2017:** One

**2017-2018:** Four

**2018-2019:** One

**2019-2020:** One (To date)