

# Ellingham Hospital School



*“From admission to discharge, your child is our priority”*

*Ursula Castillo – Head of School*

# School Prospectus 2019-20



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## A Warm Welcome from Ellingham Hospital School



**Ursula Castillo – Head of School**

Ellingham Hospital School is a specialist school for boys and girls aged between 12 years and 18 years whose primary needs range from social, emotional, mental health difficulties and complex learning needs. For all of our students who are admitted to Ellingham Hospital; their education is overseen by us up until their point of discharge.

Ellingham Hospital School provides a highly effective provision, providing 1-1 or small group education. We work closely with the hospital professionals surrounding your child's care to ensure a consistent and integrated approach to your child's treatment plan can be implemented.

Ellingham Hospital School maintain communication with your child's 'home' school, (this will be the most recent school your child attended and who they will be on role with). This is essential, particularly if your child is due to return to their home school post discharge.

Ellingham Hospital School provides a caring, calm, safe and happy learning environment. The education team are highly experienced in working with students affected by mental health difficulties and the high staff to student ratio ensures that every student at Ellingham Hospital School has the opportunity to engage with their education and has the opportunity to achieve their potential. We understand how distressing it can be having your child in hospital, living away from family and friends. The Education Team at Ellingham Hospital School just wish to reassure you that your child is our priority whilst they are here with us.

Ursula Castillo – Head of School



## Our Ethos

At Ellingham Hospital School we believe in providing a quality education and diverse learning experiences for all of our students. We understand that for a lot of our students they may have had negative past experiences of school and that their current mental health difficulties has made it difficult for them to engage with and enjoy their learning. We aim to provide an education that is fun, interesting, differentiated to meet each student's learning needs that is all delivered within a safe, nurturing and supportive learning environment.

We wish for your child to be able to feel a sense of achievement again and improve upon their self-esteem and self-confidence within their learning environment. Our aim for your child will be that when they return to, or start a new educational establishment post discharge, their improved sense of self-worth will enable them to approach their learning with new found confidence and resilience.

Our students are taught in small classes usually comprising of between 4-6 students. Each group has at least one teacher and one support assistant. 1-1 support can also be provided. All members of staff are committed to ensuring every student makes progress with not only their learning and overall academic attainment, but also their social, emotional and mental health needs within the learning environment. Our student's progress is constantly monitored and appropriate interventions and strategies are implemented and adjusted, according to need, throughout their time with us to maximise achievement potential.





## Admissions

Ellingham Hospital School is open to all young people who are admitted to Ellingham Hospital. We are a co-educational provision for students aged between 12-18 years.

The school is non-denominational and has a secular ethos that respects the cultural and religious beliefs of all.

Upon admission to Ellingham Hospital as a parent/carer, you should receive this school prospectus, if you have not received it prior to admission. You will also receive a parent/carer admission information form for you to complete. The form contains questions asking for details of your child's previous educational setting, their special educational needs and the names and contact details of professionals surrounding your child's education. Completion of this form is essential to Ellingham Hospital School to ensure the correct educational package for your child can be provided and that close links with your child's home school and professionals can be sought and maintained as quickly as possible. You will also be given the opportunity to opt to receive a weekly email from your child's teacher, giving a synopsis of your child's week in school. We understand that parent/carer links to a child's school is a necessity and provides parents/carers the opportunity to celebrate in their child's achievements and provide a positive and encouraging approach towards attendance and engagement.

For your child; upon admission to Ellingham Hospital, they too will receive a 'welcome' information pack, containing information about the school and one of our Anti-bullying leaflets.

Your child will be given time to settle in for their first day though the teachers with whom your child will initially be working with will come to say hello. The teachers will spend a bit of time talking to your child and finding out from them what they liked about school, what they did not like and what they feel they need help with. This enables the teachers to initially plan your child's educational programme around their preferences and interests to maximise engagement and provide the level of support your child needs. Your child will be given a timetable so they are prepared and have a structure to their school day. The expectancy will be that your child will attend their lessons the next day as it is recognised that structure and routine and being able to access education is an essential part of their recovery at Ellingham Hospital.

Upon admission, and for the first few weeks, your child will be educated within the ward classroom. The ward classrooms are called our Nurture and Assessment Groups. We have Blossom on Cherry Oak ward and Willow on Woodlands ward. These classrooms are usually for initial assessment purposes.



## The Curriculum

The school's curriculum is broad and balanced and includes where appropriate all of the statutory requirements of the National Curriculum. There is particular emphasis upon core subjects and upon personal development to address not only gaps in previous learning but to build upon social skills and emotional resilience. Within all of our groups, British Values and Social, Moral, Spiritual and Cultural awareness are also taught. Fundamental British Values are promoted through a number of areas to include democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

### Key Stage 3

The Key Stage 3 National Curriculum is covered and learning takes account of the particular barriers and vulnerabilities of your child. A primary school model of one classroom and one teacher is maintained so as to support students who have difficulty in frequent changes to their school day, albeit, classroom or teacher. The balance between cross-curricular and subject-specific themes will depend upon the engagement and interest of the learner, but, assessment and progress tracking are integral to the school day.

### Key Stage 4

The Key Stage 4 National Curriculum is also covered and learning takes account of the particular barriers and vulnerabilities of your child. A primary school model of one classroom and one teacher is still maintained within this group as the coping mechanisms for changes in classroom and staffing within the older year groups can still be problematic when experiencing mental ill-health. For a Key Stage 4 student, the close links to their 'home' school that we maintain are essential so that any potential exams that could be taken that your child was entered for by their home school, can try to be facilitated. Careers and Post 16 Planning also takes place within our Key Stage 4 Group.

### Post 16

The Post 16 group is for our students who are in year 12 or above. The focus is upon reinforcement of core subjects with the opportunity for the students who, for whatever reason, did not take their GCSE's in Year 11, to work towards these again in conjunction with their home school.

The remainder of the Post 16 curriculum comprises of developing skills for working life, life skills, personal development and developing social skills and emotional resilience. Careers and preparation for further education are also included.



Sex education is part of the Key Stage 3 and 4 National Curriculum. Careful consideration is given to providing sex education for our students and is offered on an individual needs basis whilst in continuous consultation with the psychology team.

Religious education is drawn from individual lessons and through integrated humanities, schemes of work and mindful of all types of religion within a multi-cultural society. Ellingham Hospital Schools aims are to:

- Acquire and develop knowledge and understanding of principle religions represented in Great Britain.
- Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.
- Enhance each student's spiritual, moral, cultural and social development by developing their awareness of the fundamental questions of life raised by human experience and how religious teaching can relate to them.
- Encourage students to reflect upon their own beliefs, values and experiences in light of their studies.
- Develop a positive attitude towards living in a society of diverse religions and cultures.

Drug education is part of the Key Stage 3 and 4 National Curriculum. Within PSHE, ASDAN and Science the following elements of drug education will be taught:

- How the misuse of solvents, tobacco, alcohol and other drugs may affect health and body function.
- That the body's natural defences may be enhanced by immunisation and medicines.
- How smoking affects lung structure and gas exchange.

Careful consideration is given to providing drug education for our students and is offered on an individual needs basis whilst in continuous consultation with the psychology team.



## Assessment

Whilst in the Nurture and Assessment Group your child will be assessed using the WRAT 4 Assessment. This will provide a baseline assessment for reading, spelling, sentence comprehension and maths computation. The results will provide accurate age ability compared to their chronological age. This will enable staff to identify gaps in learning and develop their individualised curriculum to close the gaps. This assessment is then repeated on a termly basis to ascertain progress whichever group your child is in.

The data gathered from the WRAT 4 Assessments enables staff to 'pinpoint' where; academically your child is working towards within the National Curriculum. A system of 'I Can' statements taken from National Curriculum expectations are used to plan your child's individualised curriculum. 'I Can' statements are 'signed off' when achieved and work is planned to help support your child through the next progressive 'I Can' statement.

Each week your child's mental health with regards to their education is tracked using the Progress Profile Grid, (Please see appendix 1). The progress profile grid tracks attendance, engagement, communication and future hopes. Depending upon the scores, determines which group your child's needs would be best met.

Scoring the Assessment:

- Each box equates to 1 point. All students that fall between the numbers 6-18 would be classified as in need of the Assessment and Nurture Groups.
- If a student has consistently achieved an overall score of between 19 and 36 for two consecutive weeks, then plans are implemented to start transitioning them into either Lime Group (Key Stage 3 and 4) or Elder Group (Post 16).
- In reverse, if a student is in either Lime Group or Elder Group and they have consistently accumulated a score of 18 or below for two consecutive weeks, then consideration takes place to return them to the Assessment and Nurture Group.
- 1 additional point is awarded for attendance of 95%+ and 1 additional point is awarded for being on time for lessons 95%+ for the week, totalling a maximum of 50 potential points.
- Scores of between 37 and 50, a student would be deemed ready, (from an educational perspective), to return to their 'home school'.

Students work with their teachers to set themselves weekly targets to work progressively along their progress profile grids.



## Nurture and Assessment Groups

New admissions are placed in either the Cherry Oak (Blossom Group) or the Woodlands (Willow Group) Assessment and Nurture Group where the following takes place and will be completed within approximately 2 weeks:

- Baseline Assessments for Reading, Spelling, Sentence Comprehension and Maths Computation.
- Strengths and Difficulties Questionnaire.
- VARK Assessment.
- One Page Profile.
- Individual Learning Plan.
- Positive Behaviour Support Plan.
- Risk Assessment.
- Completion of Progress Profile Grid.
- Introduction of how the school reward system works in relation to the daily tick sheets.
- Introduction to staff.
- Educational discussion with regards to likes, dislikes, strengths and areas that the YP feels they require support with.

After approximately 2 weeks, based upon the scoring on the Progress Profile Grid, your child will either remain within the Assessment and Nurture Group or will be transitioned to either Lime Group or Elder Group. Each student has to be granted Section 17 leave to be able to attend the actual school building, therefore, their risk assessment is also considered if and when transitioning.

If your child remains within the Assessment and Nurture Group they will receive the following:

- English
- Maths
- Science
- PSHE
- Sport
- Music
- Lego Therapy
- Social Skills
- Emotional Literacy
- Art
- ASDAN



All the above is delivered with an arts based therapeutic learning approach and the focus will be upon increasing attendance, engagement, communication, social and emotional well-being and behaviour.

Progress is continually being tracked using the following:

- Progress Profile Grid (Attendance, Engagement, Social, Emotional Well-Being and Behaviour)
- 'I Can' Statements (Academic)
- Weekly Target Setting (Attendance, Academic, Engagement, Social, Emotional Well-Being and Behaviour)
- ILP Targets (Termly Academic)
- PBSP Targets (Termly Behaviour)
- Daily 'Tick Sheets' (Academic, Attendance and Behaviour)

With the degree and diversity of progress tracking, progress can be evidenced in each student somewhere, regardless of the severity of their mental health and/or learning difficulty.

Weekly targets are set with your child, encompassing those focal areas and their progress will be tracked using the Progress Profile Grid. When your child meets the criteria to moving to either Lime Group or Elder Group, this again, will involve a supported transitional phase, with a view to permanently being placed in their new group within approximately 2 weeks. All assessments, One Page Profiles, ILP's, PBSP's and Risk Assessments will move with your child and will become the responsibility of your child's new class teacher to update and to continue with the assessments and progress tracking. Please see appendix 2 for the explanation of the Progress Profile Grid, appendix 3 for an example of our Weekly Target Sheet, appendix 4 for an example of our Daily Tick Sheet.



## Lime Group

Students within Lime Group attend school within the school building. Lime Group are predominately Key Stage 3 and 4 students. Some flexibility within the group is required such as year 12's +, who wish to re-take or who are studying at, GCSE level.

If your child is studying at GCSE level, links will be made to their 'Home School' to ensure the correct programme of study can be provided, delivered and supported by the Lime Group teacher. If your child is still likely to be a patient at Ellingham Hospital during the exam period and is deemed able to cope with taking their GCSE's, further links will be made with your child's 'Home School' to make the appropriate arrangements and exam adjustments, enabling them to take their exams whilst in hospital.

Lime Group covers the National Curriculum with an additional focus upon increasing attendance, engagement, communication, social and emotional well-being and behaviour. For KS3 student's, consideration will be given to cover the additional KS3 subject areas of Languages and Computing, however, ICT skills will be incorporated within other curriculum areas.

Weekly targets will be set with each student, encompassing those focal areas and their progress will be tracked using the Progress Profile Grid. In accordance to the point scoring system, if it is felt a student is struggling to maintain mental well-being within the group, they can be returned to the Assessment and Nurture Group until such time that they are able to cope and the Progress Profile Grid scoring system indicates that a student is ready to 'move on'.

Within Lime Group, the following will be studied:

- English
- Maths
- Science
- History
- Geography
- PSHE/Citizenship
- Art and Design
- Sport
- Music
- Careers
- Social Skills
- Emotional Literacy
- ASDAN



Progress will continually be tracked using the following:

- Progress Profile Grid (Academic, Attendance, Engagement, Social, Emotional Well-Being and Behaviour)
- 'I Can' Statements (Academic)
- Weekly Target Setting (Attendance, Engagement, Social, Emotional Well-Being and Behaviour)
- ILP Targets (Termly Academic)
- PBSP Targets (Termly Behaviour)
- Daily 'Tick Sheets' (Academic, Attendance and Behaviour)

With the degree and diversity of progress tracking, progress can be evidenced in each student somewhere, regardless of the severity of their mental health and/or learning difficulty.

If by the end of the Summer Term and a student is in Year 11, then they can be considered to remain within the Lime Group or transition to Elder Group (Post 16 Group), the following September.

The class teacher who has been responsible for tracking progress and completing assessments will pass the updated information to the teacher within Elder Group should your child move to this group.



## Elder Group

Students who are placed in Elder Group are predominately Year 12 student's and above, with the exception of Year 12 and above student's who wish to re-take and/or are working at GCSE level, who potentially did not get the opportunity to take their GCSE's, prior to being admitted to Ellingham Hospital. Elder Group is within the school building.

Elder Group has a focus upon Independent Living Skills and Work Based Skills and is aimed towards the students who require the skills for independent living. The programme of study for Elder Group is as follows:

- English
- Maths
- Science
- Independent Living Skills
- Employability Skills/Careers
- Social Skills
- Emotional Literacy
- PSHE
- Sport
- Music.
- ASDAN

Independent Living Skills, Employability Skills/Careers and PSHE will be ASDAN Programmes of Study. Students within Elder Group will also be able to work towards their ASDAN Bronze, Silver and Gold Award. This ensures every student will be working towards and gaining, (depending upon their length of stay), a recognised qualification.

Progress will continually be tracked using the following:

- Progress Profile Grid (Academic, Attendance, Engagement, Social, Emotional Well-Being and Behaviour)
- 'I Can' Statements (Academic)
- Weekly Target Setting (Attendance, Engagement, Social, Emotional Well-Being and Behaviour)
- ILP Targets (Termly Academic)
- PBSP Targets (Termly Behaviour)
- Daily 'Tick Sheets' (Academic, Attendance and Behaviour)

With the degree and diversity of progress tracking, progress can be evidenced in each student somewhere, regardless of the severity of their mental health and/or learning difficulty.



## Special Educational Needs

Whilst your child is at Ellingham Hospital, Ellingham Hospital School will take complete responsibility for your child's Statement of Special Educational Needs or Education Health and Care Plan.

Annual Education Reviews, Transfer Reviews and even applications for an Education Health and Care Plan will be overseen at Ellingham Hospital School, ensuring your child's 'Home School' is involved as much as possible during these processes.

Based upon your child's WRAT 4 Assessment outcomes Literacy and Numeracy intervention programmes are incorporated into your child's programme of study, to close any educational gaps and to improve outcomes.

Individual Learning Plans and Positive Behaviour Support Plans with clearly defined targets and goals are set to address specific learning and/or behavioural needs. These are set and the previous terms targets are reviewed at the start of each new term, where the first day back is a specified 'Target Setting Day', where the new targets for learning and behaviour are set with your child.

If your child has a Statement of Special Educational Needs or an Education Health and Care Plan you will be asked for details regarding this on the parent/carers student new admission form. As much information that can be given at this time ensures the correct level of support and therefore, your child's educational needs can be met, as recommended by their local authority, as quickly as possible at the point of admission to ensure continuity and the correct level of educational support can be implemented.

If your child is a Child in Care. Personal Education Plans (PEP's) will also be completed by Ellingham Hospital School.



## English as an Additional Language

Ellingham Hospital School welcomes and values the cultural, linguistic and educational experiences that students with EAL bring to the school. We implement school wide strategies to ensure EAL students are supported in accessing our curriculum and programmes of study.

Our aim is to help EAL students to become confident and fluent in English, where possible, enabling them to fulfil their academic potential. We seek appropriate help where a student does not have sufficient command of spoken or written English to enable them to engage with learning and other adults. Our students with EAL will be part of a whole group where they will benefit from a range of teaching strategies that should enable them to participate at their own level, whilst developing their skills in spoken and written English.



## Bullying

Bullying behaviour is not accepted at Ellingham Hospital School and is never ignored. Bullying is behaviour which is deliberately hurtful and frightening and can include physical, verbal, psychological and emotional forms. At Ellingham Hospital school we recognise that all our students need a safe space in which to develop physically, emotionally, psychologically and a safe space where they can learn, play and socialise.

We aim to create an environment that does not tolerate the oppression of one person by another and where both victims and bullies are fully supported. Our Anti-Bullying Policy and Procedures outlines what Ellingham Hospital School will do to prevent and tackle bullying.

Upon admission, your child will be given our Anti-Bullying Leaflet where it explains who they can speak to and what will happen if they experience bullying during their stay. Bullying is also incorporated within our curriculum and is covered in PSHE, Social Skills and Emotional Literacy lessons.

Any incidents of bullying are recorded and tracked as part of each student's behaviour tracking system. In addition to each incident of bullying being addressed at the time, prevention of bullying can also form part of a student's positive behaviour support programme and will form part of their targets for the term.

## Safeguarding

Ellingham Hospital School recognises that in order for our students to develop, they require an environment that promotes self-esteem, confidence and provides support through positive relationships. We will always work in a proactive manner and safeguard each of our student's welfare. Ellingham Hospital School will therefore:

- Establish and maintain an ethos where students feel safe, secure, are listened to and encouraged to talk.
- Actively ensure that students know that (safe) adults in the community can be approached if they are worried or are in difficulty.
- Include in the curriculum activities and information which will equip them with the skills they need to stay safe from harm.
- Ensure that wherever possible every effort will be made to establish and maintain effective working relationships with parents/carers and professional agencies.

It is essential that all of the children within our care at Ellingham Hospital School be protected from abuse and harm. A child's welfare is paramount in all of our work and this will be reflected in the way in which we safeguard your child's welfare. This means that in all of our work we are aware of the possibility of abuse occurring and are proactive in ensuring that such things do not occur within our school. Our responsibility is to keep children safe at all times. Every member of staff has a statutory responsibility to safeguard the rights of children in the care of Ellingham Hospital School.

The Designated Safeguarding Lead for Ellingham Hospital School is Ursula Castillo, Head of School and Deputy Designated Safeguarding Lead is Lynne Westley. All additional staff members at Ellingham Hospital School have completed a Level 3 Safeguarding course. Staff are continuously updating their knowledge with safeguarding developments and safeguarding is on the agenda for every daily education meeting. Upon admission, your child will be informed of who the school's Designated Safeguarding Lead is and there are posters within the hospital and school giving details of who they can talk to with a safeguarding concern. As a parent/carer you will receive Ellingham Hospital School's safeguarding leaflet and a copy of our safeguarding policy is also available upon request.



Ursula Castillo – Head of School and Designated Safeguarding Lead



## Rewards and Sanctions

At Ellingham Hospital School our ethos is for rewarding positive behaviour choices as a means to encouraging this desired behaviour. Ellingham Hospital School does not exclude or actively seek to 'punish' children for forms of less desired behaviour. We aim to promote good behaviour through a supportive and consistent approach across the curriculum and school day, based upon the needs of our students. We achieve this through the use of positive encouragement, rewards and incentives rather than the imposition of consequences. Corporal punishment, under any circumstances, is not permitted neither are any other consequences which convey disrespect and disregard for our students. Ellingham Hospital School does not exclude students' for negative behaviour choices due to the recognition that negative behaviour, although not condoned, can at times be symptomatic of mental ill-health. In addition to this, we want our student's to feel accepted and welcomed within our school and although negative behaviour may occur, it will be addressed with a supportive, as opposed to, a 'rejecting' approach.

Very occasionally physical intervention may be required to ensure the safety of a student themselves or others around them. This is a last resort when it is absolutely necessary to prevent serious harm to themselves or others. At all times physical intervention is used as an act of care, not punishment. Our staff are fully trained and certified in physical intervention techniques approved by the Priory Group.

Students are actively involved in their Positive Behaviour Support Programmes and the termly targets are set with the student, where appropriate. Giving students the opportunity to be part of this process enables them to have their say with regards to behaviours they would like to improve upon and it also gives them some control and responsibility over their behaviour choices. Behaviour is tracked on a daily basis (See appendix 4), and behaviour is discussed in a weekly tutorial/key working session your child will have with their class teacher. Information from the daily behaviour tracking sheets are used to help inform the next term's behaviour targets and to update each student's positive behaviour support plans.

From the daily behaviour sheets, points are awarded for being on task, appropriate to staff, appropriate to peers, and then two behaviour targets taken specifically from your child's positive behaviour support programme. From the daily behaviour sheets, points are counted on a weekly basis. Awards and certificates are given at an end of week assembly on a

Friday afternoon for the most points given, most behaviour points, best attendance and most improved attendance.



The most point's award is a £5.00 'voucher' that can be used to spend on a desired item, or, saved to spend at the end of term. The students all contribute to the 'School Rewards Catalogue', where desired items to work towards are listed in pictorial form.

For the remaining weekly awards, a reward box item is chosen from a selection of gifts that again the students have requested to be placed in the box. This proves to be an effective means to manage positive behaviour outcomes.

End of term certificates and awards are given in addition to the weekly awards. These are to highlight social, emotional and behavioural achievements our students have made throughout the term.



## Health and Safety

Ellingham Hospital School operates within the overall statement of Health and Safety Policy, Organisation and Arrangements of the Priory Health and Safety Policy, which specifies the arrangements for the management of Health and Safety throughout Priory operations.

Ellingham Hospital School has an Education Visits Policy and Procedure that complies with National Guidance.

Further policies are available to you directly from Ellingham Hospital School in printed format or can be sent electronically to you free of charge. Ellingham Hospital School also has a website where available for you to access certain policies such as safeguarding and our complaints policy and procedure.



## We are Listening to You and Your Child

At Ellingham Hospital School we recognise that listening to your child is key to building trusting relationships and ensuring we are providing an education they wish to engage with.

Each of our students are made aware that they can speak to any member of staff with regards to their education at any point during the school day and in addition to this further set opportunities are provided during their time with us. These opportunities take the form of:

- An initial school admission form for students where they have the opportunity to state their subject preferences, dislikes and what help and support they feel they need.
- Weekly tutorial/key working sessions with their class teacher.
- Termly school questionnaires where students can share their views with regards to the education they are currently receiving and how the school can improve upon their provision.

At Ellingham Hospital School we also recognise that good home and school communication can but only have a positive impact upon a child's learning. Upon admission each parent/carer will be given the option of receiving a weekly email from their child's teacher, providing a synopsis of their week in school. All CPA reports for education are provided for parents and carers at the CPA meeting.

At Ellingham Hospital School we recognise there will be times when students', parents/carers and placing authorities may want to give us feedback about our school and we will always be happy to hear from you. Please feel free to tell us what we are doing well or if we are not meeting expectations. You can contact the school via the details on the back of this prospectus.

Our complaints procedure is available if you wish to take your complaint further or feel you cannot discuss the issue with the Head of School directly.

For the Academic Year 2018-19 Ellingham Hospital School has had 0 complaints.

Thank you for taking the time to read Ellingham Hospital School's school prospectus and please do not hesitate to contact the Head of School for further information.



## Exams and Qualifications

If your child has been entered for exams with their home school then arrangements will be made to try to facilitate the exams taking place at the hospital. Ellingham Hospital School remains in communication with your child's home school throughout their stay with us and the taking of exams is given careful consideration between parents/carers and the home school. If exams are taken, the results will be part of the home schools league table, not Ellingham Hospital School's. However, a record of exams taken is kept.

A record is also kept of our students who have passed modules and awards as part of their ASDAN programmes of study. ASDAN was a new introduction to the curriculum for September 2018-19; therefore, records of modules and awards achieved will be published once available.



## Policies Available to You

Our policies are available to you on our website or you can contact the Head of School for a written copy. Policies available to you include:

- Admissions
- Marking
- Behaviour Management
- Curriculum
- Complaints procedure, together with details of the number of complaints registered under the formal procedure during the preceding school year.
- Equality
- Health and Safety
- Health and Safety of Students on the School Site and on Educational Visits
- Preventing Bullying
- Safeguarding
- Particulars of Educational and Welfare Provision for students with a Statement of Special Educational Needs, Education Health and Care Plan and for who English is an additional language.
- Particulars of academic performance during the preceding school year, including the results of any public examinations.

Please see appendix 5 for the school term dates for academic year 2019-20.



## Ellingham Hospital School Staffing List

Operations Director	<b>Michelle Smith</b>
Head of School	<b>Ursula Castillo</b>
Education Coordinator	<b>Lynne Westley</b>
Post 16 Teacher	<b>Stephanie Parker</b>
Nurture and Assessment Group Teacher	<b>Amy Lawson</b>
Nurture and Assessment Group Teacher	<b>Jennie Arnull</b>
Learning Support Assistant	<b>Courtney Jobson</b>
Learning Support Assistant	<b>Pauline Botterman</b>
Learning Support/Admin Assistant	<b>Rebecca Twinley</b>



## Contact Information

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