

Parental Information Sheet

The following information is for Coxlease School, which is part of the Priory Group.

Head Office:	Priory Group 80 Hammersmith Road London W14 8UD Telephone: 0207 6050 910
School Address:	Coxlease School Clay Hill Lyndhurst Hampshire SO43 7DE Telephone: 02380 283 633
Proprietor:	Priory Education and Children's Services, 80 Hammersmith Road, London, W14 8UD T: 0207 6050 910 Chris Strong, Chair for the Proprietor
Governance:	On this site the Governance role is led by Rob Page, Regional Operations Director Telephone: 07725 242 524
Head Teacher:	Anthony Merriman



Priory Coxlease School

We strive for excellence in all things, to inspire and challenge our pupils to reach beyond themselves so that they become 'achievers'.

Coxlease School is committed to providing a safe, nurturing and stimulating environment in which young people have the opportunity to engage positively in their learning and personal development, sharing new experiences and reaching their full potential. We promote a positive culture, through which young people's efforts are privately and publicly acknowledged to enhance self-esteem and celebrate individual and whole successes.

Our Aims

- Inspire our pupils through a broad, relevant and differentiated curriculum that challenges inside and outside the classroom, where they learn about their strengths and areas for development and are encouraged to reach beyond themselves.
- Support our young people to develop their individual academic, creative and sporting talents and skills of leadership to enable and empower them to make an active and real contribution to their immediate and wider community.
- Use our unique location in the heart of the New Forest National Park as an additional learning environment for exploration and adventurous learning; where our pupils will learn directly about the environment, each other and themselves.
- Encourage a global perspective by providing opportunities for all our students irrespective of gender, race and beliefs and encouraging them to value and respect differences.

Our Ethos

- We have an ethos and atmosphere that is conducive to personal growth within a safe environment free from abuse in its many forms, including bullying and disrespectful behaviour.
- We want all our students to have sufficient self-reliance to know that, with purpose, they can be of value to society and help make the world a better place.
- We are determined to ensure all our students leave with an enduring foundation for life and their futures. We want them to have the qualifications, skills and values that they need to live safe and fulfilled lives.

Admissions

Coxlease School is an independent specialist day school with an Outstanding Ofsted report. It has an excellent reputation for providing highly effective education, care, therapy, welfare and support for girls and boys aged 5 to 19 who have difficulties with their emotional, social and mental health, as well as other complex needs often associated with autistic spectrum conditions. Coxlease School can provide places for up to 90 students. Our Post 16 facilities can provide places for 20 young people.

Placements in our associated residential homes are flexible: term-time, weekly boarding and up to 52 weeks of the year, depending on individual need. Typically pupils will present behaviours that challenge, some will have associated learning difficulties and many young people will have encountered negative educational experiences or disruption and consequently lack confidence in their own abilities.

A stable and caring environment combined with high staff ratios ensures that every student at Coxlease School has the opportunity to develop their ability, share new experiences and reach their full potential.

Admission process and associated time frames

A pre-admission screening will be carried out by a member of the senior management team to assess the school's ability to meet the young person's needs. This screening will take into consideration the young person's SEN status, Educational Psychologist reports, academic reports, risk chronology, current presenting risk, legal status, intended short and longer term outcomes, availability of provision within our school and the site's ability to meet the young person's needs.

Good communication with the family and placing authority is essential to ensure suitability and to ensure that the placement is productive for everyone including the young person. During this initial admission time all risk assessments, placement plans and behaviour support plans are drawn up in consultation with the young person, the family, the care team, our education department and the placing authority. All assessments ensure that potential risks to the safety and safeguarding of the individual are fully assessed and understood prior to admission and enable teams to ensure robust and responsive actions and management strategies appropriate to individual needs are implemented to promote safety and safeguarding.

Procedures on Admission

- a) On admission parents/guardians/professionals are given a range of informative documentation.
- b) School consent forms are signed
- c) A series of baseline academic assessments will occur within the first 2 weeks of admission as well as therapy screening.

Positive Behaviour Management (including exclusions)

It is universally accepted that consistent experience of good teaching promotes good behaviour. However, schools also need to have positive strategies for managing pupil behaviour that helps pupils to understand their school's expectations. These strategies must be underpinned by a clear range of rewards for positive behaviours and consequences for inappropriate behaviours. These strategies must be applied fairly and consistently by each member of staff.

The School follows the LEA national guidelines on positive handling and uses the Team Teach Approach, a recognised intervention strategy which promotes de-escalation, diversion and diffusion to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline both in the classroom or elsewhere (including school trips). All staff receive training and refresher courses at regular intervals.

There are occasions when pupils are putting themselves or others at risk of harm and as a last resort physical intervention has to be employed. Team Teach involves the positive application of force to overcome moderate resistance, guiding and directing a person's free movement. The paramount purpose of this application should be to safeguard the person, other people or prevent significant damage to property. Each physical intervention incident follows the principal of minimum force, least intrusive and least restrictive for the shortest amount of time.

The school reserves the right to issue short term exclusions in response to serious incidents. Permanent exclusions will only ever be used in extreme circumstances, with consultation with all stakeholders and the widest range of possible alternatives will be sought to avoid any form of exclusion.

The whole school approach towards the pupils believes the strength of conviction by all staff that education does matter and good schools do make a difference. The school endeavours to offer a moral, spiritual, cultural and aesthetic framework in which pupils can develop life skills through all areas of the curriculum.

Self-image and self-confidence for the pupils, is strengthened by specific tangible rewards and awards, outdoors education activities, day trips and residential trips, all serve to enhance social, personal and curriculum programme development. The Student Council plays a key role in introducing reward based activities which aim to promote and develop social skills, self-image and self-confidence.

Curriculum

Coxlease School curriculum is characterised by the breadth and relevance to our pupil group and also by differentiation and progression for the individual learners and cohort groups.

We aim to provide consistent, personalised and structured learning opportunities throughout the school day, including the use of after school activities and homework.

Since many of the pupils attending the school have experienced a history of failure and disengagement in their previous educational provisions they frequently hold negative views about their ability to succeed in the classroom and school environment. In response, much of the early work focuses on developing a positive attitude to learning and supports basic social skills to enable pupils to remain in the learning environment where they can work in small groups. We maintain high expectations of pupils' success in a wide range of fields and seek to provide every opportunity to develop pupils' potential and encourage them to achieve at the highest possible level.

Teaching and Learning

Teaching and Learning is central to the school's purpose as a place of learning

Our teaching and learning procedures reflect our shared values and our aspirations for all members of the school community in their capacity as lifelong learners.

At our school, we define learning as the process of building new concepts, knowledge, skills and attributes through a variety of experiences;

- The refinement of existing concepts, knowledge, skills, attributes and behaviours through thought, experience and shared communications.
- The development of personal characteristics.
- Making sense of the world around us and discovering where we fit into it.
- A continuous, lifelong process of personal development.
- Fun and imaginative activities.

Safeguarding, Welfare and Health and Safety Arrangements

Priory Education Services, The Head Teacher and staff at Coxlease School fully recognise their responsibility for ensuring the safety and wellbeing of all children in their care.

There are five main elements to our local procedure:

- Ensuring we practice safe recruitment in checking the suitability of staff to work with children.
- Raising awareness of Child Protection issues and equipping children with the skills needed to keep themselves safe.
- Developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting pupils who have been abused. This support is provided in accordance with their agreed individual plans.
- Establishing a safe environment in which children can learn and develop.

The school has dedicated Level 5 Safeguarding Leads who, with the team of Designated Safeguarding officers will ensure that we:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school who they can approach if they are worried.
- Include opportunities in the PHSE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

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 the home, completes a Concern for Pupil Safety form. This is immediately passed onto the school's Designated Safeguarding Officer, who, together with the Head Teacher will decide on the most appropriate action to take.

This will often involve referral to LADO, MASH or Ofsted. All concerns about a pupil's safety, pupils' complaints and incidents are logged 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.

The school's local Safeguarding procedure is available on our website. The school's Anti-Bullying Procedure is available on request.

Health and Safety Co-ordinators and site representatives are involved across the sites and form 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 student's safety.

Special Education Needs

Coxlease School is part of the Priory Education Services group of schools and is a specialist educational setting where children and young people attending are almost always in possession of 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 are integrated support plans for children and young people with SEN from 0 – 25 years of age. They are focused on achieving outcomes and helping children and young people to make a positive transition to adulthood, including into paid employment and independent living.

Our aim is to ensure a clear, coherent way to provide for the special educational needs of our pupils in order to develop independent and emotionally healthy learners. Children have special educational needs if they have learning or behavioural difficulty which requires special educational provision which is additional to, or otherwise different from the educational provision made generally for children of their age. These additional needs may include the following:

- Social communication difficulties (such as ASD).
- Emotional, Social, Mental Health difficulties.
- Cognitive and Learning.
- Speech, language and communication difficulties.
- Sensory, physical and/or medical needs.
- Identified ability (able, gifted and/or talented children).

**Please note this list is not exhaustive.*

At Coxlease School we cater primarily for children experiencing difficulties with their Emotional, Social and Mental Health needs and their associated complex needs. In order to support these challenging young people through their education we have a number of strategies embedded within the school to provide a safe nurturing environment, these include, higher levels of staff support and ratio, individual target setting and a personalised curriculum offer.

Outcomes an Exam Results

2017-2018 Attainment end of KS4	
Average number of qualifications gained per pupil	4.8
% of learners gaining 1+A*-C (GCSE and equivalent)	30%
% of learners gaining 1+A*-G (GCSE and equivalent)	100%
% of learners gaining 5+A*-G (GCSE and equivalent)	50%
% of learners gaining English qualification	100%
% of learners gaining Maths qualification	100%
% of learners gaining English and Maths qualification	100%

Complaints Procedure

Coxlease School fully recognises that it has responsibilities to all children, their parents and carers, placing agencies, employees and community at large. This document is designed to make it easy for matters of concern to be raised.

The school aims to promote an atmosphere of mutual trust where concerns can be raised and addressed without fear of retribution.

Where concerns are raised they are addressed promptly. The school aims to achieve efficient, effective resolution, embracing the opportunity to develop and improve practice where need is indicated.

The school's Complaint Procedure is available upon request. This gives clear timescales for the management of any complaint; together with details of the provision for a hearing to be held before an independent panel should this become necessary.