

PRIORY

EDUCATION AND
CHILDREN'S SERVICES



Kingsbrook School,

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Head of School – Ursula Castillo

WELCOME TO KINGSBROOK SCHOOL.

Kingsbrook School is a therapeutic, residential & day school. The school is a co-educational provision for up to 15 students aged between 11 to 18 whose primary need is related to their Mental Health diagnosis. Students can present with a range of other complex needs which may result from trauma, attachment disorders and other associated issues.

Kingsbrook School delivers a highly effective provision of 1:1 or small group education as part of a carefully structured programme. The school has an in-house Therapy Team that works closely with school staff to develop strategies for supporting young people to engage in a holistic therapy programme. This emphasises emotional literacy and social awareness alongside academic attainment. This integrated approach is especially beneficial for students who may have had previous negative experiences of school in both mainstream and specialist provisions.

We provide a stable, calm, nurturing and therapeutic environment and this combined with high staff to student ratios ensures that every student at Kingsbrook School has the opportunity to develop their ability, share new experiences and reach their full potential in a secure and safe environment.



Our Ethos

At Kingsbrook School we believe that *'everybody can learn'*. We aim to deliver on this belief by offering a curriculum that has breadth and balance and by providing students with a diverse range of learning opportunities and experiences. Our curriculum allows students to learn in a broad context (e.g. inside and outside of the classroom, cross-curricular activities) which will enable them to apply their learning outside of the arena in which it was learned. This application of skills and knowledge in a different situation from the one in which it was acquired is the essence of learning.

We believe that it is our duty to enable all learners, both students and teachers, to convert their aspirations into achievements – the transformative power of education. We acknowledge the commitment that is necessary to support students to meet challenging goals given the intersectional disadvantage that many of our students have experienced.

We understand that most students will do their best if they are in a supportive, encouraging, nurturing, therapeutic, stimulating and safe environment. We believe in supporting students by using boundaries that are easy for them to understand and that are evenly and consistently employed by our well trained staff.

Our interactions with students are respectful, calm and measured. When things go wrong we will support students to reflect and learn from experiences that challenge their ability to respond appropriately. This reflection creates the opportunity for new learning and these insights can be used to minimise future risk and optimise opportunities for success because reflection enables mindful change.

Regardless of past negative experiences we understand that our student's educational journey is their passport into adulthood; offering the possibility of increased self-esteem, economic independence, a greater likelihood of achieving mental wellbeing and hopefully fostering a lifelong love for learning. To achieve this we will provide a range of opportunities for students to succeed.

We consider it to be essential that our students leave school with confidence in themselves and the education system. We will work collaboratively with students, families and other professionals to support students to maximise their potential for academic, social and emotional learning thereby enabling them to take their place in becoming active participants in their local communities.

Each learner will be engaged in a personalised learning programme that is appropriate to their age and ability. Baseline assessment is used to formulate learning goals and a curriculum targeted to the needs of the individual. Learner's progress and achievement are constantly tracked resulting in either learning interventions to improve progress, or setting of new goals to further raise achievement.

Ursula Castillo - Head of School



Young people are taught in small classes usually comprising of 3 to 4 students.

Each group has at least one teacher and one learning support assistant.

All members of staff are committed to ensuring that the young people make progress in their learning.

They are also committed to the spiritual, moral, social and cultural development of the young person.

All students are offered 1:1 therapy sessions in addition to group therapy sessions focusing on a particular aspect of learning

Admissions

The school provides places for up to 15 young people aged 11 to 18 years.

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

The majority of students at Kingsbrook School will have an Education and Health Care Plan detailing their strengths, vulnerabilities and needs associated with their Mental Health diagnosis.

Admission Criteria

Admissions to Kingsbrook School are all on an individual basis and are dependent on a detailed assessment of individual needs and our ability to meet those needs.

- Young people will be aged between 11 to 18 years.
- The school is specifically focused on the education of young people who are at risk from permanent exclusion, high risk behaviours and other factors that can impact upon the education of the student.

Admissions Process

- Admission into the school is through a referral for a day or residential care placement. The school can form part of a holistic package of care, education and therapy. Residential placements can be based on 38 or 52 weeks care.
- A transition plan will be implemented to enable the young person to have a gradual introduction to education. This is after all consent forms have been received and an individual risk assessment written.
- Baseline assessment will take place within the first couple of weeks of joining the school.

We believe a meaningful educational experience is one of the best ways to ensure that young people move confidently into adulthood and we expect every young person to actively engage in school.

Equal opportunities and the values of the school

The school is committed to a policy of equal opportunities for all young people, staff and others who come into contact with the school regardless of age, disability, gender reassignment, race, religion or belief, sex, and sexual orientation. Everyone visiting, working or learning in the school should feel welcome, secure and confident at all times. They should feel valued and able to participate fully in the life of the school.

The Curriculum

The school's curriculum is broad and balanced and is linked to linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. It allows students to learn in a broad context (e.g. inside and outside of the classroom, cross-curricular activities) which will enable them to apply their learning outside of the arena in which it was learned. This application of skills and knowledge in a different situation from the one in which it was acquired is the essence of learning.

Learning takes account of the particular barriers and vulnerabilities of each learner. The balance between cross-curricular and subject-specific themes will depend on the engagement and interest of the learner, but assessment and tracking will, in all cases, relate back to the creative curriculum. Where appropriate, accredited programmes such as ASDAN Awards and Short Courses will be arranged in order to re-engage and motivate. Each student's bespoke curriculum can also include ASDAN Short Courses where a range of subjects and pre-college course employment routes can be chosen specific to each student's area of interest.

At Key Stage 4 students have the opportunity to follow a more flexible curriculum. Academic qualifications are offered via ASDAN Awards and GCSE examinations in a range of subjects. Vocational qualifications are also made available.

Careers education and guidance

All students receive Independent Careers Advice and Guidance from Beacon East with a IAG being assigned to Kingsbrook to meet with the student for up to six times in the academic year. All educational programmes offered to students include careers and is also provided by aspects of the PSHE programmes as well as through cross-curricular learning opportunities.



Curriculum

A structured timetable is followed and subjects covered include:

- Maths, English, Science, Life Skills, Skills for Working Life, Humanities, PSHEE, Citizenship, PE, Art and Design and also individual short courses.

Kingsbrook School offers opportunities for students to gain qualifications, achieve new skills and develop new confident attitudes to living and learning. We also readily access local mainstream colleges through partnership links to provide access to vocational and academic courses off site.

In addition to the subjects listed above we will offer practical and therapeutic learning in Horticulture and Animal Welfare for which qualifications can be gained for those students who wish to do so.

Reporting Student's Achievements and Progress

Our focus is to support all learners to make gains in their learning. The school records each student's progress and achievements and will send regular progress reports to parents/carers. The school acknowledges achievements at all levels, whether in lessons or in particular activities or actions of the student and we will celebrate these events with parents/carers.

Each student in the school will have a student file which provides parents/carers with information about their child's progress. If they are at all concerned about anything to do with their child in relation to his/her progress then they are encouraged to contact the school. We seek to track and celebrate progress both in terms of academic subjects and in social and emotional learning. █

The school will provide parents/carers with a termly written report of the progress and attainment of their child in the main subject areas taught, except where a parent has agreed otherwise.

The School recognises the need for an education offering creative programmes for young people who require extra care and support in their pastoral and academic situations.



Special Educational Needs

The School is responsible for ensuring that students with Statements and EHC Plans receive their curriculum entitlement. Students requiring additional support with literacy and numeracy will have targeted learning plans including access to an intervention programme designed to increase their functioning levels.

Individual education plans (IEPs) define clear targets and goals at each stage of the programme to address individual needs as outlined in the Statement of Special Educational Need/EHCP. Individual plans are reviewed every term, if not sooner should there be a perceived need to ensure that progress is realised according to the individual's targets, with support being provided at every stage. The Statement of Special Educational Need/EHCP is reviewed annually with the local placing education authority.

Drug Education Policy Statement

Drug Education is part of the curriculum. Within PSHE and Science the following elements of drug education will be taught:

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

Religious Education Statement

The school aims are to:

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

We respect the right of parents who may wish to withdraw their child from any activity that involves actual religious worship and this will be discussed as part of the admissions process.



English as an Additional Language (EAL)

The school welcomes and values the cultural, linguistic and educational experiences that students with EAL bring to the school and the benefits this can have for all students within the school. We implement school wide strategies to ensure that EAL students are supported in accessing the curriculum. Our aim is to help EAL students to become confident and fluent in English, where possible, in order to be able 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. Young people learning EAL will be part of the whole class sessions and will benefit from a range of teaching strategies that should enable them to participate at their own level.

Bullying

Bullying behaviour is not accepted in school and is never ignored. Bullying is behaviour which is deliberately hurtful and frightening and can include both physical and verbal forms. All young people need a safe space in which to develop physically, emotionally and psychologically. A safe place 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 & Procedures outlines what the school will do to prevent and tackle bullying.

Management of behaviour

We aim to promote good behaviour through a supportive and consistent approach across the curriculum and school day, based on the needs of our students. We do this through the use of positive encouragement, reward and incentives, rather than the imposition of consequences. Our approach is to ensure that students with challenging behaviours are cared for in ways which are sensitive to their needs and to provide safeguards for teachers/carers charged with this responsibility. It is not permitted to use corporal punishment under any circumstances, nor any other consequences which convey disrespect and disregard for the student. Neither will we allow consequences that shame or otherwise damage the students' self-esteem.

Very occasionally, physical intervention may be required to make a young person safe. This is a last resort when it is absolutely necessary to prevent serious harm to people, serious unrest or damage to property. At all times physical intervention is used as an act of care and not punishment. Our staff are fully trained and certificated in the Team-Teach physical intervention techniques approved by Priory Group. Team-Teach training is affiliated to The General Services Association and its courses have been (2006, 2009, 2012) accredited by the British Institute of Learning Disabilities and The Institute of Conflict Management (2015).

Exclusions

In exceptional circumstances it may be necessary for a student to be excluded. The decision to exclude a student either for a fixed term or on a permanent basis is serious and will normally only be the final step in a range of strategies that have been unsuccessful. Our preference is always to work with carers and the placing authorities where a placement is experiencing severe difficulties. If a student is excluded, work will be provided, for them to complete during their absence from school.



Rewards and Sanctions

We aim to assist our students to regain control over their lives. Clear, consistent positive and negative consequences will be calmly and systematically applied. Students learn to trust

staff members because of these consistent responses. Students will be actively involved in identifying some of the behaviour they wish to change. They will receive informal feedback on a daily basis and formal feedback through a weekly Keyworker/Welfare Meeting with their teacher or learning support assistant.

When negative consequences are applied they may include:

- Increased supervision
- Verbal reprimand. Shouting at students or the use of threatening or intimidating language are not tolerated.
- Vehicle Ban – where dangerous / undesirable behaviour occurs in the vehicle
- Time-outs
- Reparation payments (not fines) – to compensate for damage to property or theft
- Internal exclusions and detentions

At all times the school will celebrate success and reward good work and behaviour.

This may include verbal praise, communication with the parents/carers; rewards and incentives. Every Friday afternoon a reward assembly is held to celebrate student's achievements in the areas of positive behaviour and lesson engagement.

Specific details of our rewards and sanctions are detailed in the behaviour management policy available from school on request.

Health & Safety

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

Safeguarding

Kingsbrook School recognises that in order for children 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 to protect and safeguard their welfare. Kingsbrook School will therefore;

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

It is essential that all of the children within our care, both in school and in residence, be protected from abuse and harm. The child's welfare is paramount in all of our work and this will be reflected in the way in which we are safeguarding the 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 establishment. Our responsibility is to keep children safe at all times. Every member of staff has a statutory responsibility to safeguard the rights of the children in the care of Kingsbrook School.

A copy of the school's Safeguarding Policy is available from the school and on the school website.

Having a Voice

There will be times when students and carers or placing authorities will 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 school. There have been 0 complaints during academic year 2018/19



Policies available to you

The following policies and procedures are available from the school in printed format or electronically on request.

Admissions

Marking

Behaviour Management

Curriculum

Teaching & Learning

Assessment Procedures

Special Educational Needs

Health and Safety

The number of staff employed at the school, including temporary staff, and a summary of their qualifications.

Anti-Bullying

Safeguarding Children at Kingsbrook School

Exclusions

First Aid

Educational Visits

SMSC, PHSE, Literacy, Numeracy,

Responding to Suspected Radicalisation

Complaints procedure, together with details

of the number of complaints registered under the formal procedure during the preceding school year.

Staff

Summary of staff qualifications: see attached document – staff profiles

Term Dates

We follow the Norfolk Schools Calendar (see link below)

<https://www.norfolk.gov.uk/education-and-learning/schools/term-dates/term-dates-and-school-holidays>



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Fifth Floor, 80 Hammersmith Road, London, W14 8UD

Proprietor – The Priory Group

Chair for the Proprietor – Chris Strong

Governing Body

Leon Brandon – Chair of Governors and Operations Director for the East and South East of England

Email: leonbrandon@priorygroup.com

Tel: 07872871549

Charlie River - Education Quality Improvement Lead

Vanessa Summers – Regional Head of LA Engagement East of England

Sharon Pearson – Operations Director for the North

Helen Taylor – Regional Business Manager

Staff Profiles



Head of School –Ursula Castillo

“I have had over sixteen years of experience working in specialist independent schools providing a quality education within a nurturing environment for students with social, emotional, mental health difficulties and complex learning needs. The welfare of the students within our school is an absolute priority, ensuring they feel safe and valued every day.”



Education Co-Ordinator – Sophie Dennis

“Working at Kingsbrook gives me the opportunity to be in an environment where my skills contribute to the overall effective organisation of the school. My job is to make sure that all administrative duties are completed e.g. everything from dealing with enquiries from parents/carers, students & staff to making sure school recording systems are completed and up to date. I like meeting the students every day and enjoy talking to them about their interests and ambitions.”



Teacher – Owen Watkins

I trained as a Science Teacher and Geologist. I have a wide experience of teaching across the curriculum in a variety of settings such as Grammar School, High School, an Outdoor Learning Centre and a CAMHS Hospital School. I grew up in Norfolk on a farm and have always been fascinated by the natural world. Choosing to work with students in an environment where learning can extend beyond the classroom is a privilege. I aim to instil a love of learning and thinking in each child in my care.



Nurture Teacher – Stephanie Parker

“My name is Stephanie Parker and I am the teacher in Rhino Group. I have worked in other schools for students with social, emotional, mental health difficulties and complex learning needs, one of these schools being a CAMHS hospital school where I worked as a Post 16 Teacher for students with mental health and learning difficulties. I have a Nurture Group approach to my teaching recognising the need to provide students with complex learning needs and emotional difficulties to have a caring and nurturing learning environment to ensure they feel safe and happy, enabling them to thrive and achieve.



Curriculum and Learning Coordinator – Lynne Westley

“My name is Lynne Westley and I am the Curriculum and Learning Coordinator for Kingsbrook School. I have worked for many years with students who have social, emotional and mental health difficulties and complex learning needs to include working in a CAMHS Hospital School for young people with learning and mental health difficulties.

At Kingsbrook I support the Head of School in monitoring the quality of teaching and learning to ensure our students are receiving a high quality of education that supports their emotional and mental health difficulties whilst still enabling them to succeed and achieve.

I am also the Careers Lead for Kingsbrook School and I oversee and support students through their transition from school to further education. I ensure our students receive independent careers advice and guidance as well as arrange work experience opportunities.”



Learning Support Assistant - Rute Ferreira

“Watching young people grow and develop is my passion. My role is to enable and facilitate learning even when the student may be reluctant! I try to support and encourage engagement and to understand each student so that I can develop strategies to help them access the learning.”



Learning Support Assistant – Paula Mullane

“I have always taken great pleasure in working with young people. I feel that by working with young people I am given new and exciting challenges which keep me stimulated to learn and find new ways to empower them to discover more about themselves and achieve their full potential. As an LSA here at Kingsbrook I have the opportunity to use my skills and I feel I have the passion to do just that.”



Learning Support Assistant – Courtney Jobson

“My name is Courtney Jobson and I am one of Learning Support Assistants in Rhino Group. I have worked for many years in special schools for students with social, emotional and mental health difficulties and complex learning needs.

I really enjoy working with students with complex learning needs. My specialism is working with students who have communication difficulties as I am trained to sign. I also enjoy teaching all students to learn this skill too to encourage communication skills between verbal and non-verbal students.”



Learning Support Assistant – Joao Henriques

“My name is John Henriques and I am a Learning Support Assistant in Skodidi Group. I have had many years of working in specialist school provisions for young people with social, emotional and mental health difficulties and complex learning needs and I have also worked in a specialist school for students with ASD. I am originally from Portugal and trained as a PE teacher and a fitness instructor, so, I really enjoy the opportunity to play sport with the students here at Kingsbrook.”



Admin Support – Lisa Raven De Burca

“I am responsible for the day to day administrative tasks associated with the school, supporting staff and students when needed. My days are always varied and interesting and I particularly enjoy the

interaction I have with the young people. I work out of the Reception area and it's always nice to meet and greet visitors and welcome them to our wonderful school."



Maintenance Manager – Greg Tyler

"My responsibility is to ensure that the staff and students at Kingsbrook have a safe, secure and pleasant environment to teach and learn in. I enjoy interacting with the students and hearing their suggestions about how we can improve the site facilities."



Groundsmen – Robert Barker

"I am Robert the Groundsman. I work at Kingsbrook School keeping the gardens and the grounds neat and tidy. I also help to look after our pets. I really enjoy working at Kingsbrook especially when some of the young people help me in the garden or help me to look after the animals."



Occupational Therapist – Anna Smith - BSc (Hons)

"I am a proud Occupational Therapist registered with the Health Care and Professions Council. I use different strategies and interventions to provide a client centred approach, to enable individuals to carry out activities of daily living that may be a difficulty. Occupational Therapy for young people can

lead to big benefits. I strive to offer a safe environment for students to explore whatever difficulty they may be having in a non-judgemental way. I will work with the young person from the initial assessment onwards to establish how we might approach working with their particular circumstances in the best possible way to enable a positive result.”



Speech & language therapist - Natasha Dunlop, BSc (Hons), mRCSLT, mASLTIP, reg HCPC

“I am a dedicated Speech & Language Therapist registered with the Royal College of Speech & Language Therapists and the Health Care Professions Council. I am a member of the Association of Speech & Language Therapists in Independent Practice and I have over twenty years of experience working with children with complex communication needs.

As a Speech & Language Therapist I work with young people who have speech, language and social communication needs. I work as part of a team with teaching and therapy staff within the school to identify young people's communication needs, and to work through bespoke programmes of activities to develop young people's communication skills.



Art Therapy (HCPC Art Psychotherapist) – Bethan Hensser

“I am an Art Psychotherapist, registered with the Health Care Professionals Council and the British Association of Arts Therapists. I use a range of approaches and material's to explore feelings, conflicts and experiences in a consistent and therapeutic environment.

The art making process, facilitated and witnessed by me, allows young people to communicate issues that they may find hard to express through words and provides opportunities for growth and change to occur.



Jennifer Pulfer – School Counsellor

“I am a person centred counsellor with experience covering 12 years, during this time I have added to my professional training to be able to offer my clients a wide knowledge gathered from the best trainers in their field.

I am positive that we all have within us the resources we need to survive, and I hope to be able to support each individual on a journey of discovery and healing and acceptance. My base is in empathy, honesty and unconditional regard for each person as a unique individual allowing each to be able to find their unique strengths and strategies.”



Dr Peter Cliff (BSc (Hons)., FdA., PGCE., DCounPsy., CPsychol)

“I am a chartered counselling psychologist registered with the Health & Care Professions Council (HCPC) and the British Psychological Society (BPS). I have worked with young people in a range of ways using age appropriate play therapy strategies, mindfulness, emotion regulation, underlined with psychological theory to ensure that the young people are in a safe place to explore their internal world. Psychological theory underpins the formulation, treatment plan and strategies used for the therapeutic process. As a counselling psychologist within the Kingsbrook team I will be working with

the other therapists to help provide a seamless service for the young person and other professionals involved.”