



Cambian Somerset School

*Specialist Day School for SEMH
(Social, Emotional & Mental Health)*

- Mixed gender • 10-18 years
- Up to 38-weeks • Day Placements

Welcome

Welcome and thank you for taking the time to read our prospectus. Let me tell you a little bit about what we offer to our students and their families.

Providing a positive and personalised learning experience is integral to the way we teach. At Somerset School, the students always come first and we strive to help them reach their full potential and to maximise their opportunities to access and integrate into community life to the greatest possible extent, for the benefit of themselves and their families.

Somerset School is committed to providing a fully inclusive environment, which recognises and meets diversity of need. Each student is valued as being special and unique, with their own rich mix of abilities, strengths and talents. Whilst recognising that they all have difficulties to overcome, we are committed to enabling them to get the most out of life.

We create a positive, caring environment, where self-esteem is high and the students are happy, stimulated and motivated to learn.

We set high expectations for ourselves and our students, always promoting personal growth and responsibility.

We offer our students a full and wide ranging educational experience, whilst maintaining a clear focus on skills that are essential for their personal development and wellbeing, such as communication, behaviour and independence skills.

We have a distinctive teaching methodology, based on fundamental principles of behaviour science, and a curriculum specifically designed for our particular student group.

We provide personal and individualised plans for all students, with input from a team of professionals.

Teaching is delivered in small group teaching sessions, and is implemented by highly skilled and trained staff.

We are proud of what is being achieved at Somerset School, and feel privileged to belong to such a special, supportive and successful community.

Thank you for taking an interest in our school.

Yours sincerely
Louisa Jessop
Head Teacher

Creech Court,
Mill Lane
Creech St. Michael
Taunton, Somerset,
TA3 5PX

The School



Our Approach

Somerset School is a community which promotes respect for others and celebrates diversity. We have a strong safeguarding culture to ensure the safety and wellbeing of all.

We strive to ensure that every student is supported and inspired to achieve through a specialist, safe and engaging learning environment. We recognise students for their uniqueness and seek to nurture their individual abilities. Personal aspirations are fostered, helping students transition in to a successful adulthood where they are equipped to make a confident and positive contribution to society. We support students to manage their additional needs, develop coping strategies, improve their social and communication skills and increase their independence.

Our aim is to ensure that students leave Somerset School having reached their academic potential. We want all students to become well-rounded, confident, resilient young people, ready for their next step in learning and life. We will achieve this by individual needs being identified and met, leading to exceptional personal achievements both socially and emotionally.

All staff are committed to the concept of unconditional positive regard for students. We strongly believe that forming positive relationships and excellent teaching strategies are key to student success. It is about modelling high levels of resilience and containment. It is our belief that it is important that staff consistently demonstrate ways in which we manage our own stress and anxiety, whilst routinely demonstrating good decision-making and sophisticated emotional intelligence. By adopting this approach we can support students to develop these valuable life skills. Somerset School staff persistently aspire to be the best they can be and it is this positive culture of learning and improvement which enables Somerset School to be an inclusive high achieving community.

Admissions

We are a co-educational school, providing places for up to 40 students aged 10 to 18. We are also non-denominational and have a secular ethos, yet respect the cultural needs and religious beliefs of all.

Admission into our school is either through a referral for a care placement with Cambian or direct from a Local Authority.

Admissions Criteria

- Students will be aged between 10 and 18 years
- All pupils must have an Education Health Care Plan
- We only admit students whose places are funded by a UK authority

Student Profile

- Mixed gender
- 10-18 years old

May be diagnosed with or present with:

- Autism Spectrum Disorder
- Asperger's Syndrome
- Emotional and social difficulties
- ADHD
- Challenging behaviour
- Likely history of placement breakdown
- Attachment Disorder

Facilities and Services



Our Facilities Include:

- Outdoor spaces for PE (Physical Education) and recreation
- An indoor Sports Hall
- Bouldering Wall
- Emotional Wellbeing Area, including sensory rooms
- School gardens and sensory garden
- Kitchen facilities to provide food for all students and a specialist area to study Food and Nutrition
- Off-site facilities for the teaching of Outdoor Adventure Activities and Bushcraft
- ICT facilities, including 3D Printer and VR
- Range of learning spaces for reflection or therapeutic work
- Excellent links with alternative providers to study vocational areas such as Motor Mechanics, Land Based Studies, Animal Care, Equine Studies

All of our students have an Education, Health and Care Plan (EHCP). Upon entry our students are assessed to consider the most appropriate academic pathway. Our special needs coordinator is responsible for ensuring that students with EHCP's receive their curriculum entitlement. Students requiring additional support over and above the core provision will have targeted learning plans, including access to an intervention programme to address specific areas for development. We will provide information on students with EHCP's to the responsible Local Authority, as required for the purpose of the annual review of the EHCP.

Emotional Wellbeing Team

The Emotional Wellbeing Team works closely with the educational team and in collaboration with the commissioned Speech, Language and Communication Therapist, Occupational Therapist and Educational Psychologist to enable a holistic approach to supporting students at Somerset School. The Emotional Wellbeing Team has a pivotal role in providing support and therapy to all students, primarily based on a trauma informed approach. Each student is individual and will require different levels of support and therapy input which is determined through careful assessment and the support from advice provided by parents and supporting professionals/ documentation.

The Emotional Wellbeing Team play an important role in developing activities to engage students, both in and outside of the classroom, to enrich the positive learning experience and their ability to engage and embrace willingly and enthusiastically with assessment and achievement.

Wellbeing

We believe that emotional wellbeing is essential in developing positive outcomes and academic success

Valuing

We value every young person for who they are

Care

We offer our students a caring, positive and encouraging environment

Learning

We adopt a collaborative, multidisciplinary, individualised and holistic approach

Outcomes

We strive to ensure that our students achieve their maximum potential



School Curriculum

Securing Your Child's Future

A TAILORED APPROACH

Learning at Somerset School is organised to meet a wide range of learning needs and each personalised curriculum can be accessed on different levels according to the young person's needs, tailored to optimise individual rates of progress and attainment and encourages the development of confident, well adjusted, sensitive and independent students.

CURRICULUM ORGANISATION AND STRUCTURE

Somerset School provide each student with an individualised and personalised education pathway which addresses their specific needs to live a fulfilled life in a challenging and changing world. A comprehensive programme based on the national curriculum is offered at Key Stage 2, Key Stage 3 & Key Stage 4. Small class groups or on a 1:1 basis, with a high level of staff support, enable our students to access a suitably differentiated curriculum.

CURRICULUM OVERVIEW

Our curriculum is designed to be both broad and accessible, reflecting our holistic approach to learning. It offers our students the opportunity to enjoy the process of learning, and in so doing, reach their maximum potential.

- We set appropriate learning challenges to enable each young person the opportunity to experience success
- We respond to each individuals needs by creating a bespoke educational programme that takes into account their interests and strengths
- We provide appropriate resources to enable curriculum access and to overcome any obstacles to learning

Aims

By working collaboratively with carers/parents and young people we aim to:

- Provide a positive, safe and nurturing environment where students and staff feel happy and secure in the process of learning
- Provide access to high quality education and pastoral care that will enhance personal development, stimulate growth and provide equal opportunities
- Develop students' self-esteem, independence and awareness of, and consideration for, the feelings and the needs of others within the school and community
- Encourage young people to positively manage their own behaviours and difficulties



School Curriculum

In addition to the core curriculum of English, Maths, Science & PSHE the curriculum for students aged 10-18 years is structured to enable them to acquire the necessary skills to develop independence in their adult lives.

Programmes are designed to promote personal, social and vocational skills needed to prepare them for life after they leave formal education. Students are offered the opportunity to access programmes across the curriculum at all levels up to and including GCSE level.

KEY STAGE 5 CURRICULUM

Students that remain with us into Key Stage 5 will follow a bespoke curriculum which could involve work experience, advanced certificates and extended learning from Key Stage 4 courses. All students will have focussed careers guidance to ensure a successful transition whether that is into work or further education.

ALTERNATIVE PROVISION

Somerset School have links with some excellent alternative provisions which allow us to provide students with the following vocational experience and accreditation if appropriate:

- Motor Mechanics
- Carpentry
- Bricklaying
- Animal Care
- Land Based Studies
- Equine studies
- 1:1 Mentoring

During the assessment process we will consider if a student would benefit from working with one of our alternative provisions. This will then be discussed and agreed by all stakeholders.



Facilities and Services

Educational and Emotional Support

The school offers a supportive environment, where all staff are trained in various techniques to successfully work with vulnerable young people who may display a wide range of emotionally triggered behaviours. Students have access to personal tutors and the Emotional Wellbeing Team to aid them in developing strategies and mechanisms to assist individuals to access and unlock their potential.

Opportunities for team building, increasing self-esteem and confidence are built into the curriculum, these include enrichment opportunities, sport and tutor sessions.

Achievement and Progress

Our focus is to support all students to make gains in their learning. Progress and achievements are recorded for each student and reports are regularly sent to parents and carers. The school acknowledges achievements at all levels, whether in lessons, particular activities or the actions of students, and we celebrate these achievements on a regular basis, through postcards sent home, communication with parent/carers and award ceremonies.

We provide written reports to carers and parents providing information on progress and attainment and opportunities for parents or carers to attend annual reviews to discuss pupil progress.



Examination Course Assessment

Students will follow a variety of examination courses, dependent upon their individual educational needs. These include GCSE, BTEC, Functional Skills and Entry Level accredited courses. We assess students against assessment criteria, which are short, discrete, qualitative and concrete descriptions of what a student is expected to know and be able to do.

Curriculum Enrichment

We actively promote opportunities for students to engage in experiences that broaden their skills and knowledge through educational visits, personal projects, work experience and other agencies both on and off site. Students participate in clubs on Friday afternoon, including Dungeons and Dragons, sport, outdoor education and environmental.

Vocational Placements

We offer vocational placements at alternative providers, such as Project One. Some students also undertake work experience placements within the local community. All placements are dependent upon risk assessment outcomes and are pre-planned.

Key Stage 3

Learning is differentiated according to ability and takes into account particular barriers and vulnerabilities of each learner. There is a balance between cross-curricular themes and subject-specific ones which are dependent upon the engagement and interests of the student, assessment levels relate back to the national curriculum. Where appropriate students can enter early into accredited programmes and gain credible qualifications, in order to re-engage and motivate individuals.

Key Stage 4

Students have the opportunity to engage in a more flexible programme of study through options and choices. This includes academic qualifications and opportunities to engage in vocational subjects. Students can gain qualifications at GCSE, Functional Skills at Level 1 and Level 2 and where appropriate Entry Level qualifications and awards.

Key Stage 5

At key stage 5 students have the opportunity to build on their GCSE results and/or take part in BTEC qualifications to help them further their education and future prospects. Work based programmes and introductions to further education are also offered to those who are seeking these experiences.

Subjects Include

- GCSE
- BTEC
- Functional Skills
- Entry Level
- Vocational Placements

Options at Key Stage Four Include

- Food and Nutrition
- Art and Design
- Creative Media
- Photography
- Animal Care
- Mechanics

YEAR 11 GCSE RESULTS

3 x Mathematics
including 2 at
Grade 3

3 x Science
including 1 at
Grade 3-3

1 x Art
at Grade 4

1 x Photography
at Grade 3

2 x Food
including 1 at
Grade 5

FUNCTIONAL SKILLS RESULTS

2 x English
at Level 1

1 x English
at Level 2

1 x Science
at Entry Level 2

YEAR 10 RESULTS

3 x
Creative Media, Pre-
Production Skills Unit
including 2 Distinctions

3 x
Sports Studies,
Contemporary
Issues in Sports

Additional Information



Safeguarding Statement

The parents/carers of students attending Cambian Somerset School should be aware that the school has a duty to safeguard and promote the welfare of children who are their students. This responsibility necessitates a safeguarding policy and the school may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. This policy on child protection is in accordance with the locally agreed inter-agency procedures. The policy also complies with guidance from the DfE and the Somerset Local Safeguarding Children Board (LSCB). The school recognises it is an agent of referral and not of investigation. Anyone can make a referral to children's social care, if necessary.

The Designated Safeguarding Lead (DSL) for the school is Charlie Cobb, while the Deputy DSL are Louisa Jessop, Kirsty McDonald and Callum Murphy.

Their contact details are:

charlie.cobb@cambiagroup.com

louisajessop@cambiagroup.com

kirsty.mcdonald2@cambiagroup.com

callum.murphy@cambianroup.com

Complaints Procedures

We know there will be times when students, carers, parents or placing authorities will want to give us feedback about our school and we are always happy to hear from you. If you would like to make a suggestion or let us know about something you were pleased with, or, indeed, if we did not meet your expectations, please contact the school via the contact details at the front of this prospectus. A complaints procedure allows for both formal and informal complaints. Informal complaints will be dealt with quickly, while formal complaints can be made in writing. Our full complaints policy is available from the school, upon request. This policy is designed to help you raise concerns and ensures your complaint will be listened to and dealt with fairly. Should you wish to take your complaint further, or if you feel you are unable to discuss the details with the school, please contact the Director of Education if your complaint relates to school leadership.

The Proprietor

The proprietor of the school is Farouq Sheikh, Chair of the CareTech Board. The representative of the Proprietor of the school, whose address for correspondence during both term times and holidays, is:

Chris Strong,
Managing Director Education,
Metropolitan House,
3 Darkes Lane,
Potters Bar, Hertfordshire EN6 1AG.

The representative of the proprietor may be contacted at
chris.strong@caretech-uk.com