



Cambian Hereford School

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

- Mixed Gender • 11-18 Years
- Day Placements

Welcome

Cambian Hereford School has an excellent reputation for providing a quality education and securing good results in public examinations. The success of the school is based on the flexible and supportive approach taken to provide the highest standards and personalised education tailored to individual students' needs.

At Cambian Hereford School we provide education for a wide range of special needs, including emotional and social difficulties. All students are treated as valued individuals and their needs taken into account when planning the most suitable and effective educational provision for them.

The community spirit and positive atmosphere at the school are a key indicator of the hard work and dedication of the staff and the level to which students enjoy and achieve. Students have access to a broad and balanced curriculum including outdoor education and vocational studies. The curriculum centres around a principle of developing the whole child. School life also teaches and encourages students to develop excellent team working, social and independence skills. This involves students accessing school trips, enrichment activities, social activities and a social, moral, spiritual and cultural education.

All students additionally have access to support staff who work closely with them on an individual and small group basis to focus on personal development. The staff at Cambian Hereford School have a wide range of experience in working with many aspects of special educational needs, delivering accredited courses and providing supportive care packages.

Celebrating success is a regular activity within the school. Students enjoy accessing a wide range of rewards and are keen to discuss how to continue making progress and their long-term aspirations for life.

Our excellent relationships developed between the school and parents, carers and local authorities are key to its success in supporting students effectively. Former students and current students are keen to talk openly about how the school has been key to their success and how they thoroughly enjoy their time at Cambian Hereford School.

I very much look forward to working with you and would welcome you to visit the school by appointment.

Tom Clarke

Head Teacher



Tom Clarke
Head Teacher

Mission Statement

At Cambian Hereford School we aim to develop young people with active, creative minds that can, do and will make a positive contribution to society. We strive to transform their learning experience, secure their academic achievement, social and emotional development and personal sense of ambition

Coningsby Road,
Leominster,
Herefordshire,
HR6 8LL

01568 620443

Our Approach



Cambian Hereford School is an independent school for up to 20 young people, aged 11 – 18 of both genders.

The school specialises in educating young people with Social, Emotional and Mental Health Difficulties (SEMH). This is achieved through flexible learning experiences and the provision of high-quality teaching and pastoral care. These services are delivered by The Cambian Group, which is one of the largest providers of specialist behavioural health services for children in the UK. Although Cambian's work embraces many specialist disciplines, it is united by a common purpose: to actively enable each and every one of the young people in our care to achieve their personal best, however it is defined by them or for them.

At Cambian Hereford School we aim to develop young people with active, creative minds that can, do and will make a positive contribution to society. We strive to transform their learning experience, secure their academic achievement, social and emotional development and personal sense of ambition. There are learning spaces within the building allocated for teaching and nurturing our young people. The school also benefits from having a small pastoral care group, which students can access to seek additional support. All learning spaces provide a nurturing approach to learning key skills delivered by specialist staff. Surrounding the school is a small garden and playground with football goals and basketball facilities.

Admissions

The school, which is co-educational, provides places for up to 20 young people aged 11 to 18. The school is non-denominational and has a secular ethos but respects the cultural needs and religious beliefs of all. The young people attending the school have either been placed in the care of The Cambian Group or are day placement students. All admissions are channelled through Local Authorities Special Needs Departments and Social Services Departments.

Student Profile

- Mixed gender, ages 11-18
- SEMH (Social, Emotional & Mental Health)
- ADHD
- History of school refusal
- History of placement breakdowns (delete periods of time out of school and may have previous CAMHS input)
- Specific learning difficulties such as dyslexia
- Attachment Disorder
- Has an Education, Health & Care Plan (EHCP)

The Staff



The staff are all highly qualified, experienced and a committed team.

All staff are trained in Safeguarding and the Headteacher and Deputy Headteacher are trained to level 3 Herefordshire Safeguarding.

Role	Staff Member	Qualification
Headteacher	Tom Clarke	BSc Hons Geography, PGCE QTS
Deputy Headteacher	Joshua Hunt	QTLS: Qualified Teacher Learning and Skills
Technology Teacher / Accreditation and Vocational Education Co-ordinator	Claire Moulton	Bachelor of Education Design Technology QTS
RE/ History/ Geography/ Films studies/ Psychology/ Sociology Teacher	Lesley Ravenscroft	B.Sc. (Hons) Psychology, Bachelor of Education (Theology) Masters in Education (attachment)
Reading/Writing Intervention/ PSHE and Careers	Joe Reynolds-Marshall	BA in Sport and Physical Education, Post Graduate Certificate in Education
English Teacher	Ruth Hayward	BA Arts (Drama), MA: Practising Theatre and Performance PGCE in Education (Secondary)
Science Teacher	Claire Noble	BA (Hons)UPLS Education (Science) with QTS
Art Instructor	Megan Clarke	BA(Hons) Primary Education (QTS) Postgraduate Diploma: Child and Adolescent Mental Health
Behaviour Support	Norma Tisdale	
Administrator	Bonnie Stewardson	
Maths Teacher	Thomas Martin	

The School Day



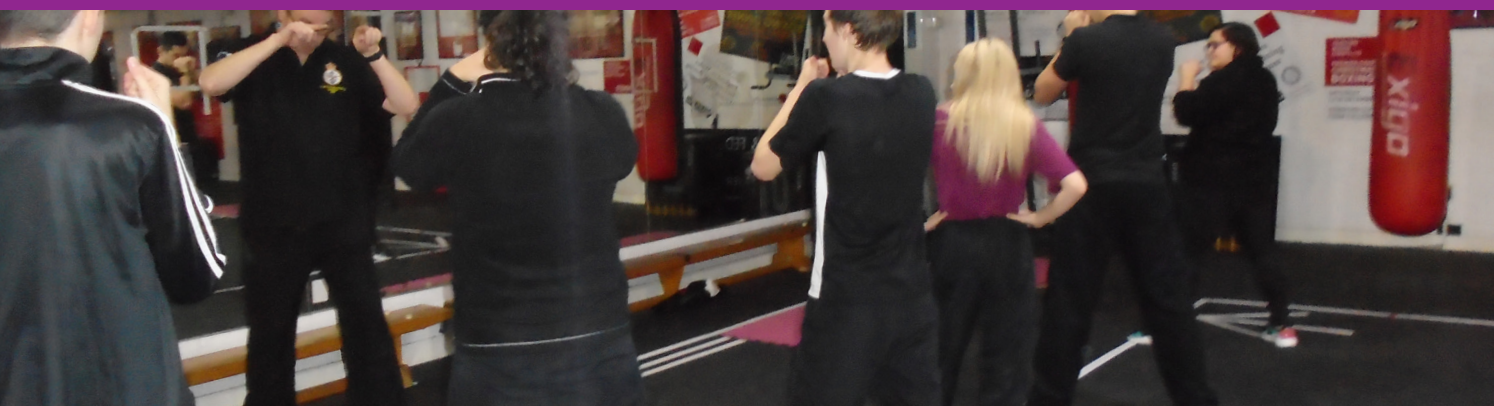
Session	Times
1	09.15 – 10.00
2	10.00 – 10.45
Collective tutor time	10.45 – 11.00
Break	11.00 – 11.15
3	11.15 – 12.00
4	12.00 – 12.45
Lunch	12.45 – 13.20
5	13.20 – 14:10
6	14:10 – 15.00

Pupil Centred

Young people can choose to either: play games, do activities or have fun outside during break and lunchtime.

Lunch is at 12.45pm; students bring in a packed lunch. School staff and students eat together and enjoy the opportunity to interact outside of the classroom.

Curriculum Organisation



Young people are taught in mixed ability groups by subject specialists in English, Maths, Science, ICT, Food Technology, and PE. All students are taught in small groups, usually 3 or 4 students with a teacher and LSA.

Key Stage	Core	Foundation/ Optional	PSD	Personalised learning	Vocational & Alternative
3 (yrs. 7, 8 & 9)	English Maths Science IT	PE MFL History Geography RE Art, Music, Drama	PSHE Citizenship	Wide range available in all curriculum areas and life skills including Careers, Social skills programme, SRE	Food Hygiene Forest Schools First Aid Duke Of Edinburgh Construction Agricultural Equine Studies Physical/Sport: Outer Active Mechanical Work Placements
4 (yrs. 10 & 11)	English: Entry levels GCSE Maths: Entry levels GCSE Science: Entry levels GCSE	BTEC: Home Cooking skills Child Development DT Food & Nutrition GCSE: Textiles RE Art Music			

Curriculum Organisation



Key Stage 4 Curriculum

At Key Stage Four students have an individualised learning programme that provides GCSE/BTEC courses in English, Maths, Science, PSHE, Art, Design Technology (Food), Film studies, IT, Music, Vocational Studies and Functional Skills. Careers Education, Work Placements, Life Skills and Vocational Training are also offered.

The 14-19 Curriculum is aimed at Key Stage 4 students becoming:-

- Successful learners who enjoy learning, make progress and achieve
 - Confident individuals who are able to live safe, healthy and fulfilling lives
 - Responsible citizens who make a positive contribution to society.
- Through this approach to our curriculum planning we ensure that:
- Each pupil's needs are paramount, so the curriculum and the support they receive are tailored to suit their individual needs and interests
 - Each pupil has an input into the area of vocational education they would like to follow (subject to availability/provision)
 - Each pupil is supported in making his/her decisions with guidance on how they can be achieved
 - Each pupil is given the information and necessary support to enable them to make informed decisions Post 16.

Key Stage 5 Curriculum



Our key stage 5 offer provides flexibility and allows for the needs of the individual young person to be met as far as is reasonably possible, in terms of the courses on offer. As such there is no compulsory model, guidance is given to students as to the most appropriate routes from a range of professionals. Reference is made to the feedback from careers advice and most importantly the views of the young person.

Future planning and transition is discussed at EHCP meetings from year 9 onwards. Collaborative decision making through a multi-agency approach ensures a referral pathway for young person is identified and a transition plan is mapped out with the young person, Head teacher, social worker and parents or carers. More well-defined plans are finalised at the EHCP meeting in year 11 where the young person is asked to make provisional choices about the next step whether that be a vocational, academic or training option. For the most part, students will move, with the school's support, to a suitable post-16 provision. However, there are times when a student may benefit from remaining with us for longer.

The school will identify and commission relevant provision operating within the LA based on a variety of procedures, including review of previous performance, predicted GCSEs, recommendations, first-hand visits to provision, presentations by providers, and listening to the views of young people. Currently we work in partnership with local colleges including Hereford College of Arts, Hereford and Ludlow College and

Hereford Sixth Form College, Horizons Training and Hoople Training. Once the route for the young person is identified a clear and formal contract arrangement with the external providers is drawn up to ensure that minimum standards are met, and the safety and welfare of the young person attending is assured.

Our close liaison and communication with providers operating within the LA widens the opportunities for young people to access a range of vocational and academic opportunities to engage them in education and increase their retention in learning after the age of 16.

Central to this, is access to a range of accreditation, including a personalised learning pathway tailored to meet individual needs, aspirations and interests. Students may be able to access diverse and flexible learning pathways and progression routes in a variety of settings and contexts, including their college, learning centres, vocational skills centres and work-based training providers.

This broad framework ensures that young people can access a wide range of educational experiences. In addition to these placements, students undertake private study time at their home. On-going pastoral support from school ensures that students are able to access individual support appropriate to need. Regular monitoring by the school, ensures that provision meets the minimum standard required and supports the progression of the young person.

Curriculum



Examination Course Assessment

Students will follow a variety of examination courses dependent upon their individual education needs. These will include GCSE, BTEC, and other accredited courses. As students progress through years 9, 10 and 11 they will be continually assessed in line with the QCA. At present this assessment is based on a combination of teacher assessments and standard tests at the end of each key stage.

Curriculum Enrichment

The school actively promotes opportunities to broaden students' experiences through a wide variety of educational visits and working with other agencies to deliver projects on and off-site. The school has engaged in a football project with Hereford United In The Community, Martial Arts and Drama (Bronze Award) and projects with Bright Stripe.

One of the aims of Cambian Hereford School is to encourage students to make a positive contribution to society. One way we achieve this is through continuously engaging students in community and charity events. These events range from fundraising coffee mornings, up-cycling enterprise projects and a range of themed school productions. Students also take part in a volunteering programme for their Duke of Edinburgh awards.

Vocational Placements

All young people have the opportunity to have staff support at vocational placements, including college and others depending on needs, interests and aspirations. In some cases there may be the opportunity for students to begin becoming independent at placements. However, this must be pre-planned and will be decided by the school in conjunction with parents/carers.

Hereford School

Outcomes 2025

GCSE

5 x Mathematics

6 x English Language

4 x English Language (NEA)

4 x Combined Science Including 1 at Grade 4:4

5 x Art and Design Including 1 at Grade 4

3 x Psychology

BTEC

3 x Home Cooking Skills - Pass

ASDAN

2 x PSHE (Short Course)

1 x Animal Care (Short Course)

1 x Gardening (Short Course)

2 x Languages (Short Course)

1 x Living Independently (Short Course)

AQA UNIT AWARDS

SPORT & PHYSICAL EXERCISE

3 x Cricket (Unit 2)

4 x Football skills (Unit 2)

3 x Hockey Skills (Unit 1)

4 x Cricket (Unit 1)

5 x Rounders (Unit 1)

3 x Introduction to Basketball

1 x Introduction to Boxing

4 x Basic Tennis Skills

5 x Introduction to Dry Slope Skiing

2 x Introduction to Rounders

5 x Outwitting opponents: Tennis

Hereford School

Outcomes 2025

AQA UNIT AWARDS

EDUCATION

3 x English: Writing for Children

1 x Geography: Fieldwork Exploring Weathering

2 x Geography: Fieldwork Investigation

3 x Religious Studies: Religion and Life

1 x Visiting a Mosque

1 x Exploring the Arts
as a Participant

4 x Exploring the Work
of an Actor

6 x Taking Part in a Drama Workshop

3 x Exploring the Work of a Local Arts Organisation

TECHNOLOGY

3 x ICT: Communicating

6 x ICT: Creating and Editing

2 x ICT: Transacting

1 x Internet Basics

1 x ICT: Being Safe and Responsible Online

5 x ICT: Using Devices and Handling Information

LIFE SKILLS

2 x Child Development:
Why do Toddlers Have Tantrums

2 x Child Development:
Flight or Flight Response

1 x Child Development: Care of a Baby

2 x Child Development: Childbirth

1 x Child Development

1 x Child development:
Special Children

1 x Planning a Bedroom for
a Baby with Support

1 x Outlining Routines for a Young Child

2 x Child Development: Pregnancy

2 x Planning a Child's Birthday Party

1 x Features of Autism in Early Years

Hereford School

Outcomes 2025

AQA UNIT AWARDS

LIFE SKILLS

3 x Becoming a Young Leader

4 x Completing a Psychology Experiment

1 x Dental Health

COOKING & BAKING

2 x Baking Cakes

1 x Healthy Eating

1 x Baking Shortbread

1 x Making Pizza

1 x Making Apple Pie

1 x Making Chocolate Brownies

1 x Making a Quiche

1 x Making Soup

2 x Making Spaghetti Bolognese

1 x Plan & Prepare
a Cooked Breakfast

1 x Plan & Prepare
a Cottage Pie

1 x Plan & Prepare
a Chicken Curry

1 x Plan & Prepare
a Chilli Con Carne

1 x Plan & Prepare
a Cassarole

1 x Plan & Prepare
a Fresh Fruit Salad

1 x Healthy Eating Habits
in Early Childhood

1 x Healthy Eating

1 x Plan & Prepare Sausage Rolls

1 x Preparing & Baking Cookies

1 x Practical Cookery:
Making an Omelette

1 x Cooking with Pasta

AWARDS

4 x Duke Of Edinburgh Bronze Awards: Volunteering

3 x Duke Of Edinburgh Bronze Awards: Skills

2 x Arts Bronze Awards

Hereford School

Outcomes 2025

WORK EXPERIENCE

- Three young people worked at a local food bank as part of their Duke of Edinburgh Bronze Award.
- One young person is working on Houghton Farm as part of an alternative provision placement.
- One young person is working with animals at Niniva Care Farm.
- One young person is volunteering at the Ashfield Care Home, taking care of the elderly.
- One young person is taking part in a dance workshop as part of an alternative provision placement.

PERSONAL ACHIEVEMENTS

- AH took part in a wide range of activities, including school trips, the Sports Leader Award, drama at Hereford Courtyard, jewellery making at the University of Aston, a rap battle, a visit to Hereford College restaurant, as well as gym, boxing, and climbing sessions.
- JB completed KS4, attended an alternative provision, and took part in a wide range of school trips, the school pantomime, boxing, and climbing.
- CH took part in gym sessions, a visit to a college restaurant, a wide range of school trips, climbing, boxing, jewellery making at Aston University, a drama workshop at the Courtyard Theatre, a visit to Hereford Cathedral, rugby, the Young Leaders Award, and an art gallery visit.
- MOP took part in archery, a drama workshop, the school pantomime production, an LGBT assembly, a shoebox collection for charity, jewellery making at Aston University, a college restaurant visit, a wide range of school trips, the Sports Leader Award, and a rap battle.
- VK volunteered at a care home working with the elderly, took part in the school pantomime, and participated in a wide range of school trips.
- SM took part in a drama workshop and a visit to Aston University.

LOOKING TO THE FUTURE

- Three young people secured a post-16 placement at Hereford and Ludlow College.
- Two young people secured a post-16 placement at Hereford College of Art and Design.
- One young person secured a post-16 placement out of county.
- One young person secured a post-16 placement at Heart of Worcester College.

Transition



The school endeavours to ensure a smooth transition for students as they move onto new ventures; this involves ongoing dialogue each term, liaison and visits to new providers, advice and guidance throughout the process and liaison to follow up. All transitions are planned thoroughly to fulfil the long-term goals for each individual student.

Careers

All of our young people receive information, guidance and advice on planning their next steps whether into employment, training or further education. Students in KS 4 have an individual careers interview with an independent careers advisor. The school works with the University of Bath to provide a careers education program which aims to explore the world of work. This supports our students from Year 7 onwards and all students are able to retain their careers support from the University until the age of 25 through their Careerpilot programme.

A child's drawing of a face, possibly a mask or a head, with various emotions labeled. The face is drawn with simple lines and colors. The emotions labeled are "Love" (top left), "Fear" (top right), "Hope" (bottom left), and "Anger" (bottom right). The drawing is on a light-colored background, possibly a piece of paper or fabric.

- Acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain.
- Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.
- Develop the ability to make reasoned and informed judgments about religious and moral issues with reference to the teaching of the principal religions represented in Great Britain.

- Developing awareness of the fundamental questions of life raised by human experience, and how religious teaching can relate to them
- Responding to such questions with reference to the teachings and practices of religions and to their understanding and experience
- Reflecting on their own beliefs, values and experiences in light of their studies
- Develop respect for other people's right to hold different beliefs
- Develop a positive attitude towards living in a society of diverse religions

C.Ref 080

Progress Reporting



Parents and carers receive reports at the end of each term, which include the assessments made in each subject and comments from education staff and offsite providers. There is a parent/carers consultation evening at the end of every term.

Over the course of the year the monitoring reports will provide grades for effort, behaviour and attainment. At the end of each school year there is the summative annual school report.

Careers

As well as the reports on students' progress the school sends information to parents and carers on a regular basis, in particular when celebrating achievement. We regularly provide progress reports which record the main successes of the school and of individual students.

Each student in the school has a student file which provides parents and carers with important information and an indication of how their child is progressing.

Parents and carers can see the information recorded about their children at any time. If they are concerned about anything to do with their child in relation to their progress, they are encouraged to contact the school.

Cambian Hereford School recognises the need for an education that offers creative programmes for young people who require extra care and support in their pastoral and academic situations. To this end the school offers tutorial sessions for all pupils to support their personal and social development.

Cambian Hereford School will admit children with moderate to severe emotional, social and mental health needs and moderate learning disabilities. All admissions are channelled through Local Authorities Special Needs Departments and Social Services Departments.

Copies of policies relating to safeguarding, bullying, curriculum, health and safety, first aid and the promotion of good behaviour and the consequences adopted in the event of students misbehaving are available on request from the school and on the school website. It is the responsibility of parents and carers to ensure that they are familiar with these policies.

Prospective students are assessed in their own settings by a member of our Senior Leadership Team using a robust set of measures.



Special Educational Needs

A significant number of our students have an Education Health Care Plan. These can be for both learning and behavioural difficulties. All of our students are assessed by and have access to either a private or a local authority Educational Psychologist.

The school has an Special Educational Needs Co-ordinator who is responsible for ensuring students with EHCPs receive their curriculum entitlement. Students requiring additional support with literacy and numeracy can be withdrawn from the main group to access an individual programme designed to increase their functioning levels.

All students have comprehensive behaviour, engagement and lesson outcome assessments. These are monitored on a daily basis and reviewed weekly through tutorials. Students who successfully manage to improve their behaviour and achieve their behaviour targets receive recognition through the school reward system.

Young People who have 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. 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.

Pastoral Care and Support

All of our young people have access to programmes to support their emotional, social and personal development.

Pastoral care and emotional support is available at all times, with members of staff dedicated to nurturing and assisting young people. This enables students to receive an additional level of care which enhances their education.

As a school we are committed to working closely with all our students to encourage the development of social and life skills.

Before arriving at Cambian Hereford School

Alisa's Special Educational Needs Identification Profile (SENIP) highlighted four areas of considerable concern: attention and listening, processing and planning, social and emotional issues and challenging behaviour.

Alisa had previously attended a Learning Resource Centre (LRC) in primary school and on transition to secondary school she was educated in smaller sets. Due to Alisa displaying inappropriate sexual behaviour and language she was taught in isolation within the school for a period of time.

Alisa's previous school had reported that she could present as being very immature, displaying characteristics generally used by younger children to gain positive affirmation. However, this changed when she would express sexually explicit behaviour, swear, become aggressive and threaten others. Alisa also had a history of lying and when constructive criticism was given to her she would experience an outburst or act inappropriately.

Child sexual services reported that Alisa's sexual behaviour was heightened by stress and due to this she was at an increased risk of acting on sexual impulse at these times, making her extremely vulnerable to exploitation. They also concluded that she had a limited understanding of emotional vocabulary and struggled to express herself.

How Hereford has supported Alisa

Hereford observed Alisa and noted that there was an improvement in her behaviour when placed in a small class setting with a higher ratio of staff. With this in mind, Hereford ensured that Alisa was supported at all times by two members of staff, initially one of these was a member of care staff to ensure she felt safe with a trusted adult. The hope for this was that when feeling safer Alisa would feel more comfortable to build friendships and adjust better to being around others.

Alisa's behaviours were also closely monitored as part of her curriculum. Once having a better understanding of this, she gained insights into forming and maintaining friendships and trying out new skills with pastoral support.

Alisa quickly built good relationships with staff in school and became happy and settled. The varied curriculum that was put in place for her was largely based around her interests, meaning that she was given the best opportunity to engage with life skills and enjoy her learning, which led to some wonderful academic achievements.

What Alisa's future looks like and what she is doing now

Alisa gained her Entry Level 2 English, Mathematics and Science qualifications and has attained a number of AQA awards. She then went on to attend college for a Post-16 vocational course. Not only has Alisa moved forward onto this next stage, but she has increased her knowledge on how to better assess situations and to build long lasting relationships and friendships going forward in her life.



Before arriving at Cambian Hereford School

Tamsin had previously spent time at a mainstream school where she struggled to deal with social interactions and maintain relationships. She had been unwilling to interact during lessons, had trouble concentrating and refused to attend many of her classes. When Tamsin did attend she demonstrated a high risk of becoming verbally abusive to staff and her peers as well as absconding from site, where she sadly fell victim to exploitation. Since 2009 she had attended five placements which unfortunately proved to be unsuccessful due to the risks she presented. Tamsin experienced a high level of school exclusions due to the complexity of her needs and was also subject to a Care Order being granted in 2010.

In 2016, Tamsin was assessed by an Educational Psychologist. She agreed to engage in a majority of tests, where results showed that her reading and spelling scores were at the lower end of the average range. However, her literacy scores were above average showing a particular area of strength. Her handwriting was printed and neat and her highest individual score was found to be on the visual memory test.

It was suggested that Tamsin would benefit from a small nurturing environment in order to reach her full academic potential. It was also recognised that her ability to function was significantly affected by early experiences, damaging her confidence and self-efficacy related to learning, meaning that curriculums would need to be created around this.

How Hereford has supported Tamsin

Tamsin came to Cambian Hereford School in April 2020 where she was initially placed on a part-time timetable. However, she was able to engage full-time after just a few days of settling in.

After her educational needs had been assessed by the school, a bespoke curriculum was created for Tamsin so that gaps in her skills and knowledge could be addressed. An Educational Psychologist continued to work with Tamsin where her performance on assessment tasks suggested that she had a mild to moderate level of general learning difficulty.

During Tamsin's time at Cambian Hereford School, the following plans were put in place to ensure she had the best opportunity to engage with life and learning:

- Personalised learning styles and practical learning opportunities
- a personalised timetable
- clear boundaries, rewards and consequences
- summative assessments and close tracking of progress in order to identify gaps in learning
- highly skilled staff with a clear understanding of SEMH, working on a one to one basis
- EHCP outcomes embedded in planning for education

Tamsin has since learnt to be more accepting of her peers and has shown an empathetic side, helping others who were also finding things difficult and demonstrating patience with them. She has also represented the school twice in football matches, showing that she can work well in a team. She has truly grown in confidence since starting at Hereford and came to respond to the pastoral support more positively over time.



What Tamsin's future looks like and what she is doing now

Since attending Hereford, Tamsin has achieved her GCSE English & Mathematics qualifications, completed her BTEC Level 1 Award in Sport and Active Leisure with a Pass and achieved 13 AQA Unit Awards! Tamsin has a clear goal of achieving a Health & Social Care qualification and successfully completed an application for a College placement to study in this field.

Since leaving Hereford School, Tamsin has moved into a semi-independent facility, having completed independent living skills during lockdown and is looking forward to the next phase of her life as a confident, young individual.

School Uniform Code

The correct school uniform should be worn at all times.

TROUSERS:	Black (smart, not casual, no hipsters, no cords, no leggings).
SKIRTS:	Plain black skirt which must be no shorter than knee length (skirt must not have a split in).
POLO SHIRT:	School logo t-shirt available from the school to be tucked into trousers with no visible t-shirt beneath.
SWEATSHIRT:	School logo sweatshirt available from the school.
JACKET:	No coats or hoodies should be worn in the school building. School fleeces are available from the school to be worn during the school day.
SHOES:	Traditional, sensible, flat black shoes or black/white trainers only. On health and safety grounds this precludes fashion shoes, and shoes with heels over 1". If lightweight shoes are worn in the summer term they must have an enclosed toe and heel, i.e. no "sling backs" or "peep toes".
JEWELLERY:	Only plain stud piercings may be worn. All jewellery must be discreet and covered where possible.
MAKE-UP:	Minimal make-up only. No false nails.
HEADWEAR:	It is not appropriate to bring caps or other headwear (unless culturally required) during school hours. Hair should be tied back where appropriate for PE and other practical lessons.
P.E KIT:	School sports t-shirt available from the school; Black jogging bottoms available from school. No jewellery to be worn in PE.

General Health and Safety Information



Health and Safety

The school's Health and Safety policy ensures the safety and wellbeing of all young people, staff and visitors. All members of staff are aware of their responsibilities covering health and safety at work and will have undertaken required mandatory training as appropriate. Periodic health and safety inspections are carried out by a competent person on the conditions covering all areas of the school. There is a rolling programme of maintenance to keep the standards of the learning and working environment at a high level. First aid facilities are provided and staff are trained in first aid.

The school has an educational visits policy and procedure that complies with national guidance.

Smoking

Cambian Hereford School has a NO smoking policy. Students may not smoke on the premises, at the top of the driveway or bring cigarettes or tobacco on the premises.

Mobile Phones and I-Pods

Mobile phones and iPods must not be brought into or used in school.

Offsite Education

Students studying off site will be transported by company vehicles and supervised by Cambian staff at all times. All students must wear seat belts whilst being transported. Parents/Carers will be notified in advance of all off site activities.

Prescribed Medication

Students may bring prescribed medication into school if required. This medication should be labelled and handed in at reception for storage with directions for use. A First Aider will supervise the taking of this medication.

NB: Prior written consent from parent or guardian is needed before any medication may be given to a child under 16.

DRUGS MUST NOT BE TRANSFERRED FROM THEIR ORIGINAL CONTAINERS.

School staff will not dispose of medicines. Parents/Carers should collect medicines held at Cambian Hereford School at the end of each term and are responsible for their disposal.

Inhalers must be handed into reception on arrival to school and are to be kept in the medication cabinet in the medical room. Students must not share inhalers with others. When students are offsite an accompanying member of staff will hold the inhaler.

General Health and Safety Information



Long Term Medical Needs

Parents and/or Carers of students with long-term medical needs, e.g. epilepsy, diabetes must discuss with the Head teacher any record of treatment and contact information will be held by the Administrator.

First Aid Emergency

First Aiders are on call in the school. A record is kept by the Administrator of all accidents reported, treatment given, visits to the medical room and medication administered.

Transport to Hospital

Students taken to hospital by ambulance should be accompanied by a member of staff who will remain until the pupil's Parent/Carer arrives. Generally staff will not take students to hospital in their own car unless appropriate in an emergency. Sometimes Parents/Carers will be called and will be required to transport pupil to hospital.

Students Feeling Unwell

Any pupil feeling unwell should inform their Class Teacher who will refer the pupil to a First Aider in the medical room. The First Aider will assess the pupil and, where appropriate, contact Parents/Carers to collect the pupil from school, or return them to class with an explanatory note.

Head Injuries

All students sustaining head injuries will be issued with an advice form to Parents/Carers. Those students with minor incidents are to show this to each of their remaining Teachers that day. They should then give this to their Parents/Carers at home, in case of delayed concussion etc. More serious incidents will lead to Parents/Carers being informed as soon as possible. As with all serious accidents, the pupil will be taken to A&E.



School Expectations

At Cambian Hereford School we will all:

- Be polite and show respect
- Show consideration for others
- Accept people's right to hold their beliefs and opinions
- Respect the school environment
- Respect others' property
- Attend school at the right times everyday
- Wear the school uniform with pride
- Show respect for peoples' differences
- Always try our best
- Be truthful and kind
- Co-operate with each other
- Enter, move around and leave the school calmly and quietly
- Allow everyone to feel safe
- Never bully or allow bullying to take place

School Council Say...

**"Don't look down in desperation,
look up for inspiration and...
move forward with determination"**



Compliments, comments or complaints

We know there will be times when students, carers, parents or placing authorities will want to give us feedback about our school and we will always be happy to hear from you. If you feel that you would like to make a suggestion, 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.

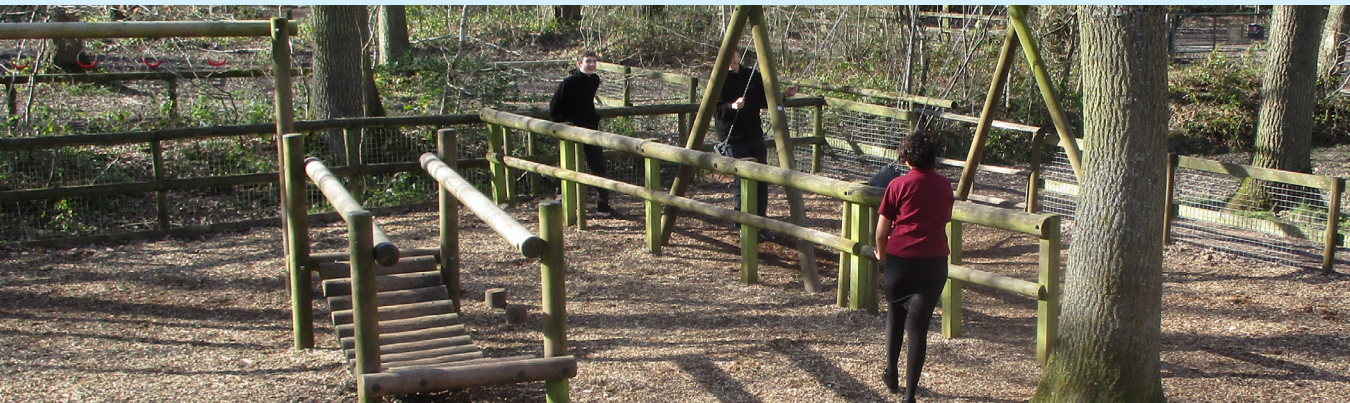
A complaints procedure allows for both formal and informal complaints. Informal complaints will be dealt with quickly, while formal complaints can be made in writing. Our full complaints policy is available from the school on request. This policy is designed to help you raise concerns and ensures your 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 Head of Education via the contact details at the back of this prospectus.

Policies

All our policies and procedures are available in the school office. It is your responsibility to read and be familiar with all policies and procedures.

- Admissions policy
- Curriculum policy
- Sex education and relationships policy
- Anti-Bullying policy
- Equal opportunities policy
- Special Educational Needs policy
- Safeguarding policy
- Health and Safety policy
- Complaints policy and procedures
- Number of complaints
- Behaviour Management policy

Safeguarding



- All young people have an absolute right to a childhood free from abuse, neglect or exploitation.
- All young people have an equal right to protection from abuse, neglect or exploitation and a responsibility not to abuse or exploit others.
- All staff (carers, teaching, support and ancillary) have a responsibility to be aware of the issues of child abuse/ neglect and a duty to report and refer any concerns.
- Young people are kept safe when professionals work effectively together and share responsibility for protective action.
- Where there are concerns about a young person's safety, unconditional confidentiality cannot be guaranteed and should not be offered. When a young person has suffered, neglect or exploitation in the past, information on this should be shared only on a 'need to know' basis.
- Staff should be proactive by taking positive steps to inform young people of their rights to safety and protection. Their options on how to express their fears or concerns should be fully explained to them.
- When young people make allegations of abuse, neglect or exploitation they should always be listened to, have their concerns taken seriously and where appropriate, thoroughly investigated.
- All staff charged with the responsibility of safeguarding children have a right to training and appropriate levels of supervision and support.
- All staff should ensure that children are growing up in circumstances consistent with the provision of safe and effective care.
- The school's safeguarding policy is available on the school website.

School Information



Address: Cambian Hereford School
Coningsby Road
Leominster
Herefordshire
HR6 8LL

Telephone: 01568 620443
DfE number: 8846010

The school office is open from 08.30 hours until 16.00 hours and messages can be left outside of office hours on the answering machine.

If a pupil is absent please notify the Administrator as soon as possible. Written notification is required in order to authorise absences during the school day and to cover absences for any reason from school.

Pupil appointments should, wherever possible, be arranged outside of school hours to minimise disruption to the school day.

Director of SEMH/ST Education

Andrew Sutherland
Email: Andrew.sutherland@cambianguroup.com

Regional Education Lead – SEMH/ST

Rob McConomy
Email: Rob.Mcconomy@cambianguroup.com

Proprietor Details:

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:

Andrew Sutherland,
Operations Director - Education,
4th Floor, Parkview, 82 Oxford Road, Uxbridge, UB8 1UX.

The representative of the proprietor may be contacted at
Andrew.Sutherland@caretech-uk.com