Cambian





Cambian New Elizabethan School

Specialist Day Services for Autism,
Communication Difficulties and Complex Needs

• Mixed Gender • 7-19 Years
• Day Placements



Welcome

I am proud and privileged to be the Head Teacher of New Elizabethan School.

We see it as our responsibility to promote the skills of our students, broaden interests and to develop personal qualities. To achieve this, we aim to: foster confidence, perseverance, tolerance and integrity; enhance communication skills; encourage teamwork; and to promote an open-minded and outward-looking mentality. We are committed towards ensuring that all students are ready to make a positive contribution to their wider community, once they are ready to transition into the wider world.

Cambian New Elizabethan School provides a personalised curriculum which is designed to meet the needs of individual students, providing them with the right support mechanisms to ensure that they can succeed socially, emotionally and academically.

Students are provided with a diverse range of learning experiences in small teaching groups. Our lessons are delivered by well qualified and experienced teachers and assistants following the National Curriculum. Students are given opportunities for individualised support. This involves access to a qualified clinical team including: onsite Speech and Language Therapy, Occupational Therapy, Psychology and Mental Health Support which helps us to ensure positive outcomes for all students.

All students leave with a range of qualifications. These include GCSEs, BTECs and other nationally recognised awards including OCN, NCFE and ASDAN which gives students opportunities for completing work based learning. For some students, we recognise that attending school, managing relationships positively and working with others can present tremendous difficulties. However, our trained staff team can help with these difficulties, assisting students to be able to adapt and succeed beyond education and have meaningful and fulfilling lives within society. All of our natural leavers go on to destinations such as colleges of further education; many have the potential to attend and complete university courses. We have a dedicated post-16 study centre where a range of pathway choices will be available for all students. The school is highly skilled at meeting individual needs and we work very hard to support a diverse range of needs and difficulties.

We understand that choosing the right school for your child can be a difficult decision and to support with this process, we encourage you to visit by appointment to find out more about our school and decide if it is the best available for your child. We have access to Parent Liaison Officers within the wider Cambian Group and a Family Support Worker based within the school who can offer further support and guidance about choosing the right school and getting the correct internal and external support for your child. We always extend a warm welcome to all our visitors and this would provide a good opportunity to look at our school, meet some students and staff, as well as find answers to those questions that are perhaps not as easily answered in a prospectus.

I look forward to meeting you in the near future.

Carrie McConomy

Head Teacher



Carrie McConomy
Head Teacher

Quarry Bank,
Hartlebury,
Worcestershire,
DY11 7TE

01299 250258

Student Profile



Securing Your Child's Future

Our school consists of small class groups, creating a supportive and relaxing environment where students can learn and achieve their personal best.

Cambian New Elizabethan School is a day school that offers outstanding opportunities for boys and girls with a diagnosis of Autism Spectrum Disorder and related conditions or diagnoses.

Set in large, private grounds amid a campus of historic buildings in rural Hartlebury, Worcestershire, the school is a relaxing place for learning, where young people receive the specialist education and multi-disciplinary care they need.

The School consists of small class groups, creating a supportive and relaxing environment where students can learn and achieve their personal best.

Students have access to Cambian's diverse, multi-disciplinary clinical team. Having such a range of support available, delivered by experienced practitioners is a great benefit in supporting our individuals to remove barriers and to reach their full potential.

Each individual student can improve their confidence and self-esteem through progressive achievement in the small, nurturing environment that Cambian New Elizabethan School offers. Staff understand their specific needs. Learning focuses on communication skills and social skills, with a strong emphasis on self- management and independence.

Above all, students thrive at the Cambian New Elizabethan School. They attend school well and enjoy their learning. We celebrate success and achievement at every opportunity, recognising that achievement for our students can present itself in many forms. This might include achieving nationally recognised qualifications (such as GCSEs, NCFE or an ASDAN certificate), excellent attendance, effort, good citizenship, taking social responsibility and, of course, achieving personal learning aims and goals.

Student Profile

Typically may have one or more of the following:

- ✓ Mixed Gender, Aged 7-19 Years
- ✓ Primary Diagnosis of Autism
- ✓ Barriers to learning such as dyslexia and dyspraxia
- ✓ Additional communication and / or sensory needs
- ✓ Attachment Disorder
- ✓ Diagnosed conditions or anxiety
- ✓ History of placement breakdowns
- ✓ Has an Education, Health and Care Plan (EHCP)

They may also present with:

- ✓ Behind with age related expectations in terms of academic progress
- ✓ A school avoider in a mainstream setting
- ✓ Diagnosed with ADHD/OCD/ADD as a secondary diagnosis

Our Approach



Dedicated to Each and Every Student

At Cambian New Elizabethan School, each child receives an individualised education programme, which is tailored to meet their specific needs and is supported by a therapy team.

In common with the aim of Cambian Group and their mission, which is "To enable each and every one of our individuals to reach their full potential, however it is defined by them or for them", we at Cambian New Elizabethan School have the mission statement: "Ensuring progress for every individual."

At Cambian New Elizabethan School, each child receives an individualised education programme which is tailored to meet their specific needs. This is supported by a therapy team that offers expertise in psychology, occupational therapy, specialist speech and language therapy and mental health. Their work is supported by a therapeutic education assistant and family support worker who also work in conjunction with the teaching assistants and qualified teachers.

We also work closely with outside agencies such as Child and Adolescent Mental Health Services (CAMHS) and other clinicians and professionals to ensure that each student's needs are met effectively.

The school day is organised to provide both individual and group work for academic, personal and social skills to be developed. Full use is made of the resources of the local environment, with educational programmes taking individuals into the community for practical activities such as shopping, swimming, animal care study, interacting with people in the community, library visits and country walks.

Our Specialist Team:

- ✓ Specialist Teachers
- ✓ Trained Teaching Assistants
- ✓ Highly Specialised Speech & Language Therapist
- ✓ Mental Health Nurse
- ✓ Clinical Therapist
- ✓ Occupational Therapist
- ✓ THRIVE Practitioner





Teaching and Learning

Cambian New Elizabethan offers a diverse, active and highly structured curriculum within an environment that is calm, consistent and purposeful. We aim to ensure that all areas of need from the individuals' Education, Health and Care Plan (EHCP) are well provided for.

The Cambian Group Mission Statement is as follows:

'To actively enable each and every one of the people in our care to achieve their personal best'

In fulfilling the Cambian mission statement, New Elizabethan School provide;

- A caring, holistic approach to the education and care of our young people, with a curriculum providing opportunities across the whole lived experience for our students
- A curriculum that addresses the very special needs of our learners, is ASC specific and that promotes individualised approaches for our learners
- A skilled staff team who are empathetic to the needs of the students and are trained to a high standard
- A therapeutic environment and facilities that maximise opportunities for students to learn and make progress
- A multidisciplinary approach to working where every professional around the child is fully involved and working together to secure best possible outcomes

Children are learning all the time and it is our responsibility to optimise learning opportunities throughout the entire school day.

Our Curriculum Offer

Students follow a broad and balanced curriculum at all 'Key Stages', enabling them to acquire knowledge and skills in thinking, speaking and listening, literacy and numeracy, and gain experience in scientific, technological, social, physical, and creative education.

We currently have two curriculum pathways

Pathway 1

- The Pathway 1 curriculum consists of adapted National Curriculum subjects, combining life skills, learning outside the classroom and creative subjects.
- The Pathway 1 curriculum is for those pupils who may have a range of needs, but who are cognitively able to access many aspects of a more formal curriculum framework, modified in line with pupil's developmental level and additional needs.
- Pupils experience the Pathway 1 curriculum in both a discrete and theme-based approach that aims to develop thinking and independent learning skills enabling us to build learning capacity and lifelong skills.
- We have adapted subjects and topics to reflect the needs of our pupils, whilst ensuring they provide ambition, challenge and progress.
- The Pathway 1 curriculum, which includes a rich diet of both core subjects and creative subjects, works to ensure that the experience of learning is smooth.
- Subjects taught underpin the core values through explicit references; practical subjects are designed to support fine and gross motor skills as well as providing pupils opportunities to develop skills for independent living and work beyond school.
- All subjects are designed to develop pupil's ability to communicate effectively, and to learn about other communities, countries and cultures; an important part of British Values.

Pathway 2

- Students in Pathway 2 benefit from a mixture of a therapeutic and structured approach to their learning. It allows students to access parts of the National Curriculum by utilising appropriate pedagogy from the therapeutic and clinical support they receive. This means students have access to a range of interventions to support with eventually following a more traditional National Curriculum; though learning will often take place in very small chunks.
- The curriculum is sequenced to allow students to build upon their knowledge, understanding and skills. There are specific needs that will be addressed to get the student ready to learn.
- Alongside this, some learners will have project-based learning around their specific interests. This learning will incorporate all subjects in one overall outcome.
- We support pupils to consider different learning opportunities and apply them to real life situations. If pupils require a more bespoke curriculum, we adapt and tailor it to the needs of the individual. Where pupils show an aptitude in a particular area, they are encouraged to develop this to the highest level.

We support pupils to consider different learning opportunities and apply them to real life situations. If pupils require a more bespoke curriculum, we adapt and tailor it to the needs of the individual. Where pupils show an aptitude in a particular area, they are encouraged to develop this to the highest level.

Many pupils go on to gain nationally recognised accreditations during key stage 4 and 5.

Subjects can include:

- ✓ English GCSE & Functional Skills (Reading, Writing, and Speaking & Listening) Entry Level to Level 2
- ✓ Math GCSE & Functional Skills (Entry Level to Level 2)
- ✓ Science GCSE and Entry Level Certificate
- ✓ Art GCSE & BTEC Level 1/2
- ✓ History GCSE and Entry Level Certificate
- ✓ Geography GCSE and Entry Level Certificate
- ✓ Digital Functional Skills qualification at Entry Level 3 & Level 1
- ✓ Food Technology BTEC Level 1/2
- ✓ Music BTEC at Level 1
- ✓ Digital Media Entry Level 3 & Level 1
- ✓ Junior Award Scheme (JAS)
- ✓ AQA Unit Awards
- ✓ OCN Units



Qualifications and Achievements



Post 16

Education within Post 16 is offered to students between the ages of 15 and 19 years. Where the student is chronologically in Year 11, but their abilities or individual needs means that a Post 16 programme would be more appropriate, access will be given to the full curriculum but enhanced with additional learning around life skills and independent living. This will be delivered through Maths, English, Digital Skills, Science, Home Cooking, PE, Work Experience, Vocational Courses and Experiences, and Independent Living and Life Skills Programme (OCN Progression and AQA Unit Awards). All students will have a bespoke timetable developed to meet their individual needs and the outcomes within their EHCP.

Whatever the appropriate route for each student, we are able to provide the right level of support to ensure success. Our current focus in Post-16 is a drive to ensure students have a blend of academic success coupled with essential life skills to equip them for the next phase in their journey beyond our school. We are skilled at supporting our learners to their next destination after a successful time at Cambian New Elizabethan School.

Achieving Meaningful Progress

Our students make good progress in all aspects of learning, whether social, emotional, behavioural or academic.

Personalised approach

Some of our students are gifted in certain subjects or have a talent which needs to be nurtured if their skills are to be built upon and enjoyment for learning harnessed. We provide the support and specialist teaching necessary for students to sit qualifications early if appropriate.

In Key Stage 2 we have a primary approach to our learning. The teachers who work with the students focus on different subject areas. The emphasis is on engagement, literacy, numeracy and creativity. Assessment and tracking will relate back to the national curriculum progression guidance.

This continues through Key Stage 3 also, ensuring that students have a broad and balanced curriculum and, if appropriate, are ready to access Level 1 and 2 qualifications, including GCSEs during Key Stage 4. By Key Stage 5, many students are ready to progress to Level 3 study, which could include qualifications from the A level family.

Life skills

All students are taught life skills, as well as being prepared for life beyond school, whether that continues at college, university, as an apprentice or in the workplace. Students are supported with identifying appropriate next steps, at Key Stage 4 and 5 (post-16).

In addition to academic attainment, students are provided with the opportunity to develop their full potential in the following areas:

- ✓ Physical health and wellbeing
- ✓ Independence, life skills and self-help
- ✓ The ability to make informed choices
- ✓ Intellectual development and problem solving
- ✓ Spiritual, moral, social and cultural awareness
- ✓ Positive self-esteem and confidence

We offer a range of qualifications, including:

- ✓ GCSEs
- ✓ BTEC Levels 1,2 and 3
- ✓ ASDAN Qualifications
- ✓ AQA Unit Awards
- ✓ Entry Level
- ✓ Functional Skills at all levels
- ✓ A-Level Family
- ✓ NCFE

Our Environment



Pupil Centred

New Elizabethan School is set in large, private grounds amid a campus of historic buildings in rural Hartlebury, Worcestershire. The environment at the school is structured, stable and secure, with well-planned timetables and routines aimed at reducing anxiety and confusion, whilst supporting decision making and awareness of potential risks and dangers.

The school offers a range of well-equipped classroom facilities, designed to meet the needs of the students across the age of seven to nineteen years. Our learners are based in age-appropriate environments and we further benefit by having an amazing amount of outdoor space, which our students are actively encouraged to utilise. This includes play equipment, tennis courts, a forest school area and a large school field.

Our building facilities are historic, interesting and varied. The main school building is home to the bulk of our KS2-4 students, where the classrooms are located along corridors and adjacent to our historic school hall, which is the heart of our school and plays a multi-faceted role being our dining room, assembly hall and indoor PE facility.

In the Pathway 2 building we have two classrooms, the science lab, six individual learning pods in which our students can access 1:1 learning as required, and our sensory room.

We also have three additional separate blocks:

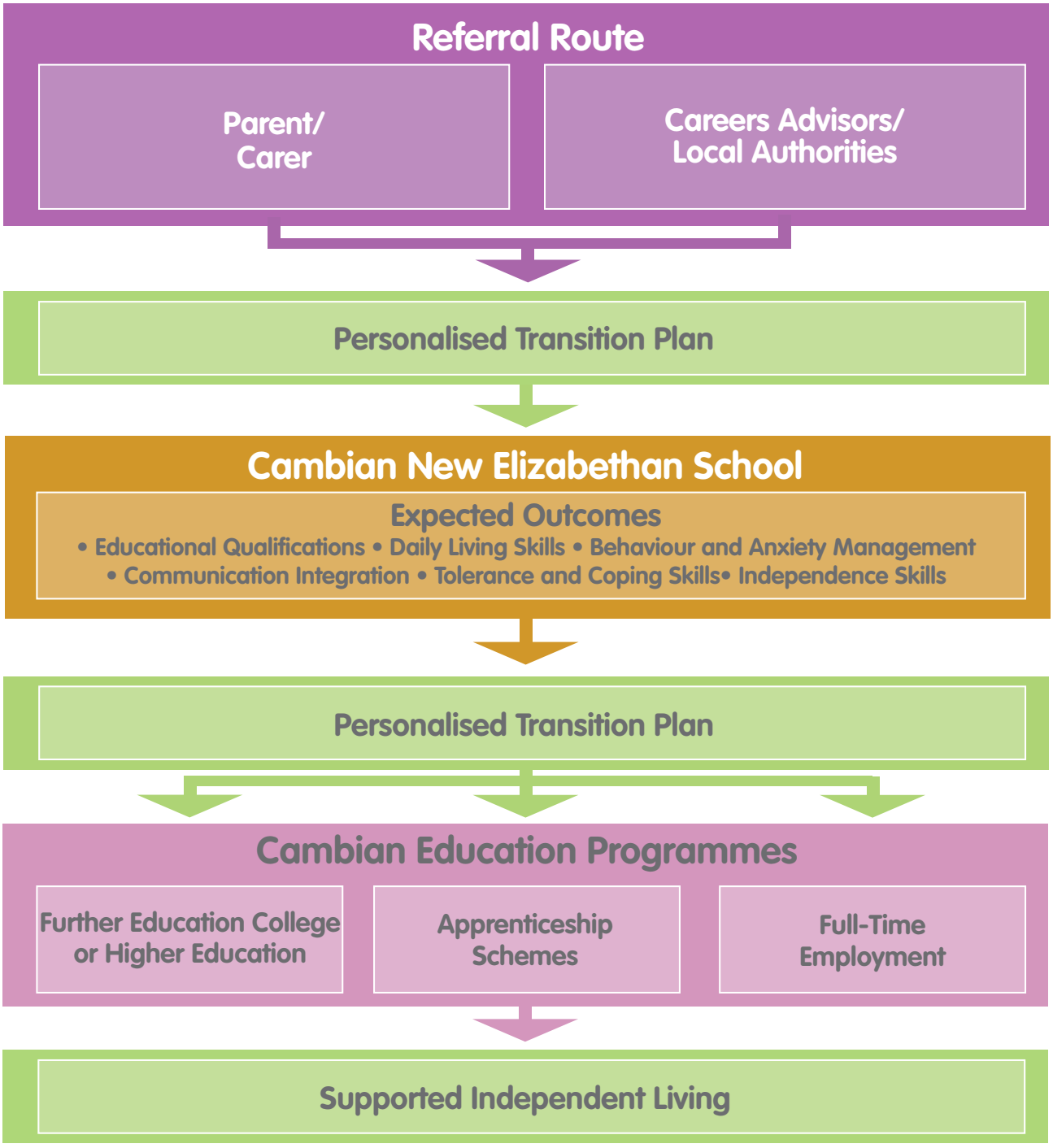
- The boathouse, which is where our Leadership and safeguarding team are based, in addition to a meeting room, and another learning pod;
- The Art & Post 16 block, which houses our bespoke Art room, 2 Post 16 classrooms, and another individual learning pod;
- Finally, our Food Technology block, which houses our fully equipped food technology room, the staff-room, and two further learning pods, all situated next to our sensory garden & outdoor classroom.

Most students will predominantly stay in the same block during the day, however do transition around the school to access the specialist facilities such as art, food technology and sport.

We firmly believe that our students all have the potential to flourish, given the right support, curriculum and encouragement. In order to do this our students have a variety of choice and learning opportunities available to them.

Transition Pathway

We focus on developing education, life and vocational skills that support a successful transition into adulthood.



Community Links



Opportunities In and Out of School

Community activities, help our students work as part of team, co-operating with students of different ages and abilities to enhance their learning experience.

Cambian New Elizabethan School provides opportunities for students to access a range of provisions, including small animal care, the local countryside, libraries, places of worship, art galleries and sports facilities such as the local swimming pool. We have strong links with Kidderminster College, Worcester University and Abberley Care Farm.

Learning in an environment other than school, helps to boost the confidence of some of our students, preparing them for different scenarios and challenges. We encourage our students to take part in many activities. Every Friday we have planned activities for the whole school. The theme for this varies weekly and includes curriculum themes, PSHCE topics and sporting activities to support local and national charities. Sports fixtures are played against local schools.

Cambian New Elizabethan School is at the heart of our local community. It is continuing to forge excellent links with local business and leisure facilities offering work experience, learning opportunities and life skills.



Cambian

Jane's Story



When we first met Jane

Jane was previously in mainstream school until the placement broke down. She was then home schooled and supported 1:1 by the Medical Education Team to attend teaching sessions at a teaching centre. Jane remained home-schooled until she joined Cambian New Elizabethan School.

When Jane came to Cambian New Elizabethan School

Jane initially joined us on a part time basis slowly building up to attending full days. Jane's anxiety began to heighten; she sat with staff to adapt her timetable to include some learning breaks and some creative activities which would help to relax her.

Jane's care

A year ago, Jane was off timetable, the aim was to try to get her to come into school more and feel safe here. Jane would refuse to come into school and would often refuse to get out of the car. Staff implemented sessions throughout the week where Jane could do relaxing tasks like colouring, reading and playing Bananagrams. Along with intensive support from our Mental Health Practitioner, this helped alleviate Janes anxieties. Staff worked closely with home to monitor triggers for Jane and as such, staff have since been able to create successful strategies to help Jane educationally, socially and emotionally.

Today

Today, Jane regularly attends school and accesses a full timetable. She is now able to tell staff if she is finding something difficult and will accept strategies offered to her. When Jane is feeling anxious, several strategies have been put in place to support her. Jane will now access the community by attending small class trips. This is something Jane had refused to do within school before as she was very reluctant to leave the house.

What is the future like for Jane?

Jane will be choosing her options for GCSE and further qualifications at the end of this academic year and is already beginning to discuss her ideas. Jane also hopes to enrol in a college after her GCSE's where she would like to study Animal Care and Theatrical Make-Up.

*Name has been changed to protect identity. Photo for illustrative purposes only.

Cambian

John's Story



When we first met John

John had difficulty taking in new information and found it hard to concentrate as he tried to make sense of the world around him. He was unable to keep up with others and his feelings of frustration would make him angry and physically aggressive.

When John came to Cambian New Elizabethan School

John was diagnosed with Aspergers. He worried about how he was different to others and worried about how others viewed him. As such he would sometimes choose poor behaviours and get involved with the other young people when it was not necessary.

John's care

With a consistent team of supporters around him, John learnt to trust others and to discover his potential. He managed to follow a full timetable and began to engage in his lessons. John also began to socialise with other students.

John learnt to cope with his anger and frustration and to see situations in a different way. He began to feel calmer, more confident and was soon happily taking the lead. John was very willing to help other students whether it be showing them around or helping out in lessons.

In his final year with Cambian New Elizabethan, John was able to access the School Therapy Team to discuss his personal life and to learn how to handle his feelings. He developed the self-confidence to stretch and push himself; he was able to concentrate for long periods of time.

John began boxing; this further strengthened his focus and determination. He also received the School Award for the most improved student and a bursary from the Hartlebury Old Elizabethan's Society.

Today

John has become a great role model for his peers, as he is confident, positive and motivated.

John has achieved many qualifications such as Level 1 in Maths and Level 2 in English, ICT and food technology. These enabled him to secure a place at a sixth form college where he is studying Sports, putting his people skills and determination into practice. John has completed his first amateur boxing bout and is now learning to drive a car.

What is the future like for John?

John has settled in to college and is aspiring to be a sports teacher or coach while continuing his boxing. He pops in to visit us now and again to tell us how well he is doing, and to share his success

*Name has been changed to protect identity. Photo for illustrative purposes only.

Cambian

Libby's Story



When we first met Libby

In the years before joining Cambian New Elizabethan, Libby suffered with chronic anxiety. This anxiety was over-powering and prevented her from being able to learn in a classroom with other students. Libby also had sensory issues which meant accessing any learning in a mainstream environment was challenging for her. She found that the noise, smells and sheer number of people in a school was overwhelming and this led to her feeling physically sick. This resulted in Libby being home schooled for a number of years.

When Libby came to Cambian New Elizabethan School

When Libby first arrived, she was extremely anxious and shy. She would find it difficult to communicate her emotions and feelings to anyone at the school. This resulted in her concealing her anxieties and sensitivities until they reached a significantly heightened level.

Libby's care

It was vital that we initially helped Libby develop mechanisms to help manage her anxiety. We did this through therapeutic work with our clinical team and attending both group and 1:1 sessions. Although a year 7 student, Libby started with us by spending a year with a lower school class mainly consisting of year 5 and 6 pupils, which provided a more nurturing environment for her. Libby found this less intimidating than being around peers her own age, and it allowed her time to build up her confidence and gain some excellent coping skills. When coupled with close communication with Libby parents, we were able to create an environment that was ideal for Libby to grow and flourish.

Today

Libby is currently in her first year of GCSE's. She is doing incredibly well both in school and at home and has achieved things that only a few years ago she would have said would be impossible. For example she had a main role in last year's Christmas play. Libby also read her Remembrance Day poem to the whole school. She delivered a presentation to some senior members of Cambian when they came in to visit he school, as well as delivering a presentation in assembly as part of her school council role. Libby has expressed herself, just how much more relaxed and confident she feels. Libby is now accessing all of the learning opportunities available at school and is predicted to do well in her GCSE's next year.

*Name has been changed to protect identity. Photo for illustrative purposes only.

Cambian

Matilda's Story

When we first met Matilda

Matilda had always felt very unsettled in main stream school. The constant change in routine, the unpredictability of the classroom environment and the transition between classes often resulted in frustrated, angry outbursts. The lack of understanding of Matilda's need for structure and routine and her inability to communicate her needs to others led to her placement failing.



When Matilda came to Cambian New Elizabethan School

Matilda came to us as a very anxious and angry 11 year old. She had developed a need for control which was detrimental to herself and those around her. It became evident quickly that she was mistrusting of her peers and staff. Matilda was unable to eat her lunch in the company of others and intolerant of anything that caused a change to her routine.

Matilda's care

When Matilda first joined Cambian New Elizabethan she spent a lot of time working independently with a member of staff away from a classroom environment re- building her confidence and introducing strategies to help with her need for control. Gaps in Matilda's educational knowledge were bridged using a teaching format that Matilda felt comfortable with. Slowly on her own terms, Matilda was reintroduced to a classroom environment. Having a set staff team helped Matilda feel more relaxed at school and slowly but surely Matilda's funny, kind and exuberant personality emerged to the absolute delight of those around her.

Today

Matilda is now a confident, chatty and witty 15 year old. She is a well-known face around school and will find time to stop and tell you a joke or ask you about your day. She loves to show visitors around and has overcome many of her anxieties. This has helped her come on leaps and bounds both educationally and socially. Access arrangements have been put in place for Matilda to sit her GCSE's, she now spends more and more time with others and celebrates full school life on her terms. Matilda has strategies to use when she feels anxious and has been encouraged to embrace her eccentricities.

What is the future like for Matilda?

So Bright! Matilda now feels confident enough in her own abilities that she is able to vocalise appropriately when she needs something and what strategy she can use to help her. She is now attending holidays abroad with her family and going on school reward trips that she earns through her own hard work and commitment. We expect Matilda to continue into sixth form and build on the amazing creative skills that she has found in art and aooking. The excellent relationship and communication between school and home combined with the common goal of providing Matilda with what she needs as she transitions into adulthood, means that the future for her is looking incredibly bright!

*Name has been changed to protect identity. Photo for illustrative purposes only.

Cambian

Barry's Story

When we first met Barry

Barry had a negative experience at his previous school and in his opinion was misunderstood. We recall him being insular and struggling to make and keep friendships.



When Barry came to Cambian New Elizabethan School

He recalled incidents of isolation and loneliness. When he came to us he was a very angry boy who couldn't control his emotions and would disengage easily. This had a huge impact on his learning and self esteem.

Barry's care

It became apparent that Barry would take everything literally which he often found confusing and frustrating and therefore could not comprehend instruction. After implementing a personalised learning plan and employing strategies to support him, a gradual improvement became imminent.

Today

Barry has matured into a polite, conscientious young man who has great aspirations for his future. He strives to meet all expectations and additionally he will seek out extension work and also support his peers in their learning.

He is fully involved in all aspects of school life and is a role model for other students.

Above all he is on track to fulfil his dream of entering the catering industry and having an illustrious career working with food.

What is the future like for Barry?

Barry's future is looking very positive, if he continues along the path that he has begun to travel, there is no doubt he will become successful in his chosen career.

*Name has been changed to protect identity. Photo for illustrative purposes only.

Cambian

New Elizabethan School

Outcomes 2026

GCSE'S

- 1 x History
- 3 x Art (Including 1 x Grade 5)
- 5 x English (Including 2x Grade 4)
- 4 x Mathematics (Including 1 x Grade 5)
- 4 x Combined Science (Including 1 x Grade 5-5)

BTEC

- 7 x Home Cooking Skills - Level 2
- 2 x Home Cooking Skills - Level 1

FUNCTIONAL SKILLS

- 1 x Mathematics - Level 2
- 7 x Mathematics - Entry Level 3
- 3 x English - Entry Level 3
- 3 x Digital Functional Skills - Entry Level 3
- 4 x Mathematics - Entry Level 2
- 2 x Mathematics - Entry Level 1
- 8 x English - Entry Level 2
- 1 x English - Entry Level 1

AWARDS AND CERTIFICATES

- 6 x Art - NCFE Award - Level 1
- 3 x Combined Science Certificate - Entry Level 3
- 3 x OCN - Level 1
- 3 x OCN - Entry Level 3
- 2 x AQA Unit Awards - Level 1
- 6 x AQA Unit Awards - Entry Level
- 3 x ASDAN Short Course in Citizenship - Award

WORK EXPERIENCE

- One student worked at Stourpot Civic Centre, preparing rooms for functions, doing general cleaning and updating notice boards and posters.

New Elizabethan School

Outcomes 2026

PERSONAL ACHIEVEMENTS

- One student used public transport (bus) to get to and from school in 2025/26.
- Five students completed travel training.
- Five students attended a CPR first aid course.

LOOKING TO THE FUTURE

- Five students moved from Year 11 to Post 16 provisions.
- Four students secured post 16 placements at local FE/specialist provisions.
- One student secured a post 19 placement with an alternative provision.

FURTHER COMMENTS

- Three of our Year 11 pupils participated in the 'Getting Court' programme at Worcester Crown Court. They learned how a court works, and were able to have discussions with the Mayor of Worcester. All pupils received a certificate for their participation, and the school received a personal letter of praise from the Mayor of Worcester.
- As a school we have raised money for a variety of things. We raised £55.75 for Childhood Cancer Awareness. Our School Council raised money for the end of year whole school trip to the beach. They raised enough money so all students and staff could have an ice cream/drink.
- Crowsmill has been a successful alternative provision for some of our students struggling to access the curriculum onsite.
- We have set up a range of clubs on a Friday afternoon for students to strengthen skill sets and develop their interests further. The Media Club was the most popular last year with the connections to Black Country Radio.
- A group of students participated in an away football match with another school.
- As a school we have gained stronger connections with Kidderminster Foodbank. Not only did we provide them with donations at the beginning of the academic year, some of our Year 11 pupils completed a stint of WEX with Kidderminster Foodbank. They spent time learning about the Foodbank, how it works, and organising the donations onto shelves.

Admissions



Securing Your Child's Future

For more information on Cambian New Elizabethan School, our staff, curriculum, services, outcomes and approach, visit **www.cambiangroup.com**

Arrange a Visit

Choosing the right school for your child can be a difficult decision and we encourage you to visit us so that we can demonstrate why Cambian New Elizabethan School may be the right choice. This will also give you the opportunity to meet our students and staff, as well as explore our excellent facilities.

We have access to Parent Liaison Officers who can offer further support and guidance about choosing the right school for your child. We always extend a warm welcome to all of our visitors and a visit would provide a good opportunity to find answers to those questions not easily answered in a prospectus or on a website.

Referrals

The majority of individuals are referred and placed by their local authorities, often supported by children's services and sometimes health services. Some individuals have privately funded support.

In order to determine whether Cambian New Elizabethan School may be the right placement, the head and senior staff carefully examine the education, health and care plan (EHCP) and other relevant background information of the prospective student.

Prospective students are assessed in their own setting by education or clinical specialists, depending on their current circumstances. This information is added to that made available by local authorities, other placing bodies and parents. Following the assessment and review of reports, the Head Teacher is then able to make a decision as to whether Cambian New Elizabethan School is the right placement.

To discuss a placement in confidence, call us on **0161 507 3723** or the online link to make a referral is:

Referral

Additional Information



Safeguarding Statement

The parents of students at Cambian New Elizabethan School should be aware that the school has a duty to safeguard and promote the welfare of their pupils. 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 Safeguarding is in accordance with the locally agreed inter-agency procedures and Worcestershire Child Protection procedures. The policy also complies with guidance from the DfE and Worcestershire Safeguarding Childrens Partnership. 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 the Headteacher, Carrie McConomy; and the deputy DSLs are: Ben Homer, Abigail Turley, Marcus Eden and Jessika Pearson.

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 will always be happy to hear from you. If 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 on the first page 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 Director of Education especially if your complaint relates to the school leadership. Last academic year there were no complaints recorded.

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:

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

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