

# Cambian Home Tree School

We inspire learners to engage, to achieve their personal best and to excel at life's challenges.

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Meeko House  
and  
Home Tree School



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# Welcome to Cambian Home Tree School

Dear Parents and Carers,

As a independent specialist provision for 12 to 18 year olds with on-going social, emotional and mental health difficulties, our team works assiduously to provide high quality personalized education experiences. We combine high expectations for our learners with sensitivity to their individual needs.

The school offers a safe, nurturing and caring environment which allows all learners to thrive and achieve their full potential. We offer a wide range of activities that enrich spiritual, moral, social and cultural development of our students. We extend learning beyond classroom to build essential independent skills, foster teamwork and to promote community collaboration through charity work, work experience and school trips. We know that our effectiveness as a school is highly dependent on strong collaborative relationships with you as parents and carers and therefore welcome your questions, suggestions and queries and encourage your involvement in all aspects of school life.

I hope this prospectus give you good sense of the great value our school offers. We encourage you to visit us at school and very much look forward to meeting with you should you wish to accept this invitation.

Yours sincerely,  
**Kicha Mitchell**

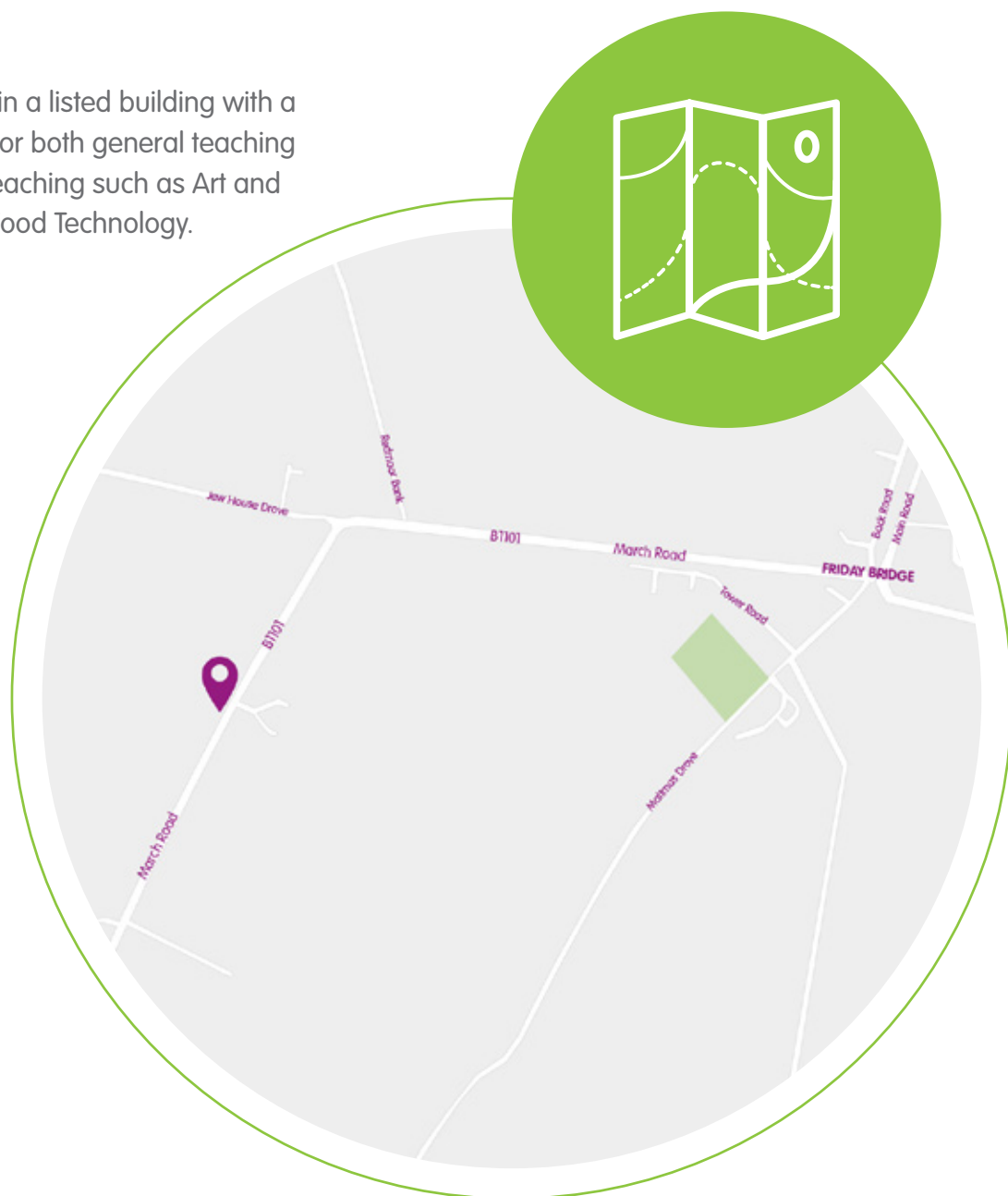


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## Location

Cambian Home Tree School is ideally located in the rural community of Friday Bridge in Cambridgeshire.

The school is housed in a listed building with a range of classrooms for both general teaching and specific subject teaching such as Art and Design, Science and Food Technology.



Cambian Home Tree School  
172 March Road  
Friday Bridge  
Wisbech  
Cambridgeshire

**01945 660 988**

## School background

- ✓ Registered with Department of Education in March 2015
- ✓ DfE 873/6033
- ✓ URN 134179
- ✓ Non-denominational
- ✓ Mixed gender
- ✓ Up to 20 places
- ✓ Day placements
- ✓ 38 weeks
- ✓ Registered exam centre



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## Pupil profile

- ✓ Pupils aged 12-18 years
- ✓ Ongoing Social, emotional and mental health difficulties
- ✓ Additional complex needs
- ✓ Known by Child and Adolescents
- ✓ Mental Health Services (CAMHS)
- ✓ Students are either
  - In-patient at Cambian Willows Hospital(Tier 4 service)
  - Residents at Cambian Meeko House onsite.
- ✓ May have significant gaps in their education.

## Resident profile Cambian Meeko House:

Cambian Meeko House is a 16 bedded children's residential home catering for 12 –18 year olds with on-going mental health needs and challenging behaviours that may prevent them from functioning within the community without continued support.

Present with difficulties relating to: autism, ADHD, emerging personality traits, post traumatic stress disorder.

Length of stay 12-18 months.



## Patient profile Cambian Willows:

May be detained under the Mental Health Act or admitted informally

May have previously received CAMHS interventions

A need for clinical input to assess their mental state and manage their risk

May present with challenging behaviours and complex needs

Early onset psychosis

- May have a mild learning disability
- Social care problems as secondary needs
- History of self-harming
- Mostly have dual school registration
- Remain on unit for an average of 6 weeks



## Our Ethos & Vision

Our approach is to inspire and engage our learners through a range of positive learning experiences. We strongly believe that all learners can achieve their personal best with the right guidance, encouragement and support. We pride ourselves on providing a warm, caring and nurturing environment where learners are prepared to become successful learners, confident individuals and responsible citizens. Our school staff forms part of an effective multidisciplinary team that aims to equip learners with the requisite knowledge and skills necessary to meet the life's increasingly difficult challenges.

### **Vision Statement:**

Home Tree School will inspire learners to engage, to achieve their personal best and to excel at life's challenges.

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## 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 opportunity;
- Develop learners' 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;
- Establish a climate within which young people and adults can interact and relate, engendering high levels of mutual interest and personal respect;
- Provide a broad and balanced curriculum that meets each learner's needs, and for those with special needs, an individualised programme of support to access the curriculum and achieve the outcomes of their EHCP.
- Promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs.

# Mission

- We nurture learners by managing their transition and adjustment to school expectations and routines through strong pastoral and therapeutic support in our calm, welcoming yet structured environment.
  - We motivate learners to aspire by communicating high expectations through target setting and positive interactions with peers and adults that seek to encourage the development of social competence and emotional maturity.
  - We challenge learners to engage with a range of positive, interesting and relevant experiences that are personalized to match their interests, talents, aspirations and abilities.
  - We empower learners to achieve their personal best by building up their confidence, boosting their self-esteem and enhancing their social, moral, spiritual and cultural development as they make academic progress.
  - We will enable all learners to excel by providing them with the requisite knowledge, skills, qualifications and experiences necessary for the next stage of their lives.
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# Personalizing learning experiences

## Aspire

- Efficient transitions and integration
- Nurturing environment
- Routines and expectations
- Attendance
- Positive interaction
- Goal setting
- Initial assessment
- Individual Learning and Support Education Plan  
Aspire

## Engage

- Broad curriculum
- Personalised timetable and course plan
- Wide range of activities
- School trips & outings
- Intervention
- Tutorial & assembly
- Engagement

## Achieve

- Progress tracking
- Attainment
- Exam entries
- Enrichment sessions
- Social involvement
- Key working sessions
- Ongoing Assessments

## Empower

- Social, moral, spiritual and cultural development.
- Student voice
- Community involvement
- Reflection
- Mentoring
- Projects
- Self-awareness

## Excel

- Supported learning
- Exam qualifications
- Careers' planning
- College applications
- Work experience.
- Transition planning
- Independent living skills



# Holistic Package

- Home Tree School is part of a holistic package that integrates health, care and education in a therapeutic environment.
- Our behaviour support system follows the same therapeutic model as Meeko House and Willows Unit.
- School is supported by multi-disciplinary team with onsite consultant psychologist, assistant psychologist, occupational therapist, social worker and therapeutic practitioners that meet weekly to discuss pupils' welfare..
- School staff prepares reports for and attends all review meetings.

School maintains regular communication with parents and social workers. There is morning and afternoon handover between home, school and hospital staff.



# Personalised approach to helping young people adjust to the school environment

Transitioning into a new environment can be a daunting experience for young people. We are very sensitive to this and work collaboratively with the care and therapy team to ensure that the young people feel safe, comfortable and at ease in school.

## **We:**

- ✓ Meet young people on unit before they come into school.
- ✓ Offer one to one support if necessary whilst they adjust to the school environment and expectations.
- ✓ Liaise with previous and future schools to ensure continuity and progression of education as well as consistency of approach and materials at various stages.
- ✓ provide outreach education to young people who are too ill to come into school.
- ✓ Provide daily meetings with tutors
- ✓ Provide weekly key one to one working sessions.
- ✓ Drop in session with mental health advocate.

# Target setting & self esteem development

We motivate learners to aspire by communicating high expectations through target setting and positive interactions with peers and adults that seek to encourage the development of social competence and emotional maturity.

- Individual education plans targets are aligned with education Health Care Plans (EHCP)
- These are reviewed on a regular basis.





## Spiritual, moral, social and Cultural Development

In addition to academic lessons, we involve students in a range of activities both inside and outside of the classroom.

These include trips to cinema, museum, beach, zoo, science centres, amusement parks and historical sites.

Additionally students at Home Tree School get opportunities to attend local community events such as Remembrance Day Celebration.

Students also take part in physical education and sports related activities, in our outdoor space, at the gym, at the local park, through nature walks as well as with fitness trainer. We organise various events for students to build new skills and to socialize through picnics, barbeques, cooking sessions, creative therapy sessions, art projects, and participating in various fundraising events.

## Empowering students

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## Providing experiences for students to excel

Home Tree School offers a range of qualifications and skills that prepares students for the next step. All students are fully supported to achieve best results possible through quality teaching, tailored homework, interventions and supported study.

In addition, we provide career guidance and support that essentially help students to reflect on their interests and aspirations, explore career options/pathways and plan for the future. Staff assists with CV writing, conducting career and job search, completing college or university applications and providing career advice. We prepare students for college visits, Open days, interviews and volunteering opportunities.

We emphasise independent skills for life to prepare students to cope with issues such as finance, health, relationships, personal care and legal rights.





We offer qualification  
such as Functional Skills  
Entry Level Certificates  
GCSEs, AS and A' levels



## Subjects offered

- Mathematics
- English
- Science
- Personal Social Health Education
- Citizenship
- Information Communication Technology
- History
- Geography
- Religious Studies
- Food Technology,
- Art and Design,
- Music
- Physical Education
- Health and Social Care
- Psychology
- Creative Writing
- Preparation for Working Life

## Curriculum

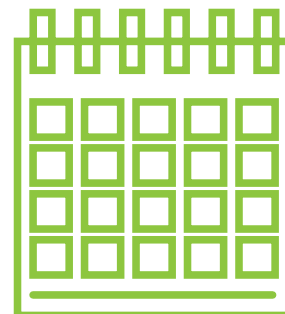
• The learner is at centre of all that we do. Our curriculum is tailored to suit the individual's needs, interests, aspirations and learning styles.

### We Value

- Personalization & Inclusiveness
- Enriched learning experiences
- Relevance & coherence
- Independent learning
- Flexibility, choices and options
- We emphasize personal development as well as academic success.
- We aim to produce confident individuals, effective communicators, successful learners and responsible citizens.

# Daily schedule

We try to schedule core subjects in the morning as much as possible with options subjects such as art and design, food technology and music in the afternoon.



## Time Session

9:30 - 10:10	Lesson 1
10:10 - 10:50	Lesson 2
10:50 - 11:05	BREAK
11:05 - 11:20	Tutorial/ Assembly
11:20 - 11: 55	Lesson 3
11:55 - 12:30	Lesson 4
12:30 - 13:10	LUNCH
13:10 - 13:50	Lesson 5
13:50 - 14:30	Lesson 6
14:30 - 14:50	Creative Therapy
14:50 - 15:00	Reflection
15:00 - 15:30	Homework/ After School Clubs

# Personalised Course Plans

XX wants to be a paramedic nurse  
He is studying the following courses

- Functional Skills Level 2 & GCSE Maths Foundation
- Functional Skills Level 2 & GCSE English
- GCSE Health and Social Care
- Level 1 / 2 Preparation for Working Life
- GCSE Double Science
- BTEC Level 1 Food Technology
- Citizenship
- Personal, Social, Health Economic Education

## Personalized timetables

Students : B		Year : 11			Tutor : FM	
<b>KS4/5 ACHIEVE</b>						
Time		Monday	Tuesday	Wednesday	Thursday	Friday
9:30 - 10:10	Lesson 1	Maths	ICT	Science	English	Maths
10:10 - 10:50	Lesson 2	English	Maths	Science	PSHE	English
10:50 - 11:05	BREAK	BREAK	BREAK	BREAK	BREAK	BREAK
11:05- 11:20	Tutorial	Tutorial	Tutorial	Tutorial	Tutorial	Tutorial
11:20 - 11:55	Lesson 3	ICT	English	Maths	Science	ICT
11:55 - 12:30	Lesson 4	PSHEE	English	Music		Citizenship
12:30 - 13:10	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
13:10 - 13:50	Lesson 5	Health Care	Food Tech	Health Care	Prep for Work	PE
13:10 - 14:30	Lesson 6					
14:30 - 14:50	Therapy	Therapy	Therapy	Therapy	Therapy	Therapy
14:30 - 15:00	Reflection	Reflection	Reflection	Reflection	Reflection	Reflection

## Individual Learning and Support Plans

- An Individual Learning and Support Plan is developed for each student. These are designed to encourage learners to reflect on where they are 'now', set goals and reflect on their progress.
- This identifies short term targets, which are usually informed by the EHCP and are reviewed and updated half termly.

## Teaching and Learning

- Our lessons are delivered by a team of highly committed, experienced and qualified teachers who communicates high expectations for learners.
- We provide very small class size with support from learning support assistants.
- Our classroom are attractively decorated and student work is displayed with pride. We employ a wide variety of teaching strategies and methodologies which also sufficiently differentiated to meet the needs of all students.
- All classroom are equipped with interactive whiteboards and student laptops and tablets are available for use.



# Assessment

At our school, we believe continued monitoring of each learner's progress gives a clear picture of what each learner is doing.

- It will lead to successful personalization
- It will enrich classroom practice
- It will support curriculum planning
- It will lead to sound pupil tracking
- It will provide an evidence base for school improvement

## We use a range of assessments

- Mid termly teacher assessments
- Termly Progress reports
- Target setting and Tracking
- Mock exams
- External examinations
- Initial screening
- Ongoing formative assessments
- Daily monitoring of education outcomes
- Specialist assessment where appropriate for exam access arrangement

# Reporting progress and achievement

- Home Tree school sends out weekly written progress report to parents, social workers and other key stakeholders.
  - ✓ Outlines what is achieved in each session
  - ✓ Progress against behavioural and educational targets.
- You will also receive progress report each term.
  - ✓ Reports on achievement in each subject
  - ✓ Progress against educational outcomes



# Exam entries and qualifications

- Home Tree School is registered as an exam centre with major examination boards
- We offer a wide range of qualifications including Functional skills, GCSE and A' levels to BTEC courses.
- We will aid the students in achieving their full potential and prepare them for college and working life.
- Some students who come to Home Tree School are dual registered; we will work with base school so that they can continue the courses that they have been following.
- We will also offer examination transfers where students have been previously registered.

## Management of behaviour

We aim to promote good behaviours using a supportive and consistent approach that includes the use of positive encouragement, rewards and incentives. At all times the school will celebrate success and reward good work and behaviour.

Our approach is to ensure that students with challenging behaviours are cared for in ways that are sensitive to their needs and to provide safeguards for staff charged with this responsibility.

### Read to Learn?

- Arrive on time and enter room quietly and sensibly
- Be polite to staff and students
- Be respectful to all
- Attempt all tasks
- Challenge and stretch yourself:
  - Participate in class discussions
  - Ask questions
  - Make suggestions
  - Extend your written responses
  - Use your learning time wisely
  - Check your work

When you do this you show positive behaviour for learning

### Getting it right

If you are making an effort, getting it right or doing well you will be noticed and encouraged.

Word of praise

Written comments or achievement stars

Achievement points recording

Letter / certificate home and placed on file

Certificate, awards and prizes

but the best reward is successful learning, qualifications, improved skills and knowledge

# Points system

We operate a rewards points system that is based on acknowledging and reinforcing positive behaviours. The form tutor will work with each individual to agree on a weekly target. Points are then awarded for educational outcomes such as attendance, participation, focus and concentration, behaviour and attainment during each session daily. The points are accumulated and can be 'cashed in' for tangibles at an agreed time.

# Sanctions

Where necessary, clear and consistent consequences will be calmly and systematically applied. Students will be actively involved in identifying some of the behaviours they wish to change and receive informal feedback on a daily basis and formal feedback through daily tutorials.

When negative consequences are applied they may include loss of points, verbal reprimand, activity ban, reparation payments, internal exclusions and detentions.

## Putting it right

Everyone makes mistakes. It is important that you put things right as soon as possible  
If you make a mistake in lesson:

Reminder of appropriate conduct

Verbal warning

Removed from lesson/ break detention

After School Detention

Other sanctions agreed by parents/carers

it is best to put it right at the start!

# Physical Restrictive Intervention

As a last resort, restrictive physical intervention may be required to keep a young person safe or to prevent serious harm to people, serious unrest or damage to property. At all times physical intervention is used as an act of care and not punishment.

Our staff are fully trained and certificated in Management of Actual and Potential Aggression (MAPPA) approved by Cambian Group, in line with the BILD Code of Practice. This helps staff to deal with aggression in a calm way that keeps everyone safe.

# Exclusions

The decision to permanently exclude a student either for a fixed term or on a permanent basis is serious and will normally only be the final step in a range of strategies that have been unsuccessful.

Our preference is always to work with parents/ carers and the placing authorities where a placement has broken down. In circumstances in which the placement can no longer meet the need, we aim to work with all parties to support a transition to another placement. If a student is given fixed term exclusion, work will be provided where possible for them to complete in the home during their absence from school.



# A story from Cambian Home Tree School

## **When we first met Brad**

Brad was a patient at the Cambian Willows Hospital Unit and the school provided outreach lessons for him. He was very timid and would only speak when addressed but was polite and cooperative.

Brad had missed a lot of education and was very gloomy about his academic potential which made him uneasy about school. Brad has a diagnosis of Autistic Spectrum Disorder including social communication and social interaction difficulties. He also has difficulties with his mental health, emotional regulation, self-esteem, self-care and independence. Brad was also diagnosed with Type II diabetes.

## **Brad's individual education plan**

An individual learning plan was developed for Brad that was informed by his EHCP; this focused differentiated curriculum planning, delivery and outcomes for him.

Staff monitors his personalised targets and ensure that his learning environment is calm and free from distractions. Brad was given 1:1 numeracy support to help him with his clock reading and timetables. He also has literacy support to improve his handwriting skills. Brad's personalised timetable allows him to work both in a small dedicated group for core subjects but also allows for personalisation and choice.

The school also promotes his emotional and social development through Tutorial sessions, preparation for Working Life, Personal Social and health education and through trips, activities and school outings.

We offer Brad lots of praise and compliments on a daily basis and work closely with Meeko House to encourage good personal hygiene and health living skills.

During the year Brad spent at Home Tree School, he developed a very positive attitude to learning and all aspects of school life. This resulted in good progress across the curriculum due to his consistent hard work, effort and attendance. Brad achieved Level 1 & 2 Functional Skills Maths English & ICT qualification and other C-G passes in GCSEs. Despite Brad's health struggles, he had learnt to better manage his emotions and his self-esteem and confidence has improved significantly. He was voted Head of Student Voice as well as Prom King. Brad has also developed good social skills and is now able to engage and interact with adults and peers without difficulty. He feels included and valued and is able to develop and maintain friendships with his peers. Brad has also become more independent at addressing his self-care needs and comes to school looking very smart.

## **What the future is like for Brad**

Brad is moving on to study a Level 2 Health and Social Course at College and will undoubtedly embark on the career path of his choice. He will no doubt continue to improve his successes.

# Equal Opportunities

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

# Health and Safety

The school health and safety policies and practices comply with national guidance and ensure the 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. Young people are encouraged to act safely and participate in a range of positive activities. The school environment is monitored regularly to ensure the safety of all.

# Safeguarding

At Home Tree School, we endeavour at all times to provide a safe and welcoming environment where all children are respected and valued. It is our priority to safeguard and promote the welfare of children.

Our approach to safeguarding is based on the following principles:

- All young people have an absolute right to be free from abuse, neglect or exploitation, and a responsibility not to abuse or exploit others.

- All staff (carers, teaching, support, and ancillary) have the responsibility to be aware of the safeguarding issues and a duty to report and refer any concerns.
- Young people are best 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 will not be offered. As required by the law, we will pass on any information that give rise to concerns about a child's welfare including risk from neglect, physical, emotional or sexual abuse.
- Staff will be proactive and take positive steps to inform young people of their rights to safety and protection and the options available to express their fears or concerns.
- When young people make allegations of abuse or neglect or exploitation they will always be listened to, have their concerns taken seriously and where appropriate, thoroughly investigated.
- The staff team is trained to provide appropriate levels of supervision and support.
- Copies of school's safeguarding policies are available in print or in electronic form free of charge.

# Special Education Needs

Where pupils have a statement of Special Education Need or Education Health Care Plan (EHCP) or additional needs, the Special Education Needs Coordinator (SENCO) will ensure that all entitlements are met and goals are supported as part of the individual mapping process.

Goals from SEN or EHCP will be used to formulate targets that are monitored daily and reports are submitted to placing authority to inform the review process. Students requiring additional support with literacy and numeracy will have targeted learning plans including access to an intervention programme designed to increase their functioning levels.

# 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.

# Bullying and Harassment Statement

Bullying behaviour is not accepted in school and is never ignored. Bullying is behaviour, which is deliberately hurtful and frightening and can include both physical and verbal forms. If bullying is suspected or reported it is investigated immediately. It is dealt with appropriately and followed up later to ensure that it has not resumed.

The Anti-Bullying Policy outlines what the school will do to prevent and tackle bullying.

# Drug Education Policy Statement

Drug Education is part of the KS3 and KS4 curriculum. Within PSICHE , science and assembly sessions, the following elements of drug education will be taught:

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

# Religious Education Statement

**Religious Education is drawn from Individual lessons and through integrated humanities schemes of work and mindful of all types of religion within a multi-cultural society. The school aims are to:**

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.

Enhance their spiritual, moral, cultural and social development by:

Developing awareness of the fundamental questions of life raised by human experience, and how religious teaching can relate to them:

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 study's

Develop respect for other people's right to hold different beliefs.

Develop a positive attitude towards living in a society of diverse religions

We respect the right of parents who may wish to withdraw their child from any activity that involves actual religious worship.

# Feedback

We know there will be times when you 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.

# Complaints

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 via the contact details at the front of this prospectus especially if your complaint relates to the school leadership.



# Policies available to you

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

- Admissions
- Marking
- Behaviour Management
- Curriculum
- Complaints
- Equality
- Health and Safety
- Health and Safety of Students on Education Visits
- Preventing Bullying
- Safeguarding
- Particulars of educational and welfare provision for pupils with a statement of Special Educational Needs
- Particulars of educational and welfare provision for pupils for whom English is an additional language.
- Exclusions
- Particulars of the school's academic performance of the school's preceding school year
- Staff Profile



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Wisbech  
Cambridgeshire  
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**School Director · Chris Strong**