

*Our Specialist Emotional and Mental Health
(SEMH) day school*

Cambian Somerset School, Taunton

Mixed gender | 10-18 years | Day School



Why choose us?

Overview

Cambian Group has a nationwide portfolio of Department for Education (DfE) registered specialist schools, each of which provides a high standard of education for children with a broad range of Social, Emotional and Mental Health (SEMH). Our SEMH schools offer a variety of personalised learning programmes tailored to match each individual's needs.

Each school offers a broad and balanced curriculum, including the national curriculum where appropriate, enabling students to study the core subjects of English, maths, science and ICT alongside an extensive range of foundation subjects and vocational learning as relevant to each key stage. All students are supported to leave school with a range of suitable qualifications, including GCSEs, BTECs and other nationally recognised qualifications, such as ASDAN and AQA Unit Awards.

Specialist and highly experienced teams of staff, including fully qualified teachers and teaching assistants, work closely with students to promote positive social, emotional, behavioural and academic outcomes for all. Our staff have clear expectations and high aspirations for all students, supporting them to develop the skills needed to succeed in society. Our track record in engaging students in further education, training or employment, beyond the age of compulsory schooling, is excellent. This is due to the intensive focus on helping students to embrace independent learning and living, social skills and employability skills.

Our SEMH schools provide for a broad continuum of needs, making the whole spectrum of educational provision available. This could entail initial assessment, home tuition, full-time education in one of our schools, or dual registration with a local college or vocational provider. For some students this might mean an eventual, supported transition back to mainstream school.

We work closely with a range of professionals, including

CAMHS (Child and Adolescent Mental Health Services), as well as having access to Cambian's own specialist clinical teams which includes speech and language therapists, occupational health therapists and clinical psychologists.



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Why choose us?

Cambian Somerset School



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

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

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

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

Student profile

Mixed gender

Age range: **10-18 years**

Placement: **38 week, day**

May be diagnosed with or present with:

- ✓ **Autism or Asperger's syndrome**
- ✓ **Emotional and social difficulties**
- ✓ **Attention Deficit Hyperactivity Disorder (ADHD)**
- ✓ **Challenging behaviour**
- ✓ **Likely history of placement or family breakdown**
- ✓ **Attachment disorder**

"...I am going back to my colleagues to tell them how amazing Somerset School is and that they should be sending more pupils here!"

Social Worker

About our school

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

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

Somerset School is committed to providing a fully inclusive

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

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

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

OUR APPROACH

We encourage our students to achieve and celebrate their achievements

WELLBEING

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

VALUING

We value every young person for who they are

CARE

We offer our students a caring, positive and encouraging environment

LEARNING

We adopt a collaborative, multidisciplinary, individualised and holistic approach

OUTCOMES

We strive to ensure that our students achieve their maximum potential

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

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

We provide personal and individualised plans for all our students, with input from a team of professionals. Teaching is delivered in either 'one to one' or small group teaching

sessions, and is implemented by highly skilled and trained staff.

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

Thank you for taking an interest in our school.



Stuart Lambert
Headteacher

Admissions

We are a co-educational school, providing places for up to 40 students aged 10 to 18. We are also non-denominational and have a secular ethos, yet respect the cultural needs and religious beliefs of all. Admission into our school is either through a referral for a care placement with Cambian or direct from a local authority.

Admission Criteria

- ✓ Students will be aged between 10 and 18 years
- ✓ The school is specifically focussed on provision for students whose education is at risk
- ✓ We only admit students whose places are funded by a UK authority

Curriculum and overview of results

We adopt a collaborative, multi-disciplinary, individualised and holistic approach.

A TAILORED APPROACH

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

CURRICULUM OVERVIEW

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

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

CURRICULUM ORGANISATION AND STRUCTURE

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

"Each pupil has a 'student learning passport'. These passports provide detailed information, for example pupils' learning styles, triggers that heighten their anxious behaviours and techniques which help keep them calm."

OFSTED July 2019



In addition to the core curriculum of English, maths and science the curriculum for students aged 10-18 years is structured to enable them to acquire the necessary skills to develop independence in their adult lives. Programmes are designed to promote the personal, social and vocational skills needed to prepare them for life after they leave formal education.

Students are offered the opportunity to access programmes across the curriculum at all levels up to and including GCSE level.

KEY STAGE 5 CURRICULUM

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

ALTERNATIVE PROVISION

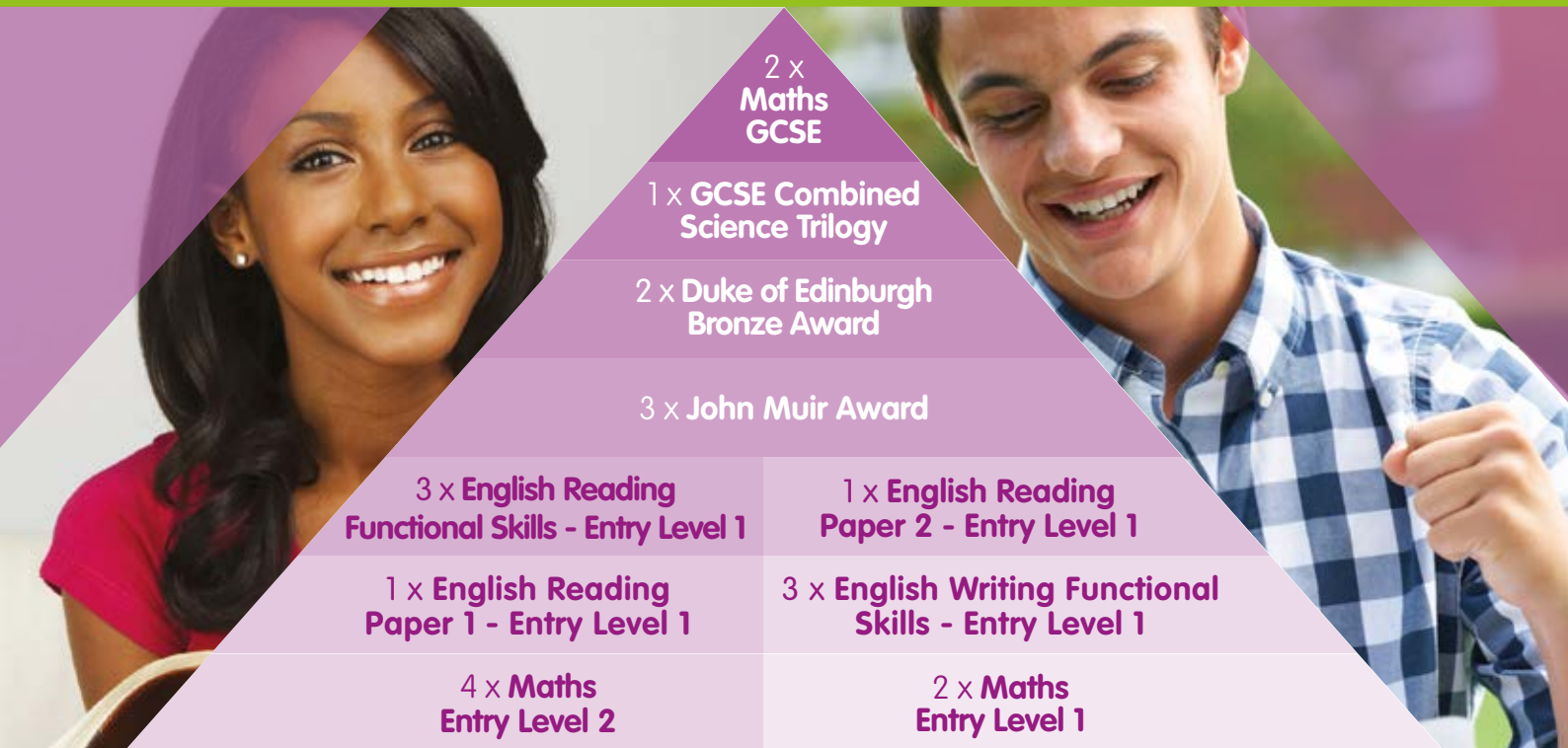
Somerset School have links with some excellent Alternative Provisions which allow us to provide students with the following vocational experience and accreditation if appropriate:

- Motor mechanics
- Carpentry
- Bricklaying
- Animal Care
- Land Based Studies
- Equine studies
- 1:1 mentoring

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

2019 Achievements and Outcomes

19 students across years 8 & 11 sat various exams and awards.
We are pleased to announce the following passes:



1 pupil has transitioned to an Apprenticeship and College

1 pupil is in Employment

1 pupil is staying on for 6th Form

4 pupils are remaining in Year 11 to sit GCSE's

Report Students Progress and Achievements

Students at Somerset School are assessed using a Flightpath system which tracks progress and attainment across Key Stage 2, 3 and 4.

The Flightpath system defines the progress steps each year for all students, building on their achievement in their previous educational setting and taking into consideration any period of time out of formal education, to fully achieve their potential at the end of Year 11.

Subject groups across the schools have agreed statements of attainment for 5 Flightpaths,

differentiated according to standards on entry. The Flightpaths have been written to build in high expectations for students from KS2-4.

The Flightpaths show a possible route from the start of Year 7 to the end of Year 11 (GCSE). The GCSE grade outlined here is an aspiration for which the Flightpath statements of attainment will provide the building blocks. It should not be seen as a predictor of future performance.

Flightpath	Year 7	Year 8	Year 9	Year 10	Year 11
					9
					8
					7
					6
Mastering					5
					4
Secure					3
					2
Expected					1
Towards Independence					U
Developing					

Expected Flightpath

At the start of Year 7, students will be given an expected flightpath. This is the minimum flightpath which we expect students to be working at. The expected flightpath is created using previous academic data available.

Current Flightpath

The current flightpath is an indication of where students are currently working. This flightpath is evaluated every term. Those students who are working below their Expected Target will be given a wide range of interventions in order to try and get them back on to their expected flightpath.

“We would like to say a huge thankyou for all your hard work and support this year. Our son is once again a happy boy, who clearly feels secure and content within his surroundings. It is such a relief to know that whilst he is at school he is understood and well cared for.”

Somerset School, Parent

Our method of assessment

- At Somerset School, the year is divided in to half termly assessment periods. At the end of each Review Period the progress of each student is monitored through an end of topic test. Those students who don't achieve a score appropriate to their Key Stage 2 starting point will be given a wide range of interventions in order to try and improve their score for the following topic test.
- Assessment serves many purposes, but the main purpose of assessment in our school is to help teachers, parents and students plan their next steps in learning.
- We also use the outcomes of assessment to check and support our teaching standards and help us improve.
- Through working with other schools and using external tests and assessments, we will compare our performance with that of other schools.
- We assess students against assessment criteria, which are short, discrete, qualitative and concrete descriptions of what a student is expected to know and be able to do.
- Assessment judgements are recorded and backed by a body of evidence created using observations, records of work and testing.
- Assessment judgements are moderated by teachers in school and by colleagues in other schools to make sure our assessments are fair, reliable and valid.

Formative assessment

Formative assessment refers to a wide variety of methods that teachers use to assess students understanding, skill and comprehension. Teachers use formative assessment to adapt learning, alter the pace of a lesson, plan for future learning episodes and communicate with parents. Somerset School students have a wide range of abilities and learning styles and our approaches to formative assessment reflects this. Techniques that we use include:

- Observational assessment, where a member of staff observes student response to learning activities and unstructured situations
- Dynamic assessment, which looks at the student's responses in the context of learning a task
- Questioning and discussion, which enables the teacher to make a judgement about students' degree of understanding
- Criterion-referenced assessment, which measures a student's attainment against a list of skills or pieces of knowledge

- Formal assessment, where the student is asked to complete tests or set tasks which indicate his or her knowledge or approach to learning
- Marking and review of written and performed work
- Student self and peer assessment.
- Functional assessment of behaviour and engagement
- Records of frequency and intensity of behaviours.
- Tests set by the class teacher
- Multidisciplinary discussion, e.g. to review a Student Learning Passport (SLP), or follow up the outcomes of a specific assessment.

Involving students

We involve students in recognising and assessing their progress in ways that reflect their level of understanding. This varies from sharing in the celebration of achievement at the end of a lesson, peer assessment, and identifying (with support) what they have achieved in a lesson and finally to discussing and reviewing learning objectives. We expect students to be able to understand their SLP goals and targets and the objectives set for each lesson.

Staff will help them to understand the progress they are making and what they need to do next to continue learning and make further progress. Formal and informal praise and incentive systems are used to reward student's good progress. Intervention strategies for students who are underachieving or underperforming are discussed with the students concerned.

Involving parents

We involve parents in the Review process at Academic Mentoring Days and EHCP Annual Reviews by seeking their views on their child's progress and priorities for the following year as well as sending them;

- Six progress reports
- Full end of year report
- SLP's for all students.

We also have a robust communication protocol whereby tutors, subject leads and SLT use phone, e-mail and or face to face contact, whenever the need arises to discuss any concerns about their child's progress identified from tracking assessment information.

The school operates an open door policy where parents may request information and or a meeting to discuss their child's progress at any time.

Facilities and services

Our facilities include:

- ✓ Kitchen facilities to provide food for all students and a specialist area to study Food and Nutrition
- ✓ Outdoor spaces for PE (Physical Education) and recreation
- ✓ An indoor Sports Hall
- ✓ Bouldering Wall
- ✓ Sensory Rooms
- ✓ School gardens and sensory garden
- ✓ Off-site facilities for the teaching of Outdoor Adventurous Activities and Bushcraft
- ✓ Fully equipped ICT facilities with VR System
- ✓ Range of learning spaces for reflection or therapeutic work
- ✓ Excellent links with Alternative Providers to study vocational areas such as Motor Mechanics, Land Based Studies, Animal Care, Equine Studies

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

Emotional Wellbeing Team

The Emotional Wellbeing Team works closely with the educational team and in collaboration with the commissioned Speech, Language and Communication Therapist, Occupational Therapist and Educational Psychologist to enable a holistic approach to supporting students at Somerset School



The Emotional Wellbeing Team has a pivotal role in providing support and therapy to all students, primarily based on a Trauma Informed Approach. Each student is individual and will require different levels of support and therapy input which is determined through careful assessment and the support from advice provided by parents and supporting professionals/documentation.

Their role provides:

- Support and guidance to students by embracing the Every Child Matters outcomes
- Strategies for students helping them to remove barriers to inclusion, engagement, learning and achievement, enhancing their personalised learning provision within Somerset School
- A link between external agencies, parents and students to give a holistic view and support of the learner
- Supporting the Personal Wellbeing of students
- A view of the learner from their perspective

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

The team ensure that they maintain close communication with other teams in School, to facilitate an empathic understanding of student's circumstances. Students are aware of this information sharing, which often acts to reassure them that we will sensitively inform others of any current difficulties they may be facing.

Additional information

Safeguarding statement

The parents/carers of students attending Cambian Somerset School should be aware that the school has a duty to safeguard and promote the welfare of children who are their students.

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

The Designated Safeguarding Lead (DSL) for the school is [Charlie Cobb](#), while the Deputy DSL is [Ben Copp](#).

Their contact details are:

charlie.cobb@cambiagroup.com

ben.copp@cambiagroup.com



Cambian Somerset School



*To discuss a placement in confidence, call us on **0800 138 1184** or email education@cambiagroup.com. Cambian assessments are conducted free-of-charge by a team of dedicated assessors.*

Complaints procedures

We know there will be times when students, carers, parents or placing authorities will want to give us feedback about our school and we are always happy to hear from you. If you would like to make a suggestion or let us know about something you were pleased with, or, indeed, if we did not meet your expectations, please contact the school via the contact details at the back of this prospectus.

A complaints procedure allows for both formal and informal complaints. Informal complaints will be dealt with quickly, while formal complaints can be made in writing. Our full complaints policy is available from the school, upon request. This policy is designed to help you raise concerns and ensures your complaint will be listened to and dealt with fairly. Should you wish to take your complaint further, or if you feel you are unable to discuss the details with the school, please contact the Director of Education if your complaint relates to school leadership.

The Proprietor

The Proprietor of the school, Chris Strong, Managing Director of Education, can be contacted at the following address:

The Cambian Group, Metropolitan House, 3 Darkes Lane, Potters Bar, Hertfordshire EN6 1AG.

Telephone: **0800 138 1418**
Email: education@cambiagroup.com

“Clear leadership by the new headteacher, with strong support from the regional education lead for Cambian Education, continues to improve the quality of education and care of pupils.”

OFSTED July 2019

Cambian Somerset School



Places marked on the map are commutable by car

How to find us

By rail

Cambian Somerset School is located nearby Taunton station. The station has direct train links from London Paddington, Bridgwater and Bristol. It's a 17 minute taxi ride to the school from the station.

By car

Cambian Somerset School is located nearby the M5, and just off the A358 which runs from Taunton to Yeovil.

To discuss a placement in confidence, call us on **0800 138 1184** or email education@cambiagroup.com.

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

Head Teacher: **Stuart Lambert**
DfE Ref No: **933/6211**

www.cambiagroup.com

