Cambian

Cambian Wisbech School

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

• Mixed Gender • 7-17 Years

Welcome

Cambian Wisbech School has a well established reputation for providing quality, personalised education for pupils ages 7 to 17 with social and emotional difficulties, along with associated challenging behaviours. The school is currently housed on two sites, one for KS2/nurture and one for KS3/4. Both sites have close access to local amenities such as parks, cinemas, libraries and museums. As a small school, we are dedicated to working with parents, carers, and local authorities to meet the individual needs of our pupils, thereby maximising their educational potential and future opportunities.

Many of our students have negative experiences in previous school settings and have consequently failed to achieve or integrate successfully. We aim to re-engage learners with their education and to replace feelings of failure and frustration with a sense of belonging and success. The success of our school is based on the commitment of staff to create a safe and nurturing environment that allows all pupils to develop understanding of, and respect for themselves and others.

We offer a rich, varied and stimulating curriculum which includes academic and vocational studies. Our pupils are prepared for a range of suitable qualifications such as GCSE, Functional Skills, BTEC, Duke of Edinburgh and ASDAN to raise their aspirations and improve their academic performance. We are aware that some of our pupils can struggle with the expectation of the standard curriculum and so we offer a number of opportunities outside of the classroom. Our pupils are able to take part in outdoor education where they can learn essential team working skills and build their self-esteem. The pupils are also encouraged to participate in a wide range of activities which enrich their spiritual, moral, social and cultural development through participation in assemblies, school trips, charitable work, cultural days and PSHE lessons.

As a school, we strive to continually improve. The staff team is very attentive to students' emotional state and encourage them to talk about what upsets or worries them to defuse potentially volatile situations. Particular importance is placed on recognising and rewarding individual achievements.

Our effectiveness is dependant on good relationships with you as parents and carers. We value your opinions and welcome your involvement in all aspects of school life. Choosing the most appropriate SEND provision is an investment in the future. I hope this prospectus will give you some sense of the school's vision, values and achievements.

You are welcome to visit us during the school day and I very much look forward to meeting with you should you wish to accept this invitation.

Yours sincerely,

Clare Gammons
Head Teacher

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Cambridgeshire,
PE13 1JF
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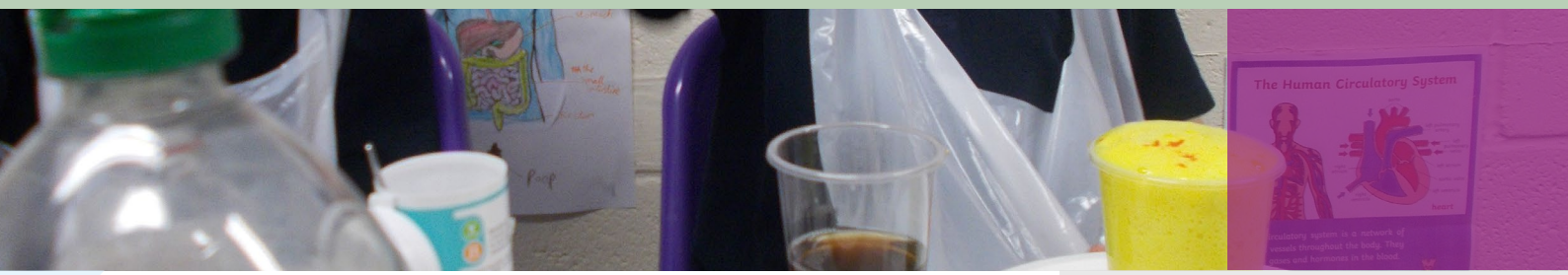
01945 427276

School Ethos



Vision Statement

Our approach to education is to inspire and engage our learners through a range of positive learning experiences. We empower students to engage in order to achieve their personal best and to excel in life's challenges.

Each student will be engaged in a personalised learning programme that is appropriate to their age and ability.

Baseline assessments are used to formulate learning goals and a curriculum targeted to the needs of the individual. Literacy and numeracy are at the core of the curriculum and for older learning, there are opportunities to follow a range of vocational experiences.

Students' progress and achievements are constantly tracked resulting in either learning interventions to improve progress or setting new goals to further raise achievement.

Our Specialist Team:

- Specialist Teachers
- Trained Teaching Assistants
- SENDCo

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.

We pride ourselves on providing a warm, caring and nurturing environment where students are prepared to become successful learners, confident individuals and responsible citizens.

Staff understand student's specific needs. Learning focuses on communication and social skills, with a strong emphasis on self-management and independence.

Each individual can improve their confidence and self-esteem through progressive achievement in the small, nurturing environment that Cambian Wisbech School offers. Students 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.

We strongly believe that all students can achieve their personal best with the right guidance, encouragement and support.

Typical Student Profile

- Mixed Gender, Aged 7-17 Years
- SEMH (Social, Emotional and Mental Health)
- Additional Complex Needs
- Challenging Behaviour
- History of School Refusal
- History of Placement Breakdown
- Usually has an Education, Health and Care Plan (EHCP).

Aims

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

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

Admissions

The school is co-educational and non-denominational and has a secular ethos, but respects the cultural needs and religious beliefs of all.

The young people attending the school will have come from a variety of settings, home or residential, and will be referred to the school via local authorities.

Young people will be aged between 7 and 17 years. The school is specifically focused on the education of young people who are at risk from permanent exclusion, high risk behaviours and other factors that can impact upon the education of the student.

Admission into the school is either through a referral for a care placement with the Cambian Group or direct from a local authority. The school can form part of a holistic package of care, education and therapy.

We only admit young people whose places are funded by a UK authority.

Our Environment

We pride ourselves on providing a warm, caring and nurturing environment where students are prepared to become successful learners, confident individuals and responsible citizens.

Cambian Wisbech School empowers students 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 offer a range of qualifications and skills that prepares students for their next steps. All students are fully supported to achieve the best results possible through quality teaching, interventions and supported study.

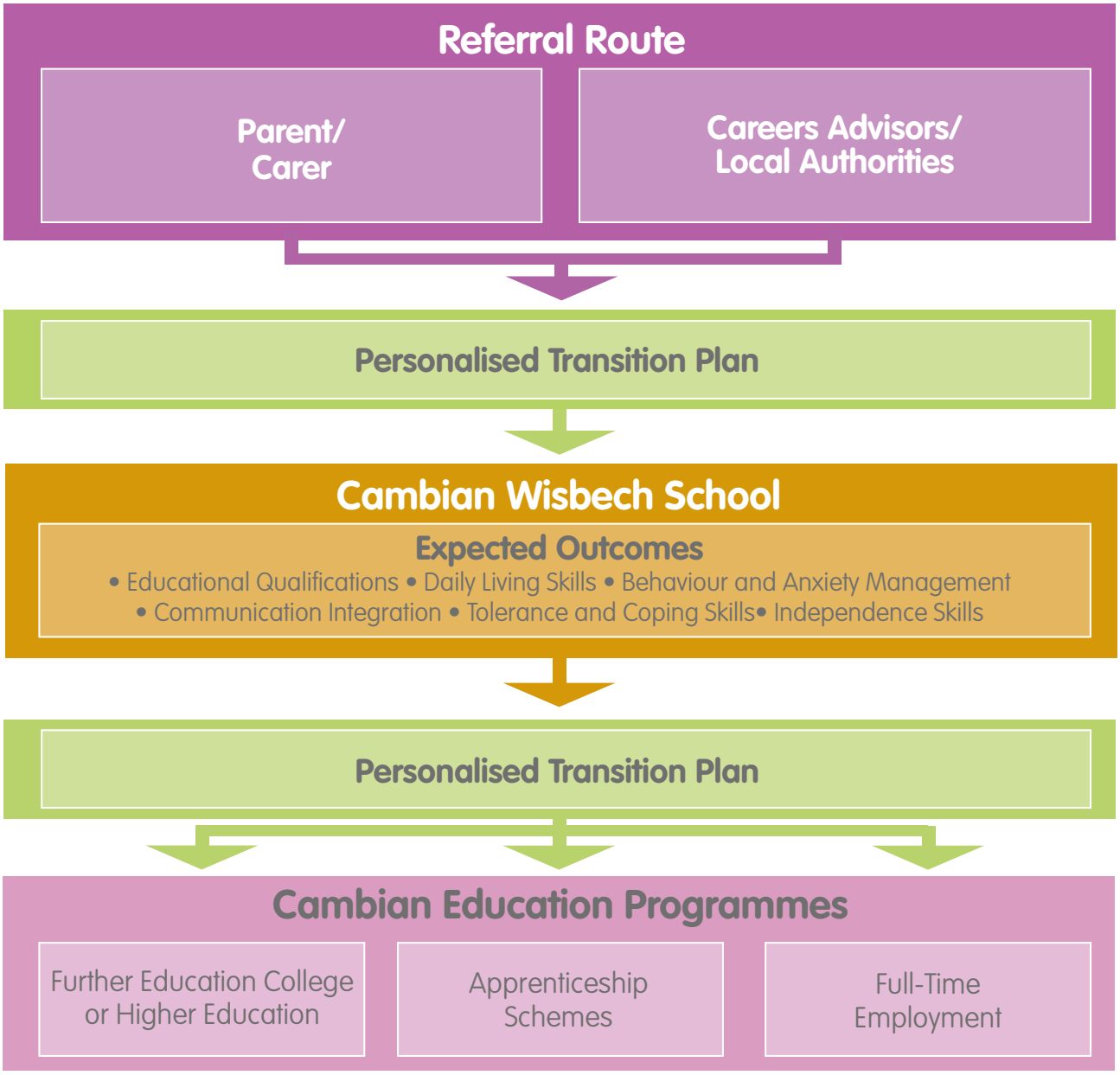
In addition, we provide career guidance and support that essentially helps students to reflect on their interests and aspirations, explore career options/ pathways and plan for the future.

Staff assist with CV writing, conducting career and job searches, completion of college applications and career advice. We also focus on preparing students for college visits, open days, interviews, work experience and volunteering opportunities.

We emphasise independent skills for life to prepare students to cope with topics such as finance, health and relationships.

Transition Pathway

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



Teaching and Learning

A Varied and Fulfilling Education

Cambian Wisbech School has been built and designed based on many year's experience of providing highly successful specialist education services.

Young people have the opportunity to develop their full potential in preparation of their future life where there is a passion for learning and mutual respect for all.

The school's curriculum is broad and balanced, and includes, where appropriate, all of the statutory requirements of the National Curriculum. There is a particular emphasis on core subjects and on personal skills, as to address significant gaps in previous learning.

We actively promote opportunities to broaden student's experiences through a wide variety of educational visits and we work with other agencies to deliver projects both on and off the school site. We encourage students to make a positive contribution to society in many ways, including involving them in community and charity events throughout the school year.

Key Stage 2

We have a primary approach to our KS2 learning. There is one teacher who will work with the students, focusing on different subject areas. The emphasis is on engagement and creativity, which includes lots of opportunities for outdoor learning. Assessment and tracking will relate back to National Curriculum progressions.

Key Stage 3

Learning is differentiated according to ability in KS3 and considers the particular barriers and vulnerabilities of each learner. The balance between cross-curricular themes and subject-specific ones will depend on the engagement and interest of the learner, but assessment and tracking will link to National Curriculum progression. Where appropriate, early entry into accredited programmes such as Functional Skills will be arranged in order to re-engage and motivate.

Key Stage 4

At Key Stage 4, students have the opportunity to follow a more flexible curriculum. Academic qualifications are offered via Functional Skills, BTEC, ASDAN, Duke of Edinburgh and GCSE examinations in a range of subjects. Vocational qualifications are also made available at a variety of local colleges and alternative providers, to enrich the learning experience and help each student follow a potential career path of their choice.

Key Stage 5 (Year 12 only)

At Key Stage 5, students have the opportunity to build on their GCSE results and/or take part in further BTEC qualifications that will help them succeed in their future education.

Curriculum can include:

- English
- Maths
- Science
- ICT
- Art
- Design Technology
- Music
- Humanities
- Physical Education
- Duke of Edinburgh
- Life Skills
- Employability
- Forest School
- Farm School

Student Achievements

Achieving Meaningful Progress

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

Personalised approach

Our focus is to support all students in making progress with their learning. The school records each learner's progress and achievements, sending regular progress reports to parents/carers. The school acknowledges achievements at all levels, whether in lessons, or particular activities or actions of the student, celebrating these events with parents/carers.

Each student in the school will have a student file which provides parents/carers with information on how their child is progressing. If parents/carers are at all concerned about anything to do with their child, or in particular, his/her academic or personal progress, they can see the information recorded about their children at any time.

The school will provide parents/carers with an annual written report of the progress and attainment of their child in the main subject areas taught, except where those guardians have requested otherwise.

We recognise the need for education, which offers creative programmes for young people who require extra care and support in their pastoral and academic situations.

During the last academic year, students gained on average 6 qualifications.

We offer a range of qualifications, including:

- GCSEs
- ASDAN Qualifications
- Functional Skills at all levels
- Duke of Edinburgh

Management of Behaviour

We aim to promote good behaviour through a supportive and consistent approach across the curriculum and school day, based on the needs of our students. We do this through the use of positive encouragement, rewards and incentives, rather than the imposition of consequences. Our approach is to ensure that students with challenging behaviours are cared for in ways which are sensitive to their needs and to provide safeguards for teachers/ teaching support/carers charged with this responsibility.
Very occasionally, physical intervention may be required to ensure a young person remains safe. This is always a last resort and when it is absolutely necessary 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 physical intervention techniques approved by Cambian Group, in line with the BILK Code of Practice 2011. This helps staff to deal with aggression in a calm way that keeps everyone safe.

Reward and Boundaries

We aim to assist our students to regain and maintain control over the approach that they take to engaging in education. Clear and consistent boundaries will be calmly and systematically applied. Students learn to trust staff members because of these consistent responses. Students will be actively involved in identifying some of the behaviour they wish to change and receive feedback on a daily basis about the progress with this that they are making.
At all times the school will celebrate success and reward, good work and behaviour. This may include verbal praise, communication with the home, rewards and incentives.

Exclusions

Only under exceptional circumstances will a student be excluded. The decision to exclude a student wether 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 is experiencing severe difficulties. Where the placement can no longer meet needs, we aim to work with all parties to support a transition to another placement.
If a student is excluded, work will be provided where possible for them to complete in the home during their absence from school.

Careers education and guidance

All pupils receive Careers Guidance from year 8. Careers Education is provided by Beacon east, a specialist independent careers advice company, as well as by PSD programmes and through cross-curricular learning opportunities and educational visits. Students will access Work Related Learning/World of Work wherever possible. The school has good links with local FE colleges and offer support and guidance for pupils who wish to continue their education through one of these provisions.

Safeguarding

Safeguarding Statement

The parents of students at Cambian Wisbech 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. 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 Head Teacher Clare Gammons, and the deputy DSLs are Site Lead's Debbie Lee and Matt Braginton.

Compliments, Comments and Complaints

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

Our 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 via the contact details within this prospectus, especially if your complaint relates to the leadership of the school.

For academic year 2019-2020 – 1 complaint was received.

The Proprietor

The Proprietor, John Ivers, can be contacted at the following address during both term time and holidays:

The Cambian Group, Metropolitan House,
3 Darkes Lane, Potters Bar, Hertfordshire EN6 1AG
Telephone: 0800 138 1418
Email ccs.referrals@cambiangroup.com

Director of Education: Andrew Sutherland

Policy Statements

Equal Opportunities and the Values of the School

Our approach to education at Wisbech School is to inspire and engage our learners through a range of positive learning experiences.

Each learner will be engaged in a personalised learning programme that is appropriate to their age and ability. Baseline assessments are used to formulate learning goals and a curriculum targeted to the needs of the individual. Literacy and numeracy are at the core of the curriculum and for older learners there are opportunities to follow a range of vocational achievements. Learner's progress and achievement are constantly tracked, resulting in either learning interventions to improve progress, or setting new goals to further raise achievement.

First Aid

The school's first aid policies and practices comply with the Guidance on First Aid for School's Best Practices Document published by Department of Education. It outlines its statutory responsibility to provide adequate and appropriate first aid to pupils, staff, parents and visitors and to ensure that the procedures are in place to meet that responsibility.

Fully stocked first aid kits are available on site and are taken on school outings. The School will ensure that staff trained in administering first aid are always available to provide treatment in line with their training. A written record is kept of all first aid that is administered on the school premises or as part of any school related activities.

Special Educational Needs

A number of our students may have Educational Health Care Plans (EHCP). These can be for both learning and behavioural difficulties. All of our students are assessed thoroughly on entry. The Special Needs Coordinator is responsible for ensuring that students with EHCPs receive their curriculum entitlement. 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.

The school will provide information on pupils with EHCPs to the responsible local authority as required for the purpose of the annual review of the EHCP.

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.

Drug Education Policy Statement

Drug Education is part of the KS3 and KS4 curriculum. Within PSHE and Science, 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 the bodies function.

Policy Statements

Relationships and Sex Education Policy Statement

Relationship education is a requirement at Key Stage 1 and 2. Relationship and sex education is a requirement of Key Stage 3 and 4.
At Wisbech School we deliver this requirement through Relationship and Health Education, Science, and Sex Education, which work together to protect children by ensuring they have knowledge of their bodies, the human life cycle, emotions, acceptable behaviour and right and wrong.

Bullying and Harrassment 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 is has not resumed.
The Preventing Bullying Policy outlines what the school will do to prevent and tackle bullying.

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 judgements 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.
- 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.
- Responding on their own beliefs, values and experiences in light of their studies.
- Reflecting to their own beliefs, values and experiences in light of their studies.
- Develop respect for other people's right to hold different beliefs.
- Develop a positive attitude towards living in a society of diverse religions.

We respect the right of parents who may wish to withdraw their child from any activity that involves actual religious worship and this will be discussed as part of the admissions process.

Health and Safety

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

Policy Statements

Term Dates

These will be available at the beginning of each academic year and a copy posted to every parent. Additionally, copies will be available from the school office. These are also displayed on the school webpage.

Academic Success

During the last academic year, students gained on average 6 qualifications. These were a combination of GCSES, Functional Skills, BTEC, Entry-Levels and ASDAN awards. All year 11's went onto further education in either local colleges or training provisions. This year, all year 11's are working towards GCSEs, Functional Skills, ASDAN awards and Duke of Edinburgh.

Available to You

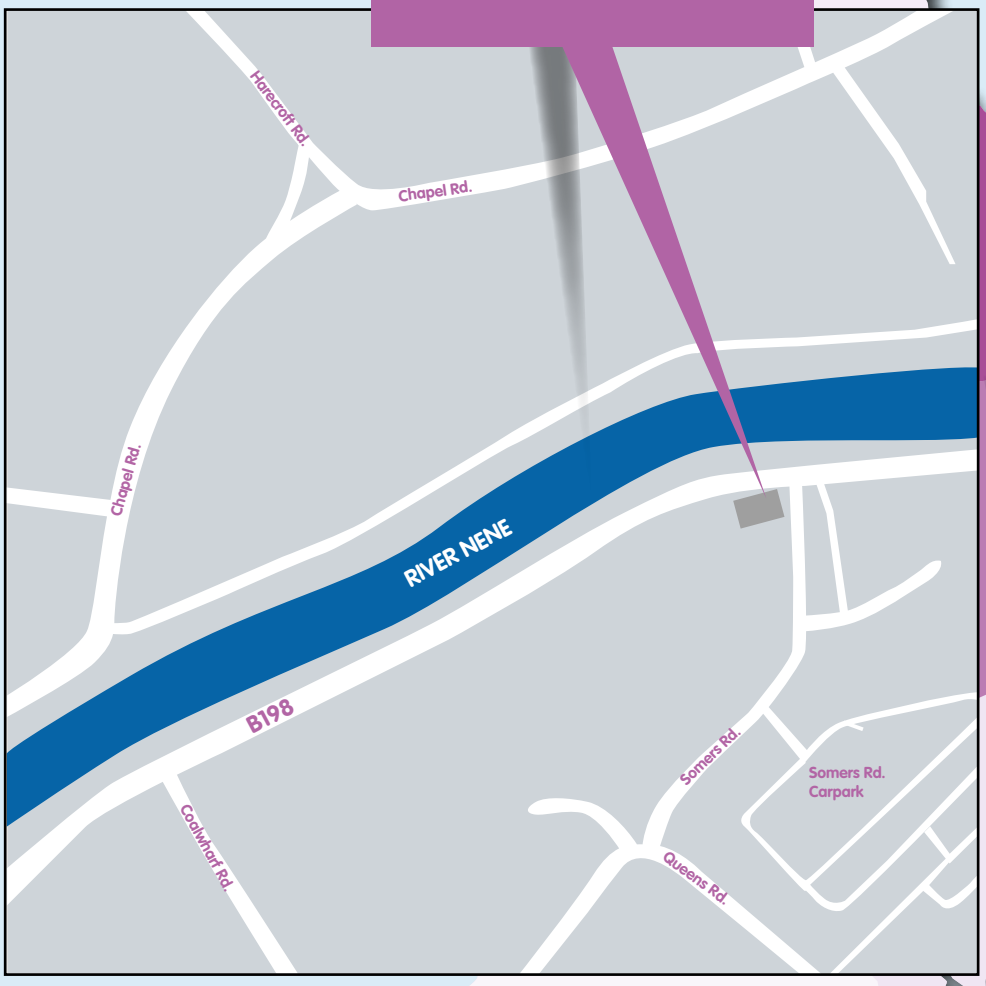
Below are some of the policies and procedures which are available from the school website or in a printed format on request, free of charge. A full list of policies is also available upon request.

- **Admissions**
- **Behaviour Management**
- **Curriculum & Subjects**
- **Complaints**
- **Health and Safety**
- **First Aid**
- **The number of staff employed at the school, including temporary staff, and a summary of their qualifications.**
- **The range of external accredited qualifications to which pupils will have access to.**
- **Off-site visits**
- **Bullying**
- **Safeguarding/Child Protection**
- **EAL**
- **Exclusions**
- **Relationship and Sex Education**
- **Particulars of academic performance during the preceding school year, including the results of any public examinations.**
- **Previous inspection reports**

Location

Cambian Wisbech School
32 Somers Rd
Wisbech
Cambridgeshire,
PE13 1JF

01945 427276



For more information on Cambian Wisbech School, our staff, curriculum, services, outcomes and approach, please visit: www.cambiangroup.com/wisbech-school/