

Cambian Chesham House School



Believe and Achieve

‘Everyone has a personal best’

Brochure 2020/21

Chesham House School offers a personalized bespoke education placement for students with Social, Emotional and Mental Health (SEMH) challenges. Our success is based on our unconditional positive regard to all young people, irrespective of their background, enabling young people to achieve demonstrable and measurable positive outcomes. Our students are at the centre of everything we do.

Chesham House recognises the importance of a child's education and offers a rich, varied and stimulating curriculum which includes both academic and vocational opportunities. The school supports a full range of national curriculum subjects for our learners that is underpinned by a whole school approach to support the emotional wellbeing of each individual student. We ensure that our children are looked after under an equal opportunities remit and ensure they are not disadvantaged in any way. We offer support and guidance for out of school hours activities and guidance for holiday activities.

We acknowledge that parents/carer's play a valuable part in the success of their children at school and building successful, positive relationships with parents/carers and key people within a young person's life, is paramount to supporting progress. We look forward to developing a partnership with you in your child's education.

Chesham House School

Chesham House School is an independent School for up to 20 pupils aged between 10 and 18 years. Children are not limited to times of admission and may enter the school at any stage during the academic year.

We strive to provide a broad and balanced curriculum, which caters for children of all backgrounds and abilities, including those with special education needs.

In addition to the requirements of the National Curriculum opportunities are planned for the development of the children's emotional and behavioral needs.

Proprietor of the School:

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, Managing Director Education, Metropolitan House, 3 Darkes Lane, Potters Bar, Hertfordshire EN6 1AG. The telephone number on which the representative of the proprietor may be contacted is **07701314378**.

Head of School:

Caroline Sullivan
Chesham House
School Thrush Drive
Bury
BL9 6DJ
0161 7637072

What are the Aims of our School?

Our school aims to provide a rich and varied learning environment that allows students to develop their skills and abilities to their full potential.

Through our teaching we aim to:

- ✓ Enable students to become confident, resourceful, enquiring and independent learners;
- ✓ Foster student's self-esteem and help them build positive relationships with other people;
- ✓ Develop student's self-respect and encourage students to respect the ideas, attitudes, values and feelings of others;
- ✓ Enable students to understand their community and help them feel valued as part of this community;
- ✓ Help students grow into reliable, independent and positive citizens.

Full policy details are available upon request as well as additional information listed below:

- Previous inspection reports (sent out following each inspection)
- An annual report for each pupil (including progress/attainment/outcomes)
- Arrangements for admissions
- Admission Policy
- Behaviour Policy
- Exclusions Policy
- SEND policy
- English as an additional language policy
- Complaints Policy

What are the Objectives of our School?

Every student that attends our school is an individual and as such it is important to acknowledge that they learn in many different ways and we recognize the need to develop strategies that allow all students to learn in ways that best suit them. The psychologist Howard Gardner identifies seven main areas of intelligence: linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/group working, and interpersonal/reflective. We take into account these different forms of intelligence when planning teaching and learning styles. Our students access opportunities for developing social and emotional skills, increasing self-esteem, and build confidence through a range of enrichment opportunities as well as having opportunities built in to the delivery of their curriculum.

What are the Admission and Transfer Arrangements of our School?

Pupils are admitted from 10-18 years of age and during anytime within the academic year; there is no specific enrolment period and we will accept new pupils throughout the year.

What are the school session times?

09:00 – 12:15

12:45 – 15:00

The morning and afternoon sessions are divided into 60 minute subject sessions giving 25 hours of guided learning hours across the week. In addition to their classroom learning, students are encouraged to undertake independent learning tasks at home to support their subject progress as well as developing their independent learning skills for the future. All children have short breaks in the morning and afternoon sessions.

The start of a school day is important and we expect children to arrive in education on time as this ensures a good start to the working day. A morning and afternoon register is taken and pupils arriving more than 30 minutes late will be given a late mark.

Authorised and Unauthorised Absence

Absence from school undoubtedly has a detrimental effect on a pupil's progress and attainment. Therefore, school will need to monitor and support pupils to maintain regular attendance.

Attendance registers will be taken twice a day – at the beginning of the morning session and again at the beginning of the afternoon session. The register must show whether any absence is authorised or unauthorised and the reasons for any absence.

Full policy details are available

School Discipline

Chesham House School has a Behaviour policy in place which is written in conjunction with the Cambian Ethos. We provide environments that are nurturing, motivating, and emotionally stimulating, where all can feel safe, valued and confident in order to empower those in our care to fulfill their potential.

Behavioural boundaries and common standards are defined and set out clearly which are applied fairly and consistently across the school community.

Sanctions are laid out in this policy for times when the behaviour policy is breached. Praise is given as the first and most important reward for positive behaviour. Structures to celebrate positive behaviour are outlined in this policy. They will be assessed and reviewed on a regular basis with input from both students and staff.

Full policy details are available upon request.

Exclusions

The pupil will not have an exclusion from education except where there is a danger of assault to the member of staff. In this case the pupil will have a half day's exclusion to enable the care staff to stabilise the pupil.

Curriculum Offer

Examination course assessment

Students will follow a variety of examination courses, dependent upon their individual educational needs. These include, but are not limited to, GCSE, BTEC, Functional Skills and Entry Level accredited courses. Assessment is completed on admission as a starting point. Teacher assessment and standardised tests are conducted on a regular basis.

Curriculum enrichment

We actively promote opportunities for students to engage in experiences that broaden their skills and knowledge through educational visits, personal projects, work experience and other agencies both on and off site. Students are able to participate in external training in areas such as First Aid as well as team-building exercises delivered by the UK Military Mentors. Students are encouraged to make positive contributions to society in many ways, including involvement in charity events throughout the school year such as working in the food bank.

Vocational placements

We offer vocational placements at training providers within the North West region and provide support as required. Some students also undertake work experience placements within the local community. All placements are dependent upon risk assessment outcomes and are pre-planned.

Subjects Offered at Cambian Chesham House School

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

Full details of the curriculum policy are available on request.

Special Needs/EHCP

We recognise that all students have their particular needs and it is therefore our aim to meet them all. Certain students may have particular needs in specific areas. We are able to offer additional support for these children whilst ensuring that this works within the school's pastoral and academic structures to ensure a consistent whole school approach to meeting our young people's needs.

Annual Reviews will take place to review targets, funding and progress of each pupil. The schools designated teacher will assist with any Pupil premium allocation and ensure targets are met and included in teachers planning with support from the school SENCo.

Pupils with Statements/EHCP

Pupils with a statement of special educational needs will have an education which is tailored to meet the objectives on the statement. We recognise, however that the young person's complex needs and multiple placements mean that accessing his/her statement may be delayed.

Full policy details are available on request

Pupils with English as an Additional Language

Pupils for whom English is an additional language will have support to access the curriculum, either from a native speaker of the student's first language, or via additional English Language lessons to accelerate the student's acquisition of English.

Full policy details are available on request

Uniform

Students are able to wear their own clothes within school but need to be deemed appropriate by school staff.

Staff training

All school staff receives core training in PILLARS (Crisis Intervention Programme) which is updated on a yearly basis. Other important training provided by the company includes Behaviour Management, Health & Safety, Fire Awareness, Drug Awareness, Safeguarding, Self-harm and Child Protection. Teachers will receive CIPed training which is a specific training designed for teachers working with (S)EBD students and which is updated annually.

Educational Activities and Trips

Educational visits can take many forms including:-

- ✓ Day trips to places of interest.
- ✓ Residential courses.
- ✓ Outdoor education activities (see policy for outdoor education)
- ✓ Sports activities away from the school site.
- ✓ Individual visits by pupils as part of their curriculum.

For the planning and carrying out of an offsite educational visit, the personnel involved are the Head Teacher, the Teacher organising educational visits, the Registered Manager, the Teacher and the Residential Support Workers attending the visit.

Full policy details are available.

Health and Safety and Security

Health and safety responsibilities derive from the Health and Safety at Work Act 1974 and associated regulations. Our school has a duty to ensure, as far as is reasonably practicable, the health, safety and welfare of pupils in school and off site visits.

Full policy details are available.

Safeguarding

The school has appropriate policies on Safeguarding, Bullying, Child Protection, Health and Safety, Inclusion and the curriculum areas. Chesham House School is committed to safeguarding and promoting the welfare of children and young people and expects all members of the school community to share this commitment. This commitment necessitates a safeguarding policy and the school may need to share information and work in partnership with other agencies when there is a concern about a student's welfare. This policy on child protection is in accordance with locally agreed inter-agency procedures. The policy also complies with guidance from the DfE and 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 Caroline Sullivan, Deputy School Manager. A copy of the safeguarding policy is available on request. Please see contact details at the back of this prospectus. We are committed to keeping our students safe: all staff working for us are subject to an enhanced check via the Disclosure Barring Scheme and undertake regular training.

Full policy details are available.

Complaints

The school has a full complaints procedure which is operative throughout the organisation. We aim to resolve all complaints at an informal stage. Where this is not possible, we operate a formal complaints procedure. Copies of the complaints procedure are available on request.

Number of complaints received by the school in the year 2019-20

None

Complaints concerning the school should be addressed to

Operations Manager SEMH Education:

Kicha Mitchell

Metropolitan House, 3 Darkes Lane, Pottersbar, Herts, EN6 1AG