

Cambian Great Dunmow School

Cambian Great Dunmow School

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

- **Mixed Gender • 11-19 Years**
- **Up to 38-weeks • Day Placements**

Welcome

Thank you for choosing Cambian Great Dunmow School, an independent specialist provision that aims to provide relevant, positive and high-quality education experiences and support for your child. We cater for children and young people aged 11 to 19 with ongoing social, emotional and mental health difficulties with associated completed needs.

Most of the learners that come to us have had negative experiences in prior educational settings and as a result this impacts on both academic achievement and social confidence. Our specially trained staff provide a warm, nurturing and caring school environment that allows children and young people to feel safe and valued as individuals. Our school places a strong emphasis on supporting learners to become emotionally resilient, self-confident and positive. For us safeguarding is a top priority and is fully embedded in our ethos policies, systems and practice. We foster teamwork, community collaboration and promote fundamental British values of democracy, mutual respect, individual liberty, tolerance and rule of law.

Our broad and balanced curriculum consists of a range of academic, social and vocational elements that builds on prior knowledge and develops essential independent and life skills. We organize our

learning experiences in small groups with personalized programmes and tailored support to ensure that all our students' needs, interests, aspirations and abilities is central. We motivate learners by rewarding and reinforcing positive choices and efforts as well as steps of achievement as students' progress towards their individualized goals. We prepare our students to enjoy and achieve in order to become confident learners who can reach their full potential.

We value your trust and support and look forward to working collaboratively with you during your child's journey with us. Do get in touch with your queries, suggestions questions and comments.

Sincerely

Kicha Mitchell

Kicha Mitchell
Operations Director
Education Support

Unit 13 Flitch
Industrial Estate,
Chelmsford Road,
Great Dunmow,
Essex
CM6 1XJ



Ethos and Vision

Vision

Our vision is to be a leading provider of high-quality specialist education and support prioritizing safety, trust and respect for all learners to help them achieve their full potential academically, emotional and socially.

Mission

At Cambian Great Dunmow School, our mission is to inspire children and young people to achieve their goals and become worthwhile citizens by supporting them in a holistic way to overcome barriers and develop their confidence so that they engage and benefit from the wide range of positive educational and personal development experiences.

Aims

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

- Providing a positive, safe and caring environment in which young people and staff feel happy and secure in the process of learning.
- Providing young people with access to high quality education and pastoral care that will enhance personal development, stimulate growth and provide equal opportunity through unique learning experiences both inside the classroom and in the local community.
- Developing young people's self-esteem, independence and awareness of, and consideration for, the feelings and the needs of others within the school and community.
- Encouraging young people to positively manage their own behaviour and difficulties by promoting self-discipline, supportive interventions as well positive behaviour management.
- Establishing a climate within which young people and adults can interact and relate, engendering high levels of mutual interest and personal respect.
- Providing a broad and balanced curriculum that meets each young person's needs, and for those with special needs, an individualised programme of support to access the curriculum and achieve the outcomes of their Education Health Care Plans (EHCP).
- Promoting the Fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs.



Admissions and Referral

Pupil Profile

- Socially and emotionally vulnerable children and young people aged 11 to 19.
- Has an Education Health Care Plan/Statement of Educational Needs with a primary diagnosis of social, emotional and mental health difficulties rather than another diagnosis such as ASD.
- Without an Education Health Care Plan who have ongoing presentation of SEMH difficulties characterized by challenging behaviours , physical and verbal aggression.
- May have other associated difficulties such as specific learning difficulties, social and communication issues, ADD, ADHD, inappropriate behaviour and attachment disorder.
- Have been excluded for mainstream settings or have had several unsuccessful educational placements.
- have gaps in learning and likely to be working below age related expectations (ARE).
- Have been previous negative experiences of school, learning and the curriculum.
- Are disengaged or exhibit poor learning behaviours.
- May have difficulties forming relationships with adults and peers
- Have difficulty managing in large groups and being taught in a traditional manner.
- May demonstrate extreme emotional and behavioural response when given instructions or challenged and need support to regulate emotions.

Referral Process

We accept referral all year round for children and young people whose places are funded by a United Kingdom placing authority. The school provide spaces for day students who are living at home with parents or foster carers as well as Looked After Children (LAC) who are residents within Cambian residential services or other residential service external to Cambian. All referrals into our services are planned. We do not take emergency placements.



Integration and Placement Planning

Children and young people progress and thrive in safe and secure environment, our goal is to improve life chances is contingent on being able to provide stable and successful placements.

The staff and management at Cambian Great Dunmow School are very aware that it can be quite difficult for young people to transition into a new environment. Our aim is to ensure that students feel safe and comfortable as they integrate into the school environment. We therefore work collaboratively with parents and placing authorities to plan integration into school so that this happens as smoothly as possible.

We will meet young people in their environment, whether home or school before they come into school. We will then invite young people to have a look around the school and meet with staff and other pupils. Where necessary we support a taster session which allows prospective pupils to join in lessons and activities before offering a placement within our school.

Each placement is decided on a case by case basis. There will be situations in which it may be agreed that a young person is not deemed ready to access full time education or required additional support in order to do so. Depending on the level of support needed by young people to adjust to the school environment and the expectations, additional adults may be utilized. We are also likely to build up to a full timetable where there are significant barriers to learning. Where necessary we will provide outreach education for those young people that not well enough come into school.

Assessment

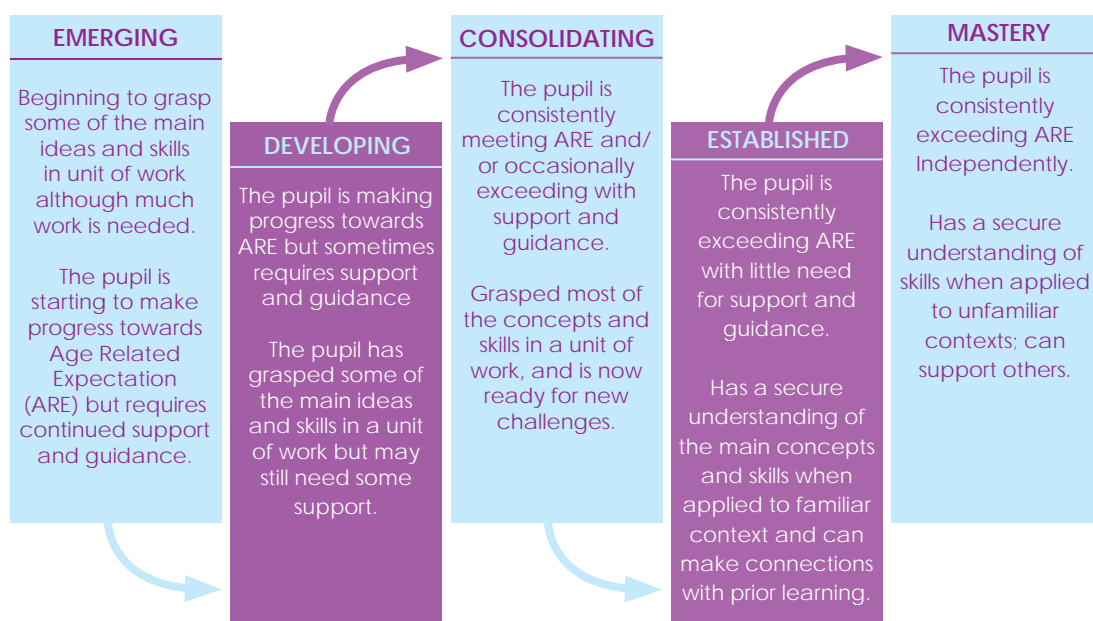
Assessment is a key process that is carried out within our school. The purpose of assessment is to give us a clear picture of where each learner is as well as to provide information to move pupils on in their learning towards their goals. We monitor the progress of students with respect to their starting points as well as closing the age-related expectations (ARE) gaps.

Purpose of assessment

We use assessment to:

- Personalize each learner's journey. This enables school to build a unique picture of each learner's strength and areas for development. Support needed to help the child realize their short and long-term academic achievements and aspirations.
- Enrich the classroom practice. We ensure that lessons, activities and all staff/ pupil interactions are engaging and meaningful. Through assessment we ensure that pupils' interest, aspiration and abilities.
- Support curriculum planning. This allows the school to adapt the curriculum to better meet learning needs and to provide learners with well informed choices. Cambian Great Dunmow School will use assessment information to ensure that curriculum content and experiences are pitched at the right level. All learners are supported to achieve expected levels of progress for the relevant national curriculum key stage and to complete an appropriate range of approved qualifications.
- Support sound pupil progress tracking. Assessment allows staff to form a view of the general progress of individual learners and well as progress in relation to a range of educational and development needs to specific targets such as Education Health Care Plan (EHCP) or Personal Education Plan (PEP).
- Provide evidence base for school improvement. Pupils' progress and achievement confirm the effectiveness of the curriculum, the impact of school improvement priorities as well as the contribution of staff members.

Assessment system





Baseline Assessment

At Cambian Great Dunmow School, we use a variety of assessment tools to benchmark the starting point of each student, both academically as well as social and emotional status. This includes the Wide Range Achievement Test (WRAT) , Strengths and Difficulties Questionnaire SDQ, Emotional Literacy, Functional literacy and numeracy level and GL assessment. We also collect information on emotional wellbeing as well as motivation to learn. The results of these assessments along EHCP objectives are set to set SMART targets that are monitored through Individual Education Plan and Individual Behaviour Support plans.

Formative and Summative Assessment

Teachers use both formative and summative assessment to judge pupils' attainment level.

Planning for Success

Based on assessment data, an individualized programme of study is developed for each student. Each student has a personalized curriculum including interest-based courses.

Differentiated Planning, delivery and support is tailored to suit learning styles, levels and abilities.

Intervention programmes

1:1 tutoring if necessary

Target setting and tracking

Individualized behaviour support

Accredited qualifications

Options and choices

Next step planning

Assigned keyworker

Individual Learning and support Plans (ILSP)

Reporting Achievement and Progress



At Cambian Great Dunmow School, we facilitate robust communication between home and school. We provide comprehensive information on how students are progressing at various points. On a daily basis, we record student's engagement and behaviour across lessons and activities. We provide weekly summaries for parents and key stakeholders about how pupils are progress against set targets. Once per term we provide a comprehensive written report on progress in all subject areas against targets.

We also host Personal and Education Planning Review meetings and contribute to various other meetings such as Looked After Children (LAC) and Team around the child (TAC) meetings. We may also host Open days and parent drop in sessions and parents' evenings.





Behaviour Management

At Cambian Great Dunmow School, we promote good behaviours through 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 teachers/teaching support/ carers charged with this responsibility.

School Rules

Points system: We operate a cohesive 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 engagement, behaviour and attainment during each session daily. Young people who reach their individually set targets are further rewarded with an approved activity such as internet time. Staff will also award bonus points for exemplary behaviours and achievements. The points are accumulated and can be 'cashed in' for tangibles at an agreed time.

Consequences: Clear and consistent consequences will be calmly and systematically applied where behaviours warrant this. We involve students 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 catch up sessions.

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.

Fixed term exclusion is usually applied where high level behaviour incidents occurs such bullying, physical assaults on staff or other students or property damage. Where a student is given fixed term exclusion, this is usually for the shortest time possible and work will be provided where possible for them to complete in the home during their absence from school.

Physical 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 will be used as an act of care and not punishment. Our staff are fully trained and certificated in PILLARS in line with the BILD Code of Practice. This helps staff to deal with aggression in a calm way that keeps everyone safe.

Pastoral & Therapeutic Support

All staff are trained in working with children with social, emotional and mental health difficulties. As a school we adopt a trauma informed / attachment aware approach to supporting students in our setting. We ensure that all pupils are assigned emotionally aware adults who support them to work with them to manage stressful situations and cope better with stressors in their lives.

We work with young people in small nurture groups of no more than 5-6 and with high ratio of adults.

We incorporate a number of physical activity sessions, life skills as well as counselling mentoring and activities such as mindfulness activities in the classroom to help children and young people learn social and emotional skills, removing barriers that prevent them from learning as well as helping them to focus and ignore distractions. We also support young people to interact with peers and building relationships with adults.

Within our school we provide quiet space for students who need a space to reflect, calm down and regulate their emotions.

Our school environment is carefully thought out from the choice of paint to the lighting and furniture to ensure it is safe and accessible and user friendly.

- They work closely along the care and education team in providing guidance and support as well as training. They attend and give input in various review and planning meetings such as TAC.
- The team works with our young people in a number of ways
- One to one counselling sessions
- Group sessions
- Session classes such as art therapy, mindfulness emotion regulation
- Clinical Assessments
- Behaviour observations

"Therapy sessions promote emotion regulation, empathy, confidence and self-esteem in pupils."

Ofsted



Spiritual, Moral, Cultural and Social Development

The school established a strong ethos that emphasizes trust, respect and success. We actively promoting fundamental British values through effective relationships, school expectations, education and various activities within and beyond the classroom. All staff plan for the development of SMSC in their lessons and in their courses. We have regular assemblies in school in which we explore a number of issues. All pupils are taught to regard people of all faiths, races and cultures with respect and tolerance



Curriculum

Experiences and Outcomes

Mathematical, Linguistic, Scientific:
Technological, Human & Social,
Aesthetic and Creative elements

Subjects include:

Mathematics, English, Science, ICT, Food
Technology, Art and Design, Music,
Physical Education, Modern Foreign
Language, Personal Social Health
Education, Citizenship, Humanities,
History, Geography, Religious Studies,
Health and Social Care, Psychology

Career Guidance & Work Experience

Projects Field trips, activities, after school
clubs, community work, assembly,
tutorials.

Creative Education

Art, Drama, Music, Movement

Examinations and Qualifications

Functional Skills Entry 3, Level 1, 2 and
3, Entry Level Certificates, Single Unit
Awards, GCSEs, A' levels, BTEC

Values

- Achieve personal best
- Inclusiveness
- Unconditional positive regard
- Enriched learning experiences
- Relevance & coherence
- Independent learning
- Choices and options
- Flexibility

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

We emphasize personal
development as well as academic
success. We aim to produce:

- **Confident individuals**
- **Effective communicators**
- **Successful learners**
- **Responsible citizens**

Principles

- Personalization
- Progression
- Integration
- Reintegration
- Transition
- Thematic approach
- Cross curriculum Links

Focused Assessment

- Initial screening- literacy & numeracy, learning style & Emotional Literacy
- Ongoing formative assessments - tests, homework, quizzes, peer and self-assessment.
- Daily monitoring of education outcomes, engagement attainment, behaviour.
- Weekly Progress reports
- Specialist assessment where appropriate- Reading speed and comprehension, Writing speed, spelling, Maths computation, memory, dyslexia & dyscalculia testing & intervention.
- Half Termly Progress reports
- Target setting and Tracking
- External examinations

Learning and Teaching

- Highly committed, experienced and team of teachers, learning support assistants and support staff.
 - Small class size
- High expectations for learners
- Varied teaching strategies and methodologies
 - Differentiation
- Stimulating learning environment
- Well integrated use of technology

Personal Support

- Personalized learning programs
 - Individual Learning and Support plans
 - Small class sizes
- Target setting & reflection
- Intervention/enrichment in literacy, numeracy and other subjects
 - Strong pastoral care
- Outreach where necessary
- Working closely with care home staff and other agencies
 - Access to therapeutic support at all time.

Career Support and Next Step Planning

We aim for all our pupils to continue on in education and training, be gainfully employed or gain an apprenticeship when they leave us.

To this end, we provide impartial career advice and support to help you to make informed choice with your future choices.

- **Fast Tomato Careers Inventory** • **Independent Careers Advisor** • **Personal Social Health Economic Education (PHSEE)**
- **Key working** • **Advocate support** • **Career Action Planning** • **College application** • **College Open Days**
- **Guest Speakers** • **Visit to place of work** • **Career research** • **Job search and application**

We will also support you to towards your goal of independence in a way that is best suited to meet your needs. This may involve things such as cooking, budgeting understanding health and safety with the home.



Policy Statements

Safeguarding Policy

At Cambian Great Dunmow School we endeavor 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.

All students have comprehensive risk assessments with proactive strategies in place which are used implemented to ensure high level of safety for all.

Policy Statements



Equal opportunities and values

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

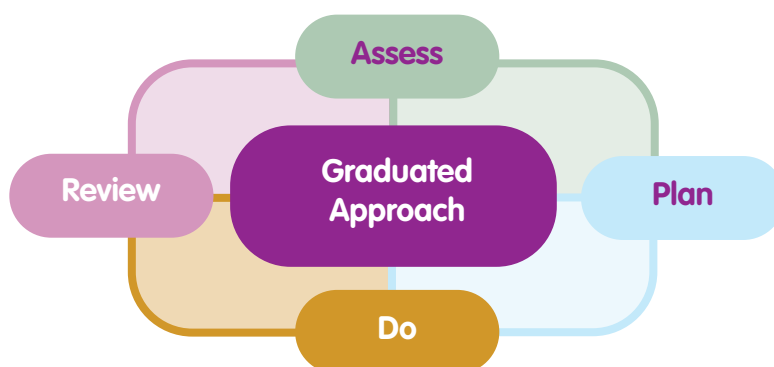
The school health and safety policies and practices comply with National Guidance and ensure the wellbeing of all young people, staff and visitors. All members of staff are aware mandatory training as appropriate. Pupils are encouraged to act safely and participate in a range of positive activities. The school environment is monitored regularly to ensure safety of all.

First Aid Policy

Our First Aid policies and practices comply with the Guidance on First Aid for Schools' Best Practices Document published by Department for 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 kits are available on site and are taken on school outings. School will ensure that staff trained in administering first aid is 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 and as part of a school related activities.

Special Education Needs

Where pupils have an Education, Health Care Plan (EHCP) or additional needs, the school's designated teacher (Headteacher) will ensure that all entitlements are met and goals are supported as part of the individual mapping process. Goals from EHCP are used to formulate short term targets. We monitor progress against targets regularly and submit to placing authority to inform the review process. Students requiring additional support or for whom there are gaps in their education, targeted intervention are put in place in order to increase their functioning levels. Where the school feels that a pupil could benefit from having an EHCP an application will be made on his/her behalf.



A young person with long brown hair is painting on a canvas. They are holding a blue paintbrush and a palette. The background is a blurred indoor setting with a wooden easel and a chain hanging from it.

Policy Statements

Young People who have English as an Additional Language (EAL)

The school welcomes and values the cultural, linguistic and educational experiences that students with English as a second language 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, 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 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 body functions.

Policy Statements



Relationship Sex and Health Education Statement

The intent of our Relationships and Sex Education is to help and support young people through their physical, emotional and moral development. Our RSHE programme is firmly embedded in PSHE and is designed to help young people learn to respect themselves and others and move with confidence from childhood, through adolescence into adulthood.

Our programme aims to provide the basis for an ongoing programme of RSE that will assist children to:

- Develop positive values and a moral framework that will guide pupils' decisions, judgements and behaviour as they move into adolescence and adulthood
- Understand the consequences of their actions and behave responsibly within all relationships
- Have the confidence and self-esteem to value themselves and others and to have respect for individual conscience and the skills to judge what kind of relationships they want
- Communicate effectively
- Avoid being exploited or exploiting others
- Avoid being pressurised into behaviours or situations they do not feel comfortable with
- Understand the processes of puberty, conception and birth
- Show respect for their own bodies and other people's
- Recognise their emotions and express them effectively and appropriately
- Understand the importance of family life for all and, in particular in the development of a child
- Recognise and respect that different people make different decisions about the relationships they choose to enter into.

The aim of RSE at the secondary level is provide clear progression from what has been taught at the primary level and will give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It will also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). We will teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

As Stated by the Department for Education in statutory guidance published June 2019, parents/ carers have the right to withdraw their child from some, or all of sex education delivered as part of statutory RSE. Please note, the right to withdraw is for sex education only and does not include content delivered as part of relationships and health education. If a parent/carer wishes to withdraw their child from any part of sex education, they need to contact school to have a discussion with the Head Teacher, so that he/she can be made aware of the reasons and provide alternative arrangements. The request to withdraw a child from sex education can be made up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should include the young person in sex education provision.

Information Available to Parents



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

The Proprietor

The proprietor of the school is Farouq Sheikh, Chair of the CareTech Board. The representative of the Proprietor of the school, whose address for correspondence during both term times and holidays, is:

Andrew Sutherland,
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.