

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

Cambian Red Rose School, Lancashire

Mixed gender | 5-17 years | 38 weeks | Day placements



Overview

Cambian Group has a nationwide portfolio of Department for Education (DfE) registered special schools, each of which provides a high standard of education for children with a broad range of social, emotional and mental health difficulties (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 with 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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Achieving their personal best

Cambian Red Rose School

Cambian Red Rose School is an independent, DfE registered co-educational day school, providing specialist education for up to 30 students, aged 5 – 17 years. The school is non-denominational and has a secular ethos but respects the cultural needs and religious beliefs of all. The school specialises in educating students with SEMH through flexible learning programmes delivered using high quality teaching and exceptional pastoral care.

The Cambian Group, are one of the largest providers of specialist behavioural health services for children and adults in the UK. Although our work embraces many specialist disciplines, it is united by a common purpose: to actively enable each and every one of our students to achieve their personal best, however it is defined by them or for them.



Age range

5-17



Specialist education
for up to

30 students



Welcome

Cambian Red Rose School has a good reputation for providing high-quality, personalised education for students with Social, Emotional and Mental Health (SEMH) difficulties. The success is based on an approach which combines high expectations with sensitivity to the needs of individual students.

Well-qualified and experienced staff work together to make our school a successful and happy community. We offer a rich, varied and stimulating curriculum, which includes academic and vocational studies. Timetables are tailor made to each individual to ensure they are making progress and receiving the required level of therapeutic input.

As a school, we strive to continually improve. The school supports a full range of national curriculum topics for its learners, underpinned by a whole school approach to the emotional well being of each student. Students from key stage 1- 4 will have access to a creative curriculum, which will be suitable not only to their age, but also their ability and potential. We believe that our students will be able to achieve excellent results in their GCSE qualifications, as well as Entry Level certificates alongside the functional skills certificates awarded by BTEC and other vocational qualifications.

The school offers a nurturing and caring environment that allows all students to thrive and achieve their full potential. Particular importance is placed on recognising and rewarding individual achievements. The students are encouraged to participate in a wide range of activities that enrich their spiritual, moral, social and cultural development. This development is promoted by school trips, workshops, charitable work and PSHE lessons.

Our effectiveness is dependent 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 right secondary Special Educational Needs (SEN) school is an investment for the future. I hope this prospectus will give you some sense of the school's vitality, 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.

About our school

Aims of the School

- ✓ Create a stimulating and happy environment in which children can reach their full potential;
- ✓ Establish a caring community in which children are supported and support each other;
- ✓ Foster self-respect, self-discipline and a sense of responsibility and concern for others;
- ✓ Care for the local and world environment and community;
- ✓ Provide a broad, balanced, relevant, rich and differentiated curriculum;
- ✓ Foster a positive and enquiring attitude to learning that encourages self-motivation and perseverance;
- ✓ Promote close partnerships with parents/ guardians/carers and the local people and organisations;
- ✓ Provide a curriculum appropriate to the needs of each child, which whilst being based on the national curriculum, goes above and beyond;
- ✓ Provide continual assessment and evaluation to monitor each child's progress.

At Cambian Red Rose School, we aim to educate and develop our students to have active and creative minds that can make a positive contribution to society. We strive to transform their learning experience, encouraging their academic, social and emotional development as well as developing their own personal sense of ambition.

All staff endeavour to create a safe environment for the well-being of the children, observe a purposeful code of conduct and work in harmony with one another.



Student profile

Students attending the school have either been placed in the care of Cambian Group, or are day placement students. Some will have a Statement of Special Educational Needs (SEN) or Education, Health and Care Plan (EHCP).

Student Profile

Mixed gender

Age range: **5-17 years**

Placement: **38 week, day**

May be diagnosed with or present with:

- ✓ **Social, Emotional and Mental Health (SEMH) difficulties**
- ✓ **Attention Deficit Hyperactivity Disorder (ADHD)**
- ✓ **Challenging behaviour**
- ✓ **Likely history of placement or family breakdown**
- ✓ **Attachment disorder**



Facilities and services

Therapy

The school offers a therapeutic environment, where all staff have been trained in various techniques to work successfully with vulnerable young people who may display a wide range of emotionally triggered behaviours.

Individual sessions are usually offered once/twice a week and last around forty minutes. Topics covered may include themes such as attachment disorders, anger management or the building of self-esteem. The sessions take place in a student's home, this provides a safe and comfortable venue.

While client confidentiality is always respected, a half-termly report is produced for staff, parents, local authorities and other involved professionals. Members of the therapy team are able to provide a link between the therapy input, the school day and the home. There is also a personal support worker in their house groups.

Careers education and guidance

All students receive careers guidance, including an input from the local Connexions team, beginning with transitional reviews in Year 9. Careers education is provided by aspects of the PSD (Personal and Social Development) programmes, as well as through cross-curricular learning opportunities.

Students access Work Related Learning / World of Work wherever possible (ASDAN/NCFE), and Preston College offers a wide range of courses that are made available to our students.

Reporting students' achievements and progress

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

We 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 a parent has agreed otherwise.

We also recognise the need for an education offering creative programmes for young people who require extra care and support in their pastoral and academic situations.

The school's general academic performance, including exam results, inspection reports and school development updates will be published and made available for inspection (by social workers, parents, local authority, and other relevant agencies). School reports and Ofsted reports will be sent directly to parents/carers/guardians.



The curriculum

Examination course assessment

Students will follow a variety of examination courses, dependent upon their individual education needs. These will include; GCSE, BTEC, NVQ and other externally accredited courses. As students' progress through Years 9, 10 and 11 they will be continually assessed in line with the QCA. At present this assessment is based on a combination of teacher assessment and standard tests at the end of each key stage. In 2014-2015 our students did not sit any formal examinations.

Curriculum enrichment

We actively promote opportunities to broaden students' 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.

Vocational placements

We offer vocational placements to all students and they will have the opportunity to receive staff support as required, including college. In some cases there may be the opportunity for students to begin working independently at placements. However, this must be risk assessed and pre-planned and the final decision is made by the school.



Achieving meaningful progress



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, so as to address significant gaps in previous learning.

Key stage 1 and 2

We have a primary approach to our key stage 1 and 2 learning. Teachers work with the students, focussing on different subject areas. The emphasis is on engagement, literacy, numeracy and creativity. Assessment and tracking will relate back to the national curriculum progression guidance.

Key stage 3

Learning is differentiated according to ability in key stage and takes into account 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, in all cases, relate back to national curriculum progression. Where appropriate, early entry into accredited programmes such as Entry Level, 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. This includes academic qualifications offered via Entry Level and functional skills, ASDAN short courses, employment workshops and GCSE examinations in a range of subjects. Vocational qualifications are also made available (see curriculum policy).

Key stage 5

At key stage 5, students have the opportunity to build on their GCSE results and/or take part in a BTEC/NCFE/ASDAN qualification to help them further their future. Work-based programmes and introductions to further education will also be offered to those who are seeking these experiences.

Additional information

Safeguarding statement

The parents/carers of students attending Cambian Red Rose school should be aware that the school has a duty to safeguard and promote the welfare of the 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 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 **Kerry Maynard, Head Teacher**. Please see the contact details at the back of this prospectus.

A copy of the school's safeguarding policy is sent to parents/carers and prospective students, and is also available from the school office.

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 have to undertake regular training (every two years).

Policy documentation

The following policies and information are available to all parents, carers or students/ prospective students as

well as the Chief Inspector, Secretary of State or Independent Inspectorate upon request:

- ✓ Arrangements for admissions
- ✓ The schools aims and ethos
- ✓ Behaviour and discipline/exclusions
- ✓ SEN/EHCP (Education Health Care Plan) policy and welfare information
- ✓ English as an additional language policy
- ✓ Complaints procedure including the number of formal complaints received
- ✓ Anti-bullying
- ✓ Health and safety
- ✓ First aid





To discuss a placement in confidence, call us on 0161 507 3723 or email ccs.referrals@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 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 a way in which 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, 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 at the back of this prospectus, especially if your complaint relates to the school leadership. In the last academic year there were no complaints recorded.

Equal opportunities and the values of the school

We are 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 also feel valued and able to participate fully in the life of the school.

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:

Chris Strong,
Managing Director Education,
Metropolitan House,
3 Darkes Lane,
Potters Bar, Hertfordshire EN6 1AG.

The representative of the proprietor may be contacted at chris.strong@caretech-uk.com.

Cambian Red Rose School



How to find us

By rail

Cambian Red Rose School is located near Bamber Bridge railway station. There are half-hourly trains from Manchester to Preston and hourly trains from Liverpool to Preston. It is then a 10 minute train journey from Preston to Bamber Bridge.

By car

Cambian Red Rose School is located just off the A6 which is assessable from the M65, M6 and M61 providing easy access from the cities of Preston, Manchester and Liverpool.

To discuss a placement in confidence, call us on **0161 507 3723** or email ccs.referrals@cambiangroup.com

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DfE Ref No: **888/6059**

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