



Chesham House School

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

- Mixed Gender • 10 - 18 years
- Day school

Welcome

Thank you for taking the time to find out more about our school, it is a privilege for any school to be given the responsibility of educating a young person and I am proud to be afforded the honour of leading Chesham House school and our team.

Here at Cambian Chesham House School our aim is to develop well rounded, confident and responsible young people who are aspirational for the future and work hard to achieve their personal best often overcoming significant barriers to do so. We do this by providing a welcoming, happy, safe and supportive community and inspiring our young people to succeed. We strive for our students to achieve their academic goals alongside developing their independence and personal skills to allow them to succeed both in their education and beyond.

Excellence is at our core and our team are the foundation of our success. Committed and enthusiastic teachers deliver learning that is high quality, enjoyable and encourages a love of learning, tailoring their delivery to students' personal abilities and interests. We encourage students to realise the value of learning both now and in the future. Our curriculum is rich, stimulating and varied, offering students the opportunity to succeed in both academic and vocational areas.

Our success is based on our unconditional positive regard to all young people, irrespective of their background. Our students are at the centre of everything we do, our school is a community in which students are able to feel seen, safe, soothed and secure with a sense of belonging that supports them to develop the confidence to engage and explore. Every student is a unique and valued individual and we aim to nurture this both inside and outside of the classroom. Building supportive and trusting relationships is an important element of our school and our nurturing approach supports students to develop, grow and learn.

We believe that parents/carers play a valuable role in the success of our students and we place a high emphasis on building positive relationships with key people within their lives to further promote their successes. We look forward to developing our partnership with you and welcome you to come and see for yourselves what makes our school so special.

We look forward to meeting you.

Rebecca Smith

Head Teacher

Chesham House
School
Thrush Drive
Bury
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Our School

Here at Cambian Chesham House School we provide a high quality, personalised education for students with Social, Emotional and Mental Health (SEMH) challenges that can create barriers to learning. We prioritise breaking down barriers for students, who have often previously had negative experiences of education and school settings, to enable them to achieve in all aspects of their learning journeys and school life.

Our well qualified, experienced and passionate team work together to promote our school as a community and ensure our students success both within our school and beyond. We offer a rich and varied curriculum that we are able to tailor to individual students needs and interests offering a range of both academic and vocational elements. Timetables are tailored to each individual to ensure they have the best opportunities available to them to make good progress and fulfil their potential. We continually monitor and improve our offer, embracing opportunities to further build and expand on the learning experiences of our students.

Our school supports the national curriculum building strong Literacy and Numeracy skills, underpinned by a whole school approach to emotional wellbeing, to ensure students are able to fully access the range of subjects and opportunities available to them. Students at KS3 and KS4 have access to a creative curriculum that encourages them to develop in their own way often exceeding their own expectations. Students are able to access a range of qualifications including GCSE's, Functional Skills, BTec, Asdan and other vocational options.

We pride ourselves on our nurturing approach and the sense of community within our school, creating an environment in which students can thrive. Students remain part of our story even after they have progressed to their next steps. Our staff team build strong positive relationships based on mutual respect and trust and ensure that students are valued allowing them to thrive within our school. We celebrate achievement both big and small as every step is as important as they strive into their futures.

Personal development is a core element of our school and students are actively encouraged to take part in a wide range of activities that enrich their experiences. Spiritual, Moral, Social and Cultural development as well as fundamental British Values are embedded across our curriculum and our school.



Student Profile

At Chesham House School, we believe that every child is entitled to an accessible education that is broad, balanced and suited to their needs, our learning environment, curriculum and style of education is designed to support this and provide a nurture-based approach to a collaborative education.

Student Profile:

- Mixed Gender, ages 10 – 18yrs
- A range of mental health concerns including anxiety and depression
- A range of specific learning difficulties including dyslexia, dyscalculia, dysgraphia, dyspraxia
- Students with emerging or diagnoses of conditions including ADHD, ADD, ODD and PTSD
- Exposure to traumatic/adverse life events
- Attachment difficulties
- Experiences of self-harm
- Significant gaps in education
- History of placement or family breakdown
- School based anxiety
- Emotionally based school non-attendance
- Social communication difficulties
- Emotional literacy difficulties
- Behaviours that challenge
- At risk of CSE / CCE
- Students with an Education Health Care Plan

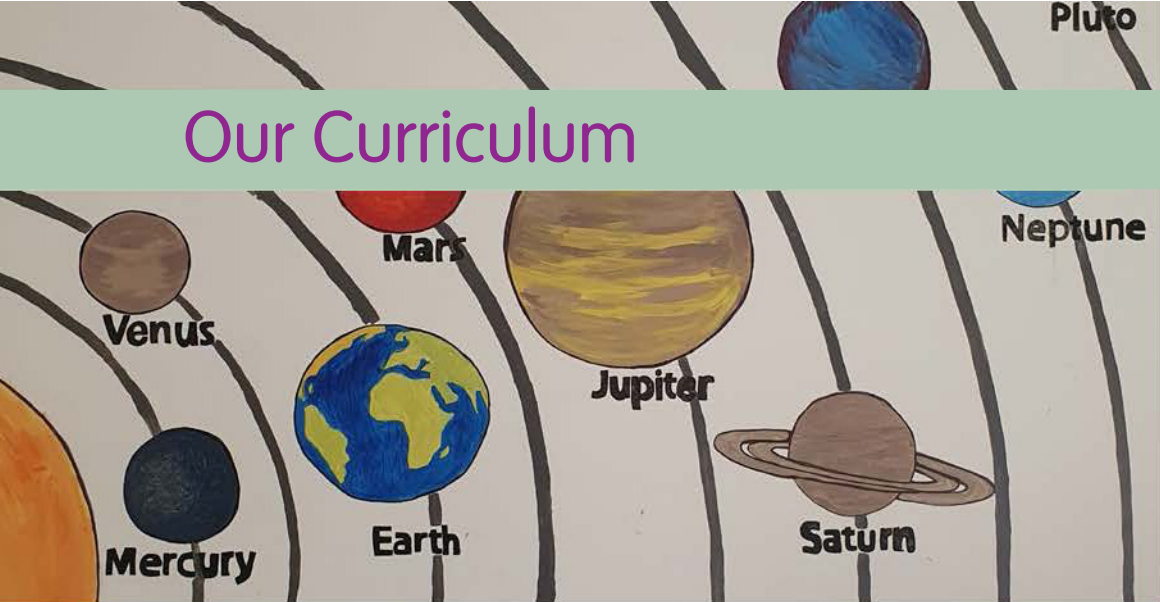
Our Approach



Here at Chesham House School, we pride ourselves on the nurturing approach we promote within our community, we base this on the following principles:

- We will always treat our students as individuals, aiming to support and respond to their emotional wellbeing enabling them to progress and achieve
- We offer a learning environment in which students co-create and can feel seen, safe, soothed and secure
- We promote and encourage students to be themselves, respect themselves and to believe in themselves
- We offer trauma sensitive approaches and are working towards Trauma Informed School status
- Staff are consistent and reliable role models who respect our students and place them at the centre of everything they do
- We understand that all behaviour is communication and as such we seek to understand the needs behind behaviour in order to understand this communication
- We recognise that every student has had different experiences in life and as such has different needs in order to grow, develop and reach their full potential





Our Curriculum

Here at Chesham House School we offer a bespoke curriculum specifically tailored to promote student success and progression. Our curriculum aims to:

- Enable all students to learn and develop their skills to the best of their ability;
- Promote a positive attitude towards learning, so that students enjoy coming to school, and acquire a solid basis for lifelong learning;
- Enable students to be creative and to develop their own thinking;
- Enable students to be positive citizens in society;
- Help students understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- Enable students to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.
- Support students to become confident individuals who are physically, emotionally and socially healthy;
- Provide students with the opportunity to be responsible citizens who make a positive contribution to society and embrace change;
- Engage students in managing risk positively together with their own wellbeing

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.

Key stage 5 At key stage 5, students have the opportunity to build on their KS4 outcomes 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.

Subjects Include:

- Maths
- English
- Science
- ICT
- Humanities
- Physical Education
- Art & Design
- Home Cooking Skills
- PHSE / RSE
- Employability
- Personal Development

Vocational Placements

Vocational options are also available in areas such as Hair & Beauty, Construction, Animal Care, Motor Vehicle Maintenance, Uniform Public Services, Health & Social Care. We work with a range of partners across the region to ensure our students are able to access rich and varied experiences tailored to their personal interests and future aspirations.



Curriculum Enrichment

We actively promote opportunities for students to take part in a wide range of experiences that broaden their skills and knowledge through educational activities and trips, personal projects, community activities and work experiences both on and off site. Students have taken part in tailored workshops from external speakers, outdoor education experiences, first aid training and team building exercises delivered by skilled providers as well as our own team. Students are encouraged to make positive contributions to the wider world and society throughout the school year including working at the local food bank and taking part in community litter picking. In addition, students have opportunities to engage in animal therapy, music sessions and wellbeing through sport sessions. Activities are planned in collaboration with students as well as parents and carers.

Careers Education & Guidance

All students receive a careers education tailored to their age as well as individualised careers guidance that includes regular 1:1 sessions with our Careers Partner, GA Career Links. GA Career Links work alongside the school promoting the Gatsby Benchmarks and supporting students to be prepared for the fast-changing world of work. Our careers partner supports students to access a national network that connects our school with employers and careers programmes to create high-impact career opportunities for our students. Where appropriate students are encouraged to undertake work experience placements to enhance their experiences of the world of work. All placements are dependent on risk assessment outcomes and are pre-planned.

"Pupils are helped to become more positive about their futures. This is in part due to staff's high aspirations for them. Careers education, information, advice and guidance is exceptionally strong. This helps pupils to know about the different opportunities that are available to them when they leave the school."

Ofsted Feedback – October 2021



Inclusion

Here at Chesham House School we believe that high quality teaching is the foundation for progress for all of our students and that every student that joins us is provided with an accessible education. When planning all teaching and support staff ensure that students are:

- Provided with focused lessons with clear objectives that are both achievable and that stretch and challenge our students to progress
- Involved in their learning journey, able to contribute to their learning plans and able to fully engage in their learning
- Encouraged to have high levels of interaction in every lesson, we believe learning is an active process
- Accessing teachers that are skilled in questioning, modelling and explaining
- Encouraged to be active learners with regular opportunities to discuss ideas and learning both individually and in groups
- Supported to become responsible for their learning and to be able to work independently
- Motivated to develop a lifelong love of learning

When students first arrive at Chesham House School we seek to understand their needs fully in order to ensure they receive the best education for them. As part of this process during their transition period students undertake the following:

- Boxall / SEMH Profile
- VARK Learning Styles Questionnaire
- Baseline Assessments in English and Maths
- Co-created Pupil Passport
- Executive Function Questionnaire

All these areas help us to build a picture collaboratively with our students to identify what works well for them, what support they would benefit from and how we can work together to ensure good progress throughout their learning journey.





Educational Health Care Plan

Where pupils have an Education Health Care Plan (EHCP) or additional needs, we will ensure that all entitlements are met and goals are supported as part of the individual mapping process. Goals from the EHCP are used to formulate targets to ensure pupil progress, these are regularly monitored, reviewed and updated to ensure that the right support is in place for each individual student. Students have targeted learning plans as well as access to intervention sessions designed to increase their functioning levels and accelerate their progress.

Young People Who Have English as an Additional Language (EAL)

The English as an additional languages paragraph is a repeat of the paragraph above it. Please amend to the below:

In common with the rest of the curriculum, where a child is learning English as an additional language, this is individually planned for, considering the particular needs of the child and working with the family to plan how best to facilitate the child's integration into an English-speaking setting.

The aims of our (EAL) provision are that all students whose first language is not English:

- become autonomous in all aspects of the English Language;
- are supported so that they gain full access to the full school curriculum that is offered;
- become aware of and can appropriately respond to differences and similarities between their cultures and others;
- progress in their abilities within each aspect of the English Language including speaking, listening writing and reading;
- are supported in their preparations for their next step in their academic careers.

Chesham House School

Outcomes 2025

GCSE

1 x English Language

2 x Mathematics

2 x Science

NCFE

2 x Mathematics Level 1

2 x Mathematics Entry Level 3

1 x English Level 2

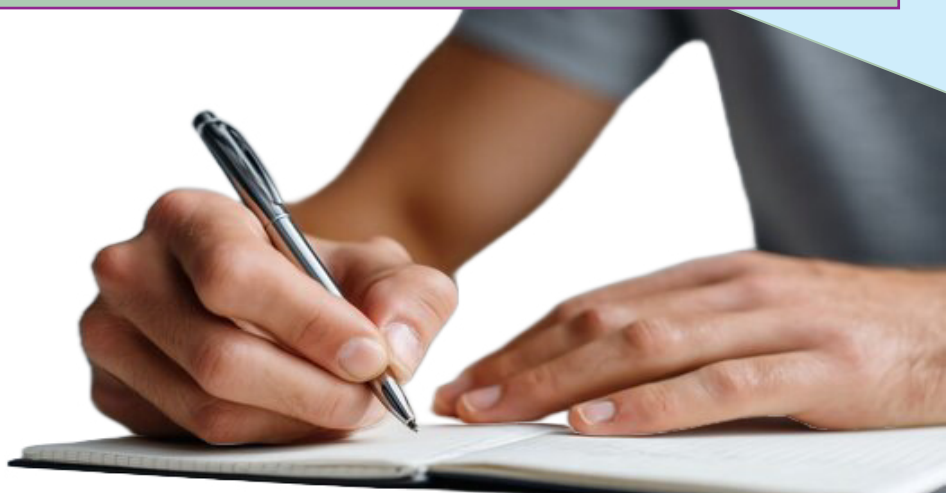
1 x English Level 1

1 x English Entry Level 2

LOOKING TO THE FUTURE

All year 11 leavers have identified a Post-16 pathway into college or training.

Two young people have successfully secured places at their first-choice Post-16 colleges.



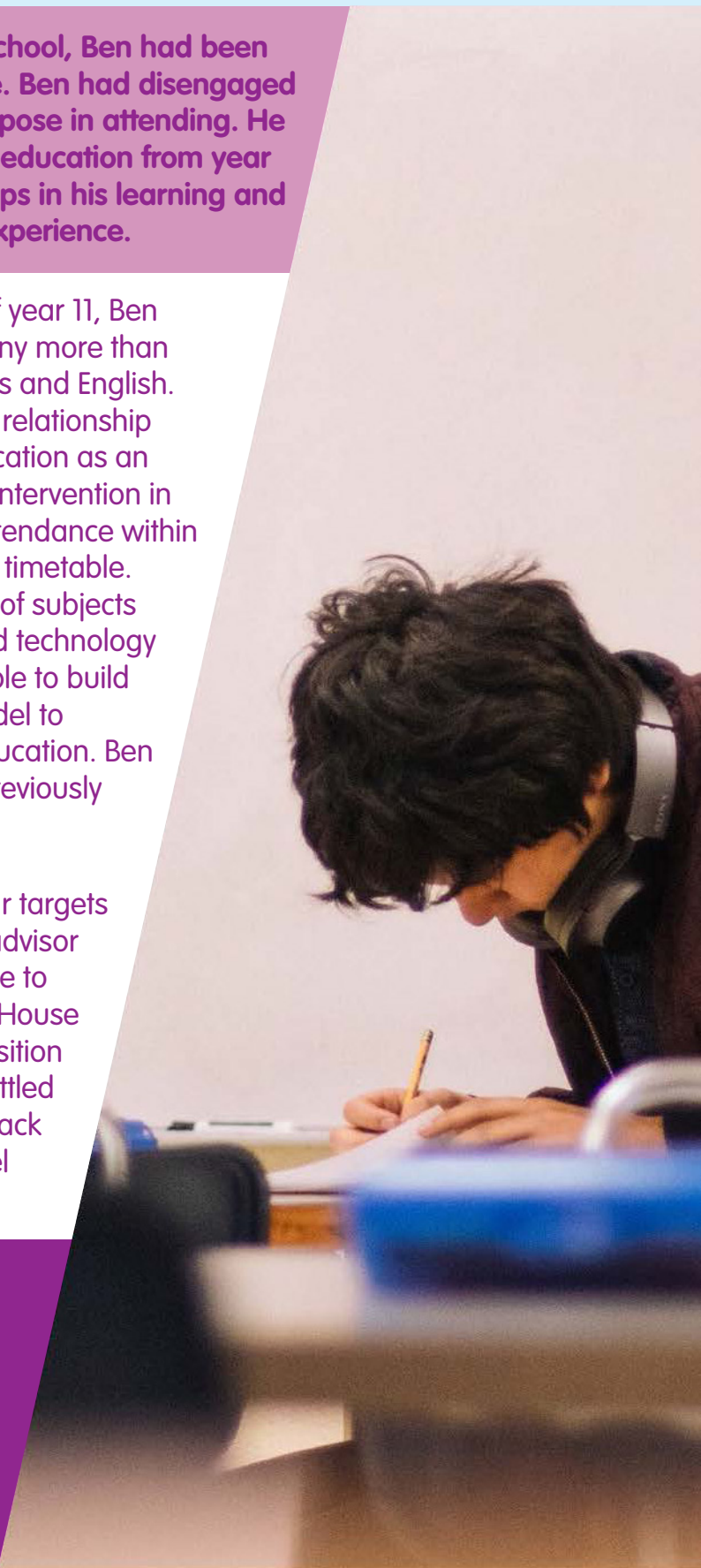
Before starting his journey at Chesham House School, Ben had been out of education for a significant amount of time. Ben had disengaged completely from his education and saw little purpose in attending. He had experienced low levels of consistency in his education from year 8 with very low attendance, there were large gaps in his learning and in his mind, attending school was a 'pointless' experience.

Ben joined Chesham House in the Autumn term of year 11, Ben initially stated regularly that he would not attend any more than two afternoons per week and would only do Maths and English. With a carefully planned transition with a focus on relationship building, building self-esteem and promoting education as an enjoyable activity alongside a targeted academic intervention in order to accelerate progress, Ben increased his attendance within a 6-week period and was attending a full 25-hour timetable. Ben was engaging positively across a wide range of subjects including English, Maths, Science, ICT, Art and Food technology as well as an Enrichment programme. Ben was able to build positive peer relationships and became a role model to younger students promoting the importance of education. Ben thrived within a school environment that he had previously been unable to do.

Ben went on to successfully achieve his end of year targets and was supported by the team and the careers advisor to access a placement within a mainstream college to study Electrical Installation. The team at Chesham House worked alongside the college to ensure Ben's transition to college was positive and successful. Ben has settled in well into his first year of college and has been back to visit us, a community he says he will 'always feel connected to'.

"Thank you so much for everything you and the staff at Chesham have done for us. I literally couldn't see the light until he started with you guys and now thanks to you all his future looks a lot brighter!"

- Ben's Parent - July 2021





Feedback

"Pupils at Chesham House achieve well. This is because staff have high expectations of them and are skilled in meeting pupils' individual social, emotional and mental health needs. Staff help pupils to engage with their learning and to develop pride in their work."

Ofsted Feedback – October 2021

"The communication with the school has been excellent and they have worked really hard to meet the needs of our young person who can be very complex. We would like to thank the staff at the school for all the work they have done with our young person and we know he will miss them and the support they have given him."

**- Parent/Carer Feedback
– June 2021**

"Pupils who spoke with inspectors said that they enjoy coming to Chesham House. They recognise that their own and other pupils' behaviour improves over time. They listen in lessons and work hard. Pupils said that bullying does not happen often. Staff resolve any issues that arise. Pupils said that adults in the school treat them fairly. The actions of staff help pupils to feel safe in school."

- Ofsted Feedback – October 2021

"The school has been amazing with our YP. They have ensured that the YP has felt safe and secure allowing them to thrive within education. Our YP looks forward to going to school and the staff have done an amazing job in such short space so much so they have become one of the protective factors in our YP's life. Nothing has ever been too much trouble and they adapt and respond to the YP's needs to allow them to access learning. Their relational approach has been outstanding"

- LA Feedback – July 2021

The communication with the school has been excellent and they have worked really hard to meet the needs of our young person who can be very complex. School have offered outside provision and worked with the home and our young person to look at his views, wishes and feelings. The School have supported us in helping our young person to look at his post 16 options and also the careers advisor has given him the opportunity to get involved with [work experience] where he has been able to help to coach younger children and help them develop their football skills.

**- Registered Home Manager Feedback
– June 2021**

Additional Information



Arrange a Visit

Choosing the right school for your child can be a difficult decision and we encourage you to visit us so that we can demonstrate why Cambian Chesham House School may be the right choice. This will also give you the opportunity to meet our students and staff, as well as explore our school. We always extend a warm welcome to all of our visitors and a visit would provide a good opportunity to find answers to those questions not easily answered in a prospectus or on a website.

Referrals

The majority of individuals are referred and placed by their local authorities, in order to determine whether Cambian Chesham House School may be the right placement, the head and senior staff carefully examine the education, health and care plan (EHCP) and other relevant background information of the prospective student. Prospective students may be assessed in their own setting by our team depending on their current circumstances. This information is added to that made available by local authorities, other placing bodies and parents. Following the assessment and review of reports, the Head Teacher is then able to confirm whether Cambian Chesham House School is able to meet the needs of your young person allowing you to decide if Chesham House is the right placement for you.

Safeguarding

At Chesham House School, we endeavour 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 steps to inform young people of their rights to safety and protection and the options available to express their fears of 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 levels of supervision and support
- Our guiding principles for staff and students, centre on our school rules of Ready, Respectful, Safe. These principles guide our everyday

Copies of the school's safeguarding policies are available in print, in electronic form or on our school website.

Additional Information



Positive Behaviour Support

We aim to promote positive behaviours using a supportive and consistent approach that includes the use of encouragement, rewards and incentives. Our approach is to ensure that students experiencing distress behaviours are cared for in ways that are sensitive to their needs and to provide safeguards for staff charged with this responsibility. At Chesham House School we utilise a Positive Points system, students are able to gain positive points throughout the school day. We believe that recognising and celebrating success and achievement both big and small is important for our students and this can be through the points system, daily shout outs, weekly certificates and additional incentives through the term.

Sanctions

Where necessary, clear and consistent consequences will be calmly and systematically applied. Students will be actively involved in identifying where this may be necessary. In cases where a more serious incident occurs, restorative justice or reflection sessions are carried out, these sessions give students the opportunity to reflect on the event, identify what happened and work out strategies that can be implemented to prevent it from happening again. These sessions are supportive in nature and students typically find them very helpful. When consequences are applied they may include loss of points, verbal reprimand, activity ban, a donation of positive points to a chosen charity or an internal exclusion. .

Physical Intervention

As a last resort, restrictive physical intervention may be required to keep a young person safe or to prevent serious harm to others. At all times physical intervention is used as an act of care and not punishment. Our staff are fully trained and certificated in Pillars, an approved programme by Cambian Group, in line with the BILD Code of Practice. This helps staff to deal with the risk of harm to an individual or others in a calm way that keeps everyone safe.

Exclusions

The decision to 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, the decision will be made in conjunction with the Regional Educational lead.

Policies & Procedures

The following policies and procedures are available in printed format or electronically on request as well as on the school website:

- Admissions
- Anti-Bullying
- Behaviour Management
- Curriculum
- Complaints
- Data Protection
- English as Additional Language
- Health and Safety
- Safeguarding
- Special Educational Needs
- Exclusions
- First Aid
- Whistleblowing

Feedback

We strongly believe that our community is made up of not only our students and our team, but also a wide variety of others including parents/carers, social workers, virtual schools and many more. We encourage all members of our community to give us feedback about our school. 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 at the front of this prospectus.

We believe that collaborative relationships with home are vital to our students' success, we will regularly feed back to the key people in our students' lives such as parents/carers through weekly reports, termly reports and open days to ensure you are able to fully support your young person's progress.

Complaints

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 on request or is accessible on our school website. This policy is designed to help you raise concerns and ensure 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 especially if your complaint relates to the school leadership.

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
4th Floor, Parkview, 82
Oxford Road, Uxbridge,
UB8 1UX.

The telephone number on which the representative of the proprietor may be contacted is **07701314378**.