



Cambian Red Rose School

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

Mixed Gender • 8-18 years • 39 weeks • Day Placements

Welcome

Cambian Red Rose School is an independent, DfE registered co-educational day school, providing specialist education for up to 35 pupils, aged 8 – 18 years. At Red Rose School we specialise in educating pupils with a variety of associated SEMH difficulties through flexible learning programmes delivered using focused teaching and exceptional pastoral care.

Our objective is to provide an inspirational learning environment where pupils are encouraged to actively participate in all learning opportunities. At Red Rose School we want all pupils to enjoy learning and recognise the importance of education in preparation for life beyond school. We feel that all achievements should be acknowledged and celebrated and we will strive to nurture the qualities that will enable each pupil to become happy and confident members of society.

At Red Rose School we recognise the importance of developing secure attachments and building confidence to support positive academic engagement.

Cambian Red Rose School has a strong reputation for providing high-quality education for pupils with Social, Emotional and Mental Health (SEMH) difficulties.

The success is based on an approach, which combines high expectations with an understanding of the needs of individual pupils.

All our staff work collaboratively to ensure a safe, happy and supportive school community.

Our curriculum offer is aspirational and, given the lived experiences of our pupils and their academic journeys, provides breadth and depth including vocational opportunities, experiential learning and Outdoor Education.

As a school, we strive to continually improve. The school supports a full range of national curriculum subjects, underpinned by a whole school approach to emotional wellbeing. Pupils at each key stage will have access to a creative curriculum, which will be suitable not only to their age, but also their ability and potential. Our pupils have the opportunity to access a range of qualifications,

including GCSE, Functional Skills, BTEC, Entry Level Certificates alongside other vocational qualifications.

Our pupils 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, experiential learning opportunities, Outdoor Education, vocational opportunities and through the PSHE curriculum.

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. You are welcome to contact us at any time and should you wish to visit us, we very much look forward to meeting with you, should you wish to accept this invitation.

Yours Sincerely

Simon Ashurst
Headteacher

**Cambian
Red Rose School**
Meadow Lane
Bamber Bridge
PR5 8LN

01772 281140

Reading at Red Rose

Reading gives us something that no television, film, or computer can give us.

Outdoor Education

When on sessions students read guide books whilst climbing.

We use the Lancashire rock guide this gives information on routes such as grade, description also use public information boards when at certain areas.

When we kayak we use information of the river levels site which provides information on conditions for kayaking. We also incorporate reading maps.

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The Boy in the Blue Room
Too Many Reasons to Live

CONSPIRACY THEORIES

I like nonsense, it wakes up the brain cells. Fantasy is a necessary

Don't let it uniquely go belly magic.

Reading gives us something that no television, film, or computer can give us.

- **Better Together:** To develop a culture of collaborative and independent learning.
- **Nurturing Environments:** To provide an inspirational, supportive and safe learning environment where pupils are encouraged to actively participate in all learning opportunities.
- **Tailored Education:** To promote personal and academic achievements where pupils will enjoy learning and celebrate successes.
- **Child focused:** To promote learning, independence, confidence, resilience to remove barriers to learning whilst encouraging individual talents and interests.
- **Therapeutically Informed:** Provide an environment where all pupils are challenged and encouraged offering support where necessary.
- **Committed to Training:** Facilitate active and reflective learning opportunities for staff and pupils.
- **High Expectations:** To nurture the academic and personal qualities that will allow each pupil to achieve agreed academic and social outcomes.

- Mixed Gender, ages 8–18yrs
- 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 official diagnoses of conditions including ADHD, ADD, 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
- Emotional based school non-attendance
- Social communication difficulties
- Emotional literacy difficulties
- Challenging behaviours
- At risk of CSE/CCE
- Students with an Education Health Care Plan



The Curriculum

Academic Curriculum

At Red Rose School we provide access to a well-rounded curriculum that offers breadth and depth. Our pupils can work towards a variety of qualifications that cover both core and foundation subjects. Alongside English, Mathematics and Science our pupils cover ICT, History, Geography, Art, PSHE, Food Technology, ASDAN and PE. Pupils at Red Rose will follow the National Curriculum content which is sequenced to focus on the skills, knowledge and understanding required at each transition stage. Pupils will have the opportunity to work towards recognised qualifications and a suitably challenging level whether that be GCSE, Functional Skills, Entry Level Certificate or BTEC courses. Pupil attainment and progress will be monitored closely and data snapshots will be shared with parents and carers every half term. Regular assessment allows us to set appropriate targets for each young person and ensure that interventions are timely and effective. Attainment data for the last academic year can be found on the school website.

Inclusion

We believe that high quality teaching is the foundation for progress for all of our pupils and that every pupil that joins us is provided with an education package that is appropriate to their needs and abilities. When planning all teaching and support staff ensure that pupils are:

- Provided with focused lessons with clear objectives.
- Set targets that are both achievable and that stretch and challenge
- Actively involved in their learning and have the opportunity to contribute to their learning plans
- Encouraged to have high levels of interaction and engagement in every lesson
- Accessing teachers that are skilled in questioning, modelling and explaining
- Provided with opportunities to work collaboratively and independently
- Supported to take responsibility for their learning
- Motivated to achieve academic and social/emotional targets

Vocational Placements

We are pleased to be able to offer a variety of vocational placements to pupils from the age of 14 and throughout at Key Stage 4. If appropriate, pupils can access specific 14-16 college courses, undertake work placement programmes or access a variety of trade courses such as motor vehicle studies, construction, joinery, painting and decorating, animal care or hair and beauty.

If pupils are particularly interested in areas outside of those listed above we will always seek to find a suitable pathway to support their needs.

However, any such offer must be risk assessed and pre-planned and the final decision will be made by the school.

Curriculum Enrichment

We actively promote opportunities to broaden pupils' experiences through a varied Outdoor Education programme delivered by an experienced practitioner. Pupils will follow a variety of courses including water sports such as kayaking, canoeing and raft building, climbing and abseiling, both indoor and outdoor, mountain biking, orienteering, den building and bush craft. Some pupils will have the opportunity to work towards Duke of Edinburgh Awards and over the last few years we have run several trips to the Ardeche in France.

Pupils at Red Rose will be able to take part in a variety of educational visits that deepen the learning and understanding of our pupils and we work closely with other agencies to deliver projects both on and off the school site to support the local community.

We actively encourage pupils to make a positive contribution to society in many ways, including involving them in community and charity events throughout the school year.

Cambian Red Rose School

Outcomes 2025

GCSE

4 x Mathematics including 1 at Grade 4

1 x English Literature

3 x English Language

2 x Physics

1 x History

1 x Geography

1 x Film Studies

1 x Religious Studies

BTEC

2 x Food Technology - Level 2

1 x Food Technology - Level 1

2 x Health and Social Care - Level 1

FUNCTIONAL SKILLS

1 x Mathematics - Level 2

2 x English - Level 2

1 x Mathematics - Level 1

1 x English - Level 1

ENTRY LEVEL CERTIFICATES

2 x History - Entry Level 3

2 x Geography - Entry Level 2

AWARDS

5 x Duke of Edinburgh Bronze Awards

Cambian Red Rose School

Outcomes 2025

NATIONAL INDOOR CLIMBING AWARD SCHEME

2 x NICAS - Level 3

7 x NICAS - Level 2

10 x NICAS - Level 1

PERSONAL ACHIEVEMENTS

- MH and RGJ successfully completed Lead Climbing at Grade 6c.
- All 15 students took part in Personal Water Safety training, learning how to float to live, self-rescue, rescue others, and stay safe around water.
- JR, NC, WL, LD, RR, MH, RGJ, MM, and ID took part in White Water Kayaking.
- NC, LD, JR, and RJG took part in the Ardèche 8-day expedition, kayaking 38km and completing an overnight bivouac.
- JR, who had a long period out of school and had never previously spent a night away from his parents, successfully completed two training camps with overnight stays and, by the end of the year, an eight-day expedition in the Ardèche Gorge
- On the Ardèche trip, LD experienced travelling out of the country and going on the ferry for the first time.



Our Approach

Here at Red Rose School, we pride ourselves on our nurturing approach to support pupils' access and engagement, we base this on the following principles:

- We treat our pupils as individuals, developing their emotional wellbeing enabling them to progress and achieve
- We offer a learning environment in which pupils feel safe
- We promote and encourage pupils to be themselves, building self-esteem, confidence and self-respect
- We recognise that many of our pupils have suffered past trauma and work collaboratively to provide the right support
- 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 of the pupil, masked by the behaviour
- We recognise that every student has had different lived experiences in life and across their time in education
- Our aim is to allow all pupils to grow, develop and reach their full potential

Reporting Pupils' Achievements and Progress

Our focus is to support all learners to make progress in their learning. The school records each pupil'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.



Additional Information



Safeguarding

Parents/carers of pupils attending Cambian Red Rose School should be aware that the school prioritises its duty to safeguard and promote the welfare of all pupils.

The School's Safeguarding and other associated policies are available on the school website or upon request.

The Designated Safeguarding Lead (DSL) for the school is Simon Ashurst (Headteacher). The Deputy Designated Safeguarding Leads (DDSL) for the school are, Adam Bradshaw (Assistant Headteacher), Sarah Calvert (Assistant Headteacher) and Timea Jano (School Administrator). Please see the contact details at the back of this prospectus. If you have any concerns or questions then please contact one of the DSLs listed and they will respond swiftly.

Policy Documentation

The following policies and information are available to all parents, carers or students/prospective students on the school website.

- Arrangements for admissions
- The schools aims and ethos
- Behaviour and sanctions/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 Policy
- Health and Safety Policy
- First Aid
- RSE

To discuss a placement in confidence, call us on 0161 507 3723.

Cambian assessments are conducted free-of-charge by a team of dedicated assessors.

Additional Information



Referrals

The majority of our pupils are referred and placed by their local authorities, in order to determine whether Red Rose School may be the right placement, the Headteacher and senior staff will carefully examine each request. The education, health and care plan (EHCP) and any other relevant background information of the pupil will be reviewed to allow us to make an informed decision. 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 Headteacher is then able to confirm whether the school is able to meet the needs of your young person whilst allowing you to consider if Red Rose School is the right placement for you.

To discuss a placement in confidence, call us on 0800 138 1184
or email education@cambiangroup.com

Complaints Procedure

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 suggest ways in which we could improve our service or if you would like to tell us, about something you were pleased please contact the school via the contact details at the back of this prospectus.

A complaints procedure allows for both formal and informal complaints to be heard. Informal complaints will be dealt with quickly, whilst formal complaints can be made in writing. Our full complaints policy is available on our website or can be shared 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 Operations Director, Education Support via the contact details at the back of this prospectus, especially if your complaint relates to the school leadership.

Equal opportunities

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.

Additional Information



Careers

All pupils receive careers guidance beginning with transitional reviews in Year 9. Careers education is provided by our Careers Advisor in addition to aspects of the PSHE curriculum and ASDAN, as well as through cross-curricular learning opportunities. The school invites guests from a variety of careers to provide a flavour of possible pathways. Our careers advisor will support pupils in visits to colleges and to access to 'Career's Fairs' as they become available. Pupils have the opportunity to undertake work placements and enrol in vocational courses through our excellent links with local alternative provisions.

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,
Operations Director - Education, 4th Floor, Parkview,
82 Oxford Road,
Uxbridge,
UB8 1UX
The representative of the proprietor may be contacted at
Andrew.Sutherland@caretech-uk.com

Final Thoughts

"I like the school and the way staff help me to feel safe. I feel like this is my best chance at education".
- (male) yr9

"I love Outdoor Education. I have some good relationships with staff. I have tried lots of different activities like climbing, mountain biking, kayaking and abseiling"
- (male) yr11

"School has allowed me to try things I am interested in like fishing and animal care – I go to CAST every week."
- (female) yr10

"I like being creative at school in lessons like Art and Food Tech."
- (female) yr10

"I had a long time out of school before I came here. Now I am in school every day."
- (male) yr9

"Staff try to support me and they have my best interests in mind."
- (male) yr10