



Cambian Scarborough School

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

- Mixed Gender • 8-18 Years
- Day Placements



Welcome

Cambian Scarborough School is a co-educational SEMH school for up to 20 students. We are registered to take students from 8 to 18 years of age and although the majority of our students have statements of special educational needs (SENs) or educational healthcare plans (EHCP), it is not a requirement for a referral to the school.

The size of our school allows us to deliver a first-class education, paying close attention to addressing special educational needs and focusing on learning styles. Our largest group is a class of five pupils, with two staff members. We have a loyal and dedicated team of teachers and learning support assistants, and this well-established staff team is dedicated to providing the best individualised care, support and education to our students. Our high attendance figures prove that our caring and cultivating practice works.

As part of our fully timetabled curriculum, students are assessed and an individual learning package is developed to meet their needs. Curriculum pathways allow the best opportunities for students to prepare themselves for adult life, which means a strong emphasis on social and emotional development, as well as the core subjects of English, Mathematics and Science. We provide qualifications to suit a range of abilities, offering students the opportunity to study towards Entry Level, Functional Skills, BTEC and GCSE qualifications.

Vocational education makes up a large part of our curriculum, which may suit students who have practical skills, and leads to accredited qualifications such as GCSEs and BTEC diplomas. We also deliver the accredited Duke

of Edinburgh's Bronze and Silver award, both of which have resulted in successful outcomes for our students.

As a registered Forest School we provide further increasingly diverse opportunities for our students to benefit from a supportive curriculum that can help students build positive values and attitude about themselves, about learning and the environment in which they live. Whatever a student's background, gender, beliefs or ability, we encourage and deliver equality of access to education. With a strong emphasis on social education, we aim to develop students' respect for the environment and the local community by using our positive relationships with local community groups, colleges of further education and career pathways organisations.

We also have excellent relationships with parents and carers, and keep them up to date via phone calls and meetings. Our mission is to maintain a high level of support and motivation, so that each student feels valued and experiences successes at every opportunity. We are proud of our track record of reintegrating students back into mainstream schools and of the fact that many of our year 11 pupils have gone on to further education. Our success has been reflected by praise from Ofsted, with the school being awarded a 'Good' rating since May 2018.

We are proud of our school and the achievements our students make socially, emotionally and academically.

Michelle Blackburn

Head Teacher

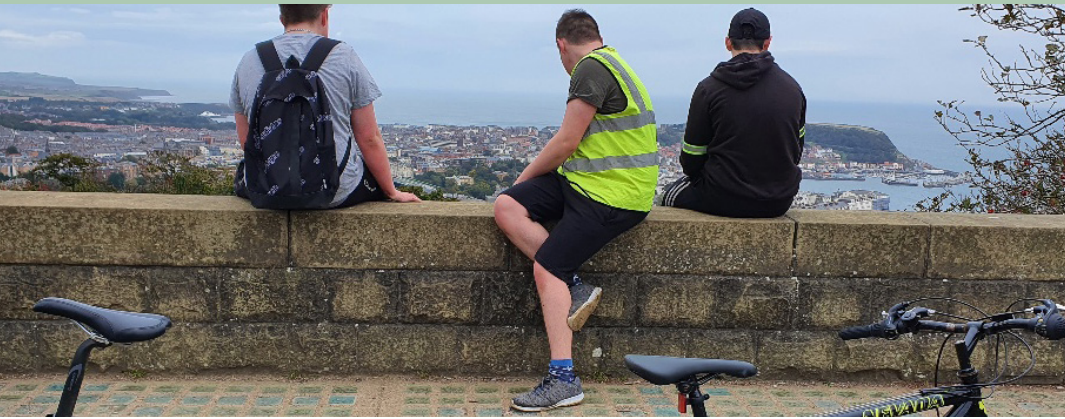


Michelle Blackburn
Head Teacher

Unit 11
Plaxton Park
Industrial Estate
Cayton Low Road
Scarborough
North Yorkshire
YO11 3BQ

01723 582073

Student Profile



Why choose us?

Cambian Scarborough School is an independent, DfE-registered, co-educational day school, providing specialist education for up to 20 students, aged 8 – 18 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. We achieve this by forming particularly strong relationships between teachers and students.

Behavioural management strategies are applied consistently and sensitively, ensuring that students are clear about boundaries and expectations, so that behaviour in classes contributes to good academic progress. The motto in every classroom for students is to 'give respect and get respect' and this contributes strongly to improving their personal and social skills. We also place emphasis on preparation for adult life, particularly through the personal, social, citizenship and health PSHE curriculum.

Cambian Group is 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.



Our Vision and Aims

At Cambian Scarborough School, we provide a nurturing and inclusive environment where every student is empowered to achieve their fullest potential. We strive to create a community that prioritises social, emotional and mental health well-being, fostering resilience, self-awareness and lifelong learning. Our goal is to equip students with the skills and confidence they need to navigate life's challenges, succeed academically, and contribute positively to society.



Our Students



We have a capacity for 20 students with ages ranging from 8 to 18 years. Our number on roll fluctuates throughout the year and is dependent on referrals and admissions from a number of LA's. Students may start with us in any year group or at any time across the academic year. Students' placements are mainly stable with some staying for a number of years: however, there are occasions where pupils are only with us for only one or two terms due to changes in their care arrangement.

Historically and presently, the majority of our students are boys. The overwhelming majority of our students are of white British background, with English as their first language. A large majority of our students are from deprived backgrounds, which can result in low aspirations and expectations. The majority of our students arrive at school as disaffected learners, feeling negatively about school environments and themselves as learners.

On roll, we currently have one Y5 student, two Y6 students, four Y8 students, two Y9 students, five Y10 students and five Y11 students. We have had great success over the years in supporting pupils to make the transition back into mainstream school, one such student is due to start his KS4 education in mainstream. We have had this student since he was 8 years old and the progress he has made has been astonishing, both his parents and school are very proud of his achievements. When he first joined us he needed a lot of physical intervention; he would frequently assault staff, caused severe damage in classrooms and had a general detest of school. Now he is mature, engages well is able to regulate his own emotions. He is a role model to the rest of the school!

The majority of students have an EHC Plan. Their objectives are incorporated into a behaviour support document, which is monitored and reviewed regularly: this enables a triangulation of information gained from GL Assessments, individual students' assessments from Classroom Monitor as well as teacher judgement to identify areas for development to aid progression. These outcomes inform subsequent planning.

Each term a review is made of behaviour difficulties for each young person and this is used to identify specific problems and patterns of behaviour. The overwhelming majority of our students have previously been excluded from mainstream education due to displaying behavioural problems stemming from emotional, social, mental health and medical difficulties. Most students have missed a substantial period of their education and they all have moderate learning difficulties because of this. The majority of students' attendance is 100% and the school works closely with the LA and other professionals to encourage and support students who still find it difficult to access school. As part of this the Headteacher visits the student's home to maintain positive relationships with the parents/carers and building links too with the individual student.

All pupils on entry have low self-esteem and pupils have a range of difficulties resulting in diagnoses including ADHD, ODD, Severe Anxiety Disorder and ASD. Currently, five of our students have specific 1:1 support in lessons as part of their EHCP.

About Our School



Dedicated to Each and Every Student

Our aim is to make sure that our students continue to develop – academically, emotionally and socially – by:

- Promoting high expectations of each other's standard of work, conduct and appearance
- Encouraging participation in a caring and supportive community, founded on mutual respect
- Sustaining an ethos which enables students to develop into mature independent citizens, equipped to make a positive contribution to a rapidly changing world
- Establishing a safe environment in which to develop positive behaviour, thus raising self-esteem
- Liaising with parents to ensure that all methods of learning and communication continue into the home

The School is focused on academic outcomes and strives to provide the best, individualised learning pathways by offering:

- Small class sizes
- Strong pastoral support
- Duke of Edinburgh's Bronze and Silver Award course
- BTEC teamwork and personal skills courses
- BTEC/construction vocational area
- Strong PSHE curriculum
- Life skills
- Forest School

School uniform requirements

The school uniform is:

- Black/grey school trousers, school polo shirt, school jumper, suitable footwear.
- In the warmer weather pupils are permitted to wear either school shorts or plain black shorts with no branding/logo's.
- If a coat is worn it must be taken off when entering school and it will be kept securely until needed.

If a pupil is in the incorrect uniform then the parent/carer must inform the school as to the reason why by either phoning the school office or providing a written note.

If a pupil is not in the correct uniform then the school reserves the right to send/take a pupil home in order for them to change into the correct uniform so that they can be brought back to school.



About Our School



School Ethos

Cambian Scarborough School provides a broad continuum of needs, enabling a whole spectrum of educational provision to be available for a wide range of special needs, including emotional, social and mental health difficulties. All students are treated as individuals, with their needs taken into account when planning the most suitable and effective educational provision for them.

We pride ourselves on providing a warm, caring and nurturing environment where students are prepared to become successful learners, confident individuals and responsible citizens. All of these qualities will enable the individual students to achieve their 'personal best'. Our school staff forms part of an effective, well-established, multi-disciplinary team that aims to equip learners with their requisite knowledge and skills necessary to meet life's increasingly difficult challenges.

School History

Cambian Scarborough School is located in Eastfield on the outskirts of Scarborough. The school has been at its present site since 2008. We have maintained a 'Good' Ofsted rating over this time. It is a detached building on two floors with general and specialist teaching spaces. We offer a range of academic and practical qualifications to suit all abilities, interests and needs. In June 2019, a member of the Senior Leadership Team qualified to enable our school to be a Forest school. This has meant that we can be even more creative in enhancing students' learning, increasing their self-esteem, independence, risk taking, language and much more.

School Layout

As well as classrooms and an outside play area the school has a Vocational unit which gives pupils the opportunity to learn practical skills as well as gaining a BTEC Construction qualification. There is a dining room and social area which students can use at breaks and lunch times. A fully fitted kitchen provides opportunities for students to learn basic cooking skills leading to a BTEC qualification. We extend the curriculum offering offsite facilities eg. at the local Leisure Centre, Golf Range, Parks, Riding stables and pupils have accessed swimming lessons during the year. Students also take part in whole school walks, which enables them to chat to staff in a relaxed manner where they find it easier to offload any anxieties. Team building tasks in and out of school encourage problem solving and social skills. To enable and support the social and emotional needs of the students, a dedicated Pastoral room is used for 1:1 sessions and external agencies.



Our Staff

We have an extremely well-established staff team and stable leadership. Currently we have four Teachers, one Instructor, one Pastoral Lead, one Advanced Learning support and a further seven staff providing support to the students. There are also three members of the Senior Leadership Team plus a full time Administrative Assistant.

100% of staff are still in place from the previous inspection, with the addition of four new members of the staff team. We have recruited another qualified teacher to move the school forward allowing the Headteacher more devoted time for strategic planning and assessment to inform how the school can progress even further.

We are very proud of our school and in the progress our pupils make, in coping with their difficulties, achieving academic qualifications and adapting to society. Their achievements are a testament to our dedication to help change young people's lives.



Improving the Mental Health and Wellbeing of Students

Although a major part of all staff's work in school involves building positive relationships with our students and helping students to learn to trust them, we have a designated Pastoral Lead in school.

This allows students the opportunity to have dedicated time talk about any issues they may have and to be offered guidance in helping them to use strategies to support their mental health and wellbeing.

Our Pastoral Lead works closely with parents, carers and other professionals to ensure that a holistic approach is used to maximise success. We have a separate pastoral space for students and outside professionals to use.

We have a well-established staff team and they have been trained to Level 2 in Mental Health awareness having supported many students over the years with their range of complex difficulties.

We believe that we go above and beyond in nurturing and caring for our young people to enable them to be the best possible versions of themselves.



Curriculum and Overview of Results



Stages of Curriculum Explained

Our Curriculum for Key Stage 2/Key Stage 3

- Early intervention
- Long-term approach
- Full national curriculum
- Assessment monitoring using Classroom Monitor
- CAMHS involvement
- Therapeutic approach
- Structured transitional programmes from KS2 to KS3

Our Curriculum in Key Stage 4

- At key stage 4 students have the opportunity to follow a more flexible curriculum, including work and independent living skills related learning.
- Opportunities for work experience placements are offered to students.
- Academic qualifications are offered via Entry Level, Functional Skills and GCSE examinations in a range of subjects.
- BTEC vocational qualifications are made available at Entry level, levels 1 and 2.
- We also offer the Duke of Edinburgh Bronze and Silver awards.

Our Curriculum in Key Stage 5 / Post-16

Post-16 can be an exciting opportunity for students to expand their skills through a number of subjects, including: foundation learning programme; functional skills in literacy, numeracy, information technology, AQA and BTECs.

The option of extended learning also includes GCSE resits.

Why choose us?

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.

- A high teacher to pupil ratio
- Small class sizes of 4-6 students
- Individual education plan targets to suit and promote individual needs
- Keyworkers assigned to each student



Scarborough School Outcomes 2025

GCSE

5 x English Language Including 1 Grade 5

3 x Biology

4 x Mathematics

BTEC

4 x Home Cooking

2 x Construction

ENTRY LEVEL CERTIFICATES

1 x Mathematics - Entry Level 3

4 x Biology - Entry Level 3

1 x Mathematics - Entry Level 2

FUNCTIONAL SKILLS

1 x English - Level 2

1 x Mathematics - Level 2

3 x English - Level 1

3 x Mathematics - Level 1

AWARDS

2 x Duke of Edinburgh Bronze Awards

What our students think



"I love our therapy dog, Alfie. He chills me out when I get cross"

LM

"Our school is way better than mainstream. I enjoy coming to this school because of the great staff and because I've made friends. Our lessons are good and varied"

CS

"I love that I get the chance to do a day at college once a week. I get to experience being outdoors for a full day during my silver DofE. I love coming into school and seeing the friendly teachers and our therapy dog, Alfie"

EL

"There's a good range of lessons and things to do. Staff understand me so much better than at my old school. I've even been able to make friends with the other children at this school"

AGG

"This school has the kindest and most comforting staff in the world! Staff have the ability to transform a kid to be an amazing student. This is the best school ever! If I could go back to mainstream school. I wouldn't want to because the staff here are so amazing"

LW

"The teachers here are the best, I like it here a lot"

EL

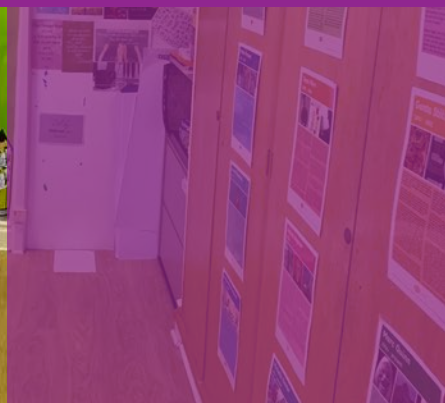
"Communication it's excellent and I am kept informed of his progress. Cambian Scarborough school offer lots of alternative learning to meet the child's individual needs."

Parent

"Since joining Cambian we noticed such a positive change in our child we truly cannot thank them enough for their support and patience and providing our child with a safe environment to learn, grow and just be themselves."

Parent

Safeguarding Statement



The parents/carers of students attending the School should be aware that the School has a duty to safeguard and promote the welfare of its 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 and North Yorkshire local authority child protection procedures.

The policy also complies with guidance from the DfE and the North Yorkshire 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 Head teacher Michelle Blackburn and the deputy DSL is Michelle Monteith, who is also the school's special educational needs coordinator (SENCO). Their contact details can be found at the back of this prospectus.



Additional Information



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 tell us we did not meet your expectations, please contact the School via the contact details at the front 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 from the school on 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 feel you are unable to discuss the details with the School, please contact the director of education detailed below, especially if your complaint relates to the school leadership.

We have had no complaints in the last academic year

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

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

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