



Cambian



# Oakwood School

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

Mixed Gender  
5-16 years  
Up to 39 Weeks



# Welcome

Welcome to **Cambian Oakwood School**, an Independent Special Educational Needs School who provide high-quality, personalised education for pupils between 5-16 years old with a range of needs, including Social, Emotional and Mental Health difficulties, ASC, history of trauma, attachment difficulties and challenging behaviour. Our success is based on a trauma and mental health informed approach which combines high expectations with sensitivity to the needs of individual students.

All our young people at Oakwood School are given the support and tools to become independent and resilient young people.

### Student Profile

- Mixed Gender 5-16 years

Pupils may be diagnosed with or present with:

- Social, Emotional and Mental Health difficulties
- Challenging behaviour
- Likely history of placement or family breakdown
- Attachment difficulties
- History of trauma

## Meet ROCCIE

ROCCIE drives our curriculum to encourage learners to become resilient by focussing half-termly on new concepts to support the development of our learners' independence.



Autumn 1	<b>R</b> esponsibility	Are you taking responsibility for your actions and behaviour?
Autumn 2	<b>O</b> ppportunity	Are you using every opportunity to explore the world around you?
Spring 1	<b>C</b> uriosity	Are you eager to try new things and explore the world around you?
Spring 2	<b>C</b> ommunity	Are you engaging with your community positively?
Summer 1	<b>I</b> nitiative	Are you using your problem solving skills to conquer problems without help?
Summer 2	<b>E</b> nvironment	Are you treating the environment with care and respect?

**The Cambian Group**, are one of the largest providers of specialist behavioural health services for children in the UK. Although this work embraces many specialist disciplines, Cambian Group are 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 is that students will not only be supported academically but be supported to develop self-esteem, confidence, respect and consideration for others, to enable them to become effective and contributing citizens within the community.

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 pupils are encouraged to participate in a wide range of activities that enrich their spiritual, moral, social and cultural development, promoted by school trips, workshops, charitable work involving the local community and PSHE lessons.

The school supports a full range of national curriculum topics for its learners, underpinned by a whole school approach to the emotional wellbeing of each student, fully recognised as a Trauma Informed School UK.

Our well-qualified and experienced staff team work assiduously to provide positive educational experiences that combine high expectations for our learners with sensitivity to their individual needs. The school offers a nurturing and caring environment which allows all learners to thrive and achieve their full potential. We recognise and reward every single achievement and learners are encouraged to participate in a wide range of activities that enrich their spiritual, moral, social and cultural development.

We have taken a broader, more flexible and bespoke approach to the curriculum

supported through Trauma Informed approaches, with Thrive profiling completed on entrance to support the SEMH needs of all our young people. Oakwood not only tailors to the needs, skills and interests of the learners but also to provide a balance of academic, artistic, cultural, vocational and civic elements. We expect our pupils to be able to achieve beyond their expectations and have the opportunity to gain excellent results in GCSE qualifications, as well as Functional Skill, Entry Level certificates, ASDAN, AQA credits and other vocational qualifications.

We extend learning beyond the confines of the classroom to build essential independent skills, foster teamwork and to promote community collaboration through charity work, work experience and school trips.

Our success and effectiveness are dependent upon positive relationships with pupils, parents, carers, Local Authorities and the wider community. We value all contributions and opportunities for working holistically, where the child is at the centre of all we do. I hope this prospectus gives you a sense of the school's vitality, values and aspirations. You are welcome to visit us during the school day and look forward to meeting you, should you wish to accept this invitation.

Yours sincerely



**Louise Curel - Executive Head Teacher**



# Meet the Team



**Alison Lewis**  
Regional SENCo



**Angela Vickers**  
School Administrator  
Point of Contact  
DSL in School



**Gary Nolan**  
Secondary Lead Teacher –  
English, Humanities  
Point of Contact  
DSL in School



**Katherine Clark**  
Primary Lead Teacher  
Food Technology  
Makaton



**Alex Williams**  
Pastoral Coordinator,  
THRIVE practitioner,  
Drawing & talking  
practitioner,  
Teaching Assistant



**Antony Adigbo**  
Teacher -  
Maths, Science  
Makaton



**Cliff Richardson**  
Teacher -  
Music,  
PSHE /Careers,  
Citizenship, Creative Arts



**Bradley Hunter**  
Teacher  
PE,  
Outdoor Education,  
Design and Technology



**Anna Mercer**  
Teaching Assistant



**Sam Godsall**  
Teaching Assistant  
Art Therapy



**Holly Gibbons**  
Teaching Assistant



**Rosita Kidd**  
Teaching Assistant



**Dylan Jones**  
Teaching Assistant

# About Our School

Many of the pupils that attend Oakwood School have previously struggled to engage in education and their experiences of education has been negative.

Oakwood School's mission is to raise learner's confidence and self-esteem through an inspiring and engaging curriculum; to enable learners to see the benefit of education helping the learners to develop creative and enquiring minds; to support learners to develop social and emotional skills and give them a sense of ambition so that they can meet their academic potential and make a positive contribution to the community.

We believe that education is the key to success. We aim to dismantle barriers to learning through the Trauma Informed Schools approach, incorporating The Thrive approach to support positive outcomes, leading to greater integration with community and society.

Each learner will be engaged in a learning programme that is appropriate to age and ability. Baseline assessment is used to formulate learning goals and a curriculum targeted to the needs of the individual, Literacy and Numeracy at the core. For older pupils there are opportunities to follow a range of accredited courses, plus embrace work experience to enable focus on post 16 goals.

Pupils' progress and achievement are constantly monitored in order to adapt teaching and learning with further support or to stretch and challenge our students accordingly.



# School Vision

## “To be Resilient is to be CLEVER”

Community • Learning • Enthusiasm • Values • Engagement • Respect

Our vision is that students will be supported to develop all the attributes needed to become resilient young people. Being involved within the Community around them, Learning, showing Enthusiasm, having and understanding of good Values, giving application and Engagement and showing Respect to one another.



### Community

Our curriculum supports our aim of ensuring children have a strong sense of identity and inclusion by developing their knowledge and understanding of the local and wider communities of which they are a part. Curriculum coverage therefore includes local studies to foster children's sense of belonging and also national and international studies to broaden children's horizons, ambitions and aspirations.



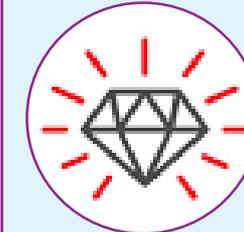
### Learning

Curriculum coverage therefore includes local studies to foster children's sense of belonging and also national and international studies to broaden children's horizons, ambitions and aspiration. Our young people learn through going on educational outings, learning through play and by having positive classroom experiences that will make a lasting impression on them helping towards retaining the information and experiences they have had. Building relationships and trust are also of paramount importance to help encourage our young people to flourish.



### Enthusiasm

Our young people are encouraged to develop strong excitement and active interest in what they love. Themes are used throughout our bespoke curriculum to enhance their eagerness to get involved and participate.



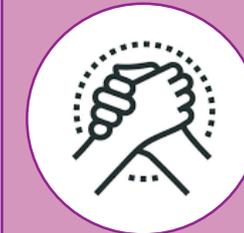
### Values

Values have major influence on a young person's behaviour and attitude. Our young people are taught the principles of knowing what is right and what is wrong and how our individual beliefs can influence the way we act.



### Engagement

Getting involved and taking on new challenges and experiences are what we encourage at Oakwood school. Participation with both academic and vocational, and both mental and physical challenges are celebrated.



### Respect

Respect for self, each other and our school. This is reflected in our thoughts, words and actions. Our curriculum content develops children's knowledge and understanding of the modern world, along with past events, enabling them to better understand and respect everyone and to celebrate spiritual and cultural differences.

# Curriculum Intentions

## Curriculum Intent, Implementation and Impact

The curriculum is a framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage (intent); for translating that framework over time into a structure and narrative (implementation) and for evaluating what knowledge and understanding pupils have gained against expectations (impact).

Historically our students have struggled to access a traditional formal curriculum (within mainstream and generic specialist school settings); a creative, more bespoke and cultural based approach enhances the curriculum offer (through broader curriculum themes containing Vocational Education, Outdoor learning and Enrichment Opportunities). We put great value on pupils being the best they can be while acknowledging their limitations and knowing how they learn best, ensuring that preparation for adulthood objectives are reflected within our curriculum from the youngest of learners.

Our pupils may have a range of learning needs but primarily, many students have missed large aspects of their education prior to attending Oakwood School and so they often begin their education here with attainment levels and skills that are significantly below average (for their age and starting points).

The aim and values of Oakwood School are focused on maximising every individuals' potential to develop into a confident, secure, well-adjusted and skilled young person who will make a positive contribution to society and live as independent a life as possible.

Oakwood School delivers a differentiated curriculum, which is closely aligned with our pupils' levels of ability, interests and aspirations. It is broad, balanced, and relevant to needs and designed to have integrated therapeutic support as necessary and a focus on developing resilience and preparing pupils for the next stage in their lives. This specialist curriculum is tailored to our pupils' individual needs and based on a person-centred planning framework.

# Educational and emotional support (THRIVE)



As a School Community, we are working with the Thrive approach and pupils have access to our Thrive practitioner when they require it.

The Six Principles of Thrive (below) are engrained in our daily practice:

1. Common Language
2. Needs-Led
3. Shared decision making
4. Proactive prevention and promotion
5. Partnership working
6. Outcome informed

## The Thrive Approach

- Thrive helps adults prepare children and young people for life's emotional ups and downs.
- Thrive is rigorous, targeted and measured.
- Thrive supports you with how to be and what to do to help children to engage with life and learning.

## Impact Evaluation

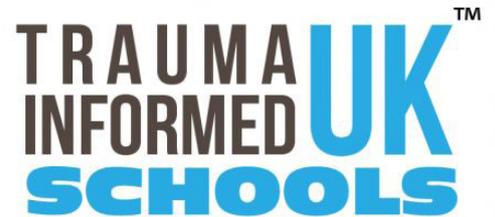
- Significant improvement in social and emotional wellbeing through developing the Thrive Approach across the whole school.
- Children feel happier and safer in school and enjoy their learning.
- Improved attainment levels, gap closing and more children closer to ARE by making expected progress or better (R80% W72% M78%).
- Significant improvement in emotional literacy, self-esteem and behaviour across the school.
- Reduce number of children needing 1-1 support.
- Increased attendance from 92.5% to 95.4%.

# Trauma Informed UK

Oakwood School is a Trauma Informed UK recognised school that offers a supportive environment, where all staff are trained in various techniques to successfully work with vulnerable young people who may display a wide range of emotionally triggered behaviours. Students have access to personal tutors and support workers to aid them in developing strategies and mechanisms to assist individuals to access and unlock their potential.

Opportunities for peer work, increasing self-esteem and confidence are built into the curriculum, these include enrichment opportunities, sport and tutor sessions.

All learners in entrance are profiled by the schools Thrive Practitioner and therapeutic interventions are offered as per need.



## Referral Process

Admission into the school can happen through referral for a care placement within the Cambian Group. Oakwood School is part of a holistic package including care, education, health and therapy. Oakwood is also open to accepting day students. To initiate the assessment process, local authorities and/or children's services departments make formal requests for a placement. Parents should involve their local authorities at an early stage. This ensures that visits by local authority educational psychologists or other professionals can be arranged to ascertain the appropriateness of the school for each prospective student. Referral paperwork made available by local authorities, and supporting documents such as your child's EHCP are read by the Headteacher and members of the Senior Leadership Team and if we feel that Oakwood is able to meet your child's needs, we will arrange to meet with your child and invite them to visit our school.

## Management of Behaviour

We aim to promote good behaviour through a supportive and consistent approach which 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 and carers charged with this responsibility.

# Rewards

Pupils across the school gain points for recognition of good progress, attitude to learning and behaviour, these points equate to rewards whereby the students chose an activity they wish to engage in and also a member of staff to accompany them. Students who have consistently worked hard in school and demonstrate a good attitude to learning are rewarded by receiving a weekly prize which they have chosen and have specifically worked towards earning. Outstanding work is displayed in reception with a certificate of achievement. Further to this is a Reward trip that the young people may go on at the end of each half term to celebrate their successes.

Where appropriate, to support the needs of the individual, referrals may be made to include signposting for further courses or support from external agencies such as anger management, bereavement counselling or art therapy.

## Careers Education and Guidance

All key stage 3 and key stage 4 students will receive careers guidance, including appropriate input from the local careers teams. Students can also access work experience where appropriate that support achievement of other vocational qualifications. KS2 children are given the opportunity to explore interests and look at aspirational career choices and the tools needed to achieve these goals.

## Achievement and Progress

Our focus is to support all students to realise their potential and start the journey in their learning. Progress and achievements are recorded for each student and reports are regularly sent to carers and local authorities. The school acknowledges achievements at all levels, whether in lessons, particular activities or the actions of students, and we will celebrate these achievements on a regular basis.

We will provide written reports on a termly basis to carers providing information on progress and attainment and there are opportunities for carers to attend open days to discuss pupil progress.

The school's general academic performance, including exam results, inspection reports will be published and made available to the extended school community. Regular reviews are conducted with social workers, virtual schools and other local authority agencies when required.

# The Curriculum

## Progress and Assessment

Students will follow a wide and varied curriculum, dependent upon their individual educational needs. For key stage 4 students this can include GCSE, Functional Skills, and Entry Level to Level 2 accredited courses. Initial and diagnostic assessment is through BKSB, with GL Assessment to support all round potential attainment. Ongoing assessment is teacher led through teacher assessment and standardised tests.

## Curriculum Enrichment

We actively promote opportunities for students where appropriate to engage in experiences that broaden their skills and knowledge through educational visits, work experience and school talks. Students are encouraged to make positive contributions to society in many ways and Oakwood School will look to build positive community links.

### Key Stages 1, 2 and 3

Learning is differentiated according to ability in core subjects in Key Stages 1, 2 and 3 and considers 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 or Functional Skills will be arranged in order to engage and motivate.

### Key Stage 4

Students have the opportunity to engage in a more qualification focused curriculum tailored to individual needs. This includes academic qualifications and opportunities to engage in vocational subjects. Students can gain qualifications at GCSE, Functional Skills and Entry Level to Level 2 accredited courses

### Work Experience

Where possible we will offer work experience placements to support Key Stage 4 learner's employment and vocational skills. All placements are dependent upon risk assessment outcomes and are pre-planned.

# Curriculum Model

## KS2

Core Subjects	Additional Subjects
<ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> <li>Science</li> <li>History</li> <li>Geography (Topic)</li> <li>Religious Education</li> <li>Art and Design</li> <li>Physical Education</li> <li>Outdoor Education</li> <li>Citizenship/PSHE/Careers</li> <li>ICT</li> <li>Music</li> <li>Creative Arts</li> <li>Reading/Spellings/Phonics</li> </ul>	<p><b>Form Time</b> – The first lesson of each day to check in, plan the day, overcome emotions and plan for potentially difficult moments in the day. Using of MOMO half termly and where appropriate – weekly.</p> <p><b>Design and Technology</b></p> <p><b>Food, Health and Hygiene</b></p> <p><b>Outdoor Education (where applicable)</b></p> <p><b>Sign Language</b></p> <p><b>Topical languages</b></p> <p><b>Pupil Voice</b> – An opportunity at the end of the week to reflect on actions and emotions, decide on improvements and review using the WWW/EBI method.</p> <p><b>School council</b> – An opportunity to explore weekly topic subjects such as what is going on in school/the world and explore using questioning and research, developing an understanding and knowledge between reliable and unreliable sources. Pupil voice is heard.</p>

## KS3

Core Subjects	Additional Subjects
<ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> <li>Science</li> <li>History</li> <li>Geography (Topic)</li> <li>Religious Education</li> <li>Art and Design</li> <li>Physical Education</li> <li>Outdoor Education</li> <li>Citizenship/PSHE/Careers</li> <li>ICT</li> </ul>	<p><b>Form Time</b> – The first lesson of each day to check in, plan the day, overcome emotions and plan for potentially difficult moments in the day. Using of MOMO half termly and where appropriate – weekly.</p> <p><b>Design and Technology</b></p> <p><b>Food, Health and Hygiene</b></p> <p><b>Outdoor Education (where applicable)</b></p> <p><b>Pupil Voice</b> – An opportunity at the end of the week to reflect on actions and emotions, decide on improvements and review using the WWW/EBI method.</p> <p><b>School council</b> – An opportunity to explore weekly topic subjects such as what is going on in school/the world and explore using questioning and research, developing an understanding and knowledge between reliable and unreliable sources. Pupil voice is heard.</p>

## KS4

Core Subjects	Additional Subjects	
<ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> <li>Science</li> <li>Humanities</li> <li>ICT – Embedded Skills</li> <li>Physical Education</li> <li>Outdoor Education</li> <li>Citizenship/PSHE/Careers</li> <li>Reading</li> </ul>	<p><b>Form Time</b> – The first lesson of each day to check in, plan the day, overcome emotions and plan for potentially difficult moments in the day. Using of MOMO half termly and where appropriate – weekly.</p> <p><b>Art and Design</b></p> <p><b>Music</b></p> <p><b>Design and Technology</b></p> <p><b>Theatre Arts / Drama</b></p>	<p><b>Employability skills (NCFE)</b></p> <p><b>Food and Nutrition (NCFE)</b></p> <p><b>Community project work</b></p> <p><b>Sustainability project work</b></p> <p><b>AQA units – Subject specific</b></p> <p>If a young person shows interest in a career path, we will endeavour to support our learners with a bespoke curriculum that can acquire accreditation to support an application to further education.</p>

# Additional Information

## Safeguarding Culture of Oakwood

Our safeguarding culture can be best described as:

- **Proactive**, being professionally curious to determine further information in the interests of the child. It is essential that staff exercise professional curiosity at all times, as it is likely that signs of any form of abuse including neglect will be identified when dealing with an un-associated incident. Having strong governance and leadership, raising awareness through and enhancing children's and young people's capacity around the risks and their own safety, regular reflective supervision).
- **Reactive** (taking swift actions, reducing the risk of harm to a minimum, involving other professionals in timely manner, active listening, applying theory in practice in a methodical way).
- **Reflective** (understanding 'how we got there in the first place', completing a reflective account of events, involving other key professionals in future planning, identifying actions and further changes to be made).

Child protection and safeguarding is everyone's responsibility. Everyone working for or visiting our locations has a responsibility to understand and implement this policy and procedure at all times.

All individuals in our services have a right to feel safe, secure and be protected from harm. The carers of pupils attending Oakwood School should be aware that the school has a duty to safeguard and promote the welfare of young people.

This responsibility necessitates a safeguarding policy and the school may need to share information and work in partnership with other agencies when there is a concern about a pupil's welfare. This policy on child protection is in accordance with locally agreed inter-agency procedures. The policy also complies with guidance from the DfE and 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 for the school is Louise Curel, Head teacher. The Deputy Designated Safeguarding Lead (DDSL) for the school is Hannah Wood – Deputy Head Teacher. If a situation occurs where a requirement to speak with a safeguarding lead during the daytime arises and both members of the SLT team are unavailable, Angela Vickers and Gary Nolan are also qualified safeguarding leads.

A copy of the safeguarding policy is available from the school office. Please see contact details at the end of this prospectus. We are committed to keeping our pupils safe: all staff working for us are subject to an enhanced check via the Disclosure Barring Scheme and undertake regular training.

# Policy Documentation

The following policies and information are available to all carers, local authorities and students/prospective students as well as Chief Inspectors, Secretary of State or Independent Inspectorate upon request.

- Arrangements for Admissions
- Behaviour and Discipline
- Complaints Procedures
- Anti-bullying
- Health and Safety
- First Aid
- SEN/EHCP and Welfare
- English as an Additional Language
- Complaints Procedure
- Safeguarding Policy Statement
- Child Protection Policy
- The Role of the DSL Policy
- Child on Child Abuse Policy
- Filtering & Monitoring Policy
- Managing Low Level Concerns Policy
- Absent from Education Policy
- School Safer Recruitment Policy
- Managing Contextual Risks to Children Policy

## Equal Opportunities and the School Values

### 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 of their responsibilities covering health and safety at work and will have undertaken required mandatory training as appropriate. Young people 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

The school's first aid policies and practices comply with the Guidance on First Aid for Schools' Best Practices Document published by DFE. 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. Full 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.

## **Safeguarding**

At Oakwood 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 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.

## **Special Education Needs**

Where pupils have an Education, Health Care Plan (EHCP) or additional needs, the school's designated teacher will ensure that all entitlements are met and goals are supported as part of the individual mapping process. Goals from EHCP will be used to formulate targets that are monitored daily and reports are submitted 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.

## **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 Preventing Bullying Policy outlines what the school will do to prevent and tackle bullying.

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

The school welcomes and values the cultural, linguistic and educational experiences that students with EAL 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.

## 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.

## Religious Education Statement

Religious Education is drawn from Individual lessons and through integrated humanities schemes of work and mindful of all types of religion within a multi-cultural society. The school aims are to:

- Acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain.
- Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.
- Develop the ability to make reasoned and informed judgments about religious and moral issues with reference to the teaching of the principal religions represented in Great Britain.

Enhance their spiritual, moral, cultural and social development by:

- Developing awareness of the fundamental questions of life raised by human experience, and how religious teaching can relate to them.
- Responding to such questions with reference to the teachings and practices of religions and to their understanding and experience.
- Reflecting on their own beliefs, values and experiences in light of their studies.
- Develop respect for other people's right to hold different beliefs.
- Develop a positive attitude towards living in a society of diverse religions

We respect the right of parents who may wish to withdraw their child from any activity that involves actual religious worship.

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 their protected characteristic: gender, sexual orientation, age, disability, ethnicity, colour, religion or cultural background.

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 school life.

We all know that there will be times when students, carers or placing authorities will want to give us feedback about our school and we are happy to hear from you. If you feel that you would like to make a comment, 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 located at the end of this prospectus.

A complaints procedure allows for both formal and informal complaints. Informal complaints can 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 your concerns and ensures your complaint will be listened to and dealt with fairly. Should you wish to complain further or if you feel you are unable to contact the school, please contact the Director of Education via the details at the end of this prospectus.

## The Proprietor

The proprietor of the college 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 07701 314 378.

## Placements

To discuss a placement in confidence, call us on 01743 850840

Email: [Louise.Curel@cambianguroup.com](mailto:Louise.Curel@cambianguroup.com) or [Angela.Vickers@cambianguroup.com](mailto:Angela.Vickers@cambianguroup.com)

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

## Contact

Regional Lead

**Rob Mcconomy**

Email: [rob.mcconomy@cambianguroup.com](mailto:rob.mcconomy@cambianguroup.com)