Cambian

Beverley School

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

• Mixed Gender • 9-18 years
• 39 Weeks • Day placements

Welcome

The size of the school allows us to deliver a quality education, paying close attention to addressing individual pupil needs and focusing on learning styles. Pupils are taught in small classes with high staff to pupil ratio, with 1- 5 pupils in each group. Our well-qualified and experienced staff team work diligently to provide positive educational experiences that combine high expectations for learners to thrive and achieve their full potential. We recognise and reward all achievements, large or small. Learners are encouraged to participate in a wide range of activities that enrich their spiritual, moral, social and cultural development.

As part of our timetabled curriculum, students are assessed and an individual learning package is developed to meet their needs. The curriculum incorporates a strong emphasis on social and emotional development, as well as the core subjects of English, Mathematics and Science in order to support preparation for adult life. Wherever possible we extend learning beyond the confines of the classroom to build essential independent skills, foster teamwork and promote collaborative working.

Pupils at Beverley School have the opportunity to study towards qualifications to suit a range of abilities including Entry Level, Functional Skills and GCSEs.

We know that choosing the right educational provision is critical for the success of your child. Rest assured that at Beverley School, your child's safety, well-being, social and emotional development along with the opportunity to access a range of academic awards and qualifications is at the heart of what we do.

Equally, we recognise that our effectiveness as a school is highly dependent on strong collaboration between home and school. Our aim is to maintain a high level of support and motivation, so that each student feels valued and experiences successes at every opportunity.

To strengthen this, we build positive relationships with parents, carers and professionals, and update them regularly via phone calls, emails and meetings.

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

I hope this prospectus will help you learn more about our school. We encourage you to visit the school and very much look forward to meeting you.

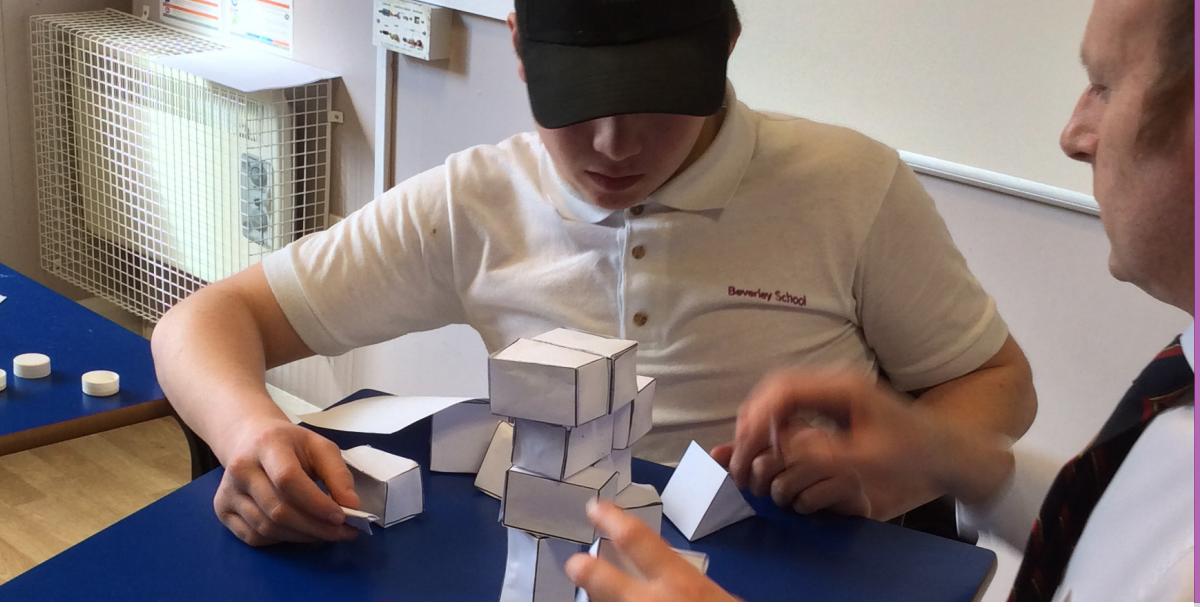
Yours sincerely,

Suzanne Mulligan

Head Teacher

Units 19 & 20 Priory Rd,
Beverley,
East Yorkshire
HU17 0EW

01482 307830



Why Choose Us?

Cambian Beverley School is an independent, DfE-registered, coeducational day school, providing quality specialist education for up to 16 students; aged 9 – 18 years with on-going social, emotional and mental health difficulties (SEMH). The majority of our students have educational healthcare plans (EHCP), but this is not a requirement for a referral to the school. The school is non-denominational and has a secular ethos,and 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 pastoral care. We achieve this by forming strong relationships between staff and students.

Behaviour management strategies are applied consistently and sensitively, ensuring that students are clear about boundaries and expectations, so that behaviour in class contributes to good academic progress. We gain and establish mutual respect and this contributes strongly to improving personal and social skills. We also place emphasis on preparation for adult life.

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.

Student Profile

- Mixed Gender
- 9-18 Years
- Emotional and Social Difficulties
- Attention Deficit Hyperactive Disorder (ADHD)
- Challenging Behaviour
- History of Family or Placement Breakdown
- Attachment Disorder

Dedicated to Each and Every Student

Our Approach

Pupils are supported to develop socially and emotionally, manage their behaviour accordingly and recognise the benefits derived from a physically active lifestyle.

Ethos and Vision

At Beverley School, our fundamental belief is that all young people deserve to achieve their full potential. Underpinning the above belief is the desire to prepare students for one or more of the following:

- Further education and study
- Independent or supported living
- Employment or apprenticeships
- To contribute to society and be responsible citizens

Beverley School aims to meet the needs of individual pupils by personalising the curriculum in response to their needs. Pupils are taught in groups according to their academic level by following National Curriculum Programmes of Study, differentiated to provide access and to ensure that all pupils receive a broad and balanced education.

Some pupils may be taught 1:1 depending on their required behavioural and learning needs. In addition, some pupils may have modifications to the full National Curriculum entitlement.

Beverley School strives to provide an environment in which all of its members feel safe, valued and respected. Every pupil will be encouraged to acquire a sensitivity to the feelings and needs of others, accept personal responsibility for their actions and treat all property with due care, irrespective of its ownership. The school will celebrate and promote pupils achievements through praise wherever appropriate. Behaviour that undermines the happy environment that is such a hallmark of school life, such as bullying, insensitivity, discrimination, bad language or acts of intolerance, will not be accepted.

Pastoral care is at the heart of all we do at Beverley School. By getting to know our pupils well socially, emotionally and academically, we are able to employ strategies and practices which support each individual pupil to flourish. Pupils are supported to become confident, accomplished and self-valuing young adults who have the confidence and the self belief to achieve fulfilling and successful futures.

Beverley School offers a curriculum which is balanced and broadly based and which:

- Promotes the spiritual moral, cultural, mental and physical development of pupils
- Prepares pupils for the opportunities, responsibilities and experiences of later life

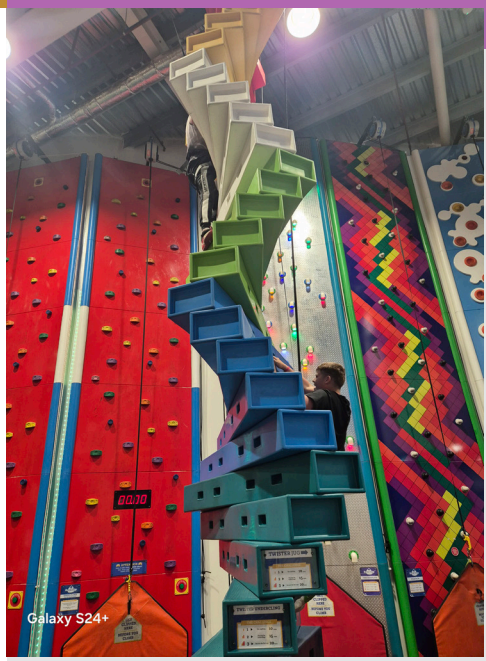
Values

Education at Beverley School is designed to enable pupils individually and collectively to take control of their lives. Each pupil has an entitlement to study the National Curriculum, modified as necessary to suit their individual needs and in line with the requirements set out in their EHC Plan. The overall ethos is designed to engender an atmosphere that promotes co-operation and mutual respect between staff and pupils.

Beverley School is a place where everyone is valued.

Our Mission

A Safe and Caring Community



Young people have the opportunity to develop to their full potential in preparation for their future life where there is a passion for learning and mutual respect for all.

Curriculum Ethos and Aims

The aims of the curriculum are to:

- To be in a place of learning where all pupils are encouraged to become independent and effective learners in their own right, in order to realise their full potential
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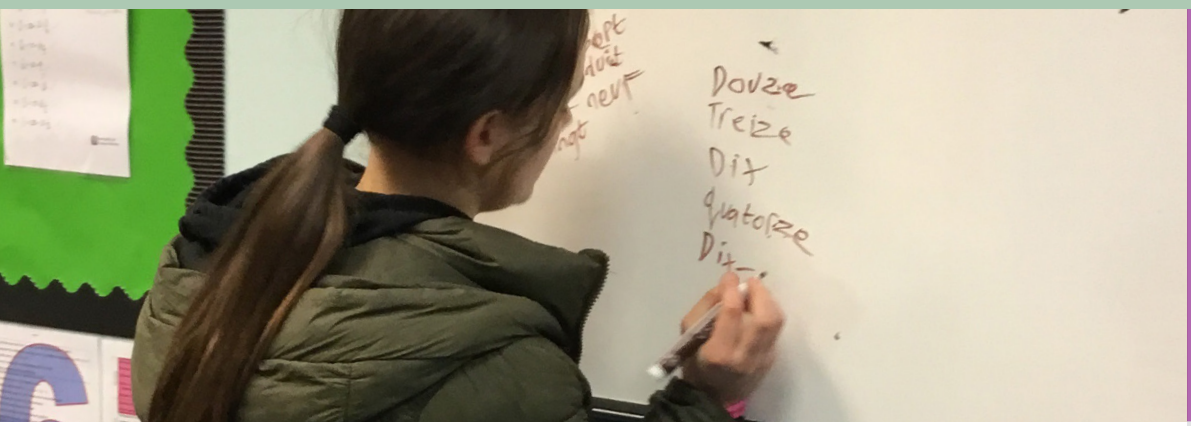
- Provide equal opportunities for all students regardless of gender, aptitude, cultural, ethnic or religious background
- Emphasise the importance of language, number, aesthetic, physical and social areas of learning and the associated competency in them
- Ensure that all pupils will have the opportunity to follow the National Curriculum with individually designed programmes as appropriate
- Provide continuity and progression from the point of transition to the time of leaving school
- Provide a well-ordered, positive and supportive environment where each student has the opportunity to flourish, regardless of their personal circumstances and abilities
- Develop industrial and economic awareness through the various subject areas, work related and vocational learning
- Help pupils develop personal, spiritual and moral values and to grow in social and personal maturity and to promote tolerance, sensitivity and mutual respect in personal relationships
- Challenge and deal both quickly and effectively with all forms of bullying, aggression, racial, sexual and verbal harassment and abuse, resolving conflict, wherever possible, in non-violent ways, and through our teaching and pastoral care, address the underlying causes of these issues
- To be a school which celebrates achievement, encourages initiatives, develops responsibility and fosters a pride in the school, its environment and its community

Ensuring progress



Qualifications and Achievements

Our students make good progress in all aspects of learning, including social, emotional, behavioural and academic.

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, effort and behaviour.

Throughout the school, good behaviour is promoted at all times. Beverley School believes that it is important to acknowledge and reward in a positive way those pupils who demonstrate a high level of co-operation, good behaviour, participation, engagement and effort. The school also acknowledges and rewards those pupils who make recognisable progress. We endeavour to raise children's self-esteem by using praise to encourage and acknowledge positive actions and attititudes.

Rewards System

Points are awarded for:

- Following Instruction
- Being Polite and Respectful
- Wearing School Uniform
- Working Hard
- Using Equipment Appropriately
- Achieving Personal Targets
- Attendance

Rewards

- Verbal Praise
- Reward activity/ Trip
- Positive Phone Call Home
- Letter/Email home
- Celebration Assembly
- Certificates
- Retail Vouchers

Students are provided with the opportunity to develop their full potential in the following subjects:

- Mathematics
- Science
- Technology
- Culture
- Creative
- Linguistic
- Physical
- Vocational
- Human/Social

Pupils, depending on their ability, will have the opportunity to gain qualifications and awards at:

- GSCE 9-1
- Functional Skills
- Entry Level
- Accredited Unit Awards

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Outcomes 2026

ESSENTIAL SKILLS FOR LIFE

- 1 x Mathematics (Entry Level 3)
- 2 x English (Entry Level 3)
- 1 x English (Entry Level 2)
- 1 x Mathematics (Entry Level 1)
- 1 x English (Entry Level 1)

AQA UNIT AWARDS

- 1 x Gardening Skills (Level 1)
- 1 x Tennis Skills (Level 1)
- 4 x Horse Riding (Level 1)
- 3 x Using The Gym (Level 1)
- 4 x Working in the Community (Entry Level 3)
- 5 x Sports - Boxing, Football and Team Based Games (Entry Level 3 - Level 1)
- 4 x Cooking and Baking (Entry Level 3 - Level 1)

WORK EXPERIENCE

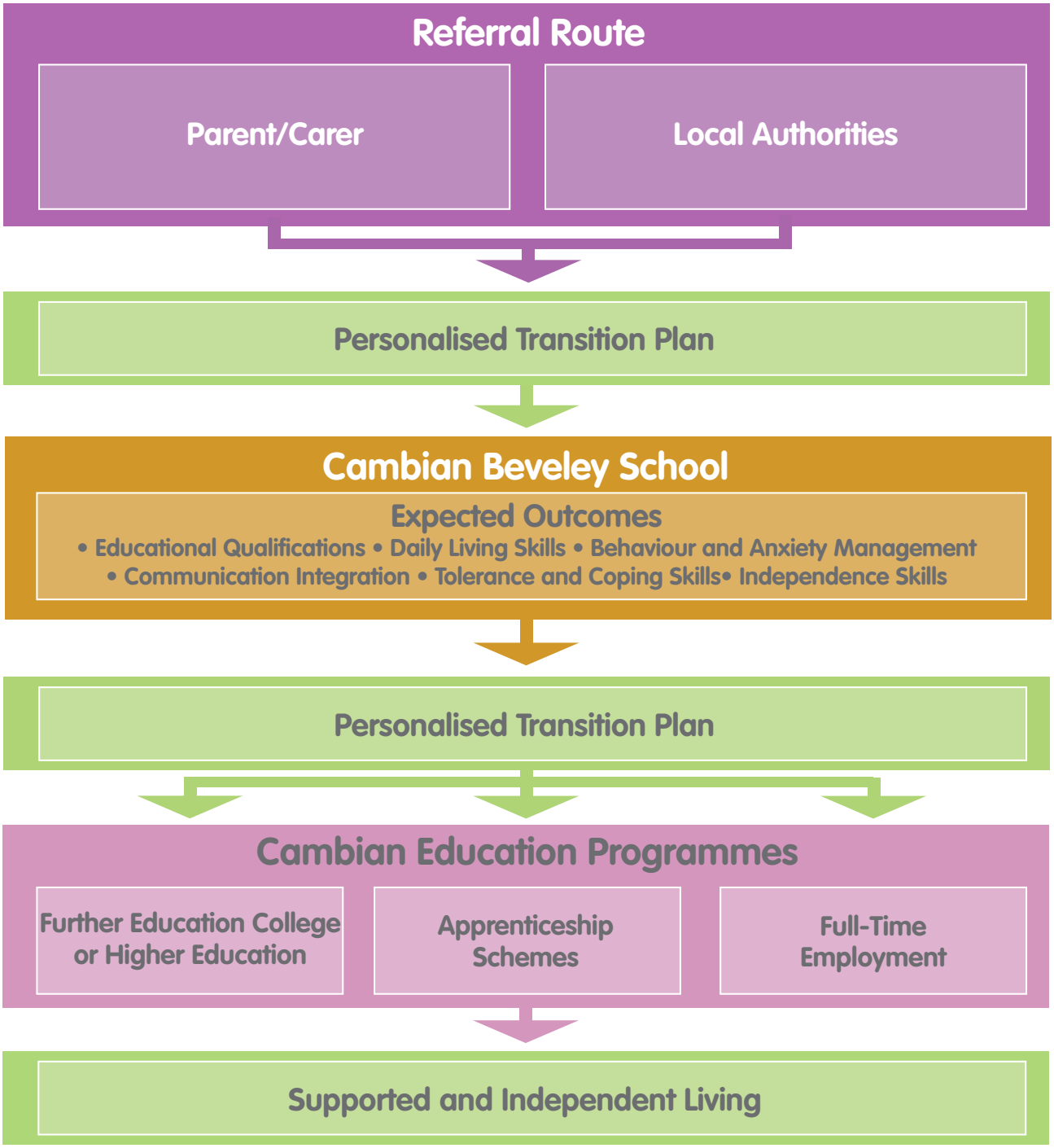
- Student A worked in equine therapy as a handyman and provided support with gardening and construction projects.
- Student B worked at an assisted living facility with the caretaker and supported activities for the community.

LOOKING TO THE FUTURE

Two students successfully transitioned to Post 16 placements.

Transition Pathway

We focus on developing education, life and vocational skills that support a successful transition into adulthood.



Securing Your Child's Future

Admissions

For more information on Beverley School and our staff, and an in-depth look at our curriculum, services, outcomes and approach, visit www.cambiangroup.com

Cambian Beverley School is an independent, DfE-registered, coeducational day school, providing quality specialist education for up to 16 students; aged 9 years; with on-going social,emotional and mental health difficulties. The school is non-denominational and has a secular ethos, but respects the cultural needs and religious beliefs of all.

Admission Criteria

Beverley School is specifically focused on providing education for young people with on-going social, emotional and mental health difficulties and associated 'challenging behaviours', which may have resulted from past experiences and may then further prevent them from functioning within the community and developing to their full potential.

Students attending the school have either been placed in the care of the Cambian Group, or are day placement students. The majority of our students have a statement of special educational need (SEN) or educational healthcare plan (EHCP), however this is not a requirement for a referral to the school.

We only admit young people whose places are funded by a UK Local Authority.

Referral Process

Admission to the school is through an initial referral from a Local Authority. Transitioning into a new environment can be a daunting experience for young people. Beverley School is very sensitive to this and endeavours to work collaboratively with previous educational providers to ensure our young people feel safe, comfortable and at ease in school. We will liaise with their previous school and other relevant agencies e.g. social care to ensure continuity and ease of transition. Some pupils may start their education with us on a part time timetable which is regularly reviewed and then gradually increased. School staff may also provide outreach education to a young person if we feel this is the best way to re-engage with their educational studies.

Assessment

All young people who attend Beverley School will undertake a range of baseline assessments designed to assess pupils academic ability as well as attitude to learning.

Following this initial assessment period, teachers will review the results and a personalised timetable will be created which ensures pupils are placed in the appropriate group for their ability. The results from the assessments, alongside ongoing teacher assessments allow us to determine at what level each pupil is working and so set individual pupil targets. These levels consist of the 'historical' National Curriculum levels e.g. 2a, 4c, 6b or levels specifically related to the exam or awarding body e.g. Entry Level 3 or GSCE Grade 5.

An end of year target grade will then be given by the subject specialist and the pupil's progress will be monitored and tracked every term to ensure they are 'on track' to achieve this. This, in turn, enables us to identify areas of difficulty and target specific interventions and additional one to one support to address these areas.

Contact Us

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

Policy Summary

Our policies can be requested by contacting us on **01482 307 830**

Uniform
The school uniform consists of black shoes or trainers (no coloured markings including white), black trousers, school polo shirt and school jumper. If a coat is worn it must be taken off when entering the school and will be kept securely until needed. If the pupil is not in the correct uniform, the parent/carer must inform the school as to the reason why, by phone or by a written note. If a pupil is not in the correct uniform, the school reserves the right to send the pupil home in order for them to change into the correct uniform.

Mobile Phones
Mobile phones are not to be brought into school. If students do bring them in they will need to hand them in to the school office on arrival, to be given back at the end of the day.

Knives and Dangerous Weapons
Under no circumstances are pupils to bring in knives and/or dangerous weapons into school. If they are suspected of doing so then the school reserves the right to search them and their bag. If a pupil is found to have a knife or a dangerous weapon, the Head Teacher (or designated deputy in her absence) will contact the police. Once advice is taken from the police, subsequent action may involve one or more of the following: school and parent/carer meeting; external intervention; fixed term exclusion; permanent exclusion; police action.

Illegal Drugs and Alcohol
The parents/carers of a pupil who is suspected to be or is under the influence of drugs or alcohol will be contacted and asked to collect their child from school with immediate effect. If pupils persist in coming into school under the influence of drugs or alcohol, or they take drugs or alcohol once in school, then they will be excluded temporarily and/or permanently. Drug taking and alcohol abuse in school will not be tolerated. The school reserves the right to contact the police and/or arrange for appropriate medical intervention if they feel that it is in the best interest of the individual pupil or in the interests of other pupils, staff and the wider community.

Smoking (including the use of vapes)
Under no circumstances are pupils allowed to smoke within the school building and/or on the school site. If a pupil does smoke within the school building, the Head Teacher (or designated deputy in her absence) reserves the right to immediately exclude a pupil on the grounds of Health and Safety. The school will endeavour to support and assist pupils in stopping or reducing smoking. This may be through education within the curriculum, liaising with outside agencies and encouraging smoking cessation to ultimately reduce frequency.

Theft
If a pupil is suspected of stealing within the school grounds or within the wider community the Head Teacher (or designated deputy in her absence) reserves the right to search the pupil's bag and/or ask them to turn out their pockets. If a pupil is unwilling to do so, the school reserves the right to call the police. If a pupil is found to have engaged in theft then the police will be contacted if deemed appropriate.

Additional Information

Safeguarding Statement

Beverley school has a duty to safeguard and promote the welfare of their pupils. This responsibility necessitates a safeguarding policy and we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. This policy on child protection is in accordance with the locally agreed inter-agency procedures. The policy also complies with guidance from the DfE and the Local Safeguarding Children Board (LSCB). The school recognises it is an agent of referral and not of investigation. Anyone can make a referral to children's social care, if necessary. The designated safeguarding lead (DSL) is Suzanne Mulligan and the Deputy DSLs are Toni Pawson, and Paige Richards.

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 if 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 and is also on our website. 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 Managing Director of Education via the contact details below, especially if your complaint relates to the school leadership.

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

The representative of the proprietor may be contacted at
Andrew.Sutherland@caretech-uk.com