



BROADSTONES INDEPENDENT SPECIAL SCHOOL

Brochure 2018/19

**“To Educate, Motivate and Inspire Young People to Achieve in a Nurturing
Environment”**

Broadstones School Ltd
Floor 4 Broadstone Mill
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School Address

Broadstones School

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MISSION STATEMENT

“To Educate, Motivate and Inspire Young People to Achieve in a Nurturing Environment”

At Broadstones School we believe every child has an entitlement to **education** and to be able to access a varied and creative curriculum based around their learning style.

The learning environment should support their needs and provide a **nurture** based approach to collaborative Education.

A tailored programme will be planned with the individual to ensure the learner is not just interested and engaged in their chosen vocational programme, but that it also **inspires** them to raise their confidence and aspirations. This will allow them the **motivation** to strive for higher goals and transition through to further education or training.

BROADSTONES

BROADSTONES brings together a partnership of highly experienced providers who have specialist knowledge in their individual areas of expertise in educating, motivating and inspiring young people. This is done by identifying and utilising an individual's vocational interest as a key motivator and creating a personalised programme which meet the needs of the individual. The programme will be suitably challenging whilst still emphasising the importance of Math's and English.

BROADSTONES has a proven track record of successfully engaging the more hard to reach challenging young people (all pupils must have an Educational Health Care Plan) between the ages of 13-19.

The bespoke packages provide young people with a wide variety of choices and options to assist them to develop knowledge and skills in their main areas of interest. BROADSTONES has partnerships with various specialist colleges and training providers and centre approval through EDEXEL and all other main examining bodies. This allows the company to offer a support service to the smaller providers within this directory in terms of qualification approval, teaching and learning, professional development and Quality Assurance support. Personalised learning is central to the approach to education and its ethos for developing individuals in general. BROADSTONES gather comprehensive data regarding individuals through the application process and requests additional information such as EHCP's or YOS reports. This information is used to form the Individual learning plan. The ILP is completed with the learner to plan an appropriate programme which meets the needs of the individual learner. It incorporates clear and achievable targets which are reviewed on a regular basis.

At BROADSTONES we ensure small class sizes combined with teaching assistants allowing learners to receive support which caters for a wide variety of individual needs with differentiated lessons to ensure nobody is held back or left behind. We also understand the importance of a relaxed working environment, as well as working in conjunction with learners in order to foster the best possible learning environment. The addition of Apprentice mentors who act as role models for the pupils which has been highlighted as an example of good practice by various agencies. The pupils look up to the Apprentices who have proved to be highly effective in allowing the pupils the opportunity to take time out when their behavior has become a problem. The Apprentice mentors can then pass on to tutors concerns raised by the pupils.

At BROADSTONES we pride ourselves on how seriously we take diversity and equality. We strive to deliver a holistic approach to teaching and learning, where each individual is treated as such, and individual needs, aims and objectives are catered for.

We offer a support network relating to a wide variety of life skills, and work closely with community links to ensure that our learners have the best opportunity to realise their full and true potential giving them every opportunity to overcome barriers to their learning and develop resilient outlooks and perspectives that will prepare them for life after compulsory education. BROADSTONES works with relatively small groups of young people thus enabling the tutors to develop a strong working relationship with each member of the group, based on a sound understanding of their educational, personal and social background and their subsequent needs. Furthermore, BROADSTONES encourages and promotes mutual respect among our young people within their learning environment to ensure that each person is considered by all to have equal worth and can learn in a safe and happy environment.

Our curriculum allows pupils to work at their own pace with any additional support as required. The pupil will have daily one to one target setting sessions where the learner is encouraged to take ownership of their learning by setting their own targets and to feedback regarding their own progress and thoughts on the programme they are following. This is supported with regular reviews of progress to ensure learners remain on track to reach their full potential.

All learners are interviewed during a home or school visit with parents/ carers in attendance. All concerned are given detailed information regarding the programme. Each learner has an Individual Learning Plan which is reviewed throughout the course. This process fully involves the learner in actively giving feedback on their individual progress, and any suggestions to improve the provision are recorded to allow improvements to the design of the programme.

Weekly and termly reports will be provided for the parents/ carers as well as clear day to day reporting processes to all involved regarding attendance and behaviour. If necessary, further home visits can be arranged in order to update all involved regarding individual issues or progress in general. All feedback gathered from all agencies will be used to improve the programme

All the courses follow accredited programmes from Entry Level 3 to Level 3, which allow the learners to achieve their full potential. Assessment material, resources and internal verification are included.

BROADSTONES allows the learners to develop in many additional ways through individually designed pathways not only in terms of recognised qualifications, but other life skills such as, confidence, team work and social skills. BROADSTONES benefits the learner by giving them the option of further development and progression onto Further Education courses, Apprenticeships and employment.

Our Curriculum

Our students have failed to engage with the standard curriculum delivered by mainstream schools. Our curriculum is designed to meet their complex needs by engaging them in academic learning and developing their life skills. We are an inclusive school and all our teaching focuses on providing intensive support for students as individuals who have individual strengths and weaknesses. We offer a range of qualifications that gives every one of them the opportunity to attain. One-to-one support is provided when appropriate and we are always flexible. We also try to have fun.

At the heart of our work we adopt the concept of Nurture:

From birth children seek to attach themselves to their carers'. They are ready to relate but if they are to develop healthily they need reliable and affectionate care so that as they grow they increasingly experience the world as an interesting place which is safe for them to explore. If they lack adequate care they will not experience the world as safe, will not learn that adults can be trusted, and that other children can be friends. They will have taken in a view of a hostile and uncaring world and when entering school for the first time will be bewildered, frightened and may use aggression to protect themselves from hurt. It is likely too that they will be behind in their language skills and lack the necessary knowledge of their surroundings that a 'good enough' parent provides.

If our learners are to make progress they need to be exposed to the learning experiences they had missed. If this is achieved the children would begin to feel that the world is safe and friendly and learning can take place.

The six principles that underpin our work with learners are:

1. Children's learning is understood developmentally

In nurture groups, staff respond to children not in terms of arbitrary expectations about 'attainment levels' but in terms of the children's developmental progress assessed through the Boxall Profile Handbook which offers a structured framework for the observation of a child's behavioural, social and cognitive engagement in classrooms. The response to the individual child is 'as they are,' underpinned by a non-judgmental and accepting attitude.

2. The classroom offers a safe base

The organisation of the environment and the way the group is managed is done in a way that diminishes anxiety. The nurture group room offers a balance of educational and play experiences aimed at supporting the development of the children's relationship with each other and with the staff. The nurture group is organized around a structured day with predictable routines.

3. Nurture is important for the development of self-esteem

Nurture involves listening and responding. In a nurture group 'everything is verbalised' with an emphasis on the adults engaging with the children in reciprocal shared activities, for example, in play, during meals and when reading or talking about events and feelings. Children respond to being valued and thought of as individuals; thus, in practice, this involves noticing and praising small achievements. Nothing is hurried in nurture groups. We go at the child's pace.

4. Language is understood as a vital means of communication

Language is seen as more than a skill to be learned. It is the way of putting feelings into words. Nurture group children often 'act out' their feelings as they lack the vocabulary to 'name' how they feel. In nurture groups, the informal opportunities for talking and sharing, for example, welcoming the children into the day or having breakfast together are as important as the more formal lessons for teaching language skills. Words are used instead of actions to express feelings and opportunities are created for extended conversations or encouragement.

5. All behaviour is communication

This principle underlies the adult response to the children's often challenging or difficult behaviour. 'Given what I know about this child and his development, what is this child trying to tell me?' Understanding what a child is communicating through behaviour helps staff to respond in a firm but non-punitive way by not being provoked or discouraged.

6. Transitions are significant in the lives of children

The nurture group helps children make the difficult transition from home to school. Moreover, every day children have to make numerous transitions, for example, between sessions and classes and between different adults. Changes in routine are invariably difficult for vulnerable children and need to be managed with careful preparation and support.

These principles inform all aspects of the school day including curriculum choices, timetable structure, non-lesson interactions and lesson planning. With the ultimate aim to make the learners feel safe enough to access learning.

Most of our learners come with a history of behavioural difficulties at both home and school. Therefore, to build on the nurture model a system of behavioural rewards is used to emphasise the positives and increase self-esteem.

The positive behaviour system is based on our **RATE ME** concept:

R – Respect for self, peers, adults and the learning environment

A – Achievement in lessons and as a whole

T – Target: meeting targets

E – Engagement & participation – Effort and `having a go` (resilience).

Each learner is scored for each area in each session and this score is averaged over a day to give a running score. This score equates to the five levels of behaviour; Beginning behaviour, Improving behaviour, Acceptable behaviour, Responsible behaviour and Independent behaviour. These are attributed a daily monetary value that the learners can see accumulating and spend on activities or 'prizes' for themselves. We aim to move the learners through the behavioural levels to achieve a level that enables them to return to mainstream education or access further education opportunities at post 16.

Our learners make good progress overall and we work hard to narrow the gap that is present between our learners attainment and the national average. All of our learners come from complex and disadvantaged backgrounds which have interrupted or prevented their education.

Our learners have failed to engage with the standard curriculum delivered by mainstream settings and an alternative curriculum is offered based around the following five areas:

- **My passport – English and Maths**
- **My Self – art, music and PSHE**
- **My future – vocational training**
- **My Body – sports and catering**
- **My world – science, values and beliefs and PSD**

This curriculum prepares students for working life Post16. It focuses on vocational courses and ensures that students develop the practical and personal skills they will need to gain

employment, negotiate the working world and succeed within it. This includes supporting them to develop healthy and fulfilling relationships, becoming a safe, confident individual, learning to make appropriate choices and assess risk. We train students to regard employment as a positive choice and to engage in learning as a life-long activity.

For Year 11 students we offer supported work experience and a Careers worker provides 1-1 support as they write CVs, research college courses and write applications. Mentoring is offered by experienced professionals; this includes interview practice. We support students at interview and enrolment at college, and all the school's staff are available to offer advice and support to former students who seek it.

Provision For Children For Whom English Is An Alternative Language

Pupils for whom English is a second/alternative language will be treated with respect and care. A supportive education programme will be provided and advice sought as appropriate. BROADSTONES has a strong commitment to value a child's cultural and religious heritage. A child's individuality in respect of their age, race and gender is recognised and valued.

Individual Education & Behaviour planning

Work is carefully differentiated in order to meet the individual needs of children and regular assessment ensures continuity and progression. Each child/ young person has individually tailored positive expectations for achievement recorded in an individual learning plan. All pupils will complete a base line assessment for numeracy and literacy. This ensures they are stretched and challenged appropriately and experience success frequently.

Targets for literacy and numeracy skills are set through educational reviews and progress is assessed carefully and frequently with pupils making regular goals and targets for social and academic achievements. The remediation of learning difficulties, whatever the cause, is facilitated by a supportive educational programme and intensive individual help. Assessments are thorough and highlight the learning and emotional needs of each pupil.

Individual behavioural targets are discussed with the child/young person on a daily basis during Personal Development Time (PDT) and are monitored, reviewed and recorded daily.

All pupils have annual reviews where a detailed report is produced assessing attitude, attainment and progress.

Provision For Children With EHC Plans.

Our objectives and principles in making provision for children with special educational needs are as follows:

Each child is given a broad based and relevant curriculum.

The special needs of each child, as identified in his/her EHCP are addressed and statutory reviews are held regularly and completed in a thorough manner.

A behaviour management programme is in place and is continually reviewed; staff training in the management of children/ young people with E.S.B.D. is ongoing.

The school has a team approach. Teachers, Teaching Assistants, Therapists, Social Workers, parents and other professionals are all involved in monitoring pupil progress using individual Education, Health and Care plans.

Citizenship / Religious Education

R.E. is delivered through PDT and also through cross-curricular work through an ASDAN short course (beliefs and values). During these lessons pupils are given opportunities to gain knowledge and respect for religious diversity.

All children/young people take part in a daily morning “Personal development time” and end of “day review” tutor sessions which promote opportunities for pupils to reflect upon and develop their self-knowledge, self-confidence and self-esteem ASDAN PSHE short course. The children/young people are encouraged to show respect to each other, to accept responsibility for their behaviour and improve social and friendship skills.

Parents/guardians have a right to withdraw their children from religious instruction and any wishing to do so should discuss the matter with the Headteacher.

Anti-bullying Policy

BROADSTONES is totally opposed to bullying in any form and it will not be tolerated at any level.

We are committed to providing a caring and safe environment for all pupils where they can develop both academically and as an individual.

A comprehensive anti-bullying policy operates within the school along with a set of procedures to identify and deal with any incidents quickly and effectively. If you have any concerns regarding bullying or wish to discuss this area further, please do not hesitate to contact the Headteacher (anti bullying policy is available from BROADSTONES on request).

Mobile Phone Policy

For the safety and required focus of pupils whilst in school, the use of mobile phones is not permitted during class time. We require that they hand it to the teacher until the end of the session. If they abuse this privilege, sanctions will be enforced. If any safeguarding issues arise from the use of technology SMBC safeguarding procedures will be enforced. Persistent use of a mobile phone will not be tolerated and could result in parents/carers being asked to attend a meeting to address this behaviour and enforce further sanctions.

School Uniform

All our young people are expected to wear appropriate dress for the day’s activity.

School will provide a sweatshirt and polo shirt annually with school logo which must be worn on arrival. Additional/ replacement uniform will need to be purchased.

Physical Education

There are regular multi sports sessions throughout the week. Young people should provide their own kit for participating in these sessions –

T shirt

Shorts/tracksuit bottoms

Trainers

All pupils will be working towards a sports coaching award to build confidence and encourage team work and personal development.

Careers Guidance / F.E.

BROADSTONES has developed positive links with the local services for Young People and has organised careers meetings and interviews for all KS4 students.

BROADSTONES also co-ordinates and monitors vocational provision and work experience placements for all Key Stage 4 students, giving those students an invaluable insight into working life.

We have also developed positive links with colleges in and around the local area and have supported students in being successfully placed on post-16 further education courses.

It is our aim to support all of our students in achieving a positive work or college placement at the end of Year 11.

Outdoor Education

We aim to offer all pupils a rounded curriculum in which, irrespective of academic ability, they can achieve high levels of success. In response to this we offer a variety of outdoor education activities, including map work, orienteering, walking, cycling, problem solving, climbing and canoeing.

All activities place a great emphasis on teamwork and the development of positive self awareness, confidence and cooperative behaviours amongst our young people.

Complaints Procedure

It is important to pupils' sense of security and personal confidence that they have a means of "**Being heard**", in the event of having a complaint. For this purpose we ensure every child/young person is made aware of the suggestions and complaints procedure and will assist and support them in the event that they feel the need to use it. [Policy held in school]

They can share their complaint with the Safeguarding Officer which is the Headteacher.

If they are still unsatisfied they can telephone to speak to John Gibbins (Proprietor) who will arrange to see them. If they feel they cannot talk to any of these people, then they can telephone Childline (0800 1111). These calls are free and confidential alternatively the Stockport Safeguarding Unit 0161 474 5657.

Parents, carers or representatives from the L.A. or S.S.D. who are concerned about the quality of education offered at BROADSTONES should contact the school's management immediately. Any complaint will be given prompt and serious consideration. If the complainant is still unsatisfied they have the right to contact OFSTED directly on 0300 123 1234

Child Protection/Safeguarding

BROADSTONES has a comprehensive child protection/safeguarding policy and will take any reasonable steps to ensure the safety of its pupils. In cases where the school has reason to be concerned that a child may be subject to ill treatment, neglect or other forms of abuse, staff will follow Stockport L.A. child protection procedures and inform the company directors, Ofsted and the Safeguarding Team of the concern.

The child protection policy is available on the website or on request.

Exclusions

We acknowledge that the children placed at BROADSTONES have had previous negative educational and social experiences and as such will present challenging behaviours.

It is our aim therefore to provide a quality education for even the most challenging pupils. Exclusions are seen as the very last resort when all other strategies have been exhausted and are only used in extreme cases.

However, if a child's placement in school is seriously preventing the 'effective education' of other pupils or the child is presenting a significant risk to themselves or others within the school it may be deemed necessary to suspend a pupil for a specific period of time.

In all cases of suspensions and exclusions parents / carers will be notified immediately by telephone outlining the reasons for the exclusion, the duration and the expected return date. Detailed notes are kept regarding the incident and the decision to exclude. A copy of these notes is forwarded to the placing authority and is freely available to parents and carers.

Following any exclusion, a re-integration meeting will take place involving the pupil, parent/carer and Headteacher. The meeting will take place before the child returns to school and will outline positive strategies for moving forward. This could include a review of Individual Crisis Management Plans – Individual learning plans and timetables – monitoring patterns of behaviours.

Admissions Criteria:

Pupils will either be unable to maintain a place in a mainstream school or be thought to be able to benefit from a stable period in a small supportive vocational school environment due to being on the verge of permanent exclusion. The pupil will be considered to be S.E.M.H, ASD, M.L.D. and between the ages of 13 and 16 years.

Admissions Procedure:

When a placement is requested, a copy of the child/young person's Education Health Care Plan (EHC Plan) Individual Risk Assessment and/or other relevant documents, such as previous school reports, HCPs etc., will be needed. This is in order to ascertain the suitability of the placement and to set up an education programme appropriate to the child/young person's needs. A planning meeting will then be held to determine if the placement is appropriate to the child's needs. At this meeting a programme of tasters will be organised to allow a trial for the prospective pupil. This will allow BROADSTONES to both gauge his/her suitability but also to ascertain the individuals' vocational focus.

BEHAVIOUR MANAGEMENT PROGRAMME



At BROADSTONES we aim to overcome the previous negatives experiences our students have had of education and eliminate the negative images they have both of the school environment and of themselves as learners.

We operate a clear behaviour management reward system that enables students to achieve a range of rewards for meeting their individual behaviour target including: praise, gaining credits for Friday afternoon reward activity time and making positive phone calls to parent/carers. In addition to this we also operate a range of sanctions which include losing credits, withdrawal from the class group for 1-1 teaching and behaviour planning meetings with parents and carers.

Our behaviour management system uses the PDT for setting a daily behaviour target. The recording and monitoring of pupil's behaviour is via an individual target sheet which is completed with each student at the end of every lesson and then reviewed during Personal development time at the beginning of each day. This target sheet is available for carers/parents /SSD on request. Parents/Carers may also request to be given daily updates as to pupils' behaviour via a Home-School Communication book or via telephone, if either is required.

Health & Safety

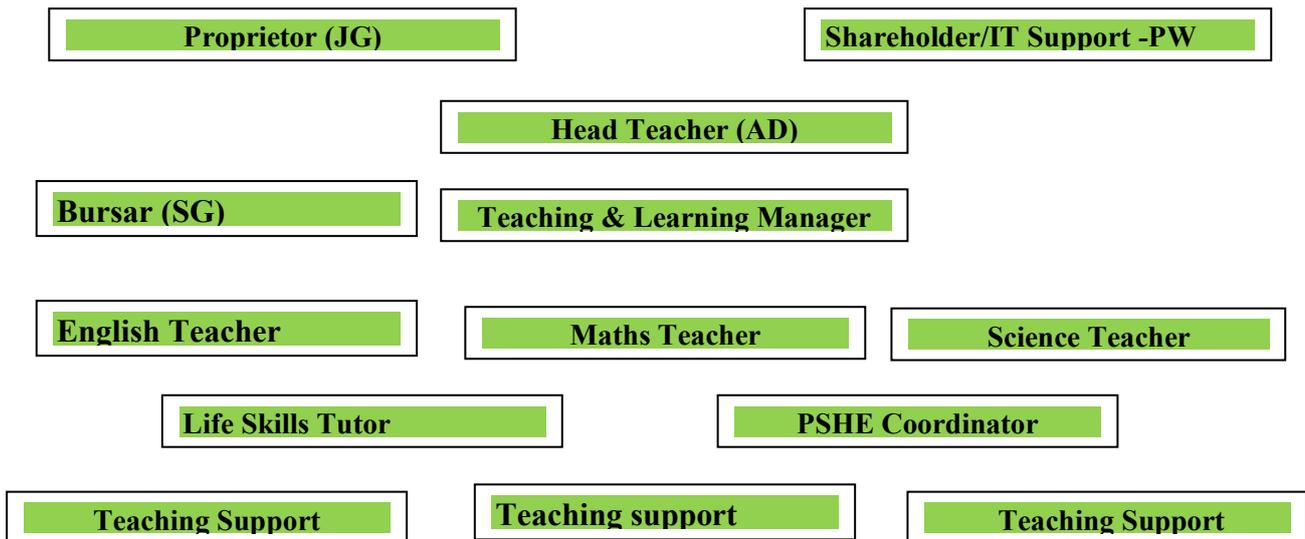
BROADSTONES has comprehensive Health and Safety policy and procedures The Policy/Procedures file is kept on school premises and is available to anyone at all times.

Visitors

BROADSTONES is happy to welcome visitors, professionals and LA representatives or anyone interested in placing a child at the school. All visitors are required to make an appointment to visit the school and must report to the headteacher on arrival please bring appropriate identification.

Staff Structure

	Role	Main Responsibilities
John Gibbins	Proprietor	QA for external providers, health and safety lead, recruitment
Susan Gibbins	Director of Finance	Head of finance
Alec Dean	Head Teacher	Management of the school, safeguarding lead, SENCO, recruitment
Alison Clark	Teaching & Learning manager	Exams officer, teaching and learning



The School Day

8.30 am – 9.00 am Staff briefing
 9.00 am – 9.15 am pupil form time
 9.15 am – 10.45 am lessons
 10.4 am – 11.00 am Break
 11.00 am – 12.30 pm Lessons
 12.30 pm – 1.00 pm Lunch
 1.00 pm – 2.45 pm Lessons
 School finishes at 2.45 pm

School provides refreshments and Lunch.

Young people are NOT allowed to leave the school premises at either break or lunchtime, unless under the direct supervision of a member of staff.

Example timetable

Monday		Tuesday		Wednesday		Thursday		Friday	
9:00am-9.15am	Form time	9:00am-9.15am	Form time	9:00am-9.15am	Form time	9:00am-9.15am	Form time	9:00am-9.15am	Form Time
9.15-10.00	English	9.15-10.00	Vocational	9.15-10.00	Vocational	9.15-10.00	English	9.15-10.00	Vocational
10.00-10.45	Maths	10.00-10.45	Vocational	10.00-10.45	Vocational	10.00-10.45	Maths	10.00-10.45	Vocational
10.45-11.00	BREAK	10.45-11.00	BREAK	10.45-11.00	BREAK	10.45-11.00	BREAK	10.45-11.00	BREAK
11.00-11.45	IT	11.00-11.45	Vocational	11.00-11.45	Vocational	11.00-11.45	IT	11.00-11.45	Vocational
11.45-12.30	PSHE	11.45-12.30	Vocational	11.45-12.30	Vocational	11.45-12.30	PSHE	11.45-12.30	Vocational
12.30pm-1.00pm	LUNCH	12.30pm-1.00pm	LUNCH	12.30pm-1.00pm	LUNCH	12.30pm-1.00pm	LUNCH	12.30pm-1.00pm	LUNCH
1.00-1.45	Functional Skills	1.00-1.45	Vocational	1.00-1.45	Vocational	1.00-1.45	Functional Skills	1.00-1.45	Rewards
1.45pm-2.30	Science	1.45pm-2.30	Vocational	1.45pm-2.30	Vocational	1.45pm-2.30	Science	1.45pm-2.30	Rewards
2.30pm-3.00	Science	2.30pm-3.00	Day review	2.30pm-3.00	Day review	2.30pm-3.00	Sport	2.30pm-3.00	Rewards

Pupil Absence

Parents/carers are requested to contact school by telephone as soon as possible on the first day of absence, outlining the reason for absence and the expected date of return.

Parents/carers need to contact the Headteacher if they are considering any form of holiday during term time, obtaining permission, **before** any bookings are made. Holidays will only be granted under exceptional circumstances.

Term dates including in-service training days are displayed on the website.

Partnership Organisations

BROADSTONES has Partnership and Quality Assurance arrangements with:

EBC Consultancy: Recruitment and programme support including Health & Safety/Safeguarding work experience support and Quality Assurance

Pegasus HSE: Health & Safety Consultancy

BROADSTONES The Vale: Construction Skills, Creative arts, Bicycle mechanics

Rubber Soul Studio: Music production centre

WINGS Outdoors: Forest school provision

Quality Assurance

BROADSTONES carries out stringent and regular internal Quality Assurance processes these are carried out on both its own and its partner organisations. BROADSTONES is a registered independent school and therefore standards must meet the Ofsted framework. All providers in the group are expected to undergo regular QA to meet the schools strict contracting requirements. Broadstones, is Quality Assured by Cheshire East Council and Derbyshire Council. BROADSTONES have been accepted for use by Stockport Highfields PRU. BROADSTONES has been accepted on Stockport Councils Alternative Provision framework.

Reports are available on request.

Price Structure:

This programme will be carried out on a day rate based on the following:

- Project Management costs
- Staff costs
- Provider costs
- Facility/resources costs
- Administration costs
- Accreditation and exam costs

Fees

The academic year is 38 weeks divided into 3 terms.

For the BROADSTONES school year commencing Sept 2018 a full year place will cost:

Band A (SEMH) from £34,000

Band B (ASD) from £39,000

Band C (learners with additional needs, including 1 to 1 support, family support, independence training etc) individual assessment £39,000 plus itemised on costs)

This price structure is subject to review each year. Where exceptional individual support costs are required BROADSTONES reserves the right to add additional on costs dependant on the specialist needs of an individual pupil. Where the pupil meets the requirements for pupil premium BROADSTONESE expects that money to follow the pupil and be transferred to BROADSTONES from the pupils previous school.

Fees will be charged on a weekly rate for 38 weeks of the year and will be invoiced on a monthly/half termly/termly basis.

Should a child/young person leave without prior written notice or not as a result of a review, then 6 weeks (half a term) fees in lieu will be required.

Notice to leave the school must be in writing and the 6 weeks (half a term) will be charged from the date of the letter of notice.