

The Ryes College

Prospectus 2026 - 2027

Keys

Welcome to Ryes College

A Very Warm Welcome to Ryes College

At Ryes College, we believe that every young person deserves to feel understood, valued and successful. We recognise that many of the pupils who join us have faced challenges in their educational journey and may have experienced difficulties that have affected their confidence, wellbeing or engagement with learning. Our role is not only to help young people achieve academically, but also to help them rediscover their strengths, develop confidence in themselves and build a positive vision for their future.

Everything we do is built upon positive relationships, genuine understanding and unwavering belief in the potential of every pupil. We know that when young people feel safe, accepted and valued for who they are, they are better able to engage with learning, overcome challenges and experience success. We are committed to creating an environment where pupils do not feel the need to be anyone other than themselves, and where individuality is celebrated as a strength.

Our specialist team combines educational expertise with therapeutic and clinical support to ensure that pupils receive the personalised guidance they need to thrive. Through ambitious learning opportunities, structured support and a nurturing approach, we help young people rebuild confidence, develop resilience and gain the skills needed for life beyond school.

Set within the beautiful Suffolk countryside near Sudbury, Ryes College provides a calm and inspiring environment where pupils can learn, reflect and grow. Our rural setting supports wellbeing and personal development while offering valuable opportunities for outdoor learning, independence and preparation for adulthood.

What makes Ryes College truly special is our commitment to helping young people understand and value who they are. We believe that success begins when young people recognise their own worth and understand that they do not need to change who they are in order to be accepted or successful. Through meaningful experiences, positive relationships and a culture of acceptance, we support pupils to recognise their strengths, embrace new opportunities and believe in the possibilities ahead of them.

As confidence grows, so too does aspiration. We want every young person to leave Ryes College with a strong understanding of themselves, belief in their own abilities and the courage to pursue ambitious and fulfilling futures. Our aim is that every pupil leaves us knowing that they are capable, valued and ready to make a positive contribution to the world around them.

Whether you are exploring Ryes College for the first time or are already part of our school community, I hope this prospectus gives you a sense of the warmth, expertise and optimism that define our school. We look forward to working alongside you and supporting your child on their journey towards a successful and fulfilling future.

Anna Nottage
Headteacher

Believe. Grow. Succeed.



Vision, Ethos and Values

Our Vision

At Ryes College, our vision is to create a safe, nurturing and ambitious learning community where every young person is known, valued and empowered to succeed.

We believe that successful learning begins with positive relationships, emotional wellbeing and a strong sense of self-worth. Many of our pupils join us having experienced challenges in education and may have lost confidence in themselves as learners. Our vision is to help every young person reconnect with learning, recognise their strengths and develop the confidence, resilience and self-belief needed to succeed both now and in the future.

Through high-quality teaching, therapeutic support, personalised learning pathways and a strong focus on preparation for adulthood, we empower pupils to become confident, capable and successful young adults.

Our Ethos

Our ethos is founded on the belief that every young person has strengths, talents and potential waiting to be discovered.

We recognise that pupils learn best when they feel safe, understood and valued. For this reason, relationships, emotional wellbeing and trust are placed at the centre of our practice.

Many pupils join us having experienced disruption, anxiety or previous negative experiences of education. Our specialist approach focuses on rebuilding confidence, restoring engagement and helping pupils experience success. Through consistent support, therapeutic interventions and high-quality teaching, we create an environment where pupils develop resilience, self-awareness and a renewed belief in their own abilities.

We maintain high aspirations for every pupil and believe that progress should be measured not only through academic achievement but also through personal growth, emotional development, independence and readiness for adulthood.

Our Values

Believe
We help young people recognise their strengths, value themselves as individuals and develop confidence in their own potential. We want every pupil to understand that they are capable of success and worthy of opportunity.

Grow
We support pupils to develop emotionally, socially and academically. Through challenge, encouragement and support, young people learn to become more resilient, independent and confident in themselves.

Succeed
We celebrate success in all its forms. Every achievement matters and every step forward is recognised. We empower pupils to achieve meaningful outcomes and create positive futures for themselves.

Keys Values

Excellence
Accountable and intent to achieve the best in all we do. Challenging ourselves to the highest standards of learning, development and performance.

Passion
Committed and ambitious in heart and mind, supporting the best outcomes for young people.

Integrity
Working honestly and transparently, sharing our results and learning.

Caring
Showing compassion and empathy, placing the young person at the centre of all we do, taking their feelings and wishes into account.

Our Mission

Believe. Grow. Succeed.

At Ryes College, our mission is to help every pupil rediscover their potential and develop the confidence to achieve it.

Through strong relationships, therapeutic support and ambitious personalised learning, we support young people to overcome barriers, re-engage with education and build the knowledge, skills and resilience needed for successful futures.

We are committed to helping pupils understand their strengths, celebrate their achievements and develop the confidence to believe in themselves. By creating a safe and nurturing environment where every young person feels accepted and valued, we empower them to achieve meaningful success and prepare for adulthood with confidence and optimism.

By placing wellbeing, self-belief and aspiration at the heart of everything we do, we enable every young person to Believe, Grow and Succeed.

Our School

Set within the beautiful Suffolk countryside near Sudbury, Ryes College provides a calm and inspiring environment where young people can learn, grow and thrive.

Our rural location offers a unique setting that supports emotional wellbeing, reflection and personal growth. Surrounded by countryside, pupils benefit from a learning environment that feels safe, nurturing and separate from many of the pressures they may have previously experienced.

At Ryes College, we combine specialist educational provision with therapeutic support to create an environment where pupils can successfully reconnect with learning. Our carefully designed learning spaces promote wellbeing, engagement and achievement while providing pupils with the structure and support they need to flourish.

The surrounding rural environment provides valuable opportunities for outdoor learning, personal development, wellbeing activities and preparation for adulthood. These experiences help pupils build confidence, independence and resilience while developing practical skills for life beyond school.

Despite our rural setting, we maintain strong links with local communities, employers, colleges and services across Suffolk and neighbouring counties, ensuring pupils are well prepared for future education, employment and independent living.

At Ryes College, every pupil is known, valued and supported to develop the confidence to succeed.



Safeguarding

At Ryes College, safeguarding is at the heart of everything we do.

The safety, wellbeing and voice of every pupil is our highest priority and underpins all aspects of school life. We are committed to creating a safe, inclusive and nurturing environment where pupils feel valued, respected and protected.

We recognise that many pupils have experienced challenges that may have impacted their confidence, wellbeing or engagement with education. Creating emotional safety and trusted relationships is therefore fundamental to our approach.

Our highly trained staff work collaboratively with families, clinical professionals and external agencies to ensure that every young person receives the support and protection they need. We maintain a culture of vigilance, care and respect where pupils know they will be listened to, supported and valued.

Through education, guidance and positive relationships, we help pupils develop emotional resilience, self-awareness and the skills needed to keep themselves safe in school and in the wider community.

Our Curriculum

Our curriculum is ambitious, meaningful and designed to support pupils in rebuilding confidence as learners.

We recognise that many young people arrive at Ryes College having experienced interrupted education, anxiety or barriers to engagement. Our curriculum is therefore carefully structured to provide opportunities for success, helping pupils rediscover a love of learning and develop a positive sense of themselves as capable learners.

Alongside academic achievement, we place equal importance on emotional wellbeing, personal development, independence and preparation for adulthood.

Our curriculum is designed not simply to deliver knowledge, but to help young people understand their strengths, develop resilience and gain the confidence needed to pursue their aspirations.

Formal Pathway

Our Formal Pathway provides pupils with access to a broad and balanced curriculum delivered through carefully sequenced subject areas including English, Mathematics, Science, Humanities, Technology, Creative Arts, Physical Education and PSHE.

Learning is structured to develop knowledge, skills and confidence over time, enabling pupils to build strong foundations and work towards meaningful qualifications and future destinations.

Semi-Formal Pathway

Our Semi-Formal Pathway is designed for pupils who benefit from a more developmental and practical approach to learning.

The curriculum focuses on literacy, numeracy, emotional wellbeing, independence, life skills, physical development, creativity and preparation for adulthood. Learning is delivered through practical experiences and meaningful contexts, helping pupils develop confidence, resilience and transferable skills.

Preparation for Adulthood

Preparation for adulthood underpins both curriculum pathways. From the moment pupils join Ryes College, we work to develop independence, employability, self-advocacy and life skills that will enable them to thrive beyond school.

Through community engagement, careers education, personal development opportunities and accredited learning pathways, pupils are supported to prepare successfully for further education, employment, training and adult life.

Provision for children with Special Educational Needs

We are committed to ensuring that every pupil receives the support, challenge and opportunities they need to achieve success.

Our specialist provision is designed to support pupils with social, emotional and mental health needs, anxiety, ADHD and associated barriers to learning. We recognise that every learner is unique, and our personalised approach ensures that provision is carefully tailored to individual strengths, needs and aspirations.

Our multidisciplinary approach combines high-quality teaching, pastoral care, therapeutic support and clinical expertise. Through this integrated model, we help pupils develop emotional regulation, resilience, self-confidence and positive attitudes towards learning.

We believe that understanding personal strengths is a critical part of success. We work closely with pupils to help them identify what they do well, build upon their achievements and develop the self-belief required to achieve their goals.

We measure success not simply through academic outcomes, but through improved wellbeing, stronger relationships, increased engagement, growing independence and greater confidence in the future.

Provision for children with EAL

At Ryes College, we ensure that pupils with English as an Additional Language feel included, valued and able to access all areas of school life.

We provide personalised support to help pupils develop communication skills, confidence and independence. Staff adapt teaching, resources and learning activities to ensure the curriculum remains accessible while maintaining high expectations.

Through our nurturing and relationship-centred approach, we support successful transitions, emotional wellbeing and a strong sense of belonging, enabling every pupil to engage fully in school life and achieve success.

Identity and Cultural Diversity

At Ryes College, we celebrate the individuality of every pupil and are committed to creating a culture where everyone feels valued, respected and included.

We recognise that every young person brings unique strengths, experiences, interests and perspectives to our school community. Through our curriculum, relationships and daily practice, we promote equality, acceptance and mutual respect.

We encourage pupils to understand different cultures, backgrounds, beliefs and experiences while developing empathy and appreciation for the diverse world around them.

By fostering understanding, respect and positive relationships, we prepare pupils to become confident, compassionate and responsible members of their communities.

Documentation

All of the school's policies and procedures can be viewed at school or sent out electronically or by post on request. The Ryes College First Aid Policy is available to parents on request or via the school office.

Health and Safety

The Ryes College has a comprehensive health and safety policy and procedures. The Policy/Procedures file is kept on school premises, with a copy available upon request from the school.

Relationships, Health & Sex Education

Our school provides a culture where sexual harassment and online sexual abuse are not tolerated. All our pupils will receive age and ability-appropriate relationship, health and sex education and will be delivered throughout the year at different times dependent in circumstances. Consent is sought from parents or carers.

Careers Guidance and Preparation for Adulthood

Preparation for adulthood is a central part of our curriculum.

We believe successful futures begin with understanding yourself, recognising your strengths and developing confidence in your abilities.

Through careers education, work-related learning, community engagement and personalised guidance, pupils are encouraged to explore their interests, talents and aspirations.

We work closely with colleges, employers and training providers across Suffolk and neighbouring areas to ensure pupils have access to meaningful transition opportunities.

Our aim is that every young person leaves Ryes College with a clear understanding of their abilities, confidence in their future and the skills needed to take successful next steps in education, employment or training.

Approach to Behaviour

Our approach to behaviour is built upon relationships, understanding and high expectations.

We recognise that behaviour is a form of communication and that pupils are most successful when they feel emotionally safe, valued and understood. Our relational and restorative approach focuses on understanding the reasons behind behaviour while helping pupils develop the skills needed to regulate emotions, overcome challenges and engage positively with learning.

Many pupils join Ryes College having experienced difficulties in previous educational settings. Our priority is to build trusting relationships that help pupils feel secure enough to re-engage successfully with school life.

Through restorative approaches, therapeutic support and consistent expectations, we help pupils develop emotional literacy, resilience and self-regulation. We focus on learning from challenges, repairing relationships and helping young people recognise their ability to make positive choices.

By fostering self-belief, responsibility and a strong sense of purpose, we support pupils to develop the confidence, independence and resilience needed for successful futures.



Management of Bullying

The Ryes College 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. A copy of the policy is held on file in school and available upon request. If you have any concerns regarding bullying or wish to discuss this area further, please do not hesitate to contact the Head Teacher.

Counter Bullying

At the Ryes College, we believe in a whole school approach to tackle bullying. Everyone (staff and pupils) work together to promote the culture of a bully-free environment.

Both the child who bullies and the child being bullied will get support.

Aims of the School Approach to Counter Bullying:

The school encourages developing a greater understanding of what bullying is and is not and how best to deal with it, and this is achieved through:

+ Twice weekly PSHE lessons
+ Daily Class Assemblies
+ Weekly – whole school Community Meetings
+ A bullying charter present in each classroom
+ Involve parents and work with them more directly in managing the situation
+ Emphasis on the need to help the bully as much as the victim - pity not punishment
+ We understand that pupils with EAL may be cognitively more advanced in other subject
+ Promotion of restorative conversations between both the bully and the bullied.

Complaints

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 or 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. The complaints policy is available on the school website and on request. They can share their complaint with their keyworker or the Headteacher. If they are still unhappy they can arrange to speak with Robert Arrowsmith (Regional Education Manager) or James Madine (Chair of Governors) who will arrange to see them. If they feel they cannot talk to any of these people, then they can telephone NYAS (0800 808 101) or Childline (0800 1111). These calls are free and confidential. Parents, carers or representatives from the local authority who are concerned about the quality of education offered at The Ryes College should contact the Headteacher or the Deputy Head immediately.

Any complaint will be given prompt, serious consideration.

Should you wish to make a formal complaint then, please view our Complaints Policy, in our Policies section of the website which will guide you through the process.

Philosophy and Expectations

The Ryes College provides a unique educational provision for Children who need a specialist school placement. Pupils who come to the school usually have an Educational Health Care plan.

Following entry into school and an initial assessment phase which are supported and adapted by the SENCo, pupils then graduate fully into school life.

We also strongly advocate for our pupils to participate fully in the life of the school, because we believe that engagement with learning is the best possible way to boost the chances of leading an independent and fulfilled life after leaving school.

Philosophy and Expectations

The curriculum is tailored to meet need and has strong academic, social and practical elements.

Within tutor groups, we have an established mentoring and reflection session, which forms a key part of our behaviour management system. Pupils are also encouraged to actively participate in a reward club of their choice every Friday afternoon.

Our school is a “Caring Community” where we encourage active participation, and following of shared rules. We look out for each other, and resolve conflicts where they arise. The Ryes College has a uniform, which we expect our children to wear, and Mobile Phones are not permitted in school. Pupils hand in phones at the beginning of the school day and receive them back for the trip home.

All pupils will start the day with a tutorial and breakfast, and there are a number of activities that they can participate in, including weekly assemblies. Academic lessons follow on from class tutorial finish by lunch at 1pm. Our afternoon activities consist of sports, design technology and supervised adventurous activities.

Once a week, we hold our whole school community meeting, where pupils and staff contribute to how they would like to see our school develop as well as to bring in visiting speakers. Formal lessons finish at 3.10pm, followed by a short daily reflection session with tutors. The school day finishes at 3:20pm During the school day, young people have the opportunity to meet with key staff and reflect on the day, play games or socialise with each other.

Participation in our weekly community meetings and a willingness to work effectively with others and staff are also the hallmarks of our great community.”



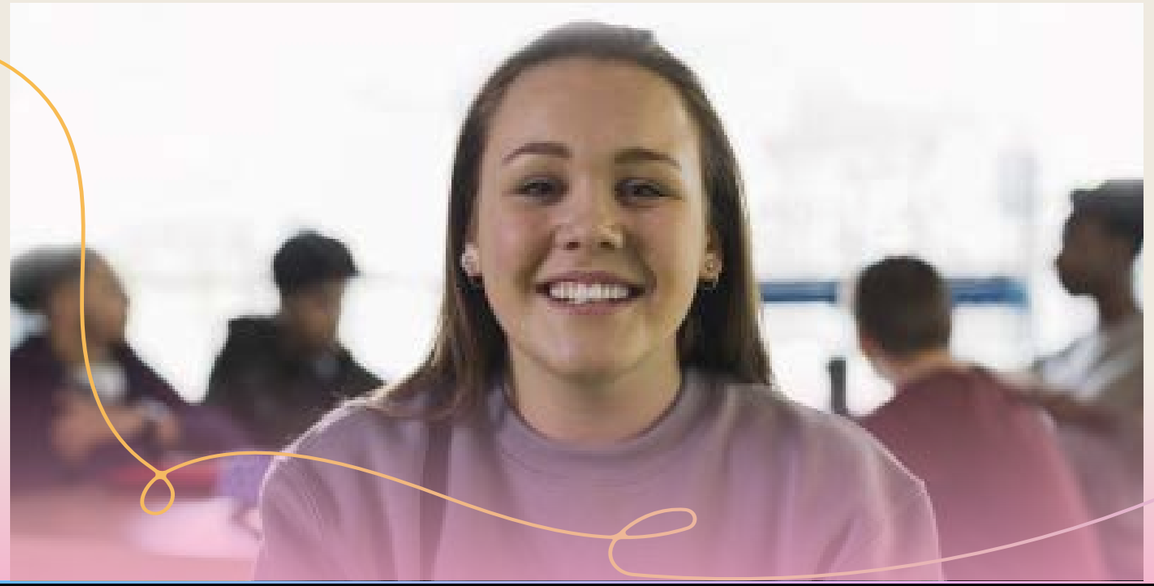
Positive Behaviour Support

The Ryes College seeks to create an environment which encourages and reinforces positive behaviour; recognising this as necessary for effective learning to take place. The purpose of this Positive Behaviour Policy is to ensure that The Ryes College has a consistent approach to rewarding good behaviour and achievement and challenging inappropriate behaviour. Good behaviour is most effectively achieved when there are clear expectations of pupil’s conduct. The school operates with a clear behaviour management reward system that enables students to achieve a range of rewards for meeting their individual behaviour target, both on a shortand long-term basis.

This is personified on Friday afternoon reward time which includes clubs and small trips out. Pupils bring with them a wide variety of behaviour patterns and at The Ryes College the aim is to work within standards of behaviour based on the basic values of honesty, respect for self, others, authority and property, responsibility and consideration. The intention of applying rewards and sanctions is to demonstrate to students that their behaviour and actions have consequences.

Exclusions

The pupils' who attend The Ryes College have often encountered negative and poor social experiences and as such will present challenging behaviours. It is our aim therefore to provide a quality education for all of our pupils, despite the challenges that they present. The school does not use exclusions. In the very rare event that the school placement breaks down, and after all other strategies have been exhausted, at this point the school will end a placement, 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 parents/carers will be notified immediately by telephone, followed by a letter outlining the duration of the suspension, and any additional learning that will be provided. If the duration of a suspension lasts for more than 5 days, the letter will advise the right to appeal against the suspension, the assistance available and the procedures to be followed. Following any suspension, an Education Intervention Plan will be produced and the steps needed to be taken to reintegrate the pupil back into the school.



Admissions

Admissions to Ryes College are managed through referrals from Local Authorities and consultation with relevant professionals.

As a specialist setting, we work closely with Local Authorities, families and partner agencies to ensure placements are appropriate and that we can effectively meet each pupil's individual needs.

Every referral is carefully considered to determine whether Ryes College is the right educational environment for the young person. We review strengths, needs, aspirations and support requirements to ensure that we can provide the specialist provision needed for success.

Where a placement is agreed, we carefully plan transition arrangements to help pupils build confidence, develop positive relationships and settle successfully into school life.

Our aim is to ensure that every pupil joins a community where they are known, valued and empowered to Believe, Grow and Succeed.



General Information

What are the start and finish times?
9:00am – 3:00pm (Monday- Thursday)
9:00am – 2:30pm (Friday)

What arrangements have been made for the lunch break?
Pupils have a lunch break at 12:40pm – 1:20pm. Lessons are arranged in blocks of 2 periods between formal breaks including lunch. Between each lesson there is a sensory movement break. Lunch is taken onsite and in the pupils tutor rooms. The school is able to provide lunch for those pupils who receive Free School Meals. There is a variety of options to participate in active play, board games, sports or sit quietly playing with puzzles, reading or engaging in small group conversations.

How will I get to know what progress my child is making?
The school actively maintains positive communication with parents through weekly phone calls with teachers.

The school reports to parents twice annually provides as well as two face to face a parents evenings. Parents are also invited to visit the school either as part of an annual review or through our open day event.

Additionally, our SENCo holds Annual reviews and Termly PEP meetings with parents and pupils. If there are areas of needs that need to be address, the school adapts to the childs needs and holds more frequent meetings. The purpose of the annual review is to review progress from the outcomes set from the EHCP.

Pupil achievement and progress throughout the curriculum will be monitored on a weekly basis and a report produced at the end of the Autumn and Summer Terms. The report will be issued to the parent/carer. Parents/carers, and monitoring partners conduct monitoring visits to review child progress and a report is issued to parents. Progress on a pupil can be requested at any time throughout the academic year. The school celebrates pupil achievements in monthly year based assemblies, as well as through our termly full school assemblies and full school annual celebration event, held with parents, at the end of every academic year.

Who should absence be reported to?
Contact should be made on the first day of non-attendance giving the reason and indicating when you expect your child to return. Absence should be reported to our school administrator on 01787 228344.

How will my child's attendance be monitored?
Your child's attendance will be monitored in exactly the same way as it is now in mainstream schools, with formal attendance records in the form of a register being kept by the school. A weekly summary report is held by the school. Any concerns regarding attendance will be dealt with under current procedures and will involve close liaison between parents/carers, School staff, Local Authority andChildren's Services professionals.

Do pupils have to wear a uniform?
Pupils are expected to wear uniform selected from the following range:

+ Dark trousers – (jogging bottoms, tracksuit, jeans)
+ Blue Ryes Logo Shirt
+ A navy - sweatshirt
+ Appropriate footwear for the conditions (trainers, walking shoes)
+ An appropriate length skirt/dress
+ Leggings or tights that are in a good condition

P.E - All children should have P.E. clothes
+ Pair of gym shoes/trainers
+ T-Shirt that is comfortable to wear for activity and preferably white in hot weather.
+ Jogging bottoms/shorts
+ Towel
+ Swimming Kit (when necessary)

The school does not permit, hooded tops, track suits, as part of the school uniform.

Term Dates 2026/2027

Sep 2026

M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
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28	29	30				

Oct 2026

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Nov 2026

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Dec 2026

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28	29	30	31			

Jan 2027

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Feb 2027

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Mar 2027

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Apr 2027

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May 2027

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Jun 2027

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Jul 2027

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Aug 2027

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30	31					

School Holiday

INSET / Training Days

Additional Staff Training Days



The Ryes College
Assington,
Sudbury
CO10 5NA

Headteacher:
Anna Nottage
t: 01787 227103 | 01787 228344
e: anna.nottage@keyseducation.ac.uk

Chief Executive:
David Manson
0121 728 7800

Chair of Governors:
James Madine
0121 728 7800

Proprietor Representative:
David Manson

Proprietor:
The Ryes College Limited

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