



## The Corner House School

### *Identifying strengths, Inspiring change, improving outcomes*

#### Our Aim

Keys has recently acquired Cornerhouse School from the Aspirations Group. We believe that education is an important area of child or young person's life and sometimes the only stable and consistent factor in the movement between residential care and family life. All members of staff work alongside each other to promote and stimulate interest and learning. The aim of this is to afford children the same life chance opportunities through their education, as any other child would have. Likewise it is our aim for those children and young people who are unable to attend a mainstream school to follow a structured day with as much academic input as the individual can successfully achieve

#### Our values

We believe that all children who have social, emotional and mental health difficulties should be achieving in school; by building relationships, resilience and self-regulation we support our students achieve more than they believed possible. With individualised education and support every student can reach their potential; improving their self-esteem, their attainment and their outcomes

We want all of our students to achieve the skills and qualifications they need to be successful in life, and to make safe and satisfying choices. Educating our young people in an imaginative and dynamic manner has always been our aim, and we have tried many ways in which to provide high standards and outcomes. We very much promote a 'can do' approach to our work, students and teaching team and we understand from our students that they enjoy education at and for many this is a new experience.

#### Context

The Corner House School is an independent education provision for residential childrens' care homes. Providing specialist provision for children who have SEMHD and /or special educational needs that are looked after. The school is registered to admit children from 9-19 years old. This age range allows us to provide an educational placement which will meet the needs of the young people within the residential care homes to which we are linked.

The school offers a wide curriculum based on ASDAN short courses, functional skills, practical activities and GCSE's at year 10 and 11. In KS3 the school provides a curriculum based around the national curriculum. In KS4 and KS5 the package will allow the student to gain core subjects as well as chosen enhancement subjects. Each student has a bespoke package and timetable, which is based on their own educational experience, in order to meet their academic, social and emotional needs.



The school is set in a rural location within driving distance of several urban centres. This allows us to have a relaxing and nurturing environment within easy reach of local sports, community and art facilities.

The school comprises of one building, which has 4 classrooms and a kitchen which is used for independence skills and food technology courses.

The school is under new leadership. The school now has an Acting School Manager, LSA, a full time teacher and are supported by a Regional Manager and Director of Education. The Regional Manager provides guidance and support to ensures the school is compliant with regulations and to coordinate the strategic planning of the school and future development of the school.

The new staff team have been in post since February 2017 and from that point, there has been a significant amount of positive change. The running of the school has been reorganised whilst retaining the support of a small SEMHD specialist school. The school focuses on the aspirations and achievement of the young people ensuring their individual needs are met and they are prepared for moving on.

### Status

The school was last inspected by Ofsted in October 2014 and was given an overall grade of 'Good'.

<b>Overall effectiveness</b>	<b>Good</b>	<b>2</b>
Leadership and management	Good	2
Behaviour and safety of pupils	Outstanding	1
Quality of teaching	Good	2
Achievement of pupils	Good	2

### Fees

The core fees which are for small group classes with 1 member of teaching staff are available on application, however our packages re bespoke to the needs of each individual child. Thus the fee structure is dependent on individual needs: specialist or additional support, costs would be provided through consultation and provision of educational information, such as; ECHP/SEN statement, behavioural and support plans, intervention strategies etc.

### Policies

All policies (including the complaints and Safeguarding Policy) are available on request from the school office in either PDF or hard copy format. All policies are reviewed annually.

### Curriculum

Individual education plans offer our students a wide range of subjects within and in addition to the National Curriculum.



Our bespoke programmes encourage each student to access full time education, allowing them to reach their full potential, however our creative approach allows us to be flexible, providing programmes from as little as one day a week initially.

Each student is assessed on entry and an integration programme agreed at the first planning meeting with the student and relevant professionals, as appropriate. As most of our students have spent a considerable time out of education and have also often had negative experiences, we spend a great deal of time in liaison with parents, care staff and other professional colleagues, gradually building up to a full timetable and national curriculum.

All students follow appropriate key stage literacy, numeracy and science programmes, together with Citizenship, PSHE, DT and sport . These subjects are supplemented by environmental activities and outdoor education.

*I like all of the different stuff we do, not just lessons in the classroom – pupil 2016*

We encourage all our key stage 4 pupils to take GCSEs and/or Functional skills in years 10 and 11, but also provide vocational and ASDAN training or work experience improving their options for further education and future careers. In addition we can offer the NVQ level 2 qualifications in variety of subjects.

## Qualifications

**AQA Functional Skills:** Functional Skills qualifications are built around developing practical skills to help build confidence and gaining the most out of work, education and every day life. Assessment is primarily by task based scenario questions. In earning qualifications in Maths, ICT and English, learners are gaining the opportunity to develop these vital skills, ensuring they're well equipped for success in employment, further or higher education and life. Often a student's first accredited qualification, these courses can be used in preparation for GCSE.

**ASDAN:** Personal Development Programmes offer imaginative ways of developing, recording and certificating a wide range of young people's personal qualities, abilities and achievements, as well as introducing them to new activities and challenges. All the programmes link to nationally recognised qualifications. Students are required to plan and review their work at key points, explaining how they have developed their skills in six areas: Teamwork, Learning, Coping with problems, Use of Maths, Use of English and Use of IT.

Students select a number of challenges from the **13 modules** that make up the Personal Development Programmes and then compile a portfolio of evidence to show what they have done. The module titles are:

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- Communication
  - The Community
  - Sport and Leisure
  - Home Management
  - The Environment
  - Number Handling
  - Health and Survival
  - World of Work
  - Science and Technology
  - The Wider World
  - Expressive Arts
  - Beliefs and Values
  - Combined Studies



## GCSE

We encourage all of our key stage 4 pupils to take GCSEs in Years 10 and 11, but also provide other routes through education. All students who are able will undertake core GCSE subjects, English, maths and science. Year 9 pupils will choose their GCSE subjects before entering Year 10. However we offer accelerated routes for those who are admitted in year 10/11. We offer a range of subjects, however these can be increased at any time due to pupil subject interest.

## Our students

Great emphasis is placed on academic, social and moral achievement and we encourage students to take pride in their work, behaviour and presentation.

All children are individuals, with individual needs, wants and wishes

- Education & approach is individualised
- A broad and engaging curriculum is offered
- Acceptance of individual differences is embraced
- Boundaries are reinforced, with explanation, thus aiding self-regulation

We promise our students that we will:

- Assess their needs and attainment, producing appropriate IEPs
- Provide education and guidance to help them achieve their goals and wishes
- Support their emotional, social and academic needs
- Work with other professionals and the LA to provide for their needs, enabling them reach their potential
- Assist them to continue into post 16 education, training or employment
- Ensure their voice is heard in PEP, transfer and review meetings

## Our Staff

Staff are chosen for their experience of students with SEMHD and their ability to provide motivation, encouragement and emotional support, whilst constantly encouraging our students to reach their academic and social potential. We value our students and staff and aim to constantly improve our provision and the outcomes for our students. They have worked together to develop this particularly successful model of nurturing education.

Our staff are experienced practitioners, who:

- Re-engage students in education
- Help our students raise their self-esteem
- Design lessons which meet the needs of our students and awarding body criteria
- Know their students
- Recognise behavioral triggers



- Provide emotional support

Provide extra support for all who need or want it.