



Education and Skills



**Begdale House School  
Prospectus 2020 • 2021**



# Welcome to Begdale House School

Thank you for your interest in Begdale House School. We hope this prospectus will give you an overview of what makes Begdale House School distinctive and special. We are a small school with an energetic, creative and passionate team. We provide a broad and ambitious curriculum for pupils with Social, Emotional and Mental Health needs (SEMH) using specialised interventions and sometimes offsite provision to achieve these goals.

We are committed to every one of our pupils; we provide specialist support tailored to each

pupil's unique needs. Pupils often come to Begdale House School with negative perceptions of the education system, having experienced repeated rejection.

We are here to change this view and inspire pupils to re-engage with learning. We do this providing a safe, secure, positive and supportive environment, which is consistently fair irrespective of gender, disability and background.



Christopher Henton  
Headteacher

## Values and Beliefs

At Begdale House School, we believe that every pupil has the right to the appropriate and relevant education programme. We recognise that this is an essential component for pupils to reach their full potential.

Begdale House School has five key values:

**Belief, Accountability, Respect, Focus and Ownership.**

We integrate these values into everything we do, knowing that these values prepare pupils to live successful and happy lives.

We provide:

- A fresh start
- Empathetic and supportive staff

- A structured, academic and vocational curriculum which develops:
  - I. A sense of belonging
  - II. Experience of personal success
  - III. Empowerment: taking increased responsibility for activities, learning, self and others
  - IV. Personal skills, including social and emotional wellbeing
  - V. Purpose towards employment



Our mission...

## Succeeding Together – Achieving More.

Begdale House School is set in a pleasant location in rural Cambridgeshire on an extensive plot which enables a quiet and nurturing environment. The school occupies two single storey buildings and has several classrooms including a Hair and Beauty Salon, Kitchen, Art and DT classroom, IT suite and several academic classrooms. The school has a very bright, inviting atmosphere with all classrooms being equipped with modern furniture and resources. Each classroom proudly and imaginatively displays high-quality pupil work.

The School provides both day and residential placements for up to 16 pupils aged 10 -16 years and is registered with the Department for Education.

The pupils are encouraged to take an active role in contributing to and putting up displays which helps foster a pride in both their own

work and in the appearance of their school. Class sizes are small and are structured to facilitate the implementation of Individual Education and Behaviour Plans.

The plans ensure each pupil works through a differentiated curriculum appropriate to their ability and Key Stage. We currently offer the opportunity for all pupils who are working at that level to achieve nationally recognised accreditations.

In order to meet the diverse needs of the pupils at Begdale House School we ensure that the staff to pupil ratio is always very high. The pupils are encouraged to work in a variety of settings; individually, co-operatively in pairs and in small groups, as we believe the development of social skills and independent work strategies are vital.



“ Our philosophy reflects the view that these children are often confused and angry - with themselves and their world. ”

## Statement of Purpose

Pupils with S.E.M.H. needs are not “naughty children” but are pupils who struggle to fit within the conventional structures of school. Their behaviour has often led to them being rejected at school and isolated from their peer group, yet they are often the pupils who need to be listened to the most carefully.

The philosophy of Begdale House School reflects the view that these pupils are often confused and angry - with themselves and their world. Their behaviours are not viewed as having to do with manipulation and power but rather as a form of self-protection. Many of the pupils who come to Begdale House School have been diagnosed with conditions such as ADHD, Dyslexia/Dyspraxia and Moderate Learning Difficulties.

As a result of conditions such as these and other emotional and behavioural difficulties, they have experienced significant difficulties in mainstream schools. They have begun to associate school with feelings of fear, frustration and failure. Some have already given up trying to learn.

At Begdale House School our first and primary approach to pupils with S.E.M.H. needs is to address their feelings about themselves. The raising of self-esteem is a pre-requisite to any changes in behaviour and only then will any progress in learning be possible.

We aim to ensure that the pupils who attend Begdale House School are given a holistic education that will provide them with learning opportunities, which target their specific individual education needs. This will help them identify and focus on their academic, personal and social successes and will teach them how to conduct themselves so that they may relate to others in a socially acceptable way. Our challenge is to help pupils to achieve their academic and personal potential and thus equip them with the skills they need to enjoy a full, well integrated and satisfying life.



“ We aim to ensure that pupils who attend the school are given a holistic education that will provide them with learning opportunities, which target their specific individual education needs. ”

## Our aims

1. To provide a safe, secure, positive and supportive environment which is caring, consistent and fair, irrespective of gender, disability and background.
2. To develop the pupil's self respect, self confidence and self reliance with a sense of loyalty and honesty; have the ability to form positive personal relationships in order to live and work with sensitivity and mutual respect.
3. To develop lively enquiring minds with the ability to question and reason, acquire knowledge, creative and practical skills, developing these skills to the highest potential for each pupil.
4. To effectively deliver all the requirements of the National Curriculum.
5. To support pupils in acquiring the knowledge, skills and understanding relevant to adult life and employment/further education.
6. To encourage all pupils to behave positively and learn to manage their emotions and frustrations in a constructive way.



# The School

The school introduces the pupils to a wide range of knowledge, skills and experiences - linguistic, literacy, mathematical, scientific, technological, moral, physical, aesthetic, creative and social. The school has clear, positive expectations for behaviour and well-established and successful positive reinforcement strategies that are reviewed regularly. Every pupil has individual targets relating to both academic and behavioural achievements that are reviewed regularly to ensure positive progress is being made.

Begdale House School fundamentally operates within two main principles:

1. All pupils, without exception, are to be valued as unique and productive members of society.
2. All pupils can succeed and should be encouraged towards ever-greater appropriate challenges in all areas of their learning.

# The Curriculum

Pupils arrive at Begdale House School with a history of disrupted schooling. The school seeks to re-establish the concept of learning as a positive and enjoyable experience and ensure each pupil reaches their true potential.

The Curriculum provided is broad based to ensure that each pupil takes part in the full National Curriculum, which is differentiated to meet individual needs. We aim to introduce pupils to a wide range of knowledge, skills and experience.

The Curriculum emphasises the need to acquire basic skills in literacy and numeracy and Maths and English Schemes of work are carefully planned to ensure full coverage of the National Curriculum at a level appropriate to the pupil's ability.

Begdale House School also use accredited outside providers to help ensure our curriculum remains relevant, flexible and interesting for those who attend our school.

In addition to this, pupils are also able to access

an Outdoor Education programme which includes canoeing, sailing, orienteering, skiing and climbing.

The design of the curriculum provides pupils with opportunities to access the essential knowledge needed for future success and provides opportunities to gain accredited qualifications. The curriculum provides pupils sequential learning opportunities, which will enable progression opportunities into Further Education, Employment and Training. The curriculum at Begdale House School is broad, balanced and ambitious. We acknowledge the school setting and grounds and make use of this to teach pupils how to live sustainable lives. The curriculum enables pupils to achieve targets set in their Individual Education Plan, Individual Behaviour Plan, Education Health Care Plan and Personal Education Plan. It also provides opportunities to work therapeutically helping pupils to build resilience, confidence and independence.



“The school provides a safe and secure environment where most pupils make good progress in their personal development, behaviour and attendance”  
**Ofsted**

### The curriculum includes:

Academic focus	Vocational Focus	Enrichment activities
English	Woodwork	P.E.
Maths	Horticulture	Arts and crafts
Science	Food Technology	Museum Trips
ICT	Hair and Beauty	Dog Walking
PHSE	Employer Placements	Citizenship
PE		
Citizenship		
Careers		
RSE		

Begdale House School offers a range of accreditation for pupils.

- GCSE
  - I. English
  - II. Maths
  - III. Science

- BTEC
  - I. Food Technology
  - II. Science
  - III. Hair and Beauty

- Functional Skills
  - I. English; Entry Level to Level 2
  - II. Math; Entry Level to Level 2
  - III. IT; Entry Level to Level 2

- Art Award Bronze, Silver and Gold

- ASDAN
  - I. Citizenship
  - II. Physical Education
  - III. History
  - IV. Geography
  - V. Horticulture
  - VI. Construction

# Qualifications 2019/2020

Begdale House School had no Year 11 leavers in 2019-2020. KS3 and KS4 pupils completed

a series of short courses through the AQA Unit Award Scheme and ASDAN pathways.

# Wider Curriculum Activities

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 practical wider curriculum activities.

### Individual education and behaviour plans

Work is carefully differentiated in order to meet the individual needs of pupils and regular assessment ensures continuity and progression. Each pupil has individually tailored positive expectations for achievement. This ensures they are challenged appropriately and experience success frequently.

Termly targets for literacy and numeracy skills are set and progress assessed carefully and frequently. The remediation of learning difficulties, whatever the cause, is facilitated

by a supportive educational programme and intensive individual help. Individual behaviour targets are discussed with the pupil on a daily basis and are monitored, reviewed and revised regularly.

Pupils with an Education, Health and Care Plan (EHCP) have an annual review where a detailed report is produced assessing attitude, attainment and progress.

### Provision for Pupils with Education, Health and Care Plans (EHCPs)

Our objectives and principles in making provision for pupils with EHCPs are as follows:

1. Each pupil is given a broad based and relevant curriculum.
2. The special needs of each pupil, as identified in his/her EHCP are addressed and statutory reviews are held regularly and completed in a thorough manner.

3. A behaviour management programme is in place and is continually reviewed; staff training in the management of pupils with S.E.M.H. is ongoing.

The school has a team approach. Teachers, teaching assistants, therapists, residential carers, social workers and other professionals are all involved in monitoring pupil progress using individual education and behaviour plans.

### Identity/cultural diversity

#### Provision for pupils 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. Keys has a strong commitment to value a pupil's cultural and religious heritage. A pupil's individuality in respect of their age, race and gender is recognised and valued.

#### Religious Education

Through R.E. pupils are given opportunities to gain knowledge of the diverse religions practised worldwide and to understand and respect those beliefs.

The pupils 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 pupils from morning meetings and religious instruction and any wishing to do so should discuss the matter with the Headteacher.

### Health and safety

Begdale House School (as part of Keys) has a comprehensive health and safety policy and procedures.

The Policy/Procedures file is kept on school premises and is available to anyone at all times.

### Careers guidance/further education

Independent careers information, advice and guidance is available in school for all pupils aged 13yrs+.

Begdale House School will co-ordinate and monitor work experience placements for all Key Stage 4 pupils, giving those pupils an invaluable insight into working life.

We have also developed positive links with colleges in and around the local area. It is our aim to support all of our pupils in achieving a positive work or college placement at the end of Year 11.

### Safeguarding

Begdale House School (as part of Keys) has a comprehensive safeguarding /child protection policy (held in school and available on request) 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 pupil may be subject to ill treatment, neglect

or other forms of abuse, staff will follow Cambridgeshire's child protection procedures and inform both Keys' Company Directors and Social Services of the concern. The Safeguarding policy is kept on school premises at all times and is available on the school's website.

### Anti-bullying policy

Begdale House School 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 school.

### 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 pupil 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 policy is held in school and is available on request).

They can share their complaint with their key worker or the Headteacher. If they are still unhappy they can telephone (0121 728 7800) to speak to Nicola Kelly (Director of Education) who will arrange to see them. If they feel they cannot talk to any of these people, then they

can telephone NYAS (0808 808 1001) or Childline on 0800 1111. These calls are free and confidential. Keys also have a visiting advocacy service to their children's homes provided by NYAS on a monthly basis.

Parents, carers or representatives from the Local Authority (L.A.) or Social Services Department (S.S.D.) who are concerned about the quality of education offered at Begdale House School should contact the school's management immediately. Any complaint will be given prompt, serious consideration.

## Philosophy and expectations

Policy and practice at Begdale House School reflects the belief that disruptive and challenging behaviour has underlying causes and effects. Pupils with low self-esteem cannot tolerate anything that increases their negative feelings about themselves and thus reduces the chances of being hurt any more.

They often refuse to recognise their own achievements, resent other people's successes, can delight in upsetting others, reject praise, humiliate others or refuse to respond to those around them at all.

A particularly destructive characteristic of pupils with low self-esteem is that by shutting off from the negative, these pupils also shut off from the positive. They cannot feel 'good feelings'. They struggle to hear praise or receive 'good' information.

Our challenge is to reach beyond the pupil's defensive shell and help the pupil believe that teachers are really there for him/her and that they can trust teachers. The foundation of our work concerns establishing positive relationships based on mutual respect.

We prefer to talk about behaviour being consequential rather than of sanctions. Sanctions are used sparingly and after all other alternatives have been considered. Discussion will take place with a senior member of the team before a decision is taken regarding an appropriate sanction. Sanctions usually involve some form of reparation (tidying, cleaning and helping) but sometimes may involve the loss of a privilege or a restriction in a particular activity for a defined period of time (eg.5 minutes less break time).

Should a pupil's behaviour escalate to a point that he/she is likely to cause harm to himself/herself, other people or cause serious damage to property, then physical intervention will be used. Pupils are always given the opportunity to reflect on the incident and talk through it with a member of staff. The form and method which this takes is clearly identified in Keys' Positive handling /Intervention Policy. All staff are fully trained in the Keys' method of physical intervention. Placing authorities are informed of Keys' physical intervention policy. Any incident requiring physical intervention is recorded in detail, with access to relevant parties made fully available.

## Exclusions

We acknowledge that the pupils placed at Begdale House School 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 pupils' placement in school is seriously preventing the 'effective education' of other pupils or the pupils is presenting a significant risk to themselves or others within

the school, it may be deemed necessary to exclude a pupil for a specific period of time.

In all cases of exclusions, parents/carers will be notified immediately by telephone, followed by a letter outlining the duration of the exclusion and the expected return date. The letter will advise the right to appeal against the exclusion, the assistance available and the procedures to be followed.

Following any exclusion, a reintegration meeting will be held and an Acceptable Behaviour Contract agreed with the pupils, parent/carer and staff member.

## Behaviour management programme

Begdale House School 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 Begdale House School 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 conduct.

Pupils bring with them a wide variety of behaviour patterns and at Begdale House School

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 pupils that their behaviour and actions have consequences.

The full Behaviour Policy will be given to the parent/carer during the induction meeting and is available at any time by request.

## Documentation

All policies and procedures are available on request and can be obtained from the Head Teacher.

## Admissions

### 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 school environment. The pupil may have an Education, Health and Care Plan and between the ages of 10 and 16 years.

### Admissions Procedures:

When a placement is requested, a copy of the pupil's EHCP and/or other relevant documents, such as previous school reports, I.E.Ps 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 pupil's needs. A planning meeting will then be held to determine if the placement is appropriate to the pupil's needs.

### Fees

The academic year is 39 weeks divided into 3 terms. Fees will be charged on a weekly rate for 39 weeks of the year and will be invoiced on a termly basis for day pupils one term in advance.

Should a pupil 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.

## Visiting the school

Begdale House School is happy to welcome visitors and anyone interested in placing a pupil at Begdale House School is encouraged to make an appointment to visit the school.

Representatives from the L.A. and Social Services Department (S.S.D) are also encouraged to visit.

Visits will take place after the school day has completed and take place from 14:30 pm. Begdale House School has safety measures [COVID-19] in place for school visitors. These measures must be adhered to at all times during the visit. The Headteacher will discuss these safety measures with you on the phone before visiting the school.

# General Information

## What are the start and finish times?

The educational programmes start at 9.15am and finish at 2.30pm.

## What arrangements have been made for the lunch break?

Pupils will have access to designated outside recreational areas for the lunch break. Alternatively, pupils can have lunch in their base room. Pupils will be supervised during this period and may not leave the school unless prior authorisation has been arranged between the Head Teacher and parents/carers.

## How will I know what progress my child is making?

Each pupil will have an Individual Educational Plan (IEP) setting out clear aims and objectives for learning. Pupils' achievement and progress will be monitored on a weekly basis and a report produced at the end of each term.

The report will be issued to the parent/carer. The parent/carer, Cambridgeshire Pupils' Services and other partnership organisations will be invited to an Annual Celebration of Achievements at the end of the school 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 the pupil to return. Absence should be reported to the school on 01945 860055.

## How will my child's attendance be monitored?

Attendance will be monitored in the same way as it is in mainstream schools, with formal attendance records in the form of a register being kept by the school. Any concerns regarding attendance will be dealt with under current procedures, and will involve close liaison between parents/carers, teaching staff, Local Authority and Pupils' Services professionals.

## Do pupils have to wear a uniform?

No, this is not a current requirement, but all pupils must be appropriately dressed for education. If in doubt about the suitability of your child's preferred style of dress, please contact the Head Teacher for guidance on 01945 860055.

Any pupils accessing vocational activities may be required to wear appropriate protective clothing.

## School term dates 2020 - 2021

### Autumn Term 2020

**Term 1:** Monday 7th September to Friday 23rd October

**Half term:** Monday 26th October to Friday 30th October

**Term 2:** Monday 2nd November to Monday 21st December

**Bank Holidays:** Friday 25th December  
Monday 28th December

### Spring Term 2021

**Term 3:** Wednesday 6th January to Friday 12th February

**February Half term:** Monday 15th February to Friday 19th February

**February Term 4:** Tuesday 23rd February to Friday 26th March

**Bank Holidays:** Friday 1st January  
Friday 2nd April Monday 5th April

### Summer Term 2021

**Term 5:** Tuesday 13th April to Friday 28th May

**Half term:** Monday 31st May to Friday 4th June

**Term 6:** Tuesday 8th June to Friday 23rd July

**Bank Holidays:** Monday 3rd May  
Monday 31st May

### Staff training days:

3rd September 2020  
4th September 2020  
22th February 2021  
12th April 2021  
7th June 2021



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[www.keys-group.co.uk](http://www.keys-group.co.uk)

Inspiring and supporting young  
people to live happy, healthy  
and successful lives.



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