



Education and Skills



**Park House School
Prospectus 2020 • 2021**



Welcome to Park House School

It is my pleasure to welcome you to Park House School.

Park House School is a small specialist school which provides education for pupils with Social, Emotional and Mental Health needs (SEMH) who need a smaller, more specialised intervention than can be provided in a mainstream school.

We are committed to each and every one of our pupils, providing specialist support

tailored to each individual's unique needs and helping all pupils achieve their full potential. Children often come to our school with negative perceptions of the education system, having experienced repeated rejection. We are dedicated to turning their experience of learning into a positive one.



Jennie Allport
Headteacher

Values and Beliefs

We believe that every pupil has the right to the appropriate and relevant educational provision that allows them to achieve their full potential.

All pupils have the right to a learning environment which provides:

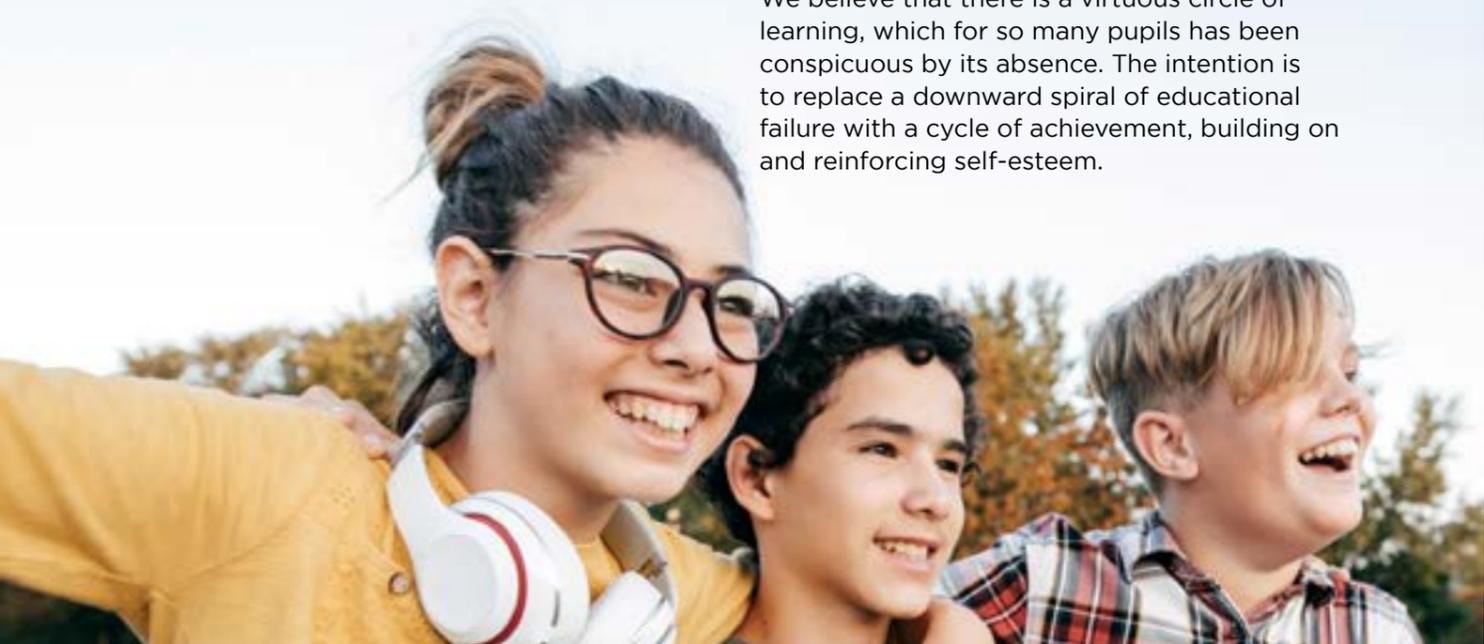
- a fresh start,
- empathetic supportive staff,
- a structured, academic and activity focused curriculum which can develop:
 - i. a sense of belonging
 - ii. experience of personal success
 - iii. empowerment: taking increased responsibility for activities, learning, self and others,
 - iv. personal skills, including social and emotional well-being
 - v. purpose towards employment.

All the pupils have the right to staff who:

- have positive regard for them and treats them with respect.
- have high expectations concerning their achievements, coupled with realism and honesty.
- show a continuing commitment to high quality.
- will develop a relationship of trust and mutual respect, with time set aside to pay attention to the progress and achievement of each individual.
- contributes to the well-being and safeguarding of pupils.

Pupils are actively engaged as partners conveying a sense of mutuality about their work. The treatment of both pupils and staff exemplifies good equal opportunities practice.

We believe that there is a virtuous circle of learning, which for so many pupils has been conspicuous by its absence. The intention is to replace a downward spiral of educational failure with a cycle of achievement, building on and reinforcing self-esteem.



Our mission...

Where attitude and achievement means everything.

Park House School is a small specialist provision which provides education for pupils with Social, Emotional and Mental Health needs (SEMH) who need a smaller, more specialised intervention than can be provided in a mainstream school.

The school, part of Keys Group, provides day placements for pupils aged between 7 and 17 years old. Park House School is registered with the Department for Education - 370/6000.

Park House is set in a pleasant location which enables a quiet and nurturing environment to be created. The school is housed in a detached property over two levels and has several large classrooms including purpose built areas for Art, Food Technology and an Outdoor Gym.

There is a bright inviting atmosphere to the school with all classrooms being equipped with modern furniture and resources and with an imaginative and interesting use of children's work for displays. The children and young people are encouraged to take an active role in contributing to and putting up displays which help 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 Plans. The plans ensure each pupil works through a differentiated National Curriculum programme of study 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 accreditation in English, Maths, Science, Computing, Citizenship, MFL, Music, Humanities, PE, RE, PHSE, Art/Design Technology, Food Technology, ASDAN and Functional Skills. This runs alongside our own internal accreditation for academic progress and achievement.

In order to meet the diverse needs of the children at Park House School, we ensure that the staff to pupil ratio is very high. The school is registered for 24 pupils and at present has a Head Teacher, Deputy Head, Teachers, Pastoral Lead, Educational Support Workers and a School Administrator.

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 children who need to be listened to the most carefully.

The philosophy of Park House School reflects the view that these children 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 children who come to Park House School have been diagnosed with conditions such as ADHD, Dyslexia/Dyspraxia, ASD, Autism 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 Park House School our first and primary approach to children 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 children and young people who attend Park 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.

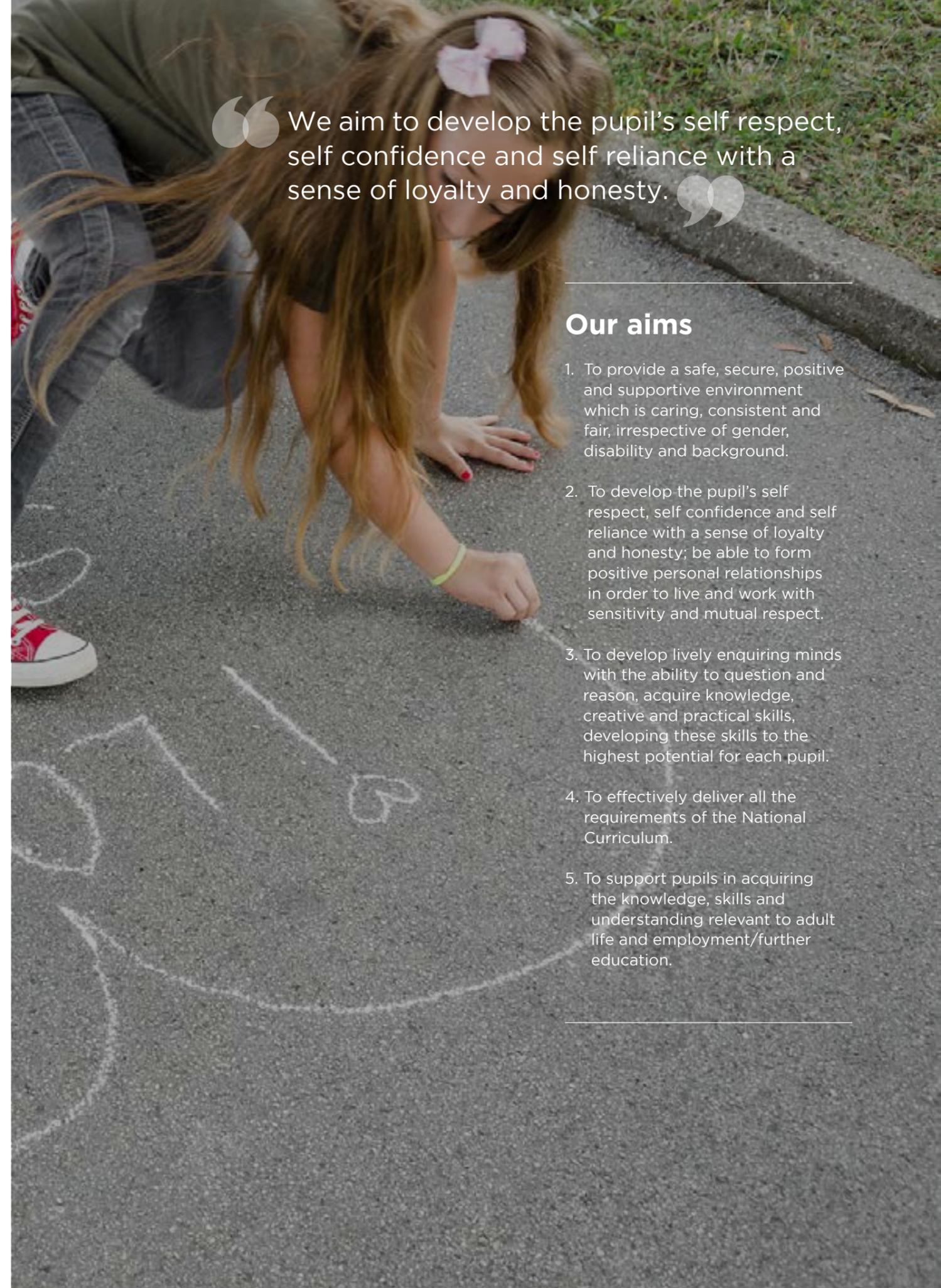
Our challenge is to help these children and young people to achieve their academic and personal potential and to equip them with the skills they need to enjoy a full, well integrated and satisfying life.



“ We aim to develop the pupil’s self respect, self confidence and self reliance with a sense of loyalty and honesty. ”

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; be able 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.



The School

The school introduces the pupils to a wide range of knowledge, skills and experiences - linguistic, literary, 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 education targets relating to both academic and behavioural achievements that are reviewed regularly to ensure positive progress is being made.

Park House School fundamentally operates within two main principles:

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

The Curriculum

Pupils arrive at Park 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.

Planning in all subject areas follows the guidelines issued in the National Curriculum programmes of study.

Park House School also uses accredited outside providers to help ensure our curriculum remains relevant, flexible and interesting for the young people who attend our school.

The curriculum includes:

English	SMSC	Computing
Maths	Topic	Citizenship
Science	Physical Education	Educational Visit
PSHE	Art and Design	Religious Education
Humanities	IPC	ASDAN
Functional Skills	Food Technology	Music

In addition to this pupils are also able to access an Outdoor Education programme which includes canoeing, sailing, orienteering, skiing and climbing.



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.

Alternative curriculum activities enable pupils not only to develop new physical skills but also to develop trust and positive relationships with others.

These activities are customised to meet the needs of individual pupils who will attend Park House School.

We also actively encourage visits from outside agencies such as the Fire Brigade and local football/rugby clubs.

Qualifications Achieved 19/20

PUPIL A

- Entry Level Certificate in English Gold
- Function Skills English L1
- Function Skills English L2
- GCSE English Grade- 2
- GCSE Spoken Language Pass
- Entry Level Certificate in Maths E3
- Function Skills Maths L1
- GCSE Maths Foundation Grade - 2
- Entry Level Certificate in Science single award E3
- Combined Science Synergy Grade - 3 + 2

PUPIL B

- Entry Level Certificate in English Gold
- Function Skills English L1
- GCSE English Grade- 1
- GCSE Spoken Language Pass
- Entry Level Certificate in Maths E3
- Function Skills Maths L1
- GCSE Maths Foundation Grade - 1
- Entry Level Certificate in Science single award E2
- Combined Science Synergy Grade - 1 + 1

PUPIL C

- Entry Level Certificate in English Gold
- Function Skills English L1
- GCSE English Grade-2
- GCSE Spoken Language Pass
- Entry Level Certificate in Maths E3
- Function Skills Maths L1
- GCSE Maths Foundation Grade - 2
- Entry Level Certificate in Science single award E3
- GCSE Foundation Combined Science Synergy Grade - 4 + 3

PUPIL D

- Entry Level Certificate in English Gold
- Entry Level Certificate in Maths E3

PUPIL E

- Entry Level Certificate in English Silver
- Entry Level Certificate in Maths E3

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 child/young person 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 child/young person on a daily basis and are monitored, reviewed and revised regularly.

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

Provision for Children with Education, Health and Care Plans

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

1. Each child/young person is given a broad based and relevant curriculum.
2. The special needs of each child/young person, as identified in his/her EHC Plan are addressed and statutory review meetings 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 children/young people with Social Emotional and Mental Health (S.E.M.H) needs is ongoing.

The school has a team approach. Teachers, Teaching Assistants, Parents, 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 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.

Keys have 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.

Careers guidance/further education

Park House School has designated Connexions Personal Advisors who are regularly available in school for all pupils.

Park House also co-ordinates and monitors 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 surrounding area and have supported pupils in being successfully placed on post-16 further education courses.

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

Park House School has a comprehensive 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 Barnsley M. B. Council's

Safeguarding procedures and inform both Keys' Company Directors and the local authority of the concern.

The Safeguarding Policy is available on request from the school and available on the school's website.

Anti-bullying policy

Park House School has a zero tolerance approach to bullying in any form and it is not seen to be acceptable 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.

Health and safety

Park House School has comprehensive health and safety policies and procedures.

The Policy/Procedures file is kept on school premises with copies available on request.

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. (The policy is held in school and copies are available on request)

Pupils can share their complaint with their key worker or the Head Teacher. 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 (0800 808 1001) or Childline (0800 1111). These calls are free and confidential.

Parents, carers or representatives from the local education authority who are concerned about the quality of education offered at Park House School should contact the school's management immediately. Any complaint will be given prompt, serious consideration.

We received no formal complaints during the 2019/20 academic year.



Philosophy and expectations

Policy and practice at Park House School reflects the belief that disruptive and challenging behaviour has underlying causes and effects. Children with low self-esteem cannot tolerate anything that increases their negative feelings about themselves and therefore try to reduce 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 children or young people with low self-esteem is that by shutting off from the negative, these children 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 child's defensive shell and help the child 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' Physical Intervention Policy. All staff are fully trained in the Keys' method of physical intervention and 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 children placed at Park House 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, 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. A reintegration meeting will be held on the day of the pupil's return.

Behaviour management programme

Park 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 Park 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 Park 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 attending Park House School could 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.

Admissions Procedures:

When a placement is requested, a copy of the child/young person's current educational information is requested. 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.

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 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.

Visiting the School

Park House School is happy to welcome visitors and anyone interested in placing a child at Park House is encouraged to make an appointment to visit the school. Appointments can only be arranged following the completion of all necessary safeguarding checks.

Representatives from outside agencies are also encouraged to visit.

General Information

What are the start and finish times?

The school is open to pupils from 9.00am to attend Breakfast Club. The educational programmes start at 9.15am and finish at 2.30pm.

What arrangements have been made for the lunch break?

All pupils and staff bring packed lunches to school as we are unable to provide school lunches. Pupils are supervised during this period.

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. Pupil 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. All Parents/carers, representatives from placing authorities and partnership organisations will be invited to an Annual Celebration day.

Who should absence be reported to?

We encourage all pupils to attend school every day. If your child has any absence, please report this to school at the start of the school day.

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 Administration, Tel: 01226 744870

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. Any concerns regarding attendance will be dealt with under current procedures and will involve close liaison between parents/carers, school staff, Local Authority and Children's Services professionals.

Do pupils have to wear a uniform?

Yes, children are expected to wear the following uniform:

Winter	P.E. All children to have a sports bag with:
Black trousers	Pair of trainers
Black skirt	White polo/t-shirt
White polo shirt	Jogging bottoms or shorts
Black sweatshirt/cardigan (no hoodies)	
Black shoes/all black trainers	

School term dates 2020 - 2021

Autumn Term 2020

Term 1: Wednesday 9th September to Friday 23rd October

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

Term 2: Monday 2nd November to Tuesday 22nd December

Bank Holidays: Friday 25th December
Monday 28th December

Spring Term 2021

Term 3: Thursday 7th January to Friday 12th February

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

February Term 4: Monday 22nd February to Friday 26th March

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

Summer Term 2021

Term 5: Monday 12th April to Friday 28th May

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

Term 6: Monday 7th June to Friday 23rd July

Bank Holidays: Monday 3rd May
Monday 31st May

Staff training days:

7th September 2020

8th September 2020

6th January 2021



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Chair of Governors:
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Proprietor: Keys Group

Proprietor Representative:
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DFE No: 370/6000

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



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