

“A good balance between academic
and vocational learning opportunities
is tailored to each students
individual needs”

Ofsted





“Our first Ofsted rating is Good - with some Outstanding teaching”

An introduction to our school

It is with a great deal of pride and ongoing optimism that I introduce myself as the Head of Education at The Beeches - a school for children with Autism which opened in September 2012.

The Beeches UK Ltd had been in existence for almost 10 years when we opened the school; providing specialist residential care for children with learning disabilities and associated challenging behaviour. Under the management of Denise Grayston, our Registered Manager, the home has become known for its ability to successfully care for children and young people with a variety of differing needs.

Our decision to offer education was in direct response to a growing and established need within Peterborough but also nationwide for this kind of specialist service. We see this need as an opportunity to grow and adapt our already successful service and create an environment where young people can feel valued and thrive in every way.

I have been working within a variety of educational settings for the last 20 years within the Peterborough area - working within mainstream education. In recent years I have worked with children with special educational needs and have found this to be a rewarding experience.

I am supported by our team of professional staff who have a wide variety of specialism and expertise which brings a wealth of experience and valuable support to our pupils.

The Beeches are able to offer both day placements, as well as care placements with education. We have a second home, The Maples and young people living there are ensured an educational place here with us at The Beeches.

I hope that you'll find our prospectus informative and insightful. If you require any further information, please do not hesitate to contact me.



Warm regards,

Deborah Hayward
Head of Education

Our Educational Ethos

Our vision is to create a holistic and diverse learning environment where our children and young people can thrive, feel nurtured and enjoy learning.

Our mission is to create a relevant and purposeful curriculum for all our pupils.

Each pupil will follow a coordinated and individualised program of learning that is structured throughout his or her day.

Teaching at The Beeches is the practice carried out by all staff to ensure all students acquire knowledge, skills and understanding as they progress through a curriculum designed to meet their special educational needs. This practice is multi - sensory, language centred and connective. Learning is the process through which the students can develop their knowledge, skills and understanding to the point where they have retained and generalised what has been taught.

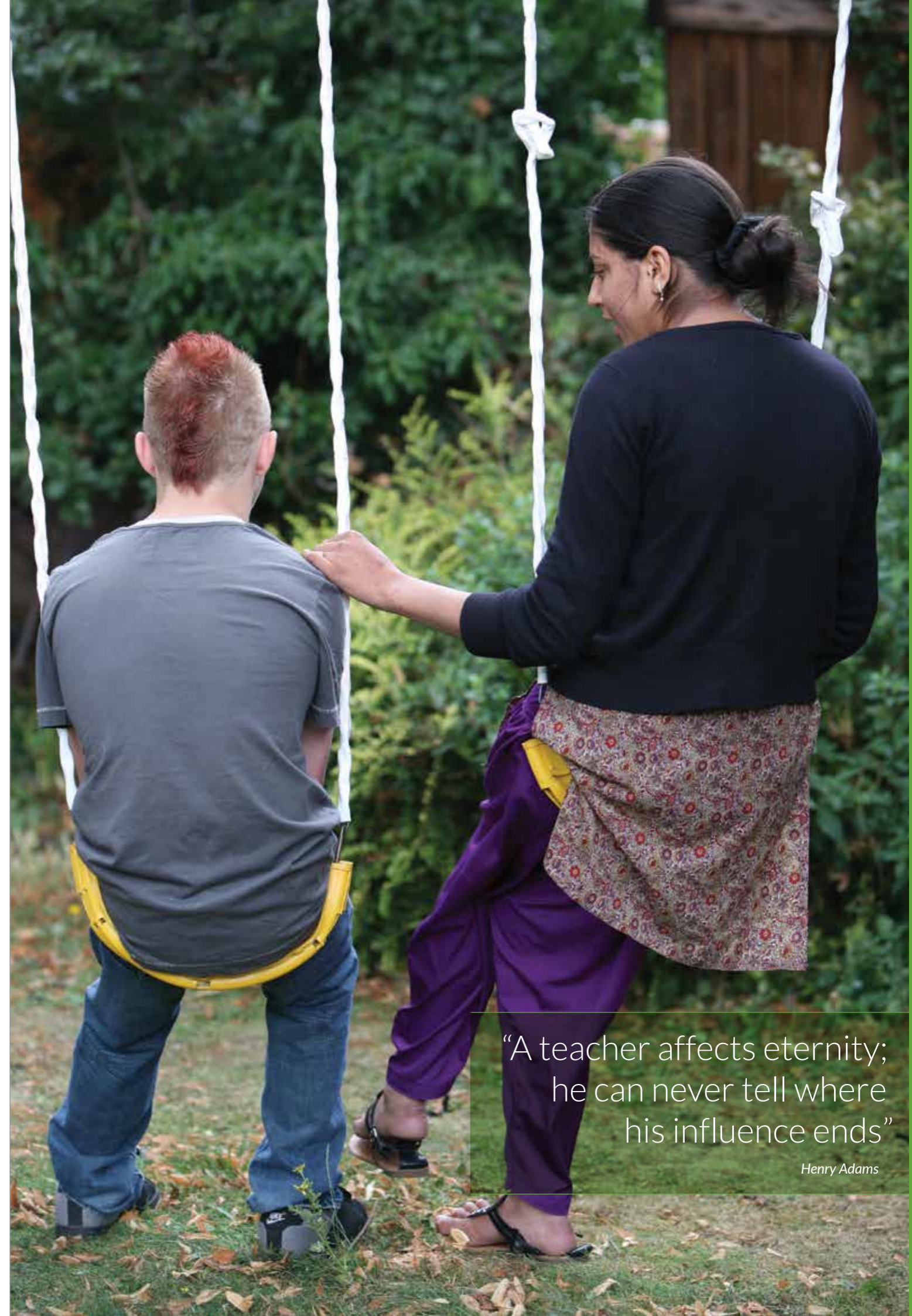
Skills learnt will be planned and supported by staff who will ensure that these are fully relevant and transferable whether they be in the home, the local community or within future placements.

Our Ethos is to help pupils to:

- Develop an understanding of the world in which they live.
- Have sound numeracy, literacy and ICT skills.
- Develop personal and moral values, a respect for shared values, cultures, religions and ways of life.
- Acquire knowledge and skills relevant to adult life and a world of rapid and continuous technological change.
- Take their place in society as informed, confident and responsible citizens.

Teaching and learning is carried out in a context that is relevant and meaningful to all students on the autistic spectrum to ensure effective learning and appropriate accreditation.

Our Staff will work in such a way that the learning environment is one that is calm and consistent with clear communication to students relating to what is expected from them - as a group and as individuals. This clear communication will ensure maximum information processing throughout each day therefore enabling the students to realise their full potential.



“A teacher affects eternity;
he can never tell where
his influence ends”

Henry Adams

Curriculum

The curriculum is designed to be relevant across all age ranges, connecting each student with the acquisition of knowledge, skills and understanding related to minimising the effects of the Triad of Impairment in Autism. This design makes meaningful connections for students, therefore maximising their potential for success, access and independence.

We have created a curriculum that is relevant and purposeful to all pupils. Pupils will follow a coordinated, individualised programme of learning offering structure throughout the day. There is a great emphasis on skills being transferable, with appropriate planning and support into a home environment, within the local community and within future adult placements

Primary – Key Stage 2 (Year 6)

The Beeches offers access to the National Curriculum for pupils entering at age 10. This access is tailored to the individual needs of the pupil and is supported through a communication centred environment. Classes are taught in core and non-core foundation subjects:

- Literacy
- Numeracy
- Humanities (History, Geography and Religious Education)
- Science
- MFL (French)
- Design Technology
- ICT
- Art
- Drama
- Music
- Physical Education (to include swimming)



Secondary – Key Stage 3

During Key Stage 3, teaching will aim to ensure that a sound basis is developed for all pupils, with different profiles of ability and performance in a variety of areas across the National Curriculum for this age range.

Although lessons are planned using the National Curriculum as a starting point, these will be highly differentiated to meet the abilities and needs of the individual. This stage of the curriculum should prepare the pupils for the coming years of gaining qualifications and accreditation.

It also helps teachers to develop an in-depth knowledge of each pupil's 'spiky profile' of abilities so that strengths of the individual can be developed while also catering for a variety of other needs.

The students in Key Stage 3 are offered opportunities to practice what they have learnt in the classroom within the world outside which consolidates their understanding. This is achieved in a wide variety of ways during the second part of the school day when pupils are involved in activities in the community, around the school, during educational trips, sporting activities (using local sports facilities) and also during interaction with their peers, both from The Beeches but also children from other local specialist schools.

Our curriculum aims to address the main areas of impairment of Autism while working alongside each pupil's individual level of academic achievement. We ensure this is done effectively in an environment which is communication focused therefore promoting progress in all areas; social, emotional, cognitive, behavioural and physical.

“The Curriculum is Good.
A good balance between academic
and vocational learning”

Ofsted

Key Stage 4 & 5

In Key Stage 4 & 5, lessons still follow the National Curriculum closely and are structured accordingly. Teaching is focused on delivering these requirements whilst taking into account differences in abilities and interests. As well as offering the core subjects of English, Maths, Science and ICT, pupils are now offered to choose between a variety of other subjects.

These optional subjects include:

- History
- Geography
- Arts & Music
- Media Studies
- Land Studies & Technology
- Religious Education
- Food Technology

PHSE is taught and encompasses life skills, citizenship and work related learning. All pupils are taught PE as a foundation to keeping fit and healthy and to encourage involvement in sporting activities outside of school time.

The curriculum at Key Stages 4 & 5 is structured towards pupils with Autism, learning skills that will promote a better quality of life – now and in the future. Therefore, an emphasis is placed on literacy, numeracy, ICT and the acquisition of life skills. Pupils are encouraged to put these life skills into practice outside of the school setting through involvement within the local community, through structured work experience, interaction with peers through visits to other schools and colleges and within sports clubs and team activities.

We allow pupils to take examinations and acquire accreditation at a variety of levels including AQA Unit Awards, GCSE and entry level qualifications.

In addition to following the National Curriculum, we are also able to offer a wide range of residential and recreational activities, designed to foster social independence and enable pupils to undertake activities that will enrich their lives.



“Students respond well to the consistent management of their behaviour in lessons and around the School”

Ofsted

Vocational Education

The working day is split into two parts – the morning and the afternoon. Morning activities follow a more structured routine and adherence to the National Curriculum whereas the afternoon is more flexible and personalised in terms of the activities. Pupils are offered a wide range of experiences at Key Stage 2 and Key Stage 3 that they may then choose to study through a variety of courses at Key Stage 4 and beyond. Such areas of study could equally link into apprenticeship or volunteering possibilities.

Work Experience and Careers Advice

We encourage pupils to pursue work experience placements during Key Stage 4 and post 16 years. Younger pupils will be encouraged to help and become involved in the local community where appropriate. When pupils reach year 9, The Beeches work in partnership with Connexions an organisation that helps pupils investigate career opportunities relevant to their abilities.

Assessment

We use baseline assessments to initially gain accurate information about each new pupil's abilities. This enables teachers to create an individualised plan whilst adhering to the National Curriculum. These initial assessments will also provide the basis for future assessing and tracking purposes.

Our teachers regularly assess our young people. This data is then fed into review meetings and recorded on each pupil's Individual Education Plan (IEP). Planning, recording and assessment systems are part of an on-going process built into the day-to-day practice.

We use a range of assessment techniques allowing us to assess pupils across all levels. These include spelling, comprehension and reading tests.

A behaviour matrix is completed for each pupil on a half termly basis to track social and behavioural progress. In order to monitor behavioural progress, each pupil is given a diary in which staff can record positive achievements or highlight any particular areas of concern during each school day. These records will be reviewed at the end of each day with the pupil and their allocated carer and are reviewed on a weekly basis with their teacher.

Praise and rewards can be given and early intervention can be taken to assist the pupil with any challenges they may encounter during their learning.

Target Setting

Each term, teachers will provide students with learning based targets that are both realistic and aspirational. Progress against these targets will be monitored by the Head of Education and reported to parents or social workers each half term. Individual student targets can be amended three times a year to reflect increasing challenges.

Formal Assessment – Examinations

Where appropriate pupils at Key Stage 4 will sit their formal examinations in accordance with the local authorities guidelines as an external candidate.

Formal Assessment – Class Work

Formal assessment of students' class work will be based on National Curriculum levels in KS3 and GCSE, Entry Level and Foundation Learning in KS4. P scales will be used to assess those pupils for whom they are appropriate; those working below Level 1 in a particular area.

At an interval of at least once every term students will be assessed in all subject areas, either by tests or Teacher Assessment to determine the level or grade at which they are working.

Pupils Property

Pupils are responsible for their own property. Whilst the school will endeavour to investigate allegations of theft, it cannot accept liability for loss or theft.

Anti-Bullying

Bullying is not tolerated at the school and will be dealt with as part of the social programme undertaken by the young people. Anti-bullying Week will annually form a platform for activities and workshops designed to tackle those issues surrounding bullying. The anti-bullying policy held at the school is available for inspection at any time.

Attendance

A record of attendance is kept by the Head of Education and reviewed on a regular basis. Our reward system focuses on attendance as a means of encouraging and maintaining high attendance figures.

Admissions

Admissions to the school will be in accordance with the policy of the company and the statement of purpose and function of our company. All young people placed with The Beeches will be considered for admission according to their needs. Educational ability will not determine or restrict admission.

Discipline

Good discipline is expected of the young people and they are required to follow a simple code of conduct. Every adult in the organisation will actively demand good behaviour, manners and conduct, so that all other behaviour is considered unacceptable or inappropriate.

There is an agreed system of rewards for good behaviour and sanctions for unacceptable behaviour

Sickness/Absence and Medication

If a pupil is likely to be absent or late, the school must be informed before 9 a.m.

Any young person who has a contagious or infectious illness should be looked after at home and not attend lessons until fully recovered.

If a young person becomes ill at school, the Head of Education will decide if the child needs collecting. Medication is only administered to young people on request by their parent or carer.

Criteria for Exclusion

Young people at The Beeches have the right to the following:

- To learn in school without having their learning disrupted
- To feel safe
- To be taught in an environment which is not subject to disruption or aggression

At times, it may be necessary to suspend a pupil in the short term due to refusal to receive education or due to unacceptable behaviour. This will be recorded as an unauthorised absence and the reason noted.

Safeguarding

The Beeches adopts strict safeguarding and safer recruitment policies. All Managers are trained in safer recruiting and all staff are trained in safeguarding.

Equal Opportunities

Pupils will not be discriminated against regardless of age, sex or ethnicity at any stage during their education and will be offered equal opportunities at all times.

The school expects Teachers to ensure that they take reasonable, practical steps to offer balanced presentation of opposing political issues to pupils where these are brought to their attention. This includes during attendance at school, when taking part in extracurricular activities and when they come across promotional materials.

English as an Additional Language

This prospectus and other documents referred to in this prospectus can be made available in other languages upon request.

The school can also provide information for parents concerning the arrangements for supporting pupils with English as their second language and teaching in languages other than English where appropriate.

All information made available prior to any meeting concerning the pupils where parents are invited to attend or where information concerning the education and welfare of the pupil, including those pupils with a statement of Special Educational Needs, can be provided in alternative languages where required or upon request from the parent and where there is an established need.

Ongoing Evaluation

The Directors of The Beeches would like clients to know that although this document and its contents are deemed to be accurate at the point of printing, that minor changes may occur from time to time and the document will be evaluated and any relevant changes made on an annual basis.

Our aim is to identify and/or respond to special needs previously identified as soon as the pupil enters care and provide specialist support as required. This level of need will be indicated within their Personal Educational Plan (PEP). The social worker or the placing authority should provide this document on behalf of the young person. In addition, the teacher will undertake an Individual Education Plan (IEP) and set appropriate targets in the absence of any educational background.

Consequently all pupils will be able to work to an individually created curriculum and to the pupil's own level of ability. The revised Code of Practice for Special Needs will be the basis of our own Special Needs provision.

Complaints Procedure

The complaints policy and a copy of the number of complaints that may have been made during the previous year are available on request at any time.

The policy is intended to set out how the school will deal with complaints about the school or the education provided. It should be read in conjunction with the general complaints policy and procedures of the company and should in no way be seen as an alternative to those policies and procedures.

All concerns or complaints will be investigated with due urgency and thoroughness. We will not however investigate anonymous complaints or allegations. A copy of the complaints procedure is available upon request.

Any Further Information

All recent circulars and documents issued to the school from the Department of Education are available for inspection at the Head Office.

We safeguard and promote the health and safety of pupils on activities outside the school relevant to the DCSF guidance 'Health and Safety of Pupils on Education Visits.'

Any HMI Reports about the school, schemes of work and policies are available upon request.

All parents/carers and other interested parties are free to inspect policies concerning Bullying, Safeguarding, Health and Safety and Good Behaviour including sanctions for unacceptable/unhelpful behaviour.

If appropriate, details of academic performance during the preceding year will be available upon request.

A copy of our safeguarding policy will be sent to parents/carers or prospective parents/carers or any other person with an interest upon request.

A typical school day at The Beeches

Each morning lesson lasts 35 minutes. At KS4 and KS5 these lesson times may be doubled in certain subject areas if required.



“Students achievement is Good. All students have made good progress”

Ofsted

9.00 – 12.30 pm
School time – Structured lessons in classroom environment. Students have a 15 minute break during this time.

12.30 – 1.00 pm
Students have lunch in the dining room or their own dining area.

1.00 - 1.30 pm
Introduction and preparation for afternoon activities. This may also be used as an opportunity to develop pupil's social skills by encouraging games or interaction with others.

1.30 – 3.00 pm
School time – Usually outside of the classroom. To include: educational visits, sports activities, practical subjects, citizenship and community involvement and life skills - shopping, cooking etc.

3.00 pm - School finishes

3.00 - 3.15 pm
Time to recap on afternoon activities, recognise pupils achievements, praise and rewards, whilst monitoring safe departure

Our staff team

Head of Education

Deborah Hayward BA Hons
GTP Qualified Teacher

Registered Manager

Denise Grayston RNMH
Diploma in Health & Social Welfare
NVQ 4 Management & Care
NVQ Assessor
Proact-SCIPrUK Instructor

The Beeches staff are recruited according to the statutory guidance for Safeguarding Children and Safer Recruitment in Education 2007 and are subject to the following checks:

- Vetting by the DBS
- Two references – one of which must be from a current or recent employer
- Proof of identification
- Proof of qualifications
- Verification of professional status. ie: QTS, NPQH



Deborah and Teaching Staff

Registered Manager Denise Grayston



I would like to add that I am very pleased that we are able to enhance the Residential Care service we provide to young people with Autism by offering education on-site.

We are totally committed to providing an holistic 24 hour package (365 days per year) to young people whose needs may not currently be supported and require a unique package of support.

Deborah Hayward our Head of Education is an extremely skilled and resourceful teacher who demonstrates a hands on and engaging teaching style, building trust and rapport with the young people she teaches. Her team equally are committed to the education, happiness and welfare of our pupils.

I look forward to being able to welcome you to The Beeches to see at first hand our facilities and to meet some of our team. Please do contact me or Deborah if you wish to discuss a placement with us for Residential Care and Education or Education as a day pupil.

Kind regards,
Denise

Proprietor & Director Quin Lovis



I would like to conclude this prospectus by adding that as Proprietor of The Beeches Independent School how proud myself and fellow Director, Michele Lovis are at the establishment of the school and the excellent results already being seen for pupils.

I also wish to confirm my ongoing commitment to the continued development of the staff team and facilities they have to work with for the benefit of our young people.

It was JFK who said 'All of us do not have equal talent, but all of us should have equal opportunity'.

Sincerely,
Quin

School term dates

The school term dates consist of 190 core teaching days and are in line with the dates set by the Local Authority.

Each school can set 5 Professional Development days at their own discretion which are normally outside of the core days.

Please call, email or visit us at www.beechesuk.co.uk for confirmation of term dates and our 5 development days.

School and Company information

School Establishment No: 6004 URN: 139018
Proprietor: The Beeches UK Ltd

Company Registered Office:
19-20 Bourne Court, Southend Road,
Woodford Green IG8 8HD

Company No: 04719164

Contact information

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Registered Manager: Denise Grayston
Email: denise@beechesuk.co.uk

Director: Quin Lovis
Email: quin@beechesuk.co.uk