

Cressex Lodge

School Prospectus 2016 - 2017



School Address:

Cressex Lodge
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Berkshire
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Head Teacher: Sarah Snape
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Introduction

We are a small independent school based in a West Berkshire. SWAAY is a specialist provider of care for boys and young males who have displayed sexually harmful behaviour who have often suffered multiple forms of abuse themselves.

We work to reduce the risk these young people pose, meet their complex needs and help them manage their physical and behavioural difficulties so they can leave their past traumas behind, build healthy relationships and lead responsible and rewarding adult lives.

An integral part of SWAAY, Cressex Lodge is registered as an Independent School. We provide a full time, broad and balanced National Curriculum for pupils who are usually in the care of SWAAY. Our pupils come from a broad range of backgrounds from mainstream schools, special schools and alternative education.

Mission Statement

Our aim is to provide each of our pupils with an Education for Life, by valuing and respecting them as individuals, developing their self-esteem, relationships and attachments; encouraging their individual abilities to their full potential in a caring and orderly environment.

School Values, Vision and Ethos

Values

At Cressex Lodge we model behaviours to enable good spiritual, moral and social characteristics. We do this by teaching acceptance, responsibility, integrity, tolerance, positivity and humour.

Vision

Our vision is to promote acceptance and foster a positive learning and developing environment. We want to prepare pupils for life after school and aim to have 100% into further education.

Ethos

We aim to create an environment which promotes a supportive and responsive ethos to meet the needs of our pupils. All pupils have the opportunity to start anew. We use playfulness, acceptance, curiosity and empathy in order to foster the formation of attachments.

Our Approach

We realise that pupils who have trauma and attachment difficulties can find the school environment extremely challenging. The attention and regulation issues pupils may have can be a real barrier for them to reach their full potential academically and repeated failure can really knock confidence and lower self-esteem.

At Cressex Lodge we incorporate a PACE approach to working with pupils. This approach was developed by Dan Hughes (Clinical Psychologist) and is used in Dyadic Developmental Psychotherapy (DDP). PACE is a way of thinking, feeling, communicating and behaving that aims to make the child feel safe. With PACE, the troubled pupil can start to look at himself and let others start to see him, or get closer emotionally. He can start to trust.

PACE stands for, Playfulness, Acceptance, Curiosity and Empathy. PACE focuses on the pupil as a whole, not simply the behaviour. It helps pupils be more secure with the adults and reflect upon themselves, their thoughts, feelings and behaviour, building the skills that are so necessary for maintaining a successful and satisfying life. The pupil discovers that they are doing the best that they can, and are not bad or lazy or selfish. Problems diminish as the need for them reduces.

Through PACE and feeling safer, pupils discover that they can now do better. They learn to rely on school staff and trust them to truly know them. They learn that adults around them can look after them in a way that they could never do on their own.

When pupils experience the school staff doing the best they can to understand them and trying to work out together more effective ways for the pupil to understand, make sense of and manage their emotions, thoughts and behaviour they start to believe that the school staff really will keep on trying until things get better for all of them.

For school staff, using PACE most of the time, they can reduce the level of conflict, defensiveness and withdrawal that tends to be ever present in the lives of troubled pupils. Using PACE enables the school staff to see the strengths and positive features that lie underneath more negative and challenging behaviour.

Cressex Lodge provides a nurturing environment, offering education and quality care in ensuring young people reach their full potential.

We are committed to:

- Educational development
- Emotional and social development
- Independence and life skills
- Development of communication skills

First Aid

There are appointed first aid persons throughout Cressex Lodge.

Policies and Procedures

Main policies and procedures for Cressex Lodge are found on our website www.swaay.co.uk/our-services/school-services2 or by request via our office.

Safeguarding

Cressex Lodge will actively promote the safeguarding of pupils protecting them from maltreatment; preventing impairment of pupil's health or development; ensuring that pupils grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all pupils to have the best outcomes. Where a pupil is suffering significant harm, or is likely to do so, Cressex Lodge will take action to protect that pupil. Action will also be taken to promote the welfare of a pupil in need of additional support, even if they are not suffering harm or are at immediate risk.

Our safeguarding policy has been developed in line with the Local Safeguarding Children's Board (LSCB) procedures and will be made available to parents, Independent Reviewing Officers and Social Workers on request.

One of the fundamental aims of SWAAY is to look after children and young people who have experienced significant adversity and multiple forms of abuse or trauma; and who have perpetrated inappropriate and harmful sexual behaviour against others. Given the histories of the children and young people in our care, the following three boundaries are in place as safeguarding measures:

- Staying on staff supervision while in school.
- No lending or borrowing between pupils or staff.
- A space boundary during the school day.

Whilst some of the behaviours displayed by pupils may well be viewed as 'healthy teenage development' in one context, in SWAAY it may well lead to a potentially abusive scenario. Hence the need for a sensitive and specialist approach to their sex and relationships education, which forms the basis of the SWAAY group work programme as well as being covered in Education as part of the PHSE Curriculum.

Given the above, Cressex Lodge recognises the importance of clear Safeguarding and Child Protection Procedures within school and the vital role of advice and referral from the Police, Children's Social Care, the Local Safeguarding Children's Board (LSCB) and the Local Authority Designated Officer (LADO).

By actively promoting the safeguarding and protection of pupils from abuse Cressex Lodge aims to reduce the risk of abuse and ensure that responses to suspicions or allegations are dealt with expediently and thus reducing the risk of ill-treatment and the prevention of impairment of their health and development.

Admissions and Referrals

A full admissions policy is available on request of the office.

It is the policy of Cressex Lodge to do all it can to ensure that adequate information is available prior to placement of a pupil to help ensure that a proper assessment of the likelihood of a successful placement can be made. It is also the policy of SWAAY that all young people, where possible, make the decision to come to SWAAY and they do this in an informed way through the referral process. Once the decision has been made, the move to SWAAY happens in a planned and sensitive manner.

The young person should have a settling in period before starting education. This should be at least one full day to ensure time to buy any clothing, or other personal items required. On their first day at school the pupil will meet with their Head Teacher alongside their Home Manager to complete the 'Home School Agreement'. The pupil will be introduced to their Education Mentor within this first week. Cressex Lodge School does not accept young people directly into Year 11. This is in order to minimise disruption to existing Year 11 students who are preparing for their final exams, and in recognition that the physical and emotional upheaval associated with a move to SWAAY are incompatible with being adequately prepared to sit final exams within the same school-year.

Referrals of Year 11-aged young people will be considered on an individual basis and will be subject to the requirement that the young person enrolls in Year 10 and starts KS4 afresh.

This allows them to settle in and begin to form attachments with the team before the demands of coursework, mock exams and final examinations become pressing. Unwillingness to meet this requirement will result in the referral being declined on education grounds. There may be other circumstances where we feel it would be beneficial for a pupil to repeat a year, and we would discuss this with their local authority.

For some pupils, it may be beneficial for them to access school without the need for residential placement at SWAAY. Such referrals would be carefully considered to ensure that their needs can be met, risks managed effectively and that their attendance and participation is sustainable over the term needed for them to successfully complete therapeutic and educational programmes. Consideration is also given to whether their living arrangements are compatible with the SWAAY ethos and whether they will receive adequate support to practise and develop their skills whilst at home. In these cases, it is essential that the parents/carers as well as the pupil are willing to engage fully with the relevant programmes and work collaboratively with SWAAY to support the pupil to make the necessary changes to reduce risk.

'The staff here help me realise my full potential'

– Cressex Lodge Pupil

Characteristics of the school

Many of our pupils have experienced severe disruption in their education before coming to us. While some pupils come from a mainstream school background, some may never have been able to manage a formal school setting. The amount of pupils with an EHCP (Education, Health and Care Plan) varies but we estimate that it is around 50%.

The education team will:

- Provide a full and balanced curriculum
- Provide an individualised programme for each pupil
- Record information and a pupils educational progress
- Provide termly progress reports and a full school report at the end of the academic year
- Communicate with all appropriate adults if a pupil is having difficulty at school
- Update policies and procedures on an as and when basis as well as annually
- Encourage pupils to achieve in every subject, which in line with the abilities as well as their aspirations

The pupils will try and stick to the school code of conduct:

- All members of the school community are treated with respect and consideration
- All instructions given by staff are followed
- All our actions should have positive consequences

School Uniform

A high standard of personal appearance is expected of all pupils. This will best be achieved by wearing blazers or jumpers to and from school, having shirts tucked in, and making sure that all items of uniform are neat and tidy

- Black tailored trousers (not skinny or tight trousers).
- Black blazer (optional)
- Plain black jumper.
- White shirt (long or short sleeved) or white polo shirt
- Plain grey or black socks.
- School tie (optional)
- Black low heeled leather type shoes (not trainers or work boots).
- Hoods may not be worn.

Sports Kit for PE:

- Polo shirt or T-Shirt
- Compression shirts (or tight fitting t-shirts) may only be worn under loose fitting tops
- Zip up top or sweatshirt (no hoods)
- Shorts or track trousers (football style shorts - not tight Lycra, or loose fitting trousers)
- Short white socks for athletics or indoor sports
- Long football socks
- Training shoes, astro-turfs and shin pads

School Day

8:55 am

Arrival and preparation for school day

9:00am

Morning handover with Education Mentors

9:15am

Morning lessons (including 15 minute break)

12:50pm

Lunchtime

1:20pm

Afternoon session

3:20pm

End of school day with residential staff handover

School Curriculum

Cressex Lodge offers education to Key Stage 3 and 4 students (Years 7 – 11). The curriculum follows The National Curriculum. Some students have an Education, Health and Care Plan (formally a Statement of Education Needs). The curriculum is tailored, evaluated and reviewed depending on students' individual and group needs.

Curriculum Aims:

The curriculum at Cressex Lodge:

- Have pupils at its heart, putting their interests above those of the institution

- Have a curriculum that is fit for purpose, offering differentiation and personalisation
- First achieve and then exceed national standards in achievement, attainment and progression
- Pupils should become aware of their abilities and in so doing should develop them to their maximum potential.
- All pupils should be offered a curriculum that has breadth and depth. It must be tailored to each pupil and satisfy their requirements.
- Pupils leaving Cressex Lodge should be articulate, literate and numerate, and have lively, enquiring minds.

The Curriculum Outcomes:

Cressex Lodge's curriculum will:

- Lead to qualifications that are of worth for employers and for entry to higher education
- Fulfil statutory requirements
- Enable pupils to fulfil their potential
- Meet the needs of pupils of all abilities
- Provide equal access for all pupils to a full range of learning experiences beyond statutory guidelines
- Prepare pupils to make informed and appropriate choices at the end of KS3 and KS4
- Help pupils develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills
- Include the following characteristics; breadth, balance, relevance, differentiation, progression, continuity and coherence

- Help pupils to use language and number effectively
- Help pupils develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life
- Design a KS4 curriculum that benefits pupils

Key Stage 3:

The curriculum is based on a 30 hour contact time. The subjects covered include English, Maths, Science, Art and Design, PE, Design Technology, Music, Rock School, French, History, Geography, Music Technology, i-Media, Values (PSE, RE, Sex Education)

Additional Support depending on the needs of the young people may include:

- Speech and Language Therapy 1:1/group
- Learning Support 1:1 (literacy and numeracy)
- Art Therapy 1:1
- Lego Therapy

Students are grouped depending on a combination of their year group, ability and emotional/social needs. Some students need to be taught in a 1:1 situation, and occasionally - 1:2.

Key Stage 4:

All students follow a core curriculum of GCSEs (or equivalent) or Entry Level Qualifications in English, Maths, Science, Art, PE, Music, DT, History, French and a Citizenship qualification. Other subjects are offered at differing levels depending on choices, interest and subject specialist availability. AQA Unit

Awards will be introduced from June 2015 to enable additional opportunities for certification.

All students are encouraged to gain as much accreditation as possible in order to give them as much life choice as possible.

English	GCSE English GCSE English Literature Step up to English
Maths	GCSE Entry Level Certificate
Science: A Single Award Foundation/Higher Combined Science: Synergy Foundation/Higher	GCSE AQA Unit Awards Entry Level Certificate
Design and Technology	GCSE Resistant Materials AQA Unit Awards
Citizenship	GCSE
French	GCSE
History	GCSE/AQA Unit Awards
Music Technology	Arts Award Bronze, Silver and Gold
PE	OCR Entry Level
Art and Design	GCSE short and long course AQA Unit Awards
Music	GCSE Level 2 Music Practitioner- Rock School (music grades)
Home Cooking Skills	QCF BTEC Specialist Qualification Level 1

**‘Design Tech is fun, I feel supported here to achieve my future career’
- Cressex Lodge Pupil**

Assessment and Reporting of Pupil Progress

Each pupil is assessed on their progress for each subject. This is done with a variety of mechanisms. Pupils are measured by the expected level assessed by their teacher. With the clear use of learning objectives along with tasks in the classroom, pupils are made aware of what is expected of them. That pupil then gets scored using a traffic light system.

Attainment Code	Progress
Developing	Cause for concern
Emerging	Approaching/Steady
Expected	Expected for current level
Exceeding	Exceeding

Pupils will get feedback from subject teachers in each lesson as to whether their learning objectives have been achieved. An average of level of achievement is recorded at the end of each term for each subject. This is then reported back to pupils, their carers and their families where appropriate.

New arrivals will be assessed on their academic ability and any special educational needs in their first few weeks; this will then provide an accurate cognitive profile of the students from which various actions will result. Each new pupil will have an education synopsis, in the synopsis there is information for

subject teachers to try different strategies when working with specific pupils and this influences the differentiation in lesson planning.

All pupils have an ISP (Individualised Support Plan) for each term which are designed to address specific areas of weakness for pupils and these are graded with the same traffic light system. There is also a section in the pupils Placement Plan for education, which offers the opportunity for pupils to have a voice on how they feel school is going for them. The pupil will meet regularly with their Education Mentor to look at any areas for development, this information is then fed into the pupil's placement plan.

All of these targets re discussed at PEP meetings with Social Workers and parents where appropriate, as well as bi-annually LAC Reviews.

Complaints Procedure

All pupils are aware of our complaints procedure as outlined in the information they receive on arrival to SWAAY. Complaints forms are available to pupils at all times and pupils are encouraged to speak with their social worker if they feel their complaint cannot be dealt with in house. Pupils are encouraged to take part in the Cressex Lodge suggestion scheme.

Pupil Premium

At Cressex Lodge, we want every child to achieve their very best. We strive to ensure that all children attain well and make good progress. Rigorous monitoring and tracking of all pupils helps us to identify any pupils not making good progress and help us to plan and implement effective personalised interventions in a well-structured and timely manner. The Cressex Lodge Pupil Premium Policy states: Pupil Premium will be clearly identifiable within the budget.

- The Head teacher, in consultation with senior staff, will decide how the Pupil Premium is spent for the benefit of entitled pupils.
- The school will assess what additional provision should be made for the individual pupils. The school will be accountable for how it has used the additional funding to support the achievement of those pupils covered by the Pupil Premium and the Head teacher will report to the governing body and parents on how effective the intervention has been in achieving its aims.
- We will ensure that parents, carers and others are made fully aware of the attainment of pupils covered by the Premium.
- We will seek to further develop strategies and interventions which can improve the progress and attainment of these pupils.
- We will track the impact of the strategies put into place through the funding to ensure that we can show the value that has been added to the education of the entitled children.

- We will monitor evaluate and review the impact of the pupil premium funding.

For more details on how we will address the barriers to learning and evaluate the impact of our spending, please ask to see the full Pupil Premium Policy.

Prevent Duty

Vulnerability to radicalisation or extreme view points from the internet

Cressex Lodge recognises its duty to protect our pupils from indoctrination into any form of extreme ideology which may lead to the harm of self or others. This is particularly important because of the electronic information available through the internet. Cressex Lodge will therefore aim to do the following:

- Educate pupils on the appropriate use of social media and the dangers of downloading and sharing inappropriate material including that which is illegal under the CounterTerrorism Act.
- Ensure that pupils are unable to access any inappropriate internet sites whilst using the school computers / laptops through the use of appropriate filtering, firewalls, security settings and full time supervision.
- Educate pupils through lessons and assemblies on the concepts of radicalisation and extreme ideology.
- Inform pupils on the importance of Internet Safety both through the ICT curriculum and PHSE education.

Staff Training

In order to fulfil the requirements of the Prevent Duty the School will:

- Ensure the Designated Safeguarding Lead (DSL) undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.
- Ensure staff are trained to be vigilant in spotting signs of extremist views and behaviours and that they always report anything to the DSL which may suggest a pupil, another staff member or a visitor is expressing opinions which may cause concern. Staff should follow the usual reporting procedures as for any other safeguarding concern as laid out in the School's Safeguarding (Child Protection) Policy.
- Ensure staff understand the importance of monitoring pupil absences and promptly address concerns about irregular absence with parents and / or carers.
- Ensure staff are aware of how to identify and respond to risks to children from extreme or radical views.

Outcomes for Pupils

At Cressex Lodge we want the best for our pupils. We appreciate that they come to us often in a state of distress or find it hard to regulate their behaviour and focus on work. We work closely with both the residential and therapy teams to help our pupils achieve. We offer a varied and broad curriculum meeting the diverse needs of our unique school. Many pupils leave Cressex Lodge having gained skills and qualifications they never imagined possible. We tailor our educational approach to meet the individual needs of each pupil, we work alongside them and help them understand the progress they are making and get them to strive for higher achievement.

'We are committed to providing each pupil with the best chance to achieve. We do this by treating everyone as an individual, an individual who has a say in how we best meet his educational needs.'

- Sarah Snape, Headmistress