

# Continuum School Essex

Specialist Education and Vocational Training Centre



## School Prospectus 2010/2011

Information for Students, Parents, Carers and Childrens Services



Address: Unit 7, Woodgates Farm, Woodgates End, Dunmow, Broxton, Essex CM6 2BN

Phone: 01279 850 474

Headteacher: David Flack

DfE Registration Number: 881/6059

Unique reference number (URN): 135772

*The Continuum School Essex Stansted is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced CRB check is required for all posts within the school.*

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Proprietor:  
Mr Bob Hall  
Leeds House,  
11a Yorkshire Street,  
Rochdale OL16 1BH  
Ph: 01706 6444 71  
(Phone available at all times including term holidays )

All school policies are listed in Appendix I.

Copies of this document and school policies are available electronically, in hard copy or in other formats if requested (e.g Braille).



# School Mission Statement

*To provide the highest quality of educational opportunity through the promotion of individual and collective worth and the principles of care, involvement and achievement within the framework of mutual respect, rigour and responsibility.*

## Aims

1. To provide a well ordered, positive and supportive environment where each student has the opportunity to flourish and succeed whatever their talents or abilities
2. To promote high expectations of each other's standards of work, conduct and appearance
3. To encourage participation in a caring and supportive community, founded upon mutual respect
4. To sustain an ethos which enables students to develop into mature, independent citizens, equipped to make a positive contribution to a rapidly changing world.
5. To establish a safe environment in which to develop positive behaviour thus raising self-esteem.

## About the Continuum School Essex Stansted

The Continuum School Essex Stansted is situated in the North–West of Essex near the Hertfordshire border and a few miles north of the major airport and the third–busiest in the UK. We are a co-educational independent special school which provides education for pupils in Key stages 3 & 4. The majority of pupils in the school have a statement of Special Educational Need and may exhibit challenging behaviour.

Our students are of mixed ability and every effort is made to ensure that teaching meets the needs of individual pupils and addresses the objectives of their statement. We acknowledge that children learn in many different ways and we use a variety of strategies and techniques to ensure that our pupils learn and make progress.

## Staff at Continuum School Essex Stansted

David Flack – Head Teacher - N.P.Q.H (2007), Master of Science Psychological Research Methods (2002), AWCEBD Advanced cert in EBD (2002), BSc Psychology Hons (2001), BSc open (2000), Cert Ed (1972). CIP, CBM, Safeguarding Children.

Alexandra Cretu – Special Educational Needs Coordinator and Head of Outreach - Bachelor of Arts, Masters in Psychosocial intervention, Qualified Teacher certificate from the state of South California. CIP, Food Hygiene, Fire Awareness.

Catherine Connelly - Teacher - Basic Skills Teaching Certificate City & Guilds (2002), BA Hons Behavioural Studies (2005), City & Guilds Level 2 Adult Literacy & Numeracy (2005), Post Graduate Cert in Higher Education (2007). CIP, CBM, Safeguarding Children.

Daniela Avram – Teacher - B Psychology and Social Assistance, Masters in Psychological Evaluation and Recuperating Therapy, Inclusion: Teaching Students with Disabilities in the Regular Education Setting course.

Jamelia Abdel-Rahim – Teacher - BA Sociology & Criminology. CIP, CBM, Safeguarding Children, First Aid, Health & Safety.

Tracy Young – Teacher - BSc Psychology, BA in Psychology with European Study (Hons), PGCE Primary Education, QTS

Sian Young – Learning Support Assistant - Open University Intro to Business Studies. Youth drama Workshop, Child Protection training -Essex Police. Dealing with children with challenging behaviour.

Margaret Walker – Learning Support Assistant & Admin - CIP, CBM, First Aid and Health & Safety.

*Full qualifications of all staff available on request (See Appendix I).*



# Admissions Policy

Young people are admitted to the school from 11-16 years of age and at any time during the academic year. Before admitting any student the Head Teacher of the Continuum School Essex at Stansted will ensure that the placement meets the needs of the young person. All admissions will be planned with the young person and their caregivers who will also have the opportunity to visit the school prior to admission to meet the staff and students. Whilst it is open to carers who can afford the fees to directly apply to the school, the normal route is for Local Education Authorities to refer students. Most children admitted to the school will have a Statement of Special Educational needs or be 'Looked after Children'.

Children with Social, Emotional and behavioural difficulties will have experienced a range of problems in mainstream schools including-

- An inability to work and cooperate with students and staff in a classroom setting.
- Difficulty in forming positive relationships with others
- Difficulty in controlling emotions and the behaviour that follows.

# Curriculum Policy for Students

*This policy is for the academic year 2010 -2011.*

## Lesson Planning and Schedules

The Continuum School Essex at Stansted operates a forty period, five day teaching week that is divided into an eight lesson day. The day starts with breakfast where all staff and students meet to start the day. Monday is set aside for students to attend Outdoor Education at Danbury where they learn valuable team skills and as well as improving their physical fitness. This course provides accreditation through AQA unit Awards and acts as a gateway to the Duke of Edinburgh Bronze Award.

## Curriculum

The school curriculum follows the National Curriculum but each students learning program is tailored to personalise their learning according to their needs and ability. The National Curriculum and subjects taught at the school include; Maths, English, Science, PSHE, Citizenship, History, Geography. In addition to the core curriculum we provide specialist teaching in food technology and horticulture.



Teachers plan work in their subject areas to meet the student's needs as set out in their Individual Education Plans and to prepare students for a range of public examination that will provide proof of their success.

## Key Stage 3

The work in each subject area is designed to ensure that every student has the opportunity to progress at a rate which matches their ability whilst challenging them to extend their understanding further.

## Key Stage 4

Students in Years 10 and 11 follow the core subjects of English, Math and Science at examination level. There is also a great deal of emphasis on preparing our young people for the life in the adult world. Personal, Social and Health Education (including Sex & Relationship Education), Work Experience, career planning and life skills are compulsory learning.

*Full details of curriculum policy are available on request (Appendix I)*

*Full details of the Sex & Relationships Education policy are available on request (Appendix I).*

## Examination Accreditation

All our students are able to take external examinations here at the Essex school, we are a registered exam centre for AQA and the ECDL. Students can sit exams for – AQA Unit Awards, AQA Entry Level Certificates, AQA GCSE, AQA Projects 1 &2, ASDAN, BTEC, NVQ, ECDL. Students are guided in their choice of accreditation and vocational qualifications so that they maximise their achievements and life chances.

# The 5 strands of a Continuum Education

The Continuum School Essex at Stansted educates young people with special educational needs (SEN), primarily with respect to those experiencing behavioural, emotional and social difficulties (BESD). Our curriculum is designed to progress academic, emotional and social competencies, via engagement with a programme comprised of a blend of classroom and vocational activities.

Behaviour

## Clinical Services

The Continuum School Essex at Stansted is supported by a team of clinical psychologists. Sessions with a specialist worker can help to identify the appropriate support required by any pupil. Our team is able to work with the young person to identify and encourage acceptable behaviour. This behavioural model is used to motivate the young person and encourage them to work towards stability and a positive regard for all.

Resilience

## The House of Resilience™

The Continuum Group's in-house care model, built on the foundations of Every Child Matters allows staff to build specific, prioritised plans for each young person. Each pillar of resilience addresses the individual needs of the young person. Only the Continuum Group offers this innovative assessment tool, providing Local Authority partners with reports through which they can assess development on an individual basis. (A similar concept of resilience is applied to those young people outside of care, enabling them to build their own resilience whilst attending the Essex School).

Activity

## Being Healthy

At the Continuum School Essex Stansted healthy eating and exercise is used to assist young people in promoting lifestyle choices. Also in line with the Every Child Matters outcome 'Being Healthy', we are committed to promoting these outcomes and therefore we are able to offer a variety of healthy food and exercise options as part of the school day.

Vocational

## Vocational Education

For those favouring a vocational route of study, we offer BTEC and ASDAN qualifications. The school can also support students studying horticulture or food technology.

Education

## Education

The National Curriculum is taught to ensure that all children receive a broad and balanced education. The National Curriculum comprises; Maths, English, History, Geography, ICT, Design and Technology, food Technology, MFL, RS, PE, Art and Personal, Social and Health Education (PHSE).



# Behavioural Management Policy

Our school places great emphasis on a structured and consistent approach to managing the behaviour of all pupils. Staff training induction procedures and policy informs staff, pupils, carers and parents of the standards of behaviour expected, how the standards are to be maintained and how unacceptable behaviour is to be dealt with.

The aims of this policy are:

- To establish a culture of consequences i.e 'that all actions have consequences'
- To promote self-discipline
- To encourage mutual respect and reduce bullying characteristics
- To reward good behaviours
- To build self - esteem through praise and reward
- To promote high expectations of each others standards of work conduct and appearance
- Ultimately to promote good citizenship behaviours

## Rewards and Sanctions

Behavioural boundaries and common standards are defined and clearly communicated and we strive to ensure they are always applied fairly and consistently. We have clear expectations for all students. Consistency and continuity regarding the behaviour of our students to maintain standards within the school. School discipline is regulated by the use of reward systems for correct behaviours. Inappropriate behaviours are targeted by sanctions. Sanctions are staged and age-appropriate but used sparingly. The policy for discipline, rewards and sanctions is assessed and reviewed on a regular basis, with input from both students and staff.

## Exclusions

A student whose behaviour is considered by staff to be grossly unacceptable may be placed on fixed term exclusion, decided in conjunction with the Head of Education. They may also receive education in isolation from their peers for a set time. Curriculum work will be provided by the school for this 'out of school phase'. Part of the work to be carried out with the student during this time of exclusion is to discuss the behaviour that has brought them to this state and to negotiate strategies for re-integration. This will form the Pastoral Support Plan (PSP) for the student on their return to school.



## Staff Training in Restrictive Physical Interventions - CIP ©

All Continuum School staff attend a two day training programme on the Continuum Intervention Programme (minimalist physical interventions). The training is based on de-escalation and early intervention. It provides an holistic approach to behaviour management. This programme is specifically designed by the Continuum Group and accredited by the British Institute for Learning Disabilities physical accreditation scheme (BILD). Other important staff training provided by the company includes therapy-based behaviour management, health and safety, fire awareness, drug awareness, self-harm, prevention and child protection.

*A full copy of the behavioural management policy is available on request (see Appendix I).*

## Academic Achievements

*Academic results for pupils during the school year 2009/10 - full details available on request (see Appendix I).*

Academic results for other schools within the Continuum Care and Education Group are available upon request.

# Anti-Bullying Policy

This policy has been prepared and implemented in accordance with the DfE guidance 'Safe to Learn: Embedding anti-bullying work in schools' (DCSF 2009). The Continuum School Essex at Stansted operates on the principle that the school environment should be seen as a secure and conducive place where the dignity and worth of every pupil are respected. The school is of the conviction that individuals are able to succeed in life when they understand themselves and the world around them for these situations help them to make intelligent choices which make them to succeed in life. People succeed in life when they have high aspirations, motivation and the desire to adapt to changes in their environment. These qualities exist in most young people but as they grow up their potentiality are either enhanced or inhibited by life's experiences. The key factors, which affect these qualities, are self-esteem and the degree to which parents; teachers and the entire community have high expectations for them.

## Definition

A bully is defined as 'someone who wilfully uses his or her strength or power to hurt, threaten, or frighten someone else'. Bullying can take place as a 'one off' repeatedly and over a period of time. Anyone can be a bully, male, female, small, big, young or old, they all however depend on the people they bully being afraid to tell. The DfE has given guidance to schools by defining bullying as "deliberately intimidating behaviour that causes physical or psychological distress".

Specific types of bullying include: *bullying related to race, religion or culture; bullying related to special educational needs (SEN) or disabilities; bullying related to appearance or health conditions; bullying related to sexual orientation; bullying of young carers or looked-after children or otherwise related to home circumstances; sexist or sexual bullying.*

The school's bullying policy is based on the following principles:

- The Headteacher, All Teachers, Learning Support Assistants and non-teaching staff have a shared responsibility for recognising and reporting signs of bullying as and when they are noticed.
- All who work with pupils at Harlow School have a responsibility for their care and well-being.
- All who work in the school are aware of the agreed guidelines to follow when bullying is suspected and reported.
- The security and well being of pupils in our care is paramount.

Methods of Dealing with Bullying include:

- Guidance and support from the School Manager and the Lead Tutors
- Involvement of parents
- The provision of pastoral support plan
- 'No blame' approach to bullying
- Restorative conferencing (where appropriate)
- Involvement of outside agencies
- As a last resort, exclusion

All reported incidents of bullying are regarded seriously and must be reported to the head teacher and the appropriate teachers in the school. In the first instance it should be reported to the class teacher or the Learning Support Assistants in each class who will listen to the "victim" in order to determine the nature of the problem. When the class teacher and Learning Support Assistants feel unable to resolve the situation informally they should inform the Headteacher for direction and guidance and fill in an incident form.

Where any other teacher encounters bullying, they must inform the Headteacher.

Date of Next Review: 2011



# Equal Opportunity Policy

The school is committed to a policy of equal opportunities. Thus, no individual or group will be discriminated against on the grounds of gender, race, culture, class, age, special needs – both physical and intellectual, religion or sexual identity. This applies to all pupils and staff.

Good equal opportunities practice is good educational practice. All individuals will be encouraged to achieve their full potential. This policy is intended to cover all of the roles that the school is developing. It is the responsibility of all members of the school community to create a climate free from stereotyping and to challenge all forms of discrimination.

Positive steps should be taken to redress patterns of inequality, e.g. displays around the school, improving access to the school. The school, its staff and management will ensure that its staffing policies do not discriminate against members of staff or potential candidates in ways which are unconnected to their ability to perform the duties of the post.

The policy has been formed within the framework of the statutory legal requirements but also recognises the need to promote positive attitudes which will result in the lowering of traditional barriers of equality of opportunity.

Students for whom English is an additional language

Additional support is also provided for students who do not have English as their first language. Extra support is provided to assist these students in accessing the school's curriculum, either using a native speaker in the student's first language or via additional English language lessons to accelerate the young person's learning.

*Full policy details are available on request (See Appendix I)*

## Special Educational Needs (SEN)

The Continuum School Essex at Stansted have regard for the SEN Code of Practice (2001).

SEN code of Practice.

The guidance in the SEN code of practice covers in detail:

- School based assessment and interventions for SEN students
- Statutory assessments of special educational needs
- Statements of Special Educational Needs
- Annual reviews
- Transition planning.

Each student will be issued with an Individual Education Plan (I.E.P.). All will have a plan based on Behaviour. The IEP will be shared with students and agreed targets set to be reviewed at the end of each half term. A copy of IEPs will be sent to the LEA. The IEP should also inform the Personal Education Plan (PEP) for those pupils in the care of the local authority. The IEP and review notes will also be included in the end of half term report.

At the beginning of each academic year the Headteacher/ School manager or Attendance & Integration officer will draw-up a timetable of Scheduled Reviews. The statement will be reviewed 12 months of making it. It is the school's duty to plan, implement and report on the review meeting.

The Continuum School Essex at Stansted will endeavour whenever possible to ensure that these Reviews will coincide with LAC reviews should they be required. In preparing for the review report, The Continuum School Harlow will actively seek the written advice from the parents (Social Services guidance/advice will be relevant here), and additional people specified by the LEA and anyone else considered appropriate. The purpose of the review is ostensibly a progress report for parents or the legal care givers. It is also an indicator to the local authority of any changes which may be required.

Actions following the Review.

Once the review report is received by the LEA they may take the following actions.

1. The Statement continues to be appropriate.
2. Amend the Statement if:
  - a. Significant new needs have emerged;
  - b. Significant needs which are recorded on the Statement are not longer present;
  - c. The provision needs changing;
  - d. The child or young person should change schools.
3. Cease to maintain the Statement.

8 *Full policy details are available on request (see Appendix I)*

# Safeguarding Policy

The Continuum School Essex Stansted adopts the definition of 'Safeguarding' used in the Children Act 2004 and the Department for Education guidance document *Working Together to Safeguard Children* (2010, paragraph 1.20), which focuses on safeguarding and promoting children and young people's welfare and can be summarised as:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care,
- undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

All teachers and teaching assistants within the school have attended safeguarding training. It must be acknowledged that within our school some of our pupils will have experienced disturbing situations and as a result are placed on the child protection register. Recognising this, the school take every necessary precaution to ensure that individual concerns with regard to pupils will be addressed by staff at all times.

The six main elements to our policy are to:

- ensure we maintain standards and procedures per the guidance document *Working Together to Safeguard Children* (DfE, 2010)
- ensure we practice enhanced CRB checks and safer recruitment in the suitability of staff and volunteers to work with children
- raise awareness of child protection issues and equip children with the skills needed to keep them safe
- develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse
- support pupils who have been abused in accordance with the agreed child protection plan
- establish a safe environment in which children can learn and develop

The school has positive links with the local Child Protection Team and when appropriate, concerns are discussed with an officer from that team. Anyone with concerns of a safeguarding nature should immediately inform the Head Teacher, David Flack who may be contacted on 01279 850 474.

*Full policy details are available on request (please see Appendix I).*

# Health & Safety Policy

The management of the school are committed to approaching health & safety regulations as instructed by the Department for Education policy including *Health & Safety: responsibility and powers* (DfES 0803/2001) and the *Health & Safety of pupils on educational visits* (DfES ref: HSPV2). The Continuum School Essex at Stansted has a duty to ensure, as far as reasonably practical:

- the health, safety and welfare of pupils in the school and on offsite visits
- the health, safety and welfare of staff in the school and on offsite visits

The management of the school are committed to a safety management approach to health and safety matters, and thereby to an organised, well informed and pro-active approach to all health and safety related issues. All activities whether time tabled or not will therefore be planned and executed with a systematic approach that included an element of 'context sensitive' risk assessment and where necessary control elements appropriate to the risks foreseen. This is to ensure that students are not exposed to unnecessary or inappropriate risks or hazards.

Education visits can take many forms and may include:

- day trips to places of interest
- residential courses
- outdoor education activities
- sports activities away from school site
- individual visits by pupils as part of their curriculum

For the planing and implementation of an offsite visit, the personnel involved include the Headteacher and Teacher organising the visit.

*Full policy details are available on request (please see Appendix I).*

# Complaints Policy and Procedure

The school recognises that there will be occasions when students, carers, parents or placing authorities are unhappy with an aspect of the school. This policy is designed to help you to raise concerns in an appropriate manner and ensure that each complaint will be listened to and dealt with fairly. (There is a more comprehensive Continuum Care and Education Complaints Policy available on request please see Appendix I.)

- Please address all complaints to the Headteacher, David Flack, Continuum School Essex at Stansted, Unit 7, Woodgates Farm, Woodgates End, Dunmow, Broxted, Essex, CM6 2BN
- If the complaint is about the Headteacher, or you would like to escalate a complaint please address this complaint to the Managing Director, Mr Bob Hall, 11a York Street, Rochdale, OL16 1BH
- A detailed written report regarding the outcome will be provided, explaining how the complaint was investigated and the reason why certain decisions may have been taken.



## Appendix I

The following policies and documents referred to in this prospectus can be made *available on request* in electronic or printed format. They can also be made available in other formats (e.g) on disc, larger font, Braille.

Please contact the school directly on 01279 850 474.

- *Current School Staff Qualifications 2010/2011*
- *Admissions Policy 2010/2011*
- *Curriculum Policy 2010/2011*
- *Sex Education & Relationships Policy 2010/2011*
- *Behavioural Management Policy including Discipline, Sanctions and Exclusions 2010/2011*
- *Full Academic Achievements 2009/2010*
- *Anti-Bullying Policy 2010/2011*
- *Equal Opportunity Policy 2010/2011*
- *Special Educational Needs Policy 2010/2011*
- *Safeguarding Policy 2010/2011*
- *Health & Safety Policy 2010/2011*
- *Continuum Care & Education Group Complaints Policy & Procedure 2010/2011*

# Contact Us

If you would like more information on our school or would like to provide feedback, comments or suggestions, please address your correspondence to the Head Teacher, David Flack at Continuum School Essex Stansted, Unit 7, Woodgates Farm, Woodgates End, Dunmow, Broxted, Essex CM6 2BN or call the school on 01279 850 474.

## Location

The school is approximately 8.3 miles from Braintree railway station (63 minutes to London Liverpool Street) to the east and 9.2 miles from Bishop's Stortford Railway station (40 minutes to London Liverpool Street) to the west.

It is just under 2 miles from Stansted Airport and the nearby M11 motorway to the west.



# INCLUDED



**Continuum Group**  
Education

**0800 731 3805**