

Parkside House School

School Prospectus

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| Date of Last Review | September 2023 |
| Date of next review | September 2024 |

## INTRODUCTION

Parkside House School is an Independent Special School, approved for pupils with Special Education Needs by the Department for Education.

The school is registered to accommodate 45 pupils and we specialize in teaching pupils with Social emotional and mental health with other associated learning and cognitive difficulties, including Autistic Spectrum Disorders, Attachment Disorders, Oppositional Defiance Disorder, ADHD and ADD.

Our friendly, experienced, enthusiastic staff offer a curriculum to support our learners’ needs to help them to become the best version of themselves.

**GENERAL INFORMATION**

**Proprietor Representative/Chairperson:**

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**Chair of Governors**

**James Joyce**

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**Head Teacher**

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## MISSION STATEMENT- ETHOS AND VALUES

## Parkside House School aims to provide a high-quality education Package to pupils who have difficulties in relating to education or others within a mainstream setting.

We offer a full education service in a small school setting focusing on specific individual needs that often include the development of fundamental cognitive skills as well as developing increased self- esteem and thinking skills.

Pupils should be given the opportunity to learn in a safe nurturing and supportive environment.

We will offer trust and respect to young people in the belief that this will promote a positive response.

We are committed to the ethos that the needs of our pupils are paramount and in order to fulfill these needs we will work in partnership with families, professionals, and stakeholders.

We understand that for some pupils, school has many negative images. We will work with each pupil to attempt to modify their negative perception of themselves and authority

We will undertake to deliver a broad-based curriculum this will culminate in nationally recognized qualifications as well as providing learning that excites and challenges, building on real life experience often extending beyond the classroom.

We believe that pupils should have the opportunity to grow to their full potential as valued members of society irrespective of race, culture, or background.

MEETING OUR MISSION STATEMENT

We believe that our aims are best met through:

* Experienced subject specialized staff committed to the highest quality of teaching, care, and support.
* The teaching of National Curriculum subjects leading to the achievement of nationally recognized accredited qualifications.
* Encouraging pupils to participate in the local wider community.
* Providing careers advice and structured vocational preparation for life
* Adaptation of the National Curriculum as necessary to enable all pupils‟ access at their own level. Formal Disapplication is carried out if required.

## PARKSIDE HOUSE SCHOOL AGREED AIMS

The agreed aims of Parkside House School are:

* To actively develop parental partnerships for the benefit of the pupils
* To have ambitious expectations for individual improvement to achieve excellence for all.
* To promote a happy, healthy atmosphere of security, trust and respect.
* To develops pupil’s independence and self-advocacy, and confidence to make informed choices.
* Acknowledge and celebrates everyone’s achievements.
* High expectations for continuous improvement in order to raise standards for pupils.
* All partners include, involve and inform each other.
* Give pupils the skills and opportunities to make informed choices.

## ADMISSIONS POLICY

Applications for admission to Parkside House School are normally made by a SEN Officer of the LA in whose area the pupil currently resides.

Regulations under the 1993 Education act and all subsequent legislation state that parents have the right to express a preference for a school which is not a LA school, but which is an Independent special school approved by the DFE. If the LA agrees it will fund the placement at that school.

All of the pupils referred to Parkside House School will have a history of Emotional, Social Behavioural and or associated learning difficulties, including Autistic Spectrum Disorders, Attachment Disorders, Oppositional Defiance Disorder, ADHD, ADD. Pupils will normally be aged between 11 to 19 years, Academic year 7 to year 13. In exceptional circumstances we may admit pupils early in year 6 on an LA request.

## REFERRAL PROCESS

Parent/Carer’s

An informal request can be made directly to the school office, via telephone or email, or alternatively you can contact your local SEN department within your local authority all numbers can be found on your LA Website. Each LA will have a Parent Partnership Service which can support parent/carer’s in exercising their parental choice around choosing which school they would like their child to attend.

Local Authorities

An application will be made in writing by an SEND Officer; this will include documentation covering all current and relevant educational, behavioral and social information, including the pupils‟most up to date statement and most recent Educational Psychologist report.

The school will then consider the documentation and if the initial assessment confirms that Parkside House School appears suitable and we have a place currently available we would invite parents/Carers and pupil to visit the school. Following a successful visit, a place would be offered

## PARTNERSHIP WITH PARENTS

The role of Parents/ Carers is crucial to the success of any School placement. Parkside House School encourages an open-door policy with Parent/Carers. All pupils are allocated a Pastoral Tutor who will actively encourage Parents/Carers to contact or visit the school regularly. The school uses the following contact methods with home.

## WEEKLY REPORTS

Each pupil receives a weekly report every Friday.

## PARENTS EVENING

There is a twice-yearly parent evening where Parents /Carers will be able to discuss their child’s progress with their subject teachers.

## YEARLY PROGRESS REPORT

Each pupil will receive a yearly annual report which will make a comment on both attainment and effort, as well as two progress reports at Christmas and Easter

**TARGET SETTING MEETINGS**

All pupils and parents will attend target setting meetings. These meetings take place at the beginning of the school year. Pupils will be set academic targets in all subjects at Key stage 3 and 4

## SCHOOL NEWSLETTER

A school newsletter is produced every term which reports on all Activities, achievements, and events over that term.

## FORM TUTORS

Form Tutors can offer differing levels of contact to Parents/Carers; this can include a daily phone call to feedback on pupils if required.

**Parkside House Curriculum Overview**

The overall aim of the curriculum is to enable all the young people at Parkside House School to become Successful Learners, Confident Individuals and Responsible Citizens.

The curriculum consists of all of the activities designed or encouraged within the school’s organisational framework to promote the intellectual, personal, social, physical, therapeutic and cultural development of pupils. It includes the formal programme of lessons and the informal programme of enrichment activities. The curriculum is also designed to robustly ensure that pupils gain experiences in the following areas of learning linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative as well as providing opportunities for therapeutic and spiritual, moral, social and cultural development (SMSC) and cultural capital. We believe the word ‘curriculum’ should be interpreted in its widest meaning. It is every planned learning experience the pupils have as a member of the school, both learnt formally within a lesson and informally outside the classroom throughout the whole School day. It is all the planned activities that we organise to promote learning, personal growth and development. Teachers, Instructors and support assistants, structure these experiences to ensure that they have the most positive effect on the attainment, progress and personal development of all pupils.

The Curriculum will:

• Annually, build upon pupils’ prior knowledge and help them to store knowledge in their long term memory so they make progress by knowing more and remembering more;

• Ensure that the right components are embedded in long-term memory to ensure pupils are able to perform more complex tasks.

• Provide pupils with opportunities to ‘overlearn’ key concepts through repeated recall to secure learning.

• Contribute to achievement of overall subject goals.

• Ensure that all pupils can achieve the best possible outcomes.

**Commitment to National Curriculum**

Parkside House School is committed to covering the National Curriculum wherever possible and its programmes of study. This commitment must, however, be consistent with any Education, Health and Care Plan for any young person which may well prioritise subjects or key areas of learning.

**Pupil Entitlement**

As a Special Educational Needs School providing for the needs of boys and girls with a range of complex needs, we are committed to the principle that all pupils, regardless of ability, race, cultural background or gender, have a right to the highest quality of education we can provide. This means that we seek to ensure breadth and balance for all; ambition; appropriate levels of expectation and genuine challenge and relevance and continuity and progression in learning.

**Addressing Special Educational Needs**

As part of the admissions process and after a place has been confirmed a range of data and information is sought after in order to inform education staff prior to the young person arriving. This information will include as much as possible: education, social and medical history, attendance, safeguarding issues and involvement of other agencies. The Education, Health and Care Plan will provide further information relating to provision and current attainment as a minimum in core subjects. On admission to the school, each young person will complete a full baseline assessment, this may include both therapeutic and academic assessments and observations. Data from this assessment will be distributed to education staff and will reflect current cognitive ability. Where the Education, Health and Care Plan indicates, or where the generic baseline assessment indicates, there will be further targeted screening, where necessary with specialist support. The baseline data is used to set realistic and personalised targets for progress across the curriculum and in relation to the key learning needs of the individual. The targets form a key part of individual plans including education plans, positive support plans and individual risk assessments.

**Curriculum Intent**

Our ambitious curriculum has four goals and is designed to help our children to;

* **Maintain positive and healthy relationships so they can socialise with others well and experience lifelong friendship and love.** We know that this will help raise self-esteem and lead to a more positive outlook on life, thus helping to ensure the best future outcomes.
* **Become emotionally resilient**. Prior to joining us our children have found it difficult to understand and regulate their emotions, often leading to behaviour that has challenged. This has led to them being unsuccessful in previous educational placements. It is our ambition to support and educate our children so they are able to regulate their emotions and behave in a way that allows them to be successful in the future. When children leave Parkside House school we want them to understand their emotions and how best to manage them positively.
* **Become tolerant and respectful individuals** who will not undermine fundamental British values, including democracy, the rule of law and individual liberty.
* **Achieve the best possible outcomes**. We know that this is different for every child that attends our school. It is our ambition to ensure ALL learners develop detailed knowledge and skills across the academic, technical and vocational curriculum and therefore achieve the very best results. Careful baseline assessment of each child allows us to create differentiated provision with high expectations for every learner – the leadership team are unwavering in trying to help children secure their very best.

**Curriculum Implementation**

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| **Curriculum Offer** | **Curriculum Delivery** |
| **Academic**A breadth of subject offer leading to a wide range of formal qualifications**. The National Curriculum will form a part of our whole school curriculum**. We will take autonomy for our school curriculum and for the way we plan for and deliver the National Curriculum. | **Academic Timetable**Structured and systematic approach with clearly defined lessons. Can follow a primary or secondary model of delivery. All have access to specialist staff and learning environments.**Learner-Initiated and Adult Led Teaching**A flexible approach with teaching input delivered in short and diverse sessions.**Thematic / Topic Learning**Integrated approach with cross-curricular opportunities around a focused theme or overarching question. Thematic learning space to support and enhance delivery. |
| **Vocational**Training, development of skills and practical knowledge that may and can relate to occupation and employment |
| **Therapeutic**Individual and groupinterventions are offered and embedded across the curriculum with a structured, well-informed environment that is designed to support pupils’ health and well-being at all times.  |
| **Creative**Imaginative, problem solving and expressive in approach, practice and originality |
| **Experiences & Talents**Providing new and rich opportunities for pupils to have experiences and explore possibilities. Recognition and nurture of interests, ambitions and talents. Opportunities to support and enrich. |

The delivery of the curriculum is personalised, considering previous gaps in learning and the need to revisit key concepts. It has an emphasis on experiential and sensory learning across the curriculum. It references the National Curriculum and includes the following learning experiences:

 • Linguistic (English): with an emphasis on communication integrated throughout the curriculum.

 • Mathematical: Numeracy, with an emphasis on functional and experiential learning;

• Scientific: Biology, Chemistry and Physics; theoretical concepts and practical experiments;

• Technological: Digital Competence;

• Human and Social: PSHE/Citizenship, Geography, History and RE;

• Physical: P.E and Forest School;

• Aesthetic and Creative: Art, Music club, DT club/ Visits and opportunities (cultural capital)

• Therapeutic: sensory play, Enrichment Opportunities. Alongside the taught curriculum, pupils in all key stages engage in a range of experiences to develop their social and emotional skills.

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| **Key Stage** | **Curriculum Offer** | **Linguistic** | **Mathematical** | **Scientific** | **Technological** | **Human & Social** | **Physical & Aesthetic** | **Creative** |
| Key Stage 2Sunshine group | **National Curriculum**English, Maths, Science, PSHE, RSHE, Humanities projects, Music, MFL theme days, Art, D&T, PE, Computing, Cookery | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Wider Curriculum** Team Building, (Forest School- summer term), Therapeutic Learning, Communication & Interaction, swimming, horse riding, animal care  | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Key Stage 3 | **National Curriculum**English, Maths, Science, PSHE, RSHE, Humanities, MFL theme days, Art, D&T, PE, Computing, Music club, Citizenship. | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Functional Skills**ENTRY LEVEL- English, Maths, ICT**Wider Curriculum**Swimming, Cookery, DT, animal care, horse riding, additional enrichment activities ie- archery, (forest school-summer term) | **x** | **x** | **x** | **x** | **x** |  | **x** |
| Key Stages4 & 5 | **GCSE**English Language, Maths, Art, History, Geography, photography, ICT, Business Studies, Child Development  | **x** | **x** |  | **x** | **x** | **x** | **x** |
| **Functional Skills**ELC, 1 and 2, English, Maths, ICT**Maths Award** | **x** | **x** | **x** | **x** | **x** |  | **x** |
| **CTEC**Child Development | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **ASDAN**Peer Mentoring-  | **x** | **x** | **x** | **x** | **x** |  |  |
| **Wider Curriculum**PSHE, PE & Fitness, Careers, Advanced English, Additional Computing, Advanced Maths, , Duke of Edinburgh, Boxing, Music, Mechanics, Football, Fishing, Hair & Beauty | **x** | **x** | **x** | **x** | **x** | **x** | **X** |
| Options | Personal Development & Life Skills, Therapeutic Learning, D&T / Enterprise, Adventure Sports, Sports Leaders, Arts Award, Forest Schools, NICASS Rock Climbing, Mindfulness, Hair & Beauty, Sailing, Mechanics. **ASDAN Short Course:** Cooking, Gardening & Horticulture | **x** | **x** | **x** | **x** | **x** | **x** | **X** |
| Enrichment and AP | Therapeutic Learning, Music, Mechanics, Football, D&T/Enterprise, Sport, Walking, Mindfulness, Farm Placements, Hair and Beauty, Barbery, Animal Care, Construction, Fishing | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

**Sensory Integration**

At Parkside School there is recognition of the sensory difficulties and challenges a pupil may face on a daily basis. There is a strong understanding how this can affect learning and behaviour and a focus of the Curriculum is to reasonably adjust all aspect of school life to meet the pupil’s sensory needs. Pupils may not often know how to cope with the different sensory input they receive. They have difficulty registering and organising sensory information. This makes it difficult for them to perform the many complex tasks necessary for learning and functioning in real life situations.

The Curriculum at Parkside House School places a great deal of emphasis on sensory integration and processing, allowing the pupil to thrive in an environment that aids learning and supports the pupil to organise and process sensory input, and to use that input to respond appropriately to a particular situation.

**Visual / Auditory / Proprioceptive/Vestibular Stimulation**

• Clearly displayed timetables (visual and interactive), which are capable of being changed on a day to day basis (as required by pupil needs);

• Keywords/Topic vocabulary clearly labelled, areas and resources clearly labelled with expectations and objectives;

• A range of resources are available to access and record across the curriculum;

• Discreet displays are used in classroom environments to avoid visual over stimulation;

• Emphasis is place on stepped instructions, which have no more than three steps or a more personalised approach; this is to allow for auditory processing and organisation;

• Establish and prompt eye contact with the pupil before speaking to them (but we do not ask for eye contact to remain focused);

• Teach and support pupils to ask for help on a regular basis and we also are constantly available to support throughout the school day;

• Break directions down into small steps and allow extra time for pupils to process them if needed;

• Regular verbal prompts are to increase alertness and return the pupil attention to task in hand;

• Monitor and limit the time that focused auditory attention is required;

• Consider classroom noise level and use stimulation through music or a visual/auditory clip;

• Use of levelled questioning and instructions to support pupil’s ability to access and respond.

Close attention is given to ensuring that a pupil’s education builds on previous learning. The greatest steps in learning take place when pupils can recognise the connections between one area of knowledge and another, so we actively look for opportunities for cross curricular learning whenever possible. Staff teams use high levels of communication to help plan progression through the school.

The curriculum has been set up to reflect the Key Stages based broadly on chronological age, but with an element of flexibility to address individual levels of attainment. However, it is our view that teaching must match cognitive ability regardless of learning stage. It is therefore teacher’s responsibility to ensure that all work is appropriately differentiated and that all allow appropriate time for consolidation of new skills learned.

**Differentiation**

Despite the relatively small class groups and high levels of learning support there is inevitably a wide range of ability in these class groups. In addition, it is well documented that pupils who have a range of complex learning needs and display social, emotional and mental health difficulties have a wide range of preferred learning styles: some work well in small groups or in pairs while others prefer to work individually; some perform best in long-term projects while others like defined tasks; some respond well to oral work, while others prefer written work; some find written communication difficult but work effectively on a computer. To take account of these differences and the range of ability in any class, all staff at Parkhouse School have a responsibility, when planning work, to meet the needs of all pupils. This will involve, at different times, adapting tasks, providing different resources, developing extension work, providing a variety of learning styles and environments, setting individual goals, giving different levels of support, and offering a variety of ways to demonstrate knowledge and understanding. A thorough knowledge and understanding of each learner’s EHCP needs, current curriculum step of progress, preferred learning styles and Provision Map targets is also crucial, and these are recorded and communicated through the individual pupil profiles

**Social, Moral, Spiritual and Cultural Education**

At Parkside House School, we are committed to developing our students Social, Moral, Spiritual and Cultural Education. As part of this provision, we ensure that partisan political views are not promoted in the teaching of any subject. This is closely monitored through lesson visits and the quality assurance of the curriculum. All curriculum areas contribute to the pupil’s spiritual, moral, social and cultural development. The integrity and spirituality of all faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be given access to alternative views. All adults will model and promote expected behaviour, treating all people as valuable individuals and showing respect for pupils and their families. Young people should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others. Pupils should understand the need for rules and the need to abide by rules for the good of everyone. School code of conduct, Values and classroom expectations should reflect, reiterate, promote the character development of all, recognise progress and provide opportunities to celebrate pupil’s achievements. All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible.

**Fundamental British Values**

The Parkside Park House School actively encourages pupils to respect the Fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs, throughout the curriculum delivery, teaching and learning in the school. These values underpin all teaching and learning at The Parkside House School, however, are also explicitly taught through assemblies, PSHE and through the pupils taking an active role in the school council. Specifically, we aim to ensure that pupils have an understanding and knowledge of:

 • How citizens can influence decision-making through the democratic process;

• An appreciation that living under the rule of law protects individual citizens;

• An understanding that bodies such as the police and the army can be held to account by the people, through the democratic organs of government;

• An understanding that the freedom to hold other faiths and beliefs is protected in law, and an acceptance that other people having different faiths or beliefs to oneself (or having none) should not be the cause of prejudicial or discriminatory behaviours;

• An understanding of the problems of identifying and combating discrimination.

**Protected Characteristics in the Curriculum**

Protected characteristics are specific aspects of a person's identity defined by the Equality Act 2010. The 'protection' relates to protection from discrimination. At Parkside House School it is important that all children gain an understanding of the world they are growing up in, and learn how to live alongside, and show respect for, a diverse range of people.

At Parkside House School, all pupils are valued as individuals and supported to achieve their potential across all areas of the curriculum. Pupils are supported to reach the expectations for their age through carefully planned lessons that meet their individual and special educational needs. We strive to support all pupils to be the best they can be. The curriculum will remain as broad as possible for as long as possible.

At Parkside House School, we aim to reduce and remove inequalities and barriers that may already exist. No child should be disadvantaged. Curriculum opportunities are planned to show positive role models who have overcome barriers to achieve. This could include celebrating pupils that have triumphed over barriers and inequalities and celebrating the work and achievements of individuals from a range of different backgrounds, ages, ethnicities and genders who have achieved great successes.

At Parkside House School we foster positive attitudes and relationships both inside and outside school. We play an active part in our community and work closely with parents and carers who are invited into school at regular opportunities to share in learning experiences and celebrate achievements. At Parkside House School we follow the principles of Safer Recruitment and observe good equalities practice in staff recruitment, retention, and development, offering equal opportunities for all. Our staff are appointed regardless of age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.

**Sunshine Class**

The Sunshine group consists of a mixed age group yr6 and secondary age yr8 pupils. The sunshine group has been established to adapt to the individual needs of the pupils. The underlying philosophy that pupils who are exhibiting SEMH behaviour are experiencing emotions and behaviours that are rooted in earlier developmental stages and are inappropriate for their chronological age. Furthermore, the lack of development cognitively has noticeable gaps in their learning. Meta cognition is low and engagement is lessons is difficult. This means that through previous non- attendance at school and the sequence of learning blocks means that the social and psychological foundations for learning are not laid down.

* Isolated and withdrawn from others.
* Craving affection, and making indiscriminate and short lived attachments.
* Pre-nursery behavioural features and immature dependent relationships.
* Limited or under-developed play/language/motor development etc.
* Underdeveloped social relationships; can’t share; resists control; interfering and disruptive; poor tolerance for frustration, disappointment or failure; may have temper tantrums.
* Resistive, manipulative and/or explosive behaviour in children who are in other ways underdeveloped and show features of dependency.
* Problems of attention to and concentration on age-appropriate activities in general.

At Parkside School students in the Sunshine Group are taught with a high level of staff support. Pupils in this group will offer distinct behavioural and educational challenges and much focus is put on education through social interaction, play and experiential learning, using personalised programmes of study. While they make progress in core subjects and enjoy thematically delivered studies, they learn social skills; turn taking; sharing; how to play formally and informally; etc. They enjoy a wide range of visits to support their studies, as well as learning to enjoy listening to stories, art and craft etc. For this reason, in Sunshine group secondary age pupils from Year 7, are taught using a primary model, with a high level of personalised programming around their specific interests and needs, which includes social interaction, problem solving and experiential learning to support their progress.

Academically there is still a particular focus on core subjects; a synthetic phonics programme supports reading, and a structured math scheme offers personalised learning. They have a wide programme of educational visits to enhance their learning experience, enjoy drama and storytelling, take part in practical activities such as animal care, DT including cookery and sports. A key focus remains the development of their self-esteem and sense of personal well-being.

KS**4 and Post 16 Learners**

External Accreditation is personalised to the interests, needs and aptitudes of each individual pupil. Pupils at Key Stage 4 have access to a range qualification pathway across the core, foundation and vocational subject areas. Pupils are starting a Duke of Edinburgh award at Bronze. Pupils joining us in post 16 have the individualised opportunity to revisit qualifications and enhance their outcomes from Key Stage 4 study. Pupils also can engage in courses at local colleges with staff support from school where appropriate. Alternative provision is monitored to adhere to safeguarding and compliance.

Volunteering and work experience is a key aspect to our Post-16 Curriculum and strong links are being formed with our local community to ensure the pupils are given the experiences they need to progress in their chosen career.

**Work Experience, Vocational and Careers Guidance**

Parkside House School endeavours to provide all pupils with a range of opportunities to participate in a workplace environment. Careers education and guidance are taught through timetabled Careers Lessons during form time and PSHE/Citizenship. All pupils have access to tailored and external guidance.

**In Key Stages 3/4/5** the emphasis is placed on the world of work, opportunity awareness, college experience and work experience. All 14+ pupils are provided with opportunities to engage in practice interviews and liaise with external guidance. This process also provides the specific information required to create individual transition plans. Pupils who are ready for work experience are supported with a suitable work placement as guided through appropriate outside agencies.

Personalised learning is supported by Individual Personal Profiles to encourage pupils to pursue areas of interest and gain experience. Teachers, instructors and learning support staff provide valuable support and guidance as they support the individual pupil needs. It is the aim of the school that all pupils should leave the school with a suitable placement matching the individual’s ability and aspirations. The aim is for all Year 11+ pupils to actively apply for sixth form, college and apprenticeship placements whilst in their final year; for some pupils however, it may be agreed for particular reasons that they remain at Parkhouse School to complete Key Stage 5 with us.

For more information please see careers policy

**Impact**

Curriculum Impact Our School’s Curriculum will:

• fulfil all statutory requirements

• be based on National Curriculum definitions of subject breadth and progression wherever possible

• lead to qualifications that are useful for both employers and higher education

• enable pupils to fulfil their potential

• meet the needs of pupils of all abilities

• be delivered in a supportive, therapeutic environment

• 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 points of transition

• 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 a range of vital characteristics- breadth, balance, relevance, differentiation, progression, continuity and coherence

• ensure continuity and progression within the school and between phases of education, increasing pupils’ choice during their school career

• foster teaching styles which offer and encourage a variety of relevant learning opportunities

• 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

• help pupils understand the world in which they live

• meet the social, emotional and behavioural needs of our pupils

• incorporate a specific curriculum for key stage 3 which will focus on the core skills of numeracy and literacy and develop the personal, learning and thinking skills of all pupils

• incorporate a key stage 4 curriculum which meets the needs of pupils, parents and wider society

• offers a post-16 curriculum which is not constricted by the curriculum of the school alone but incorporates other schools/colleges which maybe in partnership with the school

## SCHOOL UNIFORM

Parkside House School has a School Uniform Policy which requires all pupils to wear the correct uniform. A detailed uniform list is available in the admissions pack

We feel the wearing of school uniform is important because in a school of wide social background it masks trivial distinction. A definite school identity can also be achieved from the wearing of uniform and we think this is also very important.

## EXTRA CURRICULAR ACTIVITIES

The school runs a number of Extra –Curricular Activities during lunch time and after school including.

* GCSE Booster Sessions
* Film Club
* Homework Club
* Science Club,
* Hair & Beauty Club
* Art & Craft Club
* ICT Club
* Horticulture Club
* Warhammer Club
* Karaoke Club
* Music and Dance
* Cookery Club

## SCHOOL COUNCIL

The school has an active and well attended School Council that participates in the decision-making processes at school.

## FORM TUTORS

Each pupil at Parkside House School has a Form tutor, who is directly concerned with all aspects of the pupils’ welfare at school.

The form tutor completes weekly reports prepares and attends all annual reviews of Special Educational Needs, LAC Reviews and Care Team meetings, with the SENCo

When contacting school to discuss your son or daughter please direct all queries in the first instance to their form tutors.

## DESTINATION ROUTES FOR PUPILS

Pupils leaving Parkside House School at the end of Year 11 or at the end of Year 13 will have a number of options of where they can continue on to further education, vocational based placement or employment.

Parkside House School is committed to providing our students with a programme of careers education, information, advice and guidance (IAG) for all students in years 10–11 which is impartial and effective. We also begin careers education via indirect working as of Year 7. We aim to support the aspirations of our students and ensure that they gain the understanding, skills and experience to make progress and succeed in learning and work.

Parkside House School endeavours to follow the Careers guidance and access for education and training providers (DfE, 2018) and other relevant guidance from QCA and Ofsted as it appears.

Parkside House School has a member of staff dedicated to careers education and IAG. We provide pupils with the knowledge, information, and skills to make informed choices about suitable courses at school, college and other providers. The service enables students to receive accurate information, advice and guidance about the options open to them and the progression routes to which those options lead.

Throughout Year 10, 11, 12 and 13, pupils can take up a 1 or 2-day work placement in a variety of setting with alternative providers offering animal care, horticulture, painting and decorating, motor mechanics, ICT and computer repairs and shop work. At Parkside House School we encourage pupils, where we feel it is appropriate, to take up a work placement in order to gain valuable experience and learn skills outside of the classroom, including social skills that will enable them to be functional in life after school.

Further education colleges that Parkside House Pupils have moved on to are: Newcastle College, Newcastle College Sixth Form, Ashington College, Gateshead College, Kirkley Hall College. Pupils who do not wish to further their studies have taken up work-based placements at Newcastle Youth Action for Motor Mechanics, Resources for ICT and The Army to name a few.

Pupils who are leaving Parkside House School are supported and given the best advice in order to make the best choices for their future.

## PROMOTING POSITIVE BEHAVIOUR

The school sees behaviour as a means of Communication, and our philosophy for managing behaviour is as follows

* We value developing strong and respectful relationships within the whole School community. This includes young people, between staff, with parents/carers, and the wider community, such as CAMHS.
* We maintain clear boundaries and expectations to create safe and predictable environments.
* We regularly consult pupils to ensure their voices are heard.
* We recognise children can be distressed and can experience meltdowns or shutdowns. We also recognise that some behaviours are just part of everyone’s childhood and adolescence, for example, pushing boundaries when developing independence.
* We recognise that as a whole School community we impact one another. Regular reflective practice enables us to understand, make sense of and support this impact positively.
* Our philosophy is never based on punishment but **focused on solutions**. Our young people are managing the best way that they know how, with the skills they currently have.
* There are times when children may become so distressed that additional measures may be required to keep them and others safe. Our staff are trained to respond appropriately and must always use the least restrictive intervention possible.
* Our teachers and School team are role models in helping our pupils learn more skillful ways to experience success.

The school ethos is to nurture, praise and reward this is achieved by an emphasis on building good staff/ pupil relations. The school has a high ratio of experienced staff, who recognize and reward good behaviour by using the positive reward system, and the trauma informed practice approach.

* The Positive Reward System is where pupils are awarded credits and positive sleuths for participating in all educational based lessons, and reaching their full potential, academically and socially.
* Credits are then traded in for credit activities half termly.

The school wherever possible employs a policy of non – restraint we feel very strongly that restraint is a very negative strategy when dealing with children with SEMH as it destroys self-esteem and ruins relationships between staff and pupils.

At Parkside House School we prefer to build self- esteem, make our pupils feel good about themselves. A lot of our pupil’s success academically and socially is a product of the good relationships which have developed between pupils and staff.

## ABSENCE

If your child cannot attend school, please inform the school as soon as possible by telephone.

## FIRE EMERGENCY

Fire & Emergency evacuation procedure is practiced and the assembly point is the school car park. Details of the emergency procedure are listed in every classroom.

## ILLNESS & ACCIDENTS

We provide First Aid facilities in school and pupils who become ill at school will be cared for until they can be collected or taxied home.

All accidents are dealt with by a Qualified First Aider and recorded in the accident book.

It is essential that we have emergency contact telephone details for all Parents or Carers, and you will be asked periodically to complete updated emergency contact details for your child.

## MEDICAL MATTERS

Parkside House School needs to know about any medical conditions which might affect a pupil’s wellbeing in school. Parents will be requested to complete a medical form, on acceptance of a place, which will be sent out yearly for updating.

In order to ensure the safety of all children we do not store or administer medicine in school, unless there is a direct and specific request by a Doctor or Psychiatrist to do so.

## HEALTH & SAFETY

## The school has a comprehensive Health & Safety Policy, which is available in school and on the website for parents to read. Alternatively, a copy can be sent out if requested

## COMPLAINTS

This complaints procedure, as required by law in paragraph 33 [Part 7 of the Independent School Standards) and the number of complaints registered under the formal procedure during the preceding school year will be made available on the school’s website.

**The difference between a concern and a complaint**

A ‘concern’ may be defined as ‘an expression of worry or doubt over an issue considered to be important for which reassurances are sought’.

A complaint may be generally defined as ‘an expression of dissatisfaction however made, about actions taken or a lack of action’.

It is in everyone’s interest that complaints are resolved at the earliest possible stage. Many issues can be resolved informally (Stage 1), without the need to invoke formal procedures (Stages 2 & 3). We take all concerns seriously and will make every effort to resolve any matter raised, as quickly as possible.

**Who can make a complaint?**

Any person, including members of the public, may make a complaint about any provision of facilities or services provided, unless separate statutory procedures apply (such as exclusions or admissions).

The complaints procedure does not apply to prospective pupils who have no right of complaint.

**Complaints from Parents/Carers**

The procedures set out below only relate to complaints from parents of pupils, i.e., persons for whom education is being provided at the school. The process set out below does not cover complaints from parents of pupils who have left (except in cases where the complaints process was started when the pupil was still being educated at the school).

It is expected that complaints are made as soon as possible after an incident arises (although three months is generally considered to be an acceptable time frame in which to lodge a complaint). The procedures below will be followed in the event of a complaint being made by parents or carers against the school (complaints are not limited to parents or carers of children that are registered at the school).

**Informal Complaint (Stage 1)**

If parents or carers have a complaint against the school, they may initially wish to contact the school informally either by telephone, in writing or personally after making an appointment. The school will ask the complainant what they think might resolve the issue. The school will consider and resolve as quickly, and efficiently as possible the complaint and will respond with the outcome **within 10 working days** of receiving the complaint. Where further investigations are necessary that may exceed this period, amended time limits will be communicated with an explanation for the delay.

# Formal Complaint (Stage 2)

If parents or carers are not satisfied with the response at Stage 1, they should write formally to the Headteacher of the school (see end of document for contact details)

The Headteacher will investigate the complaint further and respond in writing **within 10 working days** of receiving the formal complaint in writing. Where further investigations are necessary that may exceed this period, amended times will be communicated with an explanation for the delay.

If the complaint is against the Headteacher, the complaint should be addressed to the Chair of Governors, also known as the ‘Regional Director’. Their contact details are at the end of the document. The Schools’ Chair of Governors will investigate and respond within **20 working days** of receiving the formal written complaint.

# Formal Complaint (Stage 3)

1. If the parents or carers are not satisfied with the response from Stage 2, they should inform the School’s Chair of Governors who will arrange a panel to hear the complaint.
2. The panel will comprise three people not directly involved in the matters detailed in the complaint. At least one member of the panel will be independent of the running and management of the school. The member should not only be outside the school’s workforce, and not a member of governing body/proprietorial body, but also should not be otherwise involved with the management of the school.
3. The date of the panel meeting will consider the availability of the parents or carers as well as the school and will take place **within 30 working days** of receiving formal notification that the complainant is unhappy with the outcome of the stage 2 complaint, and their desire to proceed to stage 3.
4. Parents or carers will be invited to bring with them another person or persons to support

them at the panel hearing if they wish. The panel hearing does not confer a right on a parent to have a legal representative to make representations on their behalf at the hearing.

1. The panel will hear the complaint and will hear the outcome of the school’s investigations and its response to these. The panel will then make findings and recommendations which will be communicated in writing **within 10 working days** of the conclusion of the hearing to the Proprietor, Director of Education, the Headteacher, the parent or carer and, where appropriate, the person complained about.
2. If a parent does not exercise the right to attend a panel hearing, the panel will meet in line with this policy. The school’s arrangements for the panel hearing will be reasonable to facilitate the parent(s) exercising the right of attendance.
3. A written record of all complaints and their resolution, whether they proceeded to a panel hearing or not, will be kept on the school premises by the Headteacher (Equality Act 2010) and made available to the Proprietor and Ofsted inspectors on request. The school will record the progress of the complaint and the outcome. These records and any correspondence relating to a complaint will remain confidential, except where the Secretary of State or a body conducting an inspection under section 109 of the 2008 Education Act requests access to the records.
4. The number of complaints registered under the formal procedure during the preceding school year will be published on the school website.

# Complaints from Pupils

The procedures below will be followed in the event of a pupil making a complaint against a member of staff, a fellow pupil or any other person or situation either in school or outside.

* Pupils may wish to talk to an adult they trust about a situation relating to school or to a situation outside school.
* Pupils are reminded that, although they may speak to any member of staff, there may be occasions where information will have to be referred to other agencies such as Children’s Services.
* Within school, pupils may talk to any member of Education Staff.
* A pupil may merely need a trusted adult to talk a situation through with and may not be making a formal complaint. However, all actual complaints made by pupils will be recorded by the member of staff in the Complaints Log. The school response to the complaint will also be recorded. If the complaint is serious the pupil’s parents/carers will be informed of both the complaint and the outcome. Some complaints will be referred to other agencies or to the Local Authority. If necessary, a meeting will be called to discuss the issues further.
* A pupil may ask to speak to an adult from an outside agency. The school will, wherever possible, put the pupil in contact with a representative of the appropriate agency. The referral will be noted in the pupil’s file.
* If the complaint is an allegation against a member of staff, then the school’s safeguarding policy must be followed in addition to recording the complaint. Failure to follow this process may result in disciplinary action.

**Unreasonable Complainants**

The school is committed to dealing with all complaints fairly and impartially, and to providing a high -quality service to those who complain. We will not normally limit the contact complainants have with the school. However, we do not expect our staff to tolerate unacceptable behaviour and will take action to protect staff from that behaviour, including that which is abusive, offensive, or threatening.

The school defines unreasonable complainants as ‘those who, because of the frequency or nature of their contacts with the school, hinder our consideration of their or other people’s complaints’.

A complaint may be regarded as unreasonable when the person making the complaint:

* refuses to articulate their complaint or specify the grounds of a complaint or the outcomes sought by raising the complaint, despite offers of assistance.
* refuses to co-operate with the complaints investigation process while still wishing their complaint to be resolved.
* refuses to accept that certain issues are not within the scope of a complaints procedure.
* insists on the complaint being dealt with in ways which are incompatible with the adopted complaints procedure or with good practice.
* introduces trivial or irrelevant information which the complainant expects to be considered and commented on, or raises large numbers of detailed but unimportant questions, and insists they are fully answered, often immediately and to their own timescales.
* makes unjustified complaints about staff who are trying to deal with the issues and seeks to have them replaced.
* changes the basis of the complaint as the investigation proceeds.
* repeatedly makes the Samantha e complaint (despite previous investigations or responses concluding that the complaint is groundless or has been addressed).
* refuses to accept the findings of the investigation into that complaint where the school’s complaint procedure has been fully and properly implemented and completed including referral to the Department for Education.
* seeks an unrealistic outcome.
* makes excessive demands on school time by frequent, lengthy, complicated, and stressful contact with staff regarding the complaint in person, in writing, by email and by telephone while the complaint is being dealt with.

A complaint may also be considered unreasonable if the person making the complaint does so either face-to-face, by telephone or in writing or electronically:

* maliciously
* aggressively
* using threats, intimidation, or violence
* using abusive, offensive, or discriminatory language
* knowing it to be false
* using falsified information
* publishing unacceptable information in a variety of media such as in social media websites and newspapers.

Complainants should limit the numbers of communications with a school while a complaint is being progressed. It is not helpful if repeated correspondence is sent (either by letter, phone, email, or text) as it could delay the outcome being reached.

Whenever possible, the Headteacher or Regional Director will discuss any concerns with the complainant informally before applying an ‘unreasonable’ evaluation.

If the behaviour continues the Headteacher will write to the complainant explaining that their behaviour is unreasonable, asking them to change it. For complainants who excessively contact the school causing a significant level of disruption, we may specify methods of communication and limit the number of contacts in a communication plan. This will usually be reviewed after 6 months.

In response to any serious incident of aggression or violence, the concerns and actions taken will be put in writing immediately and the police informed. This may include banning an individual from the school.

## STATEMENT ON QUALIFICATIONS ACHIEVED

We encourage pupils to sit GCSE exams in subjects we believe they can manage. Those we think cannot cope with English or Math’s at GCSE level are put in for the Entry Level Certificate, Functional Skills, Unit Awards or Vocational Qualifications.

We do not select the examination results we publish, as we believe that all our pupils “efforts” represent an achievement of which they and we can be proud.

Please note however that due to our low year group sizes and the extent of the difficulties some of our pupils have performance levels can vary widely from one year to another.

**Exam Results School Year 2022-2023**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **School** | Parkside House School | **Results Named Contact** | **Claudia Kaminski** | **Contact email & number** | **ckaminski@parksidehouseschool.co.uk****07521169148** |
| Total Number Pupils accessed Portfolio Accreditation | How many of those were in Year 11? | How many of those were in years 12 -14? | How many of those were in year 10 or below |
| 10 | 3 |  | 7 |
| Total Number Pupils entered for GCSEs |  |  |  |
| 2 | 2 |  |  |
| Total Number Pupils entered for AS level |  |  |  |
|  |  |  |  |
| Total Number Pupils entered for A level |  |  |  |
| 1 |  | 1 |  |

|  |  |  |
| --- | --- | --- |
| **School** | Parkside House School | **Portfolio Based Accreditation Results 2023** |
| Pupil Initials | Year Group | Accreditation Board | Qualification | Result |
|  | 11 | AQA | Maths ELC | 2 |
|  |  | Pearson | Science ELC | U |
|  |  | OCR | History ELC | 1 |
|  |  |  |  |  |
|  | 10 | AQA | Maths ELC | 3 |
|  |  | Pearson | Science ELC | 1 |
|  |  | OCR | History ELC | 1 |
|  |  |  |  |  |
|  | 10 | Pearson | Science ELC | 2 |
|  |  | OCR | History ELC | 2 |
|  |  | OCR | FS ICT level 1 | pass |
|  |  |  |  |  |
|  | 11 | Pearson | Science ELC | 2 |
|  |  | OCR | History ELC | 3 |
|  |  |  |  |  |
|  | 10 | Pearson | Science ELC | 1 |
|  |  | OCR | History ELC | X |
|  |  |  |  |  |
|  | 11 | Pearson | Science ELC | 1 |
|  |  |  |  |  |
|  | 10 | Pearson | Further science ELC | 2 |
|  |  | OCR | FS ICT level 1 | pass |
|  |  | OCR | FS ICT level 2 | pass |
|  |  |  |  |  |
|  | 10 | Pearson | Further science ELC | 2 |
|  |  | OCR | FS ICT level 1 | pass |
|  |  |  |  |  |
|  | 10 | Pearson | Further science ELC | 1 |
|  |  | OCR | FS ICT level 1 | pass |
|  |  |  |  |  |
|  | 9 | Pearson | Further science ELC | 2 |

|  |  |  |
| --- | --- | --- |
| **School** | Parkside House school | **GCSE Results 2023** |
| Pupil Initials | Year Group | Accreditation Board | Subject | Grade |
|  | 11 | Edexcel/Pearson | maths | 2 |
|  |  | AQA | English language | 3 |
|  |  | AQA | Combined Science Trilogy | 3-3 |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  | 11 | Edexcel/Pearson | maths | 3 |
|  |  | AQA | English language | 1 |
|  |  | AQA | Combined Science Trilogy | 3-2 |

|  |  |  |
| --- | --- | --- |
| **School** | Parkside House School | **A-Level Results 2023** |
| Pupil Initials | Year Group | Accreditation Board | Subject | Grade |
|  | 14 | Pearson/Edexcel | Business | B |

**STAFF AT PARKSIDE HOUSE SCHOOL**

**Head Teacher** Mrs. B Young

**Deputy Head Teachers** Miss M Maxwell

 Mr. P Sampson

**SENCo** Mrs. A Cowley

**Teaching Staffing Staff**  Miss C Kaminski

 Mr. R Mills

 Miss E Cook

 Mr. P Dixon

 Mr. J Turnbull

 Miss C Scott

 Miss C Goldsborough

 Mrs. S Bhattacharyya

 Mrs. H Ingram

**Pastoral Lead** Mrs. J Bulman

**Pastoral Support** Mr. M Slee

**HLTA** Mrs. R Johnson

**Learning Support Assistant** Mrs. M Towse

 Mrs. N Begum

 Mr. J Clark

 Miss K Ryan

 Miss N Thompson

 Mrs. H Perry

 Mr. R Hoole

**Administration** Mrs. J Burton

**School Cook** Mrs. T McLean

**Kitchen Assistant** Mrs. N Chambers

**Facilities Supervisor** Mr. S Turnbull

**The Governing Body of Parkside House school is:**

James Joyce Regional Director& Chair- Safeguarding Governor 07530833495-james.joyce@ofgl.co.uk

Belinda Young – Head Teacher 01912161051 belindayoung@parksidehouseschool.co.uk

Steve Pegrum – steve.pegrum@belmont-school.co.uk

Sarah Makin - Sarah.makin@reddishhallschool.co.uk