



# Arbour House

Prospectus 2017 - 2018



## **WELCOME TO ARBOUR HOUSE SCHOOL**

I am very proud to be the Executive Headteacher of Arbour House School because together with staff, students, parents and carers, we will build a strong community which is built on the core values of trust, positive regard, shared learning and equality.

Our educational facilities will cater for pupils from 5-16 years. Children and young people who will come to Arbour House will have a range of complex needs including ASD, SLD and MLD.

We aim to be happy and vibrant school where young people are at the heart of what we do in order to ensure they can flourish and reach their full potential.

I extend a warm invitation to visit Arbour House and see for yourself.

**Sue Hoxey**  
**Executive Head Teacher**

## **OUR PRINCIPALS**

### **ASPIRE**

To aim high in the achievement of children and young people and to positively challenge to gain success.

### **BESPOKE**

To encompass a child-centred focus and tailor our curriculum and support to meet the education, care, communication, health, behaviour, recreational/vocational programmes, emotional wellbeing and citizenship of our pupils.

### **CREATIVE**

To inspire learning and development in inventive ways so that pupils are excited and engaged.

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## OUR AIMS

- To provide an alternative and bespoke education for pupils and students with complex social and communication needs, taking account of their individual strengths and interests;
- To ensure that pupils and students have a safe and nurturing environment where they can achieve their outcomes;
- To provide a high quality educational experience for each pupil and student;
- To offer the opportunity for all pupils and students to engage in their local community and be valued and contribute with confidence;
- To provide a curriculum that is bespoke, well researched, and practical;
- To develop and promote partnerships that have the values and ethos of Arbour House School and College, where we can promote best practice and share knowledge;
- To ensure that the moral, cultural and spiritual awareness of each pupil and student is developed in a way that makes sense to them;
- To develop and promote skills which will support pupils to live more independently and give them skills for adulthood;
- To give pupils and students choices and the ability to be a valued member of their community;
- To enable pupils and students to have the opportunity to have relationships which are promoted positively and safely.



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## ABOUT OUR SCHOOL

Arbour House School is a specialist independent school based in Weymouth Dorset, offering flexible education for up to 52 weeks per year.

The school offers a bespoke provision to children and young people aged 8 to 16 years who have complex needs including learning disabilities and/or autism and who may also present with behaviours of concern. These pupils may also have been at risk of being isolated and excluded from their schools and community.

Our aim is to maximise the potential of young people so that they have the skills and strategies needed for independence in their lives. Education takes account of the individual strengths and interests to develop of love of learning and enable pupils and young people to become well rounded adults who contribute as valued members of their local community.

When the environment is right children flourish. We aim to provide an environment which is conducive to the specific learning needs of this group of children. We provide a nurturing environment where a child feels safe and valued for who they are as an individual so they can learn free from the additional stresses of a more conventional educational environment.

Children and young people who will attend our school will be between 5 -16 years old and have an Education, Health and Care Plan (EHCP) and a diagnosis of ASD, ADHD, attachment disorders, challenging behaviour and associated disorders.

Arbour House School will be using the TEACCH system of structured teaching with structure in the organisation of the day and the layout of all environments including classrooms and work.



Timetabling the day and individual work/activity systems outline what is expected; routines provide a predictable sequence of events; using visual organisation of materials helps define and make clear expectations. This structured approach is personalised to support each individual's needs and enhance personal development to enable children to access wider educational settings, community and employment.

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## THE CURRICULUM

Following from the initial referral for a school placement, we work in close partnership with the young person, his/her family and the key professionals in his/her life to gain a shared understanding of the unique qualities and learning style of the individual and to determine learning and developmental priorities.

Learning takes place in a safe and functional environment that is consistent and predictable. Teaching is highly structured, based on the TEACCH approach, and includes positive behaviour support.

Teaching within the school is bespoke to meet the individual strengths and learning. The teaching of new skills and concepts is approached through individual teaching or small group situations. Staff, parents and other professionals play an important role in developing skills, knowledge and work closely together to plan and implement a consistent, stimulating and appropriate curriculum.

All students have access to an appropriate curriculum according to their interests and learning needs which has been carefully assessed upon entering the school.

After base-line assessment pupils are placed on one of three curriculum pathways:

Pathway 1 – Developmental curriculum;  
Pathway 2 – Adapted P scale curriculum;  
Pathway 3 – Adapted national curriculum.



Pupils are able to move from one pathway to another at any point during the year following an updated assessment. All curriculum pathways are delivered through project themes for each term.

This approach continues until Year 9. From Year 9 the curriculum places a greater emphasis on work related learning and skills needed for a fulfilling adult life and employment.

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## **SAFEGUARDING**

Arbour House School gives the highest priority to safeguarding the welfare of all children and young people. It recognises its responsibility to take all reasonable steps to promote safe practice and to protect and prevent children from harm, abuse and exploitation.

All Arbour House staff and volunteers will endeavour to work together through our policies, practices and procedures to encourage the development of an ethos which embraces difference and diversity and respects the rights of children, young people and adults in its care.

The school ensures it follows and adheres to with key safeguarding legislation for both children and adults. All staff are trained in safeguarding have undertaken safeguarding training in line with LSCB guidance and all staff have an enhanced DBS that is obtained prior to employment and renewed every 3 years.

The school works in partnership with parents/carers, advocates, the local safeguarding board and all staff that there is clarity and understanding of the organisation's robust and comprehensive safeguarding policy including its whistle blowing procedures.

### **Complaints**

We believe there should be a free flow of information between home and school but recognise there may be times when misunderstandings arise, you may be concerned about aspects of your child's progress or you may be unhappy about a particular event or activity which you have heard has taken place. In any event it is important you do not keep a problem or concern to yourself but approach the School. Our contact details are at the back of the Prospectus

### **Anti-Bullying**

Arbour House School recognises the right of our children and young people to develop with confidence in an environment that is safe and free from the emotional and physical distress that can be seen as a result of bullying.

It is the responsibility of Arbour House School to ensure that procedures are in place that will monitor and address anti-bullying issues.

### **Attendance**

We will monitor attendance daily. It is important that parents and carers contact school and the relevant transport service in the event of known absences. We will follow up any absence from school with a telephone call to parents if a pupil is absent without contact.



## ADMISSIONS PROCESS

### Admissions arrangements

Arbour House School is registered for young people from 5 years to 16 years with complex social and communication needs including autism. The school operates as an independent co-educational special school as it provides up to 12 places.

The School is owned and managed by the Potential Ltd (trading as POTENS).

With the support of the placement authority, a pre-placement assessment will be undertaken, following which the school's admission panel will make a decision as to the suitability of the placement. If successful a carefully planned transition is undertaken with parents/carers fully involved.

A copy of our admissions policy can be found on our website or contact us using the details below.

### Address

Arbour House School  
15-17 Glendening Avenue  
Weymouth  
Dorset  
DT4 7QF  
Tel: 01305-781400  
Email: [arbourhouse@potens-uk.com](mailto:arbourhouse@potens-uk.com)

## Exclusion

Arbour House School aims to work with pupils and their family to manage behaviour and develop self-regulation. We will work as a multi-disciplinary team to identify and assess a pupil's behaviour then develop a positive behaviour support plan bespoke to the individual.

Staff strive to keep pupils safe and to protect others and themselves from injury, by the consistent use of positive behaviour management strategies. Where all avenues are exhausted it may result in the need to exclude.

A decision to exclude a pupil will only be made following a multidisciplinary team meeting. The meeting will be called to enable all stakeholders to discuss plans for the future. Any exclusion will be managed in the best interest of the pupil.





## BEHAVIOUR

At Arbour House School, we are committed to providing a happy, safe and nurturing environment that is calm and structured and avoids violence and any form of harassment so that all pupils can develop their full potential.

We have high expectations for our pupils and through our self-determination and interpersonal skills education we aim to ensure everyone within our community is treated with courtesy and respect with high levels of co-operation, so that teaching and learning takes place in a calm and relaxed structured atmosphere. All pupils are encouraged to care for and support each other.



The School believes that, by working closely in partnership with parents, most behavioural issues can be resolved. If parents feel that the School has not resolved a problem satisfactorily, they are entitled to follow the '**Complaints Procedure**' which is located on the School website.

## PROMOTION OF POSITIVE BEHAVIOUR

In practice, our Whole School Behaviour Management, Rewards and Support systems are designed to help everyone in our community to value and appreciate one another, irrespective of age, gender, creed, race or sexual orientation and to acknowledge that everyone has an important role to play within our school and their local community.

Arbour House has 'Golden Rules' for pupils which clearly outline our expectations and gives positive guidance in the promotion of positive behaviour. The aim is to:

- enable all pupils to develop into rational, caring, confident and independent individuals in an environment where they work hard and enjoy reaching their full potential;
- provide an environment which enables an atmosphere of mutual respect for each other's needs as human beings;
- develop within the children an understanding that they have responsibility for their own behaviour through assemblies, PSHE, circle time and other events/activities
- demonstrate to the children positive behaviours and give them clear guidelines and expectations;
- involve parents alongside the school in the development of their child's behaviour;
- be fair and consistent in dealing with behaviour around the school, taking into account any issues related to special educational needs or disabilities;
- develop children's awareness of their responsibilities towards themselves and others;
- reward and encourage positive behaviour

## **WORKING TOGETHER**

### **Working with parents and carers**

At Arbour House School we believe that partnership working with parents and carers in regards to a child's education is paramount in achieving success, and strong parental links are actively encouraged.

We will seek the views and advice of parents and carers on a daily basis through direct conversation, email, home/school communication books, telephone conversations and regular visits to Arbour House School. Effective and consistent communication between the school and the home are important in developing positive relationships which benefit the pupil.

Parents and carers hold a vast amount of important information which can be vital for professionals. We believe that if a positive partnership is formed, then the views of the pupil are well represented and the best possible outcomes can be secured.

Arbour House School is actively encourages parents to come into school for informal discussions and meetings throughout the term, and more formally at termly parents meetings and annual person centred reviews.

The Senior staff team and teachers will always be available for informal contact and we encourage parents to make contact with the school via the telephone or by email. Our contact details are at the end of the prospectus.

### **Working with professionals**

At Arbour House School we believe that involvement with professionals is of great value to provide positive outcomes from pupils, and we promote positive relationships with external key agencies in decision making about the education and care of all pupils.



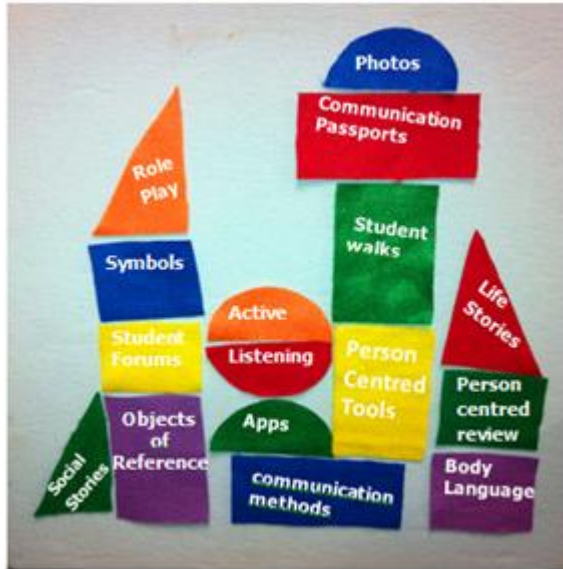
### **Community**

Arbour House School aims to be inclusive, and values the links that we have established with the local community and those we intend to develop. It is important that pupils have the opportunity to access their community as part of daily life. We believe that developing social skills is intrinsic to everyday learning and prepares young people for adulthood.

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## Inclusion

At Arbour house School we believe that pupils should be empowered, involved and at the centre of the decisions about their learning experiences. We will work with pupils and their families to listen to the view of pupils in order to develop an individual curriculum which meets the pupils' needs and makes sense to them.



Involving children and young people right from the start ensures they feel valued as active participants in influencing and shaping their future. This, in turn, helps improve their motivation, levels of engagement and self-esteem and thereby provides far greater opportunities for making long-term improvements to their life chances as adults.

## Progress, Partnerships and Participation

### PROGRESS

At Arbour House we aim to support individuals by developing positive behaviour strategies in a bespoke and nurturing environment. Enabling pupils to develop academic, social and emotional skills needed to progress into mainstream or other settings including college.

### PARTNERSHIPS

At Arbour House School we work in partnerships with other schools and the community to provide individualised education, either as a full time placement or as part of a specific and targeted piece of work which will assist in supporting pupils to progress into a wider setting and placements within the community.

### PARTICIPATION

It is important for pupils to develop skills that will support them to participate in their local community. Within the individualised curriculum programme there is an emphasis on life based learning through participation in shopping, going to the bank, meeting peers, going to cafes, attending other college facilities, vocational opportunities and work

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experience

## CONTACT INFORMATION

**The following information is available on request from the school office:**

- School Admissions Policy
- Behaviour Management including Rewards, Support and Exclusions policy
- Charging and remission policy
- School Curriculum Policy
- Health and Safety Policy
- Complaints Policy and Procedure
- Safeguarding Policy
- Safer Recruitment

Alternatively you can email us at the school and we can either send you a copy or email you the information.

### **Chairman of the Proprietor Board**

John Farragher

### **Chief Operating Officer**

Nicki Stadames

### **Operations Director**

Lisa Alcorn

### **Head Office**

#### **Potensial t/a Potens**

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Birkenhead  
Merseyside  
CH41 4DB

**T:** 0151-651-1716

**E:** [info@potens-uk.com](mailto:info@potens-uk.com)

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### **Executive Head Teacher**

Sue Hoxey

### **Headteacher**

Kate Shaw

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