



# Arbour House

Prospectus 2017 - 2018



## WELCOME TO ARBOUR HOUSE SCHOOL



“I am proud to be Headteacher of Arbour House because it is a very special school, where staff, pupils, parents and carers work closely together to create a strong, supportive environment for children to develop and make progress. This school community is built on the core values of trust, positive regard, shared learning, and equality.

Our educational facilities cater for pupils from 6-16 years and the pupils who come to Arbour House have a range of complex needs, including SLD, MLD, ASD, ADHD and related difficulties. We have a tailored and flexible approach, and aim to ensure that pupils’ educational provision is as individualised and creative as possible to best meet their needs.

We are a happy, warm and welcoming school, where children are at the heart of what we do, and where they can be safe, thrive and be supported in a holistic and cohesive way to achieve their full potential. You are most welcome to visit the school and I look forward to meeting you.”

**Julie Perks**  
**Headteacher**

## 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.

**Aspire – Bespoke – Create**

## OUR AIMS

- ✓ To provide an alternative and bespoke education for pupils 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 offer the opportunity for all pupils and students to engage in their local community and be valued and contribute with confidence;
- ✓ 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;
- ✓ To enable pupils to develop positive and trusting relationships with their peers and staff.



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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 6 to 16 years who have complex needs SLD, MLD, ASD, ADHD and related difficulties. 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 6-16 years old and have an Education, Health and Care Plan (EHCP) and a diagnosis of SLD, MLD, ASD, ADHD and related difficulties.

Arbour House School will promote a learning environment that is specific to the needs of children. We understand these sensitivities and will reflect this within the school.



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

As part of our commitment to our guiding principles – aspire, bespoke and creative – at Arbour House we strive to offer a curriculum to our children that is highly personalised and is designed to best meet their individual needs. Many of our children have had periods out of education and may have struggled to be successful in prior placements, so an education that is meaningful and accessible to them is our priority.

We place a clear focus on the basic skills of literacy and numeracy, ensure that all children are provided with opportunities to study Science, and embed ICT across all areas of learning. This ensures our children follow a core curriculum that best equips them with skills for life, but we recognise too the importance of learning that is relevant to the children's lives and their future aspirations. With this in mind, all children follow a programme of Independent Living Skills, and as appropriate, are offered opportunities to develop projects in their own chosen areas of special interest.

They are also provided with vocational opportunities via local providers or within local colleges and work placements for example. All children follow a PSHE programme, undertake physical education activities throughout the week, and can also spend time at the school allotment and participating in their local community in a hands on, experiential way. At times the curriculum may need to be modified, to ensure that our children are happy, make progress, and achieve positive outcomes in line with their starting points.



We may adjust the speed at which subjects are covered or we may carefully select elements of a programme of study that are of most importance to them for example.

All of our children have found learning difficult, so at Arbour House we aim to make learning accessible in an environment that is caring and supportive, and progress is planned at a pace that children feel is manageable for them, best meets their needs and can address their difficulties when they are ready.

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## 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

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## 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 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.

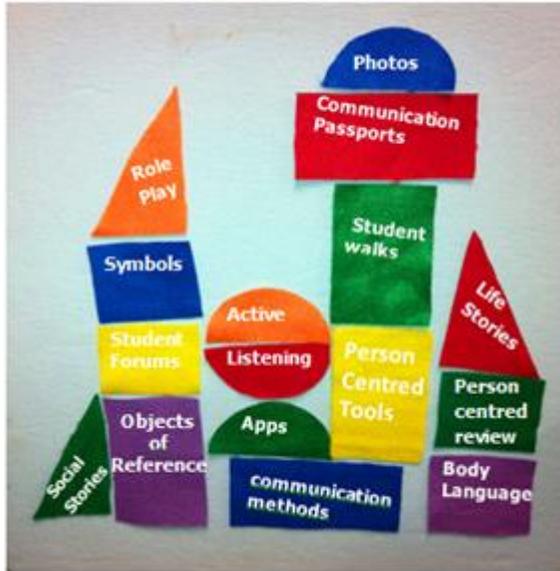


### Community

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.

## 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 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

Dr Lisa Alcorn – Chair of Governors

## Regional Director

Bettina Jeppesen

## Head Office

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supporting YOUR future

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## Head Teacher

Julie Perks

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