

Learn 4 Life

Independent School



Prospectus

Head of Education

***Learn 4 Life Independent School -
888 / 6089***

Ms Elaine Booth
Quarry Bank
364 Ormskirk Road
Skelmersdale
Lancashire

WN8 9AL

Tel & Fax: 01695-558698

Email: learn4life@careafloat.co.uk

Proprietor

***Care Afloat Ltd & Learn 4 Life Independent
School***

Mr Daniel Curran
62 Greetby Hill
Ormskirk
Lancashire
L39 2DT

Tel: 07971189414

Registered Head Office

Care Afloat Ltd.

158- 160 Birkrig
Digmoor
Skelmersdale
Lancashire
WN8 9HP

Tel: 01695 733050 }
Fax: 01695 50507 } 24-hr

Email: enquiries@careafloat.co.uk

Web: www.careafloat.co.uk

Staff List

The following staff are employed at the school:

Head of Education <i>Qualifications - Cert.Ed./MBA/BA (HONS)</i> First Aid (Infact Medical)	Elaine Booth
Deputy Head of Education <i>Qualifications - PGCE/MSc/BSc (HONS)</i> First Aid (Infact Medical)	Cathy Briggs
SEN Classroom Teacher <i>Qualifications - BEd (HONS)</i>	Melanie Fenton
SEN Classroom Teacher <i>Qualifications - BEd (HONS)</i>	Monica Pennycook
SEN Teacher (Unqualified)	Jennie Wilson
SEN Teacher (Unqualified)	Arthur Reeve
School Administrator	Donna Morris

Welcome to Learn 4 Life School

An introduction to the school.

Learn 4 Life School has been in operation for 8 years, since the appointment of the current head and has been DoE registered since July 2005. The school caters for co-educational, day placements in the secondary age phase. Students are those presenting with challenging behaviours, often with Statements of Special Needs for Behavioural, Emotional and Social Difficulties.

Admissions are day placements from neighbouring local authorities requiring specialist provision. The school also admits looked after children placed at Care Afloat Limited Registered Children's Homes by their home authorities. The school operates over two sites, which are located in close proximity, and can admit up to 16 on roll.

The school is committed to multidisciplinary working and can offer a wide range of therapies including Anger Management and counselling.

This multi-disciplinary approach is enshrined in the use of Individual Care, Health and Education Plans, wherein a cycle of assessment of needs, target setting and the monitoring of outcomes occurs on a four weekly basis. The plan closely adheres to the Every Child Matters agenda and measures outcomes according to the five target areas.

The Mission Statement

The Mission Statement derives from the Head of Education in consultation with every staff member at the school.

The aims of Learn 4 Life Independent School are to ensure that students are able to access their entitlement to full time education and to fulfil their potential whilst at the school, this being recognised by gaining externally set qualifications. The school is highly committed to the Every Child Matters agenda and sets target, monitors and assesses progress in partnership with other disciplines, primarily health and care.

These aims are achieved by developing in students a sense of self confidence, equipping them with the skills to gain control in their lives, engendering an enjoyment of learning, promoting unconditional acceptance and enabling students to be included within their community.

Desired outcomes include:

to develop in students the highest possible degree of self confidence and sense of self-worth, grounded in appropriate self appraisal and insight;

to equip the students with the skills necessary to gain appropriate control in their lives, in particular to behave appropriately in a range of settings;

to develop an enjoyment of learning and to thereby achieve nationally recognised certificates which evidence their individual skills and abilities;

to manage some of their emotional difficulties and develop and sustain a range of relationships through learning to be accepted and to accept others;

to move forward positively to an improved future, including college and vocational options, in line with the 14-19 curriculum, and therefore be fully included within the community (with particular reference to their rights and responsibilities in that community).

The Aims

The Aims derive from the Mission Statement.

- 1) To develop in students the highest possible degree of self confidence and sense of self worth, grounded in appropriate self appraisal and insight.
- 2) To equip the students with the skills necessary to gain appropriate control in their lives, in particular to behave appropriately in a range of settings.
- 3) To develop an enjoyment of learning and to thereby achieve nationally recognised certificates which evidence their individual skills and abilities.
- 4) To manage some of their emotional difficulties and develop and sustain a range of relationships through learning to be accepted and to accept others.
- 5) To move forward positively to an improved future, including college and vocational options, in line with the 14-19 curriculum, and to therefore be fully included within the community (with particular reference to their rights and responsibilities in that community).

The Objectives

The Objectives derive from the Aims.

During their time at Learn 4 Life Independent School our students will develop the ability to:

1 To develop in students the highest possible degree of self confidence and sense of self worth, grounded in appropriate self appraisal and insight.

- 1.1 Build trusting relationships between students, education and care staff and peers.
- 1.2 Provide a secure learning environment, utilising clear rules, routines and guidelines.
- 1.3 Develop in our students, ownership of their learning.
- 1.4 Ensure opportunities for all levels of skills and interests in order to encourage self-expression, development and success.

2 To equip the students with the skills necessary to gain appropriate control in their lives, in particular to behave appropriately in a range of settings.

- 2.1 Ensure that the students access specialist services.
- 2.2 Afford students access to a programme of Personal Development in education, giving opportunities to look at behaviour and its consequences.
- 2.3 Develop appropriate, individualised behaviour management strategies, shared with other disciplines.
- 2.4 Develop in students a sense of ownership of their behaviours.

3 To develop an enjoyment of learning and to thereby achieve nationally recognised certificates which evidence their individual skills and abilities.

- 3.1 Create staged, individual education packages in order to provide personalised learning and ensure achievement.

- 3.2 Enable all our students to gain nationally recognised accreditation, primarily AQA units, Entry Level Certificates, BTECs, ASDANs and GCSE's.
- 3.3 Provide high quality education so that students can demonstrate their potential to achieve.
- 3.4 Ensure that the curriculum is enriched with opportunities for self-directed learning, creative, fun activities and hands on, concrete learning.

4 To manage some of their emotional difficulties and develop and sustain a range of relationships through learning to be accepted and to accept others.

- 4.1 Implement an equitable yet flexible reward scheme for achievement.
- 4.2 Teach by example and model appropriate and caring behaviour.
- 4.3 Reject inappropriate behaviours but ensure that the person is always unconditionally accepted: each session or day is a fresh start.
- 4.4 Commitment to a contextual approach and work closely with parent/carers and the full range of social services, health and educational professionals.

5 To move forward positively to an improved future, including college and vocational options, in line with the 14-19 curriculum, and to therefore be fully included within the community (with particular reference to their rights and responsibilities in that community).

- 5.1 Equip students with the basic and key skills in literacy, numeracy and ICT.
- 5.2 Equip students with the key skills of working with others, problem solving and developing own learning.
- 5.3 Provide opportunities for students to be positively involved within the local community.
- 5.4 Give students the knowledge and skills to access and take a full role within society.

Admission Policy

The Referral Process

Initial contact is made through the Head of Education or the Proprietor of Care Afloat Ltd. Representatives of local authorities, the education authority, social services or health authority formally refer the young person to Learn 4 Life Independent School. Copies of all relevant documentation relating to the young person are requested at this point, including Statements of Special Educational Needs and past educational history.

The admissions policy does not exclude English as an Additional Language students. If a referral were to be made to the company, which was also deemed appropriate for the school, a tutor would be specifically recruited to work with the student to meet their EAL needs.

The school welcomes referrals made regarding students with physical as well as learning difficulties. Arrangements would be made for the welfare and equality of access for such students to the curriculum as well as to the school site.

Local authority staff, social workers, parents/carers and prospective students are welcome to visit the school prior to any formal referral being made, during the referral process and indeed subsequent placement. All visits are to be made by prior arrangement with the Head of Education.

A meeting of all parties concerned will take place in order to agree a particular plan of action regarding the young person's education. One to one tuition and in some cases a partial timetable may be most suitable to meet a young person's needs. Please refer to the 5-Stage Inclusion Strategy at the back of this prospectus.

The school will call a review of Statement of SEN within the first 28 days of placement in order to amend the statement (eg. name of school and so on) or later in the school year if this is agreed. This is necessary to meet legislative requirements.

On Admission

- 1) The education staff will be given all documentation relating to the young person's education prior to their admission into the school. This will include Statement, PEP (if appropriate), IEP, IBP, risk assessment, record of achievement and education history.
- 2) It is the duty of the Head to liaise with the student's past/current school in order to offer continuance of study. Establishing links with those caring for the new admission are also the duty of the Head and are seen as vital. Emphasis is placed on developing positive relationships between the student and designated teacher allocated to support the transition to Learn 4 Life Independent School.

Enrolment

1. Students may enrol at any point during the school year and at any time in their school career.
2. The Head makes an offer of placement to the LEA or young person's representative.
3. The young person will be given a start date once the offer has been confirmed.
4. There is no school uniform. However, casual yet smart dress is required. The school considers it to be important to be clean and appropriately dressed.
5. The first week will comprise half-day sessions when students will undergo baseline assessments (either formal or informal, dependent on the young person's ability to access such assessments) of their individual education needs.
6. Following this the student will be given a timetable to accommodate their personal needs starting at any stage in the school's 5-Stage Inclusion Strategy.
7. All students will be recorded in the admissions register.

8. Within 3 weeks at the school all students will have an Individual Care, Health and Education Plan in place which will comprise IEPs for literacy and numeracy and also an IBP.
9. Within 3 weeks at the school all students will have a PEP in place.
10. In the case of students who have Statements of SEN, a review to amend the Statement will take place as soon as all parties are able to arrange.

School Day

The day at Learn 4 Life Independent School starts with thirty minutes for Tea & Toast from 9.00 - 9.30 am. The "Tea & Toast" time allows for settling in to the school environment for the day. It is a time when carers can avail themselves of preparing a simple snack of tea and toast for the students before lessons begin.

Lessons begin at 9.30 am. Each lesson lasts for one hour and there are 5 lessons per day.

The morning breaks last for 5 minutes each and there are two breaks. On the first break water is allowed. On the second break juices, water and cereal bars are provided by the school.

The lunch break lasts for half an hour. A packed lunch is advised as meals are not provided at the Learn 4 Life School buildings. Carers / parents are asked to please respect the school's Healthy Eating policy and at least provide some healthy options in the packed lunch.

The afternoon has one 5 minute break. Again water is available, as at the first morning break. Any other breaks are at the discretion of the education staff member running that session.

Morning lessons are more formalised, academic subjects. There are 3 hours of lessons before lunch. Afternoon lessons are practical activities, usually for 2 hours duration.

On Friday afternoons students are awarded any certificates that they have earned during the week. Students may also have an end of school session daily, known as Talk Time, when they can discuss the day's events, for example Life-Space Interviews (post-restraint procedure, only used when the young person is ready to address such issues).

The School Curriculum

Learn 4 Life Independent School aims to bring enjoyment and enrichment to the students who attend. We aim for excellence for each student. Personal Development is seen as underpinning educational progress.

The school uses two bought-in providers for sports and music. NRG is a local company specialising in working with schools and local authorities to provide a wide range of sporting activities. NRG also works with the students on achieving ASDAN and CoPE awards. The Engine Rooms is a local establishment delivering instrument tuition, voice coaching, composition and recording. The Engine Rooms also may include dance, drama and Art & Design lessons. Their courses lead to BTEC and Arts Council Awards.

Key Stage 3

At Key Stage 3, that is, years 7, 8 and 9, the timetable will include the following:

<u>Subject</u>	<u>Hours</u>
English	3
Maths	3
Science	3
Personal Development (including trip)	4
Humanities (History & Geography)	2
Art & Design	2
Design & Technology	2
Information & Communication Technology	2
Sport	2
Modern Foreign Language	1
Music	1

Key Stage 4

At Key Stage 4, that is years 10 and 11, the timetable may follow Route A or Route B. Route A includes options for Entry Level Certificates or GCSEs, whilst Route B is known as “**Learn 2 Earn**” and includes a vocational element. All routes include the following key skills:

<u>Subject</u>	<u>Hours</u>
English	3
Maths	3
Science	3
Personal Development (including trip)	4
Sport	2

Route A:

English: includes Basic Literacy, Speaking and Listening, Reading & Writing;

Maths: includes Basic Numeracy, Using & Applying, Number and Algebra, Shape, Space and Measure and Handling Data;

Science: includes Scientific Enquiry, Life Processes & Living Things, Materials and their Properties and Physical Forces;

Personal Development: includes the following areas: Citizenship, Spiritual, Moral, Social and Cultural education, Public Institutions, Independent Living, Health, Hygiene and First Aid, Careers, Cultures and Comparative Religions and Personal Development;

Sport: includes Healthy Lifestyles, Fitness for Health & Personal Safety.

In addition up to five of the following subjects may be taken as options: History, Geography, Art & Design, Design & Technology, Information & Communication Technology, Modern Foreign Language and Music. Careful consideration is given to previous studies in order to inform the selection of options.

Route B: - Work experience and linked vocational certificate courses.

The Vocational Placements can be made at a number of local providers. Fix-It is based in Wigan and is widely used by the Local Education Authority. They focus on car mechanics and offer AQA Units. Rathbone is also based in Wigan. They offer vocational placements in the local area with support.

Fairbridge, based in Liverpool, are a national charity, providing intensive and long term group placements, offering Outdoor Pursuits, sports and related vocational placements. Forward Steps, also based in Liverpool, offer Outdoor Pursuits on a one-to-one or small group basis.

Skelmersdale, Wigan and Leigh and St. Helen's tertiary colleges also offer vocational courses, some of which are very well supported and have proven ideal for some students.

All placements are fully risk assessed and have their own referral, monitoring and assessment procedures that are overseen by Learn 4 Life Independent School. Regular weekly liaison takes place and progress is closely monitored. When a placement is made, the individual with parental responsibility is given full details: consent forms are required before a placement can begin.

Learn 4 Life Independent School is registered with Edexcel, OCR and AQA . GCSEs, BTEC, ASDAN and AQA Units are all available. Full and part time placements are available with packages individually tailored to the student's educational and social needs.

The school operates a no-exclusion policy. Please see the 5 Stage Inclusion Strategy document on pages 17 to 22.

Policies

Learn 4 Life Independent School has all appropriate policies in place for any enquirer who wishes to see them. This is possible by either coming onto the site to read the documents or by requesting copies to be sent out.

These policies include the following:

Admissions;	Healthy Eating & Fitness;
Appeals;	Health & Safety;
Anti-bullying;	How Can Parents Help;
Assessment;	
APL;	ICT Internet;
Assessment Malpractice	ICT Security;
Attendance, Truancy & Exclusion;	Internal Verification;
Attendance Policy for Parents;	
	Marking and Record Keeping;
Behaviour Management;	Monitoring and Self-evaluation;
Best Value Statement	
Break-times;	Parental Involvement;
	Pastoral Care and Student Support;
Capability of Staff;	Performance Management;
Careers Guidance & Vocational	Personal Development;
Placements;	Physical Intervention;
Charging;	Publication Scheme;
Complaints;	
Confidentiality;	Race, Gender & Equal Opportunities;
	Recruitment;
Data Protection;	Registration & Certification;
Drugs Misuse;	
	Safeguarding;
Education of Gifted & Talented;	Sex and Relationship Education;
Educational Visits;	Spiritual, Moral, Social & Cultural;
Enquiries & Appeals;	Special Educational Needs;
Equality and Diversity;	Special Educational Needs
Equality Scheme;	Classroom;
	Staff Code of Conduct;
First Aid;	Staff Training;
General Curriculum and individual	Supporting Young Parents;
subject policies;	Travel Plan.
Grievance;	

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5-STAGE INCLUSION STRATEGY

5-Stage Inclusion Strategy

Stage 1

Education staff (including pastoral staff) work with the student in a neutral setting.

Aim: Build relationship, characterised by trust, and mutual respect.

Objective: At the end of this stage the student will be ready to access Stage 2.

Strategy: 2 hours formal education per day for half to one full term, dependent on need. 3 further hours per day on less formal lessons but still derived from the National Curriculum.

Staffing required: teacher meets with the student at a neutral site and works with the student and one member of support staff.

Development to include:

- i) 10 hrs per week formal education;
- ii) 15 hrs per week informal education (pastoral support staff);
- iii) All sessions at an agreed off school site location;
- iv) Informal, multi-sensory activities, building to more structured activities;
- v) Interest-led curriculum, building to needs-led curriculum;
- vi) Locus of control moving from student to education staff (as trusted adult).

Stage 2

Education staff (including pastoral staff) work with student on school site with no other student on site.

Aim: To familiarise the student with the education setting and build the level of challenge.

Objective: Ready for Stage 3.

Strategy: 2 hours formal education per day for half to one full term, dependent on need at the school site with no other students on site. 3 further hours per day off site on less formal lessons but still derived from the National Curriculum.

Staffing required: teacher works with the student with one member of support staff.

Developments to include:

- i) 10 hrs education on site with no other students on site;
- ii) 15 hrs education at an agreed off school site location (pastoral support staff);
- iii) Less negotiation regarding tasks;
- iv) More acceptance of student's own needs by student in order to set curriculum;
- v) Education staff taking further steps to lead sessions.

Stage 3

Education staff (including pastoral staff) work with student on school site alongside other students.

Aim: To gradually begin integration of student with peers at the education site.

Objective: Ready for Stage 4.

Strategy: 4 hours per day at school site alongside other students for half to one full term, dependent on need. Remaining hours to be spent in less formal educational activities, derived from the National Curriculum, in line with Key Stage requirements.

Staffing required: student visits the school site and works with support staff alongside the member of education staff.

Developments to include:

- (i) 20 hrs education on school site alongside other students;
- (ii) 5 hrs less formal educational activities;
- (iii) Sessions all at school site;
- (iv) Decreasing negotiations;
- (v) Student to be consulted in curriculum planning, to be led by need;
- (vi) Sessions increasingly led by education staff.

Stage 4

Education staff (including pastoral staff) work with student on school site alongside other students and join other students for some sessions.

Aim: To develop the student's ability to deal appropriately with group settings.

Objective: Ready for Stage 5.

Strategy: 5 hours per day at school site including group sessions for half to one full term, dependent on need.

Staffing required: student visits the school site and works with the support staff.

Developments to include:

- i) 25 hrs per week - 1 hr per day in group sessions at school site building to 5 hrs per day in groups;
- ii) All sessions at school site;
- iii) Less negotiation;
- iv) Curriculum set by education staff, less consultation;
- v) Education staff leading full sessions.

Stage 5

Education staff (including pastoral staff) work in groups with student at school site.

Aim: To integrate students with peers in all sessions.

Objective: Able to integrate into full days.

Strategy: 5 hours per day at school site in groups. To be developed over half to one full term, dependent on need.

Staffing required: student visits the school site and works with the support of the care staff on duty.

Developments to include:

- i) 25 hrs in groups;
- ii) All sessions at school site;
- iii) Negotiation with the individual ceases;
- iv) Curriculum only set by education staff;
- v) Education staff lead sessions without challenge.

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School Reintegration Packages

School Re-Integration Packages

The school has worked successfully on a number of occasions to give support to students who have been moved from Learn 4 Life School to local authority mainstream or special school provision. Conversely, Learn 4 Life School has seen school placements break down where moves have been made without an appropriate support package being put in place.

There are often key indicators that support will be necessary. Most often these will be concerning the differences between Learn 4 Life School and the new school. Usually the key difference is the number of peers who the student will be attending school with. The size of the school site, number of teachers and degree of independence required to navigate around the site and demands of various subject teachers are further critical factors affecting outcomes.

Where it is agreed that support is necessary, the school can offer a range of packages. The format allows for a sliding scale of support which can slow down or speed up the integration according to the needs of the individual. The maximum timescale will be agreed at the outset so that clear target dates will be worked towards.

Most often packages will allow for one or two days per week in the new school accompanied by teachers from Learn 4 Life School. This can then be regularly reviewed by the Heads of both schools and increased as appropriate. Staff from Learn 4 Life School will continue to accompany the student as long as it is deemed necessary or in accordance with the timescales agreed at the outset.

Re-engagement packages are also available. For Key Stage 3 and for Key Stage 4 flexible packages are available. The packages are underpinned by Personal Development, aiming to re-engage students with learning by promoting their own individual development. Team building, sports activities, numeracy, literacy and ICT form the core of these packages.

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Head Teacher's End of Year Report 2010 - 11

Head Teacher's End of Year Report 2010 - 11

Overview of Students On-Roll

Within the Academic Year 2010 - 11 there has been a total of 11 students on-roll. Five of these students were in Year 11, three in Year 10, one in Year 9, one in Year 8 and one in Year 7. All places applied for in the current academic year have been accepted and offered a place, which all who have applied for have accepted. The total possible number on-roll remains 16.

Year 11 Students

Three of the five year 11 students studied English and maths to GCSE Foundation level. Two of the five studied science to GCSE Foundation level. Two of the five studied BTEC Health and Social Care. One studied for the Music Technology Arts Award. Two studied for the Sports ASDAN award.

Two further students were admitted onto the school roll. However this was too late in the school year for them to be entered for any qualifications. Staff endeavoured to support them to gain AQA Units of Award but due to student's refusals and absconsions, this was not achieved.

In the academic year 2010 - 11, students at Learn 4 Life School achieved the following:

27% achieved GCSE grades A - C;
46% achieved GCSE grades D - G;
27% achieved GCSE grade U.

67% of students studying English and maths GCSE went on to gain both certificates in the band D - G.

There was 100% pass rate for the BTEC Health and Social Care.

50% of students studying the ASDAN Sports award passed.

The student studying the Music Technology Arts award has not yet completed the course.

School leavers have accessed, as follows:

- 1 place at Liverpool Community College to study BTEC Health and Social Care;
- 1 place at Tameside college to study Music Technology;
- 1 to re-sit maths GCSE Foundation Level in the Autumn term due to missing the exams due to pregnancy;
- 1 to access work;
- 1 in the process of assessment for a psychiatric unit.

Year 10 Students

Two Year 10 students were admitted late in the school year and have only recently begun to study towards Foundation level GCSEs in the core curriculum. The third Year 10 student was at school throughout most of the current school year but had severe problems with absconsions and was eventually moved to another care placement.

Year 9 Student

There is one Year 9 student who engaged quite well whilst at a remote location to the school. However since moving into the local area this student has had poor attendance.

Year 8 Student

The Year 8 student left after completing only two thirds of the Autumn term.

Year 7 Student

The Year 7 student has only recently come onto the school's roll with only a matter of a few weeks to go before the summer break.

Authorised and Unauthorised Attendance Rates

At the time of compiling this report, the 2010 - 11 attendance stood at 73%, 22% under the national target and 16% under the school's own incremental target.

Authorised absence was 11% and unauthorised absence 16%.

Authorised absences include, besides illness or unavoidable medical appointments, respite moves to remote areas, for example the company yacht, used when care placements are in danger of breakdown due to the young person placing themselves at risk through absconson or criminal behaviours.

Unauthorised absence at Learn 4 Life School mainly includes the following: refusals to attend school by those in care home settings, absconsions and incidents of physical intervention or inappropriate or violent behaviour at the care homes, resulting in arrest.

Statutory Responsibilities

All Annual Reviews of Statement are up to date. All PEP meetings and documentation are up to date. All students have Pastoral Support Programmes and are risk assessed. All students have Individual Care, Health and Education Plans from school and take part in reviewing their ICHEP targets with teachers by filling in their Action Plans, designed to facilitate this review process.

Progress and Behaviours

Behaviours have generally been good. There have been very serious concerns about four female students and the risk of joint absconsions taking place if they had been allowed access to each other either socially or at school. Any contact that they disclosed to teachers was immediately passed onto carers and care home managers. There were no incidents of absconson from the school sites.

Overview of School

There have been no reported incidents of bullying of any kind, including on grounds of race, to date. There have been no reported instances of race, gender and equal rights abuses. There have been no instances of exclusion. There have been no reported instances of Child Protection issues. There are currently no complaints on record or that are pending investigation.

No visits have so far taken place. The school is now registered to administer GCSEs from Summer 2011. School is registered with Edexcel, OCR and AQA. There are also many other qualifications this has opened up to the students including on-line literacy and numeracy tests.

The school was recently inspected by Edexcel with regard to the delivery of the BTEC qualification. The two return inspections took place and were successful.

The school was also inspected during a recent GCSE exam in order to ascertain if all regulations are being met. The inspector passed the school and Learn 4 Life will now be able to run GCSE exams again in 2011 - 2012.

Overview of Staffing

There are currently 3 full time members of staff, one part time administrator and 3 members of supply staff who are used as required.

Staff Performance Management has begun for the sixth year. Performance Management is applied to all permanent staff involved in teaching in line with the school's Equal Opportunities and Performance Management policies. However all staff are observed and receive regular supervision.

The supply teachers have areas of responsibility so that in the case that a student does not attend they have work to do which contributes to the development of the school and of their own skills.

The subject responsibilities are split as follows:

teacher: responsible for science, maths;

teacher: responsible for English, PD, ICT;

supply teacher (unqualified): responsible for Art and Design;

supply teacher (unqualified): responsible for Design and Technology;
supply teacher: responsibility for history and geography.

Staff Training

The school accesses CPD for on average of 4 days training per annum, including INSET. Courses run by NASEN, the Special Educational Needs professional body, of which the school is a member, have been accessed for the fifth year running.

With the registration of the school with Edexcel, OCR and AQA the school has been able to access specific teacher training courses in subject areas which is a great improvement in provision for this group of professionals at the company

Health and Safety

There are no issues with the landlords at either of the two school sites. There are no issues of urgent Health and Safety risk at the Quarry Bank or Elmstead sites.

However, at the Elmstead site, the toilets require some refurbishment and there is a requirement for improvements to the perimeter of the site.