



UNIQUE  
CARE GROUP

Welcome to

**Westbury School**

Statement of Purpose

April 2024

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[uniquecaregroup.co.uk](http://uniquecaregroup.co.uk)

### Our Promise

We are committed to transforming young people's lives and experiences, to support them to develop their personal, social and emotional well-being and to guide them in all aspects of their lives. We endeavour to achieve the best outcomes for each and every young person in an individualised and unique way.

### Education Overview

Part of Unique Care Group, Westbury School is about facilitating secure relationships, that leads to greater trust, engagement and progression. We achieve this through embedding a safe, nurturing and respectful environment for all our pupils; implementing a well thought out curriculum, including learning beyond the classroom, that places pupils in the heart of all that we do and strive to achieve. All our pupils have access to an inclusive, needs based learning environment that fosters teamwork, healthy living, resilience, independence, valuing the present and embracing challenges; a structure that provides the requisite support to reduce anxieties and enhance pupils' individual achievements.

### The Curriculum

At Westbury school, we personalise the curriculum to meet the needs of every pupil, whilst offering opportunities for pupils to gain knowledge, enjoy and flourish in a wide range of subjects, including outdoor classroom opportunities; all related to individual abilities, starting points and intrinsic incentives.

We believe strongly in the importance of essential skills such as literacy and numeracy and closing the gaps in pupil knowledge, but also acknowledge the health and wellbeing of all our pupils. Combined, these skills form the foundation for achieving progress in all subject areas and improve skills that facilitate social mobility and accomplishment in future life.

We passionately believe that for pupils to achieve academically and socially, we need to help pupils become aware of factors that influence their own learning and be supported in locating in helpful alternative strategies. We put support in place to help pupils monitor their own behaviour, and fundamentally, learn how to learn.

We have a robust intervention programme in place and the staff in our school understand the importance of facilitating secure relationships; all which leads to greater trust, engagement and progression for our pupils. We achieve this through embedding a safe, nurturing and respectful environment for all our pupils; implementing a well thought out curriculum, including learning beyond the classroom, that places pupils in the heart of all that we do and strive to achieve. All our pupils have access to an inclusive, needs based learning environment that fosters social connection, healthy living, resilience, independence and valuing the present; a structure that provides the requisite support to reduce anxieties and enhance pupils' individual achievements.

### Learning beyond the classroom

Learning is enhanced by a comprehensive enrichment programme in social, moral, spiritual and cultural education. At Westbury School, the classroom is not a barrier to learning.

Our setting naturally gives the opportunity for using what is available outside the classroom, we have access to a totally private 8-acre forest and 34 acres of land. We believe it is the right of every young person to experience and benefit from learning and playing that takes them outside the classroom. The work of our highly qualified staff creates these experiences so that there is a greater chance of embedding the more traditional curriculum and subjects.

#### Our outdoor curriculum at Westbury School:

- Takes learning out of the classroom
- Makes learning an adventure
- Boosts confidence
- Teaches resilience
- Develops communication skills
- Establishes commitment to finishing what you started
- Enhances relationships with adults, other young people and the living world
- Nurtures trust Promotes engagement
- Develops the ability to learn and encourages the desire to achieve
- Improves physical and emotional health

#### Our opportunities for working with animals:

- Involves working with horses, rabbits, guinea pigs, chickens and our therapy dog, Lottie.
- Can be deeply therapeutic in a very positive way.
- Our animals do not judge us, and accept us totally.
- Provides the opportunity of working with our horses.
- We have a fully qualified BHS instructor who leads our sessions.
- Equine therapy will help pupils who come to us anxious and fearful, to develop an awareness of self and others that then improves resilience and self-esteem.
- Helps our young people understand their own emotions and develop levels of self-regulation that will help them in their lives beyond school

#### Special Educational Needs

Adele Jackson is Westbury Schools SENCo and is responsible for regularly monitoring pupils Statement of Special Educational Needs/ Individual Development Plan (IDP)/Education Health and Care Plan; ensuring targets inform individual teaching and learning opportunities and are reviewed regularly.

We are aware that every child is unique and all children develop at a different rate and have differing needs as they grow and meet the challenges of life outside the home. We work closely with the parents, liaise with other outside agencies and monitor and review our policy, practice.

### School Staffing Arrangements

The Head Teacher are responsible for the strategic management and leadership of Westbury School. Subject specific teachers support the school leadership team with the day-to-day operational management and leadership of the school.

Teaching staff are qualified to varying degrees and all of whom have nurturing, trauma informed, proactive and creative approaches and values to teaching and learning which is pertinent to our school setting. The Head Teacher takes full responsibility for the 'designated teacher role' and attends relevant meetings arranged for Children Looked After.

Education at Westbury School  
Staff Accountability and Qualifications Framework

Name	Role	Additional Skills	Additional Duties	Qualifications Held
Michelle Maguire	Managing Director	<p>Makaton Drawing &amp; Talking Therapy Arts Award</p> <p>Institution of Occupational Safety &amp; Health (I.O.S.H.) Managing Safely</p>	Peer Estyn Inspector	<p>BA (Hons) in Therapeutic Childcare – First Class C &amp; G 7303 Preparing to Teach in the Life Long Learning (PTTLS) (Level 4) Certificate to Teach in the Life Long Learning (CTLLS) Level 5 Diploma to Teach in the Life Long Learning (DTLLS) Qualified Teacher Learning &amp; Skills (QTLS) Business Studies, City &amp; Guilds Computer Aided Design, Diploma in Interior &amp; Lighting Design EYFS Teaching Certificate Primary Teacher Training Level 5 Mentoring in Teaching Level 6 National Professional Qualification for Headship (NPQH) Advanced Teacher Status (ATS) Chartered Teacher Status (CTeach) Working towards National Professional Qualification for Headship (NPQEL)</p>
Nadia Kheradmandan Chelpa	Head Teacher	<p>Access Arrangements Arts Award English, Media Studies and Social Communication</p> <p>Health &amp; Safety Representative</p>	<p>Designated Safeguarding Person Peer Estyn Inspector Access Arrangements Standardised Assessments Designated Teacher for LAC</p>	<p>FDA in Therapeutic Childcare Media &amp; Cultural Studies BA (Hons) PGCE (Post Compulsory) Qualified Teacher Learning &amp; Skills (QTLS)</p> <p>CELTA Certificate in Teaching English to Speakers of Other Languages National Award for Special Educational Needs Co-ordinator (NASENCO) at Level 7 Certificate in Psychometric Testing,</p>

				<p>Assessment and Access Arrangements at Level 7</p> <p>Dyslexia: Leadership and Intervention Skills and Knowledge. 30 credit module at Level 7</p> <p>Masters of Education in Special Educational Needs and Disability (SEND)</p> <p>Working towards Level 3 Diploma in Counselling Skills</p> <p>Primary Teacher Training Level 5</p> <p>Makaton level 1</p> <p>Working towards National Professional Qualification for Headship (NPQH)</p>
Niamh Maguire	<p>Health and Wellbeing Lead</p> <p>PSHE/Humanities Teacher /Interim Exam Co-ordinator</p>	<p>Personalised physical, emotional and behavioural interventions</p> <p>Lego Therapy</p> <p>Sports Coach</p>	<p>Getting on Together (GOT) curriculum delivery</p> <p>Deputy Designated Safeguarding Person</p> <p>Science and Technology</p> <p>Woodland School</p>	<p>Dual Honours BSc/BA Sports Studies and Sociology 2:1</p> <p>Level 2 Mutli-Sports Coaching</p> <p>Level 2 Netball Coaching</p> <p>Level 2 Principles in Coaching Sport</p> <p>Being Inclusive in Sport</p> <p>Level 2 Makaton</p> <p>Level 5 Diploma in Education teacher training (DET)</p> <p>Working Towards Phonics teacher training, Level 3 and 4</p> <p>Quality Assurance of Assessment Level 4</p> <p>Primary Teacher Training Level 5</p> <p>Qualified Teacher Learning &amp; Skills (QTLS)</p> <p>Makaton level 1</p> <p>Working towards Masters in Psychology of Mental Health &amp; Wellbeing</p>
Adele Jackson	<p>English/Drama/Horticulture Teacher/SENCo</p>	<p>Lego Therapy Trainer</p> <p>School Inclusion Advocate &amp; Trainer</p> <p>Accredited Mental Health First Aid Practitioner</p>	<p>Literacy Lead</p> <p>Co-Committee School Lead/ Horticulture</p> <p>First Aider</p> <p>Drama</p> <p>Fire Officer</p> <p>Woodland School</p>	<p>B Ed (Hons) 2:1</p> <p>NNEB</p> <p>Qualified Teacher Status (QTS)</p> <p>Lego Therapy</p> <p>Working Towards Phonics teacher training, Level 3 and 4</p> <p>Working towards National Award for Special</p>

		Programme Developer and Trainer for 'Smash Life Mentoring Programme'		Makaton level 1 Educational Needs Co-ordinator (NASENCO) at Level 7
Emma Edwards	Mathematics & Numeracy and Careers Teacher	Duke of York Award & Information, Careers Advice & Guidance (IAG) Functional Skills Maths & English Art	Art Educational Visits Co-ordinator Woodland School	Apprenticeship in Early Years and Education Level 3 Preparing to Teach in the Lifelong Learning Sector (PTLLS) Certificate to Teach in the Lifelong Learning Sector (CTLLS) BA (Hons) Therapeutic Childcare Certificate in Information, Advice and Guidance Level 3 Certificate in Counselling Skills Level 2 Certificate in Awareness of Mental Health Problems Level 3 Award in Mathematics for Numeracy Teaching (RQF) Level 5 Diploma in Education and Training (RQF) Primary Teacher Training Level 5 Makaton level 1 Working towards QTLS
Maya Hughes	Maths/ Art Teacher	Administering Medication Lunch time duties Display	Pastoral	BTEC Health and Social Care Extended Diploma Level 3 Diploma in Specialist Support for Teaching and Learning Level 3 Intermediate Level Apprenticeship in Supporting Teaching and Learning in Schools Advanced Level Apprenticeship in Supporting Teaching and Learning in Schools NCFE Certificate in Understanding Autism Level 2 Makaton level 1 Working towards Foundation Degree in Education (Level 6)

				Working towards Specialist Maths qualification.
Sarah Raven	Teaching Assistant	Administering Medication Lunch time duties Display	Pastoral School Council ASDAN	Level 2 Teaching Assistant Diploma Level 3 Certificate in Preparing to Work in Adult Social Care (RQF) Level 3 Diploma in Health and Social Care (Adults) (RQF) Advanced Level Apprenticeship in Adult Social Care Level 2 Award in Employment Responsibilities and Rights in Health Social Care Children and Young Peoples Setting (RQF)
Rebecca Buckley	Teaching Assistant	Administering Medication Lunch time duties Display	Pastoral	Level 2 Key Skills in Communication General Certificate in Secondary Education – Mathematics - Grade C Adult Literacy – Level 2 Adult Numeracy – Level 2 Award in Digital Applications - PASS
Beverley Hands	Science and PE Teacher	External PE coordinator	Pastoral	Post Graduate Certificate in Education with Qualified Teacher Status – General Primary (5-11)  English Literature /Education BA : 2:1  Health Studies Level 3  Business presentations Level 1 Historical Studies Level 3 Literature studies Level 3 Philosophy Level 3 Psychology Level 3 Sociology of the family and education Level 3



				Knowledge and understanding of Science Level 1 & 2 CDT Level 1 & 2 Public Service (Armed Services) Installing and commissioning Mobile Telecommunications Terminal Equipment – Level 2
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Proposed Recruitment Structure				
X 1 School Administrator	School Administration	Timetable co-ordination Attendance recording	Pastoral Support	Administration/Business Studies qualification Experience working as a school administrator

Policy Prepared/Reviewed By:	Signature	Date
Policy Approved By:	Signature	Date
Next Review Date:		
Interim Review Comments:		
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