



Welcome to

Westbury School

Prospectus

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INTRODUCTION

A warm welcome from the Head

I am delighted to be the Head Teacher for Westbury School, as it embarks on this exciting venture of becoming an outstanding provision for children with a diverse range of special needs.



Nadia Chelpa

I am delighted to be the new Head Teacher at Westbury School, Shropshire, and be part of its journey and vision in transforming young people's lives and experiences by helping them achieve the very best outcomes to promote future life opportunities.

I have extensive experience in the Special Education Needs sector, with a particular focus on trauma and attachment needs and facilitating containment for both staff and pupils. I have worked with children who display a wide range of learning and health needs and/or disabilities, including autistic spectrum conditions and co-occurring needs such as additional needs including ADHD, dyslexia, anxiety disorder, emotional difficulties and attachment conditions.

This can lead to many obstacles and behaviours which can impede learning; therefore, I am passionate about fully addressing, responding, and supporting pupils with SEN and/or well-being so that they have full access to an inclusive education.

I am excited to lead an enthusiastic staff team who have strong aspirations for our pupils and are experienced in devising and implementing a curriculum that focuses on individual, personal, social, and academic achievement. 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 not the importance of essential skills such as literacy and numeracy and closing the gaps in pupil knowledge, but also acknowledge the health and well-being 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.

At Westbury School, 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 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 of 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 teamwork, healthy habits, resilience, independence, valuing the present and embracing challenges; a structure that provides the requisite support to reduce anxieties and enhance pupils' individual achievements.

Thank you for showing an interest in Westbury School. We welcome and encourage visits should you wish to find further information.

Kind regards,

Nadia Chelpa,
Headteacher

OUR MISSION

Teamwork, healthy habits, resilience, independence, valuing the present and embracing challenges.

Our mission is to embed a safe, nurturing and respectful environment for all our pupils; by implementing a well thought out curriculum, including learning beyond the classroom, that places pupils at 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 habits, resilience, independence, valuing the present and embracing challenges; a structure that provides the requisite support to reduce anxieties and enhance pupils' individual achievements.



OUR VISION

Personal, social and emotional well-being, best outcomes

At Westbury School, 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.

In this learning community we offer:-

- A specialist learning educational environment, adapted to meet the educational and social development needs of our learners, where each young person can develop the skills they need to become independent learners, to minimise anxieties and to achieve his/her potential.
- High quality education tailored to individual learning and social needs, where each child can achieve his/her potential and experience success, building on areas of personal strength and develop confidence with opportunities to achieve nationally recognised qualifications and accreditations.
- Structured personalised learning, care and therapy programmes:-
 - Individualised access to accredited outcomes.
 - Person Centred Planning which allows progression throughout all areas of the curriculum, including social and emotional development.
 - Broad and varied curriculum.
 - Bespoke timetables designed around the individual.
- An inclusive approach that enables our young people to learn and socialise in appropriate situations to meet their individual needs, aptitudes and interests to support their individual long-term well-being.
- An ethos which develops each young person's social, moral, spiritual and cultural awareness, with young people to be guided and supported in this exploration in the community.



VALUES & OUTCOMES

We welcome everybody

Every young person deserves to feel valued and to be educated in a safe, structured and caring environment which is caring, nurturing but challenging.

In our school, learners can access the best education curriculum possible to meet their individual learning needs and therefore promote future life opportunities.

We recognise and celebrate individuality from which we build upon learner's strengths and aspirations whilst recognising and celebrating every small step achieved on their journey.

OUR APPROACH

Staff and support strategies

Our staff

We recognise that the most important tools we have to help our young people to grow and develop, are our staff. We are aware that our ability to relate to our young people in a sensitive, caring and consistent manner is the most important contribution we can make to their development.

Teaching methods

Across Westbury School we offer a 'person centred' approach with the young person at the heart of everything we do. We tailor the way we work to meet the young person's individual needs, strengths, aspirations and interests.

This is achieved through flexible learning experiences and the provision of high-quality teaching and pastoral care which focuses upon developing social skills based upon thorough assessment of needs.

Challenges

At Westbury School, at all points, we remain mindful of the challenges which children and young people with learning difficulties and associated issues face and which if not planned for can create barriers to their learning:-

- The need for routine in order to help them understand the world around them.
- The need for additional time to process information.
- Challenges in socialising and communicating. Many want to make friends but find it hard as they lack the expected social skills.
- Challenges in participating in school due to lack of planning and organisational skills and very specific interests.
- Difficulty processing sensory information. Senses can be intensified (hypersensitive) or under-sensitive (hypo-sensitive).

TEACHERS

Key staff members

Nadia Chelpa Head Teacher

MEd, PgCert, PGCE, QTLS, BA (Hons)

Nadia has a demonstrated history of working in the Special Educational Needs sector, including senior leadership. She has experience in residential care settings as well as SEN schools in both England and Wales. Nadia has demonstrable experience in working with learners who have wide range of learning and health needs and/or disabilities, including autistic spectrum conditions and co-occurring needs such as additional needs including ADHD, dyslexia, anxiety disorder, emotional difficulties and attachment conditions.

Nadia is passionate about inclusive education, leading an education team with the ethos of providing learners with the best possible opportunities to make successful transitions, all rooted within a holistic, person-centred pedagogy of teaching and learning.

Nadia Chelpa



Michelle Maguire Managing Director & School Proprietor

BA(Hons), NPQH, CTeach, QTLS, ATS, MSET

Michelle is an experienced Director of Education, Educational Consultant/School Improvement Partner, Head Teacher (NPQH), Chartered Teacher (CTeach), Peer Estyn Inspector and Peer Reviewer for the Community of Communities (CofC). Michelle is passionate, knowledgeable and has a strong vision in leading specialist therapeutic care and education multi-disciplinary teams reflected in the successful leadership of various care homes and independent special schools inspected by Ofsted, CIW and Estyn.

Michelle has a track record of organisational development and successful school improvement, alongside vast experience in

Michelle Maguire



managing large organisations, both operationally and strategically which has given her extensive knowledge of school standards, policies and procedures across England and Wales. Michelle has in depth knowledge of trauma informed education for looked after children who have experienced adverse childhood experiences and/or are neurodiverse; educating and providing containment for some of the most vulnerable pupils in society.

Michelle's passion in education is rooted within a person centred, inclusive and ambitious framework in order for all pupils to enjoy school and where they achieve social, emotional and academic outcomes, providing successful transitions for the future.

Adele Jackson Teacher/ SENCo

Bachelor of Education (Hons)

Adele Jackson is an experienced Education Practitioner and has taught children of all ages from Nursery through to Year 12 within mainstream and the independent therapeutic sector for over 25 years.

She is a qualified First Aider, an Accredited Mental Health First Aid Practitioner and has provided Education Training and Consultancy on areas such as School Inclusion, School Based Anxiety, Trauma Sensitive Schools and Lego Therapy.

She is passionate about campaigning for and improving children's mental health and well-being within schools through early intervention.

Adelle Jackson



Niamh Maguire Teacher/ Health and Well-being Lead

BA (Hons), QTLS

Niamh is passionate about creating an inclusive learning environment and has experience teaching looked after children with a wide range of special educational needs. She aims to build strong therapeutic relationships with learners to support their engagement and progress in school.

Niamh is a lifelong learner who is currently utilising her knowledge from a MSc in Psychology of Mental Health and Well-being to inform her role as a Health and Well-being Lead.

Niamh Maguire



Emma Edwards Teacher

BA (Hons), QTLS

Emma has 15 years' experience of teaching with Looked After Children with SEN, EBD and ISB. She specialises in teaching Functional Skills Maths, but also delivers Art, ICT and has been a lead Careers Advisor sourcing work experience placements and alternative provisions to further enhance the learner's education experience.

Emma has extensive knowledge of working within residential schools, regulating behaviour and emotions. Emma provides a student centred approach to her teaching, offering hands on learning to embed the theory behind her subjects.

Emma Edwards





ADMISSIONS

Become a student at our School

Admission to the school is arranged through Unique Care Group in consultation with the Headteacher. Any referral made to Westbury School will be subject to pre-admission meetings. The decision-making process will firmly establish whether our provision will best meet the needs of the young person.

Visits

Parents, social workers and representatives from the young person's home authority are welcome to arrange a visit to the school once a referral has been made, in order to view the facilities and resources that the school has to offer and discuss the referral in further detail. We have an Admissions Policy in line with the requirements of the Disability Discrimination Act.

Places

The school, which is co-educational, provides places for up to 20 young people aged 11 to 18. The school is non-denominational and has a secular ethos but respects the cultural needs and religious beliefs of all. The young people attending the school have either been placed in the care of Unique Care or are day placement students. All admissions are channelled through the Local Authority Special Needs Departments.

Young person profile:-

- Mixed Gender.
- Aged 11-18 years.
- Learning difficulties and co-occurring needs.
- Specific learning difficulties such as dyslexia.
- Attachment disorder.
- Additional complex needs.
- An IDP or EHCP plan.
- A history of school refusal, periods of time out of school and may have previous CAMHS input.

THE SCHOOL DAY

What to expect from a typical day

Our young people can find breaks and lunchtimes difficult because these are unstructured times:-

- Lack the structure and routine that they need to help make sense of the world around them.
- Are daunting due to the unpredictability of others and use of loud and noisy environments, such as the dining hall.
- Focus on the use and development of social skills with which our young people may have difficulty.

In order to support our learners we offer the following:

- After school workshops
- Library
- Quiet and safe areas
- Access to a Health and Well-being Coordinator
- Structured lunchtime

LESSONS	TIME
Tutorial	9:00 – 9:15
Lesson 1	9:15 – 10:10
Lesson 2	10:00 – 10:45
Break	10:45 – 11:00
Lesson 3	11:00 – 11:45
Lesson 4	11:45 – 12:30
Lunch	12:30 - 13:15
Lesson 5	13:15 – 13:55
Lesson 6	13:55 – 14:40
Lesson 7	14:40 – 15:00



THE CURRICULUM

Student centred approach

Our Curriculum follows a student-centred approach and is responsive to each learner building upon individual strengths and interests. Many of our pupils have struggled to access a traditional formal curriculum, so to counteract this, we embed a safe, nurturing and respectful environment for all our pupils, we implement a well thought out curriculum, including learning beyond the classroom, that places pupils at the heart of all that we do and strive to achieve. We teach transferable skills that equip our young people for life beyond the school. We have a rolling programme of study in place, which promotes learning through a balance of stimulating contexts, learning experiences, themes and subjects.



The Westbury Curriculum

Our curriculum is designed to give all our children a broad and balanced education through coverage, experience and progression. We cater for a wide range of learners and endeavour to provide opportunities for all of our children to develop as independent, happy, and confident learners in order to achieve their full potential and prepare them for their future lives. Alongside academic success we promote and encourage a nurturing side to learning that focuses on well-being and engagement linked to age and stage of development. Opportunities to work towards individual EHC outcomes are embedded throughout.

Westbury School delivers a differentiated curriculum, which is closely aligned with our pupils' levels of ability, interests, and aspirations.

It is broad, balanced and relevant to needs and designed to have integrated therapeutic support as necessary and a focus on developing resilience and preparing pupils for the next stage in their lives. This specialist curriculum is tailored to our pupils' individual needs and based on a person-centred planning framework. Pupils work towards outcomes that meet their individual needs, based on a robust assessment cycle. This is completely tailored towards the pupil; planning and resources are in place from a pre-entry curriculum of study to level 2/ GCSE. The overall aim is for pupils to achieve their potential and gain a range of qualifications appropriate to their level of ability.

The levels are not defined by age, but by need and academic level; we utilise a mastery framework to ensure that pupils obtain mastery in skills that can be transferred from subject to subject prior to moving on the next stage of study.

This learning journey ensures that the curriculum is completely personalised to meet pupils' pace of study whilst stretching and challenging accordingly. Due to the broad nature of our curriculum and small size of our school, our curriculum may be changed and adapted to suit the cohort and individual needs of pupils who attend Westbury School.

Pupils engage in several subjects areas that include:

- Maths
- English
- Science
- Horticulture
- PSHE
- Creative Studies
- Careers
- Humanities
- PE
- Woodland School
- Equine and Animal Care

Curriculum flexibility

The underlying principle of our curriculum implementation is flexibility; we have a curriculum which is designed to meet the needs, interests, aspirations, and aptitudes of our students. Our curriculum model ensures that we have flexibility to fit in with our students rather than or students fitting in with our model. Small class sizes enable differentiation to be achieved through targeted activities, scaffolding, level of teacher support and consistent high expectations. Our conceptualised curriculum draws on best practice and delivery from a number of different models and approaches. We recognise that as our school population changes, so must the way in which we approach planning, teaching, learning and assessment. Our curriculum map continues to change and evolve to meet the individual needs of our children each year.

Because of the personalised approach to the curriculum we are able to meet the needs of all our learners. All children across the school focus on targets based on the outcomes in their Education, Health and Care Plans (EHCP). Some pupils receive additional funding e.g. Pupil Premium and the impact of any interventions funded through these is monitored to ensure that they support progress.

Throughout the curriculum, we encourage 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. Our curriculum is designed to be non-partisan and views which contradict this are challenged.

Accreditations at all levels are available to our students, be they academic or vocational. Qualifications range from Pre-Entry Equals accreditation, ASDAN awards, Entry Level 1-3, Level 1 and 2 Functional Skills and GCSE, dependent on pupils' ability and attainment levels.

Our curriculum offer, whether it is community-based learning, work experience, or more traditional approaches and qualifications, prepare our young people for their lives beyond school.



THE CURRICULUM

Curriculum enrichment

Learning is enhanced by a comprehensive enrichment programme in social, moral, spiritual and cultural education.

Young people are encouraged and supported to develop a range of leisure activities and pursuits; this area often requires specific teaching as our young people can struggle with 'unstructured' times or trying new activities.

We actively promote opportunities to broaden students' experiences through a wide variety of educational visits and working with other agencies to deliver projects on and off-site. Specific enrichment projects are timetabled, they are planned collectively by a staff team and by the Pupil Council.

One of the aims of Westbury School is to encourage young people to make a positive contribution to society. One way in which we achieve this is through continuously engaging young people in community and charity events.

These events range from fundraising coffee mornings, up-cycling enterprise projects and a range of themed school productions. Young people can also take part in a volunteering programme for their John Muir Award. Placements are carefully planned in close liaison with parents/carers and our young people. These are tailored towards a young person's needs, interest and aspirations and enable young people to develop personal and social skills in the wider community.

Some of the charities and community events include:

- John Muir Award
- Eco-Schools
- Wildlife Action Awards
- BBC Children in Need
- Cancer Research, Race For Life

THE CURRICULUM

Helping our young people discover who they are

Our Woodland School

Our setting naturally gives the opportunity for using what is available outside the classroom, we 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 Woodland School provides a child centred learning process in a natural environment. Sessions are regular and sustained over time to support the individual development of each of our pupils.

In our Woodland School, open-ended tasks and hands on experiences help our young people develop socially, emotionally, spiritually, physically and intellectually. Our woodland area is being developed by our young people themselves, guided by our Woodland School Lead. Our young people learn to respect and care for nature, whilst using tools correctly and safely.

Our outdoor learning approach promotes the tapestry that is seasonality; this helps our young people find themselves, understand their place amongst and with others, take a lead in their learning, have the time and resources to see projects through, learn through trial and error, and develop resilience. It is a place where our young people are enabled to reflect on what they have done and then plan to make what they have done become even better. The work of our highly qualified staff creates these experiences so that there is a greater chance of embedding the more traditional curriculum.

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:

Small animal care

We are lucky enough to have regular access to a small animal rescue centre. Here, our young people can have the opportunity to work with and care for a variety of animals including rabbits, guinea pigs and chickens.

Proven health benefits:-

Working with and caring for animals can be deeply therapeutic in a very positive way for our young people. Animals do not judge us, they accept us totally. Caring for and interacting with animals has many proven health benefits, including, decreasing levels of cortisol (a stress-related hormone) and lowering blood pressure. They help reduce the feeling of loneliness and increase feelings of social support.

They can boost young peoples' moods and studies have shown that young people who interact with animals have higher self-esteem and improved social skills. They learn nurturing skills, as well as show improved empathy and a more caring attitude. There is also evidence that interacting with animals may help to develop non-verbal communication in young people with speech delays. It comes as no surprise that animals have been used for therapeutic purposes throughout history.



Equine Studies

Westbury School has access to our own equine yard on the woodland site. We have a fully qualified BHS instructor who leads our equine therapy sessions. Having access to our own yard provides the opportunity for our young people to work closely with our ponies, which especially helps our young people who are anxious and fearful.

Proven health benefits:-

Equine studies can help our young people understand their own emotions and develop levels of self-regulation which can help them in their everyday lives. Working with our ponies can help our young people to develop a self-awareness and an awareness of others which helps them to improve their resilience and self-esteem. Our ponies enable them to feel and experience learning, which makes it easier for them to take information on board. Some young people can have difficulty bonding emotionally to others.

It can be hard for them to make eye contact, communicate what they are feeling, and express themselves. So rather than verbal communication, these young people can experience communication with our ponies. They can brush them, hug them, feed them and pat them. By learning to care for our ponies, they associate the care they provide with feelings and an emotional bridge is constructed. This leads to social and communication skill production with other people in their life as well.





THE CURRICULUM

Vocational Education

Westbury School aims to provide each young person with a 'hands on' practical experience within each chosen course.

The aims and objectives of Vocational Education at Westbury School are to:-

- Create a tailor-made programme of study to suit individual needs. This will allow young people to explore their interests within each course providing progression for further learning.
- Make cross-curricula links with PSHE. Our young people will learn about rights and responsibilities, independent travelling and interview and CV techniques.
- Make cross-curricula links with English, Maths and other subject areas. Through the application of functional skills our young people will learn about finance, customer service skills and different types of speaking and listening skills.
- Introduce the world of work to our young people within each course. Teachers organise workplace educational visits for our young people to gain further understanding of the course they are studying.

THE CURRICULUM

Transition planning

Westbury School endeavours to ensure a smooth transition for young people and careful planning is a crucial element of our work. Our approach is young person centred and involves the young person in key discussions in order to reduce anxieties and to ensure they are well prepared for their next step and know what to expect.

Transition to Westbury

We have a comprehensive induction programme which supports a smooth transition into Westbury School. We offer a flexible approach to meet the needs of the individual and document the programme into a clear plan coupled with SMART targets including:-

- Pre-admission visit from a member of the senior leadership team.
- A structured programme of visits to Westbury School with advice and guidance throughout the process and follow up visits.
- Young person friendly induction.
- A Key Form Tutor.
- Visual aids such as videos and photographs of key people and buildings in the education setting or year group to which they are moving.

Transition from Westbury

A key part of moving from school to adult life is the availability of the right post-16 education or training opportunities and knowing how to access them.

At the Annual Review and PEP meetings from year 9 onwards we begin to explore the options which are available to the young person. This is a collaborative discussion which takes into account the views of the young person and a referral pathway for a young person is identified and a transition plan is mapped out .

All of our learners from year 9 onwards receive an annual careers advice interview to offer support in determining the next steps and learners receive an action plan to guide them.

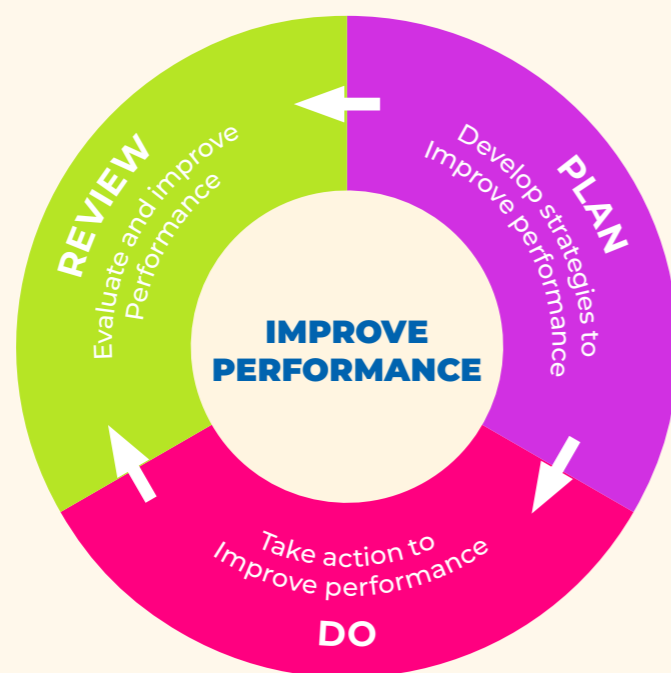
THE CURRICULUM

Assessment, recording and reporting

Our practice is based upon the plan, do, review cycle. We assess academic, vocational and personal and social progression.

This approach ensures that we take a holistic perspective and focus on the development of whole child assessing a broad range aspects of education.

This informs and facilitates effective planning, with recording and evaluation of work which allows achievement to be celebrated and plan for next steps of learning. This motivates young people to achieve their full potential, and our quality assurance enables accurate summative reporting to parents, carers, Local Authorities and Government Agencies.



THE CURRICULUM

Special education needs

All of our young people have Education Health Care Plans which identify cognition and learning as the primary need and may identify additional associated complex needs and co-morbidities.

The SENCO is responsible for ensuring young people with Statements and EHCPs receive their curriculum entitlement.

Assessment data and data obtained from our monitoring and tracing system is used to provide information for each pupil's Person-Centred Profile (PCP) which embeds the values of individuality, independence, privacy, partnership, choice, dignity, respect and rights.

Pupils with assessment levels below the national age are provided with extra support using a structured intervention. These interventions are based on current areas of needs which may relate to literacy, numeracy, physical and/or social emotional needs.

Academic Work and Training Outcomes for Students

Information will be available as our students progress and achieve their accredited outcomes.

Young People who have English as an Additional Language (EAL)

We welcome and value the cultural, linguistic and educational experiences which learners with EAL bring to the school. We implement school wide strategies to ensure that EAL young people are supported in accessing the curriculum. Our aim is to help EAL young people to become confident and fluent in English, where possible, in order to be able to fulfil their academic potential.

THE CURRICULUM

Careers education

All of our young people receive information, guidance and advice on planning their next steps whether into employment, training or further education. Careers Education at Westbury School is a progressive journey from Years 7-11.

The aims of the careers programme are to:-

- Develop positive attitudes in the pupils towards study and work.
- Develop employability and enterprise skills, such as teamwork and communication.
- Help students to plan and take control of their future making informed choices at key points in their education.
- Provide students with the relevant careers inspiration and guidance that is suitable to their personal needs including age, ability, attitudes and aptitudes.

- Provide students with a comprehensive understanding of opportunities post 16 and post 18 including traineeships, apprenticeships, school leaver programmes, HE, FE, employment, and training opportunities.
- Help students to reflect on themselves – their abilities, skills, aptitudes and attitudes – so that they can use this knowledge to consider their development.
- Provide students with impartial advice about options that are available to them.
- Provide equal opportunity of access to careers inspiration and guidance.

Westbury School will

continually maintain and develop excellent links with local and the wider employer community and those that are very specific to our students' interests.

Pupils have access to both an internal Careers Advisor and an independent Careers Advisor. At Westbury School our aim is to ensure that our pupils keep working towards their potential, as part of this, pupils are offered impartial careers advice in the form of group sessions and the opportunity to speak to a careers advisor on a one-to-one basis throughout the academic year. However, pupils will be made aware that they can make an appointment when they feel it is needed at any time.

PASTORAL CARE

Emotional well-being and support

In order to achieve the higher order academic and vocational outcomes, the emotional well-being needs of our students must be a priority.

Westbury has implemented a Health and Well-being School Coordinator who is responsible for ensuring that the good health and well-being of all learners is promoted and valued by the school. A well-being programme is in place which focuses on the development of key skills to equip our pupils in maintaining and improving their overall well-being. This whole school approach promotes emotional well-being and develops pupils' social and life skills.

At all times pastoral care and emotional support is available through an assigned key member of staff but also with all members of staff committed to nurturing and assisting young people.

All young people receive a weekly tutorial where they are able to review the preceding week, celebrating and reflecting upon learning, successes and challenges. There is a responsive programme of emotional literacy to forward plan with self-help strategies discussed and rehearsed.



BRITISH VALUES

Community spirit

Westbury School is committed to serving the community, in doing so, we do the following:-

- Recognise the multi-cultural, multi-faith and ever-changing nature of the United Kingdom.
- Understand the vital role we have in ensuring that groups or individuals within the school are not subjected to undue or illegal influence.
- Follow equal opportunities guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, disability, gender, sexuality, political or financial status, or similar.
- Are dedicated to preparing young people for their adult life and ensuring that we promote and reinforce British values to all our young people in all aspects of the curriculum.

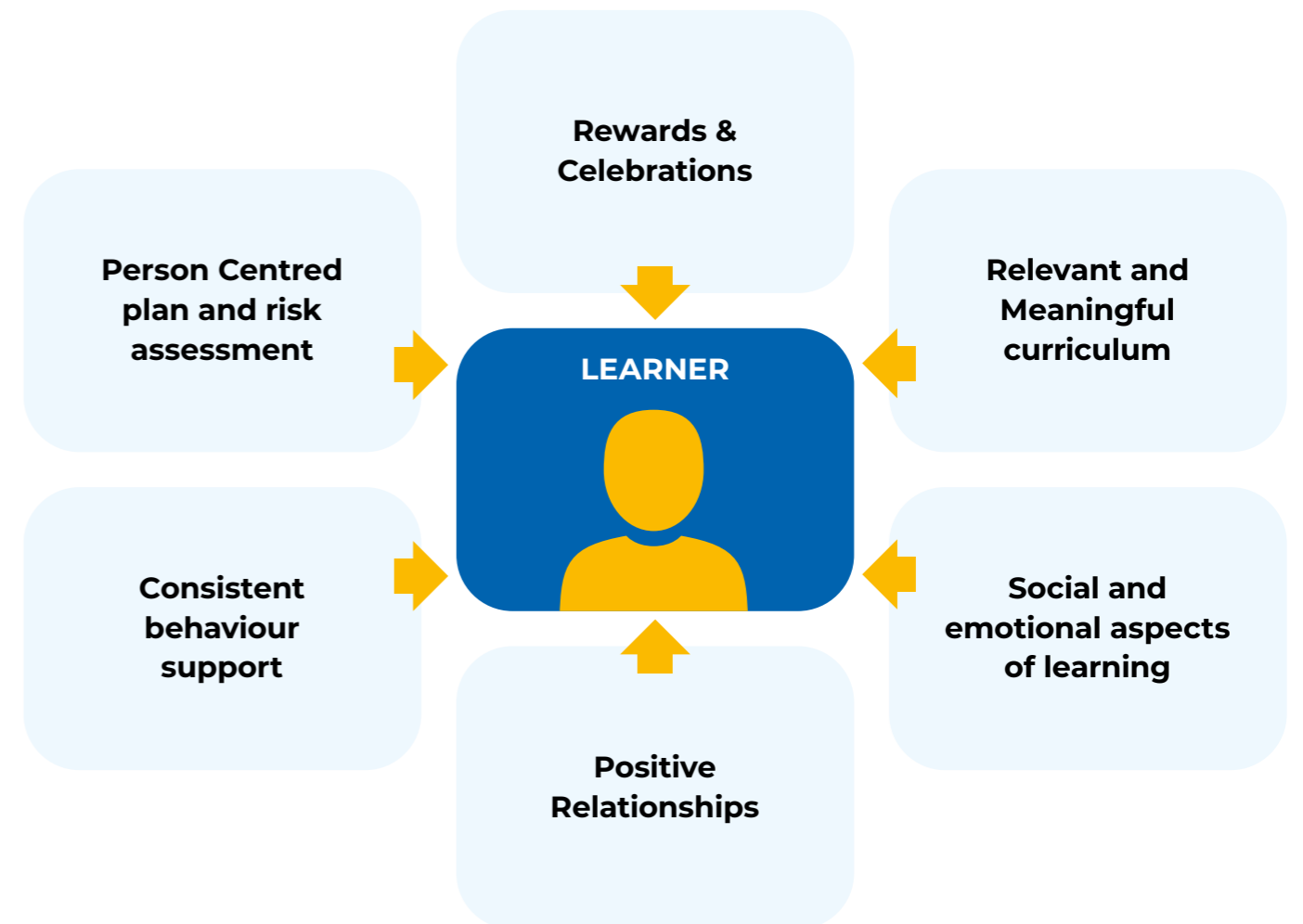


BEHAVIOUR

Positive behaviour support

Challenging behaviour has a communicative function and is often due to an underlying anxiety, frustration or sensory sensitivity.

Often, our young people will not show the stress they are feeling while they are at school, leading to different behaviour between school and home. Whilst it is not always clear what has triggered the behaviour, making it hard to control the situation and identify useful strategies, we monitor behaviour to recognise when anxiety or frustration is starting to build to prevent future issues where they may occur. Below are some of the strategies which we use to support behaviours: -



BEHAVIOUR

Anti-bullying

Bullying in any form is unacceptable to the Westbury School community and will not be tolerated. Our policy for managing bullying sets out how we will achieve this in practice, including a range of proactive approaches rooted in values based education.

Model behaviour

Staff consistently model positive behaviour, demonstrating the values of:- acceptance of peers, learners and visitors and listening to their points of view; courteousness; sharing and turn taking; mutual support and understanding; respect and responsibility.

Online bullying

Children and young people with learning difficulties can find social networking, forums, emailing, instant messaging, texting and online gaming an easier way to socialise. All children may be bullied via the internet or mobile phones, however, children and young people with autism may not be able to recognise cyber bullying as easily due to their lack of social understanding.

We address this area through our PSHE curriculum where online safety is a key component of all topics.

For more information on cyber bullying please visit:

www.childnet.com/teachers-and-professionals/forworking-with-young-people/hot-topics/cyberbullying

Zero tolerance policy

We have a zero tolerance of taunts or negative behaviours relating to any of the nine specific areas (or protected characteristics) which are covered by equality and diversity guidelines and legislation.

Please ask if you would like to see a copy of our Anti-Bullying Policy. You can also find a copy of our Anti-Bullying Policy on our website.



BEHAVIOUR

Safeguarding

- All young people have an absolute right to a childhood free from abuse, neglect or exploitation.
- All young people have an equal right to protection from abuse, neglect or exploitation and a responsibility not to abuse or exploit others.
- All staff (carers, teaching, support and ancillary) have a responsibility to be aware of the issues of child abuse/neglect and a duty to report and refer any concerns.
- Young people are kept safe when professionals work effectively together and share responsibility for protective action.
- Where there are concerns about a young person's safety, unconditional confidentiality cannot be guaranteed and should not be offered. When a young person has suffered, neglect or exploitation in the past, information on this should be shared only on a 'need to know' basis.
- Staff should be proactive by taking positive steps to inform young people of their rights to safety and protection. Their options on how to express their fears or concerns should be fully explained to them.
- When young people make allegations of abuse, neglect or exploitation they should always be listened to, have their concerns taken seriously and where appropriate, thoroughly investigated.

INFORMATION FROM SCHOOL

Communication commitment

Each young person in the school has a young person file which provides parents and carers with important information and an indication of how their child is progressing.

Information sharing

Parents and carers can see the information recorded about their children at any time.

If they are concerned about anything to do with their child in relation to their progress, they are encouraged to contact the school.

Westbury School shares information with parents and carers in the following ways:

- Termly PCP meetings
- Annual review
- Annual school report
- Parent / Carer consultation
- Open day event
- Website
- Letters
- Daily handover



INFORMATION FROM SCHOOL

School Policies

The full list of policies available are listed below and available on request.

Copies of policies relating to Safeguarding, Admissions and Attendance, Curriculum, Special Education Needs and Disabilities, Anti-Bullying, Complaints, Pupil Premium and Positive Behaviour are available on the school website. Other policies are available on request from the Head Teacher.

Part 1: Quality of Education Provided

- Assessment for Learning Policy
- Curriculum Policy
- SEND Policy
- Teaching and Learning Policy
- English as an Additional Language Policy
- PSHE Policy
- Equality Policy
- Teaching Observation Policy
- Tutorial Policy
- Reading Policy

Part 2: SMSC and British Values Policy

- SMSC Policy
- British Values Policy
- Cultural Capital Policy
- Protected Characteristic Policy

Part 3: Welfare Health and Safety of Pupils

- Admissions and Attendance Policy
- Anti-Bullying Policy
- Positive Behaviour Policy
- Child Protection and Safeguarding Policy
- ICT and Acceptable Use Policy
- Supervision of Children Policy
- Supporting Pupils with Medical Conditions Policy
- Positive Handling and Safe Touch Policy
- Activities, Holidays and School Trips Policy
- Health and Safety Policy
- First Aid Policy
- School Uniform Policy
- Child Looked After Policy
- Health and Well-being Policy
- Social Inclusion Policy

Part 4: Suitability of Staff, Supply Staff and Proprietor

- Safer Recruitment Policy
- Supply and Agency Policy
- Whistleblowing Policy

Part 5: Premises of and Accommodation at Schools

- Accessibility Policy
- Legionella Policy
- Medical Facilities and First Aid Policy
- Administration of Medicines Policy

Part 6: Provision

- Visitors Information

Part 7: Manner in which Complaints are Handled

- Data Protection Policy and GDPR
- Lone Working Policy

Part 8: Quality of leadership and management of schools

- Governance Policy
- Quality Calendar and Policy
- Compliments Policy
- Complaints Policy
- Staff Well-being Policy
- Visitor to School Policy
- Pupil Premium Statement
- Statement of Purpose



SCHOOL UNIFORM

What to wear

The correct school uniform should be worn at all times.

ITEM:	DESCRIPTION:
Trousers	Black trousers – Must be school style only. Trousers must not be skin tight, jogging bottoms or legging style.
Polo shirts	Red (plain style, with Westbury School logo)
Sweatshirt	Black (plain style, Westbury School logo)
Jacket	No coats or hoodies should be worn in school. Appropriate coats only.
Shoes	Traditional, sensible, flat black shoes only. On health and safety grounds for girls this precludes fashion shoes, and shoes with heels over 1". If lightweight shoes are worn in the summer term they must have an enclosed toe and heel, i.e. no "sling backs" or "peep toes". Training shoes should not be worn.
Jewellery	One pair of stud earrings may be worn. No other body piercings or jewellery may be worn in school.
Headwear	It is not appropriate to bring caps or other headwear or hair extensions during school hours. Hair should be tied back where appropriate for PE and other practical lessons. We respect the right for individuals to wear religious headwear.
PE Kit	Black jogging bottoms Black shorts/red t-shirt with school logo No vest tops/football tops White sports socks Sports trainers Fully waterproof jacket with hood No visible underwear

All Westbury School uniform should be purchased with school logo from:-

School Shop Direct
Unit 17-18 Sundorne Trade Park
Featherbed Lane
Shrewsbury
Shropshire
SY1 4NS

schoolshopdirect.co.uk
info@schoolshopdirect.co.uk
01743 440 449

Opening Times:
Monday – Friday: 9am-5pm
Saturday: 9am-4pm

SAFETY & WELL-BEING

General health & safety information

Health and Safety

The school's Health and Safety Policy ensures the safety and well-being of all young people, staff and visitors. All members of staff are aware of their responsibilities covering health and safety at work and will have undertaken the required mandatory training as appropriate. Periodic health and safety inspections are carried out by a competent person on the conditions covering all areas of the school. There is a rolling programme of maintenance to keep the standards of the learning and working environment at a high level. First aid facilities are provided and staff are trained in first aid. The school has an Activities, Holidays and School Trips Policy and procedure that complies with national guidance.

Smoking

Westbury School has a NO smoking policy. Young people may not smoke on the premises or bring cigarettes or tobacco on the premises.

Mobile Phones and iPads

Mobile phones and iPads should not be brought into or used in school.

Off-site Education

Young people studying off-site will be transported by company vehicles and supervised by staff at all times. All young people must wear seat belts while being transported. Parents / Carers will be notified in advance of all off-site activities.

Prescribed Medication

Young people may bring prescribed medication into school if required. This medication should be labelled and handed in at reception for storage with directions for use. A person trained in administering medication will supervise the taking of this medication.

NB: Prior written consent from parent or guardian is needed before any medication may be given to a child under 16.

Controlled medication must not be transferred from their original containers.



Long Term Medical Needs

Parents/Carers of young people with long-term medical needs, e.g. epilepsy, diabetes must discuss with the Headteacher any record of treatment and contact information will be held by the Administrator.

First Aid Emergency

First Aiders are on call in the school. A record is kept by the Administrator of all accidents reported, treatment given, visits to the medical room and medication administered.

Transport to Hospital

Young people taken to hospital by ambulance will be accompanied by a member of staff who will remain until the young person's Parent/ Carer arrives. Generally, staff will not take young people to hospital in their own car unless appropriate in an emergency. Sometimes Parents/Carers will be called and will be required to transport the young person to hospital.

Young people - Feeling Unwell

Any young person feeling unwell should inform their Class Teacher who will refer the young person to a First Aider in the medical room. The First Aider will assess the young

person and where appropriate contact Parents/Carers to collect the young person from school, or return them to class with an explanatory note.

Head Injuries

All young people sustaining head injuries will be issued with an advice form to Parents/Carers. Those young people with minor incidents are to show this to each of their remaining teachers that day. They should then give this to their Parents/Carers at home, in case of delayed concussion etc. More serious incidents will lead to Parents/Carers being informed as soon as possible. As with all serious accidents, the young person will be taken to A&E.



SCHOOL EXPECTATIONS

What the school expects of students

All members of Westbury School community should:-

- Be polite and show respect.
- Show consideration for others.
- Respect the school environment.
- Respect others' property.
- Attend school at the right times everyday.
- Show respect for peoples' differences.
- Always try our best.
- Be truthful and kind.
- Co-operate with each other.
- Allow everyone to feel safe.
- Never bully or allow bullying to take place.
- Value partnerships.

FEEDBACK

Compliments, comments or complaints

We know there will be times when students, carers, parents or placing authorities will want to give us feedback about our school and we will always be happy to hear from you.

If you feel that you would like to make a suggestion, let us know about something you were pleased with or indeed if we did not meet your expectations, please contact the school via the contact details at the front of this prospectus.

A complaints procedure allows for both formal and informal complaints. Informal complaints will be dealt with quickly, while formal complaints can be made in writing. Our full complaints policy is available from the school on request and on the school website. This policy is designed to help you raise concerns and ensures your complaint will be listened to and dealt with fairly. Should you wish to take your complaint further or if you feel you are unable to discuss the details with the School, please contact the Head Teacher via the contact details at the front of this prospectus.

School Information

**Westbury School,
Westbury, Shropshire,
SY5 9QX**

T: 01743 884 195

E: info@uniquecaregroup.co.uk

DfE number: 893/6040

The school office is open from 08.30 hours until 16.00 hours and messages can be left outside of office hours on the answering machine.

If a young person is absent please notify the Administrator as soon as possible. Written notification is required in order to authorise absences during the school day and to cover absences for any reason from school.

Young person appointments should, wherever possible, be arranged outside of school hours to minimise disruption to the school day.

PROPRIETOR DETAILS:

Kelly Leonard

Chief Executive Officer

Westbury School,
Westbury, Shropshire,
SY5 9QX

T: 01743 884 195

E: kelly.leonard@uniquecaregroup.co.uk

For any proprietor queries during both term time and holidays please contact:

Michelle Maguire

Managing Director & School Proprietor

T: 01743 884 195

E: michelle.maguire@uniquecaregroup.co.uk

