

Bridge 4 Learning Prospectus

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1. Introduction to and overview of our school

Thank you so much for your interest in our school. We are committed to providing a caring, structured learning environment in which all Young People can develop academically, socially and emotionally to their full potential.

Our staff have a relentless determination to help every Young Person who comes through the doors to succeed. We tell all our Young People that it is not what they've done in the past, but what they will do in the future that is important. Our expectations are very high for both behaviour and achievement, we have a long and robust reputation for helping complex Young People make much more progress than they would within a mainstream school environment.

With this in mind we recognise that for many of our Young People the journey of education so far have been far from easy, which is what we think creatively about our approach to learning. We know each Young Person well enough to be able to set ambitious targets for them and put into place a personalised education access plan and support which is right for them.

We love nothing more than celebrating the achievement of our Young People and take time to acknowledge the progress they make. We are delighted that 100 per cent of the students who leave us after Year 11 go on to further education, with many exceeding their own expectations.

FAQ:

[How old are the Young People at Weston Point College?](#)

We support Children and Young People from ages 11-18

[How long are the school terms?](#)

We follow the regular 38- week school calendar

What special needs do the Young People at Weston Point College have?

The school supports Young People who have a wide range of complex social, emotional and mental health issues. Many of our Young People have a diagnosis on the autistic spectrum and additional learning difficulties.

Can my child come to your school?

We admit Young People via Local Authority referral. Our catchment area includes 10 local authorities within an hour's drive. The Senior Leadership Team and College Directors assess each Young Persons' referral papers as supplied by the Special Educational Needs department of their Local Educational Authority. If it is felt that a Young Person could achieve with us then the Head Teacher will invite the Young Person and the team around them to visit the school. The visit is an opportunity for to see the school facilities, meet the staff, and discuss the referred Young Persons' needs with school staff. The Headteacher will advise overall suitability to the LA who will then confirm the offer of a place in writing, and advise you of the transport arrangements.

Is your school regulated and held to a high standard?

Our school, like all those in England is regulated and inspected by Ofsted. Our last Ofsted grade in July 2019 was "Good" in all four areas.

"The headteacher, senior leaders and proprietors are dedicated to their work and committed to helping pupils to engage in learning and realise their potential." **Ofsted report July 2019**

2. Statement from the Headteacher:

My name is Katie Anderson. I am the very proud Headteacher of Weston Point College. The reason I became a teacher was to make a difference in the lives of Young People. It is my firm belief that given the correct level of personalised support everyone can achieve. Therefore the ethos of Weston Point College is one of aspiration, inclusivity, unconditional positive regard and mutual respect.

Many of the Young People who come to our school may have felt rejection and misunderstanding in previous placements. So, it is mine and my team's aim to never give up on anyone who comes to us at Weston Point College. We strive to give every Young Person the confidence and opportunities to achieve their full potential.

The singularity of vision shared by staff and Directors enables us to provide the highest quality education and care for all our Young People as individuals. Indeed, staff will always go 'the extra mile' to create a caring environment in which Young People are encouraged to achieve within a climate that promotes curiosity and learning; enabling them to be the best they can be.

Our high expectations empower pupils to make outstanding progress academically, morally and socially. In addition, we focus on their place in the community, encouraging their development into active, resilient and responsible members of our ever changing society.

3.Our mission

Bridge4Learning is a new opportunity for success

Bridge4Learning offers the most vulnerable and challenging students the opportunity to re-engage with learning

Leading edge expertise, quality provision and total commitment are our vehicles for success. The Bridge4Learning ethos seeks to provide all students with a safe, secure and stimulating environment.

Weston Point College is a specialist service providing care and education for children and young people aged 11 – 18 with a range of Complex Needs, including autism, Asperger’s Syndrome, dyspraxia and ADHD, as well as impaired social or cognitive functioning due to early life trauma and attachment difficulties. We are an OFSTED registered school, rated ‘Good’.

Located in Runcorn, Chesire: Weston Point College provides a safe, nurturing educational environment for children and young people with Complex Needs. Based over two sites, our facilities provide children and young people with opportunities to exercise choice and control safely. We offer a wide varied range of activities and amenities designed to promote the development of life skills and apply learning within a range of situations and settings.

Personalised Support

Young People come to us with a range of complex needs and experiences. We take time to understand their unique situations so we can identify gaps in their learning and development and

provide tailored support. Any plan we put together will include support from our expert in house team and external agencies including counsellors, speech and language therapists, drug and alcohol and sexual health workers - who work with our Young People on a one-to-one basis when needed. We set clear targets which actively support the academic and personal progress of each Young Person.

Collaborative Support

Through daily communication with parents and carers, we involve families in every detail of their children's education. Having constant contact ensures a greater continuity of care at home and at school, which is really important in a child's development. Extending help outside the classroom is vital for our children, because we know that when life at home is stable, children do much better in school. We have on our staff an informed and experienced Family Support Worker who is available to work directly with parents and careers to ensure that the school is fully aware of and working to improve the life circumstances of our Young People. Providing a whole family centred approach to education.

Teacher and Students

When you walk through the doors at Weston Point College, you'll notice the great rapport between staff and Young People. Our teachers take time to understand what makes our children tick, so we can engage them not only within the classroom, but also on a social level too through a range of extra-curricular activities. Every morning, the Young People and staff share breakfast in their classrooms so they can catch up on anything that's happened at home and get off to the right start. We don't have a staff room either, so our team are always on hand to support students. The atmosphere between the teaching team and the Young People is very relaxed and the Young People know we are interested in them as individuals and not just in their educational performance.

Nurture Groups

Many of our Young People are particularly vulnerable and have not developed at the same social or emotional pace as their peers. These Young People benefit from the more focused curriculum provided by our Nurture Groups. Each group has a slightly different approach, but all focus on helping Young People develop core capabilities with enhanced social and emotional support.

Integrated Support

Our Young People generally follow the main curriculum during the morning and then choose from a wide variety of enrichment options in the afternoon. Within the time table we also schedule one-to-one interventions for Young People who need additional external support alongside therapy and counselling sessions. Every Young Person has a bespoke and flexible timetable which is focused on wrapping education around their individual needs. This holistic approach is integrated throughout the school as our support staff work closely with classroom teachers to ensure there is continuity of care across the board. It is so important that the Young People we educate not only gain recognised qualifications, but have an opportunity to explore and grow their own skills, interests and talents, too.

Outdoor Learning

We have a number of teachers who are qualified outdoor educational tutors and make good use of the local landscape to bring learning to life for our children. In our allotment and horticulture area children can learn practically about science, nature and the environment. Our students love getting their hands dirty and take great pride in seeing the vegetables they have grown on their dinner plates. Through our design and technology classes, they have made many of the display boards around

school and intricate items to take home, such as speakers and torches in our electronics classes.

' The school is excellent' and 'my child has come on leaps and bounds.' **Parent quoted in the Ofsted inspection 2019**

4. Our two educational sites

WPC is the original site where the school was founded. The WPC site provides education for boys and girls who may have been too vulnerable to achieve in a mainstream setting. The school is set up to meet the needs of students who benefit from a low arousal, calm and nurturing environment with small class groups and high staffing ratios.

WPC is the larger of the two sites and offers students space and a number of classrooms which have been set up to meet their individual needs. Site facilities include a library, sensory room, drama studio, food tech facilities. ICT/photography suite and a meeting room. As well as a fully equipped woodwork room, student kitchen, shower facilities and lots of open space.

The SALT site is a smaller provision which has a vocational focus and a high staffing ratio. All students are offered work experience placements which are supported by a personalised curriculum targeting key skills in literacy and numeracy. There are a wide range of work experience and vocational routes on offer to meet individual interests and these experiences aim to prepare students for their next steps and future employment.

5. What makes us different?

Weston Point College is committed to providing a student centred approach.

All staff go through intensive training on various topics which affect the Young People we support:

All staff complete training on Adverse Childhood Experiences and Trauma. Helping them to understand how children's traumatic experiences shape their lives and affected brain development and learning. We understand that all behaviour is a form of communication and we seek to understand what the young people are communicating through their behaviour and equip them with strategies to communicate more effectively.

We support the young people to talk openly about anything which may be troubling them and staff seek to help and guide. Both sites have "student concerns" boxes which are checked on a daily basis.

Each Young Person has a timetabled two weekly learning mentor session where they are able to discuss attendance, behaviour and set and review their personal targets.

"Pupils to talk freely about their experiences...." **Ofsted report July 2019**

"Pastoral support is highly effective in helping pupils to manage their feelings and emotions" **Ofsted report July 2019**

All staff receive annual Team Teach training and are skilled in using de-escalation techniques when dealing with difficult situations. We use proactive, caring and therapeutic strategies to support Young People experiencing high levels of stress, anger or anxiety. We are proud to say we have a culture of non-restraint - borne out by the fact that physical restraint is generally not required and we have not used physical restraint for a number of years.

ADHD Friendly School

Our school obtained this accreditation in February 2020 and it means that Weston Point College has displayed an outstanding

commitment to all of our learners with ADHD. As well as through staff training produced by the ADHD Foundation, our school has put into place an array of support structures and strategies to ensure that Young People with ADHD can access the curriculum fully and are happy and achieving at school. These include:

Tactile resources in lessons

Sensory spaces

Access to physical activity and exercise

Development of self-calming strategies

Breathing and mindfulness sessions

Commitment to health eating

6. Our teaching methods

With an innovative curriculum to reignite interest in each pupil, Weston Point College embraces a raft of initiatives with personalised targets to ensure every child can make excellent progress which is appropriate to their specific needs.

Our teachers and Instructors use a range of different strategies to engage pupils in learning. Most pupils are initially reluctant to engage in classroom activities because of their complex learning difficulties and their negative experience of school.

Staff work hard to build positive relationships with students and this provides students with the confidence and reassurance that they can join in with lessons, enjoy learning and achieve in school.

'Once pupils settle into school life, they engage in learning more readily and develop strong, trusting bonds with staff... teachers make learning fun and know how to get the best out of pupils'

Ofsted report July 2019

We have a generous staffing ratio, generally students work in small groups or on a 1:1 basis. We also offer an Outreach service for students who are unable to attend school for whatever reason.

All Young People complete a One Page Profile where they can express what is most important to/for them, from their own perspective.

Additionally we produce an Access Plan for all Young People which provides an overview of their EHCP plan and outcomes along with guidance for staff on the best ways to support the Young Person.

Healthy eating:

Promoting a healthy lifestyle is very important at Weston Point College. Our Young People are provided with a nutritious breakfast and lunch. Lunch is cooked by our experienced award winning school chef who has been a continuous presence at Weston Point College for the last ten years. Young People are encouraged to drink plenty of water during the day to stay hydrated and fizzy drinks are not allowed on the school site.

Sex and relationship education:

The Young People have access to timetabled PHSE lessons through which they are educated about sex, sexual health and relationships. Our Sexual Health and Relationships Instructor is fully trained and follows the Department for Education guidelines published Relationships Education, Relationships and Sex Education and Health Education 2019.

7. Curriculum information

KS3

Weston Point College offers students a wide, varied and individualised curriculum. We develop individual educational plans for each child, using the KS3 National Curriculum for English,

maths, science, computer science, history, and geography, personal, social and health education (PSHE), religious education, PE, art and design and technology. Every child's plan will be completely unique and we set targets and review progress on a regular basis. Alongside the National Curriculum subjects, we also schedule life skills, plenty of outdoor learning and get children involved in extracurricular activities including sports.

All young people have a curriculum map which sets out the personalised provision offered to them.

"Pupils benefit from an interesting curriculum which is tailed to their individual needs" **Ofsted report July 2019**

KS4

We cover the Key Stage 4 National Curriculum and our Young People work towards accredited courses such as GCSE's, Functional Skills and The Duke of Edinburgh Award.

We also offer a wide variety of educational experiences such as independence skills, community access and work experience in preparation for post school life. Our students enjoy a range of outdoor activities such as cycling and bush craft that are integrated with vocational skills which are offered depending on individual interests and abilities.

"A wide range of work-based learning experiences in areas such as construction, joinery and motorcycle maintenance are available to pupils" **Ofsted report July 2019**

Creative students are given access to courses such as Photography, Hair and Beauty and Art and Design. Our more practical students are given opportunities in joinery, plastering, bricklaying and those with technical abilities can try their hand at electronics and computing.

We believe that every interaction with our Young People is a learning opportunity and staff take every opportunity to develop pupils' skills and ability to be responsible citizens. As much as possible we try to link the students learning to their personal interests and curriculum planning is approached in a thematic way.

8. School safety and security

Weston Point College is committed to safeguarding within our organisation and we have a statutory duty to safeguarding and promoting the welfare of children and young people.

We aim to proactively safeguard and promote the welfare of children and young people so that the need for action to protect them from harm is reduced: "Working Together to Safeguard Children" (Department of Education). This includes against specific issues including sexual exploitation, female genital mutilation, forced marriage and radicalisation.

We have senior managers who are committed to children's and young people's wellbeing and safety. We are clear about people's responsibilities to safeguard and promote children's and young people's welfare. We make sure students' know what to do if they feel someone may be hurt or upset and who they should tell in college or in their community, this could be a staff member, family member, social worker or police officer.

We have effective recruitment and H.R. procedures including checking all new staff and volunteers to make sure they are safe and eligible to work with children and young people. We have robust procedures for dealing with allegations of abuse against members of staff and volunteers.

We ensure that all staff receive training to help them do their job well. We have vigorous procedures about how to safeguard and promote the welfare of young people. All of our staff have annual

training and regular updates on safeguarding and well being. It is a minimum standard that at least one member of staff involved in selecting staff and volunteers will have verified "Safer Recruitment" training.

The Head of College overall responsibility for safeguarding within the organisation. The Deputy Head is the Designated Safeguarding Lead (DSL): and will provide advice and support to other staff on welfare and safeguarding matters.

Housekeeping procedures are in place to ensure that all pupils are kept safe whilst in our care. For example:

All visitors to the school MUST use the front door where they must wait for a member of staff to greet them.

Young People are closely supervised with high staff/student ratios.

All staff have thorough understanding of Safeguarding and their responsibilities in keeping young people safe.

Staff are also aware of contextual safeguarding and staff have completed training on County Lines and Child Sexual Exploitation and Prevent.

Fire practices are carried out, monitored and reviewed.

Regular safety checks are made and our dynamic risk assessments are always under review.

All electrical items are tested annually.

CCTV is in operation on site.

Staff are trained in Emergency First Aid.

There are secure entry systems in place on all entrance and exits to the two sites.

"Proprietors work closely with leaders to ensure that stringent safeguarding procedures are adhered to and all independent school standards are met" **Ofsted report July 2019**

Our website:

<https://www.bridge4learning.org>

Thank you for your interest in our school.

SCHOOL HOLIDAY AND TERM DATES 2019-2020 – Updated January 2020

AUTUMN TERM DATES

<u>TERM TIME</u>	<u>HALF TERM HOLIDAY</u>	<u>TERM TIME</u>
Thursday 5 September 2019 To Friday 18 October 2019	Monday 21 October 2019 To Friday 25 October 2019	Monday 28 October 2019 To Friday 20 December 2019

- ❖ [Wednesday 4 September 2019 - staff development day](#)
- ❖ [Friday 20 December 2019 school will finish at 12:30 pm](#)

SPRING TERM DATES

<u>TERM TIME</u>	<u>HALF TERM HOLIDAY</u>	<u>TERM TIME</u>
Tuesday 7 January 2020 To Friday 14 February 2020	Monday 17 February 2020 To Friday 21 February 2020	Monday 24 February 2020 To Friday 3 April 2020

- ❖ [Monday 6 January 2020 – staff development day](#)
- ❖ [Monday 24 February 2020 – staff development day](#)
- ❖ [Tuesday 25 February 2020 – staff development day](#)
- ❖ [Easter Holidays 06 April 2020 – 17 April 2020](#)
- ❖ [Good Friday 10 April 2020 – Easter Monday 13 April 2020](#)

SUMMER TERM DATES

<u>TERM TIME</u>	<u>HALF TERM HOLIDAY</u>	<u>TERM TIME</u>
Monday 20 April 2020 To Friday 22 May 2020	Monday 25 May 2020 To Friday 29 May 2020	Monday 1 June 2020 To Wednesday 22 July 2020

- ❖ [May Day – Friday 8 May 2020](#)
- ❖ [Monday 11 May 2020 – staff training day](#)
- ❖ [Tuesday 12 May 2020 – staff training day](#)
- ❖ [Spring Bank Holiday 25 May 2020](#)
- ❖ [Summer Holidays 23 July 2020 – 2 September 2020](#)

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