

Inaura School Prospectus

2009 - 2010

Children do not come to the Inaura school because they cannot learn but in order that they might.



We work with the whole child to help them achieve more of their potential – a lot more!

The information published in this booklet applies to young people to be admitted to the school during the academic year 2009 -2010 and was correct at the time of printing.

It should not be assumed that there will be no changes in part or whole of any arrangements described in this booklet during the academic year 2009 - 2010 or in subsequent years.

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The Inaura school (DCSF Registration no. 933/6000) is part of Inaura the inclusion charity, a registered charity (no.1092152) and a company limited by guarantee (no.4158590). Our registered office is at 65 Central Hill London SE19 1BS.

Vision

The Inaura school is a research-based innovative project which seeks to re-engage children who are alienated from mainstream educational provision.

The school aspires to an exceptional level of effectiveness in building relationships with disaffected young people who may have offending histories, psychological disorders and dysfunctions, learning difficulties, complex and disturbed familial circumstances, very poor learning and schooling experiences and attitudes, negative views of professionals and adults and poor social skills and coping strategies. Our approach is distinctly therapeutic, and our intentions are educational and supportive.

We recognise that:

- our students may be 'unready for learning'; we manage this by addressing barriers to learning
- developing motivation requires the context of a voluntary purposeful ethic
- our school needs to meet educational standards and achieve educationally as well as delivering therapeutic growth

Our chief objective is to provide learning opportunities appropriate to our students' ages, needs, and circumstances. However, many of our students are with us for a relatively short time, and so we also make the achievement of prosocial attitudes a priority, together with learning outcomes which lead on to engagement with more mainstream learning and/or work opportunities after the students' Inaura programmes are completed.

We use a 'relational skills' approach to develop highly positive relationships of trust with students. This model has been tried and tested over the last 12 years, based on evidence and established psychological theory, and is transferable to new staff.

We also use a restorative justice approach to address boundary crossing, conflict and contention whether this arises in family, peer or learning contexts. Restorative justice enables us to act with the student rather than doing things to them (punishment) or for them (collusion). The approach leads to changes of outlook and activity from the student, matched by changes in opportunities offered to them.

We understand behaviour as a means of communication. We address difficult behaviours by understanding the hidden and unmet needs underlying them. We find this approach, applied within a relational and restorative model, highly effective in normalising behaviours and improving the use of verbal communications. In a voluntary individualised context, there are far fewer reasons why a student needs to confront and act out.

The models briefly outlined above are supported by an ethos and culture which is inclusive, egalitarian, fair, and transparent. Overall the ethos may be described as 'value-based pragmatism'. That is, our strategic thinking

and planning is directed by this humane ethos but for each individual student it is also realistic, practical, achievable and direct.

Aims

- To develop well-motivated self-regulated individuals
- To re-engage disaffected students with the learning environment
- To provide a safe, tolerant, intimidation-free, caring and supportive environment.
- To foster an atmosphere which values different cultures, self discipline, mutual respect and good humour.
- To foster close links with other education establishments to secure continuity and progression, and develop models of excellent practice.
- To facilitate re-integration into mainstream education where appropriate.
- To promote the ethos of the school in the community as a place of successful learning and extend links with community groups and local businesses to equip learners with means to access the modern workplace.
- To prepare all students for the responsibilities and opportunities of citizenship and to provide them with the varied skills they need for success.
- To raise aspirations, expectations, confidence and self-esteem in our students.
- To promote active and participative learning, including the widest possible variety of teaching and learning styles.
- To ensure parents, carers and the wider community are regularly informed of our students' achievements.

General Information

Inaura School is an Independent School and is part of the Inaura Charity (Reg No 1092152), for students aged 10- 16.

Telephone	01458 830434 (Godney) 01458 690211 (Burrowbridge)
Email	office@inaura.net
Postal address	Manor Farm Cottage Lower Godney Wells Somerset BA5 1RZ
School hours	Monday to Friday 9.30 – 4.30pm
Headteacher Deputy Head	Adam Abdelnoor PhD CPsychol FRSA Liz Sharpe BSc (Hons), Dip Ed, CPPS

Other staff

Connie Lane	BA Hons Religious Studies PGCE Education (QTS)
Lesley Kennedy	BTEC Childhood Studies; BA (Hons) Humanities with Eng Lit. PGCE Primary Education (QTS)
Cathy Metcalf	BA Hons Fine Art & Painting; Computer Studies & Mathematics HND First Year; C++ Programming 1 st Module; Studying BSc Programming
James Pye	BA (Hons) Combined Studies, Humanities; PGCE (QTS)
Carolyn Sutton	BA (Hons) English Lang & Lit; PGCE (QTS) Primary
Mandy Vearncombe	NVQ 3 Health & Social Care, Young People & Children
Sharna Jones	Experienced with Adults Learning and Behavioural Difficulties (Senior Support Worker); Qualified Trampoline Coach
Marigold Ryder	Trainee Learning Support Worker

School facilities

Inaura School is an independent school catering for students from 10 to 18 years with emotional, social and behavioural difficulties. We currently have four bases in Somerset – three at Godney near Wells and one at Burrowbridge near Taunton/Bridgwater.

Samways, Burrowbridge: Our main offices and teaching centre for older students.

The Satellite, Godney: Meeting and resource centre used occasionally for teaching.

Garslade House, Godney: A farmhouse converted for use as the main teaching centre for younger students.

Manor Farm Cottage, Godney: Training and examination centre. Also used for therapy, special occasions, meetings, and occasional teaching for students.

Supporting our students

At Inaura School we are accustomed to working with children who have diagnoses of ADHD, ASD, OCD, ODD, Tourette's Syndrome, Dyslexia and other specific mental health problems.

There is a strong system of therapeutic pastoral care in place, including full time learning packages, managed moves, restorative conferences, family learning and on-line learning. In addition we hold regular meetings to discuss any issues arising in order to provide the best opportunities for all our students. Within the school itself, students are supported by our

one-to-one staff / student ratio which ensures that all students receive the individual help they require both in and out of the classroom.

Partnership with parents and carers

The School values the support of parents and carers and aspires to keep you up to date with all aspects of the students' progress.

You will be provided with a mobile and landline number and we welcome your call whenever you want to discuss anything with us.

Parents and carers are encouraged to share their concerns about managing their child at home and we can often provide direct support to parents who ask us for it.

The school will provide you with an annual educational report, as well as contributing to the Looked After Children reviews. The Personal and Individual Education Plans (IEPs)/study plans are regularly reviewed and the statement of Special Educational Needs is updated on a yearly basis.

The Curriculum

Teaching and learning at Inaura School follows the prescribed curriculum as laid down in the Education Reform Act of 1988 and Curriculum 2000, adapted and differentiated for individual learning needs and styles.

All our students have an entitlement to a broad, balanced and relevant curriculum, individualised to recognize different learning needs and styles, irrespective of ability, gender, ethnicity or social background.

Flexible approach

Our approach to education within this framework however is flexible in order to recognise the individual needs of each student. Most of our students have previously experienced difficulties in engaging with learning and education has, for them, become a negative experience. We aim to reverse this trend and re-kindle our students' enthusiasm for learning.

Year 7 to 9 students follow an appropriate curriculum including the following subjects: English, Maths, Science, Information Technology, History, Geography, and Religious Education.

Other areas of study such as careers, health education, equal opportunities and citizenship are taught through the Personal, Social and Health Education programme.

In addition students are supported through

- Liaison with the Connexions Service and careers guidance.
- Specialist support and nurturing to encourage substantially improved and regular attendance.
- Individual Behavioural/relational strategies.
- Individual mentoring and tutoring programmes. Access to IT.
- Opportunities to express and develop emotional literacy.
- Extra-curricular activities and a variety of school visits using facilities within the community.
- Specialised PSHE and Citizenship programmes which are relevant to and address the needs of the student.

Keystage 4 (Years 10 and 11, Ages 15 and 16)

Currently all students in Year 10 and 11 take the core subjects of English, Maths and Science as well as the Key Stage 4 statutory requirements of IT, , Careers and Citizenship. Additional subjects ensure access to a broad and balanced curriculum, providing a number of options for:

- GCSE
- Entry Level examinations
- Unit Awards
- Adult literacy and numeracy certificates
- Basic skills certificates.

Work related learning is an important part of the Key Stage 4 curriculum providing opportunities to engage in either an extended work experience or work experience block (risk assessments permitting).

This includes:

- The preparation, planning and support for such placements.
- Regular contact with the relevant Connexions service
- Preparation for the post 16 phase of their education in conjunction with other agencies
- College link programmes with local colleges
- Life skills programmes
- Physical education and sport

All students are offered opportunities to take part in PE and sports activities,

Pupils with special needs

Inaura School provides for students with statements of special educational needs and supplies extensive support in school due to the high staff to student ratio. Where students have a particular difficulty in numeracy or literacy, an individual programme will be implemented.

The school has a Special Needs Policy. If you wish to consult this document, please contact the school.

Re-engagement with learning

All students undergo an initial assessment on admission to Inaura School which informs the initial study plan. Students unable to access a regular timetable straight away will be furnished with an induction plan. This will suggest ways of developing engagement with the student.

Our over-arching objective is to teach and provide learning opportunities appropriate to our students' ages, needs, and circumstances. We have identified a curriculum element which in mainstream settings would be taken as easily achieved - readiness for learning- and have accordingly developed a new assessment tool which provides us with a 'readiness for learning profile'.

Readiness for learning

Where there are barriers to learning we always seek to address these. In this way we will be able to identify students' non-academic learning needs, and provide a psychosocial programme which reduces these barriers. We can show why some of our students make limited educational progress, what we are doing about it, and we can measure and demonstrate this and the changes which help the student be ready for learning. When students are 'ready for learning' we expect them to make rapid progress in a 1: 1 tuition environment.

Alternatives to GCSE

We modify our study plans to cater for those Key Stage 4 students for whom it may not be appropriate to follow a full GCSE programme.

- Literacy/numeracy support
- Entry Level Certificates in most curriculum subjects
- Unit Awards in curriculum and vocational subjects
- Adult Literacy and Numeracy certificates
 - Level 2 equivalent to a GCSE C grade.
 - Level 1 equivalent to a GCSE D grade.

Ideal for students who are with us for a short time – not long enough to do a full GCSE.

- Outward Bound/Forest School Programmes

Time is always allowed during the school day in order to discuss targets, progress, coursework and any areas of difficulty the student may be experiencing.

Careers Education and Guidance

Careers guidance forms an important section of the PSHE programme. In addition, all students have access to specialist careers information and advice from a 'Connexions' Adviser to provide wider advice and guidance.

Religious education and collective worship

The school has no religious affiliations. Religious Education is included in the PSHE curriculum for all young people. Parents and carers who do not wish their children to follow the programme of Religious Education are asked to write to the school. An alternative provision will be made for these students.

Sex education

Sex Education is delivered a part of our PSHE/science courses. All the areas specified in the National Curriculum are covered. Parents and carers

who do not wish their children to follow the programme of sex education are asked to write to the school. The school has a detailed policy statement. If you wish to consult this document, please contact the school.

Citizenship

All students in Key Stages 3 and 4 are required to follow a national curriculum course in Citizenship. The key elements in the programme of study are 'Becoming Informed Citizens', developing skills of enquiry and communication and developing skills of participation and responsible action. This is delivered through a range of subject areas including the Personal, Social and Health education programme.

Examinations entry policy

It is our policy that if young people have studied a course over Key Stage 4, they should be entered for the appropriate examination. This provides the opportunity for all young people to achieve their full academic potential. These exams may be at Entry Level or GCSE. Inaura School also offers the Unit Award Scheme which accredits vocational skills such as construction, motor mechanics, Greencrafts and horticulture.

School journeys and visits

The school is firmly committed to the educational value of visits and many of these are an integral part of Entry Level and GCSE courses in Art, Geography, History and Science.

There are also a number of visits to museums, art galleries and other places of interest throughout the school year.

Parents/carers receive notification and details of all visits by letter well in advance so consent can be obtained where required.

The Outdoor Curriculum

We encourage our students to take part in a range of outdoor activities. We often provide these as part of the students' incentive plans (see below).

Outdoor activities may include:

- Abseiling
- Mountain Biking
- Archery
- Mountain Walking
- Swimming
- Open Water Swimming
- Potholing
- Canoeing (Kayaking)
- Caving
- Rock Climbing
- Dry Slope Skiing
- Fishing
- Sailing
- Go Karting/Buggies/Quads
- Skateboarding
- Grass Skiing/Sledging
- Horse Riding
- Ice Skating
- Sub Aqua
- Snorkelling
- Land (sand) Yachting
- Low Rope Courses
- Water-Skiing/Wind
- Surfing
- Moorland Walking and Camping
- Trampolining

PLEASE NOTE:

Your child will only be offered a few of these activities and the opportunity may depend on them completing sufficient work.

We always follow our manual for safe conduct of activities which you may see on request.

We will always ask for your consent before offering your child one of these activities.

Incentive plans

We recognise that students will only work if they are motivated to. We have found that many students are able to re-engage with learning if they have sufficiently generous and well-planned incentives.

- Incentives are only provided for work and tasks completed, not for behaviour.

- Incentives may be used in many different ways. They may be accumulated and used to obtain new clothes or a favourite activity.
- They may be converted to 'in-kind' incentive such as food and drink
- Occasionally they may be converted to cash which is given to the parents to use appropriately and as agreed with us.

We do not give students cash unless they are in year 11 and we know they need it for their own subsistence. This will only happen if we are quite sure the cash will not be misused.

Incentive plans are agreed entirely at our discretion. We reserve the right not to agree an incentive plan.

Promoting good behaviour in the school

- We expect our students to show us the same respect we show them.
- Students participate on a voluntary basis and so there is no need for them to misbehave to avoid school.

Inaura's approach to behaviour is fundamentally different to behaviour management and modification approaches.

We consider that much of the time problematic behaviour can be seen as a communication of feelings and needs.

- We respond to the communication rather than the behaviour itself, within a relational approach
- We train pupils to use relational skills and improve their ability to talk about their feelings and needs
- We encourage cooperation by negotiation
- We do not resort to coercive techniques

The aim is for pupils to start to share their hopes and anxieties more directly and honestly. This approach removes the need for the pupil to display unacceptable behaviour in order to communicate.

We do, however, expect our pupils to allow us to provide them with an appropriate learning programme. We facilitate this interaction by rewarding pupils for completion of modules of work and for taking the relevant assessment. There is little need for sanctions within this system as positive outcomes are rewarded and lack of outcome is not.

At Inaura School we support our pupils in learning communication skills and respect for themselves and others. Our ultimate goal is for our pupils to develop into well-adjusted, self regulated and successful adults.

We teach our students to show respect for others by

- Not using verbal or physical abuse or intimidation
- Not using offensive language
- Being polite and cooperative towards staff
- Being polite and tolerant to other pupils
- Respecting other people's property
- Respecting school property

We teach this by 'modelling' the behaviour we want to see from the students. So staff

- Never use threatening, bullying or belittling language
- Never try to intimidate students
- Never make remarks the student might find offensive or teasing
- Are always polite and cooperative with students and other staff
- Show respect in all things

We expect our pupils to attend school regularly and be on time for lessons. Pupils should not bring anything into school which might endanger the safety of themselves or others. All pupils have the right to an education appropriate to their needs. Both pupils and teachers have the right to work in a safe environment free from fear or intimidation.

Homework

Homework can play an important part in a pupil's education. It sets good working practice and is essential to build upon and extend the work done in school. It is not, however, obligatory at Inaura. Our pupils often have difficulties in re-engaging with education on arrival and initially the setting of homework may not be in the pupil's best interest. We do, however, encourage the completion of homework once the pupils are settled and particularly in the case of pupils who are studying for examinations. The amount of homework varies according to age and ability. Most homework tasks will take the form of written work. However, reading and revision also form part of the homework programme and these are just as important in helping pupils to progress.

School uniform

We do not have a school uniform. However, it is our aim that all pupils should be tidy and care for their appearance.

How the school operates

Admissions policy

Pupils are admitted to school when all relevant documentation has been obtained, particularly the risk assessments. Pupils will have had difficulties in working in a mainstream school and frequently find themselves unable to relate effectively with their peers. They all exhibit challenging behaviours as a result of previous trauma in their lives and may or may not have a statement of Special Educational need.

All of the young people in our care are particularly vulnerable and therefore need a high level of child protection. Inaura School has a comprehensive Child Protection Policy based on government guidance as laid out in circular 04217-2006 "Safeguarding Children and Safer Recruitment in Education".

This ensures that:

- All staff and volunteers have been subject to an enhanced criminal records check.
- Staff are trained in Child Protection Procedures.
- Students are able to discuss any issues concerning them with a trusted adult in school.
- Telephone numbers of Child Protection organisations are posted in the school.

Students may contact their social worker or other agency on request. We encourage other agencies to be involved in ensuring the student makes good social and personal progress as well as academic progress.

The school curriculum aims to develop the self-confidence and skills of the pupils so that they can speak out against any abuse to themselves or others.

Assessment

1. We gather as much information as possible from the placing authority and previous school and by asking the young people themselves.
2. Pupils undertake a formal assessment of both literacy and numeracy levels in order to inform future planning of their educational needs and in addition are assessed on their readiness for learning profile
3. The Statement of Special Educational needs is used to inform planning of both educational and behavioural/social/personal programmes.
4. Re-assessment and target setting occur every half term to ascertain progress and to evaluate the efficacy of the learning programme. The Study Plan/Individual Education Plan (IEP) is then moderated to reflect any changes/progress.

Attendance

Regular attendance is expected of all our pupils and the induction meeting with a new pupil will stress this. Where pupils have a previous history of non-attendance, every effort is made to overcome this and re-engage the pupil with education.

However, we are patient with our students and give them time to make themselves ready for school. We realise that some students may have very mixed and difficult feelings about school, work and study. We believe students will overcome these difficulties given enough time and the right support.

Exclusion

The school does have the right to exclude a pupil in line with DSCF guidance. However, wherever possible, students will not be excluded from school.

Parental holiday

Some parents have to arrange their holidays while the school is in session. In these cases, a Holiday Form should be completed. Please note that such holidays should not be for more than ten school days in anyone academic year. The forms can be obtained from a school and should be submitted at least two weeks before the proposed holiday. Pupils are not normally allowed absence for any holiday that does not involve their parents. When planning holidays care should be taken to avoid school examination weeks.

Appointments in school time

Whenever possible dental appointments etc. should be arranged out of school hours.

Illness and accidents

If pupils feel unwell while at school or have a minor accident they are taken back home. It is not, however, a pupil's right to phone parents or to demand to go home.

Further information

Parents and carers wishing to see or acquire DCSF documents or School Policy documents should apply to the school.

School policies are available as follows:

Accessibility plan

Admissions

Assessment, Testing, Recording and Reporting

Attendance

Anti-Bullying

Behaviour Management (incl. policies on racism)

Child Protection

Control & administration of medication

Curriculum

Drugs and Alcohol Education

Equal Opportunities

Freedom of Information

First Aid

Health & Safety

Homework

Internet Access

Physical intervention & restraint control

School Visits

Sex Education

Special Educational Needs

Syllabuses and Schemes of Work used in the school.

Complaints Procedure

Copies of results of public examinations for the previous year can be obtained from the school on request.