COMPASS COMMUNITY SCHOOL BOLEYN PARK

PROSPECTUS

MOTIVATE | EDUCATE | INSPIRE

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“Pupils are happy and settled in this harmonious school. They have positive and trusting relationships with staff. This helps them to feel safe.”

OFSTED

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WELCOME!

Welcome to Boleyn Park. We are a specialist SEND school, who work with children from 8 – 18 years. Boleyn Park is a learning difficulties school, which bridges the gap between mainstream and SLD. As a result of these additional difficulties, our students may also have disengaged from a previous educational setting – and need to rediscover the joy of learning…which is the reason why Boleyn Park was set up.

Boleyn Park is accommodated on two separate sites. Trinity, our original site, has capacity for 4 students in two separate classrooms. It has its own small garden – where students are able to enjoy gardening, play games, plant veg and play basketball. Labyrinth, our new site, has capacity for 20 students, across its 4 classrooms. The site also includes a sensory room, a cooking room, a therapy room and a 1-to-1 room.

We are a friendly and welcoming community, who make every effort to foster a nurturing environment – in which all of our children feel comfortable learning in. Visitors to our school regularly comment on how warm and caring the atmosphere is.

"Pupils are happy and settled in this harmonious school. They have positive and trusting relationships with staff. This helps them to feel safe. Pupils know that staff value their views and want the best for them." *OFSTED*

In keeping with all Compass schools, we use a holistic approach to education – with the child at the centre of our thinking at all times. Because of this, the work we do is therapeutic, as well as academic in nature. Our therapeutic pastoral lead works closely with staff and students to ensure that therapeutic learning is woven into the fabric of the lessons we deliver.

"Pupils' wider development is catered for well. There is a strong focus on well-being. Pupils have access to a range of therapies to help support their social and emotional development." *OFSTED*

Amardeep Panesar
Executive Headteacher

The teacher on our Trinity site is assisted by a Higher-Level Teaching Assistant (HLTA) and 2 Teaching Assistants (TAs). At Labyrinth, 4 teachers, 3 HLTAs and 3 TAs work with our children. In addition to their specialisms, all of our staff are SEND trained. Having such high staff to student ratios means that a student's needs can be immediately addressed, rather than risking a period of confusion and potential frustration. At Boleyn Park, the bespoke nature of our work allows us to teach to "stage, not age" – with each of our students benefitting from a curriculum that has been adapted to their developing needs.

Central to the success our students' experience are the high-quality, purposeful, relationships between students and their teaching staff. We have encouraged the family feel that pervades our school and appreciate the value our students also put on this. (It has not been uncommon for a prospective new student to want to start immediately, once the first visit has been completed.)

We also know how important the role of enrichment is in our curriculum, in encouraging a young person to fully engage with the world around them. For this purpose, we offer our students a broad range of extracurricular activities. These include swimming, outdoor learning, visits to farms, local woods and beach trips, the zoo, panto at Christmas, trampolining and laser tag. As with all aspects of our provision, we are constantly adapting it to suit our students' developing interests.

"Pupils enjoy a wide range of activities beyond formal lessons." OFSTED

Life at Boleyn Park is driven by the aspirations it has for its students. We guide them to develop the qualities that are valued in modern society, such as independence, fairness, respect for difference and self-respect. We want our students to feel ready for their next steps, and prepare them with an ongoing programme of life skills – including team building and presentation skills. We are proud of what we do here. By the time they leave us, we want our students to look back fondly at their time at Boleyn Park, and forward to a life enriched by it.

Next steps

If you would like to visit Boleyn Park, to see for yourself how our therapeutic, child-centred approach could make a difference to your young person, please contact:

pupil.admissions@compass-schools.org

VISION STATEMENT

MOTIVATE - EDUCATE - INSPIRE

'Compass Community Schools motivate children and young people to engage with education and overcome barriers to learning. Our vision is to inspire learners to make positive life choices and to provide pupils with a therapeutic education which enables them to make the most of their life chances."

OUR ETHOS

- ☑ A passion to include everyone
- ☑ A desire to treat everyone equally
- ☑ An ability to respect difference and diversity
- ☑ To celebrate all achievement
- ☑ A commitment to healthy, open and respectful relationships
- ☑ A deep sense of purpose that things can change and be transformed for the better
- ☑ A sense of perseverance to keep going for as long as it takes
- ☑ An acceptance that failure is not the opposite of success, it is a part of success

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STUDENT WELFARE

Learning difficulties can manifest themselves in many different forms. At Boleyn Park, we are committed to supporting our pupils with all the challenges they face throughout their educational journeys.

Working closely with psychologists and therapists to provide a "team around the young person" we provide targeted support whenever required. This is also evident in our curriculum planning – where the therapeutic needs of our students are foremost in our thinking. When lessons don't go as planned, our therapy team provide timely interventions and alternatives, so that barriers to learning can always be overcome.

So that a child can have the smoothest possible start, we gather as much information as we can, before the child's journey with us begins. This will include input from parents and carers, as well as documented data – such as EHCP and KS2/3 results. Although school visits are an integral part of the admissions process, we also offer home visits – to help a student become comfortable around our staff team. (We can also arrange visits from other relevant professionals.)

Once equipped with an accurate picture, we then build a set of challenging targets and tailor a curriculum that the child can start to access on day one.

By starting with slow transitions, we ensure the student is comfortable and regulated at the beginning of their journey with us.

Our students' needs are always central to our decision making. As we are keen that they develop the personal qualities that will enable them to be successful in the future, Boleyn Park encourages its students to develop into responsible citizens. We want our students to treat others as they would like to be treated: caring and respectful, with a strong sense of what is 'right'. Our school helps pupils to develop inner discipline and actively encourages students to avoid "following the crowd".

We want our young people to enjoy their education and to become lifelong learners as a result. By maintaining high aspirations for our students, we encourage them to engage with the opportunities that are offered to them. We are always looking to celebrate our students' accomplishments and take every opportunity to encourage them to develop self-belief as their knowledge and skills grow.

“Pupils enjoy a wide range of activities beyond formal lessons. They like swimming, cooking and visiting the local farm to look after the ferrets.”

OFSTED

ADMISSIONS AND SCHOOL VISITS

Boleyn Park welcomes referrals from local authorities as well as referrals for pupils with placements in Compass Children's Homes and with Compass foster carers.

Before a student starts their placement at a Compass Community School, we endeavour to gather as much information as we can about them to ensure that can support them in the right way, right away. This includes their most recent EHCP or PEP where present, school reports, EP assessments and anything else that might help us to understand the child.

We also request end of KS2 results so we can build an accurate picture of a pupil's individual needs and set suitably challenging targets. We seek input from all appropriate parties including parents and carers, previous schools and all other professionals in a child's network.

When a pupil is placed at a Compass Community School, part of the initial planning process will include:

- ☑ Arrangements for the child, parent/carer to attend an informal visit to the school
- ☑ Sharing of key info and policies with the child, parent or carer
- ☑ Arrangements for baseline assessment by the school
- ☑ Specialist staff to develop a short induction timetable to support their transition into our school environment

School visits are an integral part of the admissions process. They are a great opportunity for pupils and their parents or carers to ask questions, get a feel for the environment and see what our schools have to offer. Some pupils may need multiple visits before they start with us, which we are more than happy to arrange, as well as visits from relevant professionals.

LEARNING FUNDAMENTALS

Our pupils can join us at any stage in their educational journey. We recognise that each student brings a unique set of experiences, and we are well-equipped to meet them where they are.

To gain a clear understanding of each learner's academic and emotional starting point, we use multi-functional assessments such as baselining. These are complemented by further assessments at the end of each topic, which help us confirm understanding and identify those who may need to move between learning pathways. Specialist staff carefully design an individualised induction timetable to support each student's transition into our school.

Using a therapeutic approach, we help pupils process past trauma so they can fully engage in their education. We also provide a nurturing environment that allows every student to grow at a pace that is right for them. At the heart of our offer is an ambitious, adaptable curriculum that encourages all learners to develop the skills and confidence to become lifelong learners.

OUR CURRICULUM

Our curriculum is designed to give pupils with learning difficulties (either moderate or severe) the experiences and opportunities they need to prepare for adult life. These include the development of functional skills, as well as communication, resilience, confidence and independence.

To do this, we have a multi-tiered curriculum, which is tailored to the learning needs of our individual pupils. This incorporates national curriculum subjects, as well as vocational qualifications – such as BTEC or ASDAN.

Following initial assessment, our students access the pathway which is best matched to their individual needs. This is not a fixed pathway, as students may exceed expectations and then take a more academic route.

Emphasis is also placed on meeting emotional and sensory needs – which our high staff-to-student ratio enables us to continually monitor and support.

Along with intellectual development, we also want our pupils to develop strategies in communicating and regulating their emotions – so that they can take full advantage of opportunities to engage with others within their circles and the wider community. To help with this, all our education is therapeutic in nature – and includes regular visits and inclusive support materials.

CAREERS ADVICE

We take our pupils' aspirations very seriously. To help them to plan for their future careers, we provide a range of ongoing advice and guidance. This includes plans for further education and training.

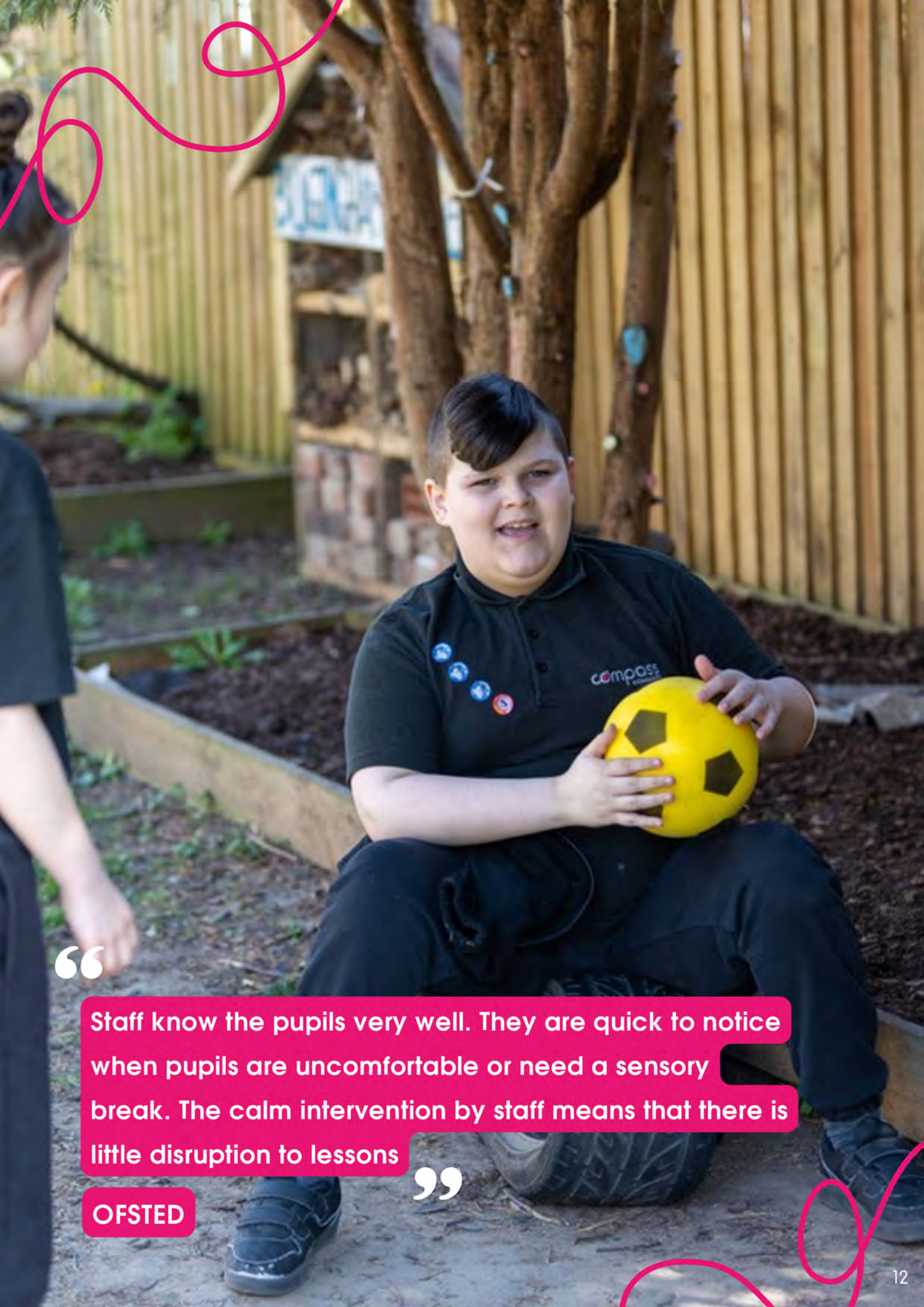
Career planning and development is an integral part of our curriculum. This may include developing business and entrepreneurial projects, citizenship skills, taking an active role in the student council, researching routes into a chosen profession and seeking work experience to prepare for it.

Boleyn Park understand that our pupils can experience a wide range of barriers to learning, which (left unaddressed) can have a negative effect on future career opportunities. Knowing how important this is, we use a variety of interventions to help our young people overcome these obstacles.

The work we do in this area is always popular with students and enables them to look forward to far brighter futures. Our current interventions include teaching work skills from day one and offering a range of work experience opportunities. In year 10 & 11 we also offer an employability qualification and/ or a Certificate of Personal Effectiveness.

Angela Hall
Post 16 Coordinator

"My role as post 16 education coordinator involves providing advice and guidance to both colleagues and carers across Compass, where there may be challenges with post-16 education. I also provide one-to-one career guidance in our Compass schools to our students, and help develop our careers programmes."



“Staff know the pupils very well. They are quick to notice when pupils are uncomfortable or need a sensory break. The calm intervention by staff means that there is little disruption to lessons”

OFSTED

STAFFING

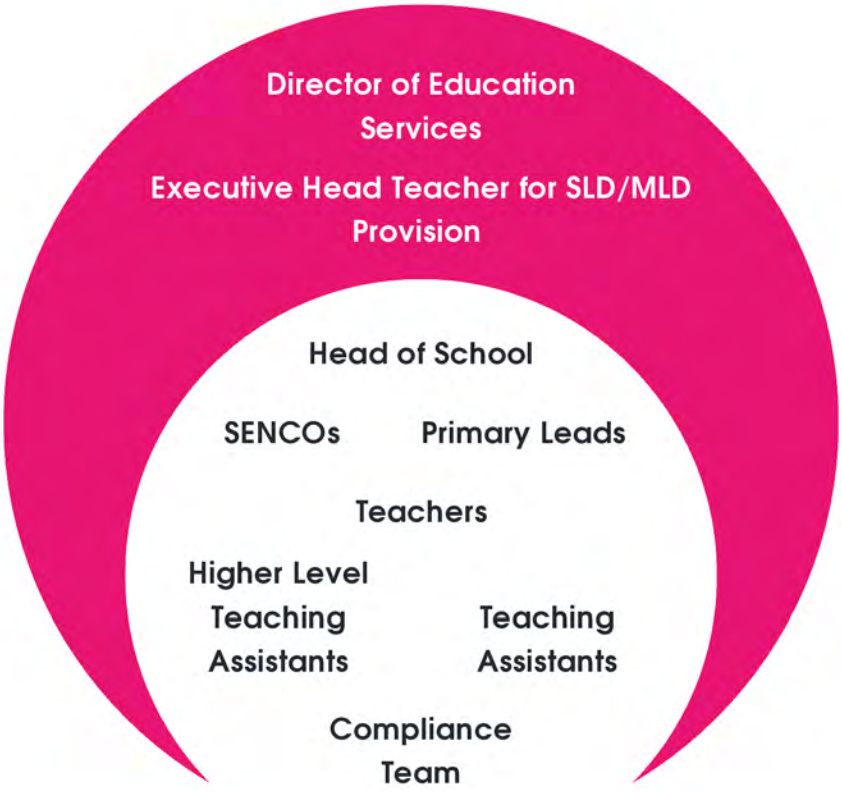
At Boleyn Park, we carefully select staff for our school who have the drive, resilience and passion to change the lives of vulnerable young people. Our staff teams are made up of highly skilled teachers and support staff, who are dedicated to motivating, educating and inspiring our children.

The beauty of a smaller school is that our students benefit from more one-to-one, personalised support, and a curriculum which is tailored to their individual needs.

All of our teaching team are given specialist, therapeutic training to help them understand and support the specific needs of each child learning in our school. We are dedicated to supporting our team's professional development – and always encourage staff seeking further training and qualifications.

Amardeep Panesar
Executive Headteacher
Designated Safeguarding Lead
"We strive to deliver a holistic education experience which helps children develop personal qualities, which are valued in British society such as thoughtfulness, honesty, respect for difference, moral principles, independence, and self-respect."

Each of our school structures are slightly different depending on children's ages, abilities and learning needs, but the team are made up of the following roles.



A Message from our Senior Director of Education Services

I am very privileged to be the senior director of education services at Compass Community Schools. Every day I work with a talented team of qualified education professionals who are passionate about providing a safe, nurturing and engaging environment within which all young people can learn.

Central to our approach is the children's emotional and attachment needs as we know that, once these are addressed, effective learning can happen. This can sometimes be challenging but as a team we are committed to supporting our pupils through the whole learning journey. We are extremely fortunate to work with a team of psychologists and therapists working closely with us to provide a 'team around the young person'.

This therapeutic approach helps us to understand the child holistically and consider how they might best engage in education, especially considering many of the pupils may have had negative educational experiences before joining us.

We are passionate about all children accessing and most importantly, enjoying education. Our aim is for our pupils to continue to be lifelong learners who are motivated to make the most of the opportunities that they may encounter. We maintain high aspirations for all our pupils and recognise that not all learning happens inside a classroom; our school curriculum provides a wide range of opportunities and experiences to engage and inspire our learners.

We take great pride, not only in the work that we do, but also the academic and emotional accomplishments of the young people we teach and look forward to enabling all of our young people to build self-belief, friendship skills and resilience.

Rebecca Slayford
Senior director of education services

“Teachers consistently use strategies linked to pupils’ support plans to make appropriate adaptations… ensuring curriculum access for all pupils.”

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