



Salmons Brook School Candidate Information 2022-2023

Introduction to Salmons Brook School



Salmons Brook School is a mixed special school, which caters for young people with social, emotional and mental health (SEMH) needs.

Our students' primary need will be SEMH and some may have co-occurring needs in one or more of the following areas: communication and interaction; cognition and learning; sensory and/or physical needs.

Our vision and core purpose is to **improve the quality of life for our school and wider community by nurturing potential.**

We are focused on developing positive character traits within our students and approach this through a shared commitment to our 'CREATE' values.

Our aim is that all students at Salmons Brook:

- Engage and grow together as part of an inclusive Community, rooted in fairness.
- Develop secure and lasting Relationships, fostered by kindness.
- Share experiences that provide Enrichment, enhanced by teamwork.
- Foster ambitious Aspirations, through a commitment to learning.
- Build a culture of Trust, by displaying honesty in their actions.
- Achieve their potential, supported by a personalised Education and a curiosity for learning

We will achieve these aims by:

- Delivering an innovative, ambitious and highly specialised curriculum, which includes exposure to enrichment activities that develop personal growth.
- Creating a therapeutic, student-centered learning experience, which focuses on the specific needs of the student, develops self-esteem and helps build secure and lasting relationships.
- Fostering community cohesion to challenge inequality and embrace diversity.

Salmons Brook School opens in September 2022 for 40 students Year 7—10. The building was designed and built to meet the needs of the students attending the school.



Admissions at Salmons Brook School



Salmons Brook School is within Enfield LA and is situated on Bell Lane in Edmonton. Salmons Brook School is opening in September 2022 for Year 7 – 10 and has 40 places (10 per year group). Salmons Brook School will grow each year by one additional year group, up to Year 13. Salmons Brook School will be at full capacity in the year beginning September 2025, with a total of 70 students.

Salmons Brook School Admissions Criteria:

Salmons Brook School is a specialist school for students who have an Education, Health and Care Plan with a **primary need of Social, Emotional and Mental Health (SEMH)**. Some students may have co-occurring areas of need in one or more of the following areas:

- Communication and interaction
- Cognition and learning
- Sensory and/or physical needs

Students referred and admitted to Salmons Brook School are likely to present with:

- Significant mental health issues
- Forms of social and emotional difficulties
- Speech, language and communication difficulties

Students referred and admitted to Salmons Brook School may also be characterised as follows:

- Functioning significantly below national expectations and may contradict early academic profiling that predicted average rates of progress
- Having significant gaps in their knowledge and understanding across a range of subjects compared to learners in mainstream schools
- Having numeracy and literacy difficulties
- Showing signs of high ability, which may have previously identified them as gifted or talented
- Having other forms of additional and/or special educational needs.

The school is committed to providing a broad and balanced curriculum, based on the National Curriculum for those students of compulsory school age. This is blended with opportunities for students to develop functional skills, social, emotional and independence skills and employability skills in preparation for adulthood.

Our curriculum is underpinned with student's personal and social development and therefore ensures that learning is personalised to each individual, meaning that their individual therapeutic provision and highly differentiated and individualised timetables are in place to ensure that all students can access learning and flourish, over time.

In practice this means our learners:

- Enjoy a curriculum that recognises their diverse learning needs and styles and which stretches and challenges them
- Enjoy access to a variety of age-appropriate extra-curricular activities and have opportunities to participate in the school community
- Access recognised programmes of study, personalised learning and, at post 14, receive independent advice and guidance on options and choices for progression
- Develop learning skills so that everyone has the opportunity to study at least 5 GCSE subjects, or the equivalents .

Our School



At Salmons Brook School we work towards our core purpose and desire to **improve the quality of life for our school and wider community by nurturing potential.**

Salmons Brook is a specialist school, and our approach to special educational needs provision and support is a whole school approach. We have a 'wave' approach consisting of three waves:



Teaching and Learning (Pedagogical Principles):

- Dynamic 'Assess, Plan, Do, Review'
- 'Brain breaks' (within lessons)
- Dynamic responses and awareness to the classes needs (FLOW Theory)
- Clear planning and awareness of students interests in order to maximise engagement (FLOW Theory)
- Pre-planned feedback sessions / 'fix-it feedback' / motivational (strengths based)

Curriculum:

- CREATE learning (15min timetabled sessions, 2 per day)
- Character Curriculum
- Circles of Intervention
- Choices and Consequences
- Extended schools enrichment offer

Wellbeing:

- Tutor Time (*Readiness to Learn/Reflection*)
- Trauma sensitive learning environment
- Zones of regulation
- Emotion Coaching
- Restorative Actions Plans
- Circles – Healing and Social
- Relationship Agreements'
- Celebration
- Calm Room
- Sensory Room

Academic:

- Academic Circles – Subject specific focus
- Programmes as designed by specialist staff

Social:

- Social Skill Groups
- Emotional literacy
- Programmes as designed by specialist staff

Therapeutic:

- Counselling
- Mentoring

Sensory play

- Programmes as designed by specialist staff

Cognition and Learning:

- Integrative Therapies
- Educational Psychology input

Communication and Interaction:

- Integrative Therapies
- Speech and Language

Social Emotional and Mental Health:

- Integrative Therapies

Sensory and Physical:

- Integrative Therapies
- Occupational Therapy (fine motor, gross, core)

The Leadership Team

The Leadership Team at Salmons Brook School consists of:



**Andrew Lloyd—
Headteacher Designate**



**Lauren Skuse—
Deputy Headteacher
Inclusion and Wellbeing**



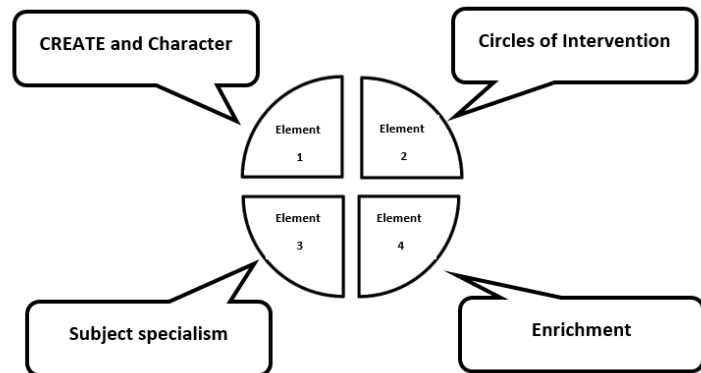
**Kimberley Matthews —
Deputy Headteacher
Quality of Education and
Personal Development**

Our approach to Curriculum



At Salmons Brook School we have designed a curriculum which encompasses our unique 'four-element' approach:

- Element 1—CREATE and Character**
- Element 2—'Circles of Intervention'**
- Element 3—Subject specialism**
- Element 4— Enrichment**



These four elements combine to allow for an individualised personal , social and academic development pathway for our students .

Element 1 — CREATE and Character:

CREATE — Community; Relationships; Enrichment; Aspirations; Trust and Education

Each half term our curriculum is guided by one of our core CREATE values. These values are explicitly taught through our CREATE Learning and Character lessons.

Element 2 — 'Circles of Intervention':

Each day at Salmons Brook School there is a lesson dedicated to interventions. This intervention could be in line with a young person's EHCP e.g. a 'Social Circle' (social skills group) or a 'Therapeutic Circle' (speech and language/ OT) or it could be an 'Academic Circle' to help bridge the gap in a young person's learning. 'Circles of Intervention' will vary each day based on a student's needs.

Element 3 — Subject specialism:

Subject specialist curriculum – each subject has an allocated number of lessons each week and within these lessons specialists will deliver a specialised curriculum (based on the National Curriculum) that enables all students to develop the knowledge and skills required for each individual subject discipline.

Element 4 — Enrichment:

At Salmons Brook Enrichment is one of our key values. We believe that Education should be fun, and we constantly seek to enrich learning opportunities by giving students a say in what they learn and engaging learning outside of school e.g. offsite learning opportunities including trips and visits to other locations.

Our extended school's enrichment offer runs every day from 3.30pm - 6pm. It is designed in collaboration with our students and is aimed at providing opportunities for our students to pursue their interests and aspirations whilst also having access to experiences they may not have previously had.

Our approach to Learning



Salmons Brook have a 'Principles of Learning' approach which includes:

- Cognition and Learning
- Social Emotional and Mental Health
- Communication and Interaction
- Literacy across the curriculum

Cognition and Learning:

We define these as principles as how we cultivate learning and support progression. Our cognition and learning principles enable us to meet the varied individual learning needs of our students and enable individual and whole group progression in individual lessons, series of lessons and over time.

Principles	So that
Staff design coherent instruction reflecting the teacher's knowledge of content and of the young people.	Teaching takes into account the specific learning needs of each young person.
Staff ensure formative assessment is woven throughout lessons and pre-planned and timely feedback is given.	Young people can address misconceptions , know their next steps , and make swift progress .
Staff model knowledge and skills and show young people how to achieve tasks.	Young people have clarity around what they are learning and what success looks like.
Staff make adjustments during teaching in response to changing conditions .	When young people encounter difficulty in learning, teachers persistently seek alternate approaches to help young people be successful .

Social Emotional and Mental Health:

We define these principles as how we nurture engagement and stamina for learning. Our social, emotional and mental health principles enable us to embrace the strengths, talents and interests of our students and use these to develop their emotional literacy, confidence, self-esteem and resilience.

Principles	So that
Staff cultivate ' strengths-based ' learning environments that foster aspirations .	Young people share positive emotional experiences that support their ambitions .
Staff heal dysregulation by employing trauma-sensitive approaches .	Young people develop the ' emotional literacy ' to understand their needs and how to self-regulate .
Staff design opportunities to build stamina for learning.	Young people develop a growth-mindset and resilience .
Staff embrace and provide opportunities for individual choice .	Young people develop an intrinsic motivation which encourages curiosity in learning.

Our approach to Learning



Communication and Interaction:

We define these principles as how we support and develop our student’s communication and interaction knowledge and skills. Our communication and interaction principles enable us to create a cohesive community that through our use of language, routines and restoration develop secure and lasting relationships.

Principles	So that
Staff plan how information is given to young people, giving effective explanations with clearly defined outcomes .	Young people have enough time to process what has been said and construct a ‘considered response.’
Staff communicate consistent expectations and develop routines .	Young people feel secure within predictable routines and <u>are able to</u> develop trusting relationships .
Staff adapt language to ensure that it is accessible for all and appropriate for the individual.	Young people understand and participate in ‘active communication’ and interact with kindness .
Staff recognise behaviour as a means of communication to express an unmet need .	Young people are encouraged to ‘use their words’ and engage honestly to reach a fair restoration .

Literacy across the curriculum:

We define these principles as how we support and develop our student’s literacy skills and reading fluency. Our literacy principles enable us to create a cohesive community that has a consistent approach to the teaching of vocabulary, reading, classroom talk and writing using the strategies outlined below.

Principles	So that
Staff pre-teach vocabulary by breaking it into parts and putting it into context .	Young people’s working memory has the capacity to access learning.
Staff model ‘reciprocal reading’ strategies and responses to texts.	Young people have the confidence to apply comprehension strategies to what they read.
Staff establish routines around how and why young people talk for learning .	Young people are prepared to use discussion as a means for learning .
Staff use metacognitive strategies to explain the conventions of writing .	Young people understand the purpose and form of different types of writing.



The Restorative Approach

The restorative approach is a way of working with behaviour and conflict that puts the focus on repairing the harm that has been done. It is an approach to behaviour and conflict resolution that includes all the people involved. At Salmons Brook School our restorative approach is carried out through our 'Healing Circles'.

A 'Healing Circle' occurs following an incident, everyone involved is invited and are asked to share what their involvement was, how the incident has affected them. There is then an agreement about what needs to be done for things to be put right. This agreement at the end of the 'Healing Circle' would be considered a restorative action and this would include the actions that need to be carried out. These actions would usually include a way of 'making things right,' this would be considered a consequence for the incident or conflict. These actions and consequences would be linked or related to the initial incident.

If an incident cannot be resolved through a 'Healing Circle', either because the incident was more serious in nature, or because the members of the circle could not agree to a restorative action plan, a restorative conference would be called. This would include the young person and their parents or carers and any other agencies involved. The conference would be chaired by a member of Salmons Brook School, with the aim of coming to a resolution around the incident.

Choices and Consequences:

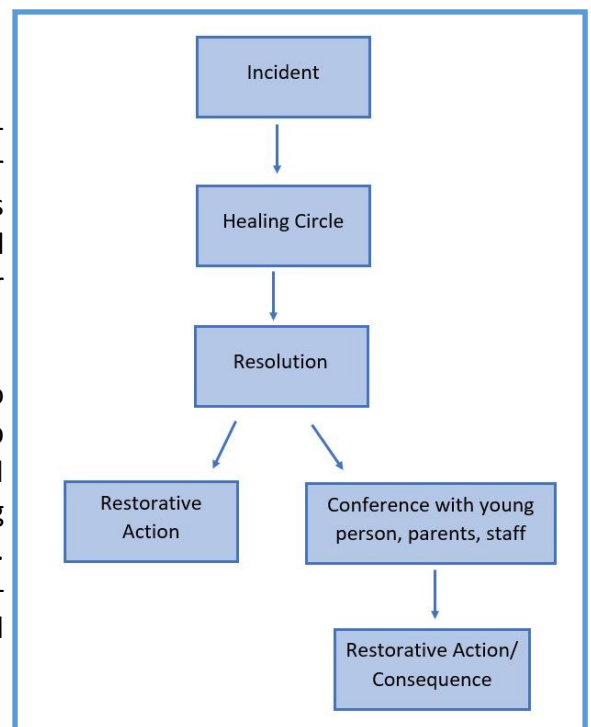
Salmons Brook School believes in The Restorative Approach. However, every individual behaviour, incident or conflict must be looked at individually. Where an incident is more serious in nature, or where students do not respond to preventative strategies to resolve an incident, further action may be needed to deal with the incident.

All students at Salmons Brook School are empowered to make their own choices and are given information to help them come to these decisions. Understanding choices and consequences is a life-skill and is important for preparing for adulthood, the world of work and life outside of school. Our approach as a school is to support our students by linking the choices they make with the action that occurs, and then the consequence of that action.

All students at Salmons Brook School will be given choices at the end of the restorative approach, these will include restorative actions to repair the situation that has occurred. We recognise that these choices will need to be suitably framed for a young person to understand the link between their actions and the consequences. The young person is given the power to decide which choice they are going to make.

For older students or those with the capability to process additional information, staff may tie in the consequences and choices into their longer-term goal that they are working towards. This may involve reference to academic goals or aspirations they have.

At Salmons Brook School our choices and consequences are based on our CREATE principles and are carried out through the restorative approach.



Wellbeing and Behaviour



At Salmons Brook School, our restorative approach is underpinned by 'Zones of Regulation' and 'Emotion Coaching'.

'Zones of Regulation':

Salmons Brook School uses Zones of Regulation as a whole school language framework to support positive mental health and skill development. 'Zones of Regulation' is an inclusive strategy for all students including those who are neurodiverse, those who have experienced trauma, and/or have specific needs in terms of social, emotional, and behavioural development.

'Zones of Regulation' creates a systematic approach to teach regulation by categorising all the different ways we feel and states of alertness we experience into four concrete-coloured zones. Integrating in cognitive behaviour therapy, students build skills in emotional and sensory regulation, executive functioning, and social cognition. The framework is designed to help students move toward more independent regulation while also honouring and respecting each young person and their unique self.

The 'Zones of Regulation' are:

- The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A young person may be elated or experiencing anger, rage, devastation, or terror when in the Red Zone
- The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions; however, one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone
- The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs
- The **Blue Zone** is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.



'Emotion Coaching':

In conjunction with 'Zones of Regulation', Salmons Brook staff will all use 'Emotion Coaching' techniques to structure the language that is used with our students. There are four steps to 'Emotion Coaching', they are:

- **Step One: Recognising the young person's feelings and empathising with them:** This step does not require physical action, it is the internal recognition and acknowledgement of the staff member that the young person is experiencing an emotional moment.
- **Step Two: Validating and labelling with the emotion the person is feeling in the moment:** This step requires the use words to reflect back the young person's emotion. This may include a reference to the 'Zones of Regulation' by stating what zone the young person is presenting as.
- **Step Three: Setting boundaries:** This step is about acknowledging the behaviour (having already demonstrated empathy and validation in the previous steps). In this step, staff will make clear that some behaviours are not acceptable. This may be approached with a clear direction or choice for the young person, depending on the young persons presentation at the time.
- **Step Four: Problem Solving:** This step takes place when the child is calm, a staff member with the young person would consider what they could do when they feel those strong emotions next time. This may take place through a 'Healing Circle', depending on the circumstances of the situation, or it may take place through a reflection with a staff member.



Interventions

Salmons Brook School has adopted a structured and carefully planned model of interventions to provide the support that our students require. This time is built into every young person's timetable and accounts for 45 minutes each day (not always at the same time) for every young person.

These interventions will both support the wider academic needs of our students, as well as specific interventions as outlined in a young person's EHCP.

Interventions at Salmons Brook are called 'Circles of Intervention' and fit within our four-element approach to the curriculum.

'Circles of Intervention' can include:

'Social Circles':

'Social Circles' are social communication and interaction interventions. This could be to support some of the following identified areas:

- Developing friendships
- Emotional literacy
- Anger management
- Understanding feelings

'Social Circles' are offered based on a young person's individual needs.

'Therapeutic Circles':

'Therapeutic Circles' are therapeutic interventions which could be input from specialist services such as:

- Speech and language
- Occupational therapy
- CAMHS (Child and Adolescent Mental Health Services)

'Therapeutic Circles' could also be time with a counsellor or other therapy service, based on the needs of the individual young person.

'Academic Circles':

'Academic Circles' are curriculum-based interventions. This could be to support some of the following identified areas:

- Literacy
- Numeracy
- GCSE

Enrichment at Salmons Brook School



Salmons Brook School is open Monday—Friday from 8am to 6pm. Our formal school day is from 8.30am—3pm, all other times are considered a part of our Enrichment offer.

Salmons Brook School is open from 8am—8.30am for breakfast club and all our students are invited to arrive at school early and have breakfast in our restaurant supported by staff.

After school our Enrichment programme runs from 3.30pm—6pm.

The school day finishes at 3pm, and while the Enrichment programme is prepared, our students spend time in the restaurant eating, or in the library for independent study, supported by Salmons Brook staff.

At 3.30pm the Enrichment programme begins. The programme will vary each half term, we try to incorporate as many different elements as possible that will inspire and engage our students, including asking for their opinions, views and suggestions when creating the offer for the next half term.

Salmons Brook staff support our students during Enrichment, and we work with external providers and community groups to broaden our Enrichment offer, there are also members of the school staff who run activities. We will always have a member of our senior leadership team on site during Enrichment hours.

An example of some of the Enrichment programme activities are:

- Cooking
- Basketball
- Steel pans
- Football
- Bike maintenance
- Boxing
- Inclusive theatre
- Duke of Edinburgh
- Gardening club
- Mechanics
- Languages
- Media

In addition to our daily Enrichment programme we also aim to have regular parent and community events. These will take place during the Enrichment times and will include things such as:

- Family cooking and budgeting groups
- ‘Growing Together’ - utilising the outdoor space for gardening and growing our own vegetables
- Theatre shows in our own bespoke theatre space within the school

Our overarching vision around Enrichment is to further our core purpose and desire to **improve the quality of life for our school and wider community by nurturing potential.**

Life at Salmons Brook School



The formal school day begins at 8.30am and looks like this:

Our Key Stage 3 timetable:		
Time	Activity	Mins
8:00 - 8:30	Breakfast /Welcome	30
8:30 – 8:45	Tutor Time	15
8:45 – 09:30	Lesson 1	45
09:30 – 10:15	Lesson 2	45
10:15 – 10:30	CREATE Learning	15
10:30 – 11:15	Lesson 3	45
11:15 – 12:00	Lesson 4	45
12:00 – 12:30	Lunch / Interventions	30
12:30 – 13:15	Lesson 5	45
13:15 - 13:30	CREATE Learning	15
13:30 - 14:15	Lesson 6	45
14:15 - 15:00	Tutor Time/Reflection	45
15:00 - 15:30	Study Time	30
15:30 - 18:00	Enrichment	150

Our Key Stage 4 timetable:		
Time	Activity	Mins
8:00 - 8:30	Breakfast /Welcome	30
8:30 – 8:45	Tutor Time	15
8:45 – 09:30	Lesson 1	45
09:30 - 09:45	CREATE Learning	15
09:45 – 10:30	Lesson 2	45
10:30 - 11:15	Lesson 3	45
11:15 - 11:30	CREATE Learning	15
11:30 – 12:15	Lesson 4	45
12:15 - 13:00	Lesson 5	45
13:00 - 13:30	Lunch / Interventions	30
13:30 - 14:15	Lesson 6	45
14:15 - 15:00	Tutor Time/Reflection	45
15:00 - 15:30	Study Time	30
15:30 - 18:00	Enrichment	150