

# Phoenix Primary and Phoenix Secondary School

(Collectively known as Phoenix)

## Prospectus 2021 / 2022



# *Phoenix School*

*Making a difference where it really matters*

Dear Parents/Carers,

Thank you for your interest in our school.

Phoenix is a well-established special school, which offers a unique service to the children of Tower Hamlets and East London. It is a school with an excellent reputation and is well regarded. Phoenix is a caring, well ordered school, which encourages mutual respect between staff and students.

Phoenix has two sites, Phoenix School and Phoenix Upper School. The two sites are within 8 minutes walk from each other and cover the age range 3-12 and 12-19 respectively. The Upper School site has only recently been completed and offers students a wonderful learning environment and this is reflected in the curriculum.

Phoenix College (independently run by Phoenix Autism Trust) 19-25 is located on the south site at Phoenix Upper.

At Phoenix, we believe it is important for students to achieve their full potential and we offer a rich and stimulating curriculum, individually tailored to student need, reflecting good practice in an environment that supports student learning.

This prospectus is designed for parents, head teachers and staff from visiting schools and professionals who wish to know about the school.

It will attempt to give some basic information and to provide background reading before a visit. Parents with children at the school will find the information useful to keep and to add to when updates are sent home.

In order however, to appreciate the school, you will need to visit and anyone who is involved with children who have special needs, will be very welcome.

Yours sincerely,



Veronica Armon  
Executive Headteacher

## School Information

Executive Headteacher:	Ms Veronica Armson	
Deputy Headteacher Primary:	Ms Catherine McNerney (interim)	
Deputy Headteacher Secondary:	Mr Paul Pearce	
Head of Primary:	Ms Kate Mason	
Head of Secondary:	Ms Sandra Clarke	
Assistant Headteacher Early Years, admissions and inclusion:	Ms Emily Hughes	
Assistant Headteacher Teaching, Learning, Behaviour and Training	Mr Louis Mauder	
Assistant Headteacher Transitions and Work Related Learning:	Ms Jude Donoghue	
Assistant Head Outreach:	Ms Eleanor Galloway (interim)	
Speech and Language Team Lead	Ms Ciara McCone	
Phoenix College Principal:	Mr Renato Marques	
Chair of Governors:	Ms Laura Worsley	
Chair of Finance, Premises and Personnel Committee:	Mr Graham Findlay	
School Address:	Phoenix School 49 Bow Road Bow London E3 2AD	Phoenix Upper School Paton Close Bow London E3 2QE
Telephone:	020 8980 4740	020 8629 8700
Fax:	020 8980 6342	020 8980 0107
E-mail:	<a href="mailto:admin@phoenix.towerhamlets.sch.uk">admin@phoenix.towerhamlets.sch.uk</a>	
Website:	<a href="http://www.phoenix.towerhamlets.sch.uk">www.phoenix.towerhamlets.sch.uk</a>	
School Hours:	9:00am - 3:15pm	
Students on roll	476	
Age range:	3 - 19 years	
Local Education Authority:	London Borough of Tower Hamlets Mulberry Place 5 Clove Crescent London E14 2BQ	
Telephone	020 7364 5000	

## **Phoenix Ethos and Values**

Phoenix School is a well-established special school, which offers a unique service to the children of Tower Hamlets. It is a caring, well-ordered school, which encourages mutual respect between staff and students. We admit children and young people with severe language and communication difficulties whose needs lie within the autistic spectrum. The school has a multi ethnic population, which reflects the diversity of the borough.

We offer a rich and stimulating curriculum, which is individually tailored reflecting good practice in an environment that supports the students' learning. The school offers a range of sensory and therapeutic interventions and a multidisciplinary approach to student needs. The school has developed a holistic approach working in partnership other agencies, parents and families to have their needs met from one centre. There is a strong focus on maintaining good relationships between home and school. We encourage respect for others, good manners and tolerance.

The school is known locally for its positive links with the wider community. It celebrates the faiths of the multi-ethnic community of the school and its surroundings

There is a commitment to sharing our learning with other communities and in turn learning through the partnership. We have alliances with schools in Bangladesh and in India following visits from colleagues to us and to them.

Phoenix School is a Rights Respecting School. We implement the UN convention of the rights of the child and ensure that students are taught about their rights. As adults, it is our responsibility to ensure that we are honouring children's rights at all times, and that we are modelling rights respecting behaviour and values in class and around the school. All classrooms have visual reinforcement regarding children's rights, and it is important that all staff are aware of this and reinforce this issue through their practice.

We believe it is important for students to achieve their full potential and importance is placed upon achievement at all levels. Student achievement is celebrated and positive rewards are used to promote and encourage good behaviour and learning.

There is a caring yet purposeful atmosphere within the school and there is a balance of focus between welfare and achievement for all.

The overall aims for students who attend Phoenix are no different to the aims for those attending mainstream schools. There are however clear differences in terms of resourcing, organisation and the emphasis on social, emotional and academic needs. At Phoenix, we aim to give all students equality of opportunity and this is clearly stated in our mission statement:

**"to offer a positive, life enhancing education, providing opportunities for the development of each individual potential towards a fulfilling adult life".**

## **Long Term Aims**

- To raise the achievement of all students at Phoenix and to develop the use of communication and interaction skills including the use of augmentative communication devices
- To ensure that the school has the capacity to meet the needs of those who are referred to the school.
- To enable students to gain higher levels of independence through awareness of self, relationships with others and development of aspirations and decision making.
- To ensure all staff and governors have access to training in order to maintain strong professional expertise and to share good practice in order to meet the needs of our student population.
- To work in partnership with the local authority (LA), other schools and professionals to provide a multidisciplinary approach, to meet the needs of students placed at Phoenix and those served by our Outreach Team, in line with the LA's inclusive strategy.
- To support our partnerships with business, industry and the local community and raise the profile of autism.
- To develop the use of ICT with students in all aspects of the curriculum.
- To provide an environment to meet the needs of the students and staff at Phoenix and to promote a strong ecological and environmental approach throughout the school.
- To provide appropriate support for all staff to continue to raise standards and aim for a healthy work/life balance.
- To further develop the involvement of parents by providing training on key aspects of their child's education.
- To initiate and support a 19 -25 College provision for students with autism in Tower Hamlets.
- To ensure all financial systems and procedures are monitored and recorded.
- To explicitly promote the UNICEF Convention on Children's Rights

## **Aims of the School**

- To prepare students for each successive stage in their development and for the opportunities, responsibilities and experiences of adult life.
- To ensure a broad and balanced curriculum appropriate to the physical, emotional, developmental, social and spiritual needs of the individual.
- To provide a safe, supportive and stimulating environment, which recognises and develops the autonomy and self-worth of the individuals.
- To educate against prejudice and discrimination based on differences such as religion, gender, race, class, sexuality or disability.
- To enable students to participate in mainstream experiences and to return to mainstream school if possible and appropriate

## School Achievements

### OFSTED Inspection

Phoenix School was inspected by OFSTED in November 2018. The school was rated as Outstanding across all areas.

### Short inspection of Phoenix School - Extracts taken from Jane Moon's HMI letter to the Executive Headteacher.

"Following my visit to the school on 13 November 2018 with Joy Barter, Ofsted Inspector, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be outstanding in December 2013.

#### This school continues to be Outstanding.

Since the last inspection, leaders have maintained the outstanding quality of education in the school. You expect every student to make strong progress from their starting points and to be well prepared for a fulfilling adult life. Leaders and staff have risen to your challenge. They share your ambition and determination for students to succeed. Your school's popularity is very much due to the quality of education provided.

You and your leaders regularly check the school's strengths and areas for improvement.

Leaders support teachers to provide an education tailored to meet the individual needs of every student.

Dynamic and collaborative teamwork is a highly effective feature of your school.

Leaders value working with parents as important partners in children's education. You work closely with parents, providing training, advice and support. Parents appreciate the lengths that staff go to in order to support them to help their children's learning and development.

#### Safeguarding is effective.

Safeguarding is effective across all sites. Leaders make sure that staff and governors are well trained. Governors diligently fulfil their safeguarding responsibilities."

A full version of this letter can be found on our website.



## **NAS Accreditation (School and Outreach)**

In February 2016 Phoenix School obtained accreditation from The National Autistic Society. This has now been achieved in 2006, 2007, 2008, 2010 2013 and 2016. The Autism Accreditation Programme is designed to improve the quality of education and care for people with an Autistic Spectrum Disorder. The standards are unique in promoting excellence in both policy and practise presenting a framework for continuous development. Phoenix was awarded a commendation for its excellent work across the school.

## **Phoenix Expansion - Phoenix School and Phoenix Upper School.**

Phoenix has two sites Phoenix School, 49 Bow Road and Phoenix Upper School, Paton Close (off Fairfield Road).

Phoenix School takes children from years 3- 12 and Phoenix Upper School is for children between years 12 - 19. The building of the new Phoenix Upper School started in April 2019 and completed April 2021. The new accommodation enables the school to manage the rising number of children who are referred to Phoenix.

The school also has Satellite accommodation at Marner Primary School and Bow Secondary School.

### **External Recognition:**

- Level 2 Rights Respecting Schools Award
- Advanced Healthy Schools Status
- Architecture in schools award two years running
- NAS Accreditation (School and Outreach)
- SSAT specialist college for communication and interaction
- School Travel Award - Bronze
- Arts Mark Gold Award
- Tower Hamlets in Bloom - Best Educational Establishment - 2<sup>nd</sup> Place 2018
- International Schools Award
- Phoenix School for Autism Charitable Trust
- Schools Network Research Charter Mark Developing level
- OFSTED - Outstanding November 2018
- NASEN Award 2018



## About our School

Phoenix is a school that admits children with severe language and communication difficulties whose needs lie within the autistic spectrum. The school has a multi ethnic population, which reflects the diversity of the borough. The school has 50% of its students in receipt of free school meals.

The school has developed a multi-agency approach with Health, Education and Social Services placed on site, working in partnership with the school to enable families to have their needs met from one centre. Since January 2002, Outreach support has been given to students with autism currently placed in mainstream schools. There is a team of six teachers working with mainstream children with autism.

The school has a designated Educational Psychologist one day per week. There are now six full time Speech and Language Therapists (SaLT) working at Phoenix. We receive support from Clinical Psychology Services and have an Occupational Therapist (OT) who is based on site and two Occupational Therapists who work within the school on sensory integration.

We maintain strong links with Child and Adolescent Mental Health Service (CAMHS), the London Hospital, the Community Nursing Team, Education Social Work and Children with Disabilities Team.

The majority of our students come from within Tower Hamlets and the local authority provides transport for those students who require it. Children coming from other local authorities usually have transport provided for them.

The school is organised into five areas - Early years and Key Stage 1, Key Stage 2, Key Stage 3, Key Stage 4 and Key Stage 5. Young people may then have the opportunity to go on to the Phoenix College provision (PATH-19-25) based Paton Close South building. The school has two satellite provisions based at Marner primary and Bow secondary. There are two classes at Marner and three classes at Bow. Students are selected to join these classes where it is felt they will benefit from a more mainstream approach and access to more social interaction.

The Phoenix School site occupies a pleasant site set back from the Bow Road in its own grounds. The area is well served by public transport and has easy access to underground stations on the District and Central lines. Bow Church station for the Docklands Light Railway is close by and buses stop almost outside the school gates.

The Phoenix School building is Grade II\* listed, as a post war building of architectural merit, of which we are very proud. The environment is a wonderful asset and is used both for learning and relaxation. We hold an environment fortnight as a regular feature of the whole school calendar and all students are encouraged to take an active part. Teachers make full use of the school grounds for outdoor learning and has the following specialist areas - occupational therapy areas, sensory studio, water therapy, soft play areas and a sand house for specialist play. The school has two expressive arts areas, which support communication and interaction across the school.

The Phoenix Upper School is situated at Paton Close where we have North and South site buildings. The two sites provide accommodation for the Upper School 12-19 and also for the Phoenix College which is independent of the school.

Phoenix has specialist areas for Science, Art, Design and Technology, Music and Expressive Arts, Food Technology and Horticulture. The Upper School is able to offer a wide range of PE and sporting activities with gym, fitness studio, multi use gym area (MUGA) and large playground with outdoor Gym, fitness trail, running and cycling circuit, trampolines and swing.

Students attending Phoenix have either an Education Health and Care Plan (EHCP) or are on Placement during Assessment. The EHCP guides the school in planning the Student Education Plan (PEP).

The school follows the National Curriculum with programmes of study adapted to meet the needs of our students. Class sizes are small and set according to the needs of each group of students. Personal, Social, Health and Citizenship Education is valued highly within the school. Parents are advised on our Sex Education policy on entry to the school. Careers advice is currently given to students from year 9 onwards and a careers officer attends all transitional reviews during year 9 and interviews take place with students and parents in year 10. At Key Stage 4 and 5 students take part in work related learning activities both in school and in the community. We have a programme through Project Search which provides further work opportunities for students. The school places a strong emphasis on enterprise learning across the school. The school has developed a particular strength in the expressive arts and we have gained the Arts Mark Gold Award. This enables us to develop an exciting whole school programme through the use of active learning approaches both in expressive arts and across the curriculum.

Comprehensive records are in place for all students in all areas of the curriculum. Annual Reports are sent home during the summer term. The school offers courses with a range of accreditation appropriate to student need and abilities which reflect the importance placed upon achievement at all levels. Student achievement is celebrated and positive rewards are used to promote and encourage good behaviour and learning. The school is well equipped with computers and whiteboards. ICT supports all curriculum areas and is integrated into all curriculum areas across the day.

There is a strong focus on maintaining good relationships between home and school. There are a number of parents' evenings and school events such as drama / musical productions / art exhibition, summer fete/barbecue and Christmas Disco. The school's ethos encourages respect for others, good manners and tolerance. This is reflected in our behaviour policy and underpinned by a consistent management approach.

The school has an Executive Headteacher, two Deputy Headteachers (one interim), two Head of Schools and four Assistant Heads. There is a strong leadership team consisting of senior staff and Phase Leaders. The school has a supportive career structure and continuing Professional Development programme for teachers and teaching assistants. The school employs a team of non-teaching staff to provide administration services, ICT support and tailor made resources for use with students.

The school entered into an LBTH Private Finance Initiative (PFI) 18 years ago in order to improve teaching and learning opportunities at the school. The Premises Manager and Cleaners are employed directly by G4S, which manage hard and soft services at the school.

The staff are very experienced and well qualified. There is a caring yet purposeful atmosphere within the school and there is a balance of focus between welfare and achievement.

Staff have developed teaching programmes, which promote student achievement and access to a rich and exciting curriculum. The development of expertise in all aspects of the school is well recognised.

Staff have access to confidential information about students or their families and such information is treated confidentially and only passed to others only on a ‘need to know’ basis.

There is an ambitious School Development Plan with a strong emphasis on teaching and learning and staff training. There is a range of courses available for staff, both internal and external, which supports the changing needs of the school. The school keeps a database of all courses attended by staff. This enables all training to be monitored, cost effective and directed where needed.

The school runs after school clubs on Monday and Wednesday evenings (3:20pm - 5:00pm). A Bengali club takes place on Monday evening for older students. On Wednesday afternoons, enrichment activities take place between 2:05pm and 3:20pm. School on that afternoon finishes at 2:05pm and out of hours learning begins for all students. Teaching Assistants and external tutors then offer activities such as art, fitness, music, cooking and visits to local facilities.

The school has a Youth Club which meets on a Thursday evening between 6:30pm - 8:30pm and a Saturday club which takes place on Saturday mornings.

Transport is provided for the Youth Club and parents are encouraged to attend. On Saturdays students are brought to the club by parents.

At Phoenix we use educational visits to support the curriculum and we have 2 minibuses, which are used for outside visits. School residential journeys are organised each year. These school journeys are very popular with students and encourage life skills and independence.

Phoenix has developed strong links with both local schools and schools across London where children with similar needs are taught.

The Phoenix Outreach Service (POS) supports over 600 children in mainstream settings who have a diagnosis of autism and who receive support identified in their EHCP. They run extensive training and work across Tower Hamlets. The POS is currently based at Phoenix School but will move to the Phoenix Upper site in January 2022.

We work closely with two school alliances. LETTA works across Tower Hamlets and Newham supporting the training and development of teachers in our schools. The TELTSA alliance is Tower Hamlets based and works to support training and development in schools. Phoenix is also a member of THEP (Tower Hamlets Education Partnership). We also meet regularly with schools in the PLASN - Pan London Autism Schools Network to work together on areas of Autism research and development and to share good practice. These links enable the school to maintain an inclusive approach to the development of good autism practice both at Phoenix and for children and young people in mainstream settings.

The overall aims for students who attend Phoenix are no different to the aims for those attending mainstream schools. There however are clear differences in terms of resourcing, organisation and the emphasis on social, emotional and academic needs. At Phoenix, we aim to give all students equality of opportunity and this is clearly stated in the school’s policies.

## **Admissions Policy**

Students admitted to Phoenix will:

- Be within the designated 3 - 19 age range.
- Have severe language and communication difficulties and significant learning difficulties including children whose needs lie within the autistic spectrum, the severity of which is such that a mainstream school cannot provide for their needs, even with additional support, at the particular time at which they are admitted.
- Have either an assessment placement or an Education Health and Care Plan (EHCP).



## ***Parents visiting the school***

As a parent, it is likely that you will have been recommended to visit Phoenix. You are welcome to visit the school without a recommendation, however students are never taken on roll at Phoenix without a referral from an LA e.g. Tower Hamlets Education Authority.

Please contact the school to make an appointment for a visit, which will include a tour of the school, a meeting with the Executive Headteacher and the opportunity to ask questions.

Students entering Phoenix have either an assessment placement or an Education Health and Care Plan. This is a document giving a description of your child's needs and the reasons for recommending placement at Phoenix.

Shortly after receiving the letter from the Authority, the school will contact you in order to make an appointment to visit and for two observation mornings when you will bring your child to school to spend half a day in class. Following this, a planning meeting will be arranged prior to your child starting school.

On starting at Phoenix, we require a Home School Agreement to be signed by all parents and the school, setting out each other's responsibilities.

We have a very simple school uniform that students are expected to wear a navy Phoenix polo shirt from Early Years to Key Stage 3. This can be purchased from the school office. Students in Key Stage 4 and 5 are to wear a grey Phoenix polo shirt, again this too can be purchased from the school office.

## ***Home to School Transport***

Tower Hamlets Council will take into account the following factors when arranging free transport to and from school:

- The special educational needs of the student
- The need for specialist transport
- The age of the student
- The distance of the student's home from the school
- Whether the student has a physical or medical difficulty that rules out the use of public transport, or suitable public transport is not conveniently available (e.g. for users of wheel chairs, students who require specialist seating arrangements (bucket seats, etc)
- Whether the student is deemed to be vulnerable and at serious risk of danger if they use public or other transport
- The nature of the route to school including the safety of the route and alternative routes available
- The efficient use of resources

In addition, Tower Hamlets Council will consider each student's individual circumstances on their merit and take account of any representations made.

Before your child starts school, pick-up and drop-off times will be arranged with you. Tower Hamlets Transport Service can be contacted on 020 7364 1060

## **Parents in Partnership**

We welcome parents and carers into Phoenix believing we are partners in the education of your children. There are many opportunities for parents to become involved in the work of the school including parent groups, where you will gain a greater understanding of your child's needs. Parents' time and expertise can be used in many ways in school and is greatly valued.

Teachers will often use video to record students' behaviour, progress and achievements. This may be used for staff training purposes.

## **Progress Reporting**

- **Annual Reviews/EHCP's and Transitional Reviews (Years 9 - 14)** - Statutory reviews with parents and professionals meeting are held to discuss student progress, their placement in the school and to agree targets for the forthcoming year or in the case of transitional reviews to plan for the future.
- **End of Year Reports** - these give an overview of the students' progress throughout the academic year.
- **Communication** - the school communicates with parents/carers in various ways; e.g. home school diaries, class dojo, letters, phone calls, newsletters, interviews and questionnaires. Parents/carers are invited to special assemblies, termly parents' evenings, Christmas Disco, Sports Day and Summer Fete.
- **Home School Liaison Officers** - We have two Home School Liaison Officers, who are available from 9:15am to 3:15 pm to provide support for parents.

## **Attendance**

**Improving attendance is a key issue for our school.**

We are required to report absences and late arrivals. If your child is away from school, we ask you to telephone the school before 9:30am giving our Home School Liaison Officer the reason for absence. All absences are noted and categorised as 'authorised' and 'unauthorised.' Authorised absences will include illness and urgent medical appointments. Unauthorised absence is when school receives no valid explanation in accordance with Government guidelines.

We strongly discourage families from taking holidays in term time and urge them to consider the detrimental effect this will have on their child's education and routine and an application must be made to the Executive Headteacher.

## **Multi Agency Approach**

The school had developed a multi-disciplinary provision where parents of children with Autism Spectrum Disorder (ASD) will have many of their child's needs met on the Phoenix site.

The school has access to both Educational and Clinical Psychologists. We offer a good service to children needing speech and occupational therapy.

## **Senior Staff**

Veronica Armon	.	.	.	.	Executive Headteacher
Catherine McNerney	.	.	.	.	Deputy Headteacher Primary - interim
Kate Marrs-Gant	.	.	.	.	Deputy Headteacher Secondary
Kate Mason	.	.	.	.	Head of Primary
Sandra Clarke	.	.	.	.	Head of Secondary
Emily Hughes	.	.	.	.	Assistant Headteacher Early Years, Admissions and Inclusion
Louis Mauder	.	.	.	.	Assistant Headteacher Teaching, Learning, Behaviour and Training
Jude Donoghue	.	.	.	.	Assistant Headteacher Transitions and Work Related Learning:
Renato Marques.	.	.	.	.	College Principal
Eleanor Galloway	.	.	.	.	Assistant Head Outreach - interim
Ciara McCone	.	.	.	.	Speech and Language Team Lead

## **Outreach Team**

This team comprises of six teachers.

Veronica Armon manages the team and Eloise Thomas is the Acting Coordinator.

## **Governors**

The Executive Headteacher and staff are responsible to the Governing Body. It is the Governors who have oversight and overall responsibility for the school's policies and the organisation of the curriculum, and the way in which these are implemented. The Governors play a vital part in the running of the school and must be involved at all levels before significant changes are made.

Chair of Governors	Laura Worsley
Clerk to Governors	Salma Siddique

### **How to become a Governor**

The Governing Body of the school is made up of people from a variety of backgrounds. Some of the Governors are parents. The school governors comprise of a group of individuals, who are elected, nominated or co-opted and are representative of parents and teachers, the LEA and the local community. School governors work with the Executive Headteacher and are responsible for setting the strategic direction of the school. Meetings are held every half term and sub committees meet in addition to the main governing body. Each year an Annual Parents' Meeting is held when the Governors' Annual Report is discussed and questions about the work of the governing body can be raised. If you would like to be a school governor, please contact the Executive Headteacher PA to find out about any vacancies.

Governors can be contacted through the school.

## **Curriculum**

All students follow a full but significantly modified National Curriculum including the Literacy and Numeracy programmes and a comprehensive Personal, Social, Health and Citizenship programme. The curriculum is carefully differentiated to provide learning opportunities, which reflect the range of individual needs, interests and past achievements of students in each age group. The UN Convention for the Rights of the Child and a thoughtful and wide-ranging promotion of students' spiritual, moral, social and cultural development (SMSC) are incorporated throughout the curriculum.

Aspects of the TEACCH-style (Teaching, Expanding, Appreciating, Collaborating and Cooperating) approach are used across all classes. Picture Exchange Communication System (PECS) and signing support communication and the delivery of the curriculum. All classes can receive support from a Speech and Language Therapist and Occupational Therapist.

There is one primary assembly and one secondary assembly each week where students come together and celebrate the spiritual, moral, social and cultural aspects of world events and school life.

### **The Early Years (EY)**

The curriculum framework encompasses the Early Years Foundation Stage framework. All activities and lessons are planned through the 7 areas of learning which focus on the 3 prime areas of learning (Communication and Language, Physical Development, Personal Social Emotional Development) and the 4 specific areas (Expressive Arts and Design, Maths, Literacy and Understanding the World). The curriculum provides opportunities for a mixture of child initiated and adult initiated learning. There are opportunities for active exploration, experience and learning reflecting the range of needs, interests and past achievements of children.

Learning in EY is structured to be active and experiential where children enjoy a sensory approach to the curriculum in order to engage in their learning. They are given every opportunity to achieve at their level of learning. The curriculum provides enriching and generalising experiences ensuring all children have the opportunity to practice and consolidate skills in order for them to learn successfully.

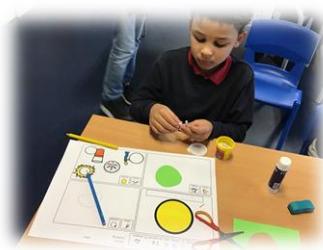
Play, communication and PECS underpins the EY curriculum. Through non-directive, interactive and exploratory play, children are able to engage, so that they have a more meaningful experience promoting the development of their interaction, communication and social skills. There is a modified free flow environment where an adult supports and extends their learning.



## **Key Stage 1 (KS1)**

The curriculum for Key Stage 1 supports the development of students' self-help skills, communication, emotional well-being and social interaction. They follow a modified version of the National Curriculum for the core subjects of Literacy, Numeracy, Science and Computing. Non-core subjects are taught thematically through topic. Music, drama, PE and gardening are taught by specialist teachers. Students also have opportunities to go swimming for half a term each year, and to experience learning in different areas of the school such as the sensory theatre, soft play room, water therapy, sand house, bike track, life skills room and Zen garden. Teachers plan a variety of different trips outside school, including walks in the local area, visits to the shops and travel on public transport.

Learning in Key Stage 1 is more structured than in the EYFS, with a balance being created between adult-directed group activities and play-based 'alternative learning' activities. This helps to prepare them for the transition to structured paired and 1:1 tasks in Key Stage 2. There is a termly topic which is split into fortnightly themes. Classes rotate these themes over the course of the term. Class teachers prepare fortnightly plans with personalised objectives and motivating activities for all curriculum areas.



## **Key Stage 2 (KS2)**

Key Stage 2 students follow a modified National Curriculum where English, Maths, Science, are taught discreetly in class groups Computing, PSHEC, DT, Art, RE, History and Geography are linked through a theme and integrated into topic. Music, PE, and Drama are also delivered as discreet lessons and taught by specialists. Language and Communication are incorporated into every lesson so students are given the opportunity to communicate verbally or using PECS, signing and visuals. Phonics teaching is delivered in all classes as discreet sessions, as well as being delivered through group teaching sessions as outlined in class termly literacy plans. Teachers' planning is individually differentiated ensuring that students are taught in a personalised, practical, multi-sensory way.

In the Satellite, students follow a broad curriculum based around the National Curriculum for core subjects (Literacy, Maths, Science, Computing, PHSEC) and the International Primary Curriculum (IPC) for other foundation subjects. The IPC is a comprehensive, thematic, creative curriculum with a clear process of learning which is modified for the needs of our students. Specific learning goals for every subject are set with a focus on international mindedness and reflection on personal learning. The satellite class curriculum is designed in such a way to maximise social interaction and inclusion opportunities where appropriate with mainstream students.

Across the primary department visits to the local environment, shops and museums are encouraged to support curriculum areas. Students have the opportunity to go swimming.

## **Key Stage 3 (KS3)**

Key Stage 3 students in Phoenix Upper and Phoenix Satellite Bow follow a modified National Curriculum using various documents such as Equals curriculum and the Tower Hamlets Religious Education document. English, Maths, Science and PSHEC are taught discretely in class groups. For RE and Humanities, a thematic approach is used by exploring a topic that incorporates one or two cross-curricular areas of study each term. The Expressive Arts curriculum (Drama, Music, Art) is also taught discretely and offers an integrated approach to delivery of the Arts with the three subject areas working to a common theme each term. This is to form a more holistic approach to learning to help the students to make connections across all subject areas and environments.

Computing is key to teaching and learning and included in the termly plans for all areas of learning. The school environment is a key resource for our Key Stage 3 students therefore all students are given the opportunity to participate in a horticulture session every week. The Forest School Curriculum is taught so as to encourage our students to explore and develop their knowledge and understanding of the environment. The development of social interaction skills is also vital for our students. The use of the Leisure Library is encouraged so as to develop students' social interaction and communication skills, and is an opportunity for them to generalise their learning in a different environment.



## **Key Stage 4 & 5 (14-16) (KS4/KS5)**

In Key Stage 4 we offer our students working at Entry Level the opportunity to gain qualifications that recognise basic knowledge and skills and the ability to apply learning in everyday situations. Entry Level qualifications can be taken at three levels (Entry 1, Entry 2 and Entry 3) and we offer a broad range of subjects which include literacy, numeracy, ICT, PSHEC, expressive arts, food and design technology, horticulture, science and PE. Our students follow an adapted and personalised curriculum and we take guidance from a wide range of sources including the National Curriculum, Equals schemes of work and the Moving On Programme to ensure we are making provision for learners at all levels.

We have created an exciting and dynamic programme that provides our students with opportunities for work related learning, enterprise activities, college links and developing their independent living skills through community visits and work experience.

All work at Key Stage 4 is accredited through Asdan Personal Progress or Asdan Personal Social Development. In addition we also offer AQA units of achievement, Welsh Board exam, City and Guilds and Arts Mark for students working at a higher academic level.

## (14-19)

The aim of the work we do in Key Stage 4 and 5 is to help students to develop academically, personally and socially, in preparation for adult life. We do this through a broad curriculum consisting of Functional Skills, Personal, Social and Health Education, Citizenship, Daily Life Skills and Work Related Learning.

We use person centred planning to ensure that students and family contribute to the development of Personal Education Plans. These are reviewed termly and are referred to and informed by the Person Centred Annual Review. We work with local colleges and social care providers to plan for successful student transition at 16 or 19.

The way the curriculum is delivered depends on the level at which students are working. For students working at Entry Level, English, Maths and ICT are incorporated in work done for the ASDAN Personal Progress qualification. There is an emphasis on students developing independent living skills. Students working at entry level 2/3 or above study English, Maths and ICT as discreet accredited subjects. There is an emphasis on students developing skills that will lead them towards supported employment or independent living.



## Accreditation

The table below shows how students in Foundation Learning can gain accreditation for their work through a variety of programmes of study.

Accreditation	Course	Level
ASDAN	Personal Progress	Entry 1
Arts Award	Expressive Arts	Bronze
Arts Award	Expressive Arts	Silver
Welsh Board	Creative Media and Performing Arts - Designing and Modelling	Entry 2
Welsh Board	Skills for Independent Living	Entry 2
Welsh Board	Entry Pathways: Additional English	Entry 2
Welsh Board	Entry Pathways: Mathematics	Entry 2
Welsh Board	Entry Pathways: IT Users	Entry 2

All students go on educational visits throughout the year linked to the curriculum and there is an ongoing programme of projects including visiting artists, musicians, theatre groups and residential school journeys.

## **Teaching and Learning**

The delivery of the curriculum is underpinned with the following supportive strategies that help learners with autism to understand and achieve: **SPELL (National Autistic Society)**

### **Structure:**

- Visual timetables
- Known routines
- Preparation for known changes
- Visual cues to support spoken language (PECS, Makaton, objects of reference, etc)
- Simplified language

### **Positive ethos**

- all staff respect students for who they are (see Mission Statement)
- small steps of achievement are celebrated
- high staff: student ratio ensures each student's needs are known
- Pro-active use of rewards and motivators

### **Empathy and understanding of autism**

- There is a 'rolling programme' of training in autism for staff, including: autism induction, TEACCH, PECS, Makaton, Intensive Interaction and Team Teach training.
- Staff teams write student profiles, explaining triggers and anxieties, likes and dislikes.
- The school has good links with home through home-school books, telephone and regular parent meetings. Other agencies are invited to meetings.
- Regular support groups and training for parents develop awareness and good links between parents and school.

### **Low arousal environment**

- All classrooms are clear, low arousal environments
- Noise levels are kept to a minimum
- Ear defenders are available for all who need them
- Soft play, sensory studio and water therapy are used for aspects of the curriculum.
- Classes have quiet areas/rooms for students to regulate or to work in.
- Adults are trained to keep a calm voice and use minimal language.

### **Links with families**

- Daily communication through home-school book
- Telephone calls
- Meetings: annual reviews, parent/carer consultation evenings, training.
- Families attendance at special assemblies and shows
- Initial Planning Meeting provides space for parents/carers to tell us about their child
- Support for meetings with other agencies and services

## ***The School Day***

<b>8:50am - 9:00am</b>	Registration in classes
<b>9:00am - 9:45am</b>	Period 1
<b>9:45am - 10:30am</b>	Period 2
<b>10.30am - 10.45am</b>	Morning Break
<b>10:45am - 11:30am</b>	Period 3
<b>11:30am - 12:15pm</b>	Period 4
<b>12:15pm - 12:45pm</b>	Period 5 - Primary Lunch/Communication
<b>12:15pm - 1:00pm</b>	Period 5 - Secondary
<b>12:45pm - 1:30pm</b>	Lunch Break (playground) Students in at 1:15pm
<b>1:00pm - 1:45pm</b>	Secondary Lunch Break
<b>1:30pm - 2:15pm</b>	Period 6 - Primary
<b>1:45pm - 2:30pm</b>	Period 6 - Secondary
<b>2:15pm - 2:30pm</b>	Primary Break
<b>2:30pm - 3:20pm</b>	Period 7
<b>3:20pm</b>	Students are taken to their bus lines

## ***Encouraging positive behaviour***

Phoenix aims to provide a secure and caring environment where constant practice of kind, considerate behaviour becomes the normal expectation. Mutual respect, politeness, kindness and thoughtfulness are valued above all things and form the basis of all our thinking on discipline. The school tries to think positively and we reward and encourage good work, effort and achievement.

Inappropriate behaviour is dealt with in line with the school behaviour policy. The school will involve parents if a child's behaviour causes concern. Parents will be expected to work with the school as it is only through mutual support and co-operation that we will be able to change behaviour and encourage a positive response from the child. Students are encouraged to:

- Regularly attend and promptly arrive at all lessons.
- Have good manners and civil language.
- Respect others' personal property and the equipment provided. (Teachers will look after essential items brought in by students, but liability is not accepted for valuable possessions brought in from home).
- Wear sensible clothes and footwear at all times.
- Not wear any jewellery, with the exception of wristwatches and stud earrings.

- Not bring to school under any circumstances matches, lighters or cigarettes.
- Not to bring mobile phones to school without prior arrangement with the Executive Headteacher. If allowed, the mobile phone must always be handed into the office during the school day for safekeeping.

The standards of behaviour at Phoenix are very high. The school prides itself on its caring, calm atmosphere and students entering Phoenix quickly adapt to the school ethos and culture. The school will not tolerate bullying or racial abuse.

### **If your child has a problem at school:**

From time to time events may take place that may affect your child at school. If you are able to share information with us, it can be extremely useful in helping us to offer support. This will always be dealt with in the strictest confidence. If you think your child is experiencing any kind of difficulty at school please make an appointment to speak to your child's class tutor or member of the senior management team.

## ***Home School Agreement***

### **We ask that parents and carers:**

- Support the school's Behaviour, Anti-bullying and Anti-racist Policies.
- Ensure that your child arrives at school on time and inform us of any reason for absence.
- Ensure that your child attends regularly, equipped for the day's work.
- Create the best possible conditions for homework.
- Support the school's Uniform Policy (all students up to and including Year 9 are required to wear the uniform each day).
- Attend meetings that involves your child.
- Keep school informed of any relevant changes in family circumstances.

### **We require students to:**

- Attend school and be on time.
- Keep the Golden Rules (as below).
- Make every effort to produce class work and homework.
- Be caring and considerate of others.
- Have respect for the school building and environment.
- To arrive equipped and ready for the days work (e.g. pens, pencils, PE kit).

### **To achieve our aims and support our home-school agreement, the school will:**

- Support students to achieve their full potential
- Provide a balanced, interesting and appropriate curriculum.
- Look after the well-being of the student when at school.
- Set challenging targets for our students to achieve.
- Keep parents informed of their child's progress through meetings, reports and letters.
- Ensure that the building is warm, welcoming, clean and safe.

## **Phoenix Community - Code of Conduct**

- We will aim to make everyone who comes into school feel welcome.
- We will treat others and ourselves with respect and consideration and remember that we are all of equal value.
- We will be polite when we speak to one another.
- We will listen to one another and respect ideas and beliefs that are important to other people.
- We will respect other people's property.
- We will always remember that Phoenix is part of a community and that people living nearby should be treated in the same way as we treat one another.
- We will strive to ensure that Phoenix remains a pleasant school to work in and will take care of the buildings and grounds.

## **Golden Rules**

- Try hard to do your best
- Do be kind and friendly
- Try to tell someone if you are upset or angry
- Try to listen to everyone
- Do respect other people, their belongings and the school environment
- Try to tell the truth

## **Complaints Procedure**

If you are concerned or worried about any issues, the first thing you should do is to contact the Executive Headteacher. However, if you still feel it has not been dealt with you should take your concern to the chair of governors. On receipt of a written complaint you will receive a copy of the schools complaints policy.

Complaints against the school:

Chair of Governors  
c/o Phoenix School  
49 Bow Road  
Bow, London, E3 2AD

## **Parents Role at Phoenix**

### **Friends of Phoenix**

The Friends of Phoenix group consists of committed parents and staff who work together on various projects that will benefit the school. We plan to develop the work of this group further over the coming year. The group meets regularly to discuss future projects and actively encourages parental participation. If you are interested in joining the Friends of Phoenix please contact Salina Rahman.

### **Student/Parent Packs**

Phoenix provides a variety of Student/Parent packs, which contain activities that encourage interaction and communication. These can be borrowed for two weeks to be used at home. The packs are graded into different abilities and can be obtained by contacting the Autism Resource Manager at the school.

### **Parents in Partnership**

At Phoenix, we value and appreciate the important role you have to play in supporting your child and developing a positive attitude to school and learning. Children learn best when home and school work in partnership. At Phoenix, we offer a wide range of opportunities for parents to actively participate in supporting their children in school. Some of these are:

- Home/School Liaison Worker
- Support from the Multi-Disciplinary Team
- School Reports
- Parents' Evenings
- Annual Reviews - all parents invited
- Parental representation on Governing Body
- Parents' Autism Support Group Meetings
- EarlyBird and Cygnet courses
- Friends of Phoenix
- PECS Training (Picture Exchange Communication System)
- English classes for parents with English as a second language
- Governors' Annual Report to Parents
- Harvest Festival Assembly, Easter Assembly, Christmas Assembly, Achievement Assembly
- Summer Art Exhibition, Art in the Garden
- Social Occasions including the Festive Disco and Summer Fete
- School Calendar
- International Week

## **Information for Parents**

### **Transport**

If you have any queries about Tower Hamlets Transport please contact them on 020 7364 1060

Any students who have not been met from the bus at the end of the school day will be taken by transport to a registered child minder in the borough. Transport will contact the nearest registered child minder to the area the child is in and put a note through the door advising where they have been placed. The child minder would liaise with social services on further arrangements if needed.

### **CWDT (Children with Disabilities Team)**

The CWDT provide information and offer a range of services to support children, young people and their families. They can be contacted at:

Children with Disabilities Team  
Mulberry Place  
5 Clove Crescent  
London E14 2BG  
020 7364 2724

### **PAC (Parents Advice Centre)**

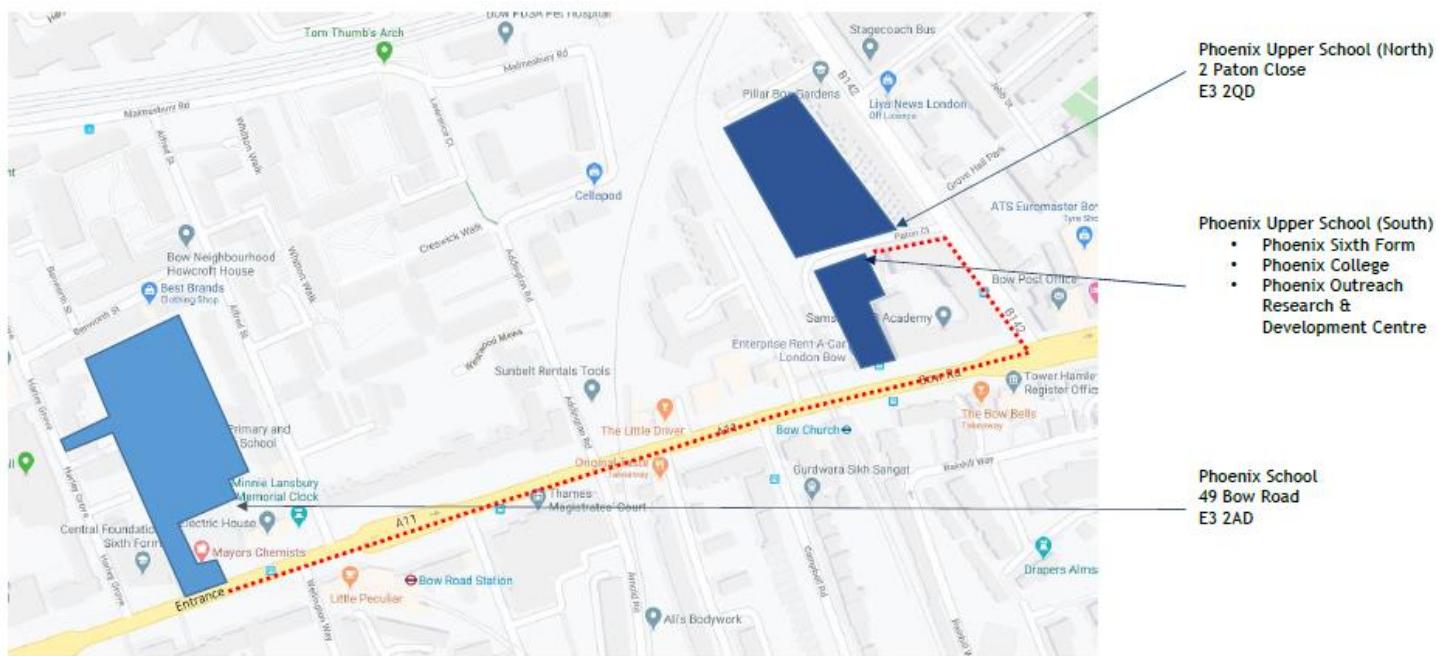
The PAC can provide independent advice and support. They can be contacted at:

Parents Advice Centre  
30 Greatorex Street  
London E1 5NP  
020 7364 6489

## **And finally...**

If you are a prospective parent or professional with an interest in special needs please submit a school visit request on the school website.

We would welcome the opportunity to show you around the school and answer any questions you may have.



**Phoenix School | 49 Bow Road, London E3 2AD | Tel: 020 8980 4740**

**Phoenix Upper School | 2 Paton Close, London E3 2QD | Tel: 020 8629 8700**

[www.phoenix.towerhamlets.sch.uk](http://www.phoenix.towerhamlets.sch.uk) | [www.phoenixcollege.london](http://www.phoenixcollege.london)

## **Location**

If you are planning to visit Phoenix, please note that there is no parking in school and it is well served by good public transport:

- Bus No 25, No 205 and No 425 serving Bow Road
- Underground Bow Road Station (Hammersmith & City Line, District Line)
- Dockland Light Railway Bow Church Station.