



Westfield House School
Prospectus 2023 - 2024

**keys**
make every day epic

Welcome

Our school works within a praise based culture which allows pupils to understand their own importance and begin to understand and manage their behaviours within a supportive and caring environment

We have a belief that every pupil will be given the opportunity to develop, thrive, achieve and attain within a safe and nurturing environment.

This means that every pupil will be encouraged to:

- Become an effective learner who makes progress through reasonable challenge and targeted support;
- Develop a secure sense of their own identity, both as individuals and as part of the local, national and global communities of which they are an important part. We support open and positive attitudes towards diversity and the development of skills, understanding and confidence to constructively challenge prejudice, discrimination and stereotyping;
- Develop the skills, knowledge, understanding and motivation they need to become active citizens who recognise and value their rights and responsibilities.





Our Mission

**Teaching, learning and achieving
in a specialised nurturing environment.**





Our School

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All children have rights, no matter where they come from and what their additional needs may be. Our role at Westfield is to work collaboratively to work to remove obstacles that are in their pathway enabling them to

become independent and participate positively in any community

For a large part of a child's live adults make decisions for them and education is no different but it is our belief that we ensure all child's views and rights are not just upheld but placed at the forefront of our planning The pupils at Westfield have the right to give their opinions freely, however challenging they may be and as adults we will always listen and take them seriously, with the long term aim to fully understand their concept

We promote the school community and share with the pupils the key part they play within this. We share with them their rights but also their responsibilities within our little community this supports an early education of the rights and responsibilities that they must live by in society.



Safeguarding

Westfield House School has a comprehensive Safeguarding policy and will take any reasonable steps to ensure the safety of its pupils. In cases where the school has reason to be concerned that a child may be subject to ill treatment, neglect or other forms of

abuse, staff will follow Norfolk Safeguarding procedures and inform both Keys' Company Directors and Social Care of the concern. The Safeguarding policy is kept on school premises at all times and copies are available upon request.

The Curriculum:

All pupils at Westfield House School will benefit from a curriculum that is rooted in a well-balanced and needs driven education. All staff aim to consistently nurture and develop the life skills of individual pupils, through positive and creative interaction.

We offer an academic pathway that mirrors mainstream, a personalised approach that includes GCSE's and other recognised qualifications that will continue to open doors for our pupils after they leave us. We encourage our pupils to aim to the highest level academically but also work with them to help them fully develop their personalities, talents and abilities.

Our school offers classroom based academic lessons and Kinaesthetic learning within our diverse curriculum.

The curriculum at Westfield House School underpins an emphasis upon the development

and realisation of true adult independence. We ensure that every pupil is provided with adequate foundation to develop and maintain the knowledge, understanding and skills to take a valuable, confident, positive and active place in an ever changing, multi-cultural society.

Westfield House School offers a distinct emphasis upon developing and maintaining key social skills, such as working together in a supportive and productive, as well as safe learning environment.

Our curriculum is designed and implemented to encourage and promote an enthusiasm for learning and the acquisition of knowledge. Our teachers' work with support staff and key agencies to tailor a holistic response to the individual needs of all our pupils and challenge their strengths in a positive and creative way while demonstrating clear and achievable boundaries.

Every effort is made to ensure that this is delivered in all ways practicable, plausible and realistic. We offer bespoke learning packages that are consistent with Personal Education Plans (PEPs) and Individual Learning Plans (ILPs).

We will strive to ensure all pupils receive a broad and balanced curriculum that meets their individual needs and provides them with the opportunity to succeed in reaching their individual potential at the highest level possible in line with their cognitive ability. We will do this by:

- Placing a firm emphasis upon keeping pupils' safe and meeting individual needs;
- Providing access to the National Curriculum that may be adjusted to meet individual needs;
- Providing appropriate access to formal ("academic") and vocational (mainly "skills based") education.

- The curriculum emphasises the theme of English and maths, reading and writing, being sown throughout all subject areas. The school offer a variety of qualifications these are GCSE Biology, History, Maths, and English, Functional skills Maths, English and ICT from Entry level 1 to Level 2.

History and Science also offer qualification at Entry Level Certificate. There is also an opportunity to gain a Level 1 Diploma in Occupational studies, a Level 1 certificate in Employability and well-being.

The school uses NCFE to support a personalised qualification pathway allowing pupils to expand in the areas of their vocational interest while undertaking the subjects within the national curriculum that are appropriate. each pupil's programme.

Academic	Vocational Focus	Enrichment Opportunities
English Maths Science History Geography ICT PSHE/RSE Citizenship Literacy Numeracy Reading and Phonics	Woodwork Food Technology Horticulture Work experience Mechanics Employability Construction	PE Inc. theory Art and Design Cross curriculum Performing arts Pupil council Reading programmes Horse riding Environment care Nurture groups First Aid

Provision for children with Special Educational Needs

Our objectives and principles in making provision for pupils with EHCPs are as follows:

1. Each pupil is given a broad based, aspirational and relevant curriculum.
2. The special needs of each pupil, as identified in his/her EHCP are addressed and statutory reviews are held regularly and completed in a thorough manner.
3. A therapeutic, behaviour management programme is in place and is continually reviewed; staff training in the management of pupils with S.E.M.H. is ongoing.

The school has a team approach. Teachers, teaching assistants, therapists, residential carers, social workers and other professionals are all involved in monitoring pupil progress using individual education and behaviour plans.

Provision for children with EAL

Pupils for whom English is a second/alternative language will be treated with respect and care. A supportive education programme will be provided and advice sought as appropriate.

Keys has a strong commitment to value a pupil's cultural and religious heritage. A pupil's individuality in respect of their age, race and gender is recognised and valued.

Health and Sex Education

Our school provides a culture where sexual harassment and online sexual abuse are not tolerated. All our pupils will receive age and ability-appropriate relationship, health and sex education and will be delivered throughout the year at different times dependent in circumstances. Consent is sought from parents or carers prior to these lessons taking place.

Documentation

All of the school's policies and procedures can be viewed at school or sent out electronically or by post on request. Westfield House School's First Aid Policy is available to parents on request or via the school office.

Counter Bullying

Children are protected from bullying. The school has a zero tolerance to bullying and the head teacher with her staff team work closely with pupils and carers/parents to commit to this. The school staff work to generate an atmosphere where bullying is known to be unacceptable. Staff members should always promote unfair practice both with children, each other and any other person visiting the school either in a professional or personal capacity. Everyone involved in looking after Children shares responsibility for countering bullying and for creating a culture which positively encourages acceptable behaviour and reduces or prevents the likelihood of bullying.

As part of this ethos, everyone must understand what bullying means and what measures should be taken within the home and by individual staff to counter it. Staff discuss the school pupils at the end of every day to ensure consistent and effective oversight of the school behaviours and pupils wellbeing.

Everyone should also be clear what measures they should take if they suspect bullying or it is reported to them. In this respect, everyone should be alert to the fact that bullying may constitute significant harm and, if so, must be reported under Safeguarding Procedures

Health and Safety

Westfield House School has comprehensive health and safety policy and procedures. The Policy/Procedures file is kept on school premises with a copy available upon request from the school.

Identity/cultural diversity

Identify and cultural diversity is taught through the PSHE/RSE curriculum. All pupils spend time with their form teacher undertaking activities/lessons that promote an understanding of others and work to develop their own sense of identity and emotional resilience, while developing tolerance and respect for others.

Personal development is a key part of the work we do and is evident throughout the school community and not just in lessons.

Complaints

It is important to pupils' sense of security and personal confidence that they have a means of "being heard" in the event of having a complaint.

For this purpose we ensure every child/young person is made aware of the suggestions and complaints procedure and will assist and support them in the event that they feel the need to use it. [The complaints policy is held in school and a copy available upon request] They can share their complaint with their keyworker or the Head Teacher.

If they are still unhappy they can telephone 0121 728 7800 to speak to either Nicola Kelly (Chair of Governors) or Rob Arrowsmith (Regional Education Manager) who will arrange to see them. If they feel they cannot talk to any of these people, then they can telephone NYAS (0800 616101) or Child line (0800 1111). These calls are free and confidential.

Parents, carers or representatives from the local authority who are concerned about the quality of education offered at Westfield House School should contact the Head Teacher or the Deputy Head immediately. Any complaint will be given prompt, serious consideration. We have had 0 complaints in the academic year 2022 – 2023.

Careers guidance/further education

We work closely with pupils during their transition to further education. Pupils in years 9, 10 and 11 have career meetings throughout the year. Key stage 2 and 3 will have group and individual 'chats' about careers and the future. Pupils can request to meet with the careers advisor in the school at any point during the year.

The schools careers programme is developed using the 8 Gatsby benchmarks and the CDI Careers framework to ensure all students have access to a broad and varied careers curriculum.

All pupils in years 10 and 11 have the opportunity to visit different colleges within the area, in these visits they tour the campus, meet with the college SENCo and can talk to tutors within the college, sometimes they have a chance to attend taster sessions during the summer term to give them a better understanding of what is expected of them at college.

The school work closely with an alternative provision offering years 10 and 11 vocational subjects in construction and mechanics these give the students a chance to explore different subjects that the school do not offer on site. The school have access to the Norfolk WEX database which offers work experience for the pupils, Work experience is offered from year 10 but can carry through to year 11 as well depending the pupils' individual needs.

Philosophy and expectations

Policy and practice at Westfield School reflects the belief that disruptive and challenging behaviour has underlying causes and effects. Pupils with low self-esteem cannot tolerate anything that increases their negative feelings about themselves and thus reduces the chances of being hurt any more. They often refuse to recognise their own achievements, resent other people's successes, can delight in upsetting others, reject praise, humiliate others or refuse to respond to those around them at all.

A particularly destructive characteristic of pupils with low self-esteem is that by shutting off from the negative, these pupils also shut off from the positive. They cannot feel 'good feelings'. They struggle to hear praise or receive 'good' information.

Our challenge is to reach beyond the pupil's defensive shell and help the pupil believe that teachers are really there for him/her and that they can trust teachers. The foundation of our work concerns establishing positive relationships based on mutual respect. We teach our pupils how to understand their own rights but also to respect other people's rights, this includes cultures and differences. Our aim is to start the foundations that they can build on to live happily, peacefully and collaboratively with others.

Our promise to our pupils is that we will always show up for them, every day, regardless of the behaviours that are presented. We work with pupils to support them to effectively communicate their feelings and fears even if this communication is not always verbal. We also support the pupils to understand that when they show up in certain ways there may be an impact on others or them and then we start the journey of embedding this with support and consistency.

We prefer to talk about behaviour being consequential rather than of sanctions. Sanctions are used sparingly and after all other alternatives have been considered. Discussion will take place with a senior member of the team before a decision is taken regarding an appropriate sanction. Sanctions usually involve some form of reparation (tidying, cleaning and helping) but sometimes may involve the loss of a privilege or a restriction in a particular activity for a defined period of time (eg.5 minutes less break time).

Should a pupil's behaviour escalate to a point that he/she is likely to cause harm to himself/herself, other people or cause serious damage to property, then physical intervention will be used. Pupils are always given the opportunity to reflect on the incident and talk through it with a member of staff. The form and method which this takes is clearly identified in Keys' Positive handling /Intervention Policy. All staff are fully trained in the Keys' method of physical intervention. Placing authorities are informed of Keys' physical intervention policy. Any incident requiring physical intervention is recorded in detail, with access to relevant parties made fully available.



Positive Behaviour Support

We believe the key to successful behaviour is effective relationships with pupils built on mutual respect and tolerance. Inclusivity is paramount and all pupils are rewarded for positivity and for trying to 'turn it around'. The progress, security and development of pupils relies on the positive relationships they develop with significant adults in their lives. Westfield House School encourages good behaviour through a mixture of high expectations, clear policy and an ethos which adopts mutual respect between pupils, and between staff and pupils.

Pupils will test and challenge relationships, therefore adults responsible for them require the ability to sensitively, firmly and confidently manage the adult/pupil relationship. Empathy, trust and consistency are all important in

building relationships and encouraging pupils in making informed choices about their life and development. The school staff work cohesively with regards to expected standards and consequences.

Equally important is the expectations adults have of pupils, which should be regularly explained and reinforced, in relation to their behaviour, learning, personal and social development.

We always endeavour to involve pupils in target setting, and ensure that a target is always focused on behaviours and social skills, to develop their understanding and facilitate positive engagement.

The full behaviour policy is available on request.

Exclusions/Suspensions

We acknowledge that the young people placed at Westfield House School may have had previous negative educational and social experiences and as such may present challenging behaviours. It is our aim therefore to provide a quality education for even the most challenging pupils. Suspensions are seen as the very last resort when all other strategies have been exhausted and are only used in extreme cases.

However, if a pupil's placement in school is seriously preventing the 'effective education' of other pupils or the young person is presenting a significant risk to themselves or

others within the school, it may be deemed necessary to exclude a pupil for a specific period of time. In all cases of exclusions, parents/carers will be notified immediately by telephone, followed by a letter outlining the duration of the exclusion and the expected return date. The letter will advise the right to appeal against the exclusion, the assistance available and the procedures to be followed.

Following any exclusion, a reintegration meeting will be held and an Acceptable Behaviour Contract discussed with the pupil, parent/carer and staff member.





Admissions

Admissions Criteria:

Pupils will either be unable to maintain a place in a mainstream school for a variety of reasons or it may be thought that they would be able to benefit from a stable period in a small supportive school environment. The pupil will have an Education, Health and Care Plan, or be in the process of securing one and be between the ages of 10 and 18 years.

Admissions Procedures:

When a placement is requested, a copy of the child/young person's EHCP and/or other relevant documents, such as previous school reports, EP Reports, Individualised Education Programme (I.E.Ps) etc. will be needed. This is in order to ascertain the suitability of the placement and to set up an education programme appropriate to the child/young

person's needs. A meeting/visit will then be held to determine if the placement is appropriate to the pupil's needs.

Fees:

The academic year is 39 weeks divided into 3 terms. Fees will be charged on a weekly rate for 39 weeks of the year and will be invoiced on a termly basis for day pupils one term in advance.

Should a pupil leave without prior written notice or not as a result of a review, then 6 weeks (half a term) fees in lieu will be required. Notice to leave the school must be in writing and the 6 weeks (half a term) will be charged from the date of the letter of notice. The school will also adhere to these terms and conditions

Exam Results Table 2022-23

SUBJECT	NUMBER ACHIEVED	PERCENTAGE PASSED
GCSE Maths	4	100%
GCSE English	5	83%
GCSE Biology	4	100%
GCSE History	2	50%
Diploma Level 1 in Occupational studies	5	100%
Award Level 1 in Employability	4	100%
Entry Level Certificate Single Award Science	4	100%

General Information:



What are the start and finish times?

The school day starts at 08.45 and finishes at 14.30

What arrangements have been made for the lunch break?

Pupils will bring their own packed lunch and they have a variety of places where they can choose to eat this.

How will I get to know what progress my child is making?

An email will be sent home, daily, sharing the days information to those at home.

Parents / carers evenings are scheduled

throughout the year.

Annual school reports are sent home in Summer term.

If any parent/carer has any questions throughout the school year they can contact the school and a phone call or meeting will be arranged.

Who should absence be reported to?

Please report all absences to the school:

Phone – 01553 827848

Email - admin.westfieldhouse@keys-group.co.uk

How will my child's attendance be monitored? Your child's attendance will be monitored in exactly the same way as it is in mainstream schools, with formal attendance records in the form of a register being kept by the school.

The school prioritises attendance and will communicate with parents daily, if their child is not at school and we are not aware of a planned absence or sickness
We will request attendance support meetings to work collaboratively to improve any lower than expected attendances
Any concerns regarding attendance will be

dealt with under current procedures and will involve close liaison between parents/ carers, Local Authority and Children's Services professionals.

Do pupils have to wear a uniform?

Yes, uniform is required – this consists of:
School polo shirt or T shirt
School hoody or jumper
Black trousers – these can be tracksuit bottoms but MUST only be black
Black skirt – knee length
Black shoes or trainers

WESTFIELD SCHOOL TERM DATES 2023 - 2024

Autumn Term 2023		
Monday 4th September	Friday 20th October	Term 1
Monday 23rd October	Friday 27th October	Half Term
Monday 30th October	Friday 20th December	Term 2
Spring Term 2024		
Thursday 4th January	Friday 16th February	Term 3
Monday 19th February	Friday 23rd February	Half Term
Monday 26th February	Wednesday 27th March	Term 4
Thursday 28th March	Friday 12th April	Half Term
Summer Term 2024		
Monday 15th April	Friday 24th May	Term 5
Monday 27th May	Friday 31st May	Half Term
Monday 3rd June	Friday 19th July	Term 6

Bank Holidays:

Monday 25th December, Tuesday 26th December
 Monday 1st January, Friday 29th March, Monday 1st April
 Monday 1st April, Monday 6th May, Monday 27th May

Staff Training Days:

4th September, 5th September, 23rd October, 21st December,
 2nd January, 3rd January, 28th March, 2nd April, 22nd July
 23rd July

Westfield House School

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 Jo Murray

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David Manson
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Chair of Governors:

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