



# Peak Education Audley Prospectus 2022 - 2023

**PEAK**  
EDUCATION THROUGH ADVENTURE

**keys**  
make every day epic

# Welcome from the Headteacher

**Jonathan Gillie**

**It is my pleasure to welcome you to Audley School.**

**Audley School is a small specialist provision which provides education for students with Social, Emotional and Mental Health (SEMH) needs who require a smaller, more specialised intervention than can be provided in a mainstream school.**

We are committed to each and every one of our students, providing specialist support tailored to each individual's unique needs and helping all students achieve their full potential. Students often come to our school with negative perceptions of the education system, having experienced repeated rejection. We are dedicated to turning their experience of learning into a positive one.





# Values, Ethos and Vision

As part of the Keys Group we at Peak want to inspire and support young people to live happy, healthy and successful lives.

We achieve this through our EPIC values which form the foundation of the work that we undertake.

- **Excellence:** Accountable and intent to achieve the best in all we do. Challenging ourselves to the highest standards of learning, development and performance.
- **Passion:** Committed and ambitious in heart and mind, supporting the best outcomes for young people.
- **Integrity:** Working honestly and transparently, sharing our results and learnings.
- **Caring:** Showing compassion and empathy, placing the young person at the centre of all we do, taking their feelings and wishes into account.



# Our Mission

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## Students are at the heart of our school

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The world of education is full of challenges, experiences and opportunities which all students should embrace. Peak Education aims to ensure that students are well qualified and prepared to be positive members of society by upholding traditional British Values of democracy, the rule of law, freedom, respect and tolerance.





## Our School

Audley School provides day placements for students aged 7-14 and is registered with the Department for Education as an independent day school. Audley is set in a pleasant rural location which enables a quiet and nurturing environment to be created.

The school has one large floor incorporating several large specialist classrooms and purpose-built support rooms. Having undergone significant refurbishment, the school has a very bright, inviting atmosphere with all classrooms equipped with modern furniture and resources.

All students are encouraged to take an active role in contributing to classroom displays fostering a pride in both their own work and the appearance of the school.

Class sizes are extremely small and structured to facilitate individualised learning. Each student is allowed to work through the broad, rich and differentiated curriculum tailored to their age, ability, and interests.

Our intensive support programme offers a high staffing ratio with a bespoke programme of education tailored to the individual student's needs. These programmes are best suited to students with, or pending, Education and Health Care Plans. The school can target specific areas of difficulty and rapidly address any fundamental learning which may have been missed or not retained. In groups of up to 5 other students, our intensive support students follow a timetable of Educational and Adventurous Activities. Referrals to our intensive provision are for full time placements.

# Safeguarding

Our school is committed to safeguarding students and promoting student's welfare and expects all staff, volunteers, and visitors to share this commitment and maintain a vigilant and safe environment. Everyone has a responsibility to act without delay to protect students by reporting anything that might suggest a student is being abused or

neglected. It is our willingness to work safely and challenge inappropriate behaviours, that underpins this commitment. The school seeks to work in partnership with families and other agencies to improve the outcomes for children who are vulnerable or in need. The safeguarding policy is available on request and on the schools website.



# The Curriculum:

**Peak Education recognises that all students should have access to the broadest and richest curriculum possible. All students need to work at a level which is appropriate to their understanding and taught at a rate that suits their individual abilities.**

Our curriculum is expertly delivered by our well trained, highly experienced teaching and learning team who focus on the individual needs to ensure that gaps in their knowledge and abilities are sequentially addressed to ensure they improve their life skills, develop methods of overcoming challenges and resilience in their learning.

High aspirations are held for all our students, through the curriculum, students' experiences, knowledge, self-confidence, ability to communicate and independence are developed.

- To ensure all students have access to a broad and balanced curriculum.
- To ensure that all students have an equal right to access high quality teaching in all areas of the curriculum that addresses their individual needs and supports them to make at least good progress
- To promote the spiritual, moral and cultural development of all students.
- To encourage personal development, so that they are well prepared to respect others and contribute to wider society and life in Britain
- To promote fundamental British values of democracy, the rule of law, individual

liberty, and mutual respect and tolerance of those with different faiths and beliefs

- To support all students developing healthy lifestyles and develop positive relationships
- To provide opportunities and experiences that develop students communication, any identified special educational needs and or disabilities. Students will be taught in small groups, individually, and when appropriate within the community. Students learn valuable lessons at Peak. They improve their life skills; develop methods of overcoming challenges or problems and develop resilience. Our emphasis is on providing plentiful opportunities for social, moral, spiritual and cultural development of our students. Our curriculum also emphasises fundamental British values, developing healthy lifestyles and the importance of positive relationships.

Our topic programme is carefully balanced and planned to be age appropriate across the years. Long term plans are produced to show how each is taught, the knowledge and skills covered and links to other parts of the curriculum. It is important to us that art, geography, literacy and where appropriate numeracy and science are linked in topic teaching. So, for example, a history Romans topic could include reading about Roman myths in English, learning about Roman Numerals in maths, urn making in art, catapult construction in design and technology and catapult testing and measuring in maths and science. We teach geography, weather and climate, and knowledge about significant



historical events, people, and places.

The school arrange educational visits giving students the opportunity to access learning through members of the community and experience learning through a wide range of sources. Integral to our curriculum is a wide range of educational experiences that extend beyond the classroom. Trips and visits extend the range of environments in which students learn and broaden their experiences of the wider world.

Our curriculum also includes a number of Adventurous Activities which get students outdoors and learning about themselves, their environment, the world around them as well as teaching valuable skills such as teamwork, communication skills and risk management.

**Climbing:** Provides the opportunity to tap into the mind and body's limitless potential, enabling students to challenge themselves further by completing increasingly complex routes.

**Abseiling:** An outdoor activity designed to challenge students and test their limits. All aspects of health and safety are covered including rope work to compliment climbing activities. This gives a sense of achievement and a boost to self confidence.

**Sailing:** This activity encourages teamwork, communication and shared accomplishment. Participants will learn and develop many skills including leadership, navigation, meteorology, trouble shooting and craft care along with rope and line work.

**Kayaking:** Individual kayaks that are used on both canals and rivers. A challenging activity that usually

offers a competitive edge due to the levels of independence involved. You will develop a range of paddling skills and health and safety awareness.

**Canoeing:** Larger open boats that are often paddled by a pair. This offers a variety of paddling techniques and different roles within the boat. It also greatly encourages team work and communication.

**Orienteering:** This incorporates map reading skills and knowledge of the area as well as keen observational skills. It also fosters teamwork and camaraderie.

**Scrambling:** An activity that is somewhere between hill walking and climbing. It is a fun challenge and encourages students to navigate their way under, over and through various rock formations. Participants are encouraged to use teamwork, trust, communication and coordination skills.

**Hill Walking:** Takes students out of their usual surroundings. Encourages environmental awareness and responsibility. Communication, navigation, the countryside code and the weather are encompassed in this activity.

**Mountain Biking:** Much more advanced than simply riding a bike. This will teach students about the safety checks and adjustments they should make and different techniques for riding over varying terrains. There are also aspects of bike mechanics involved in the process.

**Archery:** Archery encourages coordination, self awareness, safety and responsibility. Archers learn to maintain focus, avoid distractions and constantly improve their skills.

Courses offered may change during the school year following timetable reviews

## **Provision for children with Special Educational Needs**

Our objectives and principles in making provision for students with EHCPs are to ensure that:

- Each child is given access to as broad, balanced and relevant a curriculum as possible.
- The identified needs in their EHCP, are addressed.

Statutory reviews are held regularly and completed in a thorough manner.

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

## **Provision for children with EAL**

In the event that students are admitted whose first language is not English, and English is an additional language within the family as spoken by parents/carers etc., the school will make appropriate arrangements for translation in meetings. The school will provide translation support to students in their education as appropriate including through the use of non-verbal strategies.

## **Identity and Cultural Diversity**

Identity and cultural diversity is taught through the PSHE and citizenship curriculum. All young people take part in weekly PSHE lessons which promote opportunities for students to reflect upon and develop their knowledge, confidence, and image. The students are required to be respectful to each other, their environment and themselves.

## **Documentation**

All of our school policies and procedures can be viewed on our school website, sent out electronically, or by post on request.

## **Health and Safety**

Our school has a comprehensive health and safety policy and procedures. The Health and Safety Policy is held onsite and is available to anyone at any time.

## **Health and Sex Education**

All our students will receive age and ability appropriate relationship, health and sex education throughout the year. Parents have the right to withdraw their children from the non-statutory/non-science components of RSE

## **Careers Guidance / Further Education**

Our careers education programme provides our students with the opportunity to plan and manage their careers effectively, ensuring progression which is ambitious and aspirational. It promotes equality of opportunity, celebrates diversity and challenges stereotypes. It is designed to meet the Gatsby benchmarks and conforms to statutory requirements.

## **Counter Bullying**

Peak Education strives to create a safe and happy environment, believing that all bullying is unacceptable, whether at home, at school, at work, in the local community or when socially networking.

We believe that school should provide a safe, caring and happy place for young people to learn and for adults to work. If this is achieved, the school will be able to develop teaching and learning, whilst fostering an attitude of responsible behaviour at all times to promote safety, both on the premises and out of school hours.

## Complaints - 0 received within the last academic year

Complaints are welcomed as a way of ensuring that any dissatisfaction or concern with the quality of service provided by the school is appropriately addressed as soon as possible. Anyone wishing to make a complaint can do so directly with any school member of staff using our complaints policy and procedures. The complaints policy is available on our website and on request from the school.

## Assessment Results

Throughout each academic year, students will have access to an array of academic, social and emotional assessments. In 2022-2023, our students made progress in all areas.



## Philosophy and expectations

Policy and practice at Peak Education reflects the belief that disruptive and challenging behaviour has underlying causes and effects. Young people with low self-esteem cannot tolerate anything that increases their negative feelings about themselves and therefore seek to reduce 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 young people with low self-esteem is that by shutting off from the negative, these young people 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 young person's defensive shell and help them believe that their teacher is really there for them and that they can trust teachers. The foundation of our work concerns establishing positive relationships based on mutual respect

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 the parent/carer 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. loss of break time privileges). Should a young person's behaviour escalate to a point that they are likely to cause harm to themselves, other people or cause serious damage to property, then physical intervention will be used. Students 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 the Physical Intervention Policy and all staff are fully trained in these methods of physical intervention. A copy of this policy is available upon request from the school either in hard copy or electronically.



## Positive Behaviour Support

The key role of Peak Education is to support young people who are displaying significant behavioural, emotional and social difficulties to manage their behaviour in order to successfully move on to their next steps.

Peak Education tolerates a wide variety of behaviours but does not accept them as inevitable and unchangeable. An individual's behaviours will be prioritised and through planned intervention and adherence to the rewards and sanctions in this policy, ensure that the consequences for behaviour are specific and limited. The high expectation for behaviour in all aspects of the school day are shared with all, by all and adhered to by all staff.

Staff work hard to build positive relationships with all students. This is essential in order that students feel secure in the knowledge that relationships with staff will remain positive and respectful following incidents of inappropriate behaviour thus enabling the student to “get back on track” and move on. To this end it is also important that staff foster the belief in students that it is “ok” to make mistakes and that they can be part of a learning process and not the end of the world. Staff are proactive. Students are taught and regularly reminded that they are responsible for managing their behaviour through the choices they make. Conversely, they are encouraged to understand that they are responsible for the consequences of the choices they make.

# Exclusions

We acknowledge that the children placed at Peak Education may have had previous negative educational and social experiences and as such will present challenging behaviours.

It is our aim therefore to provide a quality education for even the most challenging students. Exclusions are seen as the very last resort when all other strategies have been exhausted and are only used in extreme cases.

However, if a child's placement in school is seriously preventing the 'effective education' of other students, or the child is presenting a significant risk to themselves or others within

the school, it may be deemed necessary to exclude a student 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. A reintegration meeting will be held following any period of exclusion to review the incident and agree future actions.





# Admissions

New enquiries can be submitted via the contact us link on our website, or by making enquiries directly with the School. We would encourage prospective parents/carers, advocates or Social Workers to arrange visit to support their decision to choose Peak Education. This also enables parents to make informed choices about the provision and support offered and is an opportunity to meet the senior leaders' teachers and support staff.

We require up-to-date information, including relevant documents such as the most recent Education, Health and Care Plan (EHCP), previous school reports, medical information, any previous reports including behaviour management plans, attendance, risk assessments, care plans if applicable, psychology and other clinical assessments, to assist in our initial assessment. Information regarding the child's likes and dislikes and interests are helpful too.

Admission to the school is through the students Local Authority.







# General Information

## **What are the start and finish times?**

The school is open to students from 9.00am to attend Breakfast club. The educational programmes start at 9.30am and finish at 2.30pm

## **What arrangements have been made for the lunch break?**

All students and staff have access to order a meal from a local sandwich shop as we do not have provision to provide school lunches. School pay for all student meals. Students are supervised during this period.

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

Each student has a Student Passport, setting out clear aims and objectives for learning. Student achievement and progress is monitored on a weekly basis and a report is produced at the end of each term. The report will be issued to the parent / carer.

## **Progress:**

As a result of our internal quality assurance we can summarise all students at the school in 2022/2023 academic year made at least good progress.

## **Who should absence be reported to?**

Contact should be made on the first day of non-attendance, giving the reason and indicating when you expect your child to return to school. Absence should be reported to reception by 08:30 on 01782 284329

## **How will my child's attendance be monitored?**

Your child's attendance will be monitored in exactly the same way as a mainstream school. We hold formal attendance records in the form of an attendance register. Any concerns regarding attendance will be dealt with under current procedures and will involve close liaison between parents / carers, school staff, Education Welfare Teams and Children' Safeguarding Teams.

# General Information:



## **Do pupils have to wear a uniform?**

There is no set uniform.

However, we do insist that students wear appropriate clothing for the activities they are undertaking. i.e. sensible footwear (no sliders or heels), no low cut tops or vests,

shorts and skirts to reach knee length, logos or slogans printed on clothing are appropriate to be worn at school. Please carefully consider the value of the clothing worn, especially on adventurous activities as the school takes no responsibility for loss of, or damage to personal items.

# Term Dates 2023-2024

Aug 2023						
M	T	W	T	F	S	S
	1	2	2	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Sep 2023						
M	T	W	T	F	S	S
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Oct 2023						
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Nov 2023						
M	T	W	T	F	S	S
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20	21	22	23	24	25	26
27	28	29	30			

Dec 2023						
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Jan 2024						
M	T	W	T	F	S	S
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22	23	24	25	26	27	28
29	30	31				

Feb 2024						
M	T	W	T	F	S	S
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26	27	28	29			

Mar 2024						
M	T	W	T	F	S	S
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Apr 2024						
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29	30					

May 2024						
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Jun 2024						
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Jul 2024						
M	T	W	T	F	S	S
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29	30	31				

School Holiday
INSET / Training Days



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**Peak Education Audley**

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Jonathan Gillie

**Proprietor:**

Peak Activity Services Limited

**Proprietor Representative:**

David Manson

**DfE No:**

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