



Welcome to Progress School!

We hope you will find this information booklet useful but if you have any further questions, or would like any more information about school, we welcome you to contact us using the details below.

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Children's Homes

The Acorns

Endora

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Registered House Manager

Registered House Manager

Joanne Law

Lisa Garrett

Progress School Statement of Ethos and Aims

Living and Learning Together

We aim to create a safe and stimulating environment in which children and young people are able to enjoy living and learning and achieve their full potential.

Progress School's Aims

- To ensure that the values of the Every Child Matters agenda is the focus of our working practice.
- To work closely with and value the views of parents, pupils and staff thereby establishing a successful partnership between home and school.
- To create an atmosphere based on mutual respect and to be able to offer a secure and stimulating environment where young people can celebrate their achievements, build on their strengths and grow in confidence, understanding, knowledge and skill.
- To provide skills for life opportunities that will be stimulating and meet the individual needs of pupils.
- To encourage interaction and communication with others, promoting participation and teamwork and building self-esteem and self-reliance through a broad range of approaches.
- To manage behaviour consistently, clearly defining rules and boundaries and using proactive support systems and rewards based strategies to promote appropriate behaviour.
- Work with multi-professional groups to enhance the quality and provision for our pupils.

- To develop positive links with the local community.

Admission Process

The School provides education for young people between the ages of 7 and 19. All admissions are made in accordance with the current school policy and the appropriate legislation. Admissions to School take place at any time during the school year in order to minimise the amount of time children spend out of the classroom.

Places are offered subject to availability and suitability and if parents/carers and local authorities feel they can fully support the placement. Mutual co-operation between parents/carers, local authorities and staff at the school is seen as a key to successful placement at Progress School.

Attendance

Regular attendance and punctuality is essential for your child's education and also as training for future life. Only genuine illness or extreme emergencies are considered authorised reasons for absence from school.

Behaviour

Many of the young people who attend Progress School, have difficulty understanding and managing their behaviour. We work with families and young people to ensure the outcomes for their behaviour are appropriate and use agreed proactive strategies to avoid young people engaging in challenging or inappropriate behaviour in the first place. We apply a Team Teach approach throughout the school and homes and each young person's behaviour support plan is the same across settings to ensure continuity. The vast majority of work we do is to promote positive behaviour and to avoid negative behaviour from escalating. However, on occasions that we do need to use physical intervention to keep the child and others safe it would always be the least restrictive option possible and would be reasonable and proportionate.

Bullying

The School places great emphasis on young people being able to feel safe and secure in School. We do this through establishing a network of strong relationships between adults and pupils, pupils and pupils and adults and adults. Young people and staff are valued mutually. Fortunately as a consequence of our high staff-pupil ratios bullying amongst

children is highly unlikely. However, young people and staff are encouraged to value themselves and to know that bullying is not acceptable in preparation for a life after school.

British Values

The Department for Education introduced a statutory duty for schools to promote British Values more actively from September 2014, and to ensure they are taught in schools.

The five key British Values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

The school uses strategies within the National Curriculum and beyond to secure such outcomes for students.

Progress School is committed to serving its community. It recognises the multi-cultural, multi-faith and ever-changing nature of the United Kingdom. It also understands the vital role it has in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

As part of our commitment to equal opportunities we celebrate diversity and ensure that all pupils and staff have the right to freedom from discrimination in relation to their protected characteristics.

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;

- sex;
- sexual orientation.

Communication

Parents/Carers will be sent newsletters termly, outlining all the work the children have been doing. The newsletter will also inform parents/carers of all upcoming events and important information. We operate an open door policy and welcome visits to school from parents/carers. If any parent would like information about their child's education or wellbeing they can simply contact school at any time and arrange to visit or have a discussion by telephone or e-mail.

Complaints

We hope that you are very happy with the care and education your child/young person receives at Progress School. However, In the event of being dissatisfied with any aspect of school, we warmly invite you to contact us so we can discuss your concerns. If, following a discussion you do not feel your concerns have been addressed we have a comprehensive complaints policy available to support you.

Progress and attainment

It is very important that our pupils are able to achieve their full academic potential and we use a range of specialist strategies to support this. We also feel it is very important to celebrate progress made in other areas of the young person's development. Most children develop skills in communication, behaviour, social skills, play skills and safety awareness as they grow and this is a natural process. However, we recognise these as skills which are often very difficult to achieve for children with autism and complex learning difficulties and therefore celebrate the progress pupils make in these areas. Pupils progress in attendance, communication, social interaction, behaviour and academic skills, knowledge and understanding are measured closely and challenging and relevant targets are set accordingly.

Reviews

A detailed Annual Review is written each year and parents/carers are invited into school to discuss their child's progress. This is a Statutory process, the aims of which are:

i) to assess the child's progress towards meeting the targets agreed following the making of the Statement of SEN or Education Health and Care Plan in the case of the first annual review, and the targets set at the previous annual review in the case of all other subsequent reviews.

ii) to collate and record information which the school and other professionals can use in planning their support for the child.

iii) to review the special provision made for the child

iv) to consider the continuing appropriateness of the statement/EHCP in the light of the child's performance during the previous year. If the statement/EHCP is to be maintained, to set new targets for the coming year, progress towards those targets will be considered at the next annual review.

v) to consider any amendments to the Statement.

Safeguarding and Child Protection

Progress School takes its responsibility to safeguard and protect children and young people very seriously. All staff are responsible for keeping children and young people safe and clear procedures are in place for reporting and recording concerns to the designated safeguarding officer. All staff receive comprehensive safeguarding training as part of their induction programme and attend annual refreshers thereafter.

Registered House Managers and Deputy Managers, The Principal, Head and Deputy Head of Education have undergone Designated Safeguarding Officer training and this is updated on a 2 yearly cycle. The lead responsibility for Safeguarding lies with the Headteacher. The Senior Management Team review the Child Protection Policy and Procedure annually.

Uniform

We expect every pupil to wear the school uniform, which is provided by the School. It is helpful in generating corporate responsibilities, community cohesion and is a practical outfit. Sending your child to school in uniform sets a standard in appearance of which both parents/carers and the school can be proud. Although the initial cost of uniform is met by the School, parents and pupils are expected to accept responsibility for keeping it in good condition.

It is helpful if articles of clothing are clearly marked with the child's name.

Girls

Purple cardigan/jumper/hooded jumper

Purple polo shirt

Grey trousers/skirt/shorts

Black/grey tights or socks

Black shoes

Boys

Purple jumper/hooded jumper

Purple polo shirt

Grey trousers/shorts

Black or grey socks

Black shoes