

# Shenstone Lodge School



## School Prospectus

Shenstone Lodge School is committed to safeguarding and promoting the welfare of children

# A warm welcome from the Executive Headteacher



Shenstone Lodge School is a Special School which educates and supports Primary and Secondary aged students with Social, Emotional and Mental Health needs.

Operating across two sites we are committed to providing a structured and caring environment which promotes education, aspiration and challenge. We aim to deliver a broad, balanced and relevant curriculum which develops core academic skills, improved self-management, pride and resilience.

The Shenstone Lodge site is based just outside of Shenstone village, near Lichfield in Staffordshire. The site has been home to a special school for over 50 years and currently educates children from Y2 to Y7.

There is a residential provision on the Shenstone site which accommodates up to 12 students overnight between Monday and Thursday during term time. A residential placement can offer additional educational, emotional and behavioural support by providing a programme of structured activities, play and recreation. Experienced care staff work closely with students to develop a range of life skills and encourage appropriate social interaction.

The Brades Lodge site is a day school situated in Tividale, Oldbury and supports students from Y7 to Y11.

All students have regular opportunities to participate in off-site activities which have a range of academic and social benefits. We are extremely active in our localities and offer a range of opportunities for partnership working and engagement in joint activities.

We are a school which has undergone significant change over the last few years and are developing rapidly. We have high aspirations for our students and stakeholders with an ambitious vision. We look forward to our collective journey and making a difference.

Neil Toplass  
Executive Headteacher

# Our Vision

**Vision:** A school that everyone is proud of, offering an environment that allows young people to take risks and be brave with their learning.

**Mission:** Provide every child with the opportunity to experience an outstanding education academically, emotionally and socially; one that raises aspirations, expectations and educational achievements.

To identify barriers to learning which effectively promotes mental health, wellbeing and positive relationships amongst parents, carers, professionals and other organisations. Enabling children to develop and reach their true potential.

**Values:** Safe, Happy, Learning



# Admissions and Induction

Referrals are received from Sandwell Local Authority and other neighbouring Authorities following the completion of an Education, Health and Care Plan.

Parents/Carers are invited to visit the appropriate school to help them decide if it is suitable for their child. Children are not involved at this stage.



Parents/Carers will confirm with their LA that they wish to 'place' their child at the school and a pre-admission visit for Parents/Carers and the child is arranged.

An admission date and integration plan will be discussed. Some pupils have transport provided by their LA to get them to and from school; older students may receive Travel Training from their LA and then be provided with a Scholar's Bus Pass, there is also the possibility of a parental mileage allowance.

Once all the paperwork has been completed the school will contact you to confirm the induction process:-

At Shenstone Lodge School this will include 5 half days arriving at school at 8:50 and leaving at 12:00. During these times the student will be introduced to life at Shenstone Lodge, meet some key staff, meet their future class and also be allocated to the correct teaching groups. This allows us to make the induction as personalized as possible to ease any anxieties that may arise.



Should we feel that a longer transition period is necessary in order to allow the student to settle in then we will discuss this within the first week.

At The Brades Lodge the induction process is also very much needs led. The aim is to ensure the new student is settled into the routines and expectations of The Brades Lodge and is assigned the correct class group and sets where

appropriate. The induction process will involve baseline assessments, tours of the school and meetings with teachers and other key staff. The timetable will include some shortened days to help ease the transition to a new school.

# The School Day

## CURRICULUM

Students across both sites follow the National Curriculum, which is adapted as necessary to meet individual needs.

There is a strong focus to develop Literacy and Numeracy skills and pupil premium money is targeted to improve progress in these core areas for the appropriate cohort. We also offer varied enrichment opportunities that will broaden students' horizons, and offer experiences that motivate and encourage students to achieve.



The school strives to develop services to meet the needs of the pupils it caters for. To this end a number of 'extended services' have been developed over recent years. These can include play therapies, after school sport clubs and support from a range of LA focus organisations, which tackle everything from drug use to obesity. We have regular dealings with the School Health Nurse team, the Police, mentoring services, and counselling.

## TEACHING ORGANISATION - SIZE OF CLASSES

We strive to organise children into groups which enable us to best meet their needs. Class sizes range from 4 to 8 children with a Teacher and a Classroom Assistant. On occasions, some of our children may require a higher level of support. If this is the case the class team differentiate work to allow individuals to succeed.

Should further support be required then we have a range of both academic and non-academic interventions making the timetables truly individualised.



# Curriculum

## KEY STAGE 2

We provide a broad and balanced Curriculum for all students to enable them to become successful and confident learners.

Although we do follow the National Curriculum it is adapted to suit each students' individual needs.

The students are an integral part of our whole school community which allows them to access specialist and highly motivated staff.



We provide a wide range of learning experiences both in and out of the classroom which are highly structured and carefully planned to break down any barriers to learning and to promote the personal development of each individual to ensure they maximise their potential.

## KEY STAGE 3

Students follow a timetable that is similar to many mainstream schools. However, with higher staff ratios and small class sizes students find it easier to excel.

## KEY STAGE 4

At Shenstone Lodge School – The Brades Lodge external qualifications provide the backbone of the curriculum.

Subject	Qualification
English Language	GCSE
English Literature	GCSE
Mathematics	GCSE
Science	BTEC
Geography	Entry Level
History	Entry Level
PE	Cambridge Nationals
Art	Entry Level / Level 1 OCR
Food technology	BTEC
Work Based Learning	BTEC
Land Based Studies	OCR
ICT	OCR
PHSE	OCR

# Residence

To access residence the provision needs to be added to the EHCP which will need an Educational Psychologist to write a report, we can support this process if you feel that it would benefit the educational outcomes of the student.

(Please see the Residential Statement of Principles on the school website for further information).

At Shenstone Lodge School we understand that providing child centred play opportunities and re-creating early attachment experiences facilitate a child's social and emotional development, as well as giving them time and space for self-expression and relaxation. We promote a healthy lifestyle through routines, food, self-care skills and healthy sleep routines, this then provides the opportunity for children to fulfil their educational potential. Their residential placement can also support reducing travel time and any issues when travelling with others.

The Care Team provide opportunities for children by offering a structured and nurturing environment that helps to develop social and emotional literacy. This is done through the availability of activities both on and off site, working together with children on chosen targets in one to one key work sessions and listening and valuing the wishes and feelings of children. The targets are linked to their individual EHCP.

The residential provision at Shenstone Lodge School aims to provide consistency through a shared approach, careful planning and a focus on learning.



# Safeguarding

Safeguarding is a priority at Shenstone Lodge School.

‘Preventing child abuse takes leadership and accountability. This means putting children's rights, safety and dignity at the heart of every decision.’

Shenstone Lodge School is committed to safeguarding and promoting the welfare of children. To achieve our commitment, we will ensure continuous development and improvement of robust safeguarding processes and procedures that promote a culture of safeguarding amongst all our staff and volunteers.

To meet these expectations we have structures that ensure:

Many of the senior staff on both sites are trained to Designated Safeguarding Lead level.

On each site there is a safeguarding manager who oversees the day to day duties supported by the senior staff.

We will support students and families to ensure the continued wellbeing of all students.

We will attend all statutory meetings and support students at various appointments if necessary.

We will professionally challenge and chase for decisions and action.

We will refer incidents to the Multi Agency Safeguarding Hub (MASH) via Multi Agency Referral Forms (MARF).



# Parental Engagement

This, we feel, is a vital part of school life at Shenstone Lodge School.

It is important that parents and carers are involved in the education of students as they move forwards, not only does it encourage conversation but also interest and with this comes self-esteem and pride.

Our preferred manner of contact is email but we will also send out letters and texts. All of our primary students are on Class Dojo which is a tool that allows us to reward them and share some of the good work they do with parents and carers.

Throughout the year there are parental consultations, student performances, sports days and engagement days that will allow you to meet the staff in both formal and informal environments.

We also need you help to improve so we do ask you to complete questionnaires throughout the year about your experiences.