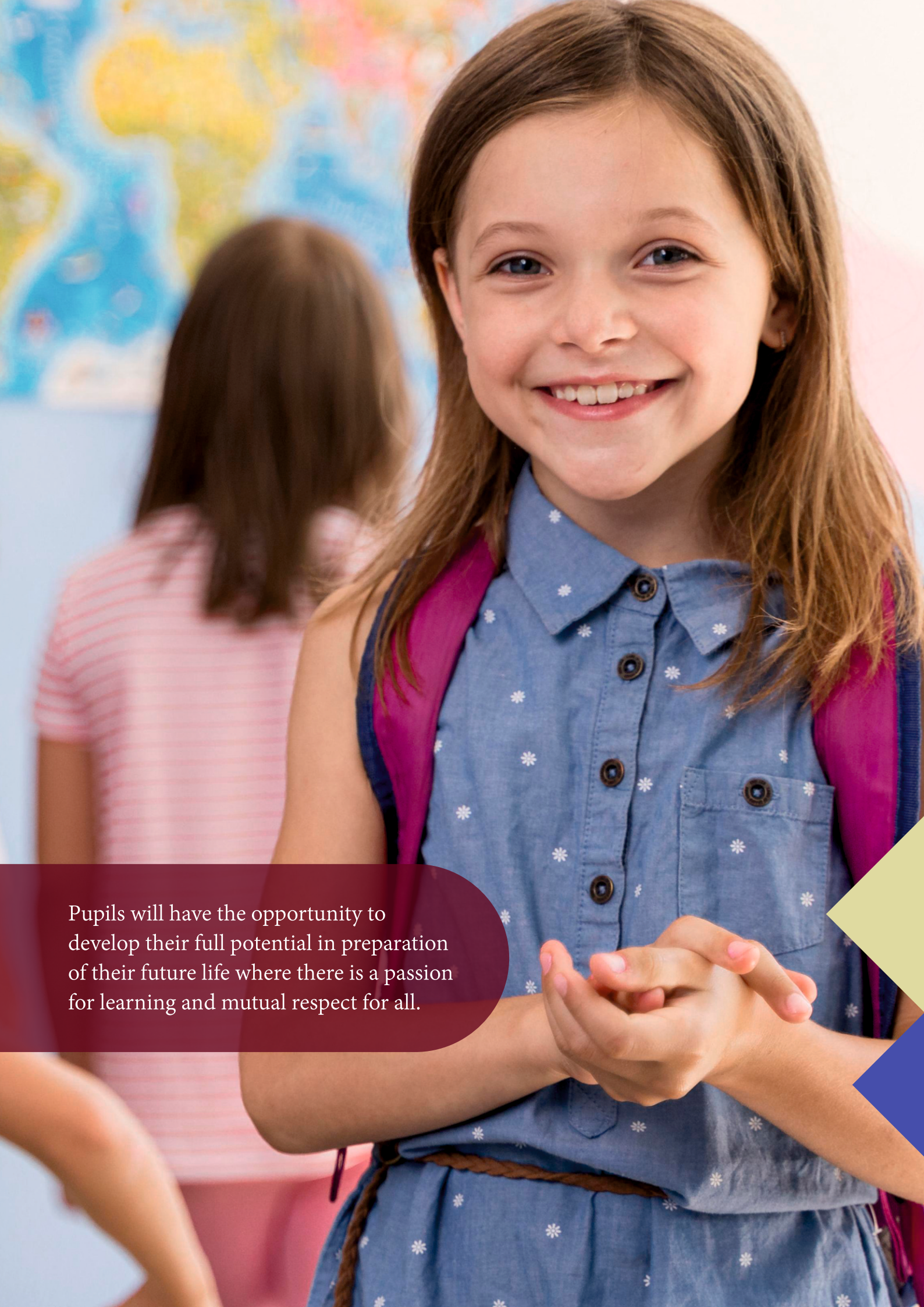




**WEST RAYNHAM SCHOOL**  
ORTUS EDUCATION LTD.

**PROSPECTUS**  
INSPIRE ENGAGE EMPOWER



Pupils will have the opportunity to develop their full potential in preparation of their future life where there is a passion for learning and mutual respect for all.



**WEST RAYNHAM SCHOOL**  
ORTUS EDUCATION LTD.

Specialist Day School for SEMH  
(Social, Emotional and Mental Health)  
Mixed Gender - 5-17 Years

# WELCOME

Ortus Education Ltd. West Raynham School is an independent special school, that is DfE-registered, providing high quality specialist education for up to 24 pupils aged 5 – 17 of mixed gender, with SEMH needs, along with associated challenging behaviours.

At West Raynham School, we support our pupils to understand the barriers that they may have to learning and support them to engage with their education and feel a sense of belonging and success. We pride ourselves on providing a warm, caring and nurturing environment where pupils become successful learners and have confidence in their abilities.

Our success is based on the talented, passionate and caring staff who work at the school, who have the expertise to understand each pupil's individual challenges and how they can overcome these.

Clare Gammons and Matthew Braginton  
Proprietors





## SCHOOL ETHOS

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### Vision Statement

'Our vision is to provide a high-quality education for all pupils. We aim to promote a positive outlook, eliminate prejudice and ensure equal opportunities.

Our approach to education is to inspire and engage our learners through a range of positive learning experiences. We empower pupils to engage in learning and all the experiences that the school has to offer, in order to achieve and excel in life's challenges.

### Our Specialist Team:

- Specialist Teachers
- Trained Academic Mentors
- Trained Pastoral Mentors
- SENDCo
- Designated Safeguarding Leads





## SECURING YOUR CHILD'S FUTURE

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Our school consists of small class groups, creating a supportive and nurturing environment where pupils can learn and achieve.

We pride ourselves on providing a warm, caring and nurturing environment where pupils become successful learners and have confidence in their abilities.

Our staff have the expertise to understand pupils' specific needs. As well as the broad academic offer, we focus on communication and social skills, with a strong emphasis on self-regulation and developing independence.

Every pupil is encouraged to improve their confidence and self-esteem through the work that we do in lessons and interventions, in the nurturing environment that West Raynham School offers. We will celebrate success and achievement at every opportunity, recognising that achievement for our pupils can present itself in many forms.

We strongly believe that all pupils can achieve and excel with the right guidance, encouragement and support.

### Aims

By working collaboratively with carers/parents and young people we aim to:

- Provide a positive, safe and nurturing environment where pupils and staff feel happy and secure in the process of learning.
- Provide access to high quality education and pastoral care that will enhance personal development, stimulate growth and provide equal opportunities.
- Develop pupils' self-esteem, independence and awareness of, and consideration for, the feelings and the needs of others within the school and community.
- Encourage young people to positively manage their own behaviours and difficulties.

### Typical Pupil Profile

- Mixed Gender, Aged 5-17 Years
- SEMH (Social, Emotional and Mental Health)
- Additional Complex Needs
- Challenging Behaviour
- History of Placement Breakdown
- Usually has an Education, Health and Care Plan (EHCP)



## ADMISSIONS

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Our school is co-educational and non-denominational and has a secular ethos but respects the cultural needs and religious beliefs of all.

The young people attending the school will have come from a variety of settings and will be referred to the school via local authorities.

Young people will be aged between 5 and 17 years, who have a presentation of SEMH needs. Pupils will usually have an EHCP.

Admission into the school will be via referrals received from a local authority.

We only admit young people whose places are funded by a UK authority.





## OUR ENVIRONMENT

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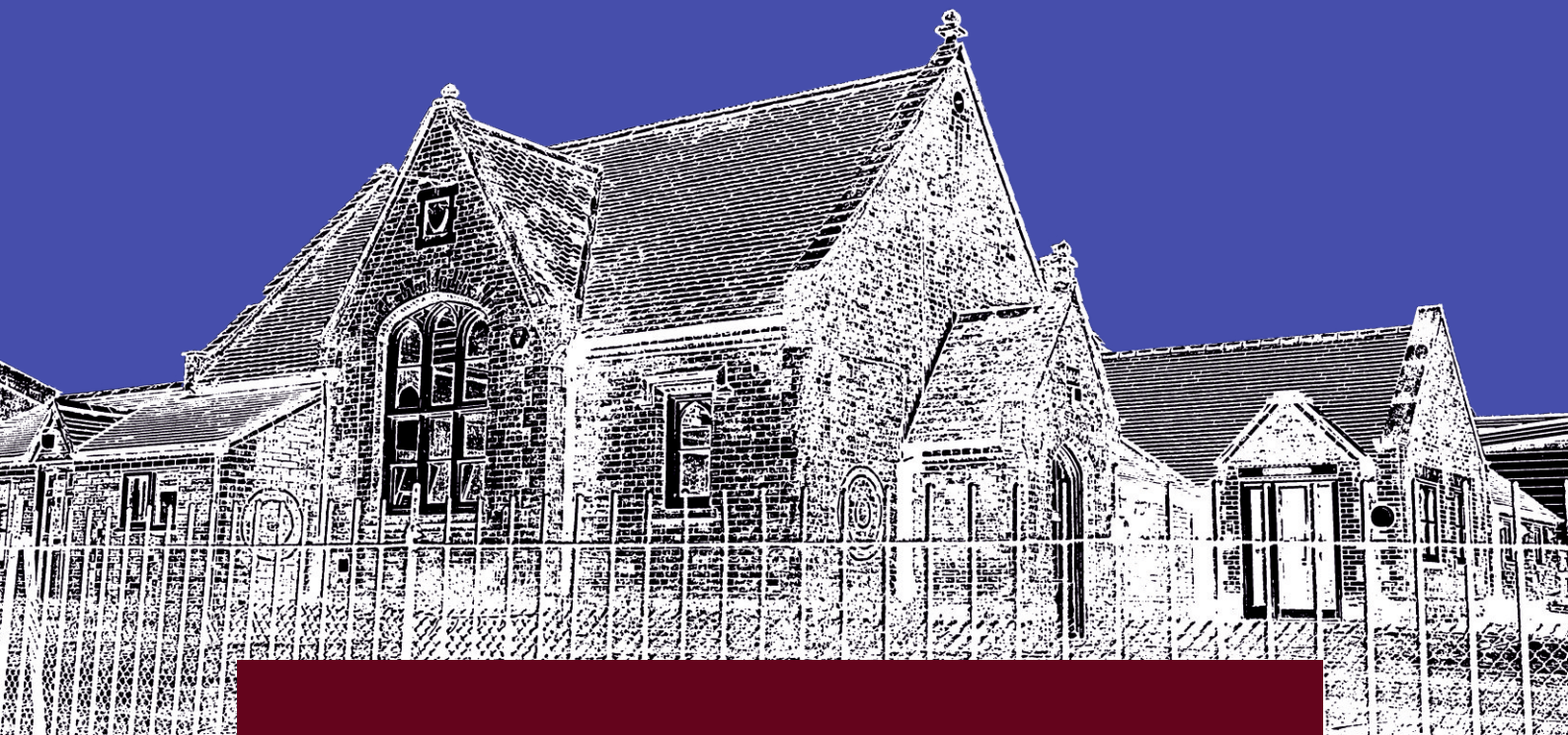
West Raynham School empowers pupils by managing their transition and adjustment to school expectations and routines through strong pastoral and therapeutic support in our calm, welcoming yet structured environment.

We offer a range of qualifications and skills that prepares pupils for their next steps. All pupils are fully supported to achieve the best results possible through quality teaching, interventions and supported study.

In addition, we provide career guidance and support that essentially helps pupils to reflect on their interests and aspirations, explore career options/pathways and plan for the future.

Staff assist with a range of employability skills such as CV writing, conducting career and job searches, completion of college applications and impartial careers advice. We also focus on preparing pupils for college visits, open days, interviews, work experience and volunteering opportunities.

We emphasise the skills that pupils need to learn to develop their independence, so that they are able to manage their finances, health and relationships.





We pride ourselves on providing a warm, caring and nurturing environment where pupils are prepared to become successful learners, confident individuals and responsible citizens.





## TRANSITION PATHWAY

# Referral Route

Local Authorities

Personalised Transition Plan

West Raynham School

### Expected Outcomes

Full range of educational qualifications, independence skills, self-regulation skills and strategies, increased participation in hobbies and interests

Fully Supported Transition

Post 16

Further Education  
College or  
6th Form Provider

Apprenticeship  
Schemes

Full-Time  
Employment



## TEACHING & LEARNING

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West Raynham School has been designed based on many years' experience and expertise in providing highly successful specialist education services.

Pupils will have the opportunity to develop their full potential where there is a passion for learning and mutual respect for all.

The school's curriculum is broad and balanced, and includes, where appropriate, all of the statutory requirements of the National Curriculum. There is a particular emphasis on core subjects, developing the skills and strategies to succeed as a successful learner, and addressing gaps in previous learning.

We actively promote opportunities to broaden pupils' experiences through a wide variety of educational visits and we work with other agencies to deliver projects both on and off the school site.

We encourage pupils to make a positive contribution to society in many ways, including involving them in community and charity events throughout the school year.

### Key Stage 1 and 2

We use a primary approach to our KS1 and KS2 learning. There is one teacher who will work with pupils, focussing on different subject areas. The emphasis is on engagement and creativity, which includes lots of opportunities for outdoor learning. Assessment and tracking will relate back to National Curriculum statements.

### Key Stage 3

Teaching is tailored according to ability and gaps in knowledge in KS3 and considers the particular barriers and vulnerabilities of each learner. The balance between cross-curricular themes and subject-specific ones will depend on the engagement and interest of the learner, but assessment and tracking will link to National Curriculum statements. Where appropriate, early entry into accredited programmes such as Functional Skills will be arranged in order to re-engage and motivate.



## TEACHING & LEARNING

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### Key Stage 4

At Key stage 4, pupils have the opportunity to follow a more flexible curriculum. Academic qualifications are offered via Functional Skills, ASDAN, Duke of Edinburgh and GCSE examinations in a range of subjects. Vocational qualifications are also made available at a variety of local colleges and alternative providers, to enrich the learning experience and help each pupil follow a potential career path of their choice.

### Key Stage 5 (Year 12 only)

At Key Stage 5, pupils have the opportunity to improve upon on their GCSE results or take their GCSEs for the first time, as well as taking part in further ASDAN qualifications that will help them achieve success in their future education or employment.

### The curriculum can include:

*English*

*Maths*

*Science*

*ICT*

*Art*

*Design Technology*

*Music*

*Humanities*

*Physical Education*

*Duke of Edinburgh*

*Life Skills*

*Employability*

*Forest School*

*Farm School*



## PUPIL ACHIEVEMENTS & OUTCOMES

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Our pupils will make good progress in all aspects of learning, whether social, emotional, behavioural or academic.

Our focus is to support all pupils in making progress with their learning. The school records each learner's progress and achievements, sending regular progress reports to parents/carers. The school acknowledges achievements at all levels, whether in lessons, or particular activities or actions of the pupil, celebrating these events with parents/carers.

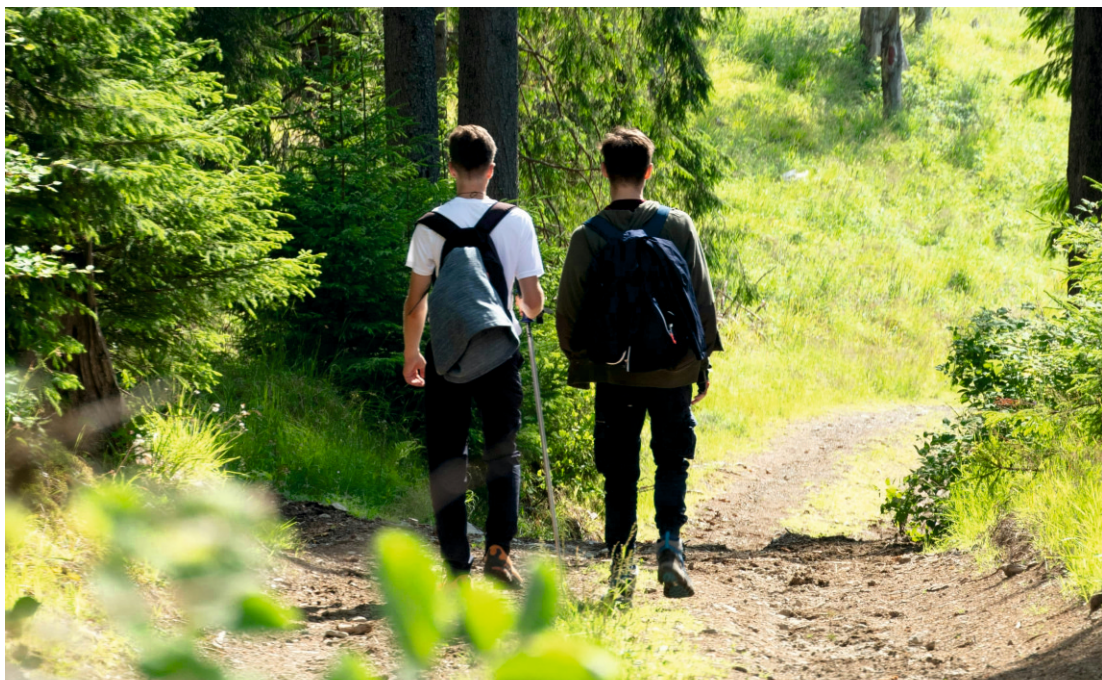
If parents/carers are at all concerned about anything to do with their child, or in particular, his/her academic or personal progress, they can see the information recorded about their children at any time.

The school will provide parents/carers with an annual written report of the progress and attainment of their child in the subject areas taught.

We offer a range of qualifications, including:

- GCSEs
- ASDAN Qualifications
- Functional Skills at all levels
- Duke of Edinburgh

The school does not have any published outcomes for the academic year 2022/23.





We empower pupils to engage in learning and all the experiences that the school has to offer, in order to achieve and excel in life's challenges.



## MANAGEMENT OF BEHAVIOUR

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We aim to promote good behaviour through a supportive and consistent approach across the curriculum and school day, based on the needs of our pupils. We do this through the use of positive encouragement, rewards and incentives and consequences where necessary. Our approach is to ensure that pupils with challenging behaviours are cared for in ways which are sensitive to their needs and provide safeguards for teachers/teaching support/carers charged with this responsibility.

Very occasionally, physical intervention may be required to ensure a young person remains safe. This is always a last resort and only when it is absolutely necessary to prevent serious harm to people, serious unrest, or damage to property. At all times physical intervention is used as an act of care and not punishment. Our staff are fully trained and certificated in physical intervention techniques approved by Ortus Education, in line with the BILD Code of Practice 2014. This helps staff to deal with aggression in a calm way that keeps everyone safe.

### Reward and Boundaries

We aim to assist our pupils to regain and maintain control over the approach that they take to engaging in their education. Clear and consistent boundaries will be calmly and systematically applied. Pupils learn to trust staff members because of these consistent responses. Pupils will be actively involved in identifying some of the behaviour they wish to change and receive feedback on a daily basis about the progress that they are making with this.

At all times the school will celebrate success and reward positive learning habits and positive choices in their behaviour. This may include verbal praise, communication with parents/carers, rewards and incentives.

### Suspensions

Only under exceptional circumstances will a pupil be suspended. The decision to suspend a pupil for a fixed term or to serve notice on a placement is serious and will normally only be the final step in a range of strategies that have been unsuccessful. Our preference is always to work with parents/carers and the placing authorities where a placement is experiencing severe difficulties. Where the placement can no longer meet needs, we aim to work with all parties to support a transition to another placement. If a pupil is suspended, work will be provided for them to complete in the home during their absence from school.



## CAREERS EDUCATION & GUIDANCE

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All pupils receive Careers Guidance from year 7. Careers Education is provided by Beacon East, a specialist independent careers advice company, as well as by PSD programmes and through cross-curricular learning opportunities and educational visits. Pupils will access Work Related Learning/World of Work wherever possible. The school has good links with local FE colleges and offer support and guidance for pupils who wish to continue their education through one of these provisions.

## SAFEGUARDING STATEMENT

The parents and carers of pupils at West Raynham School should be aware that the school has a duty to safeguard and promote the welfare of their pupils. This responsibility necessitates a safeguarding policy and the school may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. This policy on Safeguarding is in accordance with the locally agreed inter-agency procedures. The school recognises it is an agent of referral and not of investigation. Anyone can make a referral to children's social care, if necessary. Please see our latest safeguarding policy for details of our DSLs.

## COMPLIMENTS, COMMENTS & COMPLAINTS

We know there will be times when pupils, carers, parents or placing authorities will want to give us feedback about our school and we will always be happy to hear from you. If you feel that you would like to make a suggestion, let us know about something you were pleased with or indeed if we did not meet your expectations, please contact the school via the contact details within this prospectus.

Our complaints procedure allows for both informal and formal complaints. Informal complaints will be dealt with quickly, while formal complaints can be made in writing. Our full complaints policy is available from the school upon request and is also on our website. This policy is designed to help you raise concerns and ensures your complaint will be listened to and dealt with fairly. Should you wish to take your complaint further or if you feel you are unable to discuss the details with the School, please contact the Chair of Governors via the contact details within this prospectus, especially if your complaint relates to the leadership of the school.

There were no complaints for the academic year 2023/24.



## THE PROPRIETOR

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The Proprietor of the school is Ortus Education Ltd and the Chair of the Proprietor is Clare Gammons, whose address for correspondence during both term times and holidays, is:

Clare Gammons  
West Raynham School  
1854 Hollow Lane  
West Raynham NR21 7HH.

The telephone number on which the Chair of the Proprietor may be contacted is 01328 636223.

The Chair of Governors may be contacted by emailing  
[Lyndsey.Grimwade@ortuseducation.co.uk](mailto:Lyndsey.Grimwade@ortuseducation.co.uk)

## POLICY STATEMENTS

### Equal Opportunities and the Values of the School

Our approach to education at West Raynham School is to inspire and engage our learners through a range of positive learning experiences.

Each learner will be engaged in a personalised learning programme that is appropriate to their age and ability. Baseline assessments are used to formulate learning goals and a curriculum targeted to the needs of the individual. Pupils' progress and achievement are constantly tracked, resulting in either learning interventions to improve progress, or setting new goals to further raise achievement.

### First Aid

The school's first aid policies and practices comply with the Guidance on First Aid for School's Best Practices Document published by the Department of Education. It outlines its statutory responsibility to provide adequate and appropriate first aid to pupils, staff, parents/carers, and visitors and to ensure that the procedures are in place to meet that responsibility.

Fully stocked first aid kits are available on site and are taken on school outings. The school will ensure that staff trained in administering first aid are always available to provide treatment in line with their training. A written record is kept of all first aid that is administered on the school premises or as part of any school related activities.



## Special Educational Needs

Most of our pupils may have Educational Health Care Plans (EHCP). All of our pupils are assessed thoroughly on entry. The Special Needs Coordinator is responsible for ensuring that pupils with EHCPs receive their curriculum entitlement. Pupils requiring additional support with literacy and numeracy will have targeted learning plans, including access to an intervention programme designed to increase their functioning levels. The school will provide information on pupils with EHCPs to the responsible local authority as required for the purpose of the annual review of the EHCP.

## Young People who have English as an Additional Language (EAL)

The school welcomes and values the cultural, linguistic and educational experiences that pupils with EAL bring to the school. We implement school-wide strategies to ensure that EAL pupils are supported in accessing the curriculum. Our aim is to help EAL pupils to become confident and fluent in English, where possible, in order to be able to fulfil their academic potential. We seek appropriate help where a pupil does not have sufficient command of spoken or written English to enable them to engage with learning and other adults.

## Drug Education Policy Statement

Drug Education is part of the KS3 and KS4 curriculum. Within PSHE and Science, the following elements of drug education will be taught:

- How the misuse of solvents, tobacco, alcohol and other drugs affects health.
- That the body's natural defences may be enhanced by immunisation and medicines.
- How smoking affects lung structure and gas exchange.
- The effects of solvents, tobacco, alcohol and other drugs on the body's function.

## Relationships and Sex Education Policy Statement

Relationship education is a requirement at Key Stage 1 and 2. Relationship and sex education is a requirement of Key Stage 3 and 4. At West Raynham School we deliver this requirement through Relationship and Health Education, Science, and Sex Education, which work together to protect children by ensuring they have knowledge of their bodies, the human life cycle, emotions, acceptable behaviour understanding and developing their sense of right and wrong.

## Bullying and Harassment Statement

Bullying behaviour is not accepted in school and is never ignored. Bullying is behaviour which is deliberately hurtful and frightening and can include both physical and verbal forms. If bullying is suspected or reported it is investigated immediately. It is dealt with appropriately and followed up later to ensure that it has not resumed. The Anti-Bullying Policy outlines what the school will do to prevent and tackle bullying.

## Religious Education Statement

Religious Education is drawn from individual lessons and through integrated humanities schemes of work and is mindful of all types of religion within a multi-cultural society. The school aims are to:

- Acquire and develop knowledge and understanding of the principal religions represented in Great Britain.
- Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.
- Develop the ability to make reasoned and informed judgements about religious and moral issues with reference to the teaching of the principal religions represented in Great Britain.
- Enhance their spiritual, moral, cultural and social development.
- Develop awareness of the fundamental questions of life, raised by human experience and how religious teaching can relate to them.
- Respond to such questions with reference to the teachings and practices of religions and to their understanding and experience.
- Respond on their own beliefs, values and experiences in light of their studies.
- Reflect to their own beliefs, values and experiences in light of their studies.
- Develop respect for other people's right to hold different beliefs.
- Develop a positive attitude towards living in a society of diverse religions.

We respect the right of parents who may wish to withdraw their child from any activity that involves actual religious worship, and this will be discussed as part of the admissions process.

## Health and Safety

The school's Health and Safety Policy ensures the safety and wellbeing of all young people, staff and visitors. All members of staff are aware of their responsibilities covering health and safety at work and will have undertaken required mandatory training as appropriate. Periodic health and safety inspections are carried out by a competent person on the conditions of all areas of the school. There is a rolling programme of maintenance to keep the standards of the learning and working environment at a high level. First aid facilities are provided, and staff are trained in first aid.

## Term Dates

These will be available at the beginning of each academic year and a copy posted to every parent. Additionally, copies will be available from the school office. These are also displayed on the school webpage.

## Academic Success

There are no outcomes available for the academic year 2023/24.

## Available to You

A full list of policies is available upon request. Please also look on our website. If you require any information, please do not hesitate to get in touch.



Each individual will be encouraged to improve their confidence and self-esteem through progressive achievement in the small, nurturing environment that West Raynham School offers.



**WEST RAYNHAM SCHOOL**  
ORTUS EDUCATION LTD.

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West Raynham  
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