



Redehall School

Prospectus – May 2018

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About Our School

Aurora Redehall School supports children aged 6-16 years with communication difficulties typically associated with Asperger's Syndrome and Autism.



Students are likely to experience challenges with social communication and interaction, they may also have additional issues around their understanding of the social rules. These difficulties can impact on their emotional well-being and ability to participate in education.

Larger environments requiring movement between classrooms, noise and big groups can create anxieties which become a barrier to learning and social development, resulting in the potential for extended periods out of school and then falling behind their peers.

Redehall School provides an environment conducive to learning, for this specific student profile, designed to help them re-engage with learning and enjoy school life. With the right support, students have the opportunity to achieve academic success and work towards GCSEs and equivalent qualifications.

Specialist teaching and integrated therapeutic support, together with small classes and a nurturing approach, give students the opportunity to work at a pace that's right for them. We help build their self-esteem and confidence, work on strategies to support students' individual needs and enable them to focus on their education, alongside the development of their social skills.

Student Profile

Age: 6-16 years

Gender: Mixed

Special Education Needs: Communication difficulties and associated difficulties typically related to Asperger's Syndrome, Higher Functioning Autism and other conditions

High levels of support: all students are provided with enhanced support throughout the school day and provision can be made for those requiring higher levels of support, either full time or periodically, to enable access to the curriculum and participation in school activities.

Flexible placements: education is delivered for 38 weeks of the year and we accept students throughout the year.

Integrated Therapeutic Support: clinical and therapeutic input is integral to the educational approach and is fully integrated into the classroom, throughout the school day to enable students to fully access the curriculum.

Our Vision

Our vision is simple:

'To empower individuals to grow.'

The word 'growth' is personal to each and every one of the students at the school. We believe that no matter how big a challenge they face, each and every individual has a unique set of skills and abilities and diversity is encouraged, developed and celebrated.

We want every child and young person to achieve their full potential; educationally, socially and personally. We work with students to help them grow and develop in their own unique and inspiring ways. This could be:

- **Making friends**
- **Making choices**
- **Developing relationships**
- **Gaining greater independence**
- **Participating in their local communities**
- **Improving their health and well-being**
- **Living a purposeful life**

Ultimately, our aim is to ensure young people are prepared for their future, by giving them strategies to have choices in life – whether that's further education, which includes being able to access mainstream settings, training or to explore job opportunities.

Our Aims

At Aurora Redehall School we focus on:

- Providing personalised specialist education – where students can learn and express themselves in a nurturing and safe environment that understands their needs and supports them to maximise their full potential
- Supporting students to be part of an enriched school and community life
- Preparing students for life beyond school – developing their abilities and achieving their own unique level of independence as they approach adulthood

Facilities

The school occupies a small site near Horley in Surrey, designed to provide all the essential resources, but on a smaller scale that is easier for students to cope with and better suited to their needs.

The school provides:

- Specialist teaching and high staff ratios
- Small classes of up to 6 students
- Specialist teaching spaces
- Integrated therapeutic support
- Break out spaces for individual quiet study
- Dining room
- IT facilities in every class
- Outdoor play and break areas
- Accessible classrooms



Our approach to Education – One size does not fit all

School Day

Students can arrive at 8.30 for Breakfast Club if required. Standard arrival time is 8.50, with registration at 9.00. The school morning runs from 9.00– 12.30, with a 20-minute break and the afternoon, runs from 13.15 – 15.15. Students are then collected between 15.15 – 15.30 from the dining room, where there is an opportunity to hand over any messages or information from the day.

Curriculum

Our curriculum puts the young person right at the centre of everything we do. We take a 'multi agency' approach to building the curriculum offer and ensure we have had input from the individual, their family and outside professionals.

Our curriculum is made up of 4 key layers:

- Broad based **Core** curriculum
- The **Support** curriculum nurtures the development of the 'whole person'
- The **Extension** curriculum stretches and challenges students
- **Enrichment** curriculum involves extra-curricular activities.

Core

We can be flexible with how we deliver our core curriculum so it is appropriate to the student's needs, whether that is P-Levels for those at the earlier stages of development, functional skills for a more practical approach, or the National Curriculum for those students working at a higher than/age-related level.

Support

The Support curriculum underpins our **Integrated Therapeutic Approach**. Although these elements are led by our Speech and Language Therapist (SALT), Occupational Therapist (OT), Clinical Psychologist and ELSA (Emotional Literacy Support Assistant), delivery is integrated into the classroom.

The elements offered are:

- Transition into Redehall programme (relevant for those out of education for an extended period prior to enrolling)
- Home visits / Outreach education
- Attendance & Engagement programmes

- Emotional literacy programme
- Character development programme
- Social skills focus group
- SEAL (self-awareness & confidence building)
- Music/Art/Drama/Play therapy sessions
- Early communication skills curriculum
- 'Action Words' programme
- Sensory Integration curriculum
- Motor skills curriculum

The Support Curriculum is fundamental to ensuring young people are **ready to learn**. If children aren't engaged – they can't learn.

This is why the Core and Support elements work together in a modular fashion. We adjust the balance between academic study and supportive/therapeutic delivery to best meet individual needs. This adjustment will be flexible and regularly reviewed to ensure it is just right. Our drive is always towards reducing the support to increase independence and better prepare our children/young people for 'real-life'. However, if the child is experiencing difficulties we will, of course, look to increase therapeutic approaches to get them back on-track.

Extension

When the child or young person is safe and secure in their learning, and ready to be challenged. We look to add additional elements including:

- 1:1 Literacy & Numeracy
- 1:1 stretch & challenge study
- Self-directed study
- Inquiry & critical thinking
- Field trips
- Enterprise
- School performance
- Vocational 'tasters' (where age and need appropriate)
- Qualifications & Certificates
- Travel training
- Work Experience placement
- Independent Living Skills & 'Journey to Adulthood' related studies
- 1:1 support for reintegration back into mainstream
- Transition to college (post-16)
- Supported Internships
- Traineeships/Apprenticeships

Enrichment

Learning isn't just about the classroom and is extended to the local community and surrounding areas, where students can practice their skills in everyday settings with support. We take advantage of local amenities such as the swimming pool and trips to the Surrey Hills and West Sussex Coast and there are opportunities for the students to take part in enrichment curriculum activities such as:

- Duke of Edinburgh Award
- Forest School
- Music Lessons
- Arts Award
- Youth Club
- Cross school competitive sports.

'Planning my Learning' - Our holistic, person centred IEP system

'Planning my Learning' builds upon the traditional IEP (Individual Education Plan) and is more akin to a Personalised Learning Plan. It is the cornerstone of our personalised approach drawing a detailed picture, reflecting the uniqueness of each child/young person. It recognises the pupil's individual learning style and therefore focuses not only on what should be taught but also on how it should be taught.

'Planning my Learning' is a live, dynamic system that is initiated when a child/young person arrives at Aurora Redehall and remains with them throughout their education. It is a holistic overview of the 'whole-person' - both academic & integrated therapeutic support elements.

'Planning my Learning' targets are drawn down from – and feed back up into - the annual review process. They provide a structure and evidence for meeting each child's statement objectives or EHCP Outcomes. They will integrate any co-dependent interagency work that has supported the writing of the EHCP.

There are numerous elements to 'Planning my Learning'. These elements, like the curriculum, is modular and can be included/excluded as necessary to capture progress across the child/young person's individual study programme:



Autism Progress

At Aurora Redehall we use Autism Progress. A profiling tool which has been created to give professionals and parents/carers a universal language to describe, discuss and address the unique challenges faced by individuals with autism and related conditions. The aim of the assessment framework is to give the most detailed current picture of an individual's capabilities. People can be profiled from birth to early adulthood. While each person is unique, the difficulties faced can be divided into four key developmental areas:

- Communication
- Social Interaction
- Flexibility of Thought
- Emotional Regulation

We're all about Outcomes

On a child's very first day at Aurora Redehall School, we start thinking and planning for their last day. What is the young person's potential? How can they maximise this? What will their outcomes be? And what support will get them to their chosen destination? For some, progression back to mainstream may be appropriate and achievable with the right support.

Whatever their outcome – we build their programme around it.

Outcomes into...



- e.g.
- Transition back into an education setting for school refusers
 - Re-integration from Redehall back into mainstream school
 - Progression into FE college or vocational training
 - Progression to specialist college
 - Progression to community learning



- e.g.
- Voluntary work
 - Paid work
 - Work experience
 - Supported Employment
 - Traineeship / Apprenticeship



- e.g.
- Improved self-care
 - Improved emotional resilience
 - Improved mental health
 - Improved physical health and wellbeing
 - LAC review outcomes



- e.g.
- Reinforcing outcomes from family and home
 - Improved social skills
 - Journey to adulthood
 - Improved personal safety
 - Progression into supported living
 - Progression into Adult Social Care services post-19

Community Involvement

At Aurora Redehall we are well placed to take the learning out into the community. We have a bus stop right outside the school to facilitate travel training. We are part of a small village with local shops that we can access as part of our life skills curriculum. Other close amenities we use include local leisure centre and green spaces for outdoor study and forest school.

We work closely with families to develop strategies so that they can access these same local amenities at weekends with greater success.

Integrated Therapeutic Approach

Education at Redehall School is enhanced by clinical support from qualified multidisciplinary staff who are experienced in supporting children with communication and social needs. They work with the children in the classroom in close collaboration with the teaching team, rather than the intervention approach of removing the child from their peers and working 1 to 1. This multidisciplinary team approach provides the right holistic support while simultaneously building on their ability to access education in a classroom setting and maximising their academic potential.

Uniform

- Black trousers or skirt (not denim)
- School polo shirt and sweat-shirt with school logo
- Black shoes (trainers are only for PE or outside activities)

Safeguarding Statement

Aurora Redehall School is wholly committed to safeguarding and promoting the wellbeing of pupils and expects all staff, volunteers, parents/carers and visitors to share this commitment. Safer recruitment practices are followed and all staff have an Enhanced DBS check.

Quality Statement

Aurora Redehall School is wholly committed to providing the highest quality service to children, young people, parents/carers and Local Authorities. We believe that children and young people, as well as others, have the right to comment on the service we provide and they are supported to understand the complaints procedure.

If you have a concern or complaint, we do want to hear about it as soon as possible. Please ask the school office for a copy of our complaints procedure if you would like to know more.

We like to know when we are getting things right too, so please feel free to also send us any compliments which our staff are always happy to hear.

For further information on the Safeguarding policy and copies of other policies please refer to the website or contact school reception.

Our term dates

Our term dates are sent to parents and carers annually. These are also available to view and download on our website. They broadly follow the Maintained Surrey County Council term dates.

Contact Us

For more information or to get in touch with our Principal please contact us at:

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Proprietor: The Aurora Group