



# PROSPECTUS

Empowering Learning  
through Positive and  
Creative Education



# Welcome to **Petherton Park School**

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# Head Teacher's Welcome

**I am very proud to be able to welcome you to our Petherton Park prospectus. As Headteacher my role, along with the wider school team is to support our pupils to overcome barriers and thrive within a school environment that has been tailored to meet their individual needs.**

We are an independent co-educational specialist provision, and we support up to 16 pupils aged 7-16 that have social, emotional and mental health difficulties, autism and associated challenges that impacts on their ability to learn. The team are trained to deliver a therapeutic approach and understand the needs of the pupils we support, creating a nurturing environment, where each individual's education is tailored to help them achieve their best possible outcomes.

The pupils are the centre of everything that we do, and we know that they all have the capacity to achieve academically, vocationally, socially and emotionally, when we provide the right safe and nurturing environment.

Through promoting equality, we recognise individual differences and celebrate diversity. We provide bespoke packages of support and education to meet the specific needs of each individual child or young person. Working towards our pupils agreed EHCP objective, our core approach seeks to empower pupils to want to learn and develop a toolkit of skills to aid them in later life. Alongside this, pupils can achieve nationally recognised qualifications, develop key skills, strengths and resilience, thus promoting personal wellbeing and a secure future.

As part of the Phoenix Learning & Care group, Petherton Park School embodies the values of **Honesty, Empathy, Aspiration, Respect and Teamwork**; This is of course easy to say, and whilst the prospectus provides a snapshot of what our school can offer, you are more than welcome to get in touch to arrange a visit, and come see for yourself what day to day life is like at Petherton Park School..

**Sam Williams**  
Head Teacher

## Petherton Park School at a glance

- Innovative approaches to teaching and learning.
- Therapeutic approaches and interventions.
- Specialists in teaching children with a range of SEMH/sensory needs.
- High staff to student ratio.
- ASC Low arousal environment.
- Highly individualised curriculum.
- Age range 7-16.
- Attachment aware staff.



## Aims and Ethos

The Phoenix values of Honesty, Empathy, Aspiration, Respect and Teamwork underpin everything that we do here at Petherton Park School. We endeavour to use the best innovative practices to make learning inspirational, engaging and relevant.

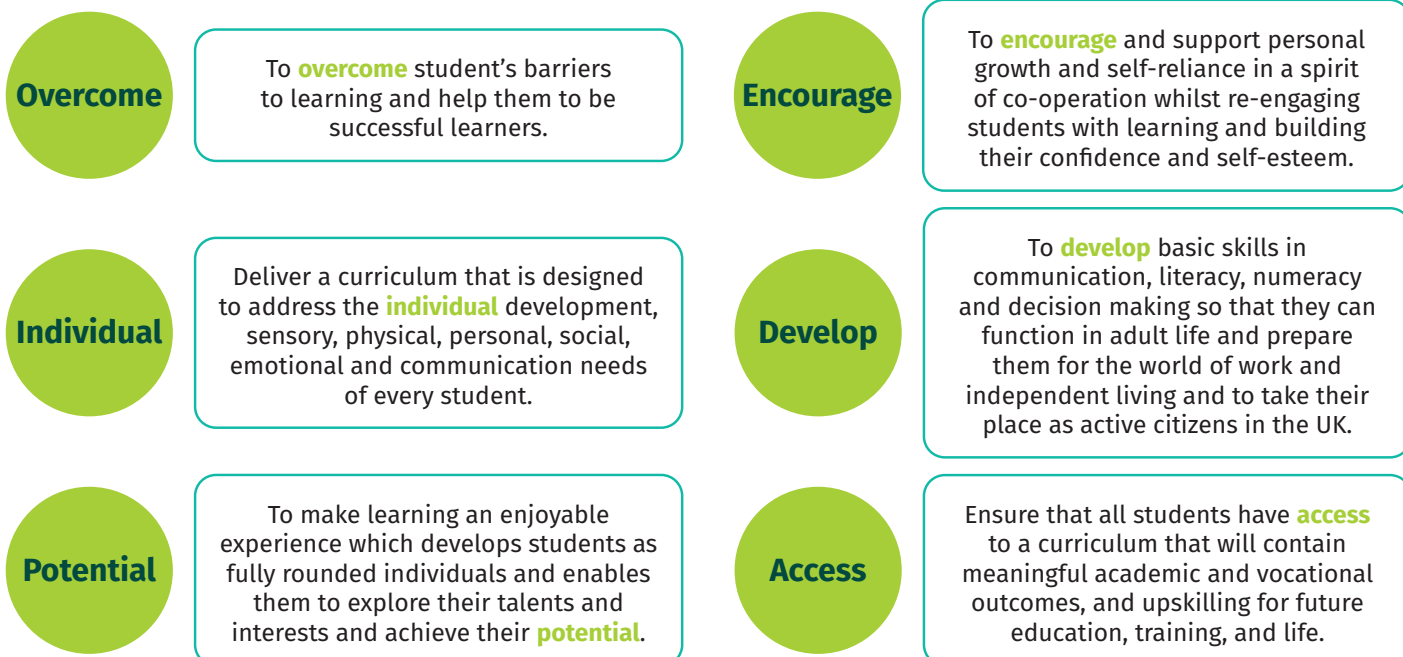
Students who attend Petherton Park School often arrive with significant barriers to learning. Through building positive relationships and building a bespoke curriculum around the individual, we strive to remove those barriers.

### Our Aims:

**Our aim is to be a school that offers a highly personalised curriculum that is underpinned by a therapeutic and experiential approach.**

Our curriculum will contain meaningful academic and vocational outcomes, and upskilling for future education, training, and life. It will be highly focused on personal development, and the student will be the focal point of all we do. These will be achieved by individualised and therapeutically informed programmes of study, that are delivered in line with the school's curriculum drivers.

### Our School Drivers:





Personal development is a fundamental part of the school's approach to educating its pupils. There is a strong emphasis on helping the pupils understand their feelings and emotions. This helps them to manage their behaviour and become responsible members of society. The integrated therapies team support staff and pupils well in this aspect of the school's work.

**Ofsted**  
**January 2022**



I can't thank Phoenix Team enough for the ongoing support they give my son. He feels extremely safe in their care and has learnt so much.

**Parent**

Petherton Park School offers a holistic, therapeutic and individualised approach to learning that is oriented towards the needs of the student. It is our belief that how we teach is fundamental to the success of our students and we use a range of strategies to enable our students to feel safe enough to learn.

Lessons are carefully planned around the individual learning and developmental needs of our students. Our focus on building positive and trusting relationships and a sense of belonging enables our students to develop the skills and knowledge they need to access the full school curriculum.

At Petherton Park School we have forged strong relationships between school staff, parents, carers, social workers, local authorities and other agencies, in order to ensure that each student is supported in the best way possible. We believe that our students will make the most progress when they feel safe and are enjoying school.

We celebrate all successes, however small, so that students know what they are achieving and are able to recognise their own positive contributions to school life.



# Philosophy

We encourage a positive and nurturing culture at Petherton Park School and by recognising student's individual needs, we are able to work with each of them and help them to realise their potential. We believe that students should be treated equally regardless of their gender, sexual orientation, disability, social status or race and that every student deserves respect.

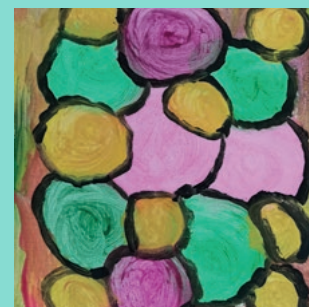
We have high expectations for every individual and believe that our students are most likely to achieve if they are able to build on their self-worth and self-esteem. By keeping class sizes small and working 1:1 and in small groups with our students, we are able to provide positive role models and mentors that can help students develop positive relationships with staff and peers. We believe that making mistakes is part of the learning process but this is often hard for our students to accept. By focussing on the positive, having clear targets and realistic expectations our students are able to thrive and reach their goals.

# Learning Environment

We provide students with a high level of support in small classes, the focus is on building trusting relationships and provision of individualised support.

Class sizes of no more than four students, with the support of one teacher and one teaching assistant allows for individualised learning and assists students to reduce their individual barriers to learning.

A greater level of support can be arranged such as 1-1 teaching assistant or teacher support, this need is assessed pre-admission. Student grouping is based on age, ability and both academic and social needs, ensuring students can thrive together.



# Curriculum



**Petherton Park School provides a caring learning environment in which learners and staff feel safe, secure and valued.**

We support all students to develop academically, socially, emotionally and morally, providing opportunities for each student to reach their individual potential.

We are committed to delivering an academic and vocational curriculum that provides meaningful outcomes for future education, training and life. We are able to achieve this thorough assessment of student needs and identification of their strengths, interests and areas for development. Our curriculum is highly personalised and therapeutically informed throughout.

We make use of our outside spaces and local environment to provide a physical and active curriculum across all key stages.

We aim to provide continuity and progression from admission to the time of leaving school and accessing Post 16 provision. We provide impartial careers advice, work experience and college visits which all contribute to ensuring that students have a vocational pathway and our high expectations allow all students to flourish, regardless of academic ability.

The school aims to provide high quality individualised education which promotes learning, self-esteem and self-regulation, within a secure and purposeful environment which children and young people find interesting, engaging and enjoyable.

## Qualifications Offer:

### Year 4-6

End of Term Assessments

Evidence of B-Squared Outcomes

AQA Unit Awards

ASDAN Key Steps

### Year 7

End of Term Assessments

Evidence of B-Squared Outcomes

AQA Unit Awards

ASDAN PDP  
(Gold, Silver, Bronze)

### Year 8

End of Term Assessments

Evidence of B-Squared Outcomes

AQA Unit Awards

ASDAN PDP  
(Gold, Silver, Bronze)

Entry Level  
(Based on Ability)

### Year 9

End of Term Assessments

Evidence of B-Squared Outcomes

AQA Unit Awards

ASDAN PDP  
(Gold, Silver, Bronze)

Entry Level 1, 2 & 3

### Year 10-11

End of Term Assessments

Evidence of B-Squared Outcomes

AQA Unit Awards

ASDAN PDP  
(Gold, Silver, Bronze)

ASDAN  
(Short Courses)

Entry Level 3 / Level 1  
Functional Skills

BTEC/GCSE

## To achieve this we:

### What are our school aims? (Intent)

### How do we do it? (Implementation)

Overcome

To **overcome** student's barriers to learning and help them to be successful learners.

- Small group teaching: Maximum of 4 students per class with LSA support.
- 1:1 and small group intervention work, transitional support, and exam preparation for up to 2 hours per week.
- A Bespoke education packages to meet individual needs and aspirations
- Calm and consistent learning environment.

Encourage

To **encourage** and support personal growth and self-reliance in a spirit of co-operation whilst re-engaging students with learning and building their confidence and self- esteem.

- Personalised Reward Scheme linked to the school token economy.
- Targeted Literacy and Numeracy interventions.
- Bespoke PSHE and SRE learning opportunities which support student's individual needs.
- Restorative Approaches
- Weekly/Termly success reports to parents and carers.

Develop

To **develop** basic skills in communication, literacy, numeracy and decision making so that they can function in adult life and prepare them for the world of work and independent living and to take their place as active citizens in the UK.

- Examinations and accreditation. - GCSE, ASDAN. AQA units, Functional Skills.
- Specific learning interventions/ IT/ equipment etc.
- Weekly 1:1 mentoring sessions with key adult and daily tutor group support.
- Social, moral, spiritual, and cultural learning programmes
- British Values embedded across the curriculum.
- Functional and life skills taught across the curriculum.
- Interventions which support social skills and self-regulation.

Access

Ensure that all Students have **access** to a curriculum that will contain meaningful academic and vocational outcomes, and upskilling for future education, training, and life.

- Specialist individualised teaching/learning.
- Specialist teaching and support staff with ASC and attachment training.
- Individual Education Plans
- Robust Safeguarding systems and close liaison with external agencies and relevant stakeholders.
- A Full range of Initial Therapeutic assessments on entry, and ongoing monitoring of progression and need.
- Access to therapeutic intervention e.g., Art therapy, Speech and Language Therapist, 1 to 1 CBT etc.
- Continued oversight of delivery of therapeutic interventions including Ed Psych, Clinical Psychologist support

Individual

Deliver a curriculum that is designed to address the **individual** development, sensory, physical, personal, social, and emotional and communication needs of every student.

- Rigorous Academic Progress Tracking and Assessment using Bsquared tracking software.
- Student-centred interventions and approaches are embedded throughout the curriculum.
- Speech and Language support including group sessions and 1 to 1 intervention.
- Ongoing Clinical staff support to ensure practice remains relevant and sound.
- Full ongoing staff training in full range of therapeutic practices ensuring therapeutic intervention is practiced across all school activities.
- EHCP driven curriculum and interventions.

Potential

To make learning an enjoyable experience which develops Students as fully rounded individuals and enables them to explore their talents and interests and achieve their **potential**.

- Weekly Enrichment and Self Esteem building activities.
- Weekly Outdoor learning opportunities
- Academic Work Experience linked to interests and goals
- Personalised learning which links to individual ambitions and talents
- Celebration of small steps of progress academically, socially, and emotionally.

### How does this help our students? (Impact)

#### Meet Leon...

Leon came to Petherton Park having been disengaged with education and struggling to attend. By building positive relationships and listening to Leon's ambitions we have overcome that barrier. He now attends full time. We encourage Leon to try new activities to build confidence, he has climbed, paddle boarded, built things and now attends a College course. By focusing on his interests in building and construction, we have been able develop Leon's literacy and numeracy. As a result of attending full time, Leon is now able to access a broad curriculum that is built around his pathway plan, this ensures activities are purposeful and will benefit him in later life. As with all students at Petherton Park, Leon has a Pathway Plan that ensures that his learning and targets are highly individual. Due to all of his personal development Leon is engaging superbly in his 14-16 course at a local FE College and looking to transition there full time in September. Being able to make this step will be a fantastic step towards him reaching his full potential!







## Curriculum Pathway

### Initial Baseline Assessment

Student's current chronological year group will be combined with the outcome of initial baseline assessment, observations, and professional judgement and an assessment of need from EHCP data and therapies teams.

#### KS2 - Cornerstones Curriculum

Through the use of Cornerstones pupils will access a broad program of study which ensures extensive coverage of the curriculum. Pathway plans will be used to individualise learning, and identify gaps in learning that require specific intervention.

#### KS3 - Development Curriculum

Pupil need is assessed and pathway plans continue to shape learning. Pupils sample a broad range of subject areas in order to develop skills and interest. English, maths, PSHE, and a choice subject is delivered discretely alongside an enrichment curriculum.\*

#### KS4 - Transition Curriculum

Pupils continue to develop their pathway plans and access core subjects alongside, further academic and/or vocational options as appropriate. Pupils who are capable work towards recognised qualifications, engage in work experience and prepare for transition.

\* Some students in KS3/4 may still access KS2 curriculum, depending on individual need.



## Enrichment Activities

**At Petherton Park School we believe that learning should not be confined to the classroom. In order for our students to have new experiences, become receptive to new ideas and develop an understanding of their place in the world, students have access to weekly enrichment activities. These provide the opportunity to develop their social skills and self-esteem whilst learning in a more practical way. Curriculum theme days, celebration days and enterprise projects also further enhance the school curriculum.**

We have visited museums, heritage sites, beaches, outdoor education centres as well as trying out new skills such as archery, dry slope skiing and horse riding...

### **Progress and Achievement**

At Petherton Park School we believe that every day is a fresh start. We recognise all successes, however small, and reward our students for them. We aim to build confidence and self-esteem through the use of praise and encouragement, which is re-enforced with a reward scheme and the opportunity to earn points and credits for achieving their own personal targets and a positive attitude to learning.

### **Specialist Approaches**

Staff at Petherton Park School have extensive experience in working with students who have encountered a range of barriers to their learning. They are particularly skilled at working with those students who may have attachment disorder or may have suffered trauma.

Petherton Park is an 'Autism friendly' school and staff have access to a range of strategies that best meet the needs of the individual students, and undertake training from our therapies team.



## Therapeutic Approaches

**At Petherton Park School we use therapeutic approaches throughout our provision in order to help students build trusting relationships and feel safe in the school environment. This is especially important for students with SEMH difficulties, many of whom have attachment disorders and/or anxiety.**

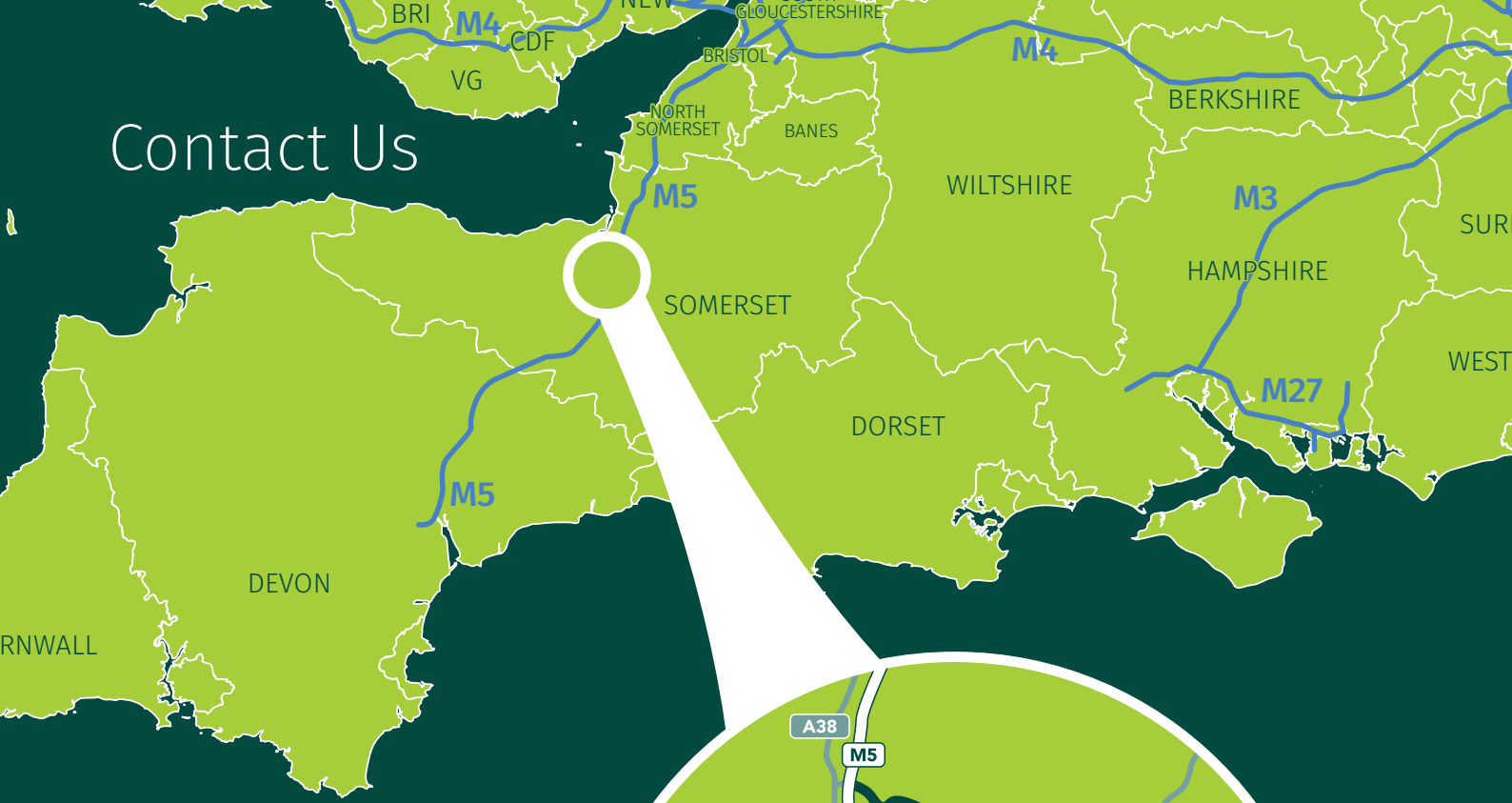
We work closely with external agencies and our Integrated Therapies Team to ensure students are supported in a manner which meets their individual needs. Our Integrated Therapies Team is multi-disciplinary and includes clinical psychology, educational psychology, speech and language therapy, occupational therapy, counselling, behaviour support and play and arts therapies. All school staff undertake attachment and trauma training using the PACE model.

Initial assessments highlight the needs of our students and allow us to build a package that will help them to make progress socially and emotionally, as well as academically. We work closely with parents, carers and multi-disciplinary teams to help support students to reach their potential. We are able to access support, advice and consultation from Phoenix Group Integrated Therapies Team as well and through referrals to CAMHS and local authority support.

Additional therapeutic packages can be outsourced and offered to students such as Equine Therapy, Forest School and Family Interventions. Subject to local authority approval and funding.

**Main policies are available on our website and all others are available on request.**

# Contact Us



If you would like to find out more about Petherton Park School please contact

**Petherton Park School**  
Brook Farm, Newton Road  
North Petherton  
Somerset  
TA6 6NA

[///duck.gold.pirate](http://duck.gold.pirate)

**Head Teacher. Sam Williams**  
t. 0330 135 8 200  
e. [petherton@phoenixschools.org.uk](mailto:petherton@phoenixschools.org.uk)

[phoenixschools.org.uk/petherton](http://phoenixschools.org.uk/petherton)



DFE: 878/6061

Part of the Phoenix Learning and Care Group



**Support Hub**  
5 Chinon Court, Lower Moor Way,  
Tiverton Business Park, Tiverton, EX16 6SS  
t. 0330 135 8 135 e. [hello@plcl.org.uk](mailto:hello@plcl.org.uk)  
[phoenixlearningcare.co.uk](http://phoenixlearningcare.co.uk)



Petherton Park School adheres to the values of the Phoenix Learning and Care Group: Honesty, Empathy, Aspiration, Respect and Teamwork - our values that go to make the HEART of Phoenix.