

## **POLICY NO 1 PHOENIX ACADEMY SCHOOL AIMS, ADMISSION, CRITERIA AND STATEMENT OF PURPOSE**

### **Aims**

The primary aim of Phoenix Academy School is to provide appropriate and relevant learning opportunities to learners who, prior to referral, have had consistently disrupted education, characterised by frequent non-attendance at mainstream schools, failed placements at other specialist institutions or periods in detention centres or secure units. Learners referred will normally have an Education Health and Care Plan. Whilst learners may, or may not have, some level of learning difficulty or a specific difficulty (for example dyslexia), the majority of learners will have Autism, while some may have Social Emotional and Mental Health needs. The School provides individualised learning programmes in order to improve each young person's chances of re-integrating into and taking advantage of mainstream educational resources, be this on a part-time or full-time basis.

The intention is to create and maintain a learning environment which is organised to provide an enabling, non-threatening, non-judgemental atmosphere for very vulnerable young people. The school is particularly valuable for the following learners:

1. Learners who may need to withdraw or be withdrawn temporarily from the learning environment in order to address various needs.
2. Learners whose family relationships and other social networks have become strained, or even untenable. We recognise that such situations vary greatly in the causes and degree of difficulty. Wherever possible, the school and its related services work collaboratively with parents or those with parental responsibility and other agencies to manage such relationships. The school will provide each learner and family/carers with clear expectations of the young person's school career
3. Learners whose adjustment and development has been, or continues to be, impeded by their impairment and/or external factors.
4. Learners whose educational and social integration are/have been impaired or hindered through neglect, emotional and psychological abuse, physical and sexual abuse, substance misuse and criminal activity, depression and peer group relationship problems. The development of individual responsibility will be achieved by enabling young people to develop an understanding of their own behaviour, through the development of relationships and a provision of a wide range of learning opportunities

5. Key professionals and the learner will be involved in a process of continuous assessment of progress and the curriculum offered will be developed to meet the assessed needs. Through family work parents/carers will be involved in this process.
6. The school will provide an environment, which is safe and comfortable, offering privacy, quiet areas, positive images, positive role models and personal individual attention. This will take into consideration the ethnic, cultural and religious needs of individual learners.
7. Our emphasis upon the involvement of families/carers in the education and care of their children is supported by our commitment to producing regular reports, reviews and frequent contact by teaching staff and key workers.

**We intend to achieve our teaching excellence and practice by:**

- *Providing the learner with security, care and stability.*
- *Provide the feeling of well being, self worth and self esteem.*
- *Promote continuous and purposeful contact with the parents and concerned agencies.*
- *Provision of individual support, via trained councillors and therapists.*
  
- *Monitoring of the learners development and the provision of considered programmes of support (Positive Reward System for rewarding appropriate behaviour).*
- *Enable learners to recognise and address issues surrounding their behaviour through a fundamental understanding of the purpose of the school and its structure.*
- *Promote an understanding and close identification with the school by encouraging the use of shared experiences both in the curriculum and extra curriculum activities.*
  
- *Develop the learner's personal and social skills to provide the basis for the development of an integrated, independent and confident member of society.*
- *Protect the right of access to the curriculum.*
- *Directly address the issue of disaffection with education in the organisation of the curriculum, teaching methods and programmes of study.*
- *Equip the learner with the skills necessary for the successful transition from school to Further Education or Work Based Learning.*

### **Admission Criteria/Process**

1. The majority of learners will be the subject of an, Education Health and Care Plan.
2. The School, in liaison with referring professionals, and wherever possible in conjunction with the potential learner and their parents/carers, will enter into an agreement which will be deemed to be in the best interests of the learner. This will form the initial basis of the learner's Individual Learning and Support Programme.
3. Recommendation and agreement for admission will be obtained from the respective authority, usually the referring authority.
4. Learners and those with parental responsibility (ie, local authority representative for any looked after children) must visit the school before admission.
5. Learners will receive information, either written or in an alternative form if required, either on their pre-admission visit or on arrival, with a copy to parents or those with parental responsibility. The pre-admissions interview and assessment will help assess the needs and wishes of the learner and the views of the family, where applicable, taking into consideration the previously identified special educational and non-educational needs and the ability of the school to meet these identified needs. An Individual Education Plan will then be negotiated with each learner and implemented by the school team to meet these needs and assist the learner.
6. Referring authorities must provide the School with all pertinent details, in order that the needs of the learner can be fully understood and addressed.
7. Funding arrangements must be determined and agreed prior to the learner attending the school.

### **Function**

The school is a co-educational, independent specialist educational provision for learners aged 7 – 16 years, placed by referring Local Authorities. Learners receive specialist help through the School and other external specialist support services. The need for the latter may be identified by the learner, parents, the school or other agencies; any additional support services will be provided only after all relevant parties have been consulted and agreement reached over the arrangements for such provision. Some learners may attend local main stream schools on a part time or sessional basis, often with individual support from our staff; this reflects the School’s aim on working towards re-integration into mainstream services, either whilst the learner is at Phoenix Academy School or post-statutory education period.

The School currently serves a maximum of up to 12 learners. The period of placement is determined by the individual needs of each learner, linked to their age at placement. There are regular conferences held at the school, whereby the progress of each learner is reviewed; reports are presented concerning the learner, from the learners themselves, from school staff, consultants, social workers, careers officers, and other interested parties. Wherever appropriate, the views of the parents/carers form an essential and integral part of the review.

### **Additional Information**

Name of Registered Provider:	Phoenix Academy School is part of Phoenix Childcare Ltd. A subsidiary of Phoenix Group.
Registered Provider Address:	Rolle Quay House, Rolle Quay, Barnstaple, Devon, EX31 1JE
Directors:	<u>Executive Directors;</u> Jon Pain, Francois Delbaere <u>Non Executive Directors;</u> Michael Buckingham, David Sherratt,
Head Teacher Details:	Jon Lloyd
Deputy Head:	Richard Maynard
Auxiliary Teachers:	Chanelle Fouracre, Roy Grimes, Kylie Lloyd, Krista Laird
Teaching Assistants:	Jack Hockin/Kirstie Mayled
Clerk/Administrator:	Caroline Palmer