



worcestershire
countycouncil

OPERATIONAL BRIEFS

for

SPECIAL SCHOOLS

2008 - 2009

March 2008

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INTRODUCTION

This document outlines the Operational Briefs for the county's special schools. The briefs have been organised in terms of geographical area, as indicated in the contents page.

Each of the briefs contains an information table, which lists the school's details, including contact numbers, pupil capacity and age range. Each of the briefs has a section describing the areas of SEN which the school caters for, and a section which explains the range of provision available at the school.

In addition, there is reference to the guidelines on admission arrangements and on the review process in place for making any amendments to the briefs.

This document is intended to act as a reference document for staff in Children's Services, and schools. It is available in hard copy, and will be posted on EduLink.

OPERATIONAL BRIEF for CHADSGROVE SCHOOL

1. SCHOOL DETAILS

SCHOOL NAME	Chadsgrove School and Specialist Sports College <i>Special school for children with Physical Disabilities</i>
DCSF number	7015
Age Range	2 - 19
Capacity	128
Geographical Area:	Predominantly Bromsgrove, Kidderminster, Redditch, Droitwich and Rubery. A small number of pupils attend the school from neighbouring authorities
HEADTEACHER	Mr Richard Aust OBE
Address:	Meadow Road, Catshill, Bromsgrove, Worcs, B61 0JL
Telephone number:	01527 871511
Fax number:	01527 579341
e-mail address:	office@chadsgrove.worcs.sch.uk
Website:	www.chadsgroveschool.co.uk

2. AREAS OF SEN CATERED FOR

The school caters for pupils with a wide range of physical difficulties, some of whom have profound and multiple learning difficulties. A minority of pupils have hearing, visual or multi-sensory impairments. A significant majority of pupils have associated learning difficulties.

The majority of pupils have cerebral palsy, a small number have muscular dystrophy or spina bifida whilst others have severe medical conditions.

3. PROVISION MADE BY THE SCHOOL

The school provides a learning environment that is challenging and supportive within which it can provide a wide range of appropriate activities and experiences, reinforced by individual educational planning.

The school is purpose-built to cater for pupils with a wide range of physical disabilities.

The school offers a broad and balanced curriculum that is specially tailored to meet the educational needs of pupils. This curriculum includes access to the Foundation Stage Curriculum, the National Curriculum and Post-16 programme and is adapted to meet the wide range of individual learning needs. At Key Stage 4, pupils have the opportunity to follow courses leading to Entry Level GCSE's in a number of subjects. In addition, the school offers Youth Award Schemes (ASDAN) – Bronze, Silver and Gold levels, and 'Towards Independence'.

Specialist teaching approaches are used with many of the pupils, supported by the special aids, equipment and technology that pupils need in order to gain full access to the curriculum.

A range of professionals support the pupils through a variety of approaches and therapies, and contribute to the design and implementation of appropriate programmes.

The Local Authority commissions the school to operate a base for specialist advisory teachers who provide outreach support for pupils with physical disabilities, primarily in mainstream schools across north Worcestershire.

As a Specialist Sports College, Chadsgrove is able to make a unique contribution to the development of sporting opportunities and skills for children at the school and beyond.

Specialist facilities include:

- Multi-use hall
- Hydrotherapy/learner pool
- Medical, physiotherapy and speech and language therapy bases
- Art, design technology, food technology
- Science and music rooms
- Soft play room
- Library
- Visual impairment base
- Multi-sensory room
- Indoor trampoline room
- Purpose built outdoor play areas
- Conservation area and pond

4. GENERAL ADMISSIONS ARRANGEMENTS

Children over 2 years of age are admitted by the LA on the recommendation of the local Pre-School Forum.

The children can be admitted in line with the LA's policy "*Entry into maintained special schools*" (September 1999). Extra district pupils may be admitted with the agreement of the Additional Needs Service Development Manager depending on the availability and suitability of places.

5. REVIEW PROCESS

This brief will be subject to an annual review by the school and the LA in the context of current and projected needs. The LA policy on special educational needs will act as the framework within which decisions concerning any amendment to the brief are made

OPERATIONAL BRIEF for RIGBY HALL SCHOOL

1. SCHOOL DETAILS

SCHOOL NAME	Rigby Hall School <i>Special school for children with Moderate or Severe and Complex Needs</i>
DCSF number	7001
Age Range	3 - 19
Capacity	110
Geographical Area:	Predominantly Bromsgrove, Droitwich, and Rubery but depending on need, the school accepts pupils from across Worcestershire as well as Birmingham.
HEADTEACHER	Mrs Marilyn Calvert
Address:	Rigby Lane, Bromsgrove, Worcs, B60 2EP
Telephone number:	01527 875475
Fax number:	01527 870211
e-mail address:	office@rigbyhall.worcs.sch.uk
Website:	

2. AREAS OF SEN CATERED FOR

The school caters for pupils whose major needs are concerned with moderate and severe learning difficulties but who may also have other associated educational needs.

The latter may include behavioural problems, some emotional disturbance and communication problems, medical conditions, sensory impairment and physical difficulties.

3. PROVISION MADE BY THE SCHOOL

The school provides a learning environment that is challenging and supportive within which it can provide a wide range of appropriate activities and experiences, reinforced by individual educational planning. The school offers a broad and balanced curriculum, including the National Curriculum, which is specially tailored to meet the special educational needs of pupils.

At Key Stage 4, pupils have the opportunity to take courses leading to GCSE and/or Certificate of Educational Achievement in 8 subjects, as well ASDAN courses

The school has well-established course links with the local Colleges of Further Education and a comprehensive work experience programme. The school has a thriving and unique 16+ provision for both SLD and MLD pupils where independence skills are the main feature of the courses, alongside appropriate accreditations, College placements and work experiences.

Specialist teaching approaches are used with many of the pupils, supported by the special aids, equipment and technology that pupils need in order to gain full access to the curriculum.

The school works collaboratively with local schools, First, Middle and High, and extensively with the FORWARD Consortium. We work collaboratively with Health and Social Care colleagues as appropriate.

A number of professionals from the local Community Health Trust support the work of pupils through various therapies and contribute to the design and implementation of appropriate programmes.

The community resources are widely used and the school provides opportunities for some children to attend local mainstream schools on a part-time basis.

4. GENERAL ADMISSIONS ARRANGEMENTS

The children are admitted in line with the LA's policy "*Entry into maintained special schools*" (September 1999). Extra district pupils may be admitted with the agreement of the Additional Needs Service Development Manager depending on the availability and suitability of places.

5. REVIEW PROCESS

This brief will be subject to an annual review by the school and the LA in the context of current and projected needs. The LA policy on special educational needs will act as the framework within which decisions concerning any amendment to the brief are made

OPERATIONAL BRIEF for PITCHEROAK SCHOOL

1. SCHOOL DETAILS

SCHOOL NAME	Pitcheroak School <i>Special school for children with Moderate or Severe and Complex Needs</i>
DCSF number	7009
Age Range	2 - 19
Capacity	120
Geographical Area:	Predominantly Redditch area (to include Feckenham, Inkberrow, Cookhill, Hollywood and Wythall)
HEADTEACHER	Mr Stephen Freer
Address:	Willow Way, Redditch, Worcs. B97 6PQ
Telephone number:	01527 65576
Fax number:	01527 67845
e-mail address:	office@pitcheroak.worcs.sch.uk
Website:	

2. AREAS OF SEN CATERED FOR

The school caters for pupils with a wide range of learning difficulties, predominately in the range of moderate and severe. A significant percentage of the population are diagnosed as having Autistic Spectrum Disorders. Many pupils have a range of more complex and associated educational needs. These may include some behavioural problems, some emotional disturbance, communication problems, medical conditions, sensory impairment and physical difficulties.

3. PROVISION MADE BY THE SCHOOL

The school is organised into three phases, Primary, Middle and Upper with a sixth form that caters for pupils of non-statutory school age. The school offers a broad and balanced curriculum that is differentiated to meet individual need. The school delivers the National Curriculum at KS1-3, which is modified to meet pupils' needs. At Key Stage 4 and in the sixth form, pupils follow a range of accredited courses that include ASDAN and Entry Level qualifications.

Pupils at Key Stage 4 follow a programme that includes link courses with local colleges of further education and a programme of work experience.

The school offers specialist teaching of Science, Art, PE, Food Technology, Music and French to pupils in KS 3 and 4 as appropriate.

There are close links with local First, Middle and High Schools and pupils from all establishments benefit enormously from these links. Some pupils are on split placements between Pitcheroak and their local school.

The school has specialist teams of staff to support work in the areas of speech and language development and autism.

There is an extensive programme of lunch time and after school clubs offered to pupils.

4. GENERAL ADMISSIONS ARRANGEMENTS

The children are admitted in line with the LA's policy "*Entry into maintained special schools*" (September 1999). Extra district pupils may be admitted with the agreement of the Additional Needs Service Development Manager depending on the availability and suitability of places.

5. REVIEW PROCESS

This brief will be subject to an annual review by the school and the LA in the context of current and projected needs. The LA policy on special educational needs will act as the framework within which decisions concerning any amendment to the brief are made

OPERATIONAL BRIEF for the KINGFISHER SCHOOL

1. SCHOOL DETAILS

SCHOOL NAME	The Kingfisher School <i>Special school for children with Behavioural, Emotional and Social Difficulties</i>
DCSF number	7023
Age Range	7 - 16
Capacity	55
Geographical Area:	The school is based in Matchborough, a suburb on the northeast of Redditch. The majority of the pupils are from the north of the county from Redditch across to the far side of Kidderminster. The school population is drawn from the whole of Worcestershire and also tends to cater for girls from across the county with BESD.
HEADTEACHER	Mrs Tania Craig
Address:	Clifton Close, Matchborough, Redditch, Worcs, B98 0HF
Telephone number:	01527 502486
Fax number:	01527 502290
e-mail address:	office@kingfisher.worcs.sch.uk
Website:	www.kingfisher.worcs.sch.uk

2. AREAS OF SEN CATERED FOR

The school caters for pupils whose major needs are concerned with their social, emotional and behavioural difficulties but who also have other associated educational needs.

The school caters for pupils who have a range of learning difficulties similar to those found in a mainstream school.

3. PROVISION MADE BY THE SCHOOL

The school provides a learning environment that is both challenging and supportive, which is specific to personalised learning plans for each pupil. It provides a wide range of appropriate activities and experiences, both on and off site. The school offers a broad and balanced curriculum, with core subjects being taught discretely and the foundation subjects through a wide range of innovative projects – the curriculum is tailored to the individual needs of every pupil.

Pupils at Key Stage 4 are offered an additional range of alternative opportunities, with externally accreditation as part of the package where appropriate. We are an active partner in the Forward Consortium. The school works collaboratively with a range of agencies and services, who contribute to the support and guidance of each pupil, in addition to a close working relationship with parents and carers.

4. GENERAL ADMISSIONS ARRANGEMENTS

Extra district pupils may be admitted with the agreement of the Additional Needs Service Development Manager depending on the availability and suitability of places. The pupils are admitted in line with the LA's policy "*Entry into maintained special schools*" (September 1999).

5. REVIEW PROCESS

This brief will be subject to an annual review by the school and the LA in the context of current and projected needs. The LA policy on special educational needs will act as the framework within which decisions concerning any amendment to the brief are made

OPERATIONAL BRIEF for BLAKEBROOK SCHOOL

1. SCHOOL DETAILS

SCHOOL NAME	Blakebrook Specialist School for Communication and Interaction <i>Special school for children with Severe and Complex Learning Difficulties</i>
DCSF number	7005
Age Range	2 - 19
Capacity	76
Geographical Area:	Predominantly Wyre Forest area
HEADTEACHER	Mr Michael Russell
Address:	Bewdley Road, Kidderminster, Worcs, DY11 6RL
Telephone number:	01562 753066
Fax number:	01562 824533
e-mail address:	office@blakebrook.worcs.sch.uk
Website:	www.blakebrookschool.co.uk

2. AREAS OF SEN CATERED FOR

The school caters for pupils whose major needs are concerned with their severe and profound learning difficulties but who may also have other associated educational needs.

The latter may include behavioural problems, some emotional disturbance, communication problems, an autistic spectrum condition, medical conditions, sensory impairment and physical difficulties

3. PROVISION MADE BY THE SCHOOL

The school is arranged into primary and secondary departments. The school has a recognised expertise in meeting the needs of learners with communication and interaction difficulties. Well trained staff work in close collaboration with parents and multi-disciplinary colleagues to meet the needs of every child and young person. A number of Health Trust professionals together with private therapists support the work of learners through various therapies and contribute to the design and implementation of individual programmes.

A favourable staff pupil ratio is maintained to ensure that our learners' priority needs are met within a challenging and supportive learning environment. The school follows the National Curriculum through an individualised approach commensurate with learners' developmental levels. From Key stage 4 students take part in the ASDAN Youth Award Scheme at Transition Challenge, Bronze and Silver Levels.

The school is well resourced to meet the needs of all learners with a hydrotherapy pool, two multisensory rooms, specialist teaching rooms and well developed outdoor

facilities. The school has close links with mainstream schools in the Wyre Forest and supports inclusion placements in pupils' local area schools.

The school has a speech and language therapist, a specialist teacher and teaching assistant as part of its communication and interaction outreach team working with mainstream schools.

The school offers after-school and holiday care across the year together with out-of-school hours learning in Art and Gymnastics.

4. GENERAL ADMISSIONS ARRANGEMENTS

Pupils are admitted in line with the LA's policy "*Entry into maintained special schools*" (September 1999). Extra district pupils may be admitted with the agreement of the Additional Needs Service Development Manager depending on the availability and sustainability of places.

5. REVIEW PROCESS

This brief will be subject to an annual review by the school and the LA in the context of current and projected needs. The LA policy on special educational needs will act as the framework within which decisions concerning any amendment to the brief are made

OPERATIONAL BRIEF for STOURMINSTER SCHOOL

1. SCHOOL DETAILS

SCHOOL NAME	Stourminster School <i>Special school for children with Moderate and Complex Needs</i>
DCSF number	7010
Age Range	7 - 16
Capacity	130
Geographical Area:	Predominantly Wyre Forest area, but depending on particular needs, the school is increasingly accepting students from a wider geographical area
HEADTEACHER	Mr Ian Hardicker
Address:	Comberton Road, Kidderminster, Worcs. DY10 3DX
Telephone number:	01562 823156
Fax number:	01562 824552
e-mail address:	office@stourminster.worcs.sch.uk
Website:	

2. AREAS OF SEN CATERED FOR

Students admitted to Stourminster School have Moderate Learning Difficulties as their prime need, and many have other additional complex needs. These include an increasing number of students diagnosed with ASC, ADHD and a range of other specific needs including social and emotional issues that impact on their learning.

The school caters for students with Autism Spectrum Conditions as part of the main school and also has specific provision for those with more complex and challenging AS Conditions.

3. PROVISION MADE BY THE SCHOOL

The school operates a primary and secondary curriculum that is broad and balanced and differentiated appropriately in order to meet individual learning needs. The school is a modern well-resourced environment with specialist teaching rooms that are equipped to a very high standard providing educational opportunities for Key Stages 2, 3 and 4

The learning environment is supported by an extensive multi professional team including social workers, psychologists, psychiatrists, psychotherapists, health workers and a range of therapists that are engaged in and contribute to the design and implementation of appropriate programmes, ensuring all students receive their full entitlement.

The school is proud of its many National Awards including Healthy Schools Award, Leading Aspect Award for Behaviour Management, FA Charter Award and the

Schools Achievement Award, which recognise the school's focus on meeting the students' needs.

The school provides an exemplary raft of programmes entitled 'Steps to Work' that includes a range of nationally recognised academic qualifications, college based courses, work experience, extensive links with vocational providers and the ability to create bespoke alternative packages for students who have specific needs. Stourminster School has good links with mainstream schools both locally and county-wide and aims to create opportunities for students to be included wherever possible in their local community mainstream school either on a part time basis or on a planned move to return to full time mainstream education.

4. GENERAL ADMISSIONS ARRANGEMENTS

The children can be admitted in line with the LA's policy "*Entry into maintained special schools*" (September 1999). Extra district pupils may be admitted with the agreement of the Additional Needs Service Development Manager depending on the availability and suitability of places.

5. REVIEW PROCESS

This brief will be subject to an annual review by the school and the LA in the context of current and projected needs. The LA policy on special educational needs will act as the framework within which decisions concerning any amendment to the brief are made

OPERATIONAL BRIEF for FORT ROYAL COMMUNITY PRIMARY SCHOOL

1. SCHOOL DETAILS

SCHOOL NAME	Fort Royal Community Primary School <i>Generic Special school for children with Severe and Complex Needs</i>
DCSF number	7025
Age Range	2 - 11
Capacity	140
Geographical Area:	Predominantly South Worcestershire – Worcester, Droitwich, Malvern, Upton
HEADTEACHER	Mr David Palmer
Address:	Wylds Lane, Worcester, WR5 1DR
Telephone number:	01905 355525
Fax number:	01905 358867
e-mail address:	office@fortroyal.worcs.sch.uk
Website:	

2. AREAS OF SEN CATERED FOR

The school caters for pupils whose needs include moderate, severe and profound learning difficulties, which may or may not be associated with Autism Spectrum Conditions and challenging behaviours. In addition, pupils may have difficulties associated with some emotional disturbance, communication difficulties, medical and physical conditions and sensory impairment.

3. PROVISION MADE BY THE SCHOOL

The school has pre school nursery facilities for children with a range of special educational needs. Children are assessed and directed to settings where their educational needs will be best met. This may be a specialist setting, special school or mainstream.

The school offers a broad and balanced curriculum including the National Curriculum and is differentiated to meet individual learners' needs.

The learning environment is managed in order to facilitate different styles of learning: whole class teaching; group work according to specific and appropriate criteria (e.g. ability, mixed ability, interest, choice); one to one teaching; collaborative learning in pairs or groups and independent learning.

Planning for learning includes all areas in and out of the school building. This ensures opportunities for a range of activities that develop appropriate knowledge, skills and understanding.

4. GENERAL ADMISSIONS ARRANGEMENTS

Pupils are admitted in line with the LA's policy "Entry into maintained special schools" (September 1999). Extra district pupils may be admitted with the agreement of the Additional Needs Service Development Manager depending on the availability and sustainability of places.

5. REVIEW PROCESS

This brief will be subject to an annual review by the school and the LA in the context of current and projected needs. The LA policy on special educational needs will act as the framework within which decisions concerning any amendment to the brief are made.

OPERATIONAL BRIEF for REGENCY HIGH SCHOOL

1. SCHOOL DETAILS

SCHOOL NAME	Regency High School <i>Generic Special school for children with Moderate, Severe and Complex Needs</i>
DCSF number	7024
Age Range	11 – 19 (Warndon Campus) 15 – 19 (St. John's Campus)
Capacity	140
Geographical Area:	Predominantly Droitwich, Evesham, Kidderminster, Pershore, Malvern, Stourport and Worcester
HEADTEACHER	Mr Frank Steel
Regency High School, main site address:	Carnforth Drive, Warndon, Worcester, WR4 9JL
Telephone number:	01905 454828
Fax number:	01905 453695
e-mail address:	office@regency.worcs.sch.uk
Website:	
Regency High School, St John's Campus Address:	Turnpike Close, Oldbury Road, Worcester, WR2 6AB
Telephone number:	01905 423403
Fax number:	01905 748338
e-mail address:	office@regency.worcs.sch.uk
Website:	

2. AREAS OF SEN CATERED FOR

The school caters for pupils whose needs are moderate, severe or complex that fall within the range of: Cognition and Learning; Communication and Interaction; and Sensory and Physical. This encompasses pupils with moderate and/or severe learning difficulties, autistic spectrum condition, profound and multiple learning difficulties and physical and/or sensory needs. The Local Authority commissions the school to operate a base for specialist advisory teachers who provide outreach support for pupils with physical disabilities, primarily in mainstream schools across south Worcestershire

It is possible that a pupil will be admitted to Regency on a short-term basis where it is deemed that s/he has exceptional needs which can best be met in a school of this kind: for example, for pupils requiring rehabilitation following a road traffic accident. This will be subject to the availability of a place within an appropriate peer/teaching group.

3. PROVISION MADE BY THE SCHOOL

Regency currently has specialist provision for the teaching of Science, Art & Design, Design Technology (including Food Technology) and ICT. In addition, it is resourced to deliver Mathematics / Numeracy and English / Literacy at KS3 and KS4, and has a specialist KS5 facility to support pupils, where appropriate, to the age of 19 as part of the transition process to post-school provision. There are a number of specialist rooms to support the delivery of a broad and needs-based curriculum to pupils operating at levels significantly below age-related expectations. These include a Multi-Sensory Room and a Soft Play Area. It also has a Behaviour Recovery facility and a room for Precision Teaching to support pupils whose levels of attainment in Literacy need to be well supported and enhanced. Regency also has specially designed Bathroom Management Areas, a Physiotherapy Department, a Nurses' Room and the Outreach Support Team Base, which also makes accommodation for other specialist staff.

The curriculum is based on the Core and Foundation Subjects of the National Curriculum, supplemented by the Secondary Strategy, plus a Developmental Skills Curriculum, with access to a broader based curriculum for pupils from 14 – 19. A new curriculum framework is currently being devised to meet the demands of the 14 – 19 agenda and create a more flexible response to the personalised learning requirements, including access to appropriate accreditation and vocational opportunities. Work Experience and College Links are supported from KS4, and a post-16 Lifeskills focussed curriculum is available for those students that need additional support to access post-school placements.

Regency has access to a wide range of therapy, medical and professional expertise. This includes support from the Health Trust, which provides a Specialist Team of School Nurses, Physiotherapists, Speech and Language Therapists and access to Occupational Therapy. In addition, the school is supported by the Connexions Service, Educational Psychologists, Community Paediatricians and a range of external providers. Regency works in partnership with Fort Royal Community Primary, has established an active support network with Riversides and the Vale of Evesham Special Schools, and is part of the Aspire 14 – 19 Consortium.

4. GENERAL ADMISSIONS ARRANGEMENTS

The children can be admitted in line with the LA's policy "Entry into maintained special schools" (September 1999). Extra district pupils may be admitted with the agreement of the Additional Needs Service Development Manager depending on the availability and suitability of places

5. REVIEW PROCESS

This brief will be subject to an annual review by the school and the LA in the context of current and projected needs. The LA policy on special educational needs will act as the framework within which decisions concerning any amendment to the brief are made

OPERATIONAL BRIEF for the VALE of EVESHAM SCHOOL

1. SCHOOL DETAILS

SCHOOL NAME	Vale of Evesham Specialist School for Cognition and Learning
DCSF number	7011
Age Range	2 - 19
Capacity	142
Geographical Area:	Predominantly Evesham, Pershore and South East Worcestershire. Residential placements may be available to pupils from across the county who have been recognised by the LA as having learning difficulties from moderate to severe to profound. The pupils may have Autism Spectrum Disorders and present with challenging behaviour. There is a small number of pupils who attend the school from neighbouring local authorities
HEADTEACHER	Mrs Ann Starr
Address:	Four Pools Lane, Evesham, Worcs. WR11 1BN
Telephone number:	01386 443367
Fax number:	01386 765787
e-mail address:	office@valeofevesham.worcs.sch.uk
Website:	www.valeofevesham.fsnet.co.uk

2. AREAS OF SEN CATERED FOR

Children are placed in this school on the basis that their needs are more severe and complex than children educated in a mainstream setting.

The school caters for pupils whose needs include moderate, severe and profound learning difficulties, which may or may not be associated with Autism Spectrum Conditions and challenging behaviours. In addition, pupils may have difficulties associated with some emotional disturbance, communication difficulties, medical and physical conditions and sensory impairment.

The school provides specialist support for children with Autism Spectrum Disorders. The school has weekly boarding provision for 15 pupils. Pupils are placed in this provision as a result of an agreement between the school, Education and Social care teams for disability, within the Children's Services Directorate

3. PROVISION MADE BY THE SCHOOL

The school is organised into departments – first , middle and upper schools with a sixth form and nursery which cater for pupils who are of non-statutory school age. The school offers a broad and balanced curriculum that is differentiated to meet

individual need. National curriculum is delivered at KS1-3 and is modified primarily by content and pace. At KS4 and the sixth form the school offers opportunities for accreditation to all pupils including Entry Level, ASDAN and CoPE.

The school has well established links within the community and learning takes place out of school at planned times in the curriculum. The school offers opportunities for out of school activities which pupils can choose to go to.

The school also has well developed links with other agencies and works closely with them to ensure pupils and their families are well supported.

4. GENERAL ADMISSIONS ARRANGEMENTS

The children can be admitted in line with the LA's policy "*Entry into maintained special schools*" (September 1999). Extra district pupils may be admitted with the agreement of the Additional Needs Service Development Manager depending on the availability and suitability of places.

5. REVIEW PROCESS

This brief will be subject to an annual review by the school and the LA in the context of current and projected needs. The LA policy on special educational needs will act as the framework within which decisions concerning any amendment to the brief are made

OPERATIONAL BRIEF for RIVERSIDES SCHOOL

1. SCHOOL DETAILS

SCHOOL NAME	Riversides School <i>Special school for children with Behavioural, Emotional and Social Difficulties</i>
DCSF number	7022
Age Range	7 - 16
Capacity	59
Geographical Area:	Predominantly Worcester and South Worcestershire, plus primary pupils with BESD from across the county
HEADTEACHER	Mrs Barbara Scott
Address:	Thorneloe Road, Worcester, WR1 3HZ
Telephone number:	01905 21261
Fax number:	01905 22247
e-mail address:	office@riverside.worcs.sch.uk
Website:	www.riverside.worcs.sch.uk

2. AREAS OF SEN CATERED FOR

The school caters for pupils whose needs include emotional and behavioural difficulties but who also have other associated educational needs (including attachment disorders, ADHD, global and specific learning difficulties, ASD and Tourettes)

The school caters for pupils who have a range of learning difficulties similar to those found in a mainstream school.

3. PROVISION MADE BY THE SCHOOL

Riversides School has provision for KS2 and KS3 pupils in Thorneloe Road, Worcester.

Pupils are placed in small class groups, supported by a minimum of a teacher and a teaching assistant, with support from specialist teachers in Music, DT, MFL, ICT and PE. Pupils are able to access Play Therapy, Art Therapy and Music Therapy in a designated therapy room – as appropriate. The school employs a Family Support Worker, predominantly to support identified families of pupils in Key Stages 2 and 3.

Work is highly differentiated. Nurture group principles are applied throughout the school and individualised emotional literacy support is available to pupils.

Key Stage 4 pupils have personalised timetables. If appropriate they are based in Worcester College of Technology where Riversides staff teach the core curriculum in

a dedicated room and students are additionally able to access college courses, external provider courses and work experience.

If pupils in either Year 9 or Key Stage 4 are unable to access a group setting, they are tutored either individually – at home if necessary – or in premises hired by the school at Whittington (Active8 Plus, Pond Farm, Church Lane, Whittington). Here, pupils are able to access tuition in Literacy, Numeracy, Science and PE from school staff. These pupils can also access individual courses at local colleges and alternate providers and work experience.

Key Stage 4 timetables are based on student interest and ability and all Year 11 students are encouraged to sit a range of accreditations,

The school's Learning Mentor additionally supports those students who find access to education problematic.

4. GENERAL ADMISSIONS ARRANGEMENTS

Extra district pupils may be admitted with the agreement of the Additional Needs Service Development Manager depending on the availability and suitability of places. The pupils are admitted in line with the LA's policy "*Entry into maintained special schools*" (September 1999).

5. REVIEW PROCESS

This brief will be subject to an annual review by the school and the LA in the context of current and projected needs. The LA policy on special educational needs will act as the framework within which decisions concerning any amendment to the brief are made.