



The
Caldecott
Foundation

SCHOOL PROSPECTUS

**A Special Educational Needs
Independent School For Pupils
Aged 5-16**



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“I applaud all the staff. With such an amazing team it brings me comfort to know my child goes to a school with fully trained, sympathetic, very supportive staff.”

Parent Survey

WELCOME

Our School is part of the Caldecott Foundation, a non-profit leading specialist provider delivering therapeutic residential and fostering services to vulnerable and disadvantaged young people.

We are a therapeutic school specialising in supporting the educational and emotional needs of students who have experienced trauma, and/or have a diagnosis of Autism Spectrum Condition and/or other neurodevelopmental and psychological problems aged 5 - 16

We are Caldecott School

- Our Team of teachers and Therapists work closely together to deliver a therapy informed curriculum within a safe, stimulating, personalised and nurturing learning environment.
- We strongly believe that children and young people can learn and move forward in their educational journey when their emotional, social, and cognitive needs are appropriately supported.
- We work with students aged 5-16 who have a wide range of emotional, mental health needs and/or neurodevelopmental conditions, such as Autism, ADHD, Trauma, Anxiety.
- The National Autistic Society have awarded us it's Specialist Educational Provision
- We are set across 24 acres of land, making Forest Schooling a natural part of our rich curriculum.

“It is a pleasure to be a part of an amazing team. The skills, knowledge, and opportunities I have gained since being at Caldecott, has informed and improved my practice and professional development considerably.”

Staff Survey

Our Vision

Helping Children Build A Future

Our Mission Statement

Every member of the Caldecott Team understands that it is their duty to keep the pupils, their colleagues and themselves safe. All stakeholders aim to give pupils their best education possible. They uphold the values of our school and work as a team, using their skills and talents to benefit others. Everyone shows they care for each other; there is no discrimination and religious and cultural differences are embraced.

Our pupils will be presented with and motivated to engage in a rich and broad curriculum to develop skills so, that in the future, they are responsible, caring, and active members of their communities.

Caldecott School pupils know that we need to value and care for our local environment and the whole eco system of planet Earth.

Our Values

Our values drive all we do at Caldecott School. They were chosen in a collaborative process that involved all our staff and our pupils.



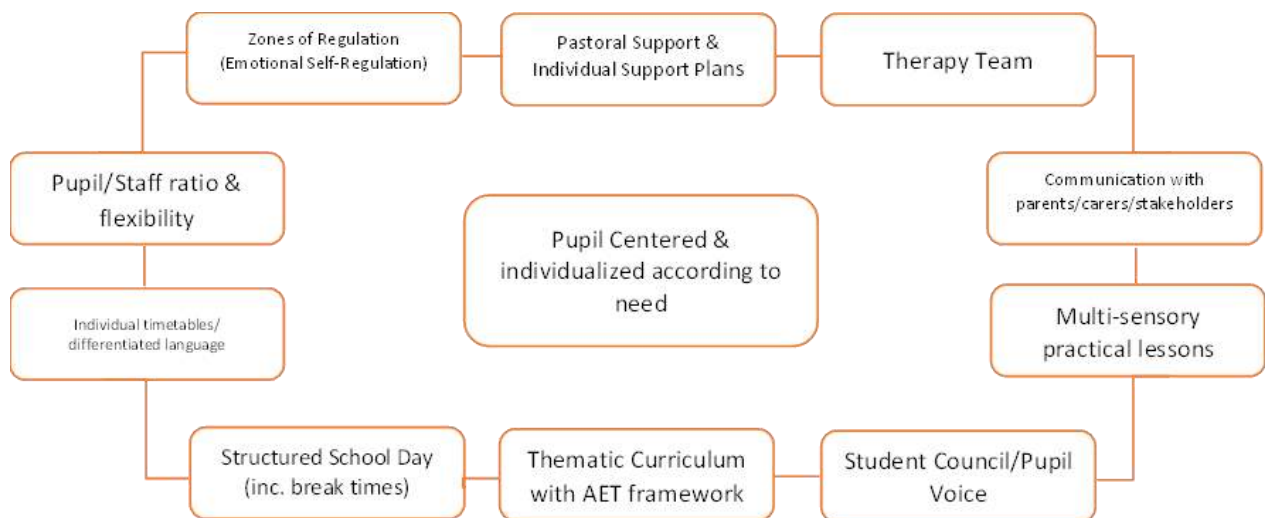
Autism and the Caldecott School

Here at Caldecott School, we have created enabling environments, which assist our pupils and stakeholders, to recognise the strengths and challenges experienced by many autistic people. People with autism may also experience over-or-under-sensitivity to sounds, touch, tastes, smells, light or colours. These are all factors we have considered and are part of everyday practice in our NAS (National Autistic Society) awarded Specialist Education Provision.

Caldecott School provides a nurturing learning environment, where our students can make meaningful progress. Our aim is to encourage them to develop appropriate personal, social, and employable skills enabling them to become confident, independent, and aspiring young people

Our bespoke environment consists of:

- Small classes sizes of 5 – 8 pupils.
- Low stimulus soft lighting
- Consistently reviewed and updated practice
- Individual learning booths
- Calming spaces, hammocks, reading nooks
- A fully accredited Forest School
- Sensory room
- Neat, ordered environments promoting independence and preparation for adulthood
- inPrint3 imagery across all provisions



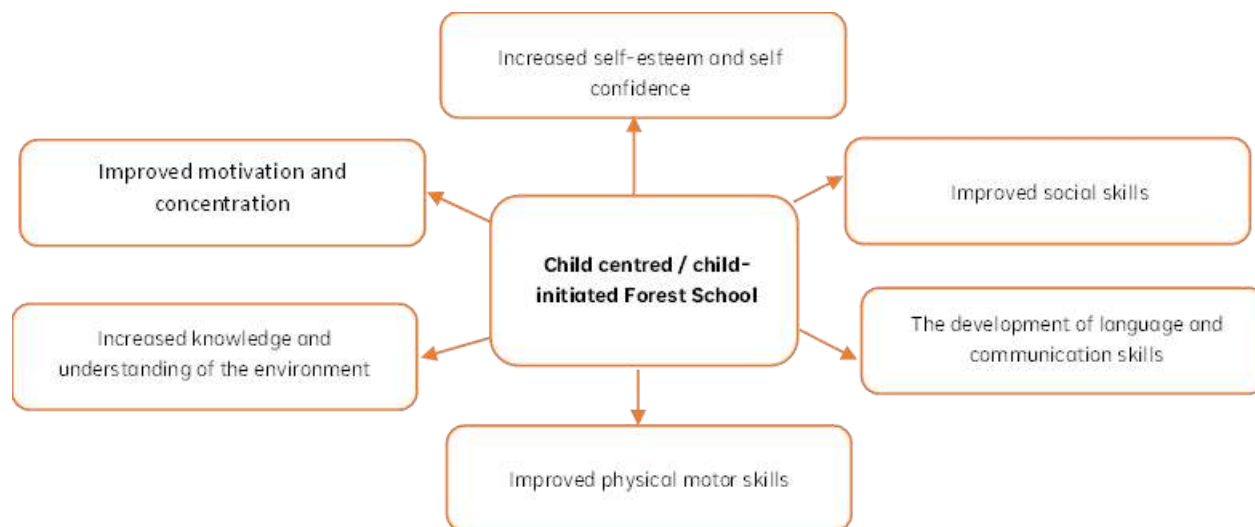
"Our child's confidence has grown hugely. He has settled into this school better than we could have imagined."

Parent Survey

Forest School and children with SEN?

Extensive research has proven that Forest School builds confidence and independence and improves mental health. It provides opportunities for imagination and exploration, and it promotes working collaboratively. Through nature, it focuses on maximising the emotional, social, and developmental benefits of learning. Forest School is designed to work with young people in the outdoors over time, introducing responsible risk-taking and setting the young people up to achieve.

The benefits to SEN pupils who struggle with a conventional school environment:



How we run Forest School at Caldecott



Caldecott introduced Forest School in 2019, quickly training up 7 level 3 Forest School Leaders to run the sessions. Pupils in both Primary and Secondary receive Forest School each week as part of their curriculum, at our off-site provision in Bilsington. There we are very fortunate to have access to a private woodland just 10 minutes' drive away. This is some 500 acres of ancient woodland and has everything that a Forest School could ask for, a wide variety of flora and fauna and some amazing geography with streams, hills, and valleys to explore and learn in. If we cannot access Bilsington; there are just 2 reasons why we wouldn't, strong winds (over 40mph), and thunderstorms; we have on-site provisions and cabins where we can practice skills and techniques in a safe environment.

'Finding animals, hiding, being with nature and having so much fun learning new skills, has increased my confidence and self-esteem.'

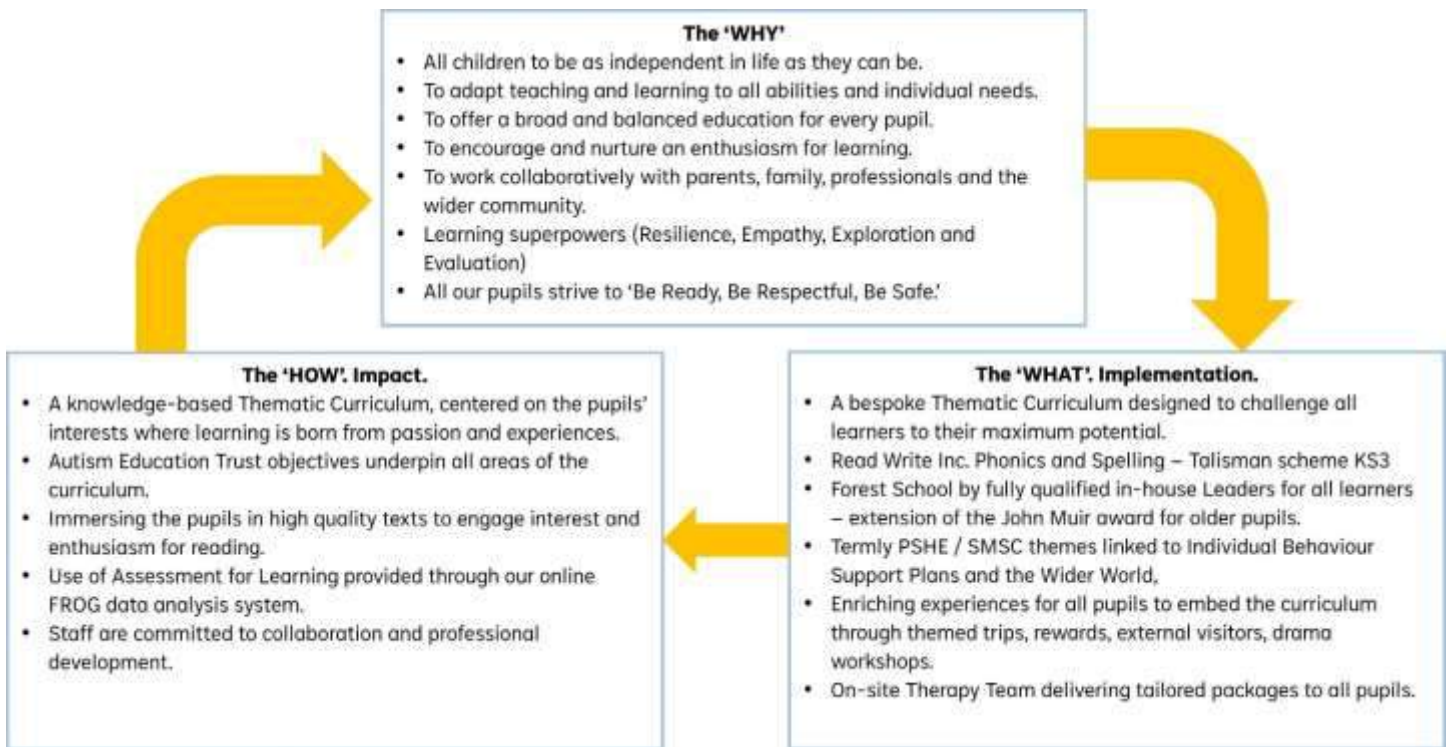
Parent and Pupil Survey

At Caldecott we follow the original ethos of Forest School where all activities are child-initiated, and the Forest School Leaders and adult helpers are facilitators. We have abundant resources and have linked our Forest School objectives closely to the Autism Education Trust (AET), and Preparation for Adulthood/Employment (PFA/E) objectives, so the students are learning all the time through their engagement and enjoyment of nature. We cover an amazing range of activities from den building and whittling to nature walks or just exploring. The list is almost endless and limited only by the children's imagination. We welcome pre-arranged visits by parents and carers to witness first-hand the amazing facilities we have.

Our Curriculum KS1-3

We offer a personalised curriculum model that is broad, balanced, and relevant to the stage of learning of each pupil. Termly projects provide opportunities for pupils to access core subjects, develop skills for life and experience vocational alternatives to the traditional academic subjects. Throughout the year, teachers will provide enrichment activities linked directly to the specific topic.

Therapy is woven into this curriculum model, which is also underpinned by a ‘values-based approach’, whilst pupils are given every opportunity to develop their spiritual, moral, social and cultural understanding and gain a deeper understanding of British values, preparing them for life outside of school in a diverse and modern Britain.



Our pupils also have the opportunity to have weekly extracurricular activities which endorse our therapeutic offer. Examples of these are: horse riding / swimming / golfing / skiing / tennis. If the pupils have a particular interest or thrive in a specific area, we will do our best to facilitate the lessons to promote their skills.

‘We love the theme/ topic-based curriculum and the way all sorts of learning opportunities are woven into activities. We have noticed positive changes in confidence and widening of our child’s life experiences and independence.’

Parent Survey

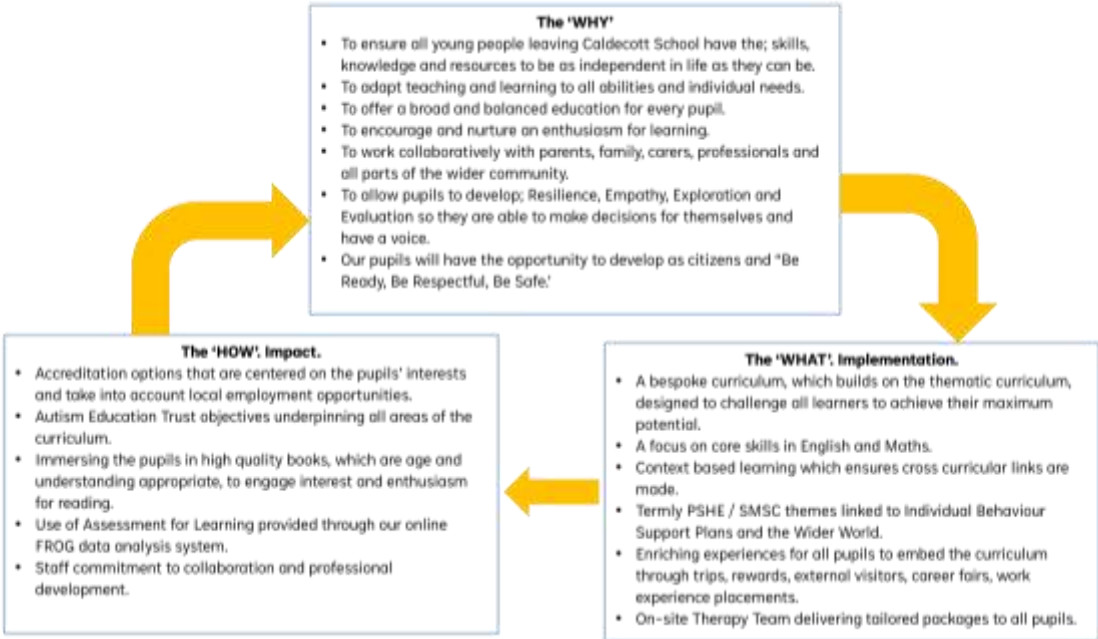
Our Curriculum KS4

The Key Stage 4 curriculum builds on previous school years. It ensures the personalised curriculum model continues, whilst allowing pupils to work towards the next step of their educational journey. The core curriculum provides pupils with the opportunity to access a range of accredited and externally recognised qualifications from pre GCSE to Level 2 (GCSE grade 9-5 equivalent) across a variety of subjects. In addition, extracurricular opportunities remain part of the core offer but with an increased focus on preparation for adulthood.

The curriculum offer is evaluated annually to ensure that it continues to meet the needs of the cohort and local career opportunities.



Our KS4 Curriculum Intent

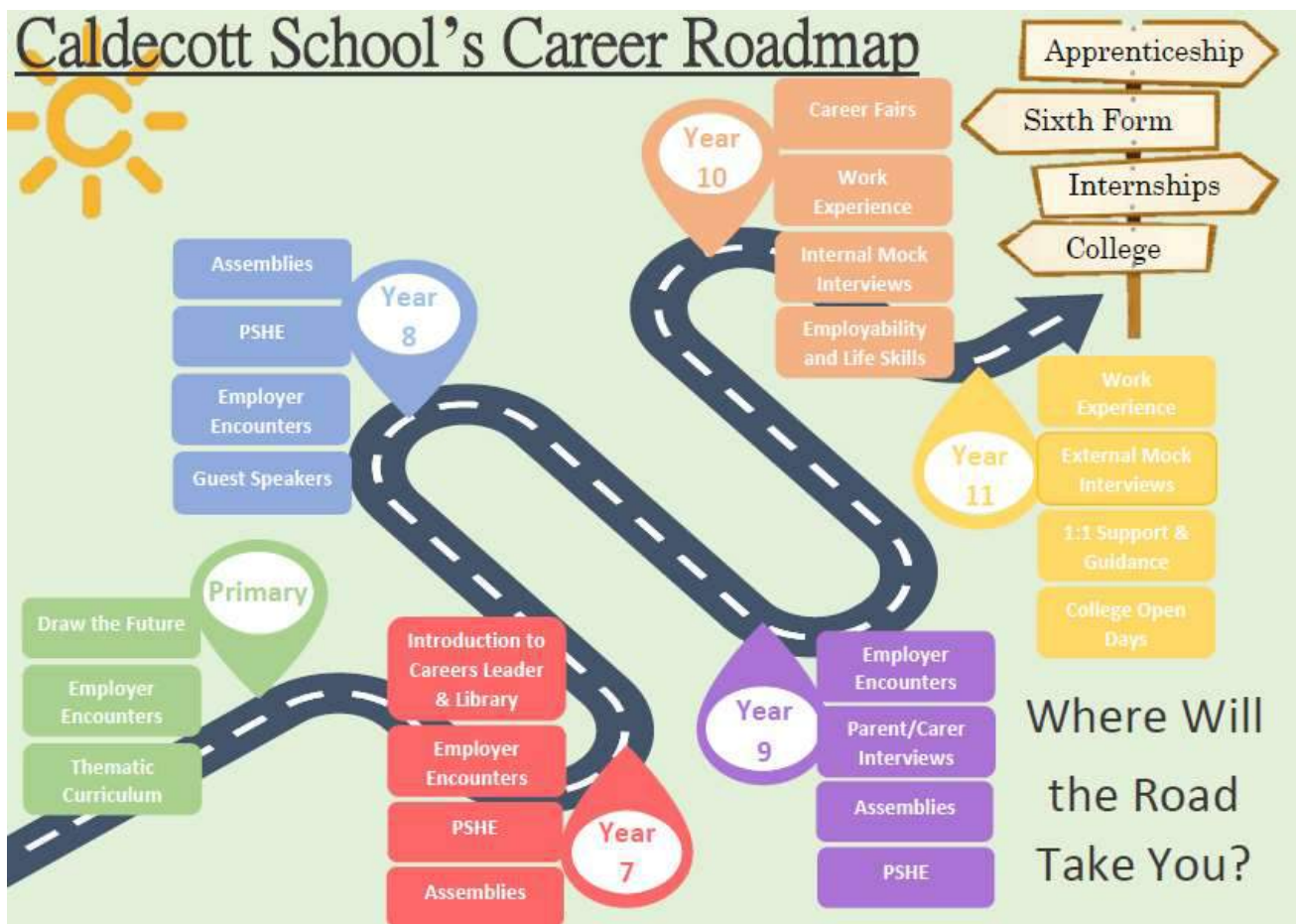


Preparation for Adulthood and Careers at Caldecott

Caldecott School understands that preparing pupils for life after school is an important part of their development. From Primary through to Secondary, we aim to give pupils numerous encounters with a wide range of employers to challenge stereotypes and raise aspirations. Pupils from Year 7-11 will have access to independent and impartial careers guidance, focusing on the specific needs of the individual pupil to promote self-awareness and personal development.

Participation in career and work-related learning activities gives individuals valuable opportunities to discover more about themselves: who they are, how they are changing and who they could possibly become. We understand the delicate balance of raising aspirations while managing realistic expectations.

We aim to engage parents and carers at all stages, and we encourage them to be fully involved with their child's decisions about their future. We are committed to using the Gatsby Foundation's 8 benchmarks of Good Career Guidance to develop the careers program and tailor this to meet and support each pupil's individual needs.



“Work experience has really helped my confidence and confirmed that working with children in a nursery school is what I really want to do when I leave school.”

Pupil voice

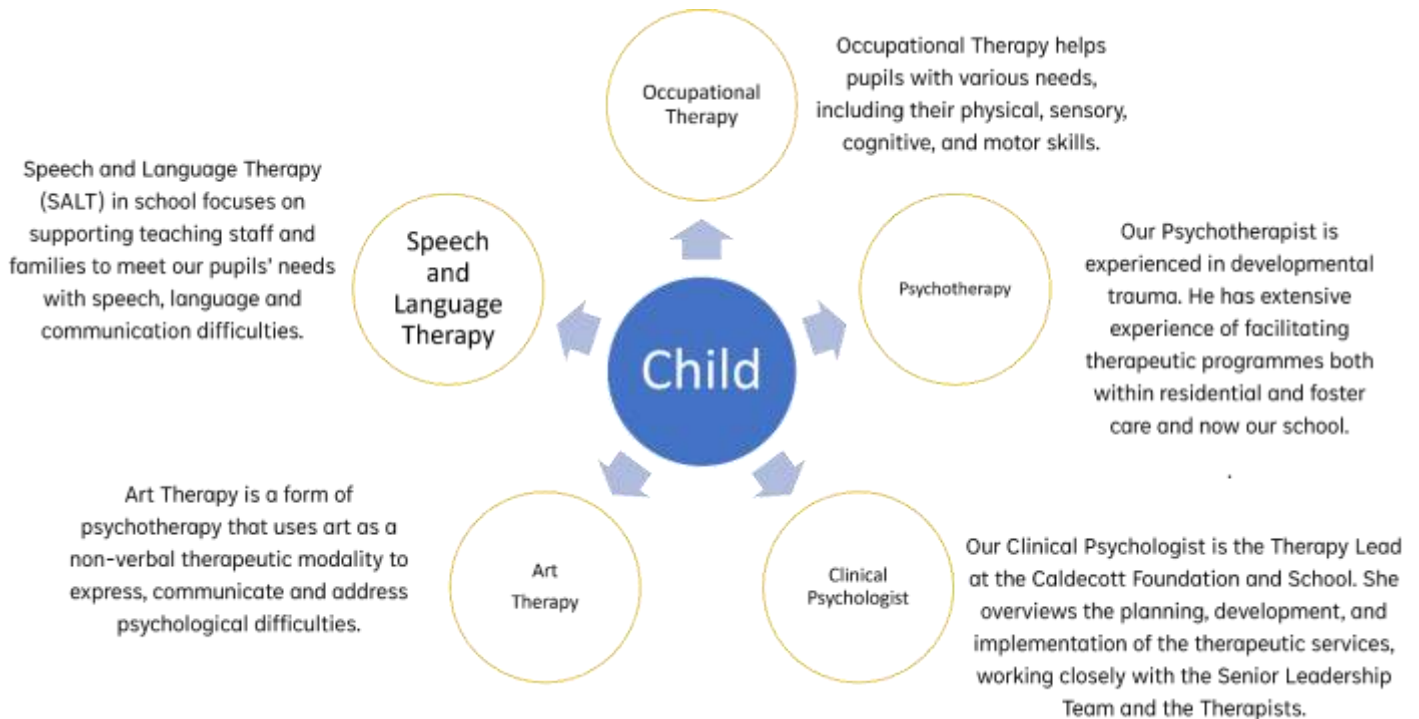
Therapy at Caldecott



A range of therapies is a central and integral aspect of our therapeutic offer and is provided on an individual, group and whole-class basis. Therapy is an essential driver of pupils’ progress and is organised in accordance with the pupils’ Progress Plans and Education, Health & Care Plans. Our multi-disciplinary team is made of fully qualified and experienced professionals who work collaboratively and seamlessly with the teaching teams, to maximise impact on improving pupils’ social, emotional, and learning.

Whilst we employ or commission all our therapy services directly, we work with a multitude of agencies in as joined-up, efficient and effective a way as possible. This includes local authorities, SEN & EHC teams, NHS colleagues and social care services.

Our therapies are embedded in the Curriculum at Caldecott School, with each pupil receiving exactly what they individually need.



Behaviour Support Using the Zones of Regulation

At Caldecott our main aim is to embed strategies to support our pupils to deal with their emotions, using the Zones of Regulation.

This is a program designed by an Occupational Therapist in America which helps teach self-regulation by categorising all the different ways we feel, and states of alertness we experience, into four concrete, coloured zones. The zones framework provides strategies to teach pupils to become more aware of, and independent in, controlling their emotions and impulses, manage their sensory needs and improve their ability to problem solve conflict.

For example, when a pupil plays outside or as part of a PE lesson it is beneficial to have a higher state of alertness, however that same state would not be appropriate whilst looking at a book or trying to get to sleep.

Sessions are run in blocks, and this enables each pupil to begin to understand the four colours. These are:



The **Blue Zone**- describes low levels of alertness such as when you feel sad, tired, sick or bored. This is when your body and or brain is moving slowly or sluggishly

The **Green Zone** – is used to describe a regulated state of alertness. A person may be calm, ok, happy or focused. This is the zone children generally need to be in for schoolwork and for being social. Being in the green zone shows control.

The **Yellow Zone** – is used to describe a heightened state of alertness, however a person has some control when in the yellow zone. A pupil may be experiencing stress, frustration, anxiety, excitement, silliness, nervousness, confusion, and many more slightly elevated emotions. They may be observed as being wiggly, squirmy, or sensory seeking. When in the yellow zone the pupil is starting to lose some control of their behavior because of the heightened emotion.

The **Red Zone** – this is used to describe extremely heightened states of alertness or very intense feelings. A pupil may be experiencing anger, panic, terror, elation when in the red zone. Being in the red zone can best be explained by not being in control of your body

It is important to note that everyone experiences all of the zones. The red and yellow zones are not ‘the bad’ or ‘naughty’ zones. All of the zones are expected at one time or another. The zones of regulation are expected to be neutral and not to communicate judgement.

The pupils across both Primary and Secondary Schools also explored calming and alerting strategies and what works best for them within the school environment.

Every pupil has an Individual Behaviour Support Plan (IBSP) which is an ever-evolving document used to support the pupils’ daily wellbeing. This ensures that each Zone has a set of specific strategies to support and deescalate every individual pupils’ needs.

‘We believe there is a good balance between setting boundaries for behaviour but being flexible in the form of strategies and restorative work.’

Parent Survey



Boarding Provision

Some young people need more focused support and that is why the Caldecott School is delighted to have Garden House - our 38-week residential boarding provision. Our boarding provision is inspected annually by Ofsted and is currently judged **Outstanding**. We offer weekday boarding and education for pupils from the age of 7 to 16 years. Our Primary and Secondary schools are just a short walk from the home.

Garden House has a team of dedicated house parents who continue nurturing and teaching our pupils through the remainder of the day until they start school, the following morning. It feels like a home from home.

You will find a warm, welcoming kitchen where the pupils are taught to prepare and socialise over a healthy meal.

The large lounge has comfortable seating and a TV; a great area for resting and socialising.

There is an indoor games room as well as a large garden with climbing frames and a trampoline which enables the pupils to play games, run around and keep fit.

Each pupil has their own bedroom giving the opportunity for them to choose to bring in some personal belongings for their room.

Once home from school, the pupils sit and discuss the plans for the evening. The pupils' opinions and thoughts and ideas are heard and valued. Pupil voice is of utmost importance.

After a busy day at school, the children can choose to play with others or have some quiet time. Whatever they choose to do, staff are on hand if they wish to talk or need any support. Garden House and school staff work closely together and, if any schoolwork needs completing or homework tasks undertaken, staff in Garden House are there to support.

The pupils have use of the extensive grounds of the Caldecott Foundation to go for a run or ride their bikes and scooters. Hythe beach is only a short 15-minute ride, and the Deer Park is within walking distance.

“Residential pupils enjoy their boarding experience, the structure, and routines, together with committed staff who enjoy their company, provide a warm, friendly, and supportive environment. Residential pupils are seen to be relaxed in the company of staff and there is an ease of communication and mutual respect - pupils report feeling safe and secure living in the boarding provision.”

OFSTED

Keeping You Safe. We are Here to Help.

You can talk to ANY adult in the school about ANYTHING that is worrying you. However, your safeguarding team have the SPECIAL JOB of keeping you SAFE.

Our job means that we are here for any student, parent or member of staff who has a worry about the safety and well-being of a student.

We are here to make sure that all children and young people are kept safe from physical or emotional harm both inside and outside of school.

Do not keep your concerns to yourself – nothing is too small or too big.

If it concerns the well-being of a student that is our job.

We are here to listen to you!

We have a team of 7 Designated Safeguarding personnel (DSL), led by the Headteacher. All staff are trained in reporting safeguarding issues and there is at least 1 DSL available at all times for concerns to be reported through.

Want to talk to somebody else? Here are some websites and contact information to help

NSPCC

Telephone: 0808 800 5000

help@nspcc.org.uk

www.nspcc.org.uk

‘Caldecott is teaching my child how to make friends and play / work responsibly together.’

Parent Survey

Childline

Telephone Free on; 0800 1111

www.childline.org.uk

www.childline.org.uk/get-support

“I applaud all the staff. With such an amazing team it brings me comfort to know my child goes to school with fully trained, sympathetic but very supportive staff. My child has been much happier since being at the Caldecott School. Thank you all.”

Parent Survey

MIND

Telephone; 0300 123 3393

Text; 86463

www.mind.org.uk/information-support/helplines

Uniform

Our uniform supplier is **Brigade**. Parents / carers are able to order direct online at:

www.brigade.uk.com click the PARENTS CLICK TO ORDER HERE link

Parent / carers enquiries email: sales@brigade/uk.com



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