

Introduction

Torbay School is a day special school for pupils with emotional and behavioural difficulties. All our pupils have a statement of special educational needs and are referred to us because they have failed to make progress in mainstream provisions. We take pupils of both gender between the ages of 9 and 16.

Pupils are admitted to the school only through an established referral procedure involving educational psychologists and the Local Education Authority.

Our primary pupils are taught in two classes, occupying one wing of the school and have a separate playground. Secondary pupils are taught in age groups and have access to specialist facilities in subjects such as Science, Art, Information Technology, Design Technology and Food Technology. A computer network ensures that pupils can access their computer files from any computer in the school. We have a hall for games, dance, drama and small scale sports activities. The hall also doubles as a dining hall.

The school opened in September 2003 and is the only school of its kind the Torbay LEA.

Mission Statement

At Torbay School we seek to create a safe and stimulating environment in which individual pupils reach their potential, gain full access to education, grow emotionally, develop self-discipline and confidence and adjust their social behaviour so that they can overcome any previous barriers to learning.

For our youngest pupils, the 9 – 11 year olds, successful, gradual re-integration into mainstream schools should be a real aim and possibility and remain the ultimate goal. Our educational programme will place added emphasis on progress in basic skills such as literacy, numeracy and ICT. It will provide a nurturing, confidence-building environment, where positive behaviour is rehearsed and rewarded and negative behaviour confronted. Parents and/or carers are close partners in this process.

For our 11 – 14 year olds we will combine specialist subject-based teaching with cross-curricular themes. Whilst providing a broad and balanced curriculum an emphasis on basic skills remains. Personal, Social and Health Education, participation in the school council and residential experiences will enrich the curriculum and foster maturity. The application of a simple but unambiguous traffic light system provides motivation to change negative patterns of learning or social behaviour through meaningful rewards. Re-integration into mainstream schools will be a realistic aim for some pupils.

For our 14 – 16 year olds we combine a variety of relevant examination courses with life skills, work experience, vocational and pre-vocational training. Many activities will be conducted in conjunction with other training providers. The transition to further education or the world of work is enhanced by confidence-building activities. Age-appropriate rewards are given for good achievements, behaviour and attendance.

Our Vision

Torbay School serves the whole community of pupils, parents and schools in Torbay. It is equipped to aid the educational recovery of pupils who have previously experienced severe and prolonged problems at school due to their emotional and behavioural difficulties.

We aim to become a centre of excellence in the delivery of behaviour support to schools. Our range of services will eventually range from:

- Outreach behaviour support to mainstream schools
- Delivery of consultancy and training to secondary schools
- Full-time placements of pupils with an SEN statement at the school
- Supported re-integration into mainstream schools of pupils attending Torbay School

We firmly believe in **Educational Inclusion** and seek to aid the effective education of pupils with EBD in mainstream schools. Only in exceptional circumstances should pupils be admitted to our special school. The commitment to inclusion is equally valid for staff at Torbay School. We regard ourselves as part of the wider educational community and seek to forge strong formal and informal partnerships with mainstream institutions.

Many of our pupils will receive support from other agencies. We believe in strong multi-disciplinary **Partnerships** with all the relevant agencies but especially with Health- and Social Services. The partnerships should be of a practical nature, working together for the benefit of our pupils. We respect the different roles professionals play in the support of our pupils and ask them to respect our educational task.

Our pupils will often have experienced problems beyond the world of education. Some of their problematic behaviour will have been formed outside their formal schooling. At times, education may seem of little relevance to their difficulties. It is our task to re-iterate the **Priority of Education** often in the face of seemingly overwhelming social and behavioral difficulties. We believe that a high-quality, relevant education delivered by Torbay School will be the best contribution we can make to our pupils' recovery and re-adjustment.

All our teaching, planning and assessment will have an element of **Behaviour Management** 'woven' into it. We believe in operating an explicit and consistent system throughout the school, which motivates and supports pupils to adopt constructive behaviour patterns. The system is primarily based on rewards for positive behaviour but also confronts negative behaviour with appropriate sanctions.

All members of the staff team at Torbay School have management tasks of a differing nature. Everybody working at the school is therefore accountable and will benefit from the collaboration in the team. We intend to foster a transparent learning culture where staff are open to learn from each other regardless of their posts and status in the team. **Staff Monitoring and Support** are tasks not confined to the senior management of the school but should permeate all our endeavours.

Above all, we aim to become a recognised centre of excellence where high quality education, training and personal development are at the heart of all our activities for the benefit of the whole school community.

School Development Plan 2003-2005 – an overview

Focus 1: Quality Teaching and Learning

- Develop a broad and balanced curriculum
- Develop Schemes of Work in all subjects
- Adopt an appropriate common planning format
- Develop effective assessment, recording and tracking systems
- Implement a suitable IEP format for all pupils
- Develop a lesson/module evaluation format with pupils
- Develop a bank of training materials on teaching styles
- Agree a common marking policy
- Develop and implement a home work policy
- Develop cross-curricular themes

Focus 2: Effective Behaviour Support

- Develop a comprehensive Behaviour Management System
- Agree common classroom rules
- Implement a 'sweeper' support system
- Conduct regular behavioural assessment
- Detail suitable rewards and sanctions
- Establish multi-agency approaches including child protection support
- Formalise regular links with parents/carers
- Establish breakfast club
- Create a school council

Focus 3: Inclusion

- Establish structures to deliver behaviour support to mainstream schools
- Integrate KS 3 Behaviour and Attendance Consultant into the school
- Develop a re-integration policy and relevant procedures
- Extend informal links with mainstream schools
- Extend training school links with Oldway and Westlands
- Build community and business links

Focus 4: Management Support

- Establish effective communication structures at Torbay School
- Implement performance management for teachers
- Develop an appraisal system for all staff
- Establish effective management of staff development
- Develop a staff induction procedure
- Develop a comprehensive staff handbook
- Aid the establishment of an effective governing body
- Develop efficient financial policies and procedures
- Establish all personnel policies
- Develop comprehensive policies for all areas of the school
- Obtain termly external evaluation of the school's progress
- Appoint additional staff as the school grows
- Establish all school services

School Uniform

Torbay School recognises that some pupils may be part of a reintegration programme back into mainstream schooling. Therefore, this dress code is accessible and inexpensive for parents across the Bay area, although still allowing pupils to have a sense of belonging to the Torbay School Community.

Key Stage 2 (Yrs 5-6) and Key Stage 3 (Yrs 7-9)

- Sweatshirt: Dark colour, No logo and/or stripes, no hoods
- Dark trousers, sweatpants or skirt: No logo/and or stripes
- White Polo shirt, no logo and/or stripes.
- Footwear: Black shoes or Black trainers (minimal logos)

PE Dress Code

- School supplies PE Kit for Years 7, 8 and 9
- Indoor trainers

Key Stage 4 (Yrs 10-11)

We allow pupils in Year 10 and 11 to have a more relaxed dress code:

- We ask that there are no extremes of hairstyle for males or females.
- Tops or jackets should have no slogans or logos.

The following is applicable to all year groups:

Stud earrings only, **no hoops or chains**. All other piercing to be taken out or covered by a plaster - available from form tutor. Jewellery should be kept to an absolute minimum for safety reasons.

No caps, hats, hooded sweatshirts, denim allowed in the school building.

Inclusion at Torbay School

'Educational inclusion is about equal opportunities for all pupils:

- Girls and boys
- Minority ethnic and faith groups, travellers, asylum seekers and refugees
- Pupils who need support to learn English as an additional language
- Pupils with special educational needs
- Gifted and talented pupils
- Children "looked after" by the local authority
- Sick children
- Young carers
- Those children from families under stress
- Pregnant schoolgirls and teenage mothers
- Those pupils who are risk of disaffection and exclusion'
(*Evaluating Educational Inclusion, Ofsted 2000*)

This policy sets out the school's procedures for the identification, assessment and provision for pupils with special educational needs.

Definition of SEN

‘Children have a learning difficulty if they:

- a. have a significantly greater difficulty in learning than the majority of children of the same age or
- b. have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.’

What are the aims of Torbay School’s SEN policy?

One of Torbay School’s primary aims is to enable all pupils to take part as fully as possible in every part of school life, and to enjoy their time with us. We try to develop each child’s self-confidence, recognise their strengths and encourage them, whatever their difficulty, to mix and socialise with all the other youngsters in the school.

At Torbay School, we try meet the needs of all pupils who have a barrier to their learning by using a variety of approaches, enabling our young people to take as full a part as possible in all the activities of the school. It is our aim to actively seek to encourage positive attitudes towards disability in all members of the school community.

What are the admission arrangements?

Torbay School is an inclusive school that will strive to meet the needs of all youngsters with special educational needs.

Who is the SEN Co-ordinator?

Kay Martin is the school’s Special Needs Co-ordinator. Parents can phone, write or e-mail Kay if they wish to talk about their youngsters’ special educational needs and provision for them.

How are arrangements for SEN pupils co-ordinated?

All staff at Torbay School take responsibility for the youngsters in their class and expect to meet their needs within their normal teaching. It is the job of the SENCO and Tutor to monitor a child’s progress. The efforts of subject teachers are supported, with a mixture of in-class help, small group and individual withdrawal.

Provision and Facilities for pupils with SEN

Our staff have had experience of providing for pupils with general and specific learning difficulties as well as a number of youngsters with autistic spectrum disorders. The school is fully accessible to youngsters with wheelchairs and mobility difficulties.

How are pupils with SEN identified?

Staff talk to pupils with learning or behaviour problems about their difficulties and perception of the problem, and invite the parents in throughout during the autumn term to gather their views and make a joint plan of action.

All staff have access to information about levels of attainment for pupils and their Individual Educational Plans.

What does the Curriculum look like at Key Stage 2?

All pupils will follow the programme of study in line with the requirements of the National Curriculum:

- Creative Arts (Art, Drama, Music)
- English (Including English Literature)
- Humanities (Geography, History, Religious Education)
- Information Communication Technology
- Mathematics
- Science
- Technology
- Physical Education
- Personal, Social and Health Education and Citizenship

Cross Curricular

In many subject areas there will be an overlap between the subject areas already outlined. Therefore attention is paid to Themes, Skills, and Dimensions which are familiar to more than one area of the curriculum.

ICT, Environmental awareness, Health Education are involved in many areas of the curriculum and all contribute to the total experience for each of the pupils.

What does the Curriculum look like at Key Stage 3?

The Key Stage 3 Strategy, which recommends clearly structured teaching and a variety of activities in each lesson, is embedded within our teaching at Torbay School. All the national curriculum subjects are taught at Key Stage 3 this includes the core subjects of English, Mathematics, Science, ICT, Technology and Religious Education and the foundation subjects of History, Geography, French, Art, and PE. During the summer term pupils also have the opportunity to take part in outdoor education which includes off site activities such as canoeing, dry slope skiing and orienteering.

All pupils are taught in small groups and there is extensive access to ICT in all classrooms.

What does the Curriculum look like at Key Stage 4?

The curriculum at Key Stage 4 is continually under review and we aim to cater to the individual needs of each pupil in Key stage 4. We have made links with Colleges and other Schools in Torbay and are reshaping our curriculum at Key Stage 4 as we look to enhance our provision of GCSE and Applied courses. A range of GCSE and entry level examination as well as vocational courses are currently available.

Healthy Schools Initiative

We have achieved the Healthy School Award. Our three chosen action areas are: Healthy Eating, Physical Exercise and Drugs, Alcohol and Tobacco. Following are some of achievements and initiatives now firmly in place in our day to day life at school.

The pupils have worked hard in Food Tech on how to have a healthy diet; we have designed and made our own healthy alternatives. Our Breakfast Club is very popular and the hub of school gossip. We developed our breakfast menu by talking to the children about their likes and dislikes and between us we have developed a healthy and tasty start to the day. We eat as a whole school at lunchtime and have reviewed our menus, again in consultation with the children - raw vegetables and dips have become a new favourite in addition to our popular home cooked lunches. In the Tuck Shop at breaktimes we sell healthy snacks which are baked on the premises and will also be trying out alternatives, such as fresh fruit salad.

We encourage many links with outside agencies to develop the children's education and awareness of the dangers of drug and alcohol abuse as part of our PSHE programme.

We try to incorporate as many physical activities as we can in our curriculum, including a summer outdoor education scheme. This means that all pupils are taken off site and take part in activities such as tennis, biking, canoeing, sailing, swimming, skiing, golf, horse riding and more. We run a multi stage fitness program, health related program and studied the effects of exercise.

Complaints Procedure

Introduction

Please note that this procedure does not apply to issues concerning the curriculum, collective worship, admissions, exclusion appeals, decisions about your child's special educational needs or grievances by school staff. These are the subject of separate complaints procedures. All other complaints are handled by the school according to the arrangements set out below.

The school's ethos is one of caring support for the children, parents and staff and as such we will always engage in constructive and respectful dialogue to resolve issues and complaints.

Aims and Objectives

The school will give careful consideration to all complaints and deal with them fairly and honestly. We will provide sufficient opportunity for any complaint to be fully discussed, and aim to resolve it through open dialogue and mutual understanding.

Complaints Procedure

Most complaints are best dealt with informally. If you have any concerns about the school or the education provided, please discuss the matter with your child's form teacher at the earliest opportunity.

Stage 1 - informal

If you feel that a concern has not been addressed through discussion with the class teacher, or that the concern is of a sufficiently serious nature, please make an appointment to discuss it with the Headteacher. The Headteacher considers any such complaint very seriously and most complaints can be resolved at this stage.

Stage 2 – formal

If the matter cannot be resolved, or your complaint is about the Headteacher then it may be appropriate for you to write to the Chairman of Governors to make a formal complaint. (Verbal complaints will be taken just as seriously.) Please state the nature of the complaint, the steps taken to resolve it and the action you would like to see taken to remedy your concerns. The Chair of Governors will review the way in which the complaint has been handled by the school and ensure that the issues have been dealt with properly and fairly. He/she will normally write to you with the outcome of this process within 15 working days of receiving the complaint.

Stage 3 – formal

If you are not satisfied with the result, you may ask to refer your complaint to Stage 3 of the procedure. At this Stage, a panel of governors will meet to consider the complaint and make a final decision about it on behalf of the governing body. The panel will consist of governors who have no detailed prior knowledge of the complaint, or connection with the complainant. The meeting will normally take place within 15 working days of your request.

You will have the opportunity to submit written evidence on the complaint prior to the meeting of the panel and also to attend part of the meeting, accompanied by a friend/partner if wished, to put your case. The Headteacher will be given the same opportunities. The panel will write to you with its conclusion within five working days of the meeting.

The decision of the panel is final. If you are still not satisfied, you may wish to put your complaint to the Secretary of State for Education and Skills.

Child Protection

The school has a designated teacher to deal with any concerns that the school may have about the well-being of a pupil.

If the school does have any concerns, normally the first contact will be with the parents. However, the school's first priority is to the pupil and procedures laid down by the appropriate authority will be followed if the concerns continue.

Staffing

Headteacher Associate Headteacher

Mr Wolfgang Hug
Mr Paul Wright

Primary Department

Head of Primary
Teacher
Teacher
Teaching Assistant
Teaching Assistant

Ms Carrie Dudley
Vacancy
Mr Simon Shrubb
Ms Wenda Howes
Mr Roger Strang

Secondary Department

Head of KS3
Teacher
Teacher
Teacher
Head of KS4
Teacher
Teacher
Behaviour Support
Senior Teaching Assistant
Teaching Assistant
Teaching Assistant
Teaching Assistant
Teaching Assistant
Technician

Mr Ben Chadwick
Mrs Rachael Bennett
Vacancy
Vacancy
Mr Glenn Wilce
Mr James Imber
Mr Tom Ashford
Mr Calvin Thain
Mrs Kay Martin
Mrs Sue Shave
Mrs Caroline Woodward
Mrs Kerstin Sorensen-Parkes
Ms Cathy Szota
Mr Jim Foster

Home-School Liaison

Liaison Officer

Ms Nicola Hall

Adminstration

Admin Manager
Admin Assistant

Mrs Sharon Wallwork
Mrs Joy Mills

Premises Team

Site Manager
Domestic Assistant
Domestic Assistant
Domestic Assistant
Domestic Assistant

Mr Mike Radant
Mrs Berni Vaggers
Ms Jayne Crouch
Mr Bob Truscott
Mr Ian Furness

Kitchen Team

Chef
Catering Assistant

Mr Stefan Alford
Mrs Nina Pannell

Governing Body

Chair	Mrs Jean Willder
Headteacher	Mr Wolfgang Hug
Community Governor	Mrs Stella Boundy
Community Governor	Mr Robert Lidbetter
Community Governor	Mr Peter Tregenna
Staff Governor	Vacancy
Staff Governor	Mr Calvin Thain
Parent Governor	Vacancy
Parent Governor	Mrs Nicky Spalding
LEA Governor	Mrs Sue Milner
LEA Governor	Mrs Michelle Bourne
Clerk to Governors	Mr Malcom Kerrell