



THE BEECHES  
INDEPENDENT SCHOOL

PROSPECTUS

2023/2024

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# Contents

|                                  |           |
|----------------------------------|-----------|
| <b>Head of Education Welcome</b> | <b>3</b>  |
| <b>About us</b>                  | <b>4</b>  |
| <b>Curriculum</b>                | <b>7</b>  |
| <b>A Typical School Day</b>      | <b>12</b> |
| <b>Assessment</b>                | <b>14</b> |
| <b>Testimonials</b>              | <b>16</b> |
| <b>Policies and Procedures</b>   | <b>18</b> |
| <b>Other Information</b>         | <b>21</b> |
| <b>Contact Information</b>       | <b>24</b> |





# Welcome to The Beeches Independent School

## Head of Education Welcome

The Beeches Independent School is a happy, vibrant, and nurturing school where our pupils are at the heart of everything we do. We deliver high quality education and excellent pastoral care via our dedicated, caring, and understanding team. We pride ourselves in offering a safe and welcoming environment where differences are celebrated.

Education at The Beeches Independent School is tailored to each pupil to maximise their enjoyment of learning, and them leaving with the skills and knowledge required to thrive after their time with us. *"There is no denying that pupils are happy at this school"* (Ofsted 2023). We are passionate about creating a unique and diverse group of pupils, staff, and governors who believe in an education where our learners are encouraged to be resilient, confident, and inquisitive, whilst feeling empowered to make considered choices when navigating the wider world.

Relationships are an integral part of the learning experience; therefore we are committed to promoting healthy ways to communicate creating a happy, safe, and compassionate environment where the pupils' social, emotional, and mental health is principal. We encourage our pupils to have a voice in the school and their learning, so that they feel respected, heard, and are taken seriously. Parents and carers are encouraged to play an active role in shaping their education and supporting growth.

As a school, we pride ourselves on knowing our pupils as individuals, and using this to support their development and build their knowledge and skills. We aim to create a setting where staff, pupils, and the wider community feel happy, safe, and valued, with a true sense of belonging.

# About us

## Mission Statement

**To provide a holistic and vibrant education which serves to enhance the quality of life for each of our learners. We look to celebrate the abilities of individual learners and encourage growth in self-esteem, personal confidence, and skills for independence.**

The Beeches Independent School offers a positive learning experience for young people between the ages of 9 and 19 years who have complex educational needs. We pride ourselves on offering a bespoke package for each young person, supporting them to reach their full potential with regards to education, and their future aspirations with respect to a career or further education.

Our team consists of Head of Education, qualified teaching staff, and support staff consisting of Higher-Level Teaching Assistants. Alongside our teaching team we work with a range of therapists that can support pupils where required.

Teaching at The Beeches is the practice carried out by our staff to ensure all pupils acquire knowledge, skills, and understanding as they

progress through the curriculum designed to meet their special educational needs. This practice is multi-sensory, language centred, and connective. Learning is the process through which pupils can develop their knowledge, skills, and understanding to the point where they have retained and generalised what has been taught. Teaching and learning are carried out in a context which is relevant and meaningful to all pupils on the autistic spectrum to ensure effective learning and appropriate accreditation.

Our team will work in such a way that the learning environment is calm and consistent, with clear communication to pupils about what is expected of them, both as a group and as individuals. This will ensure maximum information processing throughout each day allowing the pupils to realise their full potential.



# Our Values

**During our pupils' time with us, it is vital that they are provided with the skills and knowledge they require for life beyond school on an individual basis. However, as a school community, we encourage 4 key attributes from our pupils:**

**Passion:**

Being passionate in what they do, finding their passions in life, and watering them so they continue to grow and flourish.

**Excellence:**

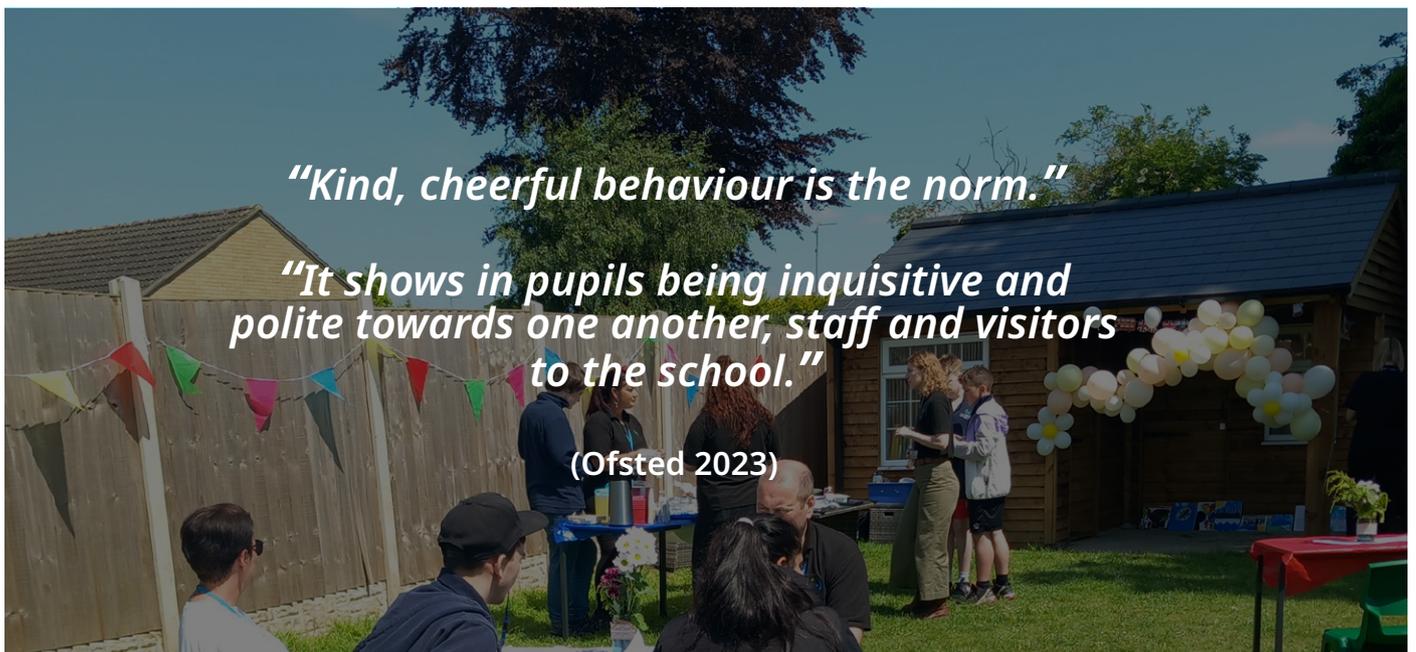
Striving for excellence in everything they do, and reaching their potential regardless of anyone else's achievements. Encouraging our pupils to have aspirations to aim for and work hard towards, whilst regularly celebrating every individual's excellence and achievements as one joined up school community.

**Accountability:**

Encouraging our pupils to take accountability for themselves, their actions, and their futures. Supporting them through this process, and providing them with the required skills and knowledge. We also encourage our pupils to take accountability for all the positive things in life, and building their self-esteem.

**Respect:**

We encourage a diverse community and celebrating everyone's differences. The pupils are taught to learn about people's differences and the wider world. They are also encouraged to respect themselves in addition to others and their surroundings.



*“Kind, cheerful behaviour is the norm.”*

*“It shows in pupils being inquisitive and polite towards one another, staff and visitors to the school.”*

(Ofsted 2023)



## Facilities

We have recently renovated our school building ensuring we have the potential to provide our pupils with the best possible opportunities. Within our school, all classrooms have interactive boards, and we have a fully kitted out sensory room with resources catered to a variety of sensory needs.

We have a state-of-the-art home kitchen where the pupils can carry out their food technology lessons, a large garden with an allotment, and a range of outdoor equipment and games that they can enjoy using.

We have a variety of other resources available to assist pupils during their time with us to support their needs. We are continually investing in our facilities to ensure we always provide the best experience.

# Curriculum

Our personalised curriculum is designed around the varying needs of each learner to promote a love of learning, and foster a curious and inquisitive growth mindset. Our lessons are designed to encourage creativity and encompass a wide range of learning styles to accommodate sensory needs. It is imperative that our young people have a voice, and that they are listened to in order to direct and shape their own learning experiences.

Our broad and exciting curriculum offers a wide range of subjects with emphasis placed on a variety of learning methods to accommodate the needs of all young people, irrespective of their ability. The emphasis of our education is in celebration of achievements, both academically and socially, and the overcoming of barriers presented by disabilities; we are proud to be inclusive. Embracing and building on special interests and skills in order to enthuse and engage our learners is a key factor to our teaching and learning, along with the introduction of independent skills which prepare the individual for independence in adulthood.

Through curriculum teaching, social modelling, enrichment visits, and celebrations, we aim to shape each learner's awareness of our community and the wider world in order to become active citizens. Respecting ourselves, our peers, and others in the community underpins the British Values and is central to the wide range of experiences we offer. We pride ourselves on a respectful environment where our pupils *"are kind and polite to each other"* (Ofsted 2019), and where supporting one another is the norm.

The curriculum design across all age ranges connects each pupil with the acquisition of knowledge, skills, and understanding related to minimising the effects of the Triad of Impairment in Autism. This design makes meaningful connections for pupils, which maximises their potential for success, access, and independence.

We aim to create a curriculum that is relevant and purposeful for all our pupils, each of whom will follow a coordinated individual programme of learning structured throughout their day. The skills learnt are transferable, with appropriate planning and support into the home, the local community, and future placements.

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## Primary – Key Stage 2 (Year 6)

The Beeches offers access to the National Curriculum for pupils entering at age 9 and above. This access is tailored to the individual needs of the pupil, and is supported through a communication-centred environment. Classes are taught in core and non-core foundation subjects: Literacy, Numeracy, Humanities (History, Geography and Religious Education), Science, Food Technology, Design Technology, Information and Communications Technology (ICT), Art, Music, and Physical Education (PE) which includes swimming. Our Key Stage 2 (KS2) learners also have access to Careers education.



## Secondary – Key Stage 3

During Key Stage 3 (KS3), teaching will aim to ensure that a sound basis is developed for all pupils. Our bespoke curriculum accommodates learning preferences from a wide variety of profiles of ability and performance. Pupils study the broad range of areas across the National Curriculum for this age range. Whilst all lessons are planned using the National Curriculum as a starting point, these will be highly differentiated to meet the abilities and needs of the each individual pupil. This is assessed using RAG (Red, Amber, and Green) charts to track progress regularly. This stage of the curriculum should prepare the pupils for the coming years of gaining qualifications and accreditation. It also helps teachers to develop an in-depth knowledge of each pupil's 'spiky profile' of abilities so that the school is then able to develop strengths whilst also catering for a variety of needs.

Pupils in KS3 are offered opportunities to practice what they have learnt in a classroom setting in the world outside, thereby consolidating their understanding. This is achieved in a variety of ways. They will be involved in activities in the

community around the school, educational trips, sporting activities (using local sports facilities) and involvement with their peers, both from The Beeches Independent School and as well as from other local schools.

The curriculum at The Beeches addresses the main areas of impairment of autism alongside each pupil's individual academic achievement. We ensure this is delivered effectively in an environment which is communication-focused, whilst at the same time delivering highly structured and focused lessons which ensure pupils continue progressing in all areas including social, emotional, cognitive, behavioural, and physical.

Personal, Social, Health and Economic Education (PSHE) is taught to all pupils at an age-appropriate level while taking into consideration their needs. PSHE focuses on careers, relationships, and life-skills. It allows the pupils to ask questions, end explore themselves and the world around them.





***“Leaders and staff cater suitably for pupils’ personal development. Staff assist pupils in completing college applications and deciding what courses will help them achieve their goals.”***

(Ofsted 2023)

## Key Stage 4

In Key Stage 4 (KS4), the structure of the curriculum still closely follows the National Curriculum, and lessons are structured accordingly. Teaching is focused on delivering these requirements whilst equally taking into account individual differences, abilities, and interests in learning. Alongside the core subjects of English, Math and Science, pupils continue to participate in non-core subjects to ensure they are being taught their interests in addition to providing them with as many future options as possible. These include History, Geography, Art, Religious Education, and Food Technology.

PSHE is taught and encompasses life skills, citizenship, work-related learning, and Relationships and Sex Education (RSE). All pupils are taught PE as a foundation for keeping fit and healthy, and to encourage involvement in sporting activities outside of school time.

The curriculum at KS4 is structured towards learning skills required to ensure a better quality of life for them in the future. Emphasis is therefore placed on literacy, numeracy, ICT, and life skills throughout the curriculum. We also offer pupils the opportunity to take examinations and accreditations at a variety of levels.

Pupils in KS4 are given many opportunities to practice what they learn in the school setting, as well as in the world outside school. This is achieved through involvement in the local community around the school, structured work experience, the use of local sporting facilities, involvement with peers through visits to other schools and colleges, and sports club/team activities. For those pupils who are able and wish to follow a higher level of education, arrangements to study at a local college or specialist teaching would be provided.

## Key Stage 5

At Key Stage 5 (KS5) we offer a bespoke and tailored curriculum for each pupil based on their needs and future goals. In KS5 we place an emphasis on life skills and independence alongside fulfilling the pupils' educational needs. Their education is flexible and created around their learning needs, their interests, and future plans, resulting in a bespoke curriculum for each pupil.

For our KS5 pupils, there is a focus on 'next steps' with an emphasis on career possibilities and independence. This ensures when our pupils eventually move on, they are as best prepared as possible, and leave with the skills and knowledge they require for a successful future life.

PSHE continues to be taught throughout KS5 with a focus on relationships, careers, and life-skills. In addition to PSHE, our pupils will be taught how to apply their education to life after the Beeches including budgeting, how to get the bus, and read the timetable. This is catered towards the pupils' needs and requirements for their future, whether that be learning how to cook, make a cup of tea, catch a train, or complete application forms.



We offer a variety of qualifications to our KS5 pupils dependent on their next steps, interests, and future goals.

In addition to the National Curriculum, we offer a wide range of recreational activities to foster social independence and help enable pupils to acquire enriching leisure skills.

Education at The Beeches involves educational activities and opportunities outside of the classroom environment. Pupils will be offered a wide range of experiences at KS2 and KS3 which they may then choose to study through AQA courses at KS4 and beyond. Such areas of study could link to an apprenticeship or volunteering possibilities. Social, Moral, Spiritual, and Cultural objectives underpin our extra-curricular activities.

## Outreach

We understand that not all young people are able to be educated within a school environment for a variety of reasons, yet we believe that every child has the right to access education. To help those young people, we offer an outreach service where the young person will be educated in their home environment by our school staff. Each young person will have a small team of school staff with varying expertise. The young person will receive a bespoke education package which is tailed to their ability, their individual needs, and goals. For many of our outreach pupils, the goal is to re-join the school environment.

## Work Experience and Careers Advice

Every effort will be made using The Beeches' strong links with local businesses and the commerce community to offer work experience to our pupils during KS4 and post 16. Younger pupils will be encouraged to help in the local community by volunteering where appropriate, and to participate in Enterprise projects within school.





# A Typical School Day

| TIME        | MONDAY                | TUESDAY         | WEDNESDAY    | THURSDAY     | FRIDAY               |
|-------------|-----------------------|-----------------|--------------|--------------|----------------------|
| 09:00-09:15 | Registration          | Registration    | Registration | Registration | Registration         |
| 09:15-10:00 | Maths                 | English         | Science      | English      | Maths                |
| 10:00-10:45 | Science               | Maths           | English      | Maths        | English              |
| 10:45-11:00 | Break                 | Break           | Break        | Break        | Break                |
| 11:00-11:15 | Reading               | Reading         | Reading      | Reading      | Reading              |
| 11:15-12:00 | History               | Geography       | RE           | PSHE         | Intervention         |
| 12:00-13:00 | Lunch                 | Lunch           | Lunch        | Lunch        | Lunch                |
| 13:00-13:15 | Mindful Time          | Mindful Time    | Mindful Time | Mindful Time | Mindful Time         |
| 13:15-14:00 | PE                    | Food Technology | Art          | Intervention | Personal Development |
| 14:00-14:45 | Reading Comprehension | Food Technology | Enterprise   | Computing    | Golden Time          |
| 14:45-15:15 | Golden Time           | Golden Time     | Golden Time  | Golden Time  | Golden Time          |

## Registration

Each young person is assigned a School Key Worker who will greet them to start their school day. The first 15 minutes allows for the register to be taken and for an initial Mindful Time activity to be completed. Pupils also complete their own visual timetable for the day, and can spend time discussing any concerns with their Key Worker. This time at the start of the day allows the school staff to check the wellbeing of each pupil, and have appropriate discussions with them.

## Mindful Time

The Beeches Independent School implements Mindful Time throughout the school day to accommodate the sensory needs of each of our pupils. The content of the session is designed to stimulate the brain, concentrate the brain, or relax the brain.

Staff members provide the pupils with a range of activities to appeal to their sensory needs, either as part of a routine sensory diet or on a more ad-hoc basis. Pupils use a range of sensory equipment within Mindful Time, and the objective is to ensure that our pupils are well-prepared and ready for their learning in scheduled lesson times. During this time, we encourage independence from our pupils to let the school team know what they feel like they need at that time.

## Lunch

To accommodate the needs of our learners and to avoid overcrowding of our dining areas, pupils are split into groups for their lunch time. Pupils eat their packed lunches with teaching staff and are able to use the garden and available resources to play with their peers. Staff encourage pupils to complete an activity when they have eaten, which allows for social interaction.

## Golden Time

Throughout the day, pupils earn 15 minutes of Golden Time at the end of each day by following the school's expectations. During Golden Time, the pupils have one laptop day a week, and on the other days they may choose to play board games, play outside, read, colour, or create models. Pupils are also able to request activities for Golden Time.

*"They enjoy the daily golden time where pupils chat and play" (Ofsted 2023).*

## Class Groupings

Our class sizes range from 1:1 to small group classes. All small group classes have one teaching staff and one teaching support. Pupils are grouped taking into account their ability, age, and needs. All classes are provided with an appropriate amount of support for the pupil's needs. There are multiple break-out spaces outside of the classrooms that pupils can use when required or requested.



*"Pupils' faces light up when they recall trips, such as to mini-golf or to enjoy a curry."*

(Ofsted 2023)



## Assessment

Baseline assessments provide teachers with accurate information about each pupil's ability and functioning. This allows teachers to create a suitable and appropriate curriculum for each individual. These assessments also provide a base for assessing and tracking progress. We use a range of assessment techniques which allow us to assess pupils at all levels. These include national spelling, comprehension, and reading tests.

Our teachers regularly assess our young people alongside individualised learning objectives. These feed into review meetings and are recorded on each young person's Individual Education Plan (IEP). Planning, recording, and assessment systems are part of an ongoing process built into the day-to-day practice.

The Beeches Independent School uses ClassDojo to communicate with parents and record pupils' achievements throughout the day. Praise and rewards are earned as a result of excellent behaviour for learning, and early intervention can be taken to assist pupils with any difficulties they may encounter during their learning. School Key Workers support pupils with their achievements and targets. The pupils receive points throughout the day which result in rewards such as books, models, or trips out to bounce, crazy golf etc. This system allows us to assess pupils' behaviours and attitudes.



*“Leaders guide teachers to use these plans to generate clear, short-term targets. These targets balance pupils’ academic and pastoral needs”*

(Ofsted 2023)

## **Target Setting**

Each term, teachers will provide levels and targets for all pupils. Targets should be both realistic and aspirational. Progress towards these targets will be monitored by the Head of Education and reported to parents or social workers formally at three points in the school year, and for inclusion in review meetings when required. Individual pupil targets are amended three times a year to reflect increasing challenge.

## **Formal Assessment – Examinations**

Where appropriate, pupils at KS4 will sit their formal examination period in line with the local authority as an external candidate depending on the subject chosen.

## **Formal Assessment – Class Work**

Formal assessment of pupils’ class work will be based on National Curriculum levels in KS3 and GCSE, Entry Level, and Foundation Learning in KS4. P scales will be used to assess pupils where appropriate, and those working below Level 1 in a particular area.

At an interval of at least once every term, all subject areas should formally assess pupils to determine the level or grade at which they are working.



# Testimonials

We believe feedback is extremely important as it assists us in our ability to continually evolve as a school, and we use it as a tool to influence the support we provide for our pupils.

In a recent voice survey, 91% of pupils stated they feel safe in school and have adults they feel comfortable speaking with.

## Pupil Feedback

*"This school is very good, all lessons are good."*

*"I like the dojo treats and golden time."*

*"Teachers are friendly."*

*"The Beeches is the best."*

*"The teachers are nice."*

*"The teachers, students, and most of the subjects are good."*

## Parent & Carer Feedback

*"All staff are very supportive of \*s needs, and have supported \* within the home."*

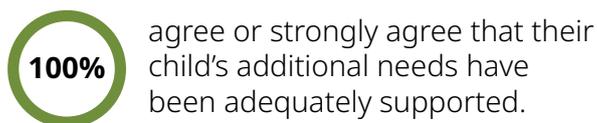
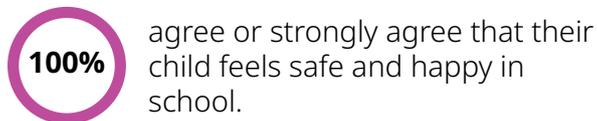
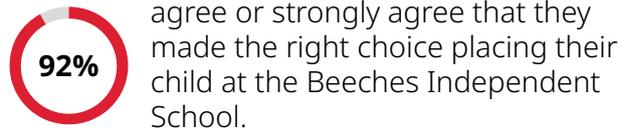
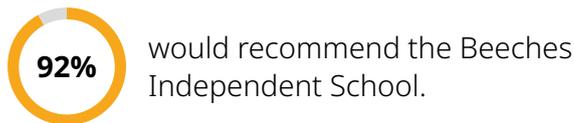
*"I have seen a big improvement in \* with a daily routine of education. \* is really enjoying school and says all the teachers help him."*

*"School and home work together well with regards to \*. Emails sent to school are actioned as soon as possible. Staff support \* in school and help \* stay focused, and appears to be working. Staff are friendly, professional, and adapt to suit needs of \*."*

*"Staff support \* when unsettled, and he has built trusting relationships with all staff."*

*"We are very happy with the school as a setting as a whole, and specifically with how our son's needs have been met. We can't praise the school and all the staff highly enough for the amount of hard work and effort that goes into making the school such a happy and well-rounded setting for all pupils. Our son was a shell of who he was and in such a very short time he has settled and learned he is safe and to trust again which is no small feat. We are incredibly grateful for \* to have been given this opportunity. Keep doing what you're doing and thank you."*

## The results of a recent parents/carers voice survey found that:



# Policies and Procedures

## Pupil Property

Pupils are responsible for their own property. Whilst the school will endeavour to investigate allegations of theft, it cannot accept liability for either loss or theft.

## Anti-Bullying

Bullying is not to be tolerated at the school and will be dealt with as part of the social programmes undertaken by the young people. Anti-Bullying Week will annually form a platform for activities and workshops designed to tackle issues surrounding bullying. The anti-bullying policy held at the school is available for inspection at any time.

## Attendance

All our young people have the right to be educated. A record of attendance will be kept by the Head of Education and reviewed regularly. Our reward system also focuses on attendance, encouraging high attendance figures.

## Sickness/Absence and Medication

If a young person is likely to be absent or late, the school must be informed before 9am.

Any young person who has a contagious or infectious illness should be looked after at home until fully recovered.

If a young person becomes ill at school, the Head of Education will decide if the child needs collecting.

Medication is only administered to young people on request by the carer/parent.

## Discipline

Good personal discipline by pupils is expected and they are required to follow a simple code of conduct.

Every adult in the organisation will actively promote and model good behaviour, manners, and conduct, so that all other behaviour is considered unacceptable or inappropriate.

There will be an agreed system of rewards for good behaviour, and sanctions for unacceptable behaviour.

## Admissions

Admissions to the school will be in accordance with the policies, statement of purpose, and function for The Beeches. All young people placed with us will be considered for admission according to their needs. Educational ability will not determine or restrict admission.

Admissions are finalised through the Local Authority, however, we are happy to accommodate most requests, and recommend parents to come and visit us in person.

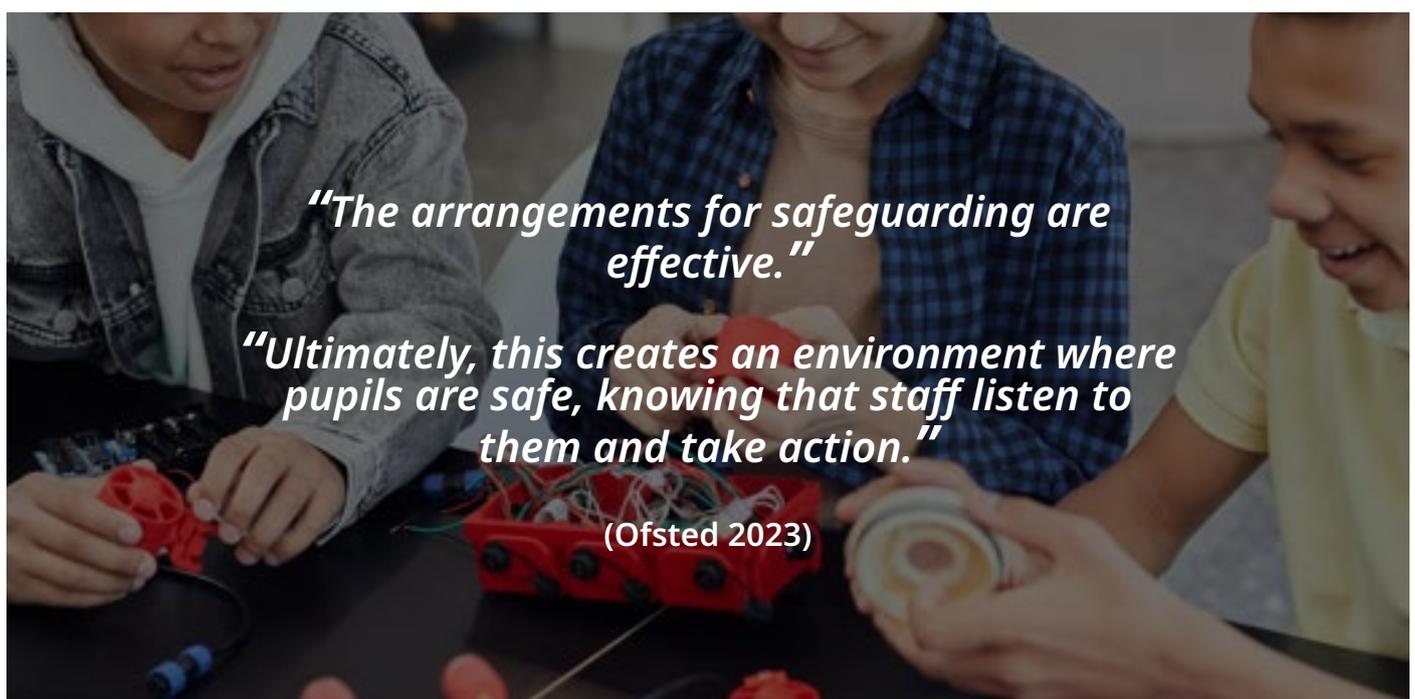
## Equal Opportunities

Pupils, regardless of age, sex, or ethnic gender, will not be discriminated against at any stage of their education whilst in our care, and will be offered equal opportunities at all times.

The school expects teachers to ensure that they take reasonable, practical steps to offer a balanced presentation of opposing political issues to pupils when these are brought to their attention. This includes during attendance at school, when taking part in extracurricular activities, and when they come across promotional materials.

## Safeguarding

The Beeches adopts strict safeguarding and safer recruitment policies. The Head of Education alongside other members of staff are safeguarding trained in addition to safer recruitment. All staff are trained in safeguarding annually, and also receive regular updates.





# Other Information

## English as an Additional Language

This prospectus and other documents referred to in this prospectus can be made available in other languages on request.

The school can also provide information for parents concerning the arrangements for supporting pupils with English as their second language, and in additional languages where required.

All information made available prior to any meeting concerning the pupils where parents are invited to attend, or where information concerning the education and welfare of the pupil, including those pupils with a statement of Special Educational Needs, can be provided in alternative languages where required, or on request from the parent, and where there is a need.

The Directors of the company would like readers to know that, although this document is correct at the time of printing, minor changes may occur from time to time, and full evaluation of the document will be undertaken annually.

Our aim is to identify and/or respond to special needs previously identified as soon as the pupil enters care, and provide specialist support where it is needed. This will be indicated on their Personal Education Plan (PEP). The social worker or the placing authority should provide this document for the young person. In addition, the teacher will undertake an IEP and set appropriate targets in the absence of any educational background.

Consequently, all pupils will be able to work to an individually created curriculum and at the pupil's own ability level. The revised Code of Practice for Special Needs will be the basis of our own Special Needs provision.





## Complaints

The complaints policy and a copy of the number of complaints during the previous year are available on request at all times.

The policy is intended to set out how the school will deal with complaints about the school or education. It should be read in conjunction with the general complaints policy and procedures of The Beeches, and should in no way be seen as an alternative to those policies and procedures.

All concerns or complaints will be investigated with due urgency and thoroughness. We will not investigate anonymous complaints or allegations. A copy of the complaints procedure is available on request.

## Any Further Information

All recent circulars and documents issued to the school from the Department for Education are available for inspection at the Head Office.

We safeguard and promote the health and safety of pupils on activities outside the school which has regard to DCSF guidance 'Health and Safety of Pupils on Education Visits.'

Any HMI Reports about the school, and all schemes of work and policies are available on request. Additionally, all parents, carers, and other interested parties are free to inspect policies concerning Bullying, Safeguarding, Health and Safety, and Good Behaviour including sanctions for unacceptable/unhelpful behaviour.

If appropriate, details of academic performance during the preceding year will be available on request.

A list of the school staff and a summary of their qualifications is also available at any time.





# Contact Information

**Address:**

45 Thorpe Road, Peterborough PE3 6AN

*The Beeches Independent School is located on Thorpe Road in Peterborough. Our school is within easy reach of the city centre and the numerous amenities Peterborough has to offer.*

**Phone:**

01733 344448, Option 5

**Website:**

<https://beeches-independent-school.com>

**Placements and Further Information:**

[placements@beechesuk.co.uk](mailto:placements@beechesuk.co.uk)

**Head of Education:**

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**Director of Operations:**

Rebecca Ouellani | [Rouellani@beechesuk.co.uk](mailto:Rouellani@beechesuk.co.uk)

**The Chair of Governors Board:**

Kamal Khan | [KamalKhan@beechesuk.co.uk](mailto:KamalKhan@beechesuk.co.uk)



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