

Corbets Tey School



A Specialist College for
Communication and Interaction

www.corbetstey.school.org.uk



About The School

Corbets Tey School is a forward looking school for pupils with Complex Learning Needs.

The school is a state maintained, foundation, trust special school situated in Upminster, Essex in the south east of the London Borough of Havering.

Over 100 children and young people attend the school aged 4 – 16, all of whom have statements detailing particular personal educational needs with learning challenges of one kind or another, including autism, and a number of medical syndromes.



Emma Allen
Headteacher

The school has held Specialist Status in Communication and Interaction since 2007 and successfully re-designated in 2010. This has enabled the school to establish internal specialist units within

the school, individual language and communication programmes throughout the school and an outreach advisory service to support language work in other schools in the borough.



Gulsharan McDermott
Deputy Headteacher

The Governors and staff at the school are firmly committed to the care of the children who attend the school.

Our aim is to enable all pupils to achieve their maximum potential in academic, physical and moral fulfilment so that they may ultimately make their valuable contribution to society and in preparation for later life.

The school aims to become a Centre of Excellence in support of its own pupils and the local mainstream school community.



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The Facilities

School Grounds

The school is fortunate to be surrounded by extremely green trees and field areas.

Areas within the school grounds are sectioned off to provide play areas for:

- Reception class children including play equipment, soft surfacing and space for ball games and bikes;
- Primary age children including play/climbing equipment, soft surfacing and social seating and space for ball games and social shelters;
- Secondary age children including separate play/climbing equipment, soft surfacing and space for ball games;
- Sports field.

Sensory Playground

The sensory playground is a resource open to groups and organisations in Havering to register to use. It has been designed to provide a safe, sensory experience for children with disabilities. It has a fully accessible, DDA compliant dedicated toilet and changing facility.



The Facilities



Soft Play Room

The well equipped soft play room allows children to explore and investigate their physical capabilities in safe surroundings. The soft play equipment caters for all age ranges within the school.

Sensory Room

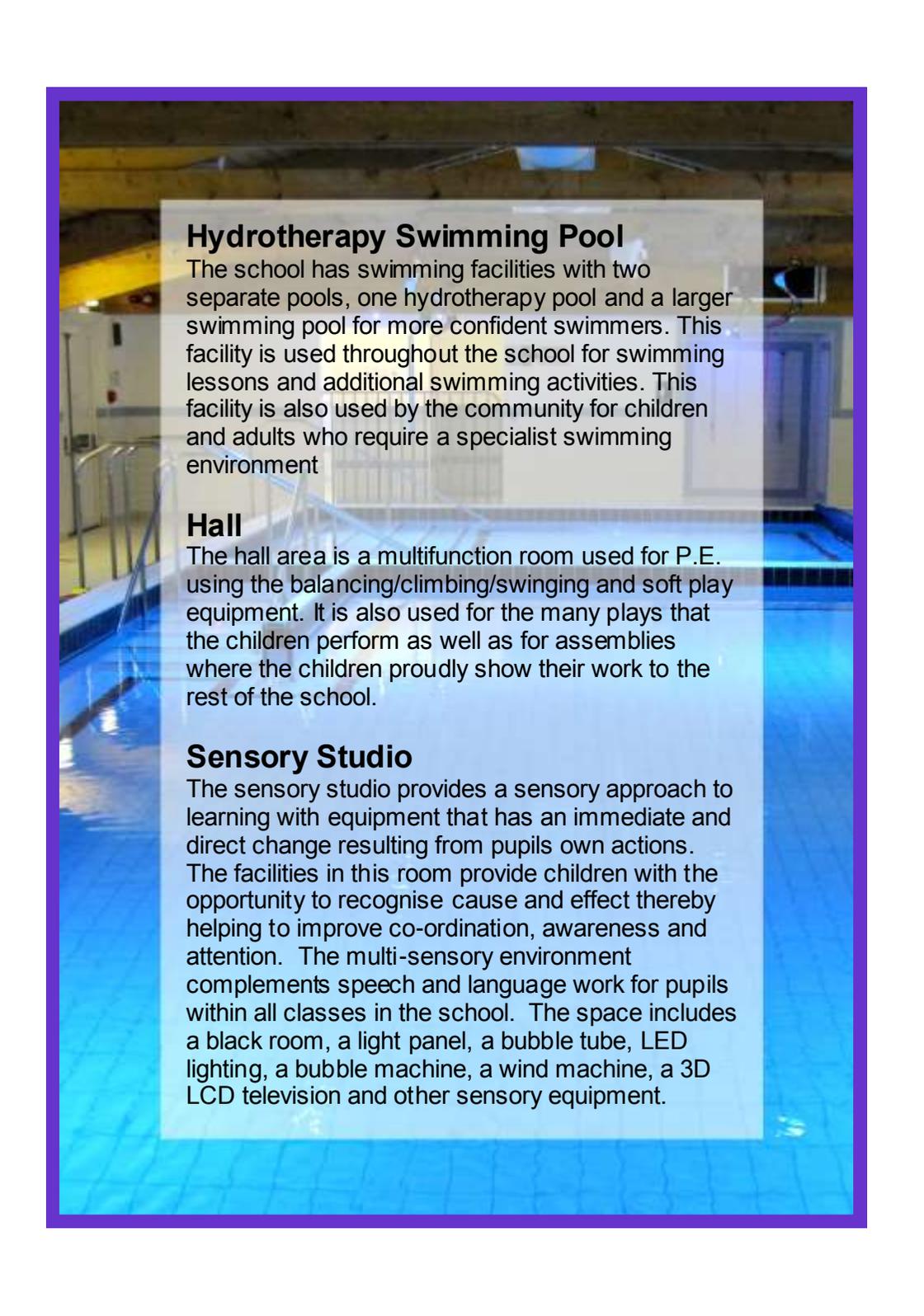
A room for pupils to explore using all their senses. Switches allow pupils to control the environment creating light patterns around the room. The room is used for pupils with visual or sensory difficulties to work with few distractions, using lights and sounds to focus on and track.

CDT & Art Room

A space that is used for both CDT and Art experiences and opportunities. Pupils are encouraged to explore a wide range of media to produce some exciting and innovative work and to develop further practical, independence and life skills through working with wood, plastics and other materials and using ICT.

Topic Resource Library

A new development this September to provide a creative learning space where children can explore topic related books and activities.

The background image shows an indoor swimming pool with blue water and white tiled edges. A white text box is overlaid on the right side of the image, containing text about school facilities. The text box has a slight drop shadow and is semi-transparent.

Hydrotherapy Swimming Pool

The school has swimming facilities with two separate pools, one hydrotherapy pool and a larger swimming pool for more confident swimmers. This facility is used throughout the school for swimming lessons and additional swimming activities. This facility is also used by the community for children and adults who require a specialist swimming environment

Hall

The hall area is a multifunction room used for P.E. using the balancing/climbing/swinging and soft play equipment. It is also used for the many plays that the children perform as well as for assemblies where the children proudly show their work to the rest of the school.

Sensory Studio

The sensory studio provides a sensory approach to learning with equipment that has an immediate and direct change resulting from pupils own actions. The facilities in this room provide children with the opportunity to recognise cause and effect thereby helping to improve co-ordination, awareness and attention. The multi-sensory environment complements speech and language work for pupils within all classes in the school. The space includes a black room, a light panel, a bubble tube, LED lighting, a bubble machine, a wind machine, a 3D LCD television and other sensory equipment.

The Facilities

Food Technology Room

A popular room amongst the children is our food technology room. We encourage pupils to develop as many life skills as possible, particularly in key stage three and four.

Accessibility and Equality

The school takes it's duties and responsibilities under current equality and accessibility legislation extremely seriously. The school publish all accessibility and equality objectives on the school website and information relating to progress towards these objectives.

The school is constantly developing the school facilities to improve accessibility for all pupils . We have installed many adaptations and additions to the school such as DDA compliant sinks, hobs and worktops in the food technology room and ramps, hoists and height adjustable changing beds and toilets in various locations of the school.

Minibuses

By courtesy of our extremely effective Parent and Friends Association, and support from charitable organisations, the school benefits from being able to use three minibuses. These are put to good use in taking children and young people out to experience the real world.



School Organisation

The school is organised into four key stages. Pupils within each key stage are grouped in mixed year classes. This is based on pupil age/ability including communication, interaction and sensory needs as well as the need to create an appropriate and enriching social group for the pupils. On account of this it is occasionally necessary for pupils to be taught outside of their age group so they can mix with a peer group that will enhance his/her progress in all areas.

Foundation and Key Stage 1.

Learning opportunities are based on the Early Learning Goals and National Curriculum with plenty of opportunities for developing communication and basic skills through play as well as structured, more formal learning. Learning is active, fun and experiential and children enjoy a stimulating variety of indoor and outdoor opportunities.

Key Stage 2 and Key Stage 3

Programmes based on the National Curriculum with support. Where appropriate, individuals attend sessions at local schools. All pupils follow a full but modified National Curriculum including the Literacy and Numeracy Strategy and a comprehensive Personal, Social, Health and Citizenship programme.

The curriculum is carefully differentiated to provide learning opportunities that reflect the range of individual needs, achievements and interests as well as prior attainment of the pupils. The curriculum is shared with parents, through an information letter sent out each term, to encourage support at home.

Key Stage 4:

A balance of National Curriculum and an OCR accredited Life and Living Skills QCF (Foundation Learning) qualification offering a large number of 'bite-sized' units, across a wide range of skill areas, at Entry 1, Entry 2 and Entry 3. This qualification has been designed to be completely flexible, and any combination of units can be selected to suit the particular needs and interests of the learner and can be used as a component for any Foundation Learning programme



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Curriculum Areas

Literacy and Numeracy

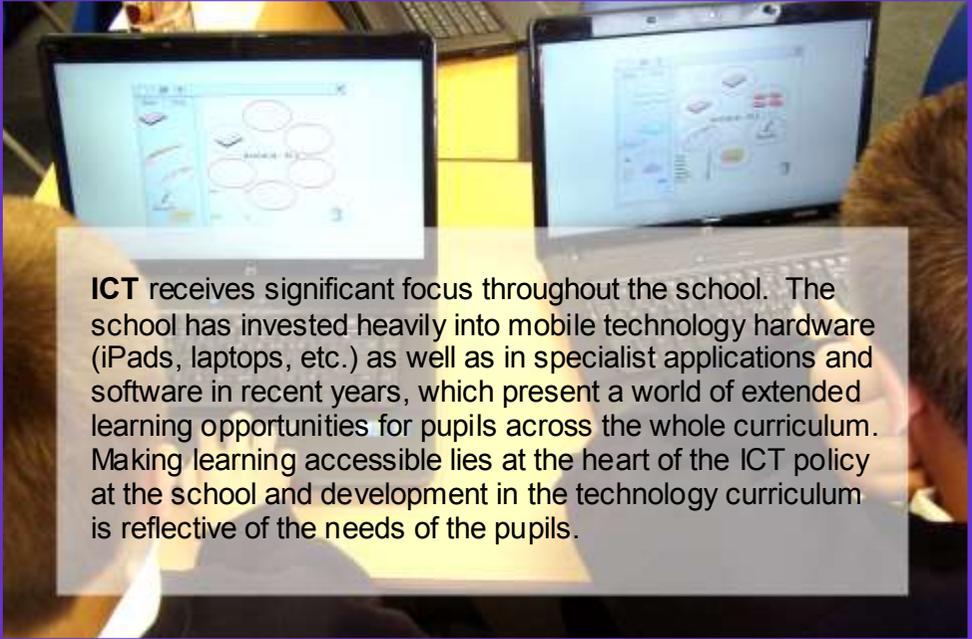
English and Maths are taught as discreet subjects, with an emphasis on functional communication,



interaction and independence. Children engage in a variety of activities in circle time, group work and during 1-1 time. Cross curricular links with Literacy and Numeracy help pupils to further consolidate skills whilst experiencing an enriching and engaging curriculum.

Personal, Social, Health, Moral, Multicultural, Emotional (PSHMME) and Citizenship Education

PSHMME aims to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed citizens. Pupils are encouraged to take part in a wide range of activities across and beyond the curriculum including yoga, horse riding and swimming. Parents are kept fully informed when aspects of Sex Education are considered e.g. for senior pupils.



ICT receives significant focus throughout the school. The school has invested heavily into mobile technology hardware (iPads, laptops, etc.) as well as in specialist applications and software in recent years, which present a world of extended learning opportunities for pupils across the whole curriculum. Making learning accessible lies at the heart of the ICT policy at the school and development in the technology curriculum is reflective of the needs of the pupils.



Drama is also supported within the context of the school's community performances. The school has developed creative and expressive learning opportunities by working with organisations such as the English Touring Opera Outreach Team. This work has been outstanding and has led to a whole school performance at the Queen's Theatre, Hornchurch in June 2009.

Science

All pupils at Corbets Tey School follow a full but modified National Curriculum including Science. The curriculum is carefully differentiated to provide learning opportunities, which reflect the range of individual needs, interests and past achievements of pupils in each age group.



The science curriculum has been developed using science schemes such as Astra Zeneca Science Teaching Trust, the Equals Schemes and the National Curriculum. The curriculum incorporates half termly units from the following themes: life processes and living things, materials and their properties, and physical processes.

Religious Education

Religious education follows the London Borough of Havering Syllabus. Whole school community sessions take place during assembly. At particular times in the year broadly traditional Christian events are held. Any parent wishing to withdraw a child from any of these is invited to discuss this with the school.



Creative Arts

The arts are considered important areas of development within the school and our pupils benefit greatly from these learning opportunities. Pupils' Art is entered in the Havering Young Artist competition annually.

Physical Education

Exercise and fitness is a key focus within the school. Group aerobic sessions are organised and run three times a week after lunch. This has shown to enhance behaviour in the afternoon and has helped to focus pupils so that engagement in lessons has increased.

All pupils then have access to other physical education opportunities such as dance, yoga, swimming which greatly enriches the curriculum and pupil enjoyment of school. The school also offers after school clubs with a focus on sports.

Work related learning is supported throughout the school. Pupils in key stages 2, 3 or 4 have opportunities to develop work and enterprise related skills and knowledge through course or topic activities. Pupils make and sell products to raise money for in-school or external charitable purposes.

In key stage 4, pupils have the opportunity to engage in work experience away from the school environment to extend their understanding of adult work and to develop their independence.



Extended Services

All sessions and services provided outside school hours are open and accessible to all pupils in the school during the year constrained only by popularity and maximum numbers.

After-School Clubs

Various clubs are offered at various times throughout the year, dependent upon sufficiently available funding and staffing. All clubs reflect the diversity of the school population.

Some examples of after school club activities offered in the past have been:

- Cooking & Life Skills
- Multi Sports
- Sound Beam
- Choir (lunchtime club)
- Yoga
- Chit Chat Club (at the end of the Summer Term (for Y11 leavers)
- Swimming After-School and Weekend Swimming Sessions
- Drama

Residential Trips are organized by classes and all pupils in the classes are fully involved regardless of their disability or any other reason.

School Holiday Activities

The Parents and Friends Association (PFA) provide financial support for various holiday activities. Some recent examples of this are:

Fun Splash Swimming Sessions in the school Hydrotherapy Swimming Pool during school holiday periods. These are open to all pupils attending the school and to students with disabilities attending mainstream schools in Havering.

This facility is also hired during the school holidays by local playschemes and respite providers.

Sensory Playground Sessions have a first aid trained member of school staff present.

This facility can also be booked for use by local groups and organisations working with children with disabilities and their families and is accessible to all children in Havering through the sessions arranged through the PFA and registered groups.

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Specialist School Status

Corbets Tey School has Specialist School Status in Communication and Interaction. The school was awarded this in 2007 and successfully redesignated on 2010.

Specialist Status has enabled the school to develop facilities and services to better support pupils and their families. It has also enabled the school to build on specialist internal practice more fully and work externally with a range of local authority schools and services.

The school supports the London Borough of Havering by providing specialist training, support and advice in teaching children with learning needs and particularly Autism.

Learning Resource Centre



This is a two Story Extension to provide Offices, Meeting Room and Resource Sharing Facilities.

Outreach Programmes into the Wider Community

Training and support in the delivery of Verbal Behaviour programmes for pupils in mainstream schools who are identified as having severe barriers to functional language development. Schools can receive a regular intensive training block where input is delivered at least once a week, and then ongoing advice and support.

AAC

The school has become involved in developing the provision of Augmentative, Alternative Communication (AAC) devices in Havering. Through our specialist status we have been able to contribute to this important initiative in collaboration with the Learning Support Service and other special schools in the borough.

A Specialist School

Through specialist status the school has become an outward facing centre of excellence in the London Borough of Havering providing strong support to many other schools and young people.

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Specialist Work at CTS

In Corbets Tey School we recognise every child as an individual.

We use an eclectic approach to developing the skills of children with autistic spectrum disorder. In all of our classes we are happy to use and develop whatever approach suits each individual child.

Approaches may include:

- Signing to support language development;
- Structured teaching approaches;
- Language for learning programmes;
- Social use of language programmes;
- PECS picture exchange communication system.

A wide range of language and communication development strategies and interventions are used throughout the school as well as Makaton Signs and Symbols.

Within their first year at the school, pupils are carefully monitored and those who need a Verbal behaviour approach to teaching language are identified.

Specialist Classes

Holly and Ivy Classes are a specialist provision with a curriculum based on Verbal Behaviour principles and access to the National Curriculum. The classes provide permanent, dedicated areas to carry out the Verbal Behaviour programme and consist of class rooms and a further room/areas for intensive one-to-one programmes, and for children to develop their language through natural environment teaching.

The classes have a capacity for **15 children** with a staffing ratio of **7 adults** including 2 qualified teachers. All staff have ongoing training from a **Board Certified Behaviour Analyst**.

Each child has a daily programme which includes one-to-one teaching at the intensive teaching table and in the natural environment. They also get daily opportunities to practise and generalise skills in a range of settings including, soft play, sensory room, NET room, large play equipment in the hall and the library.

Pupils are assessed and tracked daily using the ABLLS and P Levels.

What is verbal behaviour (VB) ?

VB is a behavioural approach to teaching communication skills to children with autism and other developmental disabilities.

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Outreach Programmes into Classes

Pupils who are able to benefit from broader National Curriculum programmes in our regular classrooms with a more diverse peer group are able to access Verbal Behaviour programmes delivered by staff who have had intensive training and experience of teaching in Holly and Ivy Classes.

This allows continued individualised teaching towards the ABLLS goals whilst in a less intensive environment.



Parent Training Opportunities

When children are identified as having the specific language needs to benefit from a verbal behaviour approach parents are offered a place for their child within the group and training in the principles of verbal behaviour.

Individualised training has included:

- Intense training in the delivery of programmes for parents wishing to extend teaching hours at home
- Advice and training on specific areas of language development or behaviour modification
- Support in the home for individual issues.

As well as training in Verbal Behaviour techniques, other examples of training opportunities that the school has provided to parents include:

- **iPad Training Sessions**

Termly iPad training covering basic operation including setting up, syncing, installing apps, etc as well as more advanced activities and settings.

These sessions also provide advice and guidance on the educational opportunities that this new technology can bring to children with and without learning disabilities.

- **Makaton Training Sessions**

The Makaton® Taster Workshops provide parents with a general introduction to Makaton® and its use and introduce parents to key signs and symbols, delivered by an approved Makaton® tutor.

These sessions introduce basic signing skills and knowledge of symbols to support parents in communicating with their children using Makaton®.

Complaints

If you have any complaint about the special educational provision we make for your pupil please speak to the Head Teacher or to a member of the governing body. If you speak to a governor s/he will, in the first instance, refer the matter to the Head Teacher. The Head Teacher will investigate and will contact you within 5 school days. If s/he has not resolved the matter to your satisfaction it will be referred to the ***governing body/ special needs committee of the Governors / special needs governor*** who will consider the complaint at their next meeting and will contact you within 5 school days from the date of that meeting.



Destination of School Leavers

Our young people upon leaving school after year 11 continue into some form of continuing education. In recent years this has included a unit based at Ravensbourne School, Trinity School, Quarles Campus Havering College, Barking College or continuing school education in provision outside the local authority.

Celebration of Achievement

In Corbets Tey School we believe in recognising and celebrating the achievements of our pupils. This shows them that they are appreciated and respected and raises their self-esteem and confidence. Celebration of achievement takes a variety of forms but particularly takes place weekly in our Show Assembly.



Community Ethos

Our Singing and Signing Show Assemblies are one of the outcomes of the strong community ethos of the school. The school community is very important and this extends to include the parent body, then on to the wider community which includes the mainstream school community with which Corbets Tey School has excellent two-way links. The staff work collegially – supporting each other, and students are encouraged to join in with this ethos, engaging with the school identity for their own, and wider benefit.



Inclusion

The school aims to offer each child and young person the maximum opportunity to achieve their individual potential including preparation for life. It prides itself on the strength of its two-way links with the mainstream education sector.



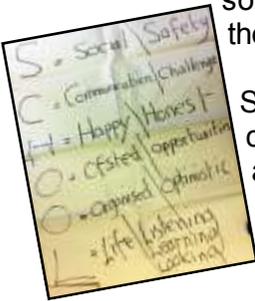
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Pupil Voice

Our Pupil School Council is very active and meet regularly to discuss the school issues that are important to them. All pupils representing their peers on the school council follow a fair and independent selection process. Pupils vote for

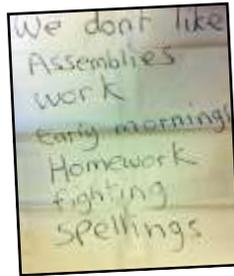
someone who they feel can represent their views in the best way.



School Councils are made up of a cross section of the school age range and are a fair representation of the school population in terms of ethnicity, gender, disability and other minority groups.

Whole school feedback is regularly sought in assemblies where all pupils are encouraged to give their views on the school.

Their input is invaluable when planning new projects around the school such as the purchase and installation of new playground equipment. Pupils are the experts in deciding what is needed and wanted within this type of project and therefore are involved from the earliest stage in project development.



Attendance

Attendance of children and young people is extremely important for us. We appreciate very much indeed the support we know we receive from our parent body in this regard.

Attendance is monitored closely – and children and young people are encouraged to attend and the best attendance class awarded is announced during Show Assemblies. Parents are requested to phone in when their child is away from school and follow up with a letter explaining the absence more fully on the child's return to school. If a child must be taken out of school for a holiday, it is important to note that they are entitled to only 10 days off during any one school year. Parents are asked to request permission from the headteacher prior to the holiday using the appropriate holiday form.

School Uniform

Pupils across the school are very proud of their uniform and are encouraged to take pride in their personal appearance. Parents can purchase items of uniform, P.E. clothing, school bags and other items directly from **Premier School Wear 688-690**

Becontree Avenue, Dagenham, Essex. RM8 3HD.

Tel: **020 8592 0141** by visiting the shop or ordering directly from the shop website at

www.premierschoolwear.com.

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Annual Reports

Annual reports are published at the end of the summer term to cover the period of the previous academic year.

Annual Reviews

Every child and young person attending the school will have a statement which will be reviewed at least annually. Advice will be obtained from teachers and any involved professionals. Parents and pupils are invited to share their views

Learning Assessments and Targets

Each child and young person is set regular targets through a Personal Assessment Plan. Through this tool, teachers carry out an accurate, ongoing, continuous assessment of progress with identified targets and other learning outcome during each and every lesson. Targets are set that measure and record progress in areas that are most functional and meaningful for each pupil. Parents are encouraged to be involved in this process so that meaningful home and school targets can be identified for each child. Achieved new skills will be shared with parents each term.

Assessments of progress are also carried out on a termly basis set against P levels and national curriculum levels. These assessments will be shared with parents annually during annual review meetings.

Admissions

Children and young people can be admitted at any time during the academic year but it has become usual in recent years for the school to have its full complement by the beginning of the school academic year.



All pupils coming to the school have a statement of Special Educational Needs. Admission is through Havering SEN department who have a panel to decide when admission to our school may be appropriate. The SEN Education Department is based at London Borough of Havering, Mercury House, Mercury Gardens, Romford, Essex.

Visitors are very welcome to our school. Contact should be made to view the school to **Gulsharan McDermott or Susan Cumbers** on **01708 225888** or by email: **scumbers@corbetstey.havering.sch.uk**.

Safeguarding

Corbets Tey School is committed to Safeguarding and promoting the welfare of children and young people. To achieve our commitment, we will ensure continuous development and improvement of robust Safeguarding processes and procedures that promote a culture of Safeguarding amongst our staff and volunteers.

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Headteacher: Emma Allen
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