




Selwyn Hall
school




polaris
education
part of the polaris community

www.selwynhallschool.co.uk
t: 01223 626625
e: schooloffice@selwynhallschool.co.uk





A warm welcome to Selwyn Hall School

I am privileged to be the headteacher at our school, described by Ofsted as a haven for its pupils, where we believe that every child should have the opportunity for excellence: in their teaching and learning, their happiness and wellbeing, their achievements and in all areas of school life.

Children are at the centre of every decision we make as a school and we strive to create a nurturing, dynamic and inspirational education, which will set children up for a lifetime of learning. We believe that care and respect for each other, the school and the wider community are paramount to creating our school environment.

It is our aim to prepare children for each new stage of education and to help them become positive, independent learners who have a thirst for discovering more. This is done through ensuring children feel safe and ready to learn alongside high quality teaching with lots of hands on learning and interactivity.

We work towards pupils leaving Selwyn Hall School with a range of academic qualifications and social skills, having had a very personal and unique learning journey throughout their time with us.

We believe our community here is incredibly special and the relationships we build are integral to our young people learning to trust us, in order to be able to learn without limits. We are proud of the achievements of our young people every day and love how they enjoy their learning, whether it is in our Forest School, at playtimes or in a classroom.

Our three school rules: respect, protect and reflect are at the heart of our school and children learn to apply these principles in school and then to the wider world.

In this way, our children will become wonderful citizens of the world around them and can go on to live positive, independent lives.

Rebecca Pine, Head Teacher

About Selwyn Hall School



Selwyn Hall has a large outdoor space which has been developed to create a therapeutic environment enabling us to focus on the health and wellbeing of our young people. We have created a multi-functional space for a variety of outdoor learning experiences including a Forest School.

The external area also features a hardstanding area and play equipment. Inside the four school buildings we have a range of rooms including classrooms, sensory rooms, reading/ learning intervention rooms and communal areas. These areas will allow us to follow the national curriculum as well as offering bespoke learning opportunities.

We are passionate about what we do and that's providing a high-quality, aspirational education for children offering individual learning programmes. We take a holistic view

of each of our children, offering individual care and a complete range of support that's constantly evolving with their needs. Our school offers a safe and supportive environment for young people aged between 7 and 18 (at the start of our journey our pupils are under 12 - later adding the older pupils).

Pupils may have diagnosis of Autism and/ or social, emotional, and mental health difficulties (SEMH). Our young people may have a number of diagnoses including ASD, ADHD, FASD, anxiety and/or, communication and interaction, cognition, and learning needs.

Our vision is to provide a learning environment where young people can thrive, feel supported, safe and are then able to leave school happy with relevant experiences and outcomes to enable them to contribute to the wider community. Our main goal in education is to help young people to reach their full potential. Preparing them to live their 'best lives' in modern Britain.



We recognise the importance of specialist education and support for young people who need a tailored approach to learning:

- Teaching is done in small bespoke groupings of 4-6 children plus a class teacher and at least 1 Teaching Assistant per group across our site, with appropriate boundaries in place to safeguard all children.
- Our schools offer safe learning areas for our younger people to ensure they are able to thrive and grow while receiving high quality teaching based on the National Curriculum. Teachers adapt the young people's learning to suit their ability and needs. We want to make sure that our young people, regardless of age, feel welcome and secure throughout the school day.
- Younger pupils are taught through the National Curriculum ensuring a broad and balanced curriculum which is tailored to match their academic ability in all subjects.
- Older pupils (in the future) will have a broad curriculum leading to external accreditation which may include GCSEs, functional skills, ASDAN, Entry Level and AQA awards. In addition to these enterprise-driven qualifications, Entry Level Employability Skills and Towards Independence programmes will be offered.
- There is a key focus on next steps and aspiration throughout school with a strong careers offer.
- The on-site team will be equipped and trained to support children with individual communication needs.

We are part of the Polaris Community

Within the community there are independent fostering and adoption agencies who have been passionately improving the lives of young people for over 30 years, as well as residential children's homes, leaving care services, education provisions and bespoke children's services contracts.

Within Polaris there are currently 12 SEND schools across the UK with many more to come, all working together to provide each pupil with a tailored, diverse and appropriate education in a safe, supportive environment that promotes engagement, inspires learning and encourages achievement.



Our core offer includes:

- Full time education at our school site
- Additional support when needed in reading intervention or specific additional support around learning
- Lunch and healthy snacks/ water/milk
- Trips and visits which enhance the learning in school

Therapeutic Approach

We work therapeutically with all pupils. We have some pupils who have additional therapy needs. We will facilitate their therapy sessions in school if their therapist would prefer to meet them in school. We can offer a room and welcome therapists' thoughts and views around the support of the pupil's education.



Our Curriculum

The curriculum will provide a holistic learning experience which is personalised to meet the assessed needs of individuals and groups. We use pupils' interests and talents to provide motivating and engaging learning experiences and programmes of study. There is also an emphasis on developing resilience, independence and lifelong learning skills tailored to individual needs. The curriculum provides challenge, supports differing needs and learning styles and the acquisition of 21st-century learning skills of critical thinking, creative thinking, communicating, and collaborating.

British values, cultural diversity, equality and difference is celebrated throughout the curriculum in order to develop confidence, positive self-esteem and independence.

How we teach our pupils

Our curriculum enables our pupils to develop their personal, emotional, social and academic skills and knowledge.

Within our school we have two approaches to teaching and learning areas. Where the pupils are placed is carefully considered and will best meet the needs of the individual pupil.

We have a lower school area in school where pupils have a classroom base and are taught by their class teacher supported by a Learning Support Assistant. This area in school offers consistency and a secure nurturing approach.

We also have an upper school provision to follow a model where pupils move around classrooms with subject specific teaching in Literacy, Numeracy, Science, Art & DT, Performing Arts, Modern Foreign Languages, Computing, PSHE, PE, Outdoor Education, Life Skills and Cooking. This approach may be better suited to pupils who need an approach nearer to that of a mainstream secondary school.

Pupils in Key Stages 2 and 3

For pupils in Key Stage 2 and 3 we will follow the National Curriculum. We will promote excellence in teaching and enjoyment in learning. We will aim to provide a rich, stimulating curriculum distinct to our school.

Many of our pupils will have barriers to their learning, which may be described in an Education, Health and Care Plans. Our pupils may join us throughout the year and can join us in any of the school years.

Many of our pupils may not be working within the expected year group for their chronological age for many individual reasons.

This can be different for different subject areas for the same pupil. It is therefore very important that our teachers use our very carefully planned curriculum, which will show the sequential plan for each National Curriculum year, for every subject. This will help the teachers to ensure pupils are working through the curriculum in a logical and planned way developing skills and knowledge

which build on their existing knowledge.

We believe learning is enriched and enhanced by visits, trips and visitors to school. Clubs and enrichment activities will also be developed to further the curriculum.

We will establish a secure foundation for all children within English, Mathematics and Science. We will also recognise the importance of computers in our modern world. We firmly believe that our pupils need a broad and balanced curriculum, which reflects the world they live in so our Humanities and Arts subjects are also held in high regard. Health and the ability to lead healthy lives is vital, so PE and Life skills are also very important parts of our weekly timetable.

Our world is made up of many rich and diverse communities. Our teaching and learning celebrates similarities and differences in those communities.

Key Stage 4

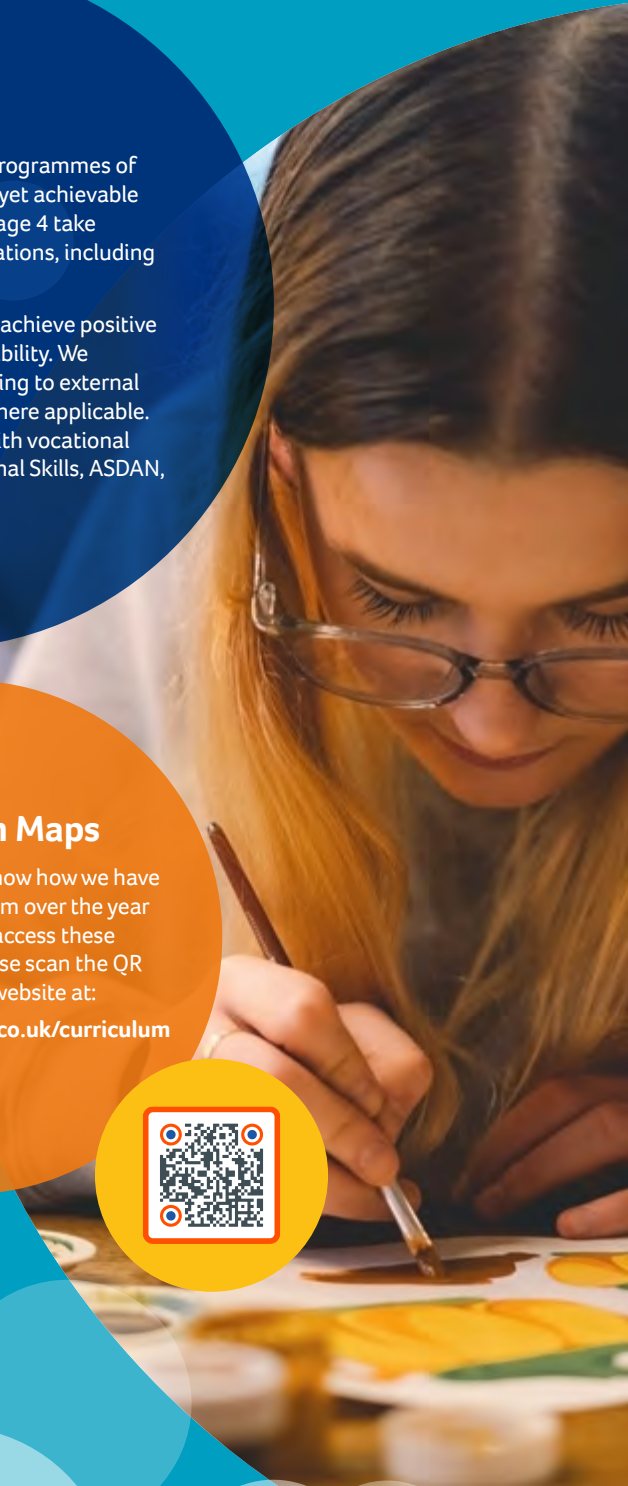
Our pupils will work through programmes of study which reflect ambitious yet achievable accreditation. Pupils at Key Stage 4 take nationally recognised qualifications, including GCSE, as appropriate.

We aim to support children to achieve positive outcomes in relation to their ability. We teach a broad curriculum leading to external accreditation at GCSE level, where applicable. We enhance our curriculum with vocational qualifications such as Functional Skills, ASDAN, and AQA awards.

Curriculum Maps

Our curriculum maps show how we have arranged the curriculum over the year and by subject. To access these curriculum maps please scan the QR code or visit our website at:

www.selwynhallschool.co.uk/curriculum





Community & Citizenship

Our Citizenship programme will create opportunities for children across school to work together and we will also have an elected School Council. In addition, we believe parents, carers, specialists and community groups enhance the provision for all our children.

Many of our pupils may find accessing community groups very challenging due to their Special Educational Needs or life experiences. We will work to promote their understanding of community and how they can feel a part of their class group, school, home and further communities. As part of this, we will plan work across many areas of the curriculum.

During the academic year we will build learning around key events such as E safety week, Anti-bullying week, Remembrance, Black History Month, Sporting Events, Charity events such as Comic relief and Macmillan Coffee and cake days.

Careers Advice

We will also follow the Gatsby Benchmarks guidance for careers work with all pupils. This is carefully planned to reflect the very individual needs of our pupils.

Pupils will have weekly careers lessons suitable to their age and need.

They will also have independent advice. This will be enormously beneficial as they will have developed an understanding of the pupils over time and can more ably support them to make informed choices for their future independent lives.

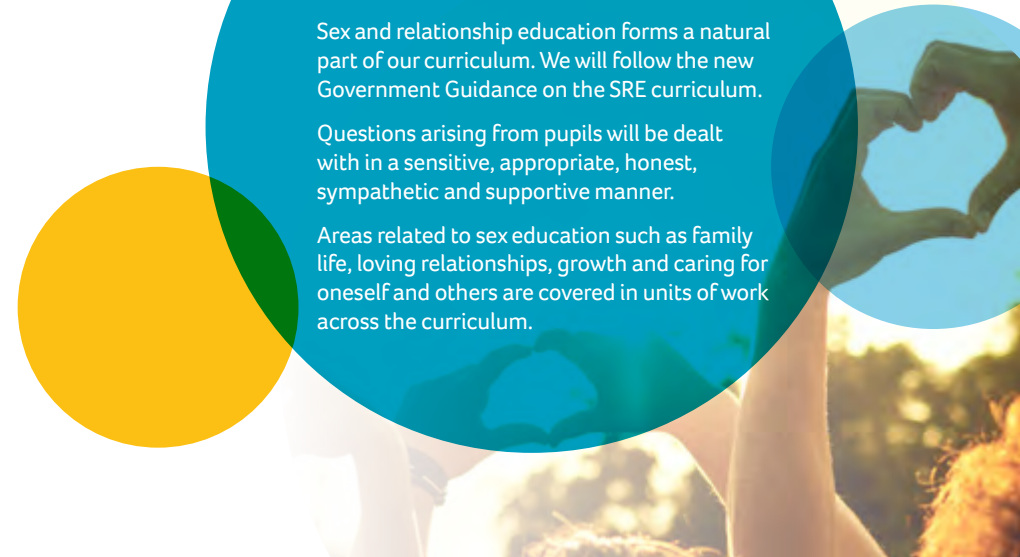


Sex and Relationship Education

Sex and relationship education forms a natural part of our curriculum. We will follow the new Government Guidance on the SRE curriculum.

Questions arising from pupils will be dealt with in a sensitive, appropriate, honest, sympathetic and supportive manner.

Areas related to sex education such as family life, loving relationships, growth and caring for oneself and others are covered in units of work across the curriculum.



Admissions and referrals

The below steps outline the process undertaken by Selwyn Hall School when receiving a referral from the Local Authority. All referrals to Selwyn Hall School are managed by an admissions team including the Headteacher and Office Manager.

Enquiries and consultations should be sent to schooloffice@selwynhallschool.co.uk

1

Stage 1: Initial consultation

(following consultation from the LA)

The team will review any consultation received from the Local Authority - normally consisting of an anonymised EHCP.

If the team believe Selwyn Hall School have the potential to offer school placement, then a request to complete a placement suitability assessment will be made to the Local Authority.

If the team do not believe Selwyn Hall School is suitable then a clear rationale shall be communicated with the Local Authority.

Stage 1 to be completed within 15 working days of initial consultation (during term time).



2

Stage 2: Assessment

(following assessment approval from the LA)

The assessment will take place in the most thorough and appropriate way for each individual child and their family. The family should be communicated with throughout to make sure they are kept up to date with what is being discussed and considered.

Selwyn Hall assessment staff to view documentation and make arrangements. Assessments may include (in discussion with child, parents/carers and LA):

- A visit to Selwyn Hall School (for parents/carers and child if appropriate)
- A visit to the existing home/provision/school/residence
- A request for further paperwork and/or information
- Reviewing any further paperwork received
- Assessment must include meeting/contacting the child and a professional who has worked with them previously

Assessment lead to write up an assessment report and determine recommendations - can Selwyn Hall School offer a placement?

- No – why not?
- Yes – what provision needs to be in place and when could it start?

Assessment lead to inform parents/carer and LA of recommendations and wait for LA decision on placement offer

Stage 2 to be completed within 10 school days of approval unless discussed otherwise. Assessments may also take place without LA approval but in agreement with parents/carers if part of an appeal process – the Local Authority should be informed if this is the case.



3

Stage 3: Preparation for placement

(following confirmation of placement from LA)

Assessment lead should inform parents/carers of LA decision on placement and introduce the new class teacher.

A bespoke transition package will be arranged in agreement with parents/carers and begin as soon as appropriate.

Stage 3 should take place over a minimum of 2 weeks before the full time provision can begin. Start dates will vary dependent on term times, individual cases and Selwyn Hall School capacity.

*The above process can be slightly different dependent on the actions of the individual Local Authority.



Parent/Carer enquiries

Parents or carers are welcome to enquire about provision at Selwyn Hall School at any time during the academic year by emailing schooloffice@selwynhallschool.co.uk. Please note that there may be a delay in response during the school holidays.

Before any visit to Selwyn Hall School is arranged parents/carers will be asked to share a copy of the child's EHCP or another appropriate document (school advice, EP report) in order to assess potential for suitability and the appropriateness of a school visit.

Term Dates 2024-2025

● Autumn Term 2024

Staff Training Day: Tuesday 3 September 2024

Staff Training Day: Wednesday 4 September 2024

Autumn Term Begins: Thursday 5 September 2024

Autumn Half Term: Monday 28 October - Friday 1 November 2024

Staff Training Day: Monday 18 November 2024

End of Autumn Term: Friday 20 December 2024

● Spring Term 2025

Staff Training Day: Monday 6 January 2025

Spring Term Begins: Tuesday 7 January 2025

Spring Half Term: Monday 17 February - Friday 21 February 2025

End of Spring Term: Friday 4 April 2025

● Summer Term 2025

Summer Term Begins: Tuesday 22 April 2025

Bank Holiday: Monday 5 May 2025

Summer Half Term: Monday 26 May - Friday 30 May 2025

Staff Training Day: Monday 2 June 2025

End of Summer Term: Wednesday 23 July 2025

Useful Links



Policies & Procedures

To view our school policies, scan the QR code or visit our website at:
www.selwynhallschool.co.uk/parents-carers/policies



Ofsted Reports

To view our latest Ofsted Reports, please scan the QR code or visit our website at:
www.selwynhallschool.co.uk/parents-carers/ofsted-reports

News & Updates

View our latest news, Friday newsletters and announcements at:
www.selwynhallschool.co.uk/news

Interested in working with us at Selwyn Hall?

Our school offers a vibrant community setting where your skills and dedication can truly make an impact, whether in teaching, administration, or support roles. You'll embark on a rewarding career path that not only fosters your professional growth but also allows you to be part of a mission-driven environment focused on creating inclusive, engaging, and innovative learning experiences for our young people.

Find our more and view our vacancies at
www.selwynhallschool.co.uk/careers

Contact Us:

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Managing Director - Polaris Education

Kicha Mitchell

e: kicha.mitchell@polariscommunity.co.uk

Proprietor

Polaris Children's Services

Chair: Jo August

Malvern View

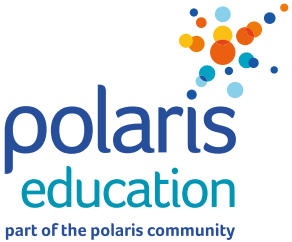
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