



HORIZON SCHOOL WHITEFIELD

INTRODUCTION • ENTRY REQUIREMENTS
SPECIAL EDUCATIONAL NEEDS
PERSONAL EDUCATION PLANS (PEP)
REPORTING AND REVIEWS • STAFFING
PRACTICE • ATTENDANCE • SCHOOL DAY
UNIFORM • HOMEWORK
HOME SCHOOL AGREEMENT
BEHAVIOUR • DISCIPLINE • SANCTIONS
EXCLUSIONS • COMPLAINTS
EXAMINATIONS • RESULTS • ASDAN



HORIZON SCHOOL **WHITEFIELD** (FOR PERSONALISED LEARNING)

169 Bury New Road
Whitefield
Manchester
M45 6AB

Tel: **0161 766 4576**

Fax: **0161 766 4576**

DCSF Number: **351/6015**

URN: **135753**

Independent Day School (Co-educational)

Age Range: **11-16**

Consultant Head Teacher: **Stephen Ellis**

Lead Teacher: **Laura Dickinson**

Proprietor: **Philip McVay**

Registered office and contact information,
term time and holidays:

Horizon Care Ltd
Venture House
12 Prospect Business Park
Longford Road
Cannock

WS11 0LG

Tel: 01543 570304

Email: enquiries@horizoncare.co.uk

Company reg. no.: 4049112



OUR VISION: “FOR HORIZON SCHOOLS TO FACILITATE PERSONAL EDUCATIONAL ACHIEVEMENT IN AN ENVIRONMENT THAT IS STIMULATING AND INSPIRES INDIVIDUAL SUCCESS”.

INTRODUCTION

Horizon School Whitefield (for Personalised Learning) is a small independent school for students in the care of Horizon Care and offers additional places to other providers and the local authority.

Horizon School will provide a comprehensive service that personalises a young person’s education using a committed professional staff team, helping young people develop in all avenues of their education, as is their right. This service includes assessment, personalised education packages, mainstream schooling and access to alternative provision.

As a school we recognise that students referred who are in the care system (Looked After) will for the most part have had educational experiences that have been disrupted and for some little or no continuity⁽²⁾, which has made the experience of school one in which learning has little or no intrinsic

value. Students exhibit challenging behaviour when faced with educational tasks and a reluctance to attend school. We aim to overcome these barriers to learning by providing an environment which supports and nurtures students through individualised programmes which take account of their educational level and ability as well as care and transition plans using a corporate approach.

Horizon School’s approach via personalised learning takes full account of the Every Child Matters Agenda and aims to create measurable outcomes for the student which will enable them to achieve, maximise their potential and consequently raise their self esteem so that they can return to mainstream provision where applicable or enter society with skills that enable them to achieve economic wellbeing.

- (2) Fletcher-Campbell, F and Archer, T (2003). *Achievement at KS4 of Young People in Care* (DFES Research Report 434)

ENTRY REQUIREMENTS

OUR MISSION STATEMENT: “IMPROVING LIFE CHANCES THROUGH PERSONALISED EDUCATION AND INDIVIDUAL ACHIEVEMENT”.

There are no entry requirements for the School.

Initial enquiries for placement should be made in writing or by phone to:

Horizon Care Ltd
Venture House, 12 Prospect Business Park
Longford Road, Cannock WS11 0LG

Telephone: **01543 570304**

Fax: **01543 572339**

Email: enquiries@horizoncare.co.uk

Terms and conditions of any placement will be in line with the published fees of Horizon Care, available on request.

****Referring agencies/parents can request copies of the curriculum offered at Horizon Whitefield by writing to the Consultant Head-teacher at the school address.***

There is a need to prepare carefully prior to entry so that a clear plan can be formulated that meets the individual's need. It is essential that the details of previous educational experiences and level of attainment are obtained within the first weeks of entry.

As pupils placed are not homogeneous in age, gender and functional level personalised

programmes that are delivered need to be realistic and these packages need to be flexible to take account of the individual's level of ability, recent education experiences and length of placement. Wherever possible there is an expectation that these programmes will follow the National Curriculum for an individual's age group, differentiated to meet their need so as to provide continuity for a planned return to mainstream education, where applicable, with as little disruption as possible. Where no written documentation is available Horizon School staff will contact the last known provision within the first two weeks of admission.

For some individuals who have had severely disrupted education provision, for whatever circumstance, a return to mainstream may well be unrealistic. In these circumstances dependent on age personalised packages will need flexibility in content and in certain cases environment in which the package is delivered. This would be the case with KS4 students where the use of work experience, college courses and other alternative provision would be pursued, taking full account of the 14-16 curriculum. The school offers AQA (Unit Awards), ASDAN (Cope) and AQA Entry level

and GCSE courses along with courses from other recognised awarding bodies to meet individual's ability and options.

Whatever the package devised, Horizon School will assess on entry and formulate a clear set of targets and outcomes which will be drawn up in consultation with corporate parents to enable those placed to succeed.

SPECIAL EDUCATIONAL NEEDS

On entry students may well have been placed on the SEN register or indeed have a current Statement of Need. Where a statement exists Staffordshire Local Education Authority will be informed as the host authority, in accordance with stated protocol.

Horizon Schools will produce Individual Education Plans in accordance with any statement which will be regularly reviewed to monitor progress and change. If a student has a statement and remains in school for longer than 3 months an extra review will be called to ensure that the statement reflects the change in provision, involving all corporate parents and the host authority.

Via assessment it may well become apparent that a student has a special educational need that has

not been previously identified and needs to be placed at either School Action or School Action Plus. Horizon School will follow the SEN Code of Practice (2002) in these situations.

For all pupils an IEP will be written whether on the special needs register or not as a means of tracking progress, targets and outcomes.

PERSONAL EDUCATION PLANS (PEP)

As all students placed at Horizon Schools are Looked After Children (LAC) they should have a current PEP. If entering care for the first time it is the responsibility of the student's social worker to raise this PEP and Horizon School will liaise with the social worker to arrange a PEP review meeting within the first two months of placement. As an important educational tracking tool where a student has a PEP, Horizon School will request a PEP Review within the first three months of placement to then be reviewed six monthly thereafter.



REPORTING AND REVIEWS

If a student has a statement Horizon School will call an extra review within three months to ensure that changes in provision are recorded and then call reviews at twelve monthly intervals on the anniversary of the statement being signed. Where a student moves from KS3 to KS4 a transition review will take place.

Horizon School will contribute to all LAC Reviews with written reports on Attitude and Behaviour, Current Attainment, Progress and Targets for the future.

At the end of each academic year a written report detailing levels of attainment and progress will be sent to parents and all those with parental responsibility.

At the end of the year Horizon Care will send a statement of accounts to all those local authorities placing students at the school.



Steve Ellis
Consultant Head Teacher

Laura Dickinson
BA (Hons), PGCE (Secondary)
Lead Teacher

Gareth Soens-Huges
Teaching Support Worker

Jenny May
Sessional Teaching
Support (Drama)

Nial Evans
Sessional Teacher
(Music and French)



STAFFING

Horizon School has a well qualified and flexible staff team that work across the Company's education provision.

Horizon School uses dedicated teaching assistants and peripatetic teachers where additional hours are included within a student's statement and to meet curriculum coverage; other support comes from residential care workers working 1:1 on teacher directed tasks.

Horizon School follows the procedures for Safeguarding Children in Education and all teachers and staff working within the school, are subject to rigorous checking prior to appointment and all are CRB checked.

The Consultant Head Teacher has the NCSL Certificate in Safeguarding Children in Education. A copy of the Safeguarding Policy is available on request and a copy published on Horizon Care's website.

PRACTICE

Horizon School Whitefield is registered with the DfE as an Independent School and as such complies with all statutory regulations set out in the Education Act (1966) and subsequent regulations. Horizon Whitefield was subject to an OFSTED Inspection in June 2009. The full inspection report is available on request and is published on Horizon Care's website.

ATTENDANCE

Students attendance is registered as is statutory, twice a day either present, engaged in approved educational activity off site or absent. (*The Law requires regular attendance*). There is an expectation that any absence or late is explained in writing by the parent/carer as only the school can authorise absence.

SCHOOL DAY

Students' personalised timetables are flexible within the school day which runs from 8:55 - 3.00. In order to comply with statutes each session morning and afternoon must be of two hours duration. From September 2009, the school will operate a 6 term year.

UNIFORM

The school does not operate a compulsory uniform code however students are expected to attend in smart clothes (*Be Smart Think Smart*) and are encouraged to wear a sweatshirt with the School logo. When students take part in physical activity they are expected to wear appropriate clothing for

the activity taking place. Where outside providers are used for activity a full risk assessment will take place and all trips will be run with regard to DfES document Health and Safety of Pupils on Educational Activities. Consent to take part in activities will be sought on placement and for activities that pose significant risk consent will be required from those with parental responsibility before the activity takes place.



HOMEWORK

As students have a flexible timetable there is an expectation that homework will be completed by the set date. Horizon School is in the process of developing online learning and the core subject of Maths is delivered through 'My Maths' enabling teachers to set tasks and students to complete by the set date within the home environment.

HOME SCHOOL AGREEMENT

On entry parents/carers will be expected to sign the Home School Agreement which outlines the expectations of students/parents and teachers.

BEHAVIOUR

Students are encouraged through PSHE and Citizenship to contribute to the Behaviour Policy of the School by contributing to the School's rules, merits and sanctions. ***A copy of the Behaviour Policy is available on request.*** Students are rewarded for achieving agreed targets which are recorded on the students' Individual Education Plan (IEP). These targets are negotiated between student and teacher and are individual to each student.

Each student will be in receipt of an Individual Behaviour Plan (IBP) which details targets for improvement in behaviour and strategies for intervention based on the student's individual risk assessment. This will be discussed and signed by corporate parents following admission.

DISCIPLINE

Good discipline is important in schools and Horizon Whitefield uses positive rewards to ensure that students maintain good discipline in both the classroom and the general school environment. Students are encouraged to contribute to classroom and school rules and to set targets to improve their own behaviour. Further information on discipline is contained within the overall Behaviour Policy.

SANCTIONS

Where students breach school rules persistently or display behaviour detrimental to the learning/safety of others sanctions will be employed. The sanction policy along with the sanctions the school uses are detailed in the overall behaviour policy.

All sanctions for breaches of school discipline or unacceptable behaviour are recorded in the Sanctions Book.

EXCLUSIONS

Horizon School reserves the right where student behaviour breaches expected standards and other means of ameliorating the behaviour have failed, to issue fixed term exclusions. Any exclusion can only be sanctioned by the Consultant Head-teacher.

In exceptional circumstances e.g. unprovoked violence to students/staff, carrying a weapon the Consultant Head-teacher reserves the right to issue a one off permanent exclusion. In all cases of exclusion parents/carers will be informed by letter detailing the length and reason for the exclusion. Work will be provided for the student up to five days. In the absence of a Governing Body any appeals against an exclusion must be made to the Proprietor.

The Behaviour Policy details those behaviours that are deemed unacceptable at Horizon School and the Home School Agreement includes expected standards of behaviour for students while attending any Horizon School.

Bullying within a small unit is rare, however, Horizon School operates a zero tolerance policy and if it does occur, the issue is dealt with both the victim and the bully. Any persistent bullying will lead

to a review involving the corporate parents. The School's policy on bullying draws on the DfES Anti Bullying Pack (Don't Suffer in Silence DfES 2000) and the new DCSF guidance Safe to Learn 2008.

A copy of the Schools Behaviour Policy is published on Horizon Care's website www.horizoncare.co.uk

Copies of the schools policies on:

Bullying, Child protection, Health and Safety, Discipline and Sanctions are available to referring agencies/carers and parents on request by writing to the Consultant Headteacher at the school address. Copies of these policies and of the schools Safeguarding Policy are published on Horizon Care's website www.horizoncare.co.uk



COMPLAINTS

Complaints by students, parents or teachers/staff are taken extremely seriously at Horizon School. Any complaint will be fully investigated and action taken accordingly. ****The Complaints Policy is published on Horizon Care's website and a hard copy is available to referring agencies/ carers and parents on request*** which details the stages that any investigation will take along with timescales. Horizon School will make available on request the number of complaints and outcomes from the previous academic year. Please contact the school for this information.

Academic Year 2008/2009: No formal complaints during the academic year.

Year 2009/10: No formal complaints during the academic year.

EXAMINATIONS

The school is registered with AQA as an examinations centre for GCSE and Entry Level awards and with ASDAN to deliver COPE and ALAN Awards.

All students entered for external examination must follow the requirements and procedures for the examination in question. Failure to comply with stated requirements will result in the student's paper being forfeited. Students and carers will be made aware of expectations for examination prior to the examination date.

RESULTS

While Horizon School does not fall within the scope of mainstream reporting of results each year, results of any accredited examinations taken by students will be reported within this Prospectus. Results for academic year 2009/10 are detailed below.



HORIZON
SCHOOL
WHITEFIELD





HORIZON SCHOOL WHITEFIELD

ATTENDANCE YEAR 2008/2009 93%

GCSE/ ENTRY LEVEL 2009/10

GCSE

5 A-C 0%

5 A-C including English-Maths 0%

3 A-G 100%

ENTRY LEVEL

Subject	A	B	C	D	E	F	G
English				100%			
Gen Studies				100%			
Art				100% Early Entry 66%			



INVESTOR IN PEOPLE

ASDAN

COPE:

Level 2 (GCSE Equivalent B):

1 Candidate Yr 10 Pass

ALAN:

5 candidates Literacy

4 candidates Numeracy

Subject	Level 1	Level 2 (GCSE Equivalent B)
Maths (Numeracy)	25% (Early Entry 1 candidate)	75% (Early Entry 1 candidate)
English (Literacy)	20% (Early Entry 1 candidate)	80% (Early Entry 2 candidates)