Prospectus 2019-20

As a team, we can be outstanding
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Our School Vision and Mission Statement

“As a team, we can be outstanding”

At Queensbury we work closely together to create a safe, stable, happy, hard working community where everyone matters and diversity is embraced with tolerance and respect. Students are supported to reach their goals and develop the skills of independence to become motivated and confident citizens.

We recognise that each of our young people have a variety of complex Special Needs and we believe they are effectively supported by bespoke interventions, in order to support them in achieving their full potential. As a school we are committed to ensuring that all students at Queensbury are safe and receive the education they deserve.

To enable us to achieve our Mission Statement, Queensbury is committed to supporting British Values of tolerance and respect of people’s life styles, life choices, abilities/disabilities, religions and cultures within the boundaries of British Law.

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Ofsted 2018
“Staff are committed to the pupils; they are caring and nurturing and want the very best for them. Staff and pupils enjoy excellent relationships.”
Welcome from the Head Teacher

On behalf of our school community we would like to welcome you to Queensbury School. Queensbury School is a special school for students aged 11 to 19 years of age. We provide secondary education for up to 250 students with specific special educational needs: MLD (Moderate Learning Difficulties), ASC (Autistic Spectrum Condition), SLD (Severe Learning Difficulties) and SEMH (Social Emotional and Mental Health). All students have an Educational Health Care Plan or are in the process of receiving one. Students are at the heart of everything we do. The school has had a growing and changing population in the last 2 years, resulting in an increase in young people with Social Emotional and Mental Health difficulties. As a result, the school leadership team have evolved four umbrella curriculums; Discovery, Explorer, Venture and Navigator to better meet the needs of our students. Our Queensbury School vision is for all students to make exceptional progress, as better never ends. Learning should be fun and tangible. To achieve this, we offer a highly differentiated and bespoke curriculum for each student. The curriculum models we use are engaging, challenging and highly differentiated. We are very proud of our staff, students and school community and all their achievements. Our staff are highly skilled and dedicated and provide a personalised approach to all students. We work in partnership with all parents, carers and outside agencies and welcome regular two-way communication and feedback. Overall, we are a school that is on an exciting journey. We are in the process of academisation with The Education Impact Trust (Wilson Stuart School) and already have made strong links to improve the school. More importantly, our students are given the very best of opportunities and make excellent progress. Please contact the school should you require any further information.

Mr Chris Wilson
Interim Head Teacher

Ofsted 2018

“Leaders and staff have devised a curriculum that ensures that pupils have a breadth of experiences. Academic learning is complemented by extra-curricular activities and a strong promotion of spiritual, moral, social and cultural development.”
**Curriculum**

**Discovery:**
Our **semi-formal curriculum** is accessed by our students who typically have **complex needs Autism** and/or **Severe Learning Difficulties** (SLD). Young people that need more time to focus on foundation learning and fundamentals. They often experience difficulty in retaining information and are working at the early stages of basic communication & literacy, numeracy and understanding the world. Many students have communication needs and this forms a firm building block to the curriculum offer. Students are typically working within our assessment system – ‘WS Progress steps’ of P4 to P8. This is a life skill based curriculum where students learn from their tangible experiences.

**Explorer:**
Our **Explorer Curriculum** is designed to be the building block before a fully formal curriculum. It is mainly accessed by our students who have **Moderate Learning Difficulties (MLD)**, Autism and/or other learning needs. Young people that require more time on basic numeracy and literacy skills. They can often experience difficulty in retaining information and learning needs to be related to tangible “real life situations”. Reinforcement of key skills is essential. Students would likely undertake Entry Level qualifications and consolidate on these before moving to a more Formal GCSE or BTEC Level curriculum. Students are typically working within our assessment system – ‘WS Progress steps’ of P6 to P12.

**Navigator:**
Our **Navigator Curriculum** is accessed predominately by our students with **Moderate Learning Difficulties (MLD)** and/or **high functioning Autism**. It is a **formal academic curriculum** for students working close to age related expectations. It is a broad and balanced secondary curriculum very similar to a typical mainstream school. At Key stage 3 it focuses on the building blocks **towards GCSE accreditation and BTEC qualifications** undertaken at key stage 4 and/or 5. Interventions are available for students to help close gaps in learning or missed education. Students are typically working within our assessment system – ‘WS Progress steps’ between P9 to P18. Students build strong foundations to secure positive future destinations either in work or further education.

**Venture:**
Our **Venture Curriculum** currently only operates in Key Stage 3 and is designed to be a bridge between our Explorer and Navigator Curriculums. It is mainly accessed by our students who have **Social Emotional and Mental Health difficulties**. Young people that may have had gaps in their prior education or attended Pupil Referral Units (PRU’s) at primary. Class sizes are smaller than our other classes and have a higher level of adult support. Foundation learning takes place for preparation for higher Entry Level qualifications and/or formal GCSE’s. The curriculum is designed to incorporate ‘active learning’ and gives sufficient flexibility to follow a thematic approach and the time needed to meet the individual student’s needs. Students learning to cope with their emotions and mental health is at the core of the programme. Students will have individual targets set to help them cope with academic learning and appropriate behaviour. Interventions are also available. Classes have consistent staff to help build rapport and bonds. Students are typically working within our assessment system – ‘WS Progress steps’ of P6 to P18.
Admission Policy and Procedures

Admission to the School
Queensbury follows the admissions procedure operated by the local authority. We can only admit students with an Education Health and Care Plan (EHC) where Queensbury is named as their educational placement. If you wish your child to have a place with us please contact SENAR if you do not have an EHC or discuss a placement at Queensbury with your child’s school as part of your child’s EHC review.

Admission to the School in Year 7
Parents and carers make their choice of secondary school, with the advice and support of primary school staff and any other agencies involved with their child. Parents who are interested in a place for their child at Queensbury, may contact the school and are shown around by one of our Learning Mentors who will also give them advice on the education and support available.

When students are allocated a place at Queensbury School, where possible the Head of Key Stage will attend the Transition Review meeting within their primary setting.

During the Summer term before students begin at Queensbury, they will attend a Transition Day where all prospective Year 7 students, take part in activities and familiarise themselves with their new environment in preparation for September. If necessary, further visits may be arranged to reassure the child.

Further guidance on admissions is available in the Admissions policy on the school website.
Safeguarding

At Queensbury School we are committed to the highest standards in protecting and safeguarding the welfare of all the students and young people entrusted to our care at all times. Queensbury has adopted the Birmingham Safeguarding Children’s Board Safeguarding Policy and we work very closely with social care services and other outside agencies, to ensure your child is safe at all times. We aim to involve parents and carers in all decisions concerning their child but in certain circumstances it may be necessary to consult or make a direct referral to the Children’s Advice and Support Service (CASS), where to do otherwise could result in significant or increased risk of harm to a child. We shall also comply with any mandatory reporting responsibilities. The contact number for CASS is 0121 303 1888. You are welcome to request a copy of our Safeguarding policy at any time. All staff employed at the school have a current enhanced DBS check. Mr Nisar Khan is the Designated Safeguarding Lead (DSL) for the school.

Ofsted 2018

“Pupils’ conduct is very strong and safeguarding is effective.”
Your Child’s Well Being

At Queensbury School, we believe that young people want to behave well and that adults can learn and use strategies to support them in achieving this.

Behaviour is often a means of communication and we should support our students in communicating their needs safely and appropriately. With the right support and intervention we can help our students to learn how to improve their behaviour. We believe that some students need direct teaching to manage their emotions, to be able to manage their own behaviour. We also recognise that any behavioural interventions need to be given time to have an effect. We understand that mistakes are part of the learning process and our students are at different stages in this developmental process. All of our students also have learning difficulties which may impact how they learn to behave. Adults need to have a well-informed understanding of their needs and respond to our students in a non-judgmental and supportive way. This rationale underpins our pastoral care at Queensbury.

We have a Pastoral Manager who leads the pastoral team, he is also our Designated Safeguarding Lead. A team of Learning Mentors and a Home School Worker all work together to ensure the safety and well-being of your children.

Students are encouraged to take responsibility for their actions and make positive choices about their behaviour.

Additional interventions to support your child’s needs include EAL, teachers with a specialism in supporting Dyslexia, a teaching assistant and learning mentor lead Friends for Life programme with identified students, we have a member of staff trained in “Listening Therapy”, our travel trainer enables a number of students to become independent travellers each year.

We also work with external agencies such as the Educational Psychology service and Communication and Autism Team. The school doctor visits school regularly. We have good community links with the police and fire service. We have a teaching assistant trained in counselling who has individual emotional support sessions with identified students.

At Queensbury School we pride ourselves on working with parents. When a child joins the school, we ask parents/carers to sign a Home/School agreement and senior managers, teachers and learning mentors are happy to be contacted about any concerns you may have. Parents/carers may to make an appointment to visit school at a convenient time.

Ofsted 2018
“Staff remain committed to the pupils because they want the best for them. Staff and pupils enjoy being together.”
Speech and Language Therapy

At Queensbury we have a part time Speech, Language and Communication Therapist and a full time Speech and Language Assistant. Speech and Language Therapy at Queensbury aims to maximise the fulfilment of each student’s learning potential and sense of inclusion by promoting a Total Communication environment. This involves providing appropriate therapy, individually or in small groups, based on a full assessment of each student’s communication levels. The therapist works closely with teachers and teaching assistants to promote an environment which will develop and support your child’s communication. Once students have reached their potential, they will be discharged but will still benefit from the overall input that the special school setting provides.

Ofsted 2018

“Teachers have established excellent relationships with pupils. Teachers use a ‘7 steps’ approach to make learning as engaging and practical as possible.”
Collective Worship

Collective Worship at Queensbury reflects the spiritual nature of religion and as a school we firmly believe that there must be respect for the feelings, beliefs and customs of others. Assemblies are held weekly for each Key Stage, where students are given time to reflect upon moral, ethical and British Values as well as an opportunity to celebrate students’ achievement, birthdays and religious events throughout the year. We also have ‘Thought for the Week’ which is shared in assemblies, tutor groups and is displayed in school. These are based onto the ‘24 Dispositions’ taken from the Birmingham Agreed Syllabus for RE and are reflective of Christianity but also linked to values common to all faiths.

Parents do have the right to withdraw their child from collective worship by contacting the Head Teacher and expressing their desire to do so.

SAC RE 2015

(Standing Advisory Council on Religious Education)

“A good deal of attention is paid to cultivating a strong sense of identity and belonging”

“Pupils are given a strong sense of the importance of respecting themselves and others as individuals, cultivating a communal ethos of tolerance and respect.”
**Work-Related Learning at Queensbury School**

Work-Related Learning helps to prepare young people for their adulthood. It is the connection between learning and earning. Through the context of work, students are able to develop knowledge, skills and understanding that are needed in the world of work.

There is an annual Future Options evening linked to a parents evening where local colleges and businesses come to show students and parents what is on offer once students leave school.

Work Experience placements are individually based according to the students' aptitudes and interests. Work Experience is usually offered in Sixth Form rather than Key Stage 4. Placements can be flexible lasting a week or a day or even a day a week for an academic year. Work Experience taster days are also organised for small groups of students. These have included days at TESCO and GKN Driveline.

There are also opportunities through the year for students to experience local businesses i.e. each Christmas we have supported TESCO's in their food bank appeal by groups of students being in the Erdington Store asking customers for donations.
Aims of the Sixth Form

In the 6th Form we aim to prepare our students for the next step in their life journey and provide transition between school and future educational placements or employment. We do this by developing further the skills introduced in the main school and by increasing our students’ level of independence.

The curriculum is planned to further develop key skills of English and Maths, giving some students the opportunity to resit GCSEs, and to give students the wider skills of social, life and leisure skills important for independent living.

Most students have a regular Community Access session to help teach the skills of being independent in the community and what it is to be a citizen of Birmingham. Community Access involves students going out with staff, usually using public transport, to different local venues to purchase their lunch. Where appropriate, students will experience different educational establishments including colleges, training providers and a work experience placement.

Ofsted 2018

“There are strengths in teaching across the sixth form. As with the rest of the school, students enjoy excellent relationships with staff. Students are engaged in their learning and are provided with a wide range of opportunities to help develop their independence and support their progression to a range of destinations.”
Sex and Relationship (SRE) Education

SRE at Queensbury is about lifelong learning about physical, moral and emotional development. It is about the understanding and importance of stable and loving relationships, respect, love and care. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes through the teaching of sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity but covers the need for tolerance of different lifestyle choices and protecting against unwanted pregnancies, sexually transmitted infections and exploitation.

Aims and Objectives of SRE:

- For students to develop the understanding that SRE is a gradual development process that is supported by a partnership between home and school and that it will provide a foundation for adulthood.
- To help young people to respect themselves and others.
- To support students through their physical, emotional and moral development.
- To develop skills and understanding to enable students to make healthy, informed, responsible choices about their health and well being.
- To help students understand the significance of marriage/long term stable relationships and its importance for family life.
- To help students move more confidently and responsibly into adulthood.
- To help promote tolerance and understanding of difference.

Care is taken to ensure that there is no stigmatization of children based upon their home circumstances or the lifestyle choices of themselves or their families.

Queensbury School Uniform

- Navy / Black trousers or skirt
- Blue / white shirt or Polo shirt
- School Tie (optional)
- Navy Blue fleece jacket
- Navy Jersey / sweatshirt

Students may wear a plain sweater with a Queensbury badge sewn on if preferred.
- Dark shoes / trainers
- Grey / Navy / Black socks

PE Kit

- Navy or White polo or t-shirt
- Navy, Black or White shorts
- Navy socks
- Trainers (no restriction on colour)
Homework

Each Key Stage has its own homework routine which is sent out to parents at the start of the academic year.

Parents are expected to support their children to complete homework on time and report to the school if their child is not receiving it. Arrangements can be made to email homework to parents/carers if necessary.

Before and After School Clubs

Queensbury runs a breakfast club from 8:15am each morning where toast and hot drinks are available for students. It is hoped to extend this provision through 2019/2020 with the “Magic Breakfast” charity. Provision has been extended with the Magic Breakfast charity whereby children are offered a bagel during period 1 of the school day.

There are Cookery, Art, DT and Mencap after school clubs held at the school. Please contact the school for further details of these clubs.

SCHOOL MEALS

The charge for school meals is £2.70 per day/£13.50 for five days. Dinner money must be sent into school in a sealed, named envelope every Monday morning.

If your child is entitled to FREE SCHOOL MEALS we are obliged to ask you to provide EVIDENCE OF ENTITLEMENT (i.e. Income Support proof, in the form of a letter, bank statement, etc.) which should be sent into School with the Application Form. Please note FREE meals cannot be allocated without this proof. Please see the Application Form for the full list of benefits that apply but please note that it DOES NOT INCLUDE WORKING TAX CREDIT.

It is important for you to claim free school meals if you are entitled to them as the school is funded a significant amount of additional money for each student on free school meals (Pupil Premium). The kitchen provides sandwiches as well as hot meals if you child prefers packed lunches.

If you are unsure if you are eligible or have any queries about how to apply please call the School on 0121 373 5731.
School Council

At Queensbury, student council enables young people to play a part in important decisions that are made in the school. Elected students work in partnership with school management, staff, governors and their peers for the benefit of the school. Students across the key stages meet once a term in council meetings to voice their opinions on a focused school agenda. As well as teaching students about democracy through planning and decision-making, student council has supported the re-decoration of school buildings, multisensory room, outdoor gym equipment and the multi faith room.

Sensory Room

Outdoor Gym

Table Tennis Area
Transport Assistance

As with all schools, Parents/Carers are responsible for getting their child(ren) to and from school. Travel Assist, Birmingham City Council are responsible for organising transport arrangements and not the school. You can find more information from www.birmingham.gov.uk/school-travel.

For those of you who are unable to get your child(ren) to school, you may be considered for travel assistance through Birmingham City Council. Queensbury School are currently provided with minibus transport. If you feel that your circumstances are exceptional, you can initially speak to school staff to discuss your situation and school may be willing to help you complete the Transport Application form.

More information on our Modeshift Stars award and School Transport, please refer to our School Travel Policy.

Transport…

As a school, we have achieved the Modeshift Stars Bronze Award. We are delighted to have received the national Modeshift Sustainable Travel Accreditation and Recognition award (STARS) to recognise our efforts to choose more sustainable and healthier ways of getting to and from school, we are currently working towards Silver Award.

We strive to make our students as independent as they can be. We actively encourage our students and staff to walk, scoot or cycle to school. During lessons, local school trips are made by public transport where possible, or on foot if the destination is close by. This encourages the students to put their classroom learning into practice.

Independent Travel Training

Queensbury School’s Policy and Aim is to support our students in becoming independent when they leave school or before, depending on their individual needs. School has a very strong Independent Travel Training Programme. We aim to develop independent skills suitable to each and every student.

We offer a bespoke Independent Travel Training package for those students wishing to travel to and from home to school or college.

Our training consists of:

- Individual Risk Assessments
- Individual Ability Assessments to ensure the safety students, prior to them becoming independent travellers.

These skills are vital for many of our students who seek mainstream college placements upon leaving Queensbury.
Off Site Visits

At Queensbury School we aim to offer as many different learning opportunities as we can both on the school site, in the local area and further afield.

Students at Queensbury School have the opportunity to go on a wide range of visits to encounter learning in a variety of ways. These visits can be to enhance students learning of a particular topic area, to work on skills which are needed for our students to live independently and can also be to challenge themselves and take themselves out of their comfort zones.

Examples of recent Off-Site Visits are:

- Art visit to Pitt Rivers Museum in Oxford
- Drama visits to local theatres such as Birmingham Hippodrome and Repertory Theatre
- Community access visit to observe a case held at Birmingham Magistrates Courts
- PE visits to Sutton Park to learn about Orienteering
- History visits to the National Memorial Arboretum, Staffordshire
- Visits to Stratford-upon-Avon focussing on Shakespeare

Most academic years are offered at least one residential, usually lasting 5 days/4 nights. In the past, residentials have been held at Red Ridge (Mid Wales) and Kingswood Colomendy (North Wales). During the week students have the opportunity to try out different activities such as archery, canoeing, climbing and abseiling. They also get to develop their skills in different areas, including communication, independence and team work. Furthermore, residentials boost students’ self-confidence and strengthens their emotional resilience.
"Teaching is particularly strong in mathematics and science. Inspectors observed a highly effective science lesson, where the strong subject knowledge of teachers and support staff ensured that pupils were engaged, answering questions and developing their skills, knowledge and understanding. Similarly, inspectors noted pupils making strong progress in their art and drama lessons. In the school’s design and technology class, pupils are designing and building a wide range of complex and innovative pieces, including storage racks, tanks, metal helmets and skulls."