

Prospectus



“

***Our leadership team,
teachers, teaching
assistants and support
staff are all here for one
reason, to make your
child's time with us happy,
educational and above all,
aspirational!***

”

Senior Learning Mentor



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the Executive
Headteacher of
Queensbury school

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Education Impact
Academy Trust



Where I started;

I started Queensbury School in 2015. When I started Queensbury I was very unsettled. I used to refuse to do any work, work in a team, listen to others or being quiet whilst in lessons. I used to hide underneath tables, scream and mimic animal noises etc. Whilst being in Year 7, I had loads of one-to-one support and support from many other Teachers. By having school support, I gained a lot of skills and knowledge. I suddenly started to understand my behaviour and develop techniques with staff to help myself.

What I did;

On my journey in Year 9 and Year 10, I was asked to represent the school and given responsibilities to talk to other pupils about my journey. I was made a Pupil School Counsellor for 3 years. My voice and voice of the pupils could be heard. Queensbury School gave me multiple resources to help myself get back into education. I was a Peer Mentor in Year 9 to Year 11 and I loved doing that job, as I love working with other pupils that need help when they struggle.

Impact of Intervention;

In Year 11 I had been entered to do all GCSE higher and foundation exams. I was entered to do higher paper Science. I was the only girl out of my whole class who did the higher paper. At the end of Year 11 on Results Day I was so excited to get my final results. I achieved;

ICT Grade 5, English Literature Grade 4, English Language Grade 4, Maths Grade 3, Science 2 x Grade 4, RE Grade 3.

I felt so relieved and proud of myself that I accomplished my exams! My Maths wasn't as good, as I am a visual learner, but thanks to Mr Wilson he allowed me to retake my Maths exams and I improved my grade.

I am now 17, and I have two businesses and a job as a waitress in a 1 star Michelin restaurant. My journey continues at a College the school has helped me to aspire to. If it wasn't for the support and the dedication provided from the staff members, I wouldn't have gotten this far in life. If I can do it, you can too! Queensbury is a school where you can unleash your limitless potential... I'm an example!

Seimarah—A Year 12 Student

Pupil's Story





Welcome from the Executive Headteacher of Queensbury School

Thank you for considering Queensbury as a possible next step in your child's educational journey. We know a family's choice of school is critical. It is a privilege to be part of such a positive, forward thinking, community and team serving our young people, families and wider professionals at Queensbury School.

Pupils are at the heart of everything we do. We believe all our pupils have the ability to unleash their limitless potential. They just need the right opportunity, right people and right environment to support them.

Our school has a variety of curriculums to meet the individual needs of students with additional special education needs : **Moderate/Severe Learning Difficulties, Autism, Social Emotional and Mental Health needs**. It caters for students aged 11–19 years of age, with an **Educational Health Care Plan** or in process of receiving one from the Local Authority.

At Queensbury, we firmly believe in our three core values: Kindness, Respect and Diversity.

We joined the Education Impact Academy Trust (EIAT) on the 1st September of 2020. We work closely with the other schools in our trust and other associated organisations who have a track record of Outstanding Ofsted judgements and raising standards.

Chris Wilson

(BSc / PGCE/ NPQH / MA)

Executive Head Teacher

Our mission

At Queensbury School & Sixth form, we work together to create a safe, stable, happy, hardworking community where everyone matters and diversity is embraced with tolerance and respect. Students are equipped with the skills and knowledge needed to reach, and where possible, exceed their goals.

Our students develop their independence in order to become motivated, functional and confident citizens.

Our vision

*Unleash your
limitless potential*

Our values





Where every moment is a learning opportunity

Our school

- Class sizes typically 12 students
- SEMH class sizes 6-8 students
- Separate building for Sixth Form Provision
- Disabled access.
- Trust Offices on site

Our facilities

- Specialist SEND Classrooms
- Sensory Room
- Speech and Language Room
- Library / Reading Room
- Mentors / Counselling Room
- Large outdoor space including outdoor gym
- Therapy Rooms
- Calm Rooms
- Hall / Drama / PE space
- Science Lab
- Life Skills Room
- First Aid Room
- Specialist Art Room
- Specialist Textiles Room
- Specialist Design & Technology
- I.T Suite x 2
- Outdoor Classroom
- Intervention Room
- Wet Rooms
- Unisex Toilets (Gender Friendly)



Queensbury School provides a safe and welcoming environment for its students, staff and parents. Our Senior leadership team always ensures that everybody's needs are met and our students are able to reach their full potential.

Staff Governor





Excellent and dedicated staff

Our staff

Our staff are highly skilled, work in smaller class sizes and really care about every young person. We provide that personalised approach that we know is so important to children, parents and families.

- SEND Specialists
- Trauma Informed Staff
- Autism Trained Staff
- Team Teach Tutors
- Specialist Subject Teachers
- Mentor Support
- Speech & Language Therapist & team
- Work Related Advisor
- Travel Training
- Hearing Impaired Support Staff
- Music Tutors
- Counsellor
- Therapy Sessions

**“
Staff are keen to
understand and
support students’
communication
difficulties and
strengths.”**

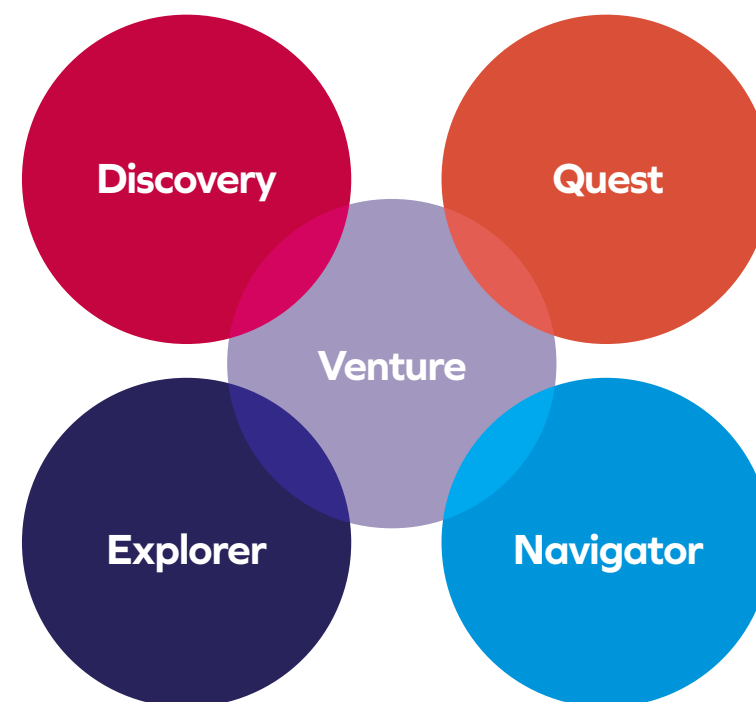
Speech & Language Therapist

At the centre of this, is our ongoing commitment to meaningful partnerships with our pupils, parents, governors, trustees and professional partners.



**Our
curriculum
pathways**

***Diverse and bespoke
curriculums to meet every
individual's SEND needs***



Discovery

Our **semi formal Discovery 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. **Class sizes are typically 8-12 students** with a teacher, 2-3 support staff and significant Speech & Language intervention.





Discovery subjects

KS3/KS4 (Secondary)

-  Phonics
-  Communication
-  Literacy Skills
-  Numeracy Skills
-  Scientific Discovery
-  ICT
-  History
-  Design & Technology
-  Geography
-  Art
-  Healthy Minds RE
-  Healthy Body PE

-  Personal Development
-  Food & Health
-  Self Help
-  Independent Living

KS5 (Sixth Form)

-  Phonics
-  Talkabout & Non-Verbal
-  Numeracy Skills
-  Skills Builder Programme
-  Media & ICT
-  Independent Living
-  Arts Award Options
-  Healthy Minds RE
-  Healthy Body PE
-  Personal Development
-  Food

Quest

Our **semi formal curriculum** is accessed by our students who typically have **complex needs, Autism** and/or **Significant Learning Difficulties (SLD)**. This curriculum is similar to our Discovery curriculum however the Quest curriculum is designed to support our **more cognitively able SLD students** that require a fixed based learning environment for the majority of their lessons. These young people may 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, however they may excel in a particular area. Many students may have a communication need and this forms a firm building block to the curriculum offer. Repetition and over learning is key to the success of these learners. Students are typically working within our assessment system – ‘WS Progress steps’ of P6 to P9. This is a life skill based curriculum where students learn from their tangible experiences.



Quest subjects

KS3/KS4 (Secondary)

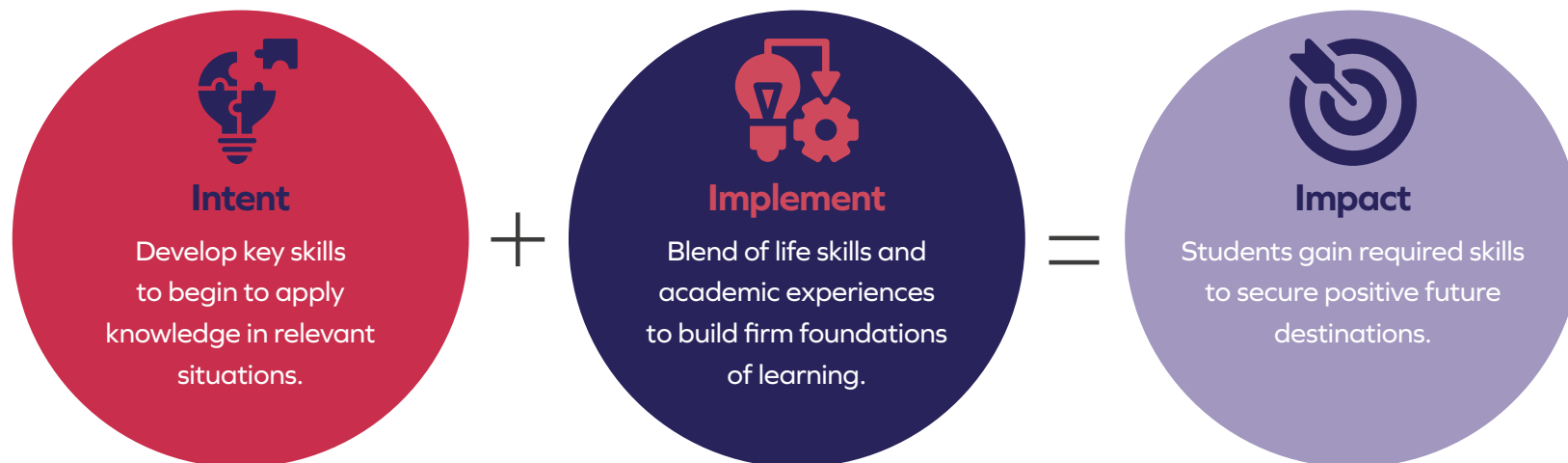
-  Phonics
-  Communication
-  Literacy Skills
-  Numeracy Skills
-  Scientific Discovery
-  ICT
-  History
-  Design & Technology
-  Geography
-  Art
-  Healthy Minds RE
-  Healthy Body PE
-  Personal Development
-  Food & Health
-  Self Help
-  Independent Living

KS5 (Sixth Form)

-  Phonics
-  Talkabout & Non-Verbal
-  Numeracy Skills
-  Skills Builder Programme
-  Media & ICT
-  Independent Living
-  Arts Award Options
-  Healthy Minds RE
-  Healthy Body PE
-  Personal Development
-  Food

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. **Class sizes are typically 10-12 students** with a teacher, several support staff and Speech & Language assistance.



Explorer subjects

KS3/KS4 (Secondary)

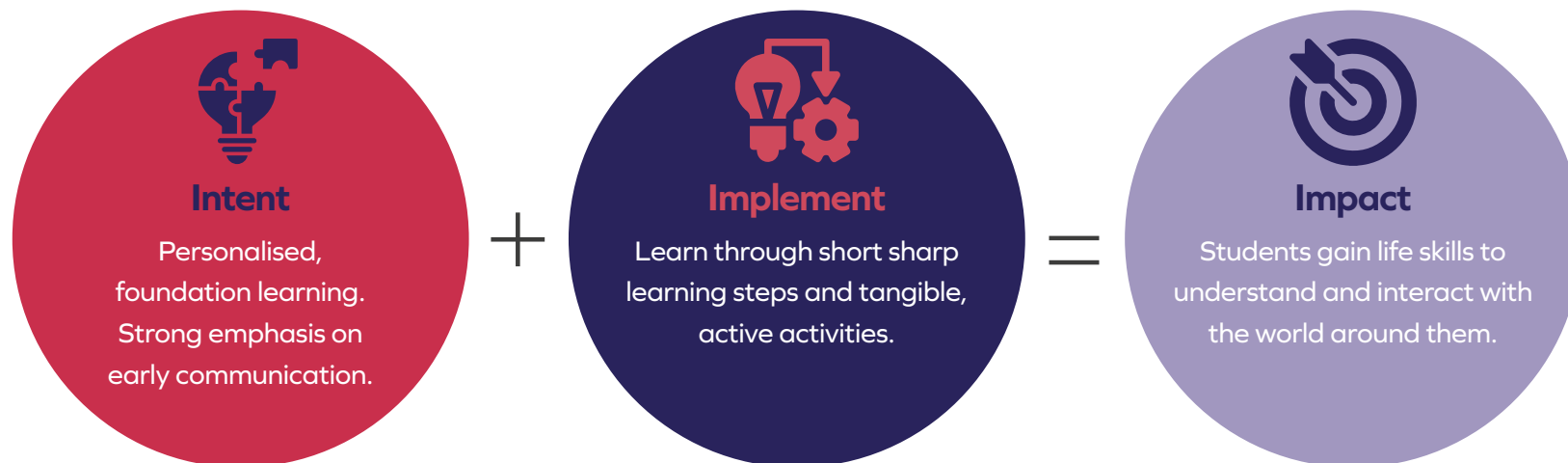
-  Phonics
-  English & Communication
-  Maths
-  Science
-  Humanities
-  ICT
-  Design & Technology
-  Art
-  Food
-  P.E
-  Personal Development
-  Religious Education
-  Self Help
-  Drama
-  PSHE
-  Independent Living

KS5 (Sixth Form)

-  Entry Level English
-  Entry Level Maths
-  Preparation for Employment
-  Skills Builder Programme
-  Skills for Living and Work
-  ICT
-  Community Access
-  Food
-  PE & Fitness
-  Vocational Education
-  Personal Development
-  Personal & Social Skills
-  Arts Award Options

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. **Class size is typically 12 students.**



Navigator subjects

KS3/KS4 (Secondary)

-  English Language
-  English Literature
-  Maths
-  Science
-  Phonics
-  History
-  Geography
-  ICT
-  Religious Education
-  Design & Technology
-  Art

-  Food
-  P.E
-  Self Help
-  Drama
-  SMSC

KS5 (Sixth Form)

-  GCSE Re-takes
-  Princes Trust
-  Skills Builder Programme
-  DEAR
-  Media & ICT
-  ASDAN C.O.P.E
-  Life Skills
-  Arts Award Options
-  PE & Fitness
-  Vocational Education
-  Personal Development

Venture

Our **Venture Curriculum** 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. **Typically classes have 6-8 students**. 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 students 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 behaviours. 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 page 7 to page 19.



Venture subjects

KS3/KS4 (Secondary)



Communication Skills



Food



English



Personal Development



Maths



Drama



Phonics



SMSC/Team Building



Science



Humanities



ICT



Design & Technology



Art



Reflect, React and
Respond Intervention



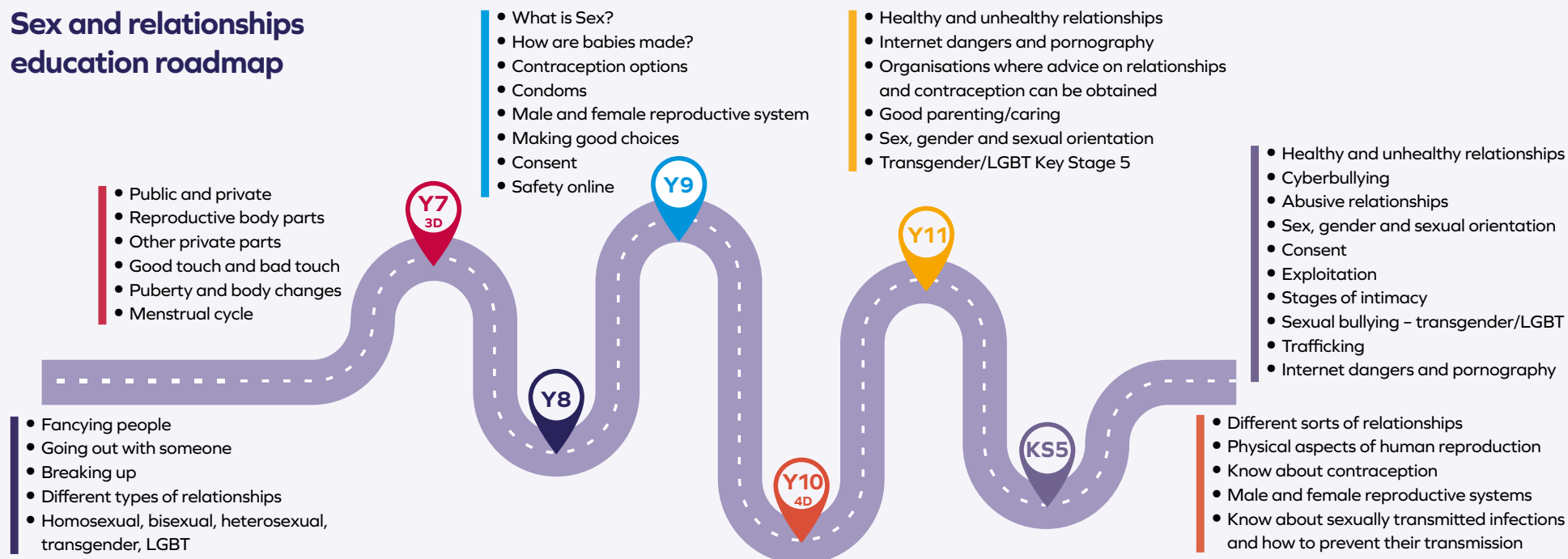
Relationships, sexual and health education

The R.S.E. curriculum helps pupils develop feelings of self respect, confidence and empathy . It provides a framework in which sensitive discussions can take place about relationships and issues around puberty and sexuality. Keeping pupils safe is a focus in all topics.

It is an important area of the curriculum because it gives young people the information needed to help them develop healthy, positive relationships of all kinds. It also plays a vital role in keeping our pupils safe, physically and on line.

R.S.E. is taught within the P.D./SMSC area of the curriculum, in tutor groups. It is taught sensitively and pupils are given the opportunity to communicate about relationship issues in safe forums.

Sex and relationships education roadmap





Personal development

Queensbury School, in partnership with parents, has a vital role in preparing our young people to negotiate the challenges and opportunities of an increasingly complex world. This presents many positive and exciting opportunities, but also challenges and risks. Personal Development deals with real-life issues affecting our children, families and communities and is covered through our curriculum as a whole, in events we celebrate and mark and in PSHE lessons. It is concerned with the social, health and economic realities our lives, experiences and attitudes including relationships. It supports pupils to be healthy (mentally and physically), safe (online and offline) and equipped to thrive in their relationships and careers.

Parents' and carers' support is important to the success of our Personal Development programme. Students are encouraged to talk about the curriculum with parents and carers.



Enrichment

At Queensbury School our pupils enjoy many Educational Visits, including visits to the local shops, cafés, or to places of interest further afield. Educational Visits are an important part of the vibrant curriculum experience and provide opportunities to generalise learning and experience new situations outside of the school environment. All visits are carefully planned on an individual pupil basis and risk assessments support the safety of all. Parents and carers are informed and involved. Voluntary contributions are asked for.

We have excellent outdoor and indoor play facilities so that our pupils learn to play appropriately, take turns and interact with other young people. A wide range of festivals are also celebrated in school throughout the year.

Careers

Our Vision

Our Careers programme helps to familiarise and prepare pupils for their next step, whether this is education, volunteering, independent living or paid employment and to become valued members of the community.

At Queensbury we work extremely hard to integrate careers into every day school life. We do this in many ways including linking lessons to real life situations, bringing in employers, visiting a variety of workplaces, attending the Skills Show and arranging visits to Further and Higher Education establishments.

Careers Fair

Held in school, the Future Options Event brings together a range of providers offering college courses, apprenticeships and employment opportunities to pupils of all ages and abilities. Pupils, parents and carers can discuss their individual requirements and gather information in a relaxed and friendly atmosphere.

Work Experience

Every Sixth Form pupil will be given the opportunity to take part in some form of work experience. This could be at an external placement or one of our new social enterprise projects, such as the Q Café or Q Gardens, our allotment plot based locally where we intend to grow produce to sell and use in our cafe.

Our pupils have completed work experience at local organisations such as Witton Lodge Community Association but also national businesses such as Coop, British Heart Foundation and even HS2!



Queensbury Sixth Form

Queensbury School offers Sixth Form provision. Each group has a Teacher and at least 1 Teaching Assistant. We follow the same pathways curriculum as the main school.

In our Sixth Form we build upon the successes of the main school. We aim to prepare our pupils for adulthood, employability and further education and take a very skills-centred approach. We try to actively develop pupils' life skills. To achieve our aim, the Sixth Form staff will provide a high quality curriculum, including courses such as Life Skills, Employability Skills, and English and Maths whilst focusing on social and academic outcomes.

The Sixth Form pupils attend school 4 days a week and have a fifth day which is a Personal Development Day designed for them to spend at home or in the community working on their EHCP or IEP targets.

We have a range of facilities which include a café that pupils run, a garden, allotment and our own cooking and ICT rooms.



Every member of staff, regardless of their title, cares wholeheartedly about the outcomes for our pupils and that is why I am proud to say I work at Queensbury School!

6th Form Teacher



Life at Queensbury School

The School Day

Some students in lower cognition curriculums have a fixed based teaching environment according to their needs. To promote independence, some classes transition between specialist teaching staff and environments on the sound of a jingle with their support staff. The duration of a teaching period varies based on class / student needs. For example practical lessons will be timetabled for more time and phonics delivered in frequent short sharp bursts. We have three separate lunch sittings timetabled based on needs or keystage. A broad and balanced appropriate curriculum is delivered to all.

8:45am	School begins and registration taken
2:45pm - 3:05pm	Afternoon registration
3:05pm	Independent, parent collected and public transport students leave school
3:10pm	Minibus students leave school

Electronic Devices and Phones

Mobile phones are NOT recommended in school, they will be requested to be switched off and locked in a class locker. Any other portable, electronic recording device of any kind are not allowed on the school site.

Lunch

School meals are available at a cost of £2.75 per day. Our team won an award for the quality of the meals. Halal options available. Payments can be made via the parents portal WEDUC via SQUID payments. If you feel you may be entitled to Free School Meals, the Finance Office will be happy to assist you.





Uniform

At Queensbury School we believe that the reputation of the school and the students is enhanced by wearing school uniform.

Our School uniform is:

- Navy Jersey/Sweatshirt
- Blue/White shirt or polo shirt
- Navy/Black trousers or Black/Navy skirt
- Students may wear a plain sweater with a Queensbury badge sewn on if preferred.

Note: Students in the sixth form are not required to wear a uniform but will be required to purchase a teal hoodie or polo to wear when going out on community access.



Transport arrangements

Independent travel training

The day comprises of nine teaching periods and a Key Stage specific lunchtime. A jingle sounds at the end of each period to help some students transition.

At Queensbury we see Independent Travel as being the key to independence and employment. In conjunction with Parents/Carers, we offer a bespoke Independent Travel Training package for those pupils wishing to travel independently. Our programme has been shared with other schools and colleges in supporting best practise and rated excellent during an independent audit!

What we do in school

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

Whilst at Queensbury your young person will have the opportunity to participate in Nation-al Road Safety Week.

Bike ability – where pupils learn to ride/improve their riding skills in sessions within school that are run throughout the year.

Duncan, our local PCSO visits school to deliver a variety of safety sessions, from County lines and Internet Safety to Anti-Social Behaviour.

Pupils experience trips out in the community using different public transports.

Home to school transport

School Transport can be applied for via Birmingham Travel Assist. We have helpful and knowledgeable staff in school to help and support you with the process.

www.birmingham.gov.uk/school-travel





Transition

Into Queensbury School

When a place is agreed at Queensbury School, we write to parents to arrange the following:

- Where possible, our staff visit the school the child attends to meet them and understand need/context.
- Staff arrange an admissions meeting to exchange information with parents and other significant agencies relevant.
- In this admissions meeting parents and their child will meet the key staff and class team.

Into our Sixth Form

When a place is agreed at our Sixth Form we follow the same process as in school.

In addition to the above, we will invite pupils for the coordinated Birmingham SEND transition days.



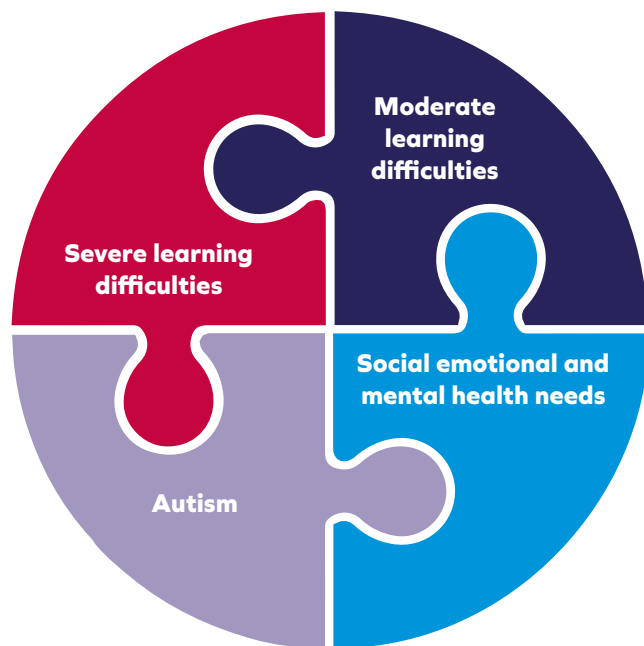
Educational Health Care Plan (EHCP) reviews

Annual reviews

This formal review of the pupil's Education, Health and Care Plan is an opportunity to review progress towards the outcomes set out in the plan and set new targets for the year ahead. Any need changes should be updated with required evidence. The school follows a robust calendar for scheduled meetings.

Emergency Annual Review

If a student needs significantly change in a short space of time, this can be requested by parents.



Admissions information

What type of school is this?

Queensbury School is a specialist secondary (11-19 years of age) provision for students with cognition and learning needs.

Does my child need an Education Health Care Plan?

Yes, we only admit SEND pupils with an Education Health Care Plan or those who are in the process of receiving one from the local authority.

Does my child get transport?

The local authority you live in commissions the place from the school e.g. Birmingham, Solihull, Staffordshire and Warwickshire.

How do I apply to get a place at the School?

All our places are commissioned by the local authority - Birmingham

Please contact SENAR: SEN Assessment and Review, PO Box 16289, B2 2XN.

Telephone: 0121 303 1888. Emergency out-of-hours: 0121 675 4806

If you do not have an application form, contact your Local Authority to request one. If you need help, please contact the Parent Link Service.

Parent Link: 0121 303 8461 Email: ParentLinkService@birmingham.gov.uk

www.localofferbirmingham.co.uk

Admissions application

1



Book an appointment to visit and tour the school.

2



Notify the SENCO in your current school your school preferences before Education Health Care Plan Annual Reviews as early as possible.

3



Local Authority will send the perspective school a Governing Body return asking if the school can meet needs and do we have a place?

4



At Transition (Year 6, Year 11, Year 14) some Local Authorities give a school preference form for parents/carers to complete.

5



If a place available, the Local Authority will commission a place from the school and write to you.

6



The school will set up an admission meeting and/or transition day.

7



Prior to entry, parents and pupils will be required to sign a home-school agreement and relevant emergency details and contacts.

8



Start date agreed and set.

For additional support please visit

www.localofferbirmingham.co.uk

Or contact

admissions@queensbury.eiat.org.uk

Contacts

Chris Wilson

Executive Head Teacher

Sherree Watkins

Head of School

Adam Kearns

Associative Head of School

Bushra Adnan

Associative Head of School

Nisar Khan DSL

DSL, Safeguarding, Behaviour
and Attitudes

help@queensbury.eiat.org.uk

Mentoring Support Team

mentors@queensbury.eiat.org.uk

Data Protection Officer

dpo@educationimpact.org.uk

Finance

accounts@queensbury.eiat.org.uk

General Enquiries

enquiry@queensbury.eiat.org.uk

Admissions

admissions@queensbury.eiat.org.uk

Reception

reception@queensbury.eiat.org.uk

Transport

transport@queensbury.eiat.org.uk

Family Support Officer

sch.family-support@queensbury.eiat.org.uk

Speech & Language Support

speech@queensbury.eiat.org.uk

Home Learning

homelearning@queensbury.eiat.org.uk



Message from our CEO

I became CEO of EIAT in January 2022 and I am based at the Queensbury site. I really enjoy going into school every day and seeing the students and staff. The improvements at Queensbury over the last few years have been really impressive and that is why there is a desire from lots of people to keep on growing the school. I want to ensure that the students, staff and families at Queensbury benefit from being part of the Trust. This means working closely with all of the different partners on a whole range of things.

There are lots of exciting plans for the future and I look forward to working together with you to make great things happen.

Jon Harris
C.E.O

Other schools in the Trust

- Wilson Stuart School
- Mayfield School
- Hive College
- Bluesky Nursery
- Lime Tree Nursery



Education Impact Academy Trust

Values

Trust Values



School Values



How they link together

- to Engage through Kindness
- to Include through Diversity
- to Apply Respect
- to work Together

Vision

At Education Impact Academy Trust we will provide a ground breaking innovative learning environment with excellent teaching, support and pastoral care.

Everyone who enters one of the Trust's educational establishments, whether as a student, parent or colleague should feel safe, cared for and supported, knowing their role in a holistic team that strives for the very best outcomes for everyone within it.

We are a family where wellbeing, independence and influencing successful outcomes is at the centre of everything we do. We recognise this within all stages of a student's education leading to their successful transition into adulthood.

Our Ethos

There are 3 key viewpoints we want our ethos to accomodate:



Students

We aim to Engage and Include our students to become, resilient, independent and successful in life by Applying what they learn Together in all aspects of their life.



Today I will become more resilient, more independent and more prepared than I was yesterday, to succeed in whatever tomorrow may bring.”



Today I will feel part of my child's education more than yesterday and feel that together we can prepare for a better tomorrow.”



Parents

We want to fully Engage and Include parents, to maximise their child's learning outcomes and encourage them to Apply new skills, knowledge or understanding at home and in the local community by working Together.



Colleagues

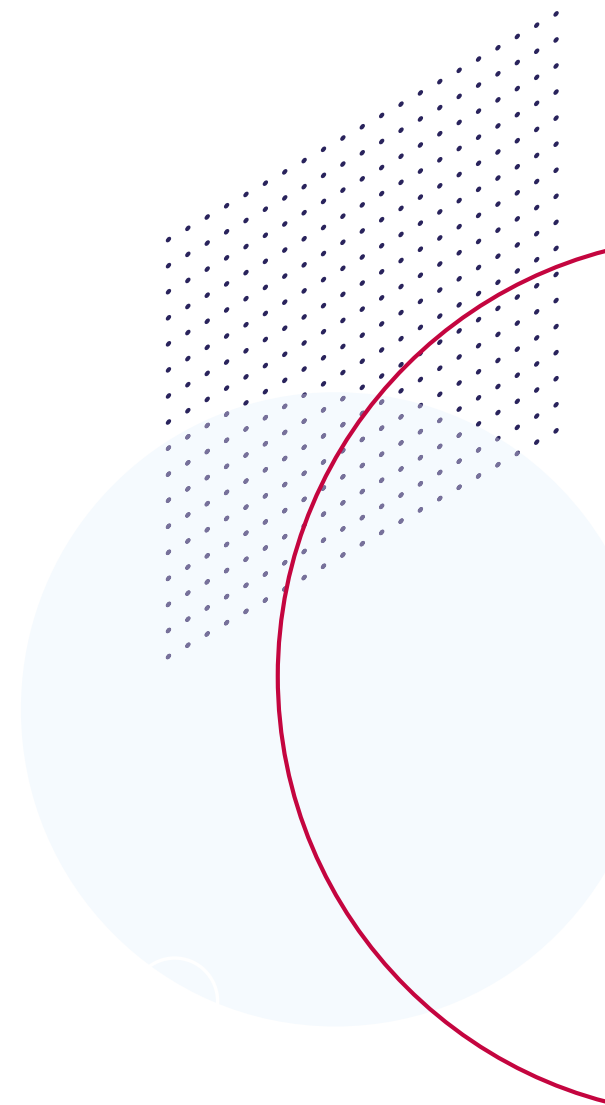
We want to Engage all staff to support each other and feel Included in our family environment. Staff are trained to a high level and Apply skills and knowledge Together for the benefit of all.



Today I will have a positive impact on those around me, building on what I achieved yesterday, whilst helping shape the learning environments of tomorrow.”

We have a very simple moto that drives us forward:

Better never ends!

[illegible]







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📘 www.facebook.com/queensburysch
📷 www.instagram.com/queensburyschuk
📺 www.youtube.com/c/QueensburySchooluk

