



# The Parks School

## Prospectus

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## **Mission Statement**

The Parks School provides a safe, stable and consistent learning environment within which a student may have the opportunity to develop to their full potential.

The Parks School caters for children who have been unable to maintain their education in both mainstream and other specialist settings due to significant social, emotional and/or behavioural needs.

Copies of all the schools policies and procedure, including the Anti-Bullying Policy, Behaviour Management Policy, Complaints Policy, Admissions Policy, Curriculum Policy, First Aid Policy, Health and Safety Policy, Safeguarding Policy, Use of Reasonable Force Policy, RSE Policy and latest Ofsted inspection report, are available on request from the school.

Also available on request are:

- Particulars of academic performance and;
- Details of any complaints received by the school.

## **Welcome to The Parks School**

The Parks is an independent school which, can cater for up to 30 students aged 11 – 16 years, who have previously experienced difficulties achieving their potential in other settings.

The Parks endeavours to be a happy, vibrant and caring school with a dedicated staff team providing high standards of teaching and excellent pastoral care.

All staff are experienced in meeting the needs of students who require enhanced pastoral support to achieve their potential. Personal and professional development is encouraged within the staff team. This helps create an assertive confident group of adults who will create a warm safe atmosphere for students.

Learning programmes are designed to allow success for all. Individualised/adaptive programs are delivered to students with additional needs.

The Parks offers well resourced and welcoming environments where every effort is made to provide students with a productive, positive day.

## **School Ethos and Aims**

Students within the education system can often feel that they are isolated and different. We believe that we should actively break down these barriers whenever the opportunity arises. Being in a school can and should be a positive experience for students, we believe that The Parks provides this.

### **The overall objectives of the school are to:**

- Offer a child centred approach, which recognises that young people are unique individuals with specific needs of their own.
- Provide high standards & quality education – i.e. a quality environment; genuine commitment towards the individual needs of students; well motivated, trained and supported staff; an emphasis upon improving outcomes for any student attending the school.
- To deliver education within small group settings up to 4 students with high staffing ratios of a maximum of 3:1.
- Offer specific educational input based on the specific needs of the student if requested by the Local Authority.

### **The specific aims of the school are to:**

- Provide a safe and protective environment where the students are appropriately educated and safeguarded from harm. The Parks successfully operates a **CULTURE OF AWARENESS** which aims to permeate all practice and procedures providing a safe working and learning environment for the students and staff.
- Provide a stimulating and nurturing environment where the students can reach and maximise their true potential.
- Assist and encourage the students to attend school and maximise their educational attainment.
- Ensure stability for the students by providing a permanent, safe and secure environment.
- Ensure their health, emotional & developmental needs are properly met via an environment which offers care, education and therapeutic interventions and also partnership work with other professional agencies.

- Promote a negotiated Personal Education Plan based on multi-agency negotiation and support to achieve positive educational outcomes and successful transition into adulthood

## **Meeting Emotional Needs at The Parks**

Developing students' emotional well-being is achieved through a combination of whole school approaches and individualised interventions.

Promoting emotional literacy is a core curriculum component for all students. This is delivered through group teaching during PSHE, cross-curricula themes and whole school sessions.

All staff are employed and trained to support emotional needs and this underpins all staff-student interactions.

## **Admissions**

The Parks School is to be registered to accommodate up to 30 students of either gender, aged between 11 - 16 years upon admission.

Students are placed in our school following a referral from a local authority, after careful consideration of whether the school can best meet the identified needs of the students and the dynamics and balance of the other students attending the school.

The initial referral to The Parks School is usually made by either a telephone call from the local authority or via secure email. At this stage the person receiving the call will ask for relevant information to be sent via secure email. From this, a decision is made as to whether to proceed with the referral, either immediately or after further consultation.

Once a referral has been accepted, the student, their parents/career and local authority representative/s will be invited into school for an informal interview. The prospective student will have the opportunity to tour the school and observe students in their lessons.

The interview may also cover the following:

- The school's behaviour management policies
- Essential information e.g. Emergency contact details/medical consent forms.

- Dietary considerations
- Student handbook to view

All students follow a comprehensive induction programme. This includes baseline assessments in English, Maths and Science, cognitive ability and reading test.

## **Safeguarding and Promoting Student Welfare**

The welfare of the students is paramount. The Parks offers appropriate and effective supervision of students at all times. The curriculum provides opportunities for students to learn how to develop healthy, safer lifestyles including resisting negative peer pressure. Students are listened to at The Parks and their views and comments are taken seriously. All activities are “risk assessed”.

The school’s policy on child protection is devised from the DfE Guidance “Keeping Children Safe in Education, 2024” and “Working Together to Safeguard Children, 2023” and is available on request from the Head teacher who is the Deputy Designated Safeguarding Lead (DDSL) at the school. In any case where the school has concerns that a child has experienced any form of abuse Wigan Local Authority procedures will be followed.

## **The Curriculum**

Academic progress and achievement of potential is considered to be of paramount importance. The Parks acknowledges that many of young people attending the school have experienced disruption and discontinuity and therefore it seeks to re-establish the concept of learning as positive and enjoyable experiences.

The Parks offers a broad and balanced curriculum ensuring that each student has access to the National Curriculum in an appropriate way, providing adaptive teaching to meet individual needs. We aim to introduce students to a wide range of knowledge, skills and experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. This means that all students will have access to the following subject areas taught either as discrete subjects or as part of a thematic approach: English, Mathematics, Science, Food Technology, Humanities, PE, Art, PSHE and range of Outdoor Educational Activities.

The curriculum emphasises the need to achieve basic skills in literacy and numeracy. All schemes of work are carefully planned to ensure coverage of the National Curriculum at a level appropriate to the student's ability and previous experience. This includes the opportunity to achieve the following qualifications and accreditations.

- AQA Unit Awards
- Entry Level Certificates
- Functional skills
- GCSE Qualifications

Spiritual, Moral, Social and Cultural (SMSC) development of our students is addressed through all subjects with a strong contribution from PSHE.

Although linked to other subjects British Values, the Rule of Law, Equality and Diversity will mainly be encountered in PSHE lessons.

## **Learning Difficulties and Disabilities, Special Educational Needs and Gifted and Talented**

At The Parks School we strive to screen new students for learning difficulties and disabilities during the first half term after their entry to the school, as well as acting upon any information passed on by the student's previous school and the placing local authority. The screening tests highlight those students who are gifted and those who have specific learning difficulties.

Students who have been assessed as having a learning difficulty and/or disability or those with specific Special Educational Needs have their needs considered individually by Wigan Educational Psychologist Service (EPS). <https://www.wigan.gov.uk/Business/Professionals/Educational-support/Educational-Psychology-Service.aspx>

The provision for a student with a learning difficulty depends on a student's need having been formally diagnosed; and may include such help as support within the classroom. Teaching staff are well informed, have up to date knowledge of effective learning and teaching strategies and are skilled at teaching students with learning difficulties and/or disabilities and those with particular special educational needs.

## **Provision for English is an Additional Language**

Students for whom English is a second/alternative language will be treated with respect and care. A supportive education will be provided and advice sought as appropriate. The Parks has a strong commitment to value a student's cultural and religious heritage. A student's individuality in respect of their age, race and gender is recognised.

## **Careers**

Careers guidance is provided as well as organising additional visits by outside agencies, speakers and advisers. The school supports the organisation of work experience and vocational opportunities for students in Key Stage 4.

## **Reviews of Progress and Reports**

All students have identified targets and students' progress will be reviewed termly through a number of internal and/or national mechanisms. Each core subject (English Maths and Science) will be assessed each term and levels recorded.

## **Daily Monitoring**

Student's performance is monitored across all activities through the positive reinforcement system. Each student's performance is discussed daily at the end of day. This allows for efficient information sharing and changes in approach, if required.

## **Annual Reports**

A report describing the student's progress across each curriculum area is issued to the placing local authority, parents/carers at the end of each term. This will include current academic levels and the objectives for the term to come stated as targets. There is a summary of the student's behaviour and social interaction.



## **Promoting Positive Behaviours at The Parks School**

Our school provides for those students who have difficulties regulating their social, emotional and mental health (SEMH), as well as other needs or diagnoses including ADHD, ADD, and other difficulties. Most of our students have a poor history of education, many are disengaged from learning, have negative attitudes towards formal education and have often been out of education for some time. All of our students are referred to us by local authorities who also fund the placement. Our age range may vary depending on specific cohorts; however all of our students will range between 11-16 years of age. Some of our students will have a Statement of Special Educational Needs or an Education Health Care Plan. Others may be undergoing assessment.

The School's Behavioural Policy is designed to promote and create a framework for achieving good behaviour, rather than merely deter anti-social behaviour. It is directly related to the social, physical and emotional well-being of everyone meaning we aim for every member of the school community to feel valued and respected, and each person to be treated fairly and well.

In the main, encouragement and support should be seen as the basis for developing acceptable behaviour within the school. Positive reinforcement of good behaviour is infinitely preferable to negative responses to bad as negative reinforcement can, in fact, be counterproductive. Children should be given a positive choice to behave well whilst reminded of the consequences of not doing so. We are a caring community, whose values are built on mutual trust and respect for all. The school's Behaviour Policy is therefore designed to help all members of the school to live and work together in a way conducive to learning by creating a stable and secure environment that encourages respect for others while acknowledging the particular difficulties this represents for our students.

We believe that children flourish best when their personal, social and emotional needs are met to ensure high self-esteem and where there are clear and developmentally appropriate expectations for their behaviour. To this end, we encourage all members of the school to consider the feelings of others, accept personal responsibility for their actions, and treat all property with due care irrespective of its ownership. We do not accept behaviour, such as bullying, insensitivity, bad language, vandalism and theft, which undermines these aims. The policy is a statement of good practice that covers all aspects of the school that contribute to the development and maintenance of good behaviour and a positive ethos.

Expectations of good behaviour are high; a mutual feeling of trust is implicit. We encourage restorative justice wherever possible and to use sanctions only where absolutely necessary.

As part of our Behaviour Policy our school believes that students should feel safe and free from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the Equality Act 2010), and the use of discriminatory language. Bullying can occur through several types of anti-social behaviour.

## **Behaviour Management**

It is desirable to encourage students to care about good class behaviour. This contributes to community building and fosters pride in the school. Restrictions on the student's natural impulse to explore and develop his/her own ideas and concepts are kept to a minimum. Sanctions applied in the case of unacceptable behaviour, take into consideration the age and stage of development of the student.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We expect children to listen carefully to instructions in lessons. Unacceptable behaviour is dealt with firmly.

## **Exclusion**

The Parks does not permanently exclude student however the Head Teacher may consider a fixed term exclusion for major breaches of discipline for example, physical assault, deliberate damage to property, verbal abuse, persistent disruptive behaviour.

The Parks School Behaviour Policy is available on request from the Head teacher.

## **Countering Bullying**

The Parks aims to offer an environment where students are free from bullying, or the threat of bullying. Bullying behaviour is not accepted in school and is never ignored. Bullying is behaviour which is deliberately hurtful and frightening and can be physical or verbal. All students will be given the opportunity to look more closely at the issues surrounding bullying during PSHE lessons.

If bullying is suspected or reported it is investigated immediately. Incidents of bullying and how they have been dealt with are recorded in the school bullying log. The school operates a comprehensive anti-bullying policy and this is available on request from the Head teacher.

Senior staff will treat all staff and students with dignity and respect to help create an emotionally healthy environment.

### **Complaints Procedure**

The opportunity to make representations by way of comments, compliments or complaints is an important part of ensuring a high quality of service is maintained. Students, their parents/carers and partner professionals are encouraged to make representation if they are dissatisfied with the quality of the education at the school. All students are informed about the school's complaints procedure which includes an informal problem-solving stage and more formal investigation involving independent review. The full complaints procedure is available from the Head teacher.