

The Greater Horseshoe School

Mission Statement

The Greater Horseshoe School helps young people towards a better future by providing the highest quality of education where inclusion, enrichment and a therapeutic approach enable achievement for all young people by focussing on their specific needs.

Welcome to the Greater Horseshoe School

Hello!

I am delighted to welcome you and your child to the Greater Horseshoe School. The staff and pupils look forward to meeting you.

We all hope that this is the beginning of a long and happy relationship as we work together to provide the best education and support for your child. We aim to provide a caring environment that will enable each individual to develop to their full potential.

Our aim is to support young people achieve positive outcomes appropriate to their needs. We do this by thoroughly understanding each young person's circumstances and what we can do to best support them. We use our wide experience, flexibility and underpinning knowledge of child development to deliver personalised educational and therapeutic programmes that benefit every aspect of each young person.

You will find us approachable, adaptable and always determined to place your child's needs first.

We look forward to working with your child to achieve the best possible outcomes.

Yours sincerely

Lukasz Miecznikowski

Head Teacher

ACORN EDUCATION AND CARE

The Greater Horseshoe School

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a Little Bovey Lane, Heathfield, Newton Abbot, TQ12 6RH
w <http://www.thegreaterhorseshoeschool.co.uk>

A paper copy of any information/policies and procedures are available on request. Please feel free to contact the school directly with any queries you may have.



The Greater Horseshoe School

The Greater Horseshoe School offers high quality education for young people with specific needs from the age of 8 – 18 years. We are co-educational and are the preferred provider for several leading authorities.

We promote our young people's learning via a wide range of experiences and activities, including academic, vocational and land-based studies, outdoor activities, personal, social and health education and the development of independence and social skills.

General Information

Proprietor Representative / Chairperson:

Richard Power

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DfE registration number: 878/6074



The Greater Horseshoe School

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About the School

The Greater Horseshoe School is an independent special school catering for young people aged 8-18 with a range of complex needs, including those who experience difficulties in accessing a conventional curriculum. The school opened in September 2018 in response to a need for a new high quality provision in our local area.

The school is situated in a peaceful location in a woodland near Bovey Tracy and Newton Abbot, Devon. It comprises a traditional Victorian brick-built schoolhouse with several modern additions, including an Art/DT studio, Intervention classrooms, food technology classroom and more. It is positioned in an acre of attractive grounds featuring an outdoor therapeutic classroom, wildlife area with pond, yurt, fire pit, playground and horticultural area.

The school is inclusive and co-educational, and is staffed by an experienced and adaptable team of professionals. We are skilled in providing comprehensive educational and therapeutic support to young people for whom conventional settings and day to day life can be challenging.

The school is close to many amenities and attractions, including local towns, villages, nature reserves, Dartmoor and the coast, and is ideally positioned for access to and from other areas, being close to the A38.

Chipleigh Mill care farm, part of our provision, is situated nearby in a beautiful location alongside the River Lemon near Newton Abbot and comprises approximately 40 acres of woodland, riverside and pasture. Facilities include workshops, a medical room and bathrooms,

seating areas, food preparation facilities, a caravan, fire pits and Forest School area, with areas set aside for therapeutic outdoor activities, horticulture, wildlife conservation and animal grazing, housing and care.

Here young people have the opportunity to engage in a wide range of therapeutic and educational activities, including animal care, horticulture, land-based studies and Forest School.

Musers provides a unique off site provision for the school associated with music and media. The engagement of pupils at Musers and its opportunities is excellent. This provision has staff with a strong subject specialism and an ability to engage pupils with an aspect that develops not only talents and abilities, but also their esteem and confidence.

School Premises and Virtual Tour:

<https://my.matterport.com/show/?m=PEV7aQZr5o9>



Admissions Procedure

The Greater Horseshoe School is registered with the Department of Education and Employment to cater for pupils aged 8–18 years who experience often complex learning difficulties and may present with challenging behaviours.

Pupils are usually referred to The Greater Horseshoe School by representatives of their local authority, the Education Authority, Social Services Directorate or Health Authority, although it is not unusual for parents or carers to make the initial contact.

Parents are encouraged to visit The Greater Horseshoe School and meet staff prior to the pupil's enrolment. If it is considered that The Greater Horseshoe School may be the correct placement, the Head Teacher will request all relevant documentation relating to the child, including an up-to-date Education, Health and Care Plan and reports from the Educational Psychologist.

Arrangements are then made for parents and Agency Representatives to visit the School and for the Intake and Assessment Team to visit the child and his/her family at both home and the present education placement. This is in order to make an initial assessment of the child's needs.

The resulting report and supporting documentation is then considered by the School's Intake and Assessment Team. If it is felt that attendance at The Greater Horseshoe School will meet the pupil's individual needs, the offer of a placement will be formally made in writing to the referring authority, along with the issue of a draft contract.

Pupils may enrol at any point during the school year and at any time in their school career.

Local Authority staff are always welcome to visit the School prior to any referral being made, during the referral process or at any time during the placement.

Pupils for whom English is an additional language

In the event that pupils are admitted whose first language is not English, and English is an additional language within the family as spoken by parents or carers, the school can make appropriate arrangements for translation of documents in meetings. The school can provide translation support for pupils in their education as appropriate, including through the use of non-verbal strategies.

Pre-Placement

The pupil-centred planning process will commence with a meeting which will be called by the School's Intake and Assessment Team, to which all key people are invited.

Additional information can be gathered in this forum, including details of the child's routines, preferences and links with families. At this point an initial Risk Assessment can be undertaken and views about the placement exchanged.

Designated staff members then establish links with the pupil in his/her current educational and residential environments to support the transition process to The Greater Horseshoe School.

Criteria

The following criteria must be met before a pupil will be formally accepted at the School:

- The pupil has Education, Health and Care Plan
- The Pupil is aged 8 – 18 years
- The Pupil has learning difficulties with associated behaviours that others might find challenging (this might include Autism, or behaviour resulting from adverse childhood experiences)
- Funding has been agreed by the relevant authorities.

Disruption of Placement

The school does not exclude pupils as a matter of policy, but there may be occasions where the pupil's placement may be disrupted as follows:

- Situations external to the School's control that may put persons at risk.
- Where allowing the child to stay in school would harm the education or welfare of the pupil or others.
- Where an appropriate and extensive investigation has exhausted all available strategies.

A copy of this policy is available for discussion / inspection with the Head Teacher.



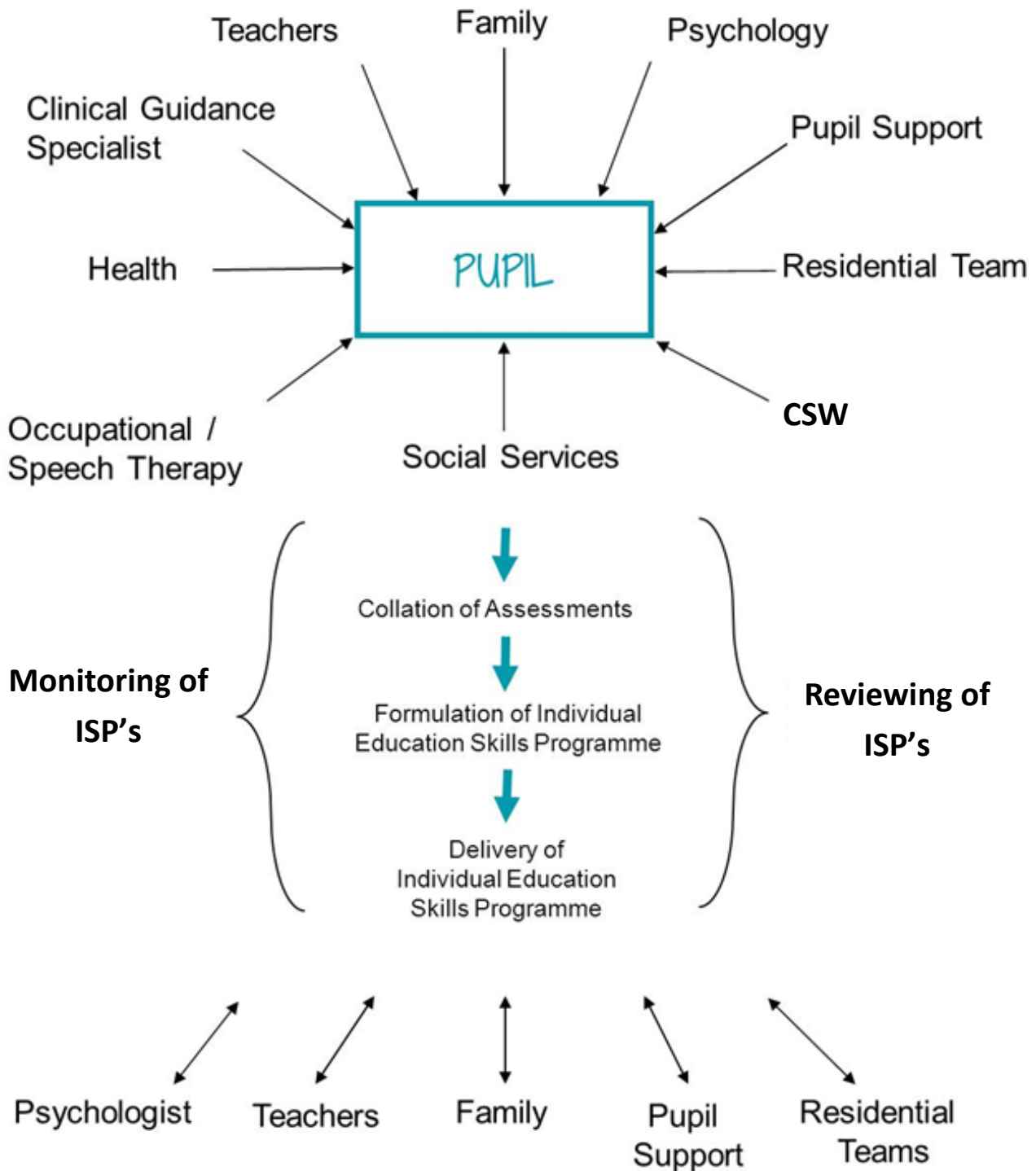
The Greater Horseshoe Ethos

At The Greater Horseshoe School we strive to provide the highest quality of education where inclusion, enrichment and progression enable achievement for all young people.

The Greater Horseshoe School Aims

- To provide our pupils with an education that will meet their intellectual, emotional and social needs, fostering independence and preparation for a full, active life.
- To provide a safe and supportive environment in which pupils develop as individuals.
- To provide a secure, purposeful and calm environment where learning is a positive experience.
- To identify and offer each pupil's preferred method of communication, ensuring that effective skills are developed and used in all areas of activity.
- To analyse the function of each pupil's behavioural presentations and to reduce the frequency and severity of such behaviour by teaching alternative ways of achieving that function.
- To apply appropriate psychological and physiological analysis to identify factors that may exacerbate challenging behaviour; to seek to reduce these behaviours.
- To extend the 'Pupil-Centred Planning' process to include behavioural self-directed strategies, Individual Education and Skills Programmes that are monitored consistently and reviewed regularly.
- To provide a broad, balanced relevant curriculum that acknowledges the pupil's individual needs.
- To provide cultural life experiences within the community, accessing local networks.
- To foster self-esteem, mutual respect and trusting relationships whilst promoting contact within the school with parents, carers and family members as appropriate.
- To ensure equality of opportunity, irrespective of gender, race, disadvantage or disability.
- To provide specialist support and opportunities through individualised student programmes that are carefully matched to individual needs to secure positive outcomes for each young person.

The Assessment, Monitoring and Review Process



Review Procedure / Reporting to Parents

Each pupil at The Greater Horseshoe School has Education, Health and Care Plan (existing or in preparation) prepared by their local Education Authority, which is reviewed on an annual basis or as required.

A written report will be sent to parents and other relevant parties three weeks before the review meeting takes place. These reviews normally take the form of a meeting between the funding authority, teachers, parents and other relevant people. They will discuss the pupil's progress, education and, if appropriate, residential provision, setting targets for both the coming year and the immediate future. At age 16-plus a Transition Plan is prepared in conjunction with relevant parties to address the pupil's future needs where all possible routes/placements can be explored. Pupils are encouraged to take part in all review meetings.

Review Timetable

2. Within 3 – 4 months of admission	Initial review of school placement Assessment Report/BSP/Risk Assessment Educational Progress Interim Report Residential Support Report (if required)
3. 6-Month Review	Educational Progress Interim Report Residential Report (if required)
3. Annual Review	Educational Progress Report EHCP Review Residential Support Report (if required)

Review Content

- Review of the pupil's progress, along with the parents' views and their aspirations for the future.
- Pupil's views, with his or her aspirations for the future.
- The school team's views of the pupil's progress.
- Progress in meeting the identified overall objectives in the pupil's Education, Health and Care Plan.
- Progress in meeting the individual targets identified in the Individual Education and Skills Programme.
- Educational objectives/targets to be set against the pupil's educational progress which might be assessed during the review period.
- Review of the Statement of Special Educational Needs or Education, Health and Care Plan.

Our Therapeutic Approach

Our approach is based on a thorough understanding of Adverse Childhood Experiences and how these lead to interruptions in brain development. We use the Trauma Recovery Model to identify the needs of the young person, the causes of any dysregulation, the stage of their development and the level of support needed. A team of professionals will contribute towards the content of a young person's Individual Education and Skills Programme by devising strategies aimed at improving outcomes. The programme will also seek to develop learning, co-operation and life skills.

The Assessment and Reviewing Team monitors each young person's progress and collects, analyses and presents relevant information. The team will then focus on the function of any adverse behaviour, any triggers for this and the development of strategies for its management and improvement. Skills that will improve a young person's wellbeing will be identified in each Individual Education and Skills Programme.

The Greater Horseshoe School community understands that:

- Dysregulated behaviour frequently functions as a form of communication
- It often serves a purpose for the young person as a strategy in having their needs met
- Behaviour has often been learned and can be 're-learned' and adjusted
- Emotional and social wellbeing can often be improved by working with young people to find alternative strategies.

We follow the Thrive Approach to identify emotional development needs and provide appropriate support. We have a fully equipped Thrive classroom at The Greater Horseshoe School to provide a calm, nurturing space in which to support our young people effectively.

Record of Achievement

All pupils have a Record of Achievement that can be used as a personal portfolio. This file will be maintained throughout their school career.

The document records achievements in all aspects of the pupil's life providing evidence of experience and learning by photographs, certificates and other relevant documentation.

The Record will include statements regarding:

- Personal skills and qualities
- Activities and achievements
- Awards and attainments gained in and out of school including the School's units of accreditation.

Parents are encouraged to contribute to the Progress File with details of any out of school activities.

The Greater Horseshoe School

The School Day

The school day is 9.30 to 15.00, with a 30 minute break at lunchtime.

The length of the school day meets the Department of Education and Employment's minimum teaching hours for pupils.

8 to 12 year-olds: 23.5 hours per week

12 to 18 year-olds: 24 hours per week

These hours do not include recreation or breaks.

Arrival

On arrival at school, pupils are supervised in a designated area by their escorts until 9.30am when they are welcomed by teaching staff and taken to their classrooms.

Departure

At 3.00pm all pupils are accompanied by designated staff as they leave the building. Transport home may be provided by the school staff, parents or the local authority.

Educational Provision

The Greater Horseshoe School complies with the principles of the 1988 Education Reform Act by offering a full and balanced curriculum, delivered over a 5½ hour school day or over 24 hours for a 52 week programme if the child is residentially accommodated. The concentration of the teaching programme is on developing relevant skills and applying them to situations throughout the pupil's day. Our curriculum is planned to promote pupils' learning via a wide range of experiences and activities, including personal, social and health education opportunities, and the development of leisure, independence and mobility skills.

Teachers, in conjunction with senior staff members, are responsible for devising and monitoring Individual Education and Skills Programmes for every pupil in the school.

During the initial three months of a child's placement, short, medium and long-term targets are set in response to individual assessment.

Teaching Staff meet on a weekly basis to monitor and review achievement. Strategies and outcomes are discussed and recorded within relevant portfolios. This planning and recording process not only provides teachers with a formal structure, but also supports the delivery and monitoring of the curriculum, which ensures continuity and maintenance of high standards throughout the school.

The Greater Horseshoe School

The Curriculum

All pupils attending The Greater Horseshoe School are entitled to a broad, balanced and relevant curriculum.

Pupils access curriculum areas according to ability and, in some cases, preference in order to maximise engagement.

The Greater Horseshoe School is registered by the DfE to provide education for students between the ages of 8-18. Our curriculum covers Key Stages 2, 3, 4 and 5.

At the Greater Horseshoe School, we recognise that every individual is unique. We aim to provide a bespoke education programme for our students which encourages and supports their participation in learning and which builds confidence and self-esteem. Our curriculum enables our students to value and enjoy education, whilst striving to maximise their potential. The enhanced curriculum at the Greater Horseshoe School is principally designed to reengage our students with learning thus starting to provide them with opportunities to prepare for successful adult life.

Particular emphasis is placed on the school's curriculum, communication and self-directed behaviour strategies for a lifelong learning programme. Wherever possible we aim to provide access and inclusion opportunities to mainstream education and other community-based leisure and social activities geared towards the promotion of independent living.

All students enter the Greater Horseshoe School with an EHCP providing the basis for their Individual Support Plan. This is a tool by which the school establishes what and how targets are to be achieved. In addition to educational targets other development parameters are set, monitored and reviewed regularly. After a careful initial assessment, including liaison with parents/carers, healthcare professionals, previous educational placements and the local authority, we begin a phased curriculum to enable a structured progression from disengagement and low self-esteem through to confidence and independence. Students are placed on to pathways appropriate to meeting their needs regularly reviewed according to their assessment of THRIVE strand, engagement and progress. Throughout this process, students are provided with a high level of therapeutic support and a consistently broad, rich range of learning experiences. Students may temporarily move between pathways within a lesson or the day as their states of regulation and needs change.

ChIPLEY Mill Farm offers a calm, therapeutic environment set in 40 acres of tranquil riverside woodland and farmland. Here we tailor education and therapy-based learning to meet the needs of each individual. This approach encourages young people to work together, to develop problem-solving skills, confidence and pride whilst providing care for animals and the land.

For us, outdoor learning isn't an add-on subject, it's a philosophy that underpins everything that we do. Our Care Farm offers 'hands-on' learning and accreditation opportunities for young people that may be struggling to achieve and enjoy in a more formal education setting.

We strongly believe that all our young people should be given opportunities to achieve nationally recognised awards, accreditation and qualification through their work and experiences.



National Curriculum core subjects

Subjects are accessible to all students, at appropriate levels according to their age and ability. The main focus of the teaching is on developing functional skills and applying them to real situations throughout each students programme. They can be accredited via AQA Unit Awards and build towards AQA Entry Level Certificates, AQA Functional Skills Level 1 and Level 2 and GCSE exam entry where appropriate.

- English
- Maths
- Science

National Curriculum foundation subjects are included in programmes of study and are accessible according to ability age and need. These include:

- Computing
- History
- Art & design
- Food Technology
- Geography
- Design technology
- PSHE (incl. RSE, citizenship)
- Religious education
- Languages
- Music
- Physical education

Supplementary subjects and therapeutic experiences are available for young people, based on their ability, need, age and preference. They include:

- BTEC Vocational Studies
- Horticulture/Land-based Studies
- Forest School
- Outdoor Education
- Drama Group (Inclusion project)
- Work Experience at post 16
- Supportive college placement

Independent Living Skills activities are included in programmes of study. These activities are wide ranging and structured to allow for incremental steps in achievement. Activities are grouped into main areas and can be individually accredited through the AQA Unit Award Scheme and Entry Level and Level 1 PSHE. These topics are covered in Personal Health and Social Education lessons and further developed in all curriculum areas whenever there is the opportunity to do so. Issues are also addressed in tutorials with individual students.

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Personal Projects offer a way of combining classroom based learning objectives in functional contexts. They are planned with students from 14+ years and include elements of Transition Action Plans, LA advice, ISP targets, hobbies, interests, work experience, spiritual and cultural events and community access.



The school encourages as many pupils as possible to take public examinations, and staff make every effort to seek out the most suitable examinations and external accreditation. For some pupils this may be less appropriate.

We can provide a balanced and relevant curriculum at Key Stage 4 that is appropriate to the needs of pupils.

As each pupil has a wide range of abilities, a variety of teaching methods and approaches are used, taking into account learning styles so that pupils can learn in a way that best suits them.

Details of external accreditation and awards as detailed above gained in the last twelve months are available upon request.

Communication

Some pupils at The Greater Horseshoe School may have communication impairment, with the nature and severity of the impairment being highly variable. Understanding and developing the communication of our young people is central to our approach at The Greater Horseshoe School.

In order that a pupil may obtain maximum benefit from their learning programme, it is important that there is effective communication between the individual and the school team. With this in mind, the initial and ongoing assessment process undertaken by The Greater Horseshoe School Staff places great emphasis on identifying the most appropriate and widely understood forms of communication to suit a pupil's needs, abilities and lifestyle.

Maths/ Numeracy

The Greater Horseshoe School community understands Mathematics to be the science of number, quantity, shape, space and time, and believe that an understanding of the mathematical concepts enables pupils to manipulate and make sense of their world.



This subject will include:

- Helping pupils develop competence and confidence with mathematical concepts and skills.
- Developing a positive attitude towards Mathematics.
- Developing an appreciation of Mathematics in society.
- Providing opportunities to work independently and competently.
- Helping pupils to understand and communicate mathematical ideas in a variety of ways.

English/ Literacy

The Greater Horseshoe School Community understands language / communication to be fundamental to all learning and believes that any progression or competence in these skills can mean empowerment for the pupil, enabling him/her to lead an active, aware and accomplished life style. We believe that everyone in our School Community is a teacher for communication.

The subject will include:

- Developing a pupil's abilities in English with an integrated programme of speaking, listening, reading and writing.
- Developing a pupil's abilities to communicate effectively and confidently in speech and / or through signs, symbols and information technology.
- Providing opportunities for pupils to become enthusiastic, responsive and knowledgeable readers, writers and listeners.

"English is the language of the future, the language of the computer. English is the most important tool you'll ever need, no matter what career you choose – you have the right to English – make it your right!"

- Benjamin Zephaniah

Poet, Writer, Actor, TV and Radio Presenter

Science

The Greater Horseshoe School community understands Science to be a subject that investigates the universe and constantly strives to reach an understanding of it.



The subject includes:

- Stimulating enjoyment and interest in the subject by directing the pupil's natural curiosity.
- Teaching scientific knowledge, skills and terminology.
- Developing an understanding and awareness of environmental issues.

Information & Communication Technology

The Greater Horseshoe School community understands that Information Communication Technology (ICT) is a tool for investigation and learning in all subjects, allowing pupils to become independent users of ICT as a learning resource.

ICT aims to ensure that all pupils:

- Can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.
- Can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.
- Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- Are responsible, competent, confident and creative users of information and communication technology.

(Department for Education, 2013)

The subject also includes e-Safety.



History

The Greater Horseshoe School community understands History to be about the study of past lifestyles and events. We believe that it provides an insight into the way societies have developed, the reasons why significant events took place and how attitudes and values have changed through time.

This subject will include:

- Seeking to develop a pupil's interests and enthusiasm for historical knowledge.
- Helping pupils understand the development of their country and how it was influenced by the past.
- Raising awareness of a pupil's own environment and how it was influenced by the past.
- Developing knowledge of chronology.

Geography

The Greater Horseshoe School community understands Geography to be about the study of places and the people who live in them.

The subject will include:

- Encouraging the growth of skills to help geographical enquiry in whatever learning approach suitable to the pupil's ability.
- Providing opportunities for pupils to work with geographical equipment and computer technology.
- Promoting the appreciation of the significance of people's beliefs, attitudes and values.

Personal Health & Social Education

The Greater Horseshoe School community understands Personal Health & Social Education to be learning based on the acquired skills, knowledge, values, attitudes, experiences and opportunities which takes into account pupils' needs and their stages of development.

This subject includes

- Increasing pupils' self-awareness and respect of their own and others' moral and religious values.
- Exploring the world of interpersonal relationships and fostering skills for developing and managing relationships.
- Helping pupils become more informed and responsible members of the school and their local community.
- Developing skills for independence and strategies for coping with change and transition.
- Empowering pupils to make informed educational, vocational and training choices.
- Acknowledging individual achievements.

The Arts

The Greater Horseshoe School through the celebration of “The Arts” endeavours to broaden and enrich the experiences of pupils.

This subject includes:

- Developing the ability for creative thought and action.
- Providing opportunities for the exploration of values.
- Helping pupils understand cultural change and difference.
- Developing physical and perceptual skills.



Music

The Greater Horseshoe School community believe that pupils should have an understanding and develop enjoyment of music through performing, composing, listening and appraising.

This subject will include:

- A balanced programme of activities.
- A learning environment that stimulates and supports musical investigation.
- Helping pupils to use music to communicate in ways that words cannot.

“Music is our daily medicine which aids far better communication with others and ourselves.”

Evelyn Glennie, OBE

The Greater Horseshoe School

Art

The Greater Horseshoe School community understands Art to be the area of the curriculum in which pupils will use and manipulate different materials and media in order to express themselves and explore ideas.

This subject will include:

- Engaging with original works of Art, Craft and Design.
- Engaging with the process of Art, Craft and Design.
- Providing opportunities for experiences in the use of materials.
- Developing skills of contextualisation, personal response and partnership.



Design & Technology

The Greater Horseshoe School community understands Design and Technology to be a way of working in which pupils investigate a need or respond to an opportunity to make or modify something.

This subject will include:

- Developing an understanding, knowledge and skill in Design and Technology.
- Encouraging pupils to consider the effects and implications of technology activity.
- Developing the pupil's capabilities through activities which produce a range of contexts, materials and processes.
- Developing a pupil's spatial awareness and visualisation skills.



The Greater Horseshoe School

Attendance

The Greater Horseshoe School recognises the importance of regular attendance. Staff will deal sensitively with pupils and their families where non-attendance arises out of medical needs or personal difficulty.

It is important to notify the Head Teacher of any pupil absences, home visits, or holidays. Notification must be received from parents or carers, otherwise absence will be recorded as unauthorised.

Child Protection / Safeguarding Children

By law, and with local authority guidance, The Greater Horseshoe School must respond to the suspected abuse of any child. The School has its own Safeguarding Policy, which is available for inspection and/or discussion with the Head Teacher on request.

Communication with School

Parents and relevant agencies are given information regarding their child's progress through the reports that are compiled for regular review meetings and shared with parents twice yearly. Contact with the School and residential staff is encouraged. However, the Head Teacher will also make contact with parents from time to time to relay information, celebrate particular achievements or discuss any concerns. Parents are encouraged to help with out-of-school activities such as swimming and outings.

Community Inclusion

A major emphasis of our work at the Greater Horseshoe School is based on community inclusion. Educational visits are an integral component of the Individual Education and Skills Programme and can involve an individual or groups of pupils using the school or public transport to gain experiences in the local or wider community.

Examples of Educational visits arranged:

- Sports and recreational centres
- National Trust properties
- Community activities
- Zoos and wildlife parks
- Ice rinks
- Field trips
- Swimming pools
- Local attractions
- Nature reserves and parks
- Garden centres

Public transport is also utilised as part of the pupils' daily programmes.

Every effort is made, wherever appropriate, to forge links with mainstream schools and colleges. This will only happen with parental agreement.

The Greater Horseshoe School strives to re-integrate pupils into mainstream schools wherever possible and will work closely with parents and schools to support pupils through this process.

The Greater Horseshoe School

Home to School Diary

Home to school diaries can maintain contact with the pupils' education team. The frequency of communication through these diaries can be arranged on a personal basis to meet individual need.

Areas of Concern

The Greater Horseshoe School has a procedure which deals with expressions of compliments or dissatisfaction.

If there is a concern about any aspect of the service please note the following:

Initial contact should be with the Head Teacher, to arrange an appointment to discuss the matter or to address concerns by letter.

A copy of the Complaints Procedure is available from the Head Teacher, together with details of the number of complaints registered under the formal process during the last school year.

Emergencies

Occasionally we may need to contact you, for example if your child has had an accident or is taken ill. An emergency contact information form is sent out each year.

Please ensure that it is returned to the school and kept up to date.

Equal Opportunities

Everybody at The Greater Horseshoe School is equally valued and given equal opportunities in all aspects of school life regardless of background, gender, race, religious belief or disability.

Health & Safety

The School has a Health and Safety Policy in line with the OFG Policies and Procedures. The school uses external contractors as required to maintain a high standard of safety and presentation throughout the building. It is the Head Teacher's responsibility to ensure that the policy is implemented, monitored and reviewed at regular intervals. A copy of this policy is available for discussion / inspection with the Head Teacher on request.

Medication

Only with the written consent of the G.P. and/or Consultant will the School Staff administer any form of medication to a pupil. All medication to be administered should be clearly labelled with the exact dose, name of medication, and name of pupil. The Greater Horseshoe School should be informed in writing if there is any change in medication for a pupil, and parents/carers should always liaise directly with the Head Teacher.

Relationships and Sex Education

Relationships and Sex Education are taught as one aspect of the School's Personal, Social & Health Education Curriculum and is presented within the context of caring relationships and respect for others.

Individual sex education requirements for pupils will be discussed between parents and teaching staff prior to any delivery of the information.

Copies of the Relationships and Sex Education Policy are available for parents to discuss with the Head Teacher on request.

Smoking

The school operates a no smoking policy and asks that visitors co-operate whilst on the school premises.

Bullying

The Greater Horseshoe School is committed to providing a caring, friendly and safe environment for all of our pupils so they can have the opportunity to learn in a relaxed and secure atmosphere.

All instances of bullying are carefully investigated by teachers, members of the Senior Leadership Team. Wherever necessary, parents are involved in the process.

Parents are actively encouraged to inform us of any concerns they may have regarding their child's happiness and safety in school. If you have any concerns or know of any incident which is causing your child unhappiness, please contact the Head Teacher. A copy of the school's policy on bullying is available on request.

Therapy Services

Thrive, speech and language and occupational therapy services can be accessed in the school via the relevant agencies. We also have ready access to a dedicated Therapeutic staff employed by our parent company, Outcomes First Group. Relevant staff, in consultation with the therapists, will agree half-termly therapy programmes so that optimum benefits can be obtained with as little disruption as possible to curriculum time.

The Greater Horseshoe School

Transitional Services

As pupils progress through the school towards adult life, our aim is to ensure that they are confident and looking forward to their change in status.

Pupils who may wish to consider further learning can have supported 'taster' days at local educational providers, whilst those pupils who are interested in supported employment or apprenticeships can also access those facilities.

Visitors

Visitors are asked to report to the reception office, situated at the front of the building. All visitors must sign the visitors' book and wear a visitor's badge, which indicates to all staff and pupils that their presence has been authorised and duly noted in the case of fire evacuation procedure.

The Greater Horseshoe School

Devon School Term Dates: 2021-22 Academic Year

School Name (s)	The Greater Horseshoe School																			
DfE number (s)	878/6074																			
Contact name	Lukasz Miecznikowski																			
Contact details	lukaszm@enhancedlearningservices.co.uk																			
	Sep-2021					Oct-2021					Nov-2021									
Monday		6	13	20	27		4	11	18	25	1	8	15	22	29					
Tuesday		7	14	21	28		5	12	19	26	2	9	16	23	30					
Wednesday	1	8	15	22	29		6	13	20	27	3	10	17	24						
Thursday	2	9	16	23	30		7	14	21	28	4	11	18	25						
Friday	3	10	17	24		1	8	15	22	29	5	12	19	26						
Saturday	4	11	18	25		2	9	16	23	30	6	13	20	27						
Sunday	5	12	19	26		3	10	17	24	31	7	14	21	28						
	Dec-2021					Jan-2022					Feb-2022									
Monday		6	13	20	27	3	10	17	24	31		7	14	21	28					
Tuesday		7	14	21	28	4	11	18	25		1	8	15	22						
Wednesday	1	8	15	22	29	5	12	19	26		2	9	16	23						
Thursday	2	9	16	23	30	6	13	20	27		3	10	17	24						
Friday	3	10	17	24	31	7	14	21	28		4	11	18	25						
Saturday	4	11	18	25	1	8	15	22	29		5	12	19	26						
Sunday	5	12	19	26	2	9	16	23	30		6	13	20	27						
	Mar-2022					Apr-2022					May-2022									
Monday		7	14	21	28		4	11	18	25	2	9	16	23	30					
Tuesday	1	8	15	22	29		5	12	19	26	3	10	17	24	31					
Wednesday	2	9	16	23	30		6	13	20	27	4	11	18	25						
Thursday	3	10	17	24	31		7	14	21	28	5	12	19	26						
Friday	4	11	18	25		1	8	15	22	29	6	13	20	27						
Saturday	5	12	19	26		2	9	16	23	30	7	14	21	28						
Sunday	6	13	20	27		3	10	17	24	1	8	15	22	29						
	Jun-2022					Jul-2022					Aug-2022									
Monday		6	13	20	27		4	11	18	25	1	8	15	22	29					
Tuesday		7	14	21	28		5	12	19	26	2	9	16	23	30					
Wednesday	1	8	15	22	29		6	13	20	27	3	10	17	24	31					
Thursday	2	9	16	23	30		7	14	21	28	4	11	18	25						
Friday	3	10	17	24		1	8	15	22	29	5	12	19	26						
Saturday	4	12	19	26		2	9	16	23	30	6	13	20	27						
Sunday	5	13	20	27		3	10	17	24	31	7	14	21	28						
key:	Days within Devon's school terms					Days outside Devon's school terms					Bank Holidays and weekends					Inset Days (no pupil day)				