

Statement of Purpose



Unsted Park School

Mission Statement

"The school provides a place where students have an opportunity to develop emotionally, academically and socially in a purposeful and stimulating educational environment. All students are encouraged to make the most of the learning opportunities across a broad and balanced curriculum".

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ETHOS

Unsted Park School provides an autism-friendly environment for children and young people with a diagnosis of Asperger's, autism and associated mental wellbeing conditions. We can offer tranquil, spacious grounds and a calm, friendly and purposeful atmosphere. We believe that getting the environment right is the best starting point for our young people as we support them to achieve life and learning skills to the best of their potential, so that as young adults they leave with bright futures ahead of them.

Part of the Aspris Children's Services, Unsted Park School is an independent special school for girls and boys aged 7-19 with Autistic Spectrum (Condition) and Asperger's Syndrome. The school is open for 38 weeks a year and is registered and approved with the DFE. Unsted Park School offers the full day and extended day education centred on the English National Curriculum offering nationally accredited qualifications and courses.

The residential provision at Unsted Park School supports a waking day curriculum which enables us to maintain a high standard of care and life skills education within the residential setting, allowing and encouraging young people to be in control of their own learning, responsible for their own actions and in touch with their needs and emotions. Young people are supported through dedicated teaching to develop the skills necessary to manage and maintain their own daily lives and address their personal care needs, understanding that this is integral to their well-being. Access to various therapies is available (eg. SaLT, OT, clinical psychologist) and care is taken to equip young people, with strategies for managing sensory needs, anxieties, social difficulties and other facets of ASC.

Young people who are resident stay in the attached facilities as weekly boarders from Monday to Friday, returning home at weekends and during school holidays. The option to attend 38 weeks of the year is also available.

Most of the students attending the school and Residential provision have a Statement of Special Educational Need/Education Health & care Plan (EHCP) or will be undergoing assessment for an EHCP. The provision is adaptable and able to meet the needs of students by tailoring the curriculum to their individual language and communication needs.

AIMS

- To support learners to develop into autonomous and self-confident (resilient) adults with the personal, physical and social skills necessary to live as full and independent a life as possible
- To provide a high quality, individualised education to ensure that all learners maximise their life opportunities
- To promote the health and well-being of learners through the development of good personal hygiene, personal presentation and domestic management skills and safe working practices
- To promote the individual rights and dignity of learners
- To support learners to develop a work ethic and to understand the relationship between work, money and leisure pursuits
- To recognise the diversity of, and to promote greater understanding and awareness of, the cultural and religious backgrounds of the learners
- To promote good practice in all areas of care

FACILITIES AND SERVICES

Unsted Park School is situated within 44 acres on the edge of a quiet village in Surrey, 6 miles south of the City of Guildford and within easy reach of London. The school is a former private dwelling and went through extensive renovation work in order to create a tranquil and comfortable autism-friendly living and learning environment while retaining the character of the original building. Students have access to playing fields and play areas as well as an indoor swimming pool. All staff endeavour to arrange a variety of activities either outside of school or on site, so as to promote children's learning outside of the classroom within the community environment.

REGISTERED PROPRIETOR AND KEY PERSONNEL

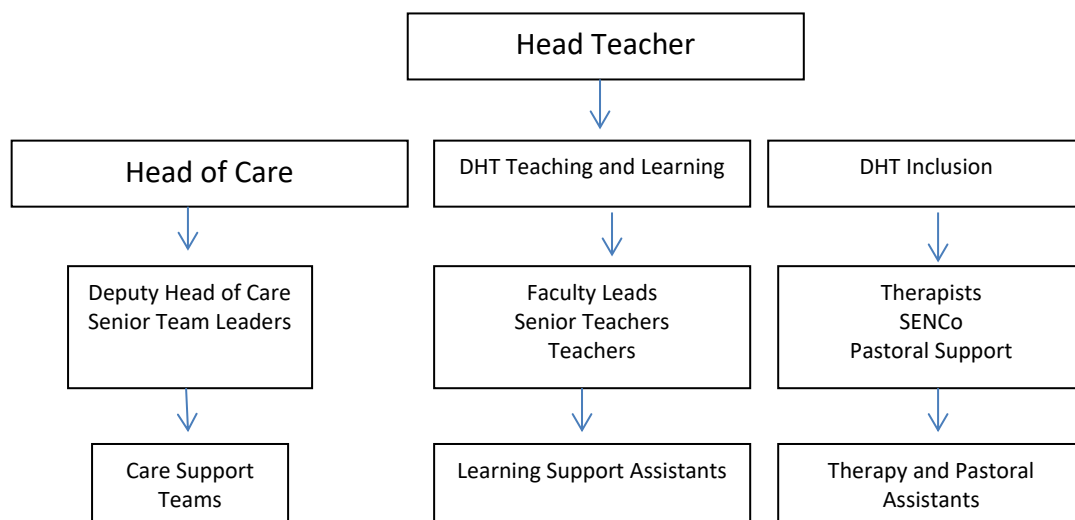
Proprietor

John Anderson (COO)
Aspris Childrens Services

Operations Director

Rob Page
South Region
Aspris Children's Services

Organisational Structure of Unsted Park School



STAFF TRAINING SUPPORT AND DEVELOPMENT

We value the support and supervision of staff to create professional and skilled practitioners who are able to support, educate and care for a variety of young people on the spectrum and ensure their needs are catered for.

Training will be offered to staff in all compulsory areas through the Aspris CS mandatory face to face training and through the Aspris Academy online learning training programmes; staff have the opportunity to work through these training units during their induction period and should complete them within a designated time frame. Staff have the opportunity to access other varied training CPD opportunities through a system of INSET days throughout the year and via training from the local authority and external providers when the opportunity arises. Training needs are discussed during supervisions and appraisals and any appropriate requests are given consideration.

ADMISSIONS INFORMATION

Students who come to Unsted Park School will all have a diagnosis on the autistic spectrum (ASC) and difficulties that place them within this area of need. Young people will sometimes have other additional needs and challenges.

Some young people are resident owing to the distance they live from the school and there being no appropriate placement in their local area. Some students may be Looked After Children and therefore are accommodated away from their biological families and in foster care outside of school.

Some of the young people will, from time to time, display challenging behaviour in line with their ASC diagnosis and will need to be supported appropriately during these times. Staff are trained and well equipped to cope with this. Young people with extreme emotional and/or behavioural problems or a history of absconding will not be admitted (Please see Admissions and Behaviour Policies for more detail) and we use the Coventry Grid to assess behaviours that may stem from attachment trauma, which is inappropriate within the context of Unsted Park School.

Before admission is agreed, students will attend a 48-hour assessment within the school and residential area where it is thought they will 'fit' best (the days are to be consecutive in both school and residential). Informal observations and assessments will be completed in order to establish their needs and to ensure that the school will be able to support their needs.

Unsted Park School is not able to accept emergency placements for young people.

EDUCATION

Unsted Park School is coeducational and offers full day education and for up to 85 young people (current agreed census is 85 pending further refurbishment of STEM area) aged 7-19 with ASC/Asperger's syndrome.

There are 20 classrooms. Classes accommodate up to 6 students in mixed ability and gender groups according to year or Key Stage groups. There are a number of purpose built specialist rooms including an ICT suite, art room, science laboratory (with prep room) technology room, music room, library and food technology room. Therapy is provided in a large sensory integration suite with specialist speech and language consulting rooms nearby. In addition, there is a hall suitable for drama, games, and assemblies, with a catering kitchen and dining area. Outside the school has extensive park grounds and designated play areas.

- Students are taught by a teacher, supported by a learning support assistant per class, additional learning support is provided by staff according to needs assessed prior to placement.
- The school consists of Key Stage 2, Key Stage 3, Key Stage 4 and Key Stage 5
- The school operates an inclusive learning style wherever possible, but where it is more appropriate or effective for students to be withdrawn using the small teaching areas within the school dependent upon the assessed needs of the individual.
- Therapy is interwoven into the curriculum wherever possible, with additional support or 1:1 sessions provided in a specialist suite of rooms where appropriate.

UNSTED PARK SCHOOL CURRICULUM

- Access to all National Curriculum subjects at a level appropriate to each young person's needs and abilities
- Offer an appropriate curriculum with externally recognised courses and qualifications
- Ensure continuity and progression in each young person's learning and development reinforced by the 24-hour curriculum.
- Promote a stimulating and accessible approach to learning to counter disaffected past experiences of education.
- Ensure that the individual needs of each young person are identified and appropriate targets are set and reviewed in their Individual Education Plan.

RESIDENTIAL FACILITIES

The residential accommodation at Unsted Park School is attached to the main school building, with separate demarcation to the school. The programme for the residential learners is based on the model of Supported Independence, whereby learners live as independent a life as possible but with help and support of staff and allocated Key Workers, to learn the necessary skills, dependent upon their ability and the age and stage at which they join us.

INDEPENDENT VISITORS

At Unsted Park School we welcome Independent Visitors from a mixture of sources; we receive announced and unannounced visits regularly throughout the year. All Independent Visitors' photos are displayed in public areas so that our young people are aware that they can discuss any issues they have with them.