



## STATEMENT OF PURPOSE



Midsomer Norton  
Schools Partnership

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## Welcome!

Dear Parents and Carers,

Firstly, let me take this opportunity to welcome you to Notton House Academy.

We are all very proud to work at Notton, and truly believe that it is a special place for pupils, parents/ carers, staff, and the community.

We are a residential school for boys, ages 8-19, with 39 bedrooms, many with en suite bathrooms. However, some pupils do attend as day pupils instead.

We deliver both education and care to a wide range of young people with Special Educational Needs and Disability (SEND). This includes Social, Emotional and Mental Health needs (SEMH), Speech, Language and Communication needs (SLCN) and Autistic Spectrum Condition (ASC). The residential aspect of the school enables students' access to an extensive range of extracurricular experiences, to have stability and the time to build confidence and independence skills, in a supportive and nurturing environment.

Each child will have day time tutors, and if residential, evening key workers. We also provide our young people with a range of both academic and therapeutic interventions such as emotional literacy, thrive, sand tray counselling, animal therapy, music intervention, phonics, and reading and spelling catch up recovery lessons.

We value each individual and tailor our curriculum in order to inspire them to achieve their full potential. We have high expectations for learning and social, emotional development. Our aim is to prepare each young person for their next steps, whether this be returning to mainstream education, college. or the world of work.

We believe working together with families, parents and carers, is at the heart of what we do, building strong attachments and self-confidence. A strong team around a child is the key to them being able to overcome barriers and be successful.

We provide high challenge and support across the academy. This is to ensure achievement for all; the students, staff, parents, carers, partner agencies and stakeholders.


Thank you for your support, and we look forward to working with you during your child's time at Notton.  
*Michelle Reysenn*, Headteacher

For more information, please visit our website;  
<https://www.nottonhouseacademy.org.uk/>

**School uniform**

Notton House Polo Top 

Notton House sweatshirt or fleece 

Black or Grey trousers 

Black shoes 

 **PE Kit**

You can wear your own PE kit but no large logos

 Trainers



**Piercings** 

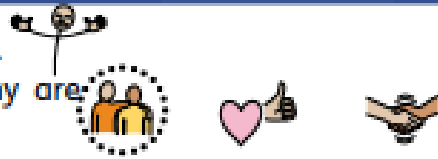
All piercings should be removed whilst on-site or covered with surgical tape 

# Our Mission Statement

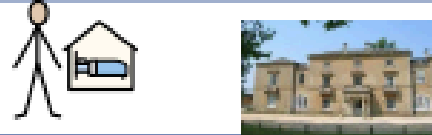
## Our Mission Statement



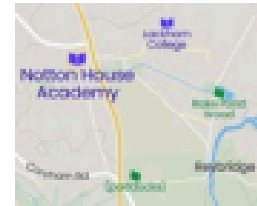
Welcome to Notton House Academy.  
Our values at Notton House Academy are  
Safety, Kindness and Respect.



We are a residential school for boys.



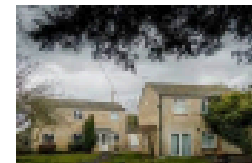
We are situated in Lacock, near Chippenham  
in Wiltshire.



We accommodate young people with



The residential provision provides stability and opportunities to build  
confidence and independence.



We are a supporting and nurturing environment.



We value each young person and adapt our lessons to  
inspire pupils. We want all pupils to achieve and succeed.



Our aim is to prepare each young person for  
their next steps.



Working together with families, parents, and carers  
is at the heart of what we do.



Working together to build positive futures.



Notton House Academy is part of  
Midsomer Norton Schools Partnership



# Key Information and Dates

## Arrivals and Departures:

Pupils arrive at the pupil reception entrance of the academy, where staff are able to greet them from 9.00am Tues to Fri, and 9:40am on Monday. Staff will direct pupils to the appropriate class, or to breakfast in the main dining room. Registration will take place up until 9.30am when registration closes. Pupils arriving after this period will be recorded at front reception and marked as 'late'.



At the end of the day, pupils will exit the building from the appropriate main entrances and make their way towards the front of the academy.

## Term Dates 2025 to 2026:



- Term 1: Monday 1 September 2025 to Wednesday 22 October 2025
- Term 2: Monday 3 November 2025 to Friday 19 December 2025
- Term 3: Monday 5 January 2026 to Friday 13 February 2026
- Term 4: Monday 23 February 2026 to Friday 27 March 2026
- Term 5: Tuesday 13 April 2026 to Friday 22 May 2026
- Term 6: Monday 1 June 2026 to Wednesday 22 July 2026

## Inset Days 2025-2026:

- 1st September 2025
- 2nd September 2025
- 5th January 2026
- 6th January 2026
- 20th July 2026
- 21st July 2026
- 22nd July 2026



### NHA Core Values

SAFETY  
KINDNESS  
RESPECT

### NHA Aims

#### **We aim that all students will;**

- Have the opportunity to achieve qualifications that reflect their potential
- Learn to take responsibility for their own learning and be successful in further education, training or employment
- Be able to take their place within society as responsible citizens, to respect themselves, others and their environment

**Notton House Academy Core Values**

We **ALWAYS** show our values by:

1. Keeping **SAFE** 
2. Being **KIND** 
3. Showing **RESPECT** 

Green Tokens . . . 

How do I earn them?  
Being an excellent citizen showing   
Safety, Kindness and Respect

What is the reward?  
Weekly prizes   
End of term trips 

## Our Ethos and Values at NHA As an Academy we:

- Ensure that all young people have access to good or outstanding teaching
- Provide a differentiated curriculum in order to meet the needs of the learners at Notton House
- Check on the progress of the young people and identify, plan for and deliver any additional support the young people may need
- Provide personalised learning, which may include using additional providers, personalised timetables and use of specialist advice
- Work closely with multi-agencies in order to be able to support the young people

At Notton House we aim to form trusting and caring relationships to create positive and meaningful attachments that are child-centred; we wish to improve life chances through a holistic approach, valuing the whole child; we will continue to develop our trauma informed practice so that it is embedded in a nurturing environment to enable the development of the individual, socially, emotionally and academically.


We wish for all of our students to be healthy – mentally and physically. We strive to offer quality provision that enables young people with social, emotional and mental health needs to excel and achieve their potential, providing them with the very best life opportunities. We are aspirational for our students, families and staff and provide excellence in teaching, learning and academic ambition alongside excellence in intervention, pastoral support, guidance and care.

## Who can help me at Notton?

This poster is available in all tutor rooms and on care noticeboards.

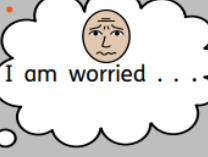
We are here to help you . . .


Who can I share my problem with?



Who can I talk to?


I am worried . . .















**ALL adults at Notton House can help you . . .**  
**If you tell an adult something, they cannot promise to keep it a secret - they will pass it on so they can help you more.**  
**Here are some key members of staff . . .**

**Safeguarding Leads**



**Independent Visitor**  
  
**Mike Chislett**  
  
 and Froddo, the dog  


<p><b>Michelle Reysenn</b> Head Teacher</p> 	<p><b>Linda Hawkey</b> SENDCO</p> 	<p><b>Paul Kearley</b> Deputy Head</p> 	<p><b>Louise Gardiner</b> Head of Welfare and Residential Care</p> 	<p><b>Martyn Watkins</b> Head of Staff and Pupil Well-being</p> 	<p><b>My Tutor and My Keyworker</b></p>	<p><b>Emma Kelleher</b> Thrive practitioner</p> 	<p><b>Suzie Sylvester</b> Family Support worker/ Well-being Mentor</p> 
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# Family Support

We know it can be hard for families too. Therefore, we offer a family support service. You can call, email, or pop in and have a chat!



**Family Support**  
at Notton House Academy 

Notton House offers families support . . .

We run regular coffee mornings offering information and help to access services available to you in your local area.

We also offer family support on a 1:1 basis.

Suzie Sylvester is a Family Liaison Worker at Notton House Academy. Suzie works with many of our families at Notton and is always on hand to answer questions and offer support.


Please contact her on:

 01249 730 407 ext 4007 or


 direct on 07775026336 or

 [ssylvester@nottonhouseacademy.org.uk](mailto:ssylvester@nottonhouseacademy.org.uk)

**07775 026336; 01249 730407**  
[ssylvester@nottonhouse.mnsp.org.uk](mailto:ssylvester@nottonhouse.mnsp.org.uk)




**What is on offer?**



Family Support

↓


We are here to help working together to support your family's journey.



Coffee Mornings

↓

This is a great time for getting together, a chance to make new friends and an opportunity to learn new skills.



1:1 Advice

↓

Individual time to discuss any worries or concerns.

Notton House are proud to offer a warm and welcoming open door for all families.

The safety, happiness and well being is at the heart of everything we do.

It takes a community to raise a child.

## **Pupil Admissions Procedures**

### **Rationale**

- A pupil placement at Notton House Academy should always arise from a process that identifies Notton as an appropriate and positive choice which best meets the needs of the pupil.

### **Range of Provision**

- Notton House Academy provides education for approximately 50 boys, whose local authority is Bristol, Bath, South Gloucestershire, Somerset, North Somerset, and Wiltshire. Occasionally, we receive consultations from local authorities further afield, including Gloucestershire and Dorset.
- All of our pupils have an Educational Health Care Plan, and a primary need of SEMH, (Social, Emotional, Mental Health), and some may have a secondary need of ASC (Autistic Spectrum Condition), or SLCN (Speech Language and Communication Needs).
- Each pupil's needs are carefully and sensitively addressed, so that within the context of a well-developed curriculum, all of our pupils are fully included.

### **Procedure**

- Parents/ Carers are encouraged to make a visit to the school. You may arrange this by contacting the school office.
- If requested, key staff from Notton House Academy staff may attend an Annual Review or carry out an observation at the young person's existing school.
- Consultation paperwork including the Educational Healthcare Plan is received by the school from the pupil's local authority requesting consideration of the pupil for admission.
- If a place is available and everyone agrees on the suitability of the referral, the host local authority is informed.
- If it is decided that the school cannot meet the child's needs, the authority is advised of the reason for this decision.
- A transition programme, appropriate to the individual child, will be drawn up to support transfer. This may include: Visits by key staff between schools; additional visits/part-time placement to support move by child.
- All pupils joining the school will be offered a visit to the school if they have not already visited, have a home visit, and admissions' meeting at Notton House where parents sign permission slips etc and the pupil carries out some baseline assessments.
- The existing school will be contacted to share up to date academic and behavioural information, and any significant safeguarding information that might be needed to inform our risk assessment prior to the pupil starting.
- Pupils usually start at Notton on a Wednesday evening around 4pm, if residential, and are settled in by families. They then go onto the school roll the following day.

### **Eligibility for Admission**

- Admission to Notton House Academy is open to pupils who are legally male/ male sex at birth. Once admitted, pupils who begin to transition (i.e. identify as another gender) will be supported in line with the academy's pastoral arrangements, but this does not alter their legal status for admission purposes already in place.

### **Please Note;**

- Notton House does not admit pupils into KS5, but on some occasions we will accept a referral for a young person already on roll to remain with us for Year 12/ Year 13 where they are not ready to lose the 24-hour curriculum on offer and would be in danger of becoming NEET.
- We do not usually admit pupils into KS4 as this can cause difficulties with providing the options curriculum where we rely on 14-16 programmes from other providers such as Wiltshire college; however, any consultation for a KS4 pupil is considered carefully.

### **Accommodation offered at NHA – Education and Care**

Accommodation is provided in a converted country house set in its own grounds. All boys have individual bedrooms. The communal areas are on a domestic scale, comfortably furnished and brightly decorated. The boys have personal choice in wall decorations, duvet covers etc. in their bedrooms.

A high priority is given to ensuring that the accommodation is maintained in good and safe order. Older boys (Key Stage 4) have the opportunity of living in our two independent living houses with greater focus on managing their own home life.

Full time education takes place in an on-site specially designated school building and additional classrooms which provide both general teaching areas and specialist facilities.

A garden surrounds both residential and education buildings. Within this area is a fenced hard surface play area used for basketball, football, tennis etc.

A field provides a football/cricket playing area and space for outdoor activities such as mounting biking. Within the field area is a fenced off gardening area that includes a polytunnel and raised beds for boys to grow their own vegetables. A BMX track for use during enrichment activities. Forest school allows students to learn through hands-on experiences in a natural environment, helping develop confidence, self-esteem and resilience by encouraging problem solving.



## Residential Care Team

Our dedicated residential care team are committed to enriching our young people's lives during their time at Notton House Academy whilst supporting them pastorally in the educational day. Through key working sessions and the running of activities and trips, they help pupils become more confident, considerate and caring young people.

Ways in which your care team can help support your child are:

- Creating positive attachments
- Learning to positively communicate with peers and adults
- Helping to increase confidence and self-esteem
- Establishing, negotiating and maintaining fair rules and boundaries
- Allowing teenagers the room to become more independent
- Positive discipline for teenagers
- Managing and resolving conflicts positively
- Working together to solve problems

Each week during the care time period, we organise different activities that take place before and after the young people have their evening meals. These include on-site activities using our own facilities, such as:

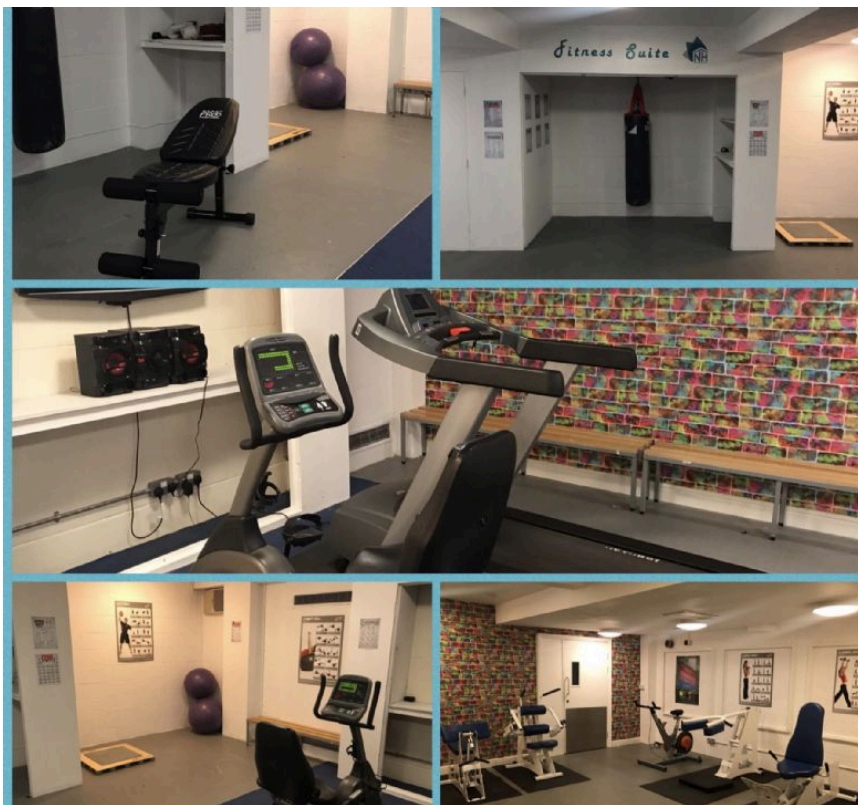
- Football outside and inside
- Sports in the gymnasium
- A choice of electronic activities such as games consoles and DVDs
- Mountain biking around the surrounding area
- Nerf guns
- Outdoor walks/hikes
- The use of Canoes and Kayaks
- Fitness Suite - pictured to the right

As well as offsite activities using businesses from the Wiltshire area such as:

- Reel Cinema Astoria
- Laser Quest

As the pupils progress through their time at Notton, and they get older, they will have the opportunity to move

into independent living areas. On site, we have two houses which the young people will take responsibility for and learn to cook their own meals, be able to clean and maintain their living area and organise a shopping list and manage the budget to purchase what they need.



## Arrangements for supporting cultural and religious differences

The fostering of spiritual growth is considered to be an important aspect of a young person's well being and the need to nurture this growth is taken seriously.

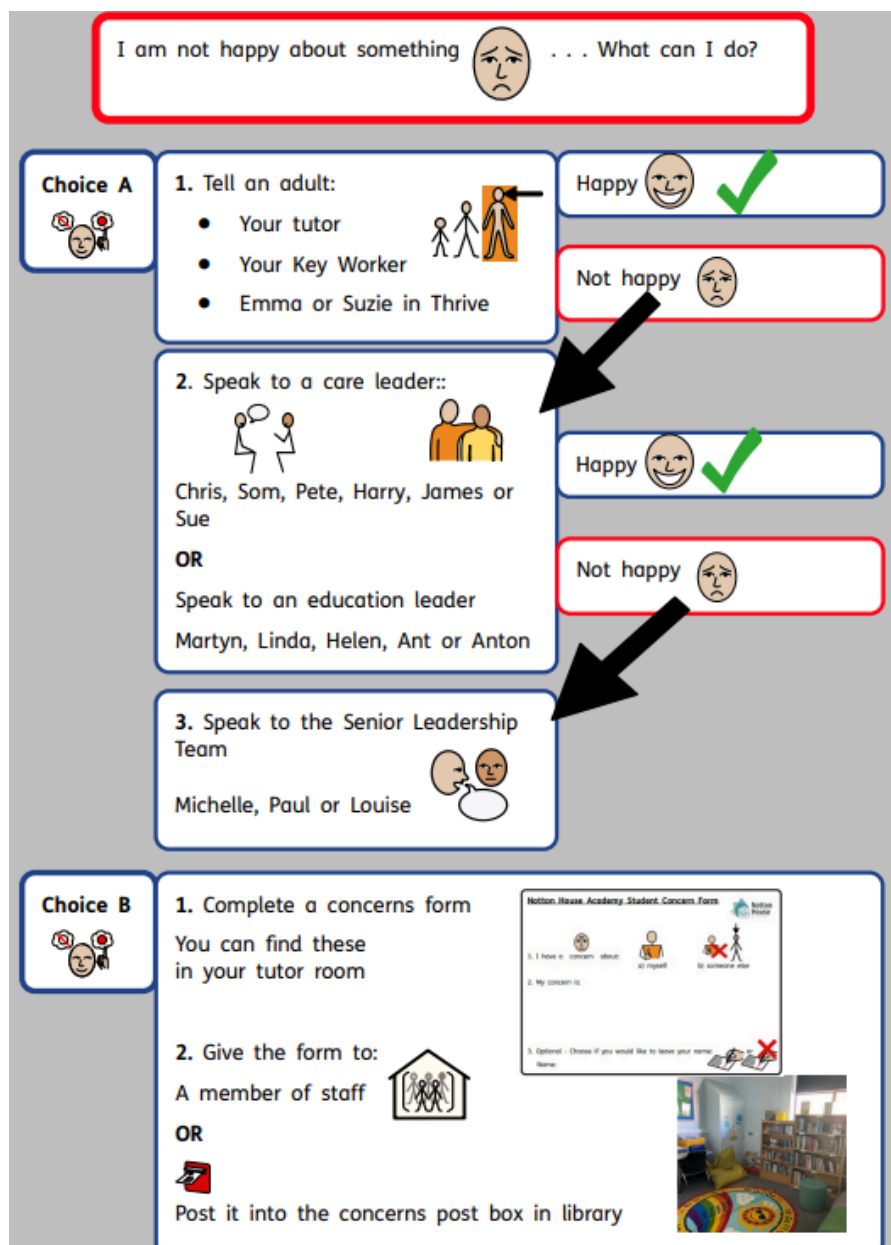
The young people are supported in their wishes and the wishes of their parents regarding their particular religious observance. Young people who express an interest in attending a particular religious ceremony will be assisted in doing so wherever possible.

The young people will be encouraged to explore their own spirituality through a variety of means. Included in this will be, positive role modelling, multi-faith religious education within the context of the school curriculum, encouragement to participate in their own stated religious observances and encouragement to develop an understanding of the differing religious observances and practices to be found within a multi-cultural society.

Notton House Academy does not subscribe to or advocate any particular religious belief.

## Complaints procedure for parents and students



### Concerns and Complaints: Students




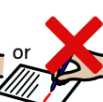
**Notton House Academy Student Concern Form**



1. I have a concern about:

a) myself       b) someone else 

2. My concern is:

3. Optional - Choose if you would like to leave your name:  or 

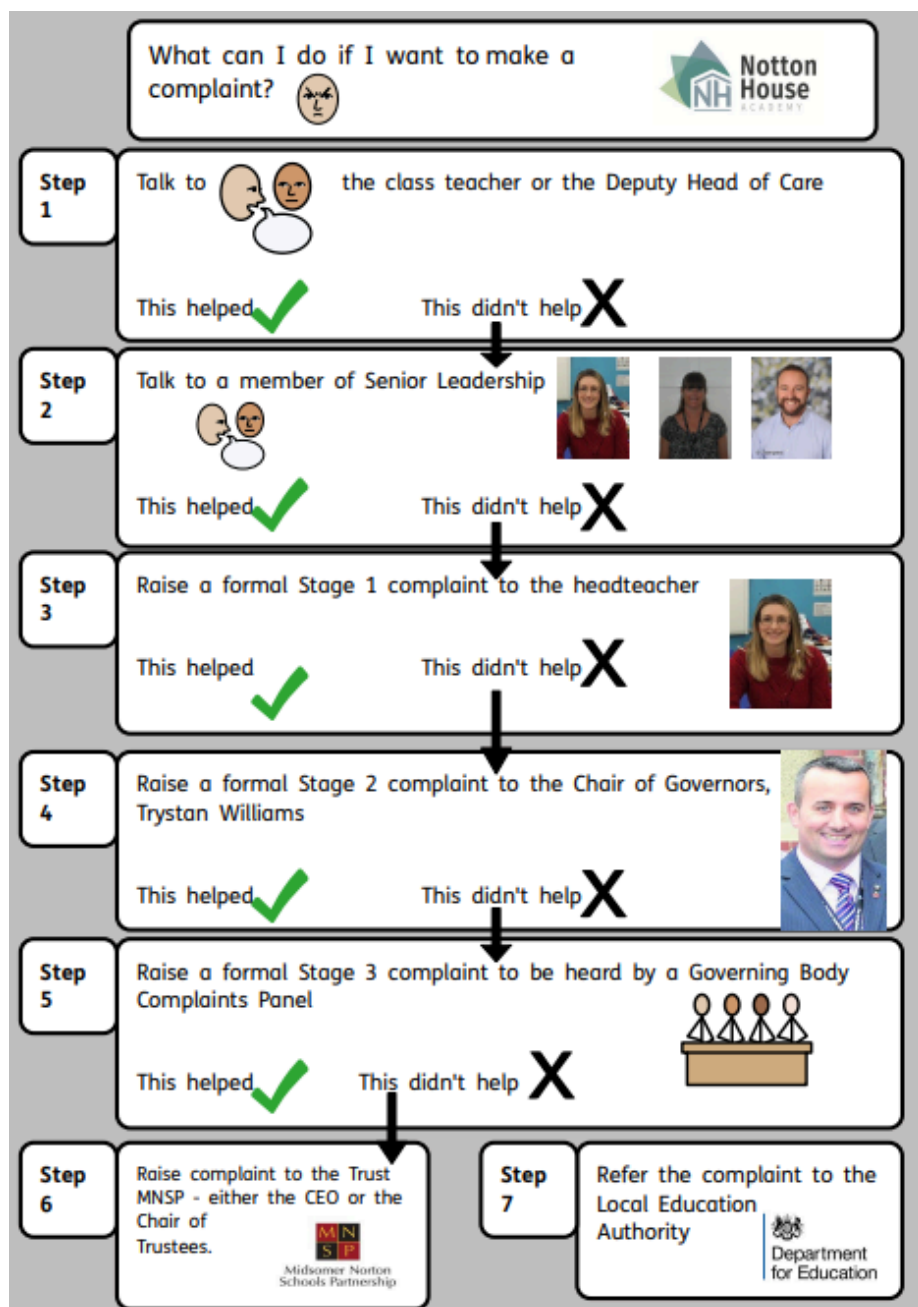
Name: \_\_\_\_\_

**Student Complaints Form**

These are available in tutor rooms and care areas.

**Parents Complaints Procedures**

Families and professionals can share a concern or make a complaint by following the procedures below. Please call or email a member of staff if you have a concern.



## Child Protection Management

The Designated Safeguarding Leads at Notton House Academy are:

- **Michelle Reysenn, Headteacher, with Deputy DSL Linda Hawkey, Sendco.**
- **The Academy Councillor responsible for Safeguarding is Trystan Williams.**

The Designated Safeguard Leads will support staff with their safeguarding duties, and they will liaise with other services, including Children's Services, where there are concerns relating to the welfare of pupils at our school.

We are an Operation Encompass School.

Operation Encompass is a UK-wide police-education partnership that enables police to share domestic abuse incident information with schools and early years settings to ensure children receive immediate support and intervention. By notifying designated key adults in schools, before the start of the school day, the operation allows for timely, informed support, reducing the long-term negative impacts of domestic abuse on children's development and well-being.



Notton House Academy and MNSP are committed to providing an environment where children can develop in ways that will foster security, confidence and independence and where adults are clear about the procedures in place to ensure a child's welfare and safety. We believe that "the welfare of the child is paramount." Therefore, we regard protecting children as an intrinsic part of all aspects of the curriculum.

Safeguarding is defined as protecting children from maltreatment; preventing the impairment of children and young people's health or development; ensuring that children and young people grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children and young people to achieve their best possible outcomes.

Notton House Academy is committed to safeguarding and promoting the welfare of children by:

- The provision of a safe environment in which young people can learn
- Fulfilling our statutory (legal) responsibilities to identify young people who may be in need of extra help or who are suffering, or are likely to suffer, significant harm
- Giving young people the opportunity to talk to any member of staff of either gender with personal, academic or welfare concerns at all times

All staff at Notton House Academy have a role and responsibility to safeguard children and young people attending our school, irrespective of their role within the school by:

- Identifying concerns early and providing help for young people, to prevent concerns from escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. In such cases, a single assessment should be undertaken by a lead professional who could be the Designated Safeguarding Lead, SENDCO, GP, family support worker, health visitor or school nurse.
- Sharing appropriate information irrespective of whether this is reported by other young people, members of the public, parents or relatives of young people attending our school. The Designated Safeguarding Lead will determine what action, if any, will follow.
- Read the standalone publication Keeping children safe in education.

**All policies can be found on the following link:**

<https://www.midsomernortonschoolpartnership.com/trust-policies.htm>

## **Pupil Voice**

The boys are consulted (both formally and informally) about their life at Notton House Academy and about decisions that are taken about their lives. All boys are given the opportunity to talk to any member of staff of either gender with personal, academic, or welfare concerns at all times.

Every boy has an allocated Key Worker and Back Up worker. The Key Worker will provide emotional and practical support to their key young person and will assist in relating their concerns, ideas and suggestions and will represent their interests.

All care evenings start with Group Activities Meetings at which the boys are encouraged to express their own opinions on all aspects of life at Notton House. All boys are expected to attend with Care Staff present. During this area meeting boys will choose their activities for the evening.

There is also a Student Council which has a representative from each tutor group. They discuss and bring boys issues, concerns and ideas to SLT.

The headteacher and head of welfare have an open door policy and boys can bring their ideas straight to them.

Notton House Academy believes rewards and motivators are key to success and that achievements should be celebrated.

Pupils are awarded green tokens for showing these values, and weekly, an assembly takes place to celebrate these achievements, as well as award certificates and prizes. Once a child achieves 100 green tokens, they receive a £10 voucher.

## SEND support

Notton House Academy can offer individual therapy sessions to each of the boys, if appropriate.

The specialist range of services we have access to include:

- Child and Adolescent Psychiatry (CAMHS)
- Educational Psychology
- Speech and Language Therapy
- Occupational Therapy
- Music Therapy
- Sand Tray Therapy

By incorporating our alternative services into the care programmes where appropriate, we hope to help the young people work towards achieving an understanding of their life experiences and to begin the resolution process.

### Individualised programmes are designed to give the young people an opportunity:

- To reflect and develop
- To share experiences
- To communicate their complex thoughts and feelings in a non-threatening and confidential environment
- To encourage self expression, sometimes of painful conflicts and distressing feelings, which may otherwise be acted out in anti-social ways
- Development of self-esteem and a sense of identity

## Our Curriculum Offer

### Our Curriculum Model

Class/ Subject	English	Maths	Outdoor Ed	Science	PE	Humanities	Art/ Food	Core PSHE	ICT	Careers/ Study Skills	Enrichment Activities	Well-Being	DEAR	SMSC	Weekly PSHE	Social Skills	Literacy	
<b>Primary Model</b>																		
Devizes	5	5	2	2	2	2	2	1	1	0	2	4	1	1	1	1	1	
Pewsey	5	5	2	2	2	2	2	1	1	0	2	4	1	1	1	1	1	
Silbury	5	5	2	2	2	2	2	1	1	0	2	4	1	1	1	1	1	
Broad Town	5	5	2	2	2	2	2	1	1	0	2	4	1	1	1	1	1	
<b>Secondary Model</b>																		
Marlborough	5	5	2	2	2	2	2	1	1	0	2	4	1	1	1	1	1	
Westbury	5	5	2	2	2	2	2	1	1	0	2	4	1	1	1	1	1	
Alton Barnes	5	5	2	2	2	2	2	1	1	0	2	4	1	1	1	1	1	
Hackpen	5	5	2	Options x 2 Choices On Site (3 lessons per option); offer of college day also				1	1	2	2	4	1	1	1	1	1	1
Cherhill	5	5	2					1	1	2	2	4	1	1	1	1	1	1
Key		Lessons taught by tutors																

- **Each lesson lasts for 40 minutes**

**Pupils at Key Stage 4, have the opportunity to choose 3 options on top of the core offer listed; these are both on and off-site, depending on the subject chosen;**

- **On-Site**
  - The Arts: Craft, DT, Food Technology, Art and Design, Humanities
  - Science/ ICT: Sports Science, Esports, Science (Biology, Chemistry, Physics)
- **Off-Site**
  - Through Wiltshire College 14-16 programme: Motor Vehicles, Construction, Health and Social Care, Animal Care, Land Management, Public Services (Other options are available depending on interest/ course availability). Other Providers: Kandu Arts, Rocksteady Construction.

### **Student Timetable**

	<u>MON</u>	<u>TUES</u>	<u>WEDS</u>	<u>THURS</u>	<u>FRI</u>
<u>Session Times</u>	9.40am Arrival	9.00-9.20am Arrival (Breakfast/ Transition Time)			
9.20-10.00am	Wellbeing	SMSC	DEAR	PSHE	Social Skills
10.00-10.40am	Literacy	LESSON	LESSON	LESSON	LESSON
<u>BREAK: 10.40-11.00am</u>					
11.00-11.40am	LESSON	LESSON	LESSON	LESSON	LESSON
11.40am-12.20pm	LESSON	LESSON	LESSON	LESSON	LESSON
<u>LUNCH: 12.20-1.00pm</u>					
1.00-1.40pm	LESSON	LESSON	LESSON	LESSON	<i>ENRICHMENT 1-2pm</i>
1.40-2.20pm	LESSON	LESSON	LESSON	LESSON	<i>Assembly at 2.00pm</i>
2.20-3.00pm	<u>Tutor Time Well-being</u>				<u>2.20pm finish Friday</u>

### **Activities and enrichment**








All young people at Notton House Academy are encouraged to explore interests, to take part in activities and to widen their social and cultural experiences. The boys are encouraged to join in with others and staff, for on site activities such as board games, cooking, model making, cinema nights, music, football, cricket, basketball, and other outdoor activities. This list is a sample of what is available.







The boys are also encouraged to take part in off-site activities both as part of a Notton House Academy group and within the local community. This can involve activities such as swimming, bike riding, pool, fishing, skating, football clubs, army cadets, scouts and the cinema.

All boys are encouraged to follow a particular interest of their own by joining a club, society or activity in the local community. This will depend on individual needs and capacity and will be an aim to which all young people will be encouraged to aspire.

The school timetable provides for a wide range of sporting and outdoor activities off site as well as providing outings to places of historical, geographical, scientific and cultural interest. All boys are encouraged to attend outdoor education facilities at Cotswold water park during both Education and Care times.

## The Notton House Curriculum

<b>Subject</b>	<b>Lower School</b>	<b>Middle School</b>	<b>Upper School</b>
<b>English</b> 	<p>Most pupils are following a primary curriculum at this stage, with some also following a phonics programme to help improve their reading.</p>	<p>A few pupils may still be following a phonics programme and most are developing their use of language and writing in preparation for working towards qualifications at KS4.</p>	<p>The vast majority of pupils are fluent readers and are working on either an Entry Level, Functional Skills, or GCSE qualification pathway, matched to their ability.</p>
<b>Mathematics</b> 	<p>Pupils are developing fluency with times table and number and learning through use of concrete and pictorial representations.</p>	<p>Pupils are expanding into a wider range of topics, such as algebra, geometry, and probability. They are applying their number knowledge to solve increasingly complex problems.</p>	<p>Pupils are working towards either an Entry Level, Functional Skills, or GCSE pathway, by following an examined curriculum matched to their ability.</p>
<b>Science</b> 	<p>Pupils follow an engaging curriculum that builds on the big ideas in science. They link their work to the primary termly themes and develop scientific skills, such as observation and investigation.</p>	<p>Pupils continue to build on the big ideas, but are now based in a science laboratory for their lessons and will work through a wide range of topics that form the building blocks for qualifications at KS4.</p>	<p>The qualification pathway will depend on pupil ability and prior knowledge. Many will be able to access ASDAN or an entry level course. Some pupils may follow a GCSE pathway in one or more sciences.</p>
<b>Physical Education</b> 	<p>Pupils engage with physical activity that is aimed at fostering a love of sport and exercise. Pupils will develop strength and fitness, alongside physical skills. They will also develop a knowledge of muscles, bones, and how to warm up for, and cool down from activity.</p>	<p>Pupils are able to continue to develop their fitness and strength through a range of sports. There is also the option to develop leadership skills through engaging with the sports leader award.</p>	<p>Pupils opt for PE at KS4 and are able to follow a qualification pathway suited to their interests and ability. This could include GCSE or may be a BTEC qualification that is more practically based.</p>
<b>Creative Arts</b> 	<p>Pupils follow a carousel of creativity that links to their termly theme. Pupils will develop knowledge and skills around drawing and painting in art and food preparation, safety and hygiene in cooking. Pupils can gain Discovery/ Explorer Arts Awards for their work.</p>	<p>Pupils continue to follow a carousel between art and cooking. Their skills develop to being able to follow increasingly complex recipes in cooking and develop their creativity in art. Pupils can gain Discovery / Explorer Arts Awards for their work.</p>	<p>Pupils are able to opt to follow a qualification pathway to achieve a BTEC in home cooking skills and/or an art-based qualification such as, GCSE or an Arts Award at Bronze or Silver.</p>
<b>Outdoor Education</b> 	<p>Pupils begin to explore local areas outdoors, in order to broaden their horizons and develop activity-based skills. They can gain awards following the John Muir scheme.</p>	<p>Pupils will work towards being able to take part in more demanding activities and longer expeditions, by developing their navigating and camping knowledge and skills. They can gain awards for climbing and paddle sports.</p>	<p>Pupils can continue to enjoy the local area through walking, paddle sports, and climbing. Many will also be completing the Duke of Edinburgh's Awards at Bronze or Silver.</p>
<b>Humanities</b> 	<p>Pupils follow termly themes around Geography, History and Religion. Where they can develop a wider understanding of the world in which they live. In Primary, these topics are linked to the theme for the term and help the pupils engage.</p>	<p>Pupils continue to follow termly themes following Geography, History and Religion topics. They are able to increase their knowledge of the world and improve skills such as research, reading and writing as they explore termly themes.</p>	

 <p><b>ICT</b></p>	<p>Pupils are being introduced to a range of computer-based learning opportunities. They will also be learning to complete safe research on the internet and may be able to begin learning to code using programmes such as Scratch.</p>	<p>Pupils are developing their ICT skills to improve typing speed and accuracy; learn to use the range of Microsoft and Google programmes, such as Word and PowerPoint. They will also be learning to safely store files and use communication Apps such as Teams, Google Meet, and Outlook.</p>	<p>Pupils are able to gain qualifications such as BTEC Entry Level 1-3 in ICT and BTEC Esports Level 2. They will also be using ICT to access a range of applications to improve knowledge (such as Tassomai and Ed Shed) and also use online programmes such as Career Pilot.</p>
 <p><b>Wellbeing</b></p>	<p><b>SMSC:</b> Spiritual, Moral, Social and Cultural – pupils follow a termly continent-based country and explore what life for the child is like in that country. This is compared to life in Britain and used to learn more about Fundamental British Values.</p> <p><b>PSHE:</b> Personal Social Health Education (including sex and relationships education) – Pupils following weekly themes that explore important topics such as staying safe online, in addition to national and international awareness days/weeks.</p> <p><b>DEAR:</b> Drop Everything And Read – pupils in each class follow an agreed novel. This session is used to encourage daily reading and develop a lifelong love of reading.</p>		
 <p><b>Preparation for Adulthood</b></p>	<p>Pupils are working through a wide range of preparation for adulthood themes: <b>Independence; Healthy Living; Employability; and Community Inclusion.</b> At a lower age, this involves learning to make new friendships and following daily routines around washing/getting dressed. As pupils gain experience and make progress, they are learning to live more independently and will be travel trained, able to cook for themselves and others and be on track to gain a range of qualifications to secure their post-16 destination.</p>		
 <p><b>Thrive</b> Let's help every child</p>	<p>We report on progress with every <b>pupil's emotional well-being.</b> Thrive promotes children's and young people's positive mental health by helping adults know how to be and what to do in response to their differing and sometimes distressed behaviour. At NHA, we have a Thrive Practitioner, who spends time with the pupils to help them develop strategies to improve their well-being. All pupils have well-being targets to work towards.</p>		
 <p><b>Interventions</b></p>	<p>Pupils of all ages are able to access a wide range of interventions, such as: Kandu Arts; Speech and Language Therapy; Farm Therapy; Sand Tray Therapy; and cultural mentoring. This provision is continually developing to help meet the needs of our pupils.</p>		
 <p><b>Speech and Language Therapy</b></p>	<p>For all pupils who require additional support to develop speech, language and communication. Pupils have specific sessions with our Speech and Language Therapist and are working towards specific targets.</p>		

## Assessment and Reporting

- For all students there will be a baseline assessment in the core subjects of maths, English, science, ICT and PE; this is essential to ensure students' curriculum is best matched to their stage of learning.
- All pupils are assessed 2-3 times per year in these subjects using a 'steps' model. These are called **steps in learning** and can be easily matched to Entry Level, Functional Skills, BTEC courses, or GCSE grades where appropriate.
- By using steps in learning, pupils can always see the value of making the '**next step**' in their learning. We continue to record each pupil's step to use within school to monitor progress.
- Externally we report to parents a **measure of progress**. This is determined by each pupil's performance on their own personal **flight path**.
- Pupil's progress is summarised as being either: Working Below (**WB**); Expected (**EX**); or Working Above (**WA**) depending on whether they are falling below their personal flight path, staying on track or rising above.
- We also really value how much our pupils engage with their curriculum, so we include a measure of engagement with every course, ranging from: **consistently; sometimes; rarely; or no engagement.**
- This makes it easier to have useful discussions about what is working and what may need to change.

- For all students, a progress meeting is carried out at the start of each new term (September, January and April).
- Students will be set both educational and personal targets with their tutors and care team, based on a highly personalised set of learning intentions for the year.

**In School Meetings**

- These meetings will be scheduled for the first Friday in terms 1, 3, and 5 each year.
- During this meeting, you will be able to agree strategies that are in place for supporting your child to help them make even better progress.
- You will also be able to have any questions answered regarding your child’s progress.

**Example Report to the right**

		Pupil Progress Report: Term 6 2024-25		
Pupil Name	Date of Birth	Tutor Group	Year Group	Tutor
Prior Attendance 2023-24	Current Attendance 2024-25	Attendance Target 2024-25	Care Area	Key Worker
Subject	Teacher	Progress	Engagement / Outcome	
English Reading		EX	Engages consistently	
English Writing		EX	Engages sometimes	
Maths		EX	Engages sometimes	
PE		EX	Engages consistently	
	Teacher	Engagement / Outcome		
Outdoor Education		Engages consistently		
Humanities		Engages sometimes		
Creative Arts		Engages sometimes		
PSHE		Engages sometimes		
Preparation for Adulthood		Engages sometimes		
Interventions Summary				
Tutor Comment				

## Awards and Qualifications on Offer

Curriculum Area	Increasing Level of Demand 					
<b>Art</b>	Arts Award: Discover	Arts Award: Explore		Arts Award: Bronze	Arts Award: Silver	GCSE Art (9-1)
<b>English</b>	Entry Level Certificate: L1	Entry Level Certificate: L2	Entry Level Certificate: L3	Functional Skill2: L1	Functional Skill2: L2	GCSE English Language (9-1)
<b>Maths</b>	Entry Level Certificate: L1	Entry Level Certificate: L2	Entry Level Certificate: L3	Functional Skill2: L1	Functional Skill2: L2	GCSE Maths (9-1)
<b>Food</b>				BTEC Tech Award Home Cooking Skills Level 1	BTEC Tech Award Home Cooking Skills Level 2	GCSE Food Technology
<b>PE</b>	Play leader	Sports leader	ASDAN: Football	ELC / Trampolining award / Swimming certificates	BTEC Introductory Sport	GCSE PE
<b>Science</b>			ASDAN: Science	ELC Science		GCSE Science
<b>Outdoor Education</b>	John Muir Award: Discovery	John Muir Award: Explorer	John Muir Award: Conserver	NGB awards (i.e. NICAS/ Canoe 1 star)	Duke of Edinburgh's: Bronze	Duke of Edinburgh's: Silver
<b>Humanities</b>			ASDAN: Geography, History, Beliefs & Values			
<b>Careers</b>			ASDAN: Careers and Experiencing work		BTEC Introductory (Progression plan)	
<b>PSHE</b>			ASDAN: PSHE		AQA Unit award scheme	
<b>Preparation for Adulthood</b>	Bike ability	Swimming	Young Carers Award	Basic First Aid	ASDAN: Qualification Pathway	
<b>Construction</b>					Level 1 Certificate in Building Crafts	
<b>Animal Care</b>			ASDAN: Animal Care	Skills in the Animal Care Industries		
<b>Motor Vehicles</b>		Entry Level 3 Certificate in Vehicle Systems (Year 10)		Level 1 Diploma in Vehicle Systems		
<b>Public Services</b>				NCFE Level 1		NCFE Level 2
<b>ICT</b>	Entry Level Certificate: L1	Entry Level Certificate: L2	Entry Level Certificate: L3	Functional Skill2: L1	Functional Skill2: L2	GCSE Computing
<b>Esports</b>					BTEC Level 1	BTEC Level 2

## **Healthcare and therapy**

Physical health is an important aspect of every young person's development contributing to emotional and psychological well being and affecting quality of life. Preventative care, medical treatment and health education are all given due attention.

Bristol and South Glos young people are under the care of our Academy paediatrician who visits school termly. If necessary a young person will be taken to hospital for emergency or planned treatment.

Immunisations are carried out by Serona Care onsite and all parents will be given prior knowledge and asked for permission of any immunisations available. Parental/carers' consent is obtained for all treatments and consultations.

Residential Care Staff ensure that acceptable standards of hygiene are understood and met by each young person. Health education is addressed both formally and informally in the school and residential areas.

### **Useful websites for mental health help, support and awareness**

<https://www.minded.org.uk/>

<https://www.annafreud.org/media/6310/secondary-parents-leaflet-final-proofed.pdf>

Talking mental health with young people at secondary school: [www.annafreud.org](http://www.annafreud.org)

### **Some advice for parents and carers Talking mental health with young people at secondary school**

MindEd Hub; [www.minded.org.uk](http://www.minded.org.uk) (MindEd is a free educational resource on children and young people's mental health for all adults)

## **Pupil Mental Health and Well-Being**



### **The Thrive Developmental Strands**

Feelings are closely linked to behaviour, and emotions are key to the learning process. We can teach children to recognise and notice their sensations, and then link these to their emotions and their thoughts.

### **What is the Thrive approach model?**

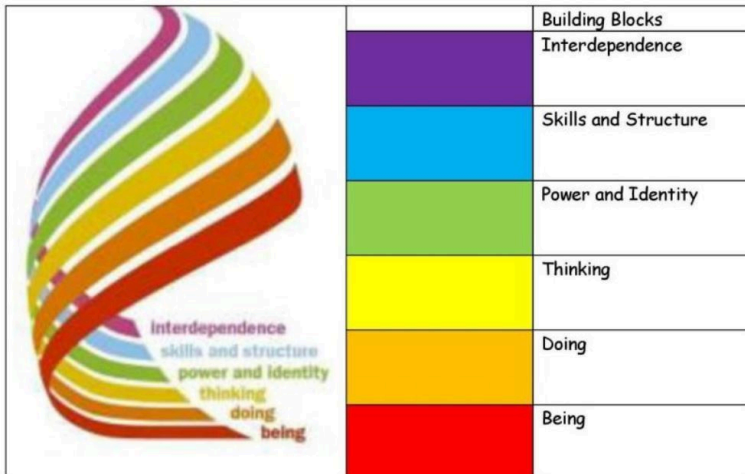
The Thrive Approach uses this model to focus on how to support healthy social, emotional, and cognitive development as the young person grows. The model also provides a lens through which to look at and interpret behaviour and determine how best to respond.

## **What is the Thrive method?**

Through simple, repeated activities over time, within a safe and caring environment, THRIVE aims to compensate for interruptions in emotional development, when they affect a child's ability to enjoy life and learn.

## **What happens in a Thrive session?**

The Thrive sessions are to help children learn to manage their feelings and teach them strategies that will help promote their learning at school. Sessions may be on an individual basis or as part of a small group of children and will usually take place in our Thrive room.



## **Who is Notton's Thrive Practitioner?**

Emma Kelleher is our Thrive Practitioner. Emma works with many of our young people using the Thrive approach, in the Thrive Hub, pictured here (left).

## **How is Thrive Measured?**

Each pupil's mental health and well-being is measured using the Thrive strands of Being, Doing, Thinking, Power and Identity, Skills and Structure, and Interdependence. (Pictured above). They are then re-assessed at points during the year, to identify new targets to work on along supported by their key adults.

## **How is Thrive Reported?**

Each pupil has their previous strand of Thrive and percentage progress included in their report, alongside their current strand and percentage. This makes it easy to see how they are progressing through the Thrive strands.

**Our Thrive hub is pictured to the right.**

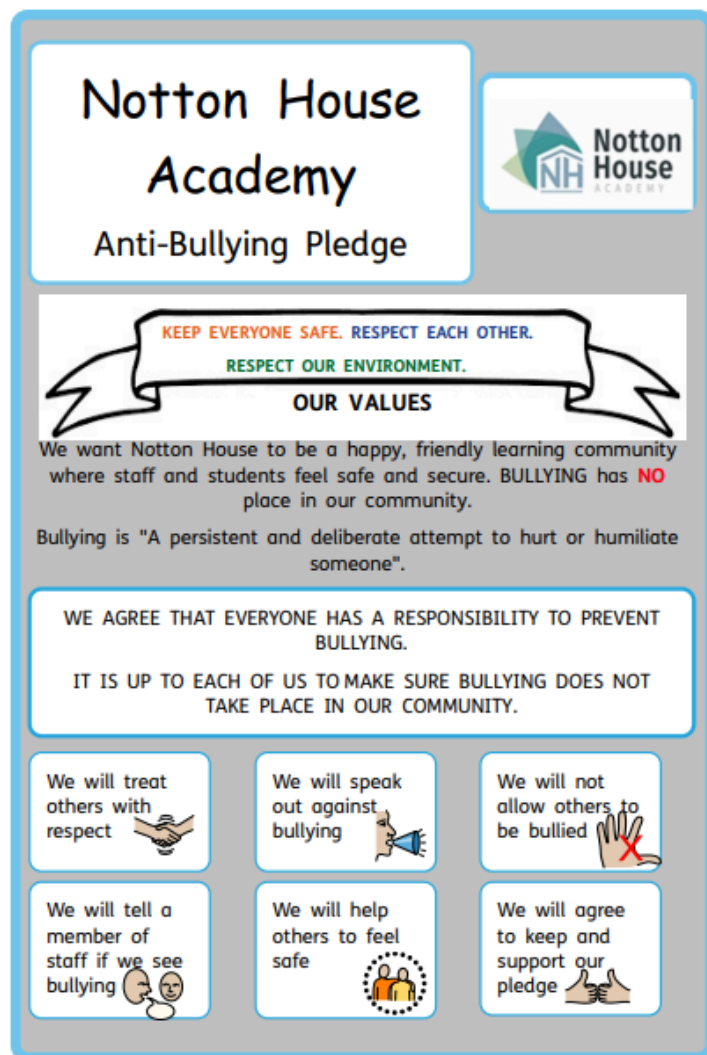


## How children are kept safe/monitored

Child Protection is the responsibility of everyone at Notton House Academy, likewise the prevention of bullying. All young people in residential care have the right to feel safe, secure, protected from harm and well cared for.

At Notton House we aim to create an environment that does not tolerate the oppression of one person by another. Young people placed at Notton House Academy will be given the support necessary to confront and address issues concerning previous abusive experiences.

Notton House Academy recognises the potential for abuse within residential care. Adults working at the Academy are supported in their duty of care to analyse their own relationships with the young people and those of their colleagues. Collusive relationships are challenged, as are punitive or authoritarian interactions.



The poster is titled "Notton House Academy Anti-Bullying Pledge". It features the Notton House Academy logo in the top right corner. Below the title, a banner reads "KEEP EVERYONE SAFE. RESPECT EACH OTHER. RESPECT OUR ENVIRONMENT." followed by "OUR VALUES". The main text states: "We want Notton House to be a happy, friendly learning community where staff and students feel safe and secure. BULLYING has NO place in our community. Bullying is 'A persistent and deliberate attempt to hurt or humiliate someone'." Below this, a box says "WE AGREE THAT EVERYONE HAS A RESPONSIBILITY TO PREVENT BULLYING. IT IS UP TO EACH OF US TO MAKE SURE BULLYING DOES NOT TAKE PLACE IN OUR COMMUNITY." At the bottom, there are six boxes with icons and text: "We will treat others with respect" (hands shaking), "We will speak out against bullying" (megaphone), "We will not allow others to be bullied" (hand with red X), "We will tell a member of staff if we see bullying" (two people talking), "We will help others to feel safe" (group of people), and "We will agree to keep and support our pledge" (thumbs up).

Any concerns that young people or staff have should be reported immediately to the Designated Safeguarding Lead or in her absence, the Senior Manager on duty. All forms of bullying will be confronted in an open and consistent manner by all members of staff. It is important that the underlying issues are addressed and that both victims and bullies are fully supported.

Policies and procedures for countering bullying will be found in the Anti-Bullying Policy. Everyone at Notton House Academy should be able to live and work without the fear of bullying.

### **Bullying Concerns**

If you feel that yourself or someone else is being bullied, please report it to any member of staff, or one you feel comfortable talking to.

At NHA, we all sign up to and follow our Anti-Bullying Pledge, pictured to the left. We remind pupils and staff of our united approach to bullying every term.

Bullying is NOT tolerated at NHA. We achieved the Silver Award from the Anti Bullying Alliance in 2022. If you feel that you cannot talk to a member of staff, then please use one of our concern forms to share your concern.

## Behavioural Support

At Notton House we aim to form trusting and caring relationships to create positive and meaningful attachments that are child-centred; we wish to improve life chances through a holistic approach, valuing the whole child; we will continue to develop our trauma informed practice so that it is embedded in a nurturing environment to enable the development of the individual, socially, emotionally and academically.

Much of our behaviour management is guided by the principles of Restorative Approaches. Within this framework, we provide individually tailored integrated programmes of care and education designed to enhance both educational and social development and ensure each young person can achieve and reach their full potential within a safe, structured environment.

Wherever possible the co-operation of the young people will be enlisted in deciding appropriate responses to their behaviour. It is recognised, however that this is not always possible and the adults at Notton House academy have a duty of care to ensure that the young people, who have a high level of personal stress, a dangerous lack of self control and a strong desire to challenge and threaten are diverted from harming themselves, others and seriously damaging property or are protected from the likelihood of doing so.

As part of their introduction to Notton House academy we will ensure all boys have been made aware of the when, why and how any physical intervention may be considered an appropriate intervention. Each individual will have an opportunity to discuss how physical interventions may be used with them specifically.



### **Notton House Academy recognises:**

- The right of every person to be protected from harm and treated with respect.
- The need to protect young people from any form of physical intervention which is unnecessary, inappropriate, excessive or unlawful.
- The need to provide adequate information and training for staff.
- The duty to provide a healthy work and living place for staff and young people.



















All Residential and Education Staff will receive initial training and annual update training on Positive Handling Techniques from an accredited Team Teach Trainer.

### **Pastoral Support Team**

The Pastoral Support Team are members of the care team who support our young people around the school throughout the day. The aim of the team is to keep our students safe at all times, ease periods of disruption and promote good behaviour around the school. The PST have radio support and the use of Pastoral Support rooms, including sensory rooms, which all young learners have access to if they ever find themselves in a situation or class too challenging and need some space or support.

 **Damages Process** 

**If I cause damage . .**

1. The staff member who sees the damage logs it on Every and Sleuth (our computer recording systems) with your name. 
2. Your family will be told and you will have a key working session.  
3. Our Bursar (admin office) will share the damage information with our Senior Leadership Team. 
4. The site team will let the Bursar know the cost of the damage. 
5. The police may be contacted depending on what the damage is.  
6. A discussion will be had about repair work. 
7. The plan is then shared with your key staff. 
8. A letter will be sent to your family about the damage you have caused, the cost and the repair plan. 
9. You will complete an activity to make amends for the damage you have caused, This could include fixing the damage , cleaning graffiti, weeding, painting, tidying, sweeping, litter picking.       

The Pastoral Support Team very much operates around the founding principles of Team Teach. De-escalation of difficult situations is 95% of what we do. Wherever possible, choices are offered, changes of face introduced and open spaces provided. The PST team have built strong relationships with our young people and are often student's residential Key Workers. Staff work together to offer specialist knowledge and support.

## Mobile Phone Use

**Mobile Phone Use at Notton House Academy**

Mobile Phones do NOT keep you SAFE at school. → Staff keep you SAFE at school.

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PLEASE keep yourself and others SAFE by handing in your phone to staff.

Lesson time is for LEARNING . . .

If you have your phone out in the school day, you are putting yourself and others at RISK.

You are stopping yourself from LEARNING.

You may be stopping others from LEARNING.

PLEASE KEEP YOURSELF AND OTHERS SAFE!

## How staff may respond to behaviour incidents

**Incident Guidance**

We **ALWAYS** show our values by:

1. Keeping **SAFE**
2. Being **KIND**
3. Showing **RESPECT**

**To follow our school values:**

- we wear our uniform
- we hand in our mobile phones
- we stay in class
- we complete our work
- we get ready for school on time
- we use kind words
- we respect our environment by not causing damage
- we understand Notton is a no smoking site
- we respect others and do not use racist or homophobic words
- we stay on site
- we accept that drugs and alcohol are not allowed on site
- we do not cause harm or injury to anyone

**For showing our values,** we can earn green tokens, a postcard or phonecall home, a certificate, an on the spot prize, a letter home, a voucher.

**What if I do not follow our school values?**

**Depending on the incident, the following may happen:**

- Your tutor or key-worker logs the incident on Sleuth (our computer recording system).
- A phonecall is made home at the end of the week or the same day.
- A meeting is arranged with your family.
- Targets are set for you and shared with staff.
- A key working session is arranged.
- You are asked to change rooms (environment) to: pastoral room, music room, gym, sensory room etc.
- An action plan is made with you and your family.
- A restorative meeting is arranged with staff or another pupil.
- The Senior Leadership team are informed and will call home.
- The police are called.
- A behaviour contract is put in place.
- You will see one of Notton's visiting professionals.
- Your name is added to the professionals meeting where you will be discussed.
- You are referred to see the school nurse, CAHMS or have mentoring with Chad.
- Your family meets with the Senior Leadership Team.
- An emergency Annual Review is held to discuss your needs.

## Code of Conduct on School Transport



### School Transport - Our Code of Conduct



I will always wear a seatbelt and remain seated until told otherwise



I will not distract the driver by shouting etc.



I will not eat or drink on the vehicle.



I will keep my bags away from blocking escape routes.




I will not bring the name of my school into disrepute (damage school reputation) by making gestures etc.

If you do not follow our School Transport Code of Conduct, you may get a school transport ban.



# GDPR at Notton House


  
**My Personal Data**







The rules are called General Data Protection Regulations or GDPR. The rules give people rights about how organisations keep their personal information.

**The information we collect, hold and share include:**

-  **Your name**
-  **Your address**
-  **Your telephone number/email** (123@)
-  **Your attendance**
-  **Your nationality/country of birth**
-  **Assessment information**
-  **Medical information**
-  **Exclusion/behavioural information**

**Why do we collect and use this information?**

-  **To support learning**
-  **To monitor and report on your progress**
-  **To provide pastoral care**
-  **To comply with the law**
-  **To assess the quality of our services**

**Who do we share your information with?**

**Schools that you attend after leaving Notton** 

**Our Local Authority** 


**The Department for Education** 

**Midsomer Norton Schools Partnership** 

**Alternative Learning provisions e.g colleges** 

**School Nurse** 

**National Health service** 

 **Storing your data**

We hold your pupil data until you reach the age of 25.

**Sharing your information**

We do not share your information with anyone without consent unless the law and our policies allow us to do so.

## Experience and Qualifications of Staff

**ALL staff complete the training below, some annually, and some every 3 years;**

Child Safeguarding - Level 1	Term 1 (start of term)
Child Safeguarding - Level 2&3	Term 1 (start of term)
KCSIE	Term 1 (start of term)
Online Safety	Term 1 (start of term)
Prevention of Radicalisation	Term 1 (start of term)
Cyber Security	Term 2 (start of term)
Information Security	Term 2 (start of term)
Asbestos Awareness	Term 3 (start of term)
Sexual Harassment	Term 3 (start of term)
H&S introduction	Term 4 (start of term)
Fire Awareness in Education	Term 4 (start of term)
Slips. Trips and Falls	Term 5 (start of term)
Manual Handling	Term 5 (start of term)
Display Screen Equipment	Term 6 (start of term)
Stress Awareness	Term 6 (start of term)

**Some staff, dependent on role, complete additional training throughout the year;**

Allergens	Term 1 (start of term)
COSHH	Term 1 (start of term)
Food Hygiene	Term 1 (start of term)
Fire Safety for Manager	Term 1 (start of term)
GDPR in education	Term 1 (start of term)
HACCP	Term 1 (start of term)
H&S	Term 1 (start of term)
H&S for Managers	Term 1 (start of term)
*L2 Child Safeguarding Refresher	Term 1 (start of term)
Legionella	Term 1 (start of term)
Risk Assessments	Term 1 (start of term)
Safer Recruitment (refresh)	Term 1 (start of term)
Working at Height	Term 1 (start of term)
Working in Confined Spaces	Term 1 (start of term)

**Staff working directly with CYP**, also complete the following training, annually;

- Safeguarding in a Residential Setting
- Autism Awareness
- Handling medication in educational settings
- Mental Health Awareness
- Forced Marriage
- FGM
- County Lines
- CSE
- CCE
- Equality and Diversity
- Team Teach

Notton House Academy regards itself as a 'Learning Organisation' and as such staff are encouraged to review their career development on an individual basis. There are opportunities for internal promotion.

Each member of staff takes part in an annual performance management process. This allows previous performance targets and suggested professional development to be reviewed. The organisation is involved in a cyclic process of self-review and development supported by external quality assurance from the LA. This informs development planning for the establishment.

### **Staff Supervision**

Regular staff supervision is given a high priority and assists in supporting staff, identifying their professional needs and aiding the development of individuals and the whole staff team. Supervision, also, allows regular evaluation of each staff member's work and forms part of ongoing Performance Management.

- Residential Care Staff receive individual termly practice supervision from the Head of Welfare or Deputy Head of Care.
- Education Staff receive individual supervision (performance management), every alternate term from a member of SLT.
- Senior Staff within the Academy will have supervision from the Headteacher through regular (weekly) meetings.
- The Headteacher will receive supervision from a Senior Leader within MNSP.
- Support Staff receive supervision from the Administration and Resources Manager once per half term.
- The therapist receives external professional supervision.
- New Care Staff receive more frequent supervision for the first 6 months and are supplied through the Academy's induction process.
- Many opportunities also exist for frequent team supervision and informal supervision.

**The support staff supervision form is shown on the next page.**

## Support Staff Supervision Record/ Line Management Form

Staff Name/ Role	Line Manager/ Role
Date of Last Meeting	Date of This Meeting



### 1. Previous Meeting

Actions from last meeting	Progress Made

### 2. This Meeting's Discussion Points

Topic	Discussion Notes	Actions Required
1. How is your well-being at the moment? Are you aware of the support available to you via NHA and MNSP?	•	•
2. Discussion of Ofsted Priorities following the last inspection	•	•
3. Colleague's performance, knowledge, responsibilities, skills, and practice	•	•
4. Colleague's Attendance	•	•
5. Safeguarding Updates/ Current Concerns	•	•
6. Do you have any safeguarding concerns about staff or pupils?	•	•
7. Other Pupil Concerns/ Questions	•	•
8. Do you have any MHWB concerns about staff or pupils?	•	•
9. Do you have any health and safety concerns or concerns about site safety?	•	•

### 3. Performance Management Targets 2024-25

Targets	Progress Made
1.	
2.	
3.	

### 4. Staff Training/ Continued Professional Development

Training Still To Complete This Term	Actions Required including timeframes
•	•
Further Professional Development Recommended to support PM Targets	Actions Required including timeframes
•	•

### 5. AOB

Topic/ Discussion Points	Actions Required
1.	
2.	

## Staffing Structure

Headteacher, DSL (HR, Staffing, Safeguarding, Performance Management)													
KS4 & KS5 Lead, Maths and ICT Lead, Careers	KS4 Lead, Science Lead, Curriculum Enrichment	Head of Primary Phase, Reading and Phonics Lead, Broad Town Teacher	Deputy Head of Lower School Care (Trauma Informed Practitioner)	Deputy Head of Middle School Care	Deputy Head of Upper School Care	(Well-being curriculum, PSHE, and Anti-Bullying Lead, Alternative Provision, Trauma Informed Practitioner)		SENDCo, DDSL (Pupil Interventions, Lead Teacher for GC)				Bursar & HR	Site Manager
LF	LF, ELSA	LF	LS Team Leader	<b>Internal Vacancy MS Team Leader</b>	US Team Leader	Mental Health Lead, Thrive Practitioner, Trauma Informed Practitioner	ELSA, Thrive, and Family Support	1:1 Literacy/ SLCN (Speech & Language)	ELSA, LF	HLTA Cover Supervisor	Outreach 1:1 HLTA		
LF	LF	LF	RCCO	RCCO	RCCO	(Devizes) LF	(Devizes) LF	(Sibury) LF	(Sibury) LF	(Cherhill) LF	(Cherhill) LF	Finance Assistant	Site Assistant
Post 16 and Class Tutor	Creative Arts Lead & Alton Barnes Teacher	LF	Night Staff	RCCO	Night Staff	(Devizes) LF						School Administrator	Housekeeper
HLTA Outdoor Education Instructor	LF, ELSA	Devizes Tutor	LS Team Leader	RCCO	Night Staff							Admin Assistant	Cleaner
PE Teacher & Marlborough Tutor	LF	Devizes Teacher	RCCO	RCCO	Night Staff							Receptionist	Cleaner
LF, LEGO	LF	LF	RCCO	RCCO	US Team Leader							Kitchen Manager	Cleaner
LF	UQT & Alton Barnes Tutor	LF	RCCO	RCCO	Night Staff							School Cook	Cleaner
LF		LF		RCCO	Night Staff							School Cook	Cleaner
UQT & Cherhill Tutor		Pewsey Class Teacher		RCCO	RCCO							School Cook	Cleaner
LF		LF			RCCO								
LF		LF											
		UQT & Sibury Tutor											
		LF											
		LF											

- Our staffing model can change annually, depending on the EHCP needs of the young people.