



Prospectus  
2024/25

**Sheridan School**

## WELCOME TO SHERIDAN SCHOOL

Sheridan School is a specialist therapeutic school for boys and girls from year 3 to the end of year 11 who experience a range of needs including SEMH (Social, Emotional, Mental Health) In addition to this the school also addresses complex needs including those with ASD, attachment disorder, and sensory needs.

Sheridan School provides a highly effective provision providing small group education, individualised therapy, and a carefully structured social development programme linked to the rewards and behaviour policy. The integrated approach is especially beneficial for pupils who may struggle for a range of reasons to adapt to and engage with a Local Authority mainstream or special school education.

A stable, calm and caring environment combined with high staff to pupil ratios ensures that every pupil at Sheridan School has the opportunity to develop their ability, share new experiences and reach their full potential in a secure and safe environment.

At Sheridan School all young people will be provided with personalised therapeutic interventions via a team of dedicated and highly experienced therapists. They will employ a range of strategies to provide a full psychological profile upon which an individual behavioural programme will be established. Praise and recognition by all staff in liaison with the therapeutic team and evidenced small steps of achievement will gradually promote feelings of self-worth, confidence and achievement.

The school has on site provision for Clinical Psychology, Child Psychotherapy, Music, and Occupational therapies, who work with our young people to help them to develop their emotional intelligences. This enables the staff team around them to understand behaviours and implement empathetic, progressive and developmental responses within a structure of firm boundaries with reward and consequence at its core. The multi-disciplinary approach has impacted on educational performance, attendance and progress in an EHCP.

All pupils follow a comprehensive PSHE, RSE, Citizenship and SMSC curriculum which promotes personal health and hygiene as well as a focus on building and sustaining positive and mutually respectful relationships. As the children progress through the school additional work focuses on developing independence in life, living skills and travel.

The school also has a thorough careers programme with independent advice and guidance from specialist teachers and external providers. This works alongside a broad and balanced curriculum to ensure our vision is met.

## **Our Vision**

**We believe that a happy child is a successful one. We are committed to providing a positive, safe and stimulating environment for children to learn, where all are valued. We intend that all children should enjoy their learning, achieve their potential and become independent life-long learners.**

At Sheridan School we believe in providing quality and diverse learning experiences for the young people in our care within the perimeters of a safe, fun, caring and engaging learning environment. We encourage students to respect themselves and everyone around them so that they can develop and move forward as independently as possible, whilst celebrating their social and academic achievements along the way. Students are encouraged to learn and grow from their mistakes and work restoratively with others and the community, so that they are able to function as responsible members of the community.

Each student will be engaged in a personalised learning programme that is appropriate to their age and ability. Baseline assessments are used to formulate learning goals, interventions and a curriculum targeted to the needs of the individual. Literacy and Numeracy are at the core of the curriculum, alongside a highly engaging thematic curriculum that places learning in context and bridges subjects. For older learners there are opportunities to follow a range of formal qualifications and vocational experiences.

Learner's progress and achievement are tracked on a half termly basis, resulting in either learning interventions to improve progress, or setting new goals to further raise achievement.

Sheridan School aims to deliver the highest level of education tailored to individual need in a safe, positive and structured environment where every student is encouraged to achieve the best possible academic, social and vocational outcomes.

Phil Ringsell

Head teacher



Young people are taught in small classes usually comprising between 4 – 7 students. Each group has a Form tutor and learning support assistants to provide guidance throughout the day. All members of staff are committed to ensuring that the young people make progress in their learning. They are also committed to the spiritual, moral, social and cultural development of the young person.

### **Admissions**

The school, which is co-educational, provides places for up to 70 students aged 8 to 16 years.

The school is non-denominational and has a secular ethos but respects the cultural needs and religious beliefs of all.

Students attending the school will have come from a variety of different backgrounds and will be referred to the school via local authorities.

All students at Sheridan School will have an Education, Health and Care (EHC) Plan, covering a range of complex disorders, emotional / behavioural difficulties and learning difficulties including Autistic Spectrum Disorders (ASD), Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD), etc.



### **Admission Criteria**

Admissions to Sheridan School are considered on an individual basis and centred upon a detailed assessment of a student's individual needs and our ability to meet those needs.

- Young people will be in years 3 to 11.
- We only admit young people whose places are fully funded by a UK authority

### **Admissions Process**

- Admission into the school is either through a referral for a care placement with the Aspris Group or direct from a local authority. The school can form part of a holistic package of care, education and therapy.

The behaviour of students is consistently assessed by school staff and managed through behaviour management systems. These systems underpin the education and care plans of each individual. All staff are trained in Team Teach de-escalation intervention techniques.

We believe a meaningful educational experience is one of the best ways to ensure that young people move confidently into adulthood, and we expect every student to actively engage in school.

### **Equal Opportunities and the Values of the School**

The school is committed to a policy of equal opportunities for all young people, staff and others who come into contact with the school regardless of race, colour, gender, sexual orientation, religion or disability. Everyone visiting, working or learning in the school should feel welcome, secure and confident at all times. They should feel valued and able to participate fully in the life of the school.

### **The Curriculum**

The school's curriculum is broad, balanced and includes all of the statutory requirements of the National Curriculum. There is a particular emphasis on core subjects and on personal skills so as to address significant gaps in previous learning.

#### **Key Stage 2**

We have a primary approach to our KS2 learning. There are also specialist teachers (English, Maths, Science) who will work with the students focusing on different subject areas. The emphasis is on engagement and creativity. Assessment and tracking will relate back to the National Curriculum progression guidance. Our dedicated Primary area allows Primary pupils to feel safe, with areas for sensory needs and time out if required. Pupils will have a focus on literacy and numeracy in preparation for Key stage 3, with a carefully prepared transition programme in Year 6.

#### **Key Stage 3**

Learning takes account of the particular barriers and vulnerabilities of each learner. The balance between cross-curricular and subject-specific themes will depend on the engagement and interest of the learner, but assessment and tracking will in all cases relate back to National Curriculum progression. Where appropriate, early entry into accredited programmes such as Pearson Edexcel Functional Skills will be arranged in order to re-engage and motivate. The school has links with local Further Education provisions and can offer 1 and 2 day College placements from year 9 onwards.



## Key Stage 4

At Key Stage 4 students have the opportunity to follow a more flexible curriculum. Academic qualifications are offered via Entry Level, Functional Skills and GCSE examinations in a range of subjects. Vocational qualifications are also made available.

## Careers Education and Guidance

All pupils receive Careers Guidance beginning in Year 8. Careers Education is provided by aspects of the PSHE programmes, cross-curricular learning opportunities and approved external careers advisors.



## Curriculum

A structured timetable is followed, and subjects covered include:

English, Maths, Science, Art, Food Technology; DT, Humanities, Information Technology (IT), Personal, Social and Health Education (PSHE), RSE, Citizenship Physical Education, ASDAN.



Sheridan School offers opportunities for students to gain qualifications, achieve new skills and develop new, confident attitudes to living and learning. We may also access local mainstream colleges through partnership links, to provide access to vocational and academic courses off site.

## The Nest

Sheridan school has opened a nurture room for Primary and Secondary students. Up to 6 students will attend either a morning or afternoon session where they will work as a group together, to develop the skills needed to take on new learning. The concept of nurture highlights the importance of social environments. It offers the opportunity to learn the early nurturing experiences some children and young people lack, giving them the skills to do well at school, make friends and deal more confidently and calmly with life.

The Boxall Profile is the most popular tool used by schools in the UK to measure the social emotional mental health (SEMH) and wellbeing of children and young people (Marshall, Wishart, Dunatchik, & Smith, 2017).

Since 2018 it has been cited by the Department for Education to assess mental health and behavioural needs (Department for Education, 2018.)

It helps teachers to plan focused interventions for those children whose behaviour is often challenging and reduces their engagement with learning. The profile provides the school with insights and suggests points of entry into the child's world — it makes people think about what lies behind the behaviour.

### **Reporting Student's Achievements and Progress**

Our focus is to support all learners to make gains in their learning. The school records each student's progress and achievements and will send regular progress reports to parents/carers. The school acknowledges achievements at all levels, whether in lessons or in particular activities or actions of the student and we will celebrate these events with parents/carers.

Each student in the school will have a student file which provides parents/carers with information about their child's progress. If they are at all concerned about anything to do with their child in relation to his/her progress, then they are encouraged to contact the school. We seek to track and celebrate progress both in terms of academic subjects and in terms of personal development.

The school will provide parents/carers with a termly written report of the progress and attainment of their child.

The School recognises the need for an education offering creative programmes for young people who require extra care and support in their pastoral and academic situations.

### **Special Educational Needs**

The School is responsible for ensuring that students with EHC Plans receive their curriculum entitlement. Students requiring additional support with Literacy and Numeracy will have targeted learning plans including access to an intervention programme designed to increase their functioning levels.

Individual Education Plans (IEPs) and Individual Behaviour Plans (IBPs) define clear targets and



goals at each stage of the programme to address individual needs as outlined in the Statement of Special Educational Need. Individual plans are reviewed every six weeks to ensure that progress is realised according to the individual's targets, with support being provided at every stage. The Statement of Special Educational Need/EHCP is reviewed annually with the local placing education authority.

### **Drug Education Statement**

Drug Education is part of the KS3 and KS4 curriculum. Within PSHE and Science, the following elements of drug education will be taught:

- How the misuse of solvents, tobacco, alcohol and other drugs affects health
- That the body's natural defences may be enhanced by immunisation and medicines
- How smoking affects lung structure and gas exchange
- The effects of solvents, tobacco, alcohol and other drugs on body functions

### **Religious Education Statement**

Religious Education is drawn from individual lessons and through integrated humanities, schemes of work and mindful of all religions within a multi-cultural society. The school aims are to:

- Acquire and develop knowledge and understanding of principal religions represented in Great Britain.
- Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.
- Enhance their spiritual, moral, cultural and social development by:
  - Developing awareness of the fundamental questions of life raised by human experience, and how religious teaching can relate to them
  - Reflecting on their own beliefs, values and experiences in light of their studies
  - Develop a positive attitude towards living in a society of diverse religions

We respect the right of parents who may wish to withdraw their child from any activity that involves actual religious worship, and this will be discussed as part of the admissions process.

### **English as an Additional Language (EAL)**

The school welcomes and values the cultural, linguistic and educational experiences that students with EAL bring to the school. We implement school wide strategies to ensure that EAL students are supported in accessing the curriculum. Our aim is to help EAL students to become confident and fluent in





English, where possible, in order to be able to fulfil their academic potential. We seek appropriate help where a student does not have sufficient command of spoken or written English to enable them to engage with learning and other adults. Young people learning EAL will be part of the whole class sessions and will benefit from a range of teaching strategies that should enable them to participate at their own level.

### **Bullying**

Bullying behaviour is not accepted in school and is never ignored. Bullying is behaviour which is deliberately hurtful and frightening and can include both physical and verbal forms. At Sheridan School our aim is to provide all young people with a safe space in which to develop physically, emotionally and psychologically. A safe place where they can learn, play and socialise. We aim to create an environment that does not tolerate the oppression of one person by another and where both victims and bullies are fully supported.

Our Anti-bullying Policy & Procedures outlines what the school will do to prevent and tackle bullying.



### **Management of Behaviour**

We aim to promote good behaviour through a supportive and consistent approach across the curriculum and school day, based on the needs of our students. We do this through the use of positive encouragement, reward and incentives, rather than the imposition of consequences. Our approach is to ensure that students with challenging behaviours are cared for in ways which are sensitive to their needs and to provide safeguards for teachers/ teaching support/ carers charged with this responsibility.

Very occasionally, supportive physical intervention may be required to make a young person safe. This is a last resort and only used when it is absolutely necessary to prevent serious harm to people, serious unrest or damage to property. At all times physical intervention is used as an act of care and not punishment. Our staff are fully trained and certificated in physical intervention techniques approved by Aspris. All staff have up to date Team Teach training.

### **Exclusions**

Only in exceptional circumstances will a student be excluded. Instances of violence directed at peers or staff will result in a fixed term exclusion, but these decisions will always be at the discretion of the Head of School. The decision to exclude a student either for a fixed term or on a permanent basis is serious and will normally only be the final step in a range of strategies that have been unsuccessful. Our preference is always to work with parents/carers and the placing authorities where a placement is experiencing severe difficulties.

If a student is excluded, work will be provided where possible, for them to complete in the home during their absence from school.

### **Rewards and Consequences**

We aim to assist our students to regain control over their lives. Clear and consistent consequences will be calmly and systematically applied. Students learn to trust staff members because of these consistent responses. Students will be actively involved in identifying some of the behaviour they wish to change and receive informal feedback on a daily basis and formal feedback through a weekly group tutorial.

When consequences are applied, they may include:

- Increased supervision.
- Verbal reprimand.
- Vehicle Ban – where dangerous / undesirable behaviour occurs in a school vehicle.
- Time-outs.
- Reparation payments (not fines) – to compensate for damage to property or theft

At all times the school will celebrate success and reward good work and behaviour. This may include verbal praise, communication with the home, rewards and incentives.

Specific details of our rewards and sanctions are detailed in the Behaviour Management Policy available from school on request.

## **Health & Safety**

Sheridan School operates within the overall statement of Health and Safety Policy, Organisation and Arrangements of Aspris (the Aspris Health and Safety Policy), which specifies the arrangements for the management of Health and Safety throughout Aspris operations.

The school has an Educational Visits Policy and Procedure that complies with National Guidance.

## **Safeguarding**

Sheridan School recognises that in order for children to develop, they require an environment that promotes self-esteem, confidence and provides support through positive relationships. We will always work in a proactive manner to protect and safeguard their welfare. Sheridan School will therefore -

- a) Establish and maintain an ethos where pupils feel safe, secure, and are listened to, and encouraged to talk.
- b) Actively ensure that pupils know that the adults in the Community can be approached if they are worried or are in difficulty.
- c) Include in the curriculum activities information, which will equip them with the skills, they need to stay safe from abuse or harm.
- d) Ensure that wherever possible every effort will be made to establish and maintain effective working relationships with parents and professional agencies.

It is essential that all of the children within our care be protected from abuse and harm. The child's welfare is paramount in all of our work, and this will be reflected in the way in which we are safeguarding the child's welfare. This means that in all of our work we are aware of the possibility of abuse occurring and are proactive in ensuring that such things do not occur within our establishment. Our responsibility is to keep children safe at all times. Every member of staff has a statutory responsibility to safeguard the rights of the children in the care of Sheridan School.

A copy of the school's Safeguarding Policy is available from the school.

### **Visits for New Referrals**

Due to the safeguarding policies in place here at Sheridan School, we cannot unfortunately welcome visitors onto site until relevant documentation has been received from Local Authorities. We are more than happy for possible new students / parents and carers to inspect our facilities, but our safeguarding regulations dictate that certain procedures are implemented prior to these visits.

### **Having a Voice**

There will be times when students, parents, carers or placing authorities will want to give us feedback about our school and we will always be happy to hear from you. Please feel free to tell us what we are doing well or if we are not meeting expectations. You can contact the school via the details on the back of this prospectus.

Our Complaints Procedure is available if you wish to take your complaint further or feel you cannot discuss the issue with the school. There have been 2 complaints during 2020/21.

### **Term Dates**

A list of important dates for the academic year will be sent out prior to October half term break.

### **Policies available to you**

The following policies and procedures are available from the school or in printed format or electronically on request free of charge. The school also has a website available for you to access certain policies such as safeguarding and complaints policies.

Admissions

Marking

Behaviour Management

Curriculum

Complaints procedure, together with details of the number of complaints registered under the formal procedure during the preceding school year.

Equality

Health and Safety

The number of staff employed at the school, including temporary staff, and a summary of their qualifications.

Health and Safety of Students on the school site and on education visits

Preventing Bullying

Safeguarding

Particulars of educational and welfare provision for pupils with a statement of Special Educational Needs and for whom English is an additional language

Exclusions

Particulars of academic performance during the preceding school year, including the results of any public examinations.

Priory Policy AH&S 01 v1.

2023/24 Exam results can be obtained from the school.



## Sheridan School Staffing List


Name	Job Title	Qualification Details
<b>Operations Director</b>		
<b>Kath Bridon</b>	<b>Interim Area Director</b>	
<b>SLT</b>		
Phil Ringsell	<b>Head Teacher</b>	BSc QTS in Secondary Education and Physical Education with Geography
Victoria Rowlands	<b>Deputy Head Teacher</b>	QTS PGCE
Victoria Fusco	<b>Acting Asst. Head Teacher</b>	QTS - BSc (Hons) Sports & Exercise Psychology
Rachael Weedon	<b>Head of Primary</b>	QTS & BA 2:2H Applied Social Studies & Social Anthropology
<b>Education Staff - Teachers</b>		
Amanda Kenna	<b>Food Tech Teacher</b>	UQT - BA (Hons) English Lit
Ann Jordan	<b>Offsite Teacher</b>	QTS, BA History & English
Anna Boden	<b>Humanities Teacher</b>	QTS - BA (Hons) History, 2:1 PGCE Secondary Geography
Damon Masukume	<b>Maths Teacher</b>	QTS - BA Education (Senior and Further education and training phases)
Erica Reynolds	<b>English Teacher</b>	BA (Hons) Combined English and History
Jemima Roche-Kelly	<b>Acting Head of English Teacher</b>	BSc (Hons), PGCE (QTS)
Katherine Ellis	<b>Nest Teacher</b>	QTS - Postgraduate Certificate in Education
Libby Albutt	<b>Humanities Teacher</b>	BA International Relations
Lily Money	<b>Send Manager - Primary</b>	QTS PGCE in Lifelong Learning
Luke Pickford	<b>PE Teacher</b>	BSC3 - Sport & Development & Coaching
Saskia Summersgill	<b>Qualified Teacher</b>	QTS - BA (Hons) Education 2:1, Level 3 Health & Social Care
<b>Education Staff - UQTs</b>		
Christine Carter	<b>SEND Manager - Secondary</b>	UQT Level 1 Discovering Mathematics & Introducing Statistics
Courtney Wise	<b>English Teacher</b>	UQT
Demi Palmer	<b>Primary Teacher</b>	UQT BA/BSc (Honours) Open degree
Emily Morphus	<b>Interim Head of Science</b>	UQT - Bachelor of Arts with Honours Upper Secondary Class - Primary Education Studies

James Snelling	<b>DT and IT Teacher</b>	UQT
Minna Craig	<b>Unqualified Teacher</b>	Diploma in Social Pedagogy Level 3 - Supporting Teaching & Learning in Schools Level 2
Rhianne Smith	<b>Unqualified Teacher</b>	UQT
Steven Denby	<b>Citizenship Teacher</b>	UQT - 1st Class Honours Degree in Sociology & History
<b>Education Staff - LSAs</b>		
Abbie Edwards	<b>Learning Support Assistant</b>	
Blair Nash	<b>Learning Support Assistant</b>	
Charlie McShane	<b>Learning Support Assistant</b>	
Christine Blackwell	<b>Learning Support Assistant</b>	NVQ 2 Cache Level 2 in Awarding Support Work in Schools (QFC)
Ellen Jordan	<b>Learning Support Assistant</b>	
Ellyssa Mead	<b>Learning Support Assistant</b>	
Florence Steerment	<b>Learning Support Assistant</b>	
Hannah Collins	<b>Learning Support Assistant</b>	NVQ level 2 in Health & Social Care
Heather Lawrence	<b>Learning Support Assistant</b>	
Hope Jackson	<b>Learning Support Assistant</b>	Level 3 Training in Support for Teaching & Learning in Schools
Jessica Long	<b>Learning Support Assistant</b>	
Jorja-Leigh Burr	<b>Learning Support Assistant</b>	
Kya Raven	<b>Learning Support Assistant</b>	
Laura Carson	<b>Learning Support Assistant</b>	
Laura Ellis	<b>Learning Support Assistant</b>	
Levi Smith	<b>Learning Support Assistant</b>	
Matthew Wright	<b>Learning Support Assistant</b>	NVQ3


Michelle Gent	<b>Learning Support Assistant</b>	
Paul Mace	<b>Learning Support Assistant</b>	
Sally-Ann Ward	<b>Learning Support Assistant</b>	
Sarah Coote	<b>Learning Support Assistant</b>	NVQ Level 3 in Child Care City & Guilds
Sheena Randell	<b>Learning Support Assistant</b>	
Sherley Drewry	<b>Learning Support Assistant</b>	
Sidney Reardon	<b>Learning Support Assistant</b>	
Suzanne Smallwood	<b>Learning Support Assistant</b>	Teaching Asst Cache 3 Special Education Needs Diploma
<b>Behaviour Team</b>		
Amber Browne	<b>Positive Behaviour Support Mentor</b>	
Des Lloyd	<b>Positive Behaviour Support Mentor</b>	Level 3 in Teaching & Learning in Physical Education
<b>Business Support Team - Administration</b>		
Fiona Campbell-Horne	<b>Admin Manager</b>	
Maria Ramos	<b>Receptionist</b>	
Sandra Stiff	<b>Senior Administrator</b>	HLTA Award
Tracey Bellamy	<b>Finance/L&amp;D</b>	
Vicky Boome	<b>Administrator</b>	
<b>Maintenance</b>		
Steven Greensides	<b>Maintenance Manager</b>	
Richard Chaplin	<b>Maintenance</b>	
Guy Whitmarsh	<b>Maintenance</b>	
Robert Barker	<b>Maintenance</b>	
<b>Catering</b>		
Anthony Eversden	<b>Chef</b>	City & Guilds 706/1 & 706/2
Lorraine Mason	<b>Catering Assistant</b>	
<b>Housekeeping</b>		
Amanda Wing	<b>Housekeeper</b>	

Megan Hamilton	Housekeeper	
Rachel Puttock	Housekeeper	
<b>Consultants</b>		
Clare Hirsh	Children & Family Support Worker (Psychotherapist)	BA (Hons 1st) Integrative relational Counselling
Clemency Hibell	Occupational Therapist	BSc (Hons) Occupational Therapy
Peter Cliff	Counselling Psychologist	HCPC Registered, Psychologist/Chartered Counselling Psychologist

## Sheridan School Calendar 2024-2025



**2024 - 2025**



Sep-24							Oct-24							Nov-24							Dec-24						
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S





**Aspris** Children's  
Services



Sheridan School, Thetford Road, Northwold, Thetford, Norfolk, IP26 5LQ.

Telephone: 01366 726040



Email: [sheridanschool@aspriscs.co.uk](mailto:sheridanschool@aspriscs.co.uk)

Aspris Children's Services Children's Services.

The Forge, 43 Church Street West, Woking, Surrey GU21 6HT

Kath Briden - Interim Area Director

Email: [kathbridon@aspris.com](mailto:kathbridon@aspris.com)

Aspris head office 2 Barton Close, Grove Park, Enderby, Leicester, LE19 1SJ