

The Roehampton Gate School
Priory Lane
Roehampton
SW15 5JJ
Tel: 0208 392 4410



Roehampton Gate School Prospectus

EXECUTIVE LEADERSHIP TEAM

Interim Head Teacher: Clare Hiom
Deputy Head Curriculum: Collette Clifford
School Business Manager: Lucia Apicella



Welcome from the Head Teacher

Welcome to our School.

Roehampton Gate School is a purpose-built day school in South West London for young people aged 7 to 19 with high functioning autism and associated conditions. We offer small classes, personalised and an enriched education for students in the following areas:

- National Curriculum and GSCE classes
- Life skills learning through Preparation for Adulthood provision
- Alternative Curriculum that includes skills-based qualifications and Functional Skills (English and maths)
- Post-16 Transition Programme that includes skills-based qualifications.

Our mission statement outlines our goal, which is:

'Enabling students to become successful learners, responsible citizens and confident individuals.'

We work with passion and dedication to make a real impact on improving the lives of our students and their families. Roehampton Gate School places a strong focus on the individual, and the use of embedded therapy, as we believe this is what will best help our young people to reach their full potential. We focus on working closely with families/carers and external professionals to achieve the best package of educational support for your child.

We provide a warm, welcoming, yet structured environment, which encourages young people to develop educational, social and practical skills. Our main aim is to create a safe and secure environment in which individuals are enabled to achieve their full potential by providing them with diverse learning opportunities that mirror their individual and ever changing needs.

A key focus is creating a community through the tracking of physical, intellectual, and emotional (PIES) development, which is further enhanced through our Social, Moral, Spiritual and Cultural (SMSC) development of young people. Prioritising this aspect of personal learning enables us to help each individual flourish, so that they leave our school with improved confidence, self-managing strategies, increased self-esteem and belief in themselves.

Our curriculum is designed to engage and inspire our young people and prepare them for adulthood and work, Further Education, Apprenticeships and/or University.

Head Teacher

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1. Our Mission Statement

- **Roehampton Gate School Mission Statement**

“Enabling pupils to become successful learners, responsible citizens and confident individuals.”

- **School Aims**

Through our curriculum, specialist approaches and staff dynamism, we will develop successful learners, responsible citizens and confident individuals, to enable them to succeed in society to the best of their ability. We achieve this by focussing on the following aspects which form the aim and intentions for all our planning and support:

Successful Learners

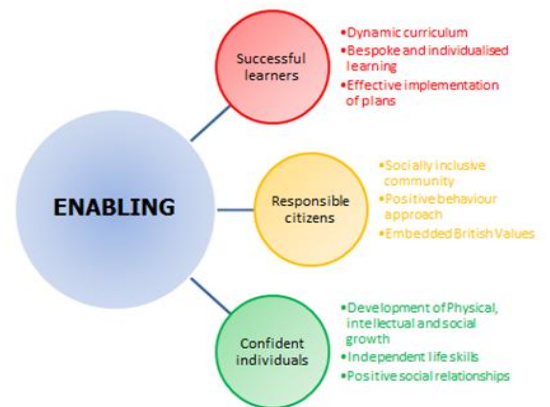
- Dynamic curriculum
- Bespoke and individualised learning
- Effective implementation of plans

Responsible Citizens

- Socially inclusive community
- Positive behaviour approach
- Embedded British Values

Confident Individuals

- Development of Physical, intellectual and social growth
- Independent life skills
- Positive social relationships



- **Ethos**

At Roehampton Gate School, we believe in a socially inclusive community where every pupil has a place and everything we do is designed to support them. Our vision is for all students to be happy and fulfilled adults who live as independently as possible.

- We believe in a ‘*Why, why, why*’ approach to behaviours which limit engagement and socially challenging.
- We are guided by the mantra of ‘*inclusion not exclusion.*’
- We question ‘*What can we do today to more effectively support this student?*’
- We provide a predictable, structured and calm environment
- We boast kind and friendly staff who put the pupils first
- We offer a purposeful environment that meets the sensory needs of individuals.

2. Staffing and Contact details

Roehampton Gate School Leadership Team

Staffing and Contact details

EXECUTIVE LEADERSHIP TEAM CONTACTS

Head Teacher:

Clare Hiom (Interim)

ClareHiom@AsprisCS.co.uk

Deputy Head Teachers:

Collette Clifford – responsible for curriculum

ColletteClifford@AsprisCS.co.uk

School Business Manager:

Lucia Apicella – responsible for business, HR and Finance

LuciaApicella@aspriscs.co.uk

SENIOR LEADERSHIP TEAM CONTACTS

Assistant Head, Teaching and Learning:

Julia Gervais – responsible for quality and staff delivery of education

juliagervais@aspriscs.co.uk

Pastoral Manager:

Robert Walker, Pastoral Manager – responsible for pastoral support and delivery

RobertWalker@aspriscs.co.uk

HR Officer:

Carly Wimbledon – responsible for HR and HR communications

CarlyWimbledon@aspriscs.co.uk

Senco:

Judith Piggins – responsible for SEN co-ordination

judithpiggins@aspriscs.co.uk

MIDDLE LEADERSHIP TEAM CONTACTS

Behaviour Advisor:



Jerome Longville – responsible for transitions support and guidance

JeromeLongville@aspriscs.co.uk

Head of English:

Shane Crowley – responsible for English curriculum and teaching

ShaneCrowley@aspriscs.co.uk

Head of Maths:

Magdalena Zabinska – responsible for English curriculum and teaching

MagdalenaZabinska@aspriscs.co.uk

Head of Alternative Curriculum:

Jessica Abrams – responsible for English curriculum and teaching

JessicaAbrams@aspriscs.co.uk

Senior Learning Support Assistants:

Responsible for learning support delivery

Rebecca Collins – Senior LSA: RebeccaCollins@aspriscs.co.uk

Nicole Hewitson – Senior LSA: NicoleHewitson@aspriscs.co.uk

DSL Lead on Site:

Anzhela Popova – Wellbeing Lead - AnzhelaPopova@AsprisCS.co.uk

TEACHERS - PART & FULL TIME

Maria Samuels – HLTA

Ramis Muumin – ICT Teacher

Santiago Alcon Camas - Teacher

Jeremy Latcham – Trainee Teacher

Casey Williams – Trainee Teacher

Nathaniel Odei - Trainee Teacher

Mushtaque Ali – Teacher

Shama Sultan – Teacher

Sam Chadwick – Teacher

Kieran Wiltshire – Trainee Teacher

Natasa Prodan – Trainee Teacher

Milena Lewandowska – Maternity Leave Cover, Teacher

LEARNING SUPPORT ASSISTANTS – PART & FULL TIME

Thelma Gilbert – LSA

Lauren O’Neil – LSA

Ruby Frank – LSA

Kai Burrell – LSA

Vincent Archer – LSA

Nazer Olenga – LSA

Linda Dockrell – LSA and Co-tutor



Lorraine Clarke – LSA
Johan Nazari Diaz – LSA
Warda Sheikh – LSA
Laurence Lecky – LSA
Pavi Manoharan – LSA
Jagruti Raval – Science Technician

THERAPY AND PASTORAL TEAM - PART & FULL TIME

Shamisa Shafaati – Trainee OT + Co Tutor
Nyasha Chitombo – SaLT Assistant
Rochanne Brown – OT Assistant
Ishan Miller – Counsellor
Danielle Keen – PBS Practitioner
Ela Pincham – PBS Practitioner
Dave Asquith – PBS Practitioner

ADMINISTRATION AND SUPPORT SERVICES - PART & FULL TIME

Kelly Harris – Referrals Co-Ord
Mark Maley – Finance Co-Ord
Misha Khechini – Pupil Administrator
Alessandra Montedoro – Receptionist
Danielle Brunton – Safeguarding Administrator - DanielleBrunton@AsprisCS.co.uk
Martin Byrnes – Site Management Lead
Faye Flood – Head Chef
Aleksandra Zekthi - Assistant Chef

Chair of Governors and Regional Safeguarding Lead

Anthony Armstrong:

AnthonyArmstrong@aspris.com

Chair for the Proprietor:

Nancy O'Regan COO:

Nancyoregan@aspris.com

Proprietor is Aspris Children's Services

Address and telephone number:

43 Church Street West, Woking, GU21 6HT

Tel: 020 7605 0910

Website: <http://www.aspriscs.co.uk/>



SCHOOL CONTACT DETAILS:

The Roehampton Gate School
Priory Lane
Roehampton
London
SW15 5JJ
Tel: 0208 392 4410
Email: RoehamptonGateSchool@AsprisCS.co.uk
Website: www.aspriscs.co.uk/roehampton-gate-school/



3. Roehampton Gate School Local Offer

Aspris Education Services Overview

Across the country Aspris provide specialist education and care for young people from 5 to 25 years old.

Our schools and colleges (which include day schools, residential schools, hospital school colleges, and residential schools with children's homes meet the needs of young people with:

- challenging social, emotional and mental health difficulties.
- autistic spectrum disorders including Asperger's syndrome.
- complex and severe learning disabilities.
- specific learning disabilities associated with dyslexia.

We also have a small fostering service for up to 60 young people, all of whom are educated in local authority schools.

Almost all the young people we provide education for have experienced difficulties in their previous education placements and many have had numerous care placements. We aim to very quickly improve attendance and engage every young person in learning activities.

We strive to provide the highest quality of education and care in a safe and positive environment in which every young person can achieve the best possible outcomes. Our personalised packages of education and care meet individual needs, so that every young person achieves well and makes a positive transition.

Roehampton Gate School Local Offer

Overview

- Up to 75 students (10 form classes). 5 classes at KS2/3 and 5 at KS4/5
- ASD Specialist School – KS2, KS3, KS4 and KS5
- 50% of the school is of an academic and traditional approach
- 50% of the school incorporates Alternative Curriculum, at each key stage. These students can fall up to 2 levels below expected ability level
- Ethos of high ratio of class staffing to support PfA, SMSC (Preparation for Adulthood) and independence
- Post-16 Transition programme (employability, confidence and life skills)
- Options subjects at KS4
- Strong Pastoral and mental health support (not specialist)
- ASD scaffolding approaches
- Integrated clubs into school timetable
- Therapy – SALT, OT and Counselling

Specialist Education provision

- Ability and social streamed classes
- Individualised learning to support gaps in learning
- Curriculum range which meets personalised learning needs for all students
- Integration of a broad range of nationally accredited GCSEs, Functional Skills and skills-based qualification
- High focus on social and emotional learning, Preparation for Adulthood and life skills.
- Development of work related and enterprise skills as a high priority in the curriculum
- Learning pathways for each key stage to ensure curriculum is applicable and developmental
- Tracking of academic, social and emotional. PfA, Gatsby, Therapy and mental health (if required)

Specialist environment provision

- Purpose built education facilities for young people with ASD in an urban setting
- Simple school layout
- Relaxing outdoor space
- Basketball court and outdoor gym
- Sensory rooms
- Therapy suite
- Specialist classrooms for Food Preparation, Science, Art and Design and Technology

Specialist ASD provision

- Small teaching groups 8/9 per room
- High staff to student ratios
- Access to a range of therapies
- Community embedded into the daily timetable
- Integrated pastoral team
- Timetable that is developed with ASD as the focus
- Strong mental health support staff
- Local procedures/policies that fluidly support and develop learning both socially and emotionally
- Positive behaviour model for supporting behaviour challenges
- A culture in which students feel safe, secure and valued
- Close working relationships with parents and professionals

Provisions unable to support:

School offers a combination of approaches to ensure that it can adapt to differing needs. The following programmes are utilised but not specialised:

- PECS
- Makaton
- TEACHH



- A-Levels
- 1:1
- Residential
- After school clubs

Frequently Asked Questions

How big is Roehampton Gate School?

The Roehampton Gate School offers co-educational primary and secondary provision for up to 75 learners. Our small class sizes allow us to deliver highly individualised learning packages in very small groups, typically with up to 8-9 young people per class. We have a high staff-to-student ratio of a minimum of teacher and 1 LSA with most classes having 2 LSA's.

We have 10 tutor groups across KS2, KS3, KS4 and KS5/Post-16.

What ages do you offer education to?

The Roehampton Gate School is a day school for students with ASD or ASD traits 7 - 19 year olds

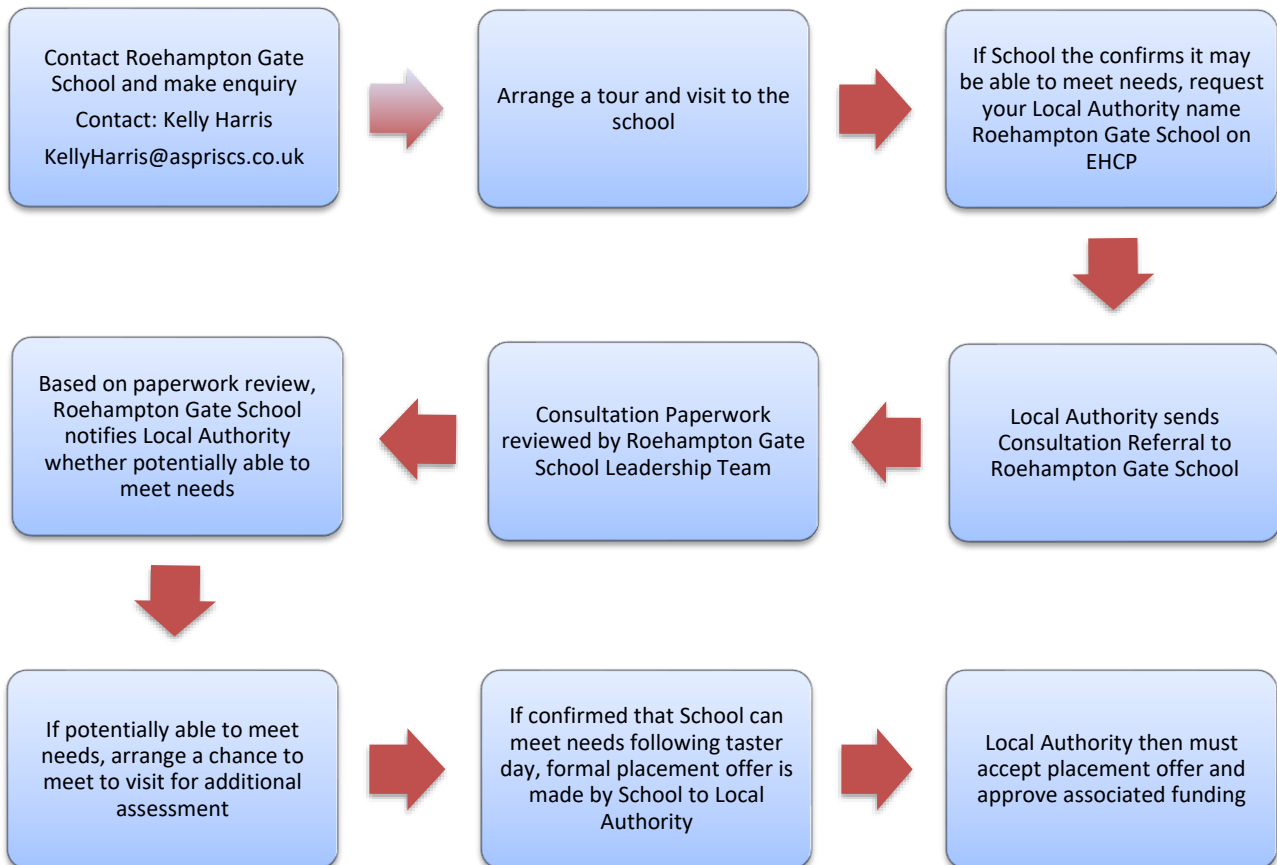
What is your specialist support offer?

Young people with diagnosis of ASD and are working 2-3 years below expected levels.

When are applications accepted?

Applications are considered on a rolling admissions basis. In order to gain greater understanding of the young person and to assist the assessment process, parents/local authorities are asked to provide copies of the young person's Education Health Care Plan (EHCP) and current reports e.g. Annual Review, Psychologist/ Psychiatrist, Speech and Language and Occupational Therapy reports.

What is the applications process?



Inclusion

Arrangements for young people with special educational needs and disabilities

Prior to Day 1, you will receive a Welcome Pack that gives an opportunity for you to complete Risk Assessments, additional information, not covered by EHCP's and any medical provision. This allows us to further identify each young person's needs, to assess those needs and to ensure education works in partnership with the young person, parents/carers, the medical team and other agencies supporting them.

We will allocate a tutor and class that meets the needs of both social and academic ability. We will prepare a provision map to ensure we meet individuals needs. We ensure that all young people are provided with the support they need to access the school's curriculum.

Our school works in partnership with 15 different local authorities inclusive education teams and previous school SENCOs to ensure a seamless handover.

As mental health can limit the academic progress of an individual, we also provide specialist staff to support students, and strategies to ensure all teachers are aware of changes and expectations.

Students with an Education Health Care Plan (EHCP) will have a detailed education plan which is reviewed half-termly. Annual Reviews are led by the school with opportunities to review plans and processes.

Staff plan for each individual and this can include the input of teams throughout school such as mentors, pastoral team, trusted staff, LSA's and therapies.

Our social and emotional curriculum, life skills and individual tutorials allow us to achieve our goal of opportunity, open minds and inclusion for each young person.

Autism and Learning Disabilities Strength-Based Model



We take the view, supported by research, which considers that academic achievement, without appropriate social and emotional development, leaves children with a poor quality of life, as well as poor life chances. We therefore we have strong focus on the difficulties that lie at the heart of learning needs. Our starting point is to mirror the developmental steps that children have missed in order that they have a second chance to develop their ability to:

- Share experiences and collaborate
- Take different perspectives and think flexibly



- Cope with setbacks and challenges
- Solve problems creatively

Our Positive Behaviour policy and approach also supports and enhances learning through specific strategies that link into the RGS ASD and Learning Disabilities Approach and Assessment Measures (please see Positive Behaviour Local Document.)

Our approach is 'to never stop trying', and as a team, we continually try different ideas, concepts, and environments to ensure that we make a difference.

Good communication with our young people, families, schools and other professionals is critical to successful outcomes.

Staff welcome contact with parents/carers and are always happy to take time to talk over any issues. Teaching staff have an initial discussion with parents/carers of young people about the education and support their child will receive from the school.

Parents/carers of pupils are kept regularly updated on their child's progress via termly reports and Annual Reviews. Tutors also give a weekly update on progress, challenges and achievements.

Term Dates 2024-2025

Roehampton Gate School Academic Calendar 2024/25

September 2024							October 2024							November 2024						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7			1	2	3	4	5						1	2
8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9
15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16
22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23
29	30						27	28	29	30	31			24	25	26	27	28	29	30

December 2024							January 2025							February 2025						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7				1	2	3	4							1
8	9	10	11	12	13	14	5	6	7	8	9	10	11	2	3	4	5	6	7	8
15	16	17	18	19	20	21	12	13	14	15	16	17	18	9	10	11	12	13	14	15
22	23	24	25	26	27	28	19	20	21	22	23	24	25	16	17	18	19	20	21	22
29	30	31					26	27	28	29	30	31		23	24	25	26	27	28	

March 2025							April 2025							May 2025							
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	
						1			1	2	3	4	5						1	2	3
2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10	
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17	
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24	
23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31	
30	31																				

June 2025							July 2025							August 2025						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7			1	2	3	4	5						1	2
8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9
15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16
22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23
29	30					29	27	28	29	30	31			24	25	26	27	28	29	30
														31						

8 Bank Holidays	School Holidays	5 CPD Staff Training days (INSET)
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Term dates for students 2024/25

Autumn Term	04-09-2024 to 20-12-2024
Half Term	28-10-2024 to 01-11-2024
Spring Term	07-01-2025 to 04-04-2025
Half Term	17-02-2025 to 21-02-2025
Summer Term	23-04-2025 to 21-07-2025
Half Term	26-05-2025 to 30-05-2025

Bank Holidays 2024/25 (UK)

Christmas Day	25th Dec 2024
Boxing Day	26th Dec 2024
New Year's Day	1st January 2025
Good Friday	18th April 2025
Easter Monday	21st April 2025
May B/H	05th May 2025
Spring B/H	26th May 2025
Summer B/H	25th August 2025

Sept 2026 return: staff return 3rd & 4th for INSET days / students return Mon 7th Sept 2026

Timetable

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:45-9:15	Tutorial	Tutorial	Tutorial	Tutorial	Tutorial
9:15 – 10:00	Lesson 1	Lesson 1	Lesson 1	Lesson 1	Lesson 1
10:00-10:45	Lesson 2	Lesson 2	Lesson 2	Lesson 2	Lesson 2
10:45-11:00	Break	Break	Break	Break	Break
11:00 – 11:45	Lesson 3	Lesson 3	Lesson 3	Lesson 3	Lesson 3
11:45 – 12:30	Lesson 4	Lesson 4	Lesson 4	Lesson 4	Lesson 4
12:30 – 1:00	Lunch	Lunch	Lunch	Lunch	Lunch
1:00-1:30	Community	Community	Community	Community	Community 1:00pm-1:15pm
1:30 – 2:15	Lesson 5	Lesson 5	Lesson 5	Lesson 5	Tutor 1:15pm Home 1:30pm
2:15-3:00	Lesson 6	Lesson 6	Lesson 6	Lesson 6	
3:00-3:15	Tutorial	Tutorial	Tutorial	Tutorial	

5. Learning and the Curriculum

Curriculum Offer

Roehampton Gate school has a diverse curriculum offer, that supports pupils with ASD and associated learning needs. Our curriculum considers students who have gaps in their education. We stream students based on academic and social needs, this does mean that there are a variety of ages in each class, however positively supports the theoretical approach of social comparisons. This approach allows us to have more than one class if we have an increased number of students that require a particular approach.

Students can move within the Traditional and Alternative approach, if felt appropriate, to ensure we continually meet the needs and progress of students. It also allows us to support learners who go through times of crisis when a highly academic pathway could be detrimental to mental health. Each of our Keys Stages are broken into parts to meet the academic, social needs and learning requirements for differing needs.

Overview of Curriculum across School

KS3		KS4		KS 3,4,5 Transition
Alternative Curriculum	Traditional Curriculum	Alternative Curriculum	Traditional Curriculum	Alternative Curriculum
Our Alternative Curriculum incorporates project and topic based learning with a strong emphasis on developing literacy, numeracy and social skills based on the National Curriculum.	Students begin to explore the traditional National Curriculum subjects to advance academic abilities but may require more time or additional support.	Our Alternative Curriculum incorporates project and topic based learning with a strong emphasis on developing literacy, numeracy and social skills based on the National Curriculum.	Year 1 GCSE Students will undertake the beginning of a GCSE programme including core subjects and up to three option subjects.	This class incorporates an effective combination of team work, project work, social learning and academic studies. Preparation for learning, college and the world of work and independent living skills. Includes aspects of the National Curriculum

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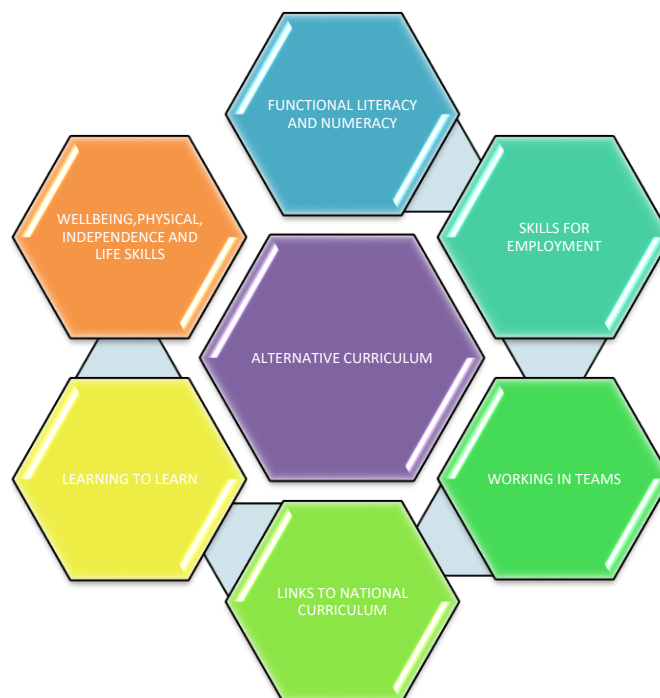
KS3 ALTERNATIVE CURRICULUM

Aim

The aim of the Alternative Curriculum is to provide a curriculum suitable to meet the needs of young people who are developing their learning skills in literacy and numeracy and other national curriculum subjects. The Stream will also have a strong focus on interpersonal skills and preparation for future studies and adulthood.

The course

The course covers the following key areas:





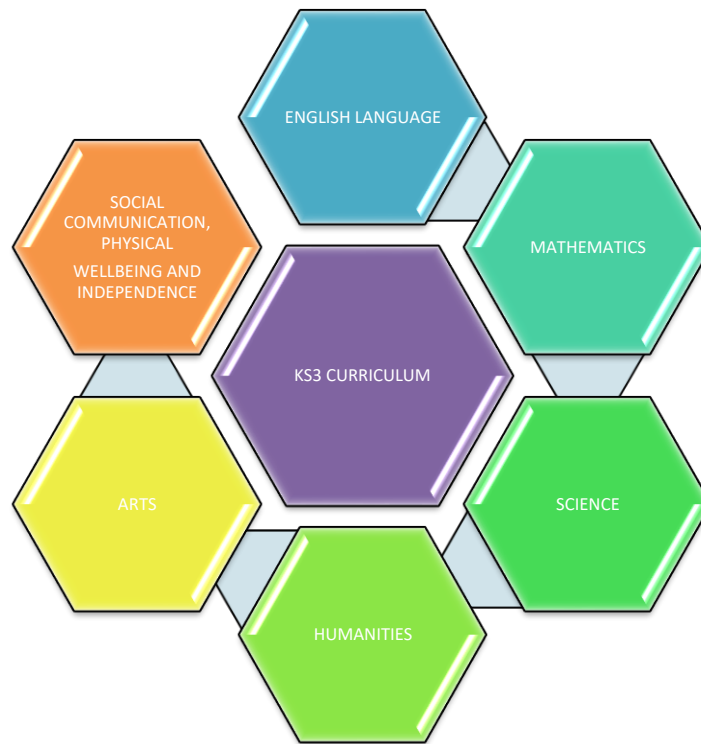
KS3 Traditional Curriculum

Aim

The Traditional Curriculum (TC) Stream enables students to study core subjects alongside a range of subjects to broaden knowledge. The course also incorporates other important elements that are crucial to our students developing the skills and qualities required to make them successful independent adults.

The course

The course covers the following key areas:



KS4 ALTERNATIVE CURRICULUM Aim

The aim of the Alternative Curriculum Stream is to provide a curriculum suitable to meet the needs of young people who are wanting to develop their skills in preparation for entering the world of work or vocational education alongside developing their independence.

The course

The course covers the following key areas:

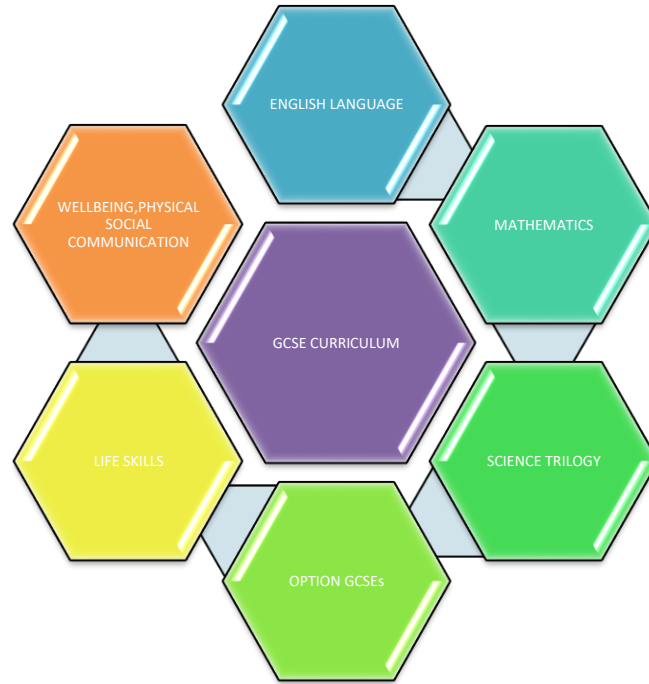


KS4 TRADITIONAL CURRICULUM Aim

The GCSE classes enable students to study core subjects alongside a range of subjects to broaden student's knowledge. The course also incorporates other important elements that are crucial to our students developing the skills and qualities required to make them successful independent adults.

The course

The course covers the following key areas:



There is a combination of GCSE qualifications that cover the core curriculum alongside three option courses that will broaden your knowledge and understanding. Pupils will also investigate issues that are important to individuals and society, develop social communication and relationship skills and also start to develop the skills and qualities needed to become more independent and prepare for adult life.

Core subjects

GCSE ENGLISH LANGUAGE

GCSE MATHS

GCSE SCIENCE TRILOGY
 Or
 TRIPLE SCIENCE

YEAR 10 Option Subjects

<h2>Option 1</h2> <ul style="list-style-type: none"> Media GCSE Science GCSE History GCSE 	<h2>Option 2</h2> <ul style="list-style-type: none"> Comuter Science GCSE Sociology GCSE 	<h2>Option 3</h2> <ul style="list-style-type: none"> Psychology GCSE Performing Arts Arts Award Performing Arts Award
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YEAR 11 Option Subjects

<h2>Option 1</h2> <ul style="list-style-type: none"> PE GCSE Performing Arts Arts Award Sociology GCSE 	<h2>Option 2</h2> <ul style="list-style-type: none"> ScienceGCSE Media GCSE 	<h2>Option 3</h2> <ul style="list-style-type: none"> History GCSE Art or Fine Art GCSE COMPUTER SCIENCE GCSE
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TRANSITION PROGRAMME (TP) – Post 16 Aim

The aim of the transition group is to provide a curriculum suitable to meet the needs of young people who are preparing to move into Post-16 provision or about to enter the world of work alongside developing their independence.

The course

The course covers the following key areas:



Post 16 students - What happens next?

The decision about what and where to study after the age of sixteen can seem bewildering for any young person.

The school makes the process easier by providing young people with bespoke support, individual advice about the range of courses and options available to them in the local area and beyond. The school offers targeted Careers advice for our young people as well as support from an Occupational Therapist. Independent advice is also made available for our young people.

We have individualised Gatsby Benchmark trackers that link with Preparation for Adulthood outcomes to ensure that each pupil has an opportunity to experience skills related to the work and college industries.

The Online/Distance Learning Curriculum

All of our learning can be accessed using our Virtual Learning Platform (Moodle) which allows students to keep up to date with their learning if they are unable to attend school for any reason. All work and homework can be submitted online as well as asking teachers for extra help. Students can revisit lessons to consolidate their understanding and complete a range of fun activities and quizzes.



If a student does not like online access, paper-based work is sent home

We utilise a HLTA Interventions Tutor to undertake some home learning sessions in addition to Pastoral wellbeing calls

Examinations

Young people are able to take their public examinations while they are with us as we are a registered examination centre. These examinations include GCSEs, Functional Skills, Progression awards and Duke of Edinburgh. Examinations are sat on-site, facilitated by our staff team in accordance with JCQ requirements. Students requiring access arrangements will have the necessary testing and preparation before they sit their public examinations.

English as an Additional Language (EAL)

All young people need to feel safe, accepted and valued in order to learn. For young people who are learning English as an additional language, this includes recognising and valuing their home language and background. As a school, we are aware that bilingualism is a strength. We take a whole school approach including specific teaching of English, education against racism and promoting language awareness.

Homework Expectations

Approach

Our approach considers the varying needs of our students. It is not appropriate to overload students with a very rigid and strict policy of homework as this can be counter-productive. We aim to make homework accessible and enjoyable and is not compulsory.

Frequency

- ✓ Core subjects – Teachers will provide literacy and numeracy homework each week.
- ✓ Non-core subjects – Teachers will provide one piece bi-weekly (based on a timetable).
- ✓ Reading - The expectation will differ between each student, but at least three times a week for five minutes should be encouraged.

The importance is that the amount and frequency of the work does not place an unrealistic burden on the student.

Type

Homework can include reading, written work, observations, research and practice of other skills as appropriate.

Communication

Teachers and support staff will upload homework to Moodle (VLE). Teachers, tutors and support staff will communicate through homework diaries. If students have had bad

experiences with school diaries and may find their use triggering, this will not be compulsory but will be encouraged while alternative forms of communication are sought.

Stretch and Challenge

It may be necessary to offer additional homework to a student in order to challenge them based on their level of ability. This will be planned on a case-by-case basis, ensuring undue pressure is not placed on a student and does not exacerbate obsessive behaviours.

Homework timetable

All subjects will be uploaded onto Moodle by Monday each week.

WEEK 1	WEEK 2
English	English
Maths	Maths
History	Media
Art	Computer Science
Biology	Physics
Chemistry	Psychology
Performing Arts	PE
Food Preparation	D&T
Life Skills	RE

Community Lessons

Every day after lunch, students will have the option of choosing a community lesson to attend in a curriculum area of their choice. This not only supports students in their emotional and social development, but it also allows them to choose a subject that particularly interests them.

Sessions can include football, chess, English/maths catch-up, Reading, Strength and Conditioning, colouring, gardening, yoga, Dungeons and Dragons, Games, colouring, wellbeing club, LGBTQ+

Students in KS4 are required to access a physical exercise club each week.

6. Pastoral Provision

The Pastoral Team

The Pastoral Team has the responsibility of analysing attendance, punctuality, behaviour and the general welfare of pupils.



Following the PBS approach of the school, the team works collaboratively with parents, teachers, the therapy team and the Local Authority to support each pupil; this will foster a holistic environment that will nurture every individual to reach their potential. The Pastoral Team is always available to speak to pupils; pupils can book appointments to speak to the team.

The Pastoral Team consists of:

- Pastoral Manager
- 2 x PBS Practitioners
- 1 X Pastoral LSA
- 1 x Wellbeing Lead
- 1 x Student an parent Liaison

Please see the staff contact details for further information.

Positive Behaviour Support

Roehampton Gate School believes in the ethical approach of Positive Behaviour Support (PBS). PBS believes that short-term solutions are not constructive; it is about identifying the meaning behind the behaviour. Applied Behaviour Analysis (ABA) is a key component of PBS that the school follows. ABA has five key concepts:

1. Take a person-centred approach
2. Work out the cause of the behaviour
3. Work holistically with agencies, staff, parent and the child to help
4. Base any interventions on evidence, adopting a scientific outlook
5. Work out the best support for the student's future

We believe in approaching negative behaviour positively with the intentions of understanding the reasons and route cause of the behaviour. This may involve observations, tracking incidents, and breaking down the challenges with the individual.

Please see Roehampton Gate Positive Behaviour Local Procedure for more information on PBS and the above five approaches.

Attendance

Roehampton Gate School advocates the belief that high attendance is linked to high achievement at school. The school evidence s that if a students attend site, they make progress.

All Form Tutors take responsibility for registering students twice daily during form time. Teachers also take the register in each lesson that pupils attend; it is expected that this is completed by the end of each lesson. Registration is completed electronically.

The school utilises a bespoke approach to longer term absence as some families and students require differing input. The approaches are different to each circumstance, student and need and can include any of the following, at varying times:

- The daily call home from Reception is reduced or removed to reduce anxieties.
- Initially Tutor or LSA contact
- Wellbeing calls from Wellbeing/Pastoral Team (dependent on individual needs). This can be with parents or child.
- Work sent home in paper or electronic format
- Access to Moodle, online learning
- Zoom calls with either parent or student to establish a plan to support. This can vary in times and is a bespoke approach.
- Opportunity to visit school outside of school time
- Parental guidance on best approaches
- Re-integration meeting to plan strategies and approaches
- Utilisation of differing trusted staff.
- Guidance from external agencies, including Local Authority
- Call an Emergency Review
- Meet off-site.
- Use of peer mentor
- Bug out bags
- Review of timetable
- Track mental Health in relation to learning
- Contact from favoured staff member
- Letters home addressed to student to welcome to support re-integration
- Emails to students to support re-integration
- Safeguarding referral, if decided with parents, that risks are posed with student being at home
- Educational Welfare Officer (EWO) support/referral

Key Responsibilities:

In order to achieve the schools Intentions, all parties need to be clear about the expectations of them. Below indicates the responsibilities throughout school.

Parents Responsibility:

- Ensure students attends every day
- Notify school as soon as there may be an unexpected absence
- Book any medical appointments (where possible), outside of school hours

- Proactively engage with support offered if your child is struggling to attend school

Reception (admin) Responsibility:

- Track and monitor attendance daily
- Share non-attenders daily with leaders
- Report safeguarding concerns to DSL's

Teachers Responsibilities:

- Accurately complete attendance registers
- Report attendance of concern to Reception for 'one-off' concerns
- Report attendance to Pastoral for perceived longer term challenges
- Provide work for students weekly with long term absence (either paper based or Moodle provision)
- Report safeguarding concerns to DSL's

Tutors Responsibilities:

- Report attendance to concern to Reception for 'one-off' concerns
- Report attendance to Pastoral for perceived longer term challenges
- Accurately complete attendance registers
- Provide work for students with long term absence (either paper based or Moodle provision)
- Report safeguarding concerns to DSL's
- Make weekly contact to parents and discuss attendance
- Record any attendance conversations
- Tutors work closely with Local Authorities and external partners to support poor attendance
- Tutors to attend meetings to support long term absence
- Tutors update Whole School Provision Maps to ensure attendance support is clear to all staff
- Tutors to ensure that all students with below 85% attendance should have a target to support an increase

Pastoral Responsibilities:

- Track and monitor attendance data
- Undertake bespoke approaches to support attendance
- Support parents with attendance
- Report safeguarding concerns
- Track all students accessing less than 85% attendance, monthly
- Undertake home visits (if required)
- Work closely with Local Authorities and external partners to support poor attendance
- Act as lead practitioner in supporting long term absence
- Attend and lead meetings to support long term absence
- Utilise Educational Welfare Officers to support long term absence

Leaders Responsibilities:

- Have a strategic approach to supporting attendance



- Ensure there is a robust system in place to track attendance
- Support school, staff and students to prioritise attendance
- Ensure statutory responsibilities are fulfilled
- Overview of schools attendance, at all times, of the year the schools attendance
- Ensure staff are equipped to manage attendance
- Work closely with Local Authorities and external partners to support poor attendance
- Hold regular meetings with Local Authorities to support attendance needs
- Attend and lead meetings to support long term absence

Our Rewards System

There are three houses in total, with each house named after an inspirational autistic figure. All pupils are given the opportunity to learn more about the values of the inspirational figure that their house is named after. It is expected that pupils adhere to and promote these values. The three houses are:

- Tajiri (named after Satoshi Tajiri, the inventor of Pokémon)
- Turing (named after Alan Turing, a mathematician/code breaker and the 'father' of A.I.)



- Grandin (named after Temple Grandin, an autistic spokesperson and agricultural consultant)

Being a member of a house gives pupils a sense of belonging and affiliation to a group. The idea of houses will inspire pupils to feel part of a community and motivate them to improve their work and behaviour.

Students can earn House Points for achieving **learning targets** in each lesson.

House Points and Above and Beyond rewards can also be earned by meeting one of the five **community categories**. Below are some examples of where points can be accrued by students in the five categories.

1. **Kindness** – Acts of kindness could include giving an exercise book to another student, picking up a pen dropped by another student and handing it back to them, or saying please and thank you.
2. **Courage** – Being courageous could include speaking to the rest of the class for the first time; it could also include undertaking an activity that is outside the student's comfort zone.
3. **Teamwork** – Teamwork could be working efficiently as a team during a sport. It could also be working together on a group project.
4. **Thinking of Others** – Thinking of others could include going around the school and getting people to write messages in a birthday card for another student. It could also simply be asking if a student is fine when they come back into school after an absence.
5. **Respect** – This could encompass respecting another student's opinion, view or religious belief. It could also be responding to a teacher's instructions.

Pupils are also rewarded in other ways:

- Teachers email parents highlighting excellent effort or behaviour by their son/daughter.
- The best work of pupils is displayed on boards around the school to provide pupils with a greater sense of pride and achievement.
- Younger pupils are rewarded by having 'excellent work' stickers in their books and 'Star of the Week' certificates which they can take home each week.

7. Therapy Provision

At Roehampton Gate School, we provide a holistic approach to the children that are placed with us. Our experienced team of therapists includes Speech and Language Therapists, Occupational Therapists and a School Counsellor. Together, we consult a range of professionals and previous written reports, alongside the EHCP and our assessments, in order to create an individual therapy plan for each student. Therapy is determined by the young person's EHCP, as well as the clinical judgement of the therapist.

All young people attending Roehampton Gate School have access to the following therapeutic services:

- Therapeutic oversight of each individual young person's EHCP and their ongoing progress within the school
- An initial assessment by the Speech and Language and Occupational Therapy teams
- A personalised sensory diet devised by the Occupational Therapy team
- Speech and Language Therapy recommendations and strategies for use throughout the school day
- A weekly Social Communications group overseen by the Speech and Language Therapy team
- The Zones of Regulation Programme overseen by the Occupational Therapy and Speech and Language Therapy teams

Some young people will have access to more specific therapeutic input:

- One-to-one therapy with a qualified therapist i.e. Speech and Language Therapist, Occupational Therapist or School Counsellor
- Group sessions e.g. Handwriting
- Access to structured programmes delivered by the Student Wellbeing Lead such as Anxiety management, Anger management or Understanding My Autism
- Individualised programmes e.g. fine motor or gross motor programmes, as well as tools and equipment such as visuals or fidget toys

While therapy is mainly based on the provision as specified in the EHCP, it is regularly reviewed, and any changes in provision will take into account feedback from the young person, parents/carers and staff, as well as assessments and the therapist's clinical judgement. The therapy team also provides training, both formal and informal to the staff, as well as on occasions, to parents.

The therapy team attend meetings in order to provide guidance, advice, strategies and support to all staff regarding the young person's individual and evolving needs. The purpose of these meetings is to enable education, pastoral and therapy services to work together effectively, share information and thus improve outcomes and quality of life for our young people.

8. Policy, Procedures and Standard Documentation

Aspris Children’s Services have a framework of education policies and procedures that guide our work with young people and which are well embedded into our daily practice. Our policies and procedures, which are available on request or on the website, include:

- Safeguarding Children
- Anti-bullying
- Equal Opportunities (including English as an additional language)
- Accessibility planning
- Admission, transfer and discharge
- Behaviour and Sanctions
- Exclusions
- Prevention and management of violence and aggression in young people
- Curriculum
- Teaching and Learning
- Safeguarding
- Support for the provision of young people with SEN
- Spiritual, moral, social and cultural development
- Assessment for Learning
- British values and preventing radicalisation
- First Aid
- Sex and relationships education
- Care programme approach
- Healthcare records
- Health and Safety
- Complaints Policy
- Online Learning Provision

School Local Procedures include:

Attendance	Positive Behaviour
Autism Approach	Prevent
British Values	Reading
Careers	RSE
Curriculum	SMSC
Healthy Eating	Teaching and Learning
Homework	Marking
Literacy	Assessment
Numeracy	
Science	

9. Safeguarding

The school adheres to the Safeguarding Policy and Procedures. Our school staff have a responsibility to report concerns to the designated safeguarding lead. They will take an appropriate course of action to protect the young person's safety and well-being (see Appendix I for more detail).

Although it is important to have a good relationship with families, it does not override the need to protect the young person. Parents and carers can obtain a copy of these procedures from the school website.

The following staff members are key contacts:

1. Designated Safeguarding Lead

Anzhela Popova – Wellbeing Lead

Designated safeguarding lead

Phone: 02089324410

Email: anzhelapopova@aspriscs.co.uk



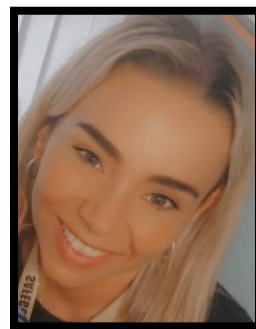
2. Deputy Safeguarding Leads

Lucia Apicella – School Business Manager

Designated safeguarding lead

Phone: 02083924410

Email: luciaapicella@aspriscs.co.uk



Robert Walker – Pastoral Manager

Designated safeguarding lead

Phone: 02083924410

Email: Robertwalker@aspriscs.co.uk



Judith Piggins - SENCO

Designated safeguarding lead

Phone: 02083924410

Email: judithpiggins@aspriscs.co.uk



You may also report concerns to:

Local Authority: 0208 8717858

Priory Whistleblowing: 0800 4840816

Police: 101

Ofsted: 0300 1234666

If in immediate danger call the Police 999

10. Complaints Procedure

All complaints will be handled sensitively and most concerns can be dealt with by talking directly to Senior and Executive Leadership Team. If this is not possible for any reason then parents/carers should speak to the Head Teacher. Written, formal complaints will be acknowledged in writing and will be investigated and reported on, in writing in conjunction with Aspris Complaint Policy procedures.

Our full complaints procedure is available on request – please see Appendices for more detail.

11. Governance, Monitoring and Quality Assurance

Aspris Children's Services has comprehensive procedures in place to monitor and audit the quality of the education provided at Roehampton Gate School. This includes weekly monitoring, half termly and yearly monitoring.

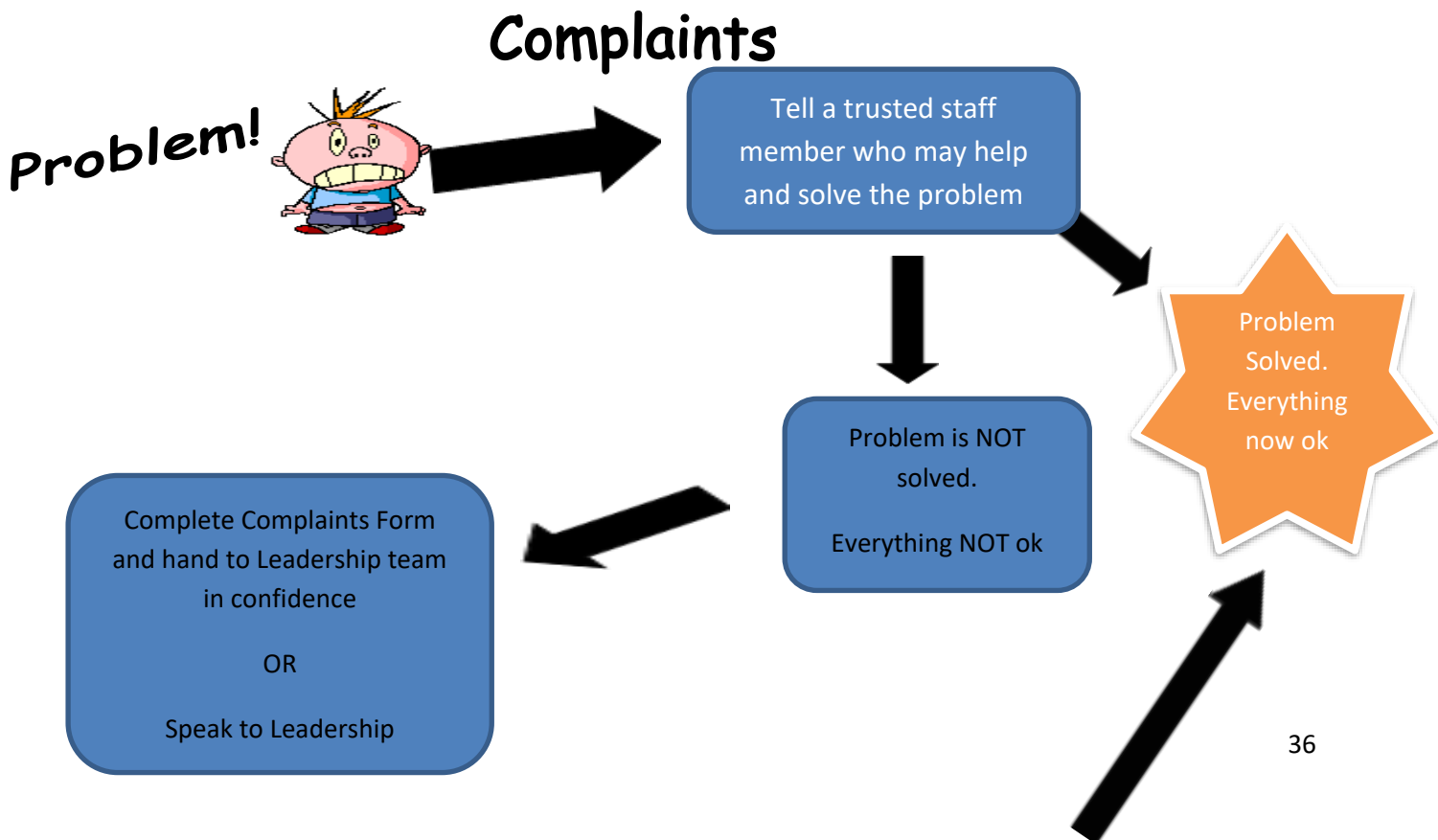
Governance and quality monitoring of the school includes regular Quality Improvement reporting and meetings.

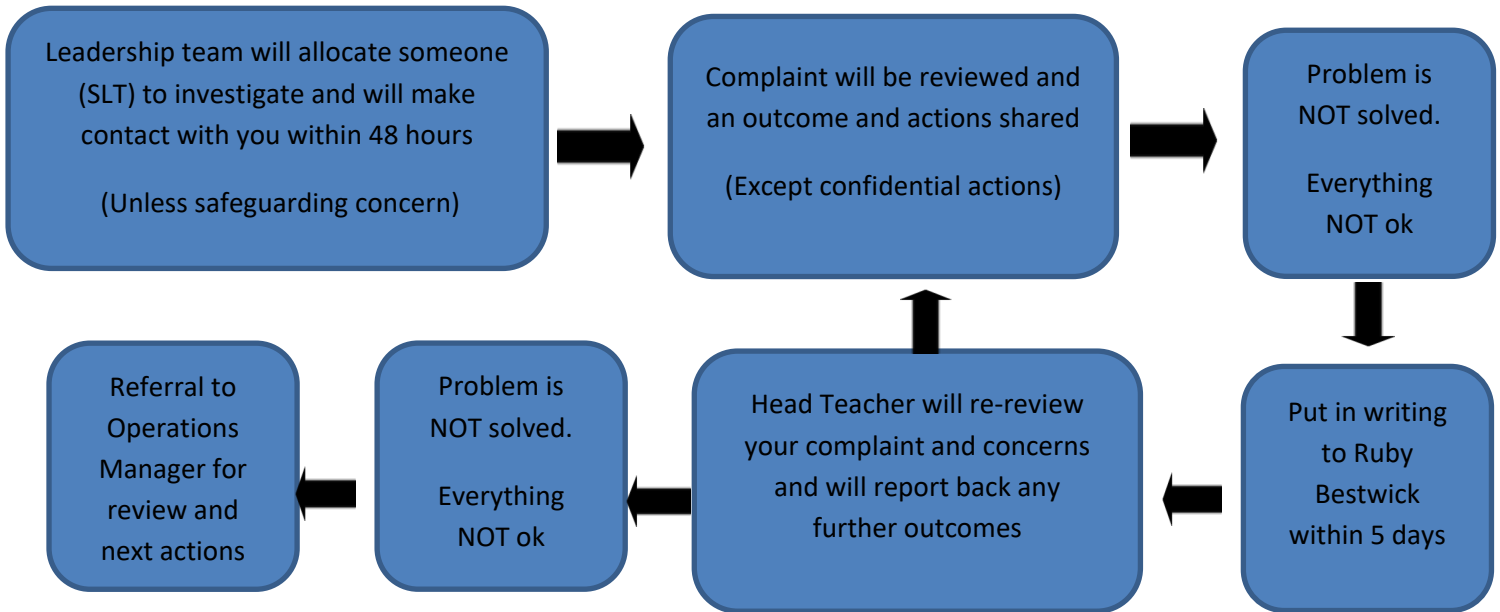
The educational provision at Roehampton Gate School is registered with the DfE and inspected by Ofsted. A Pre-Inspection report is available through Ofsted website or on request.

12. Equal Opportunities

We are committed to providing equal opportunities in employment for all staff and learning opportunities for all young people, ensuring that we take all possible steps to avoid unlawful discrimination as it relates both to employment practices and the wider school community in accordance with the Equalities Act 2010.

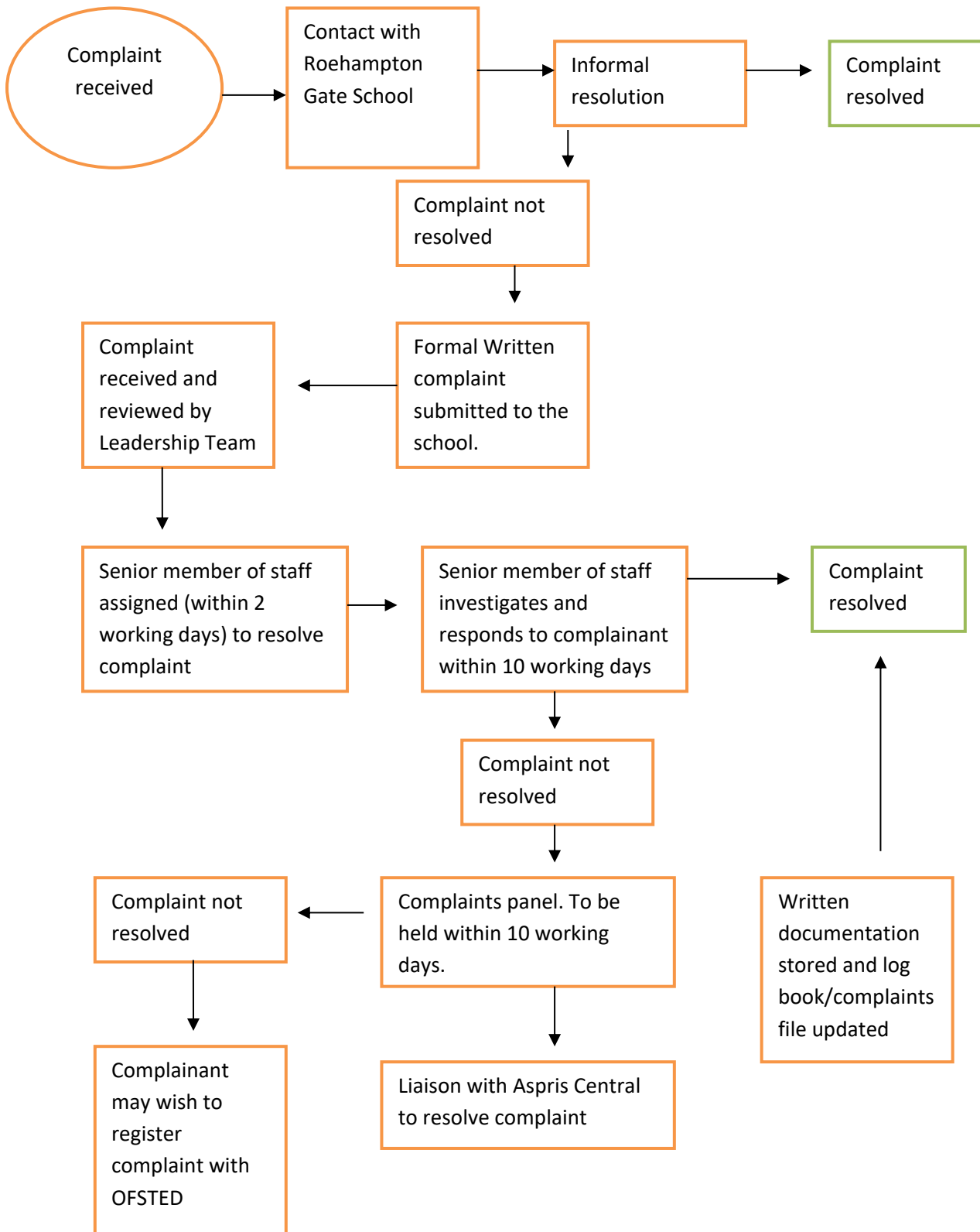
We believe that young people have the right to do as well as they can at Roehampton Gate School. We celebrate the fact that all our learners are unique and special. Young people in our School come from many different backgrounds and will have a mixture of family groups, religious ideas and cultural beliefs. We respect these and acknowledge them.



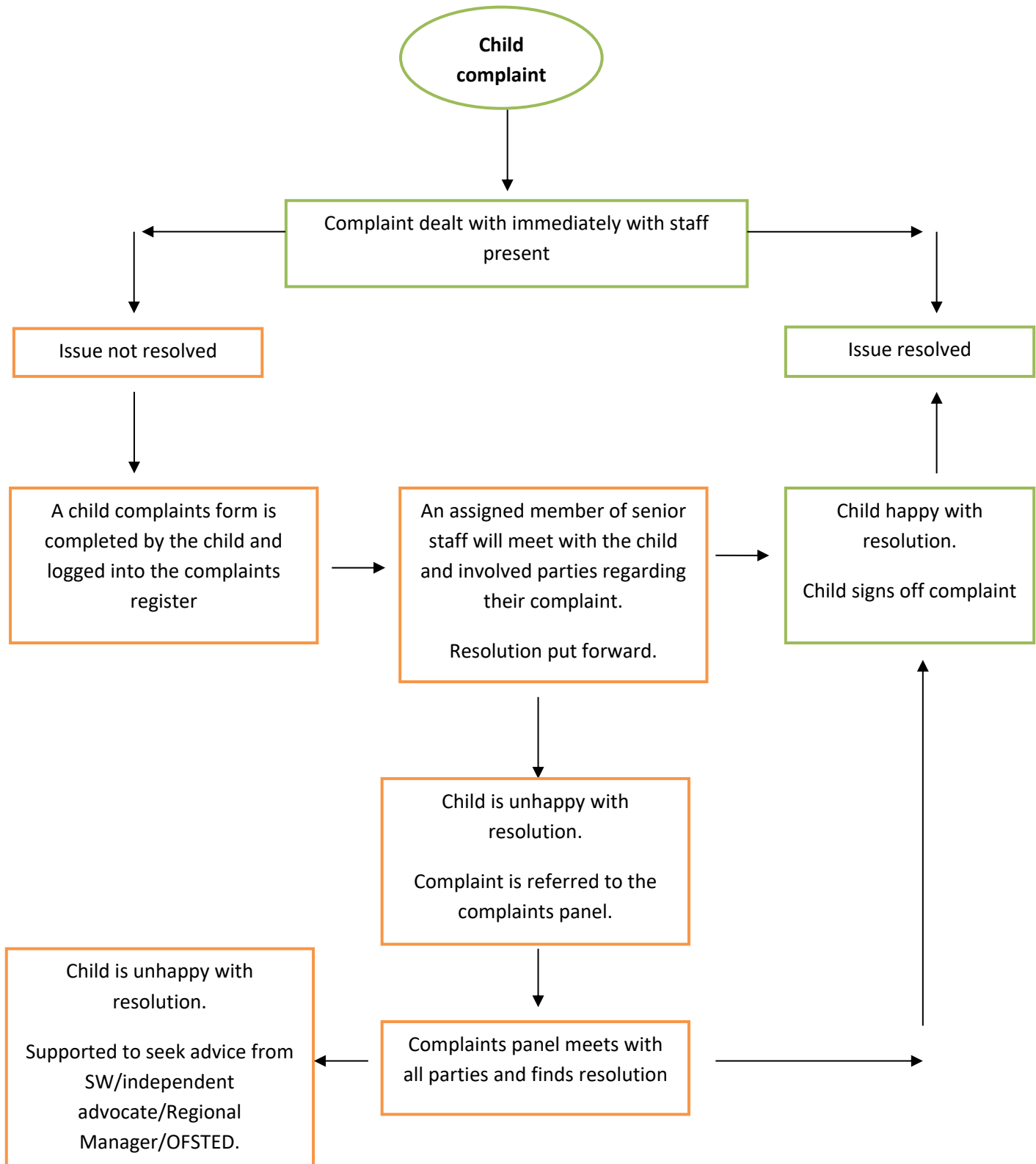


If the complaints referral fail to sort the problem out then it can be referred to your **Local Authority**, or **Ofsted** Tel: 0300 123 1231.
 Of course you can always speak to our independent advisors NYAS on Tel: 0300 330 3131 E-mail: help@nyas.net

Appendix – External Complaints Procedure



Appendix - Students Complaints Procedure





Appendix V – Complaints Form

Complaints Form

Your Name

Date & Time

What are you unhappy about?

.....
.....
.....
.....
.....

What happened / what did staff do

.....
.....
.....
.....

Who if anyone helped you fill out this form?.....

Child's signature.....