

Physis- a Greek word meaning the natural energy for growth, change and development.



Education

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1. Introduction

1.1 This policy document is intended only for the use of the employees of Physis Quantum and should be treated as confidential.

1.2 Distribution outside of Physis Quantum should only occur with the written consent of the CEO.

1.3 All Physis Quantum employees are expected to read this policy and their understanding of this policy will be assessed during the Induction Process, regularly during Supervision, and during mandatory training events.

1.4 Employees will be expected to abide by and work within this policy framework at all times, both during and after their employment, as stipulated in their Contract of Employment.

1.5 This policy was last revised on 18.01.18 and it will be reviewed bi-annually and/or in accordance with changes in company structure, relevant legislation and guidance.

2. Policy Statement

2.1. This document provides an overview of the specific work of the **Physis Heathgates Academy** and our commitment to ensuring we are always at the forefront of best practice in education.

2.2. To that end - we consider being recognised by Ofsted as providing an 'Outstanding' service to be our Corporate 'Minimum Standard' as we are committed to ensuring that the **Physis Heathgates Academy** offers an opportunity for students to receive a level of education in a therapeutic environment that is second to none.

3. Care Programme

3.1. The education section of the wider Care Programme at Physis residential care homes will include, identify, and clarify:

- Whether the child or young person's needs will be met by attending a particular establishment.
- The procedure for recording and monitoring school attendance.
- Parent, Carer and Social Worker involvement in education.
- Details of any relevant forthcoming examinations or educational assessments.
- Dates or proposed scheduling of statutory Special Educational Needs Reviews, Personal Education Plans and Individual Education Plan.
- Staff responsible for liaising with schools, colleges, job centre and potential employers.
- Arrangements for travel to and from school.

3.2. The Head Teacher and Head of Service will actively seek the most appropriate provision for each young person.

3.3. This will be done in consultation with members of the Education, Care, and Clinical staff teams at **Physis** as an integral part of the initial assessment process.

3.4. Account will be taken of individual child or young person's needs and preferences and reference will be made to the records of previous schooling and the recommendations of the child or young person's Local Authority and other relevant professionals involved with the child or young person.

3.5. The range of possible options available and facilitated through the **Physis Heathgates Academy** include:

- Full-time attendance at the **Physis Heathgates Academy**.
- Part-time attendance at the **Physis Heathgates Academy** alongside a programme of part-time elsewhere (e.g. local college) supported by the **Physis** residential care homes staff team. The

number of hours allocated to respective elements of the programme being dependent upon the child or young person's aptitude, attitude and their ability to cope, etc.

- Where appropriate, part-time attendance at a mainstream school alongside a programme of part-time 'out of school education' supported by the staff teams of the Physis residential care homes and school.
- Full-time at mainstream school provision.

3.6. All of these options will be carefully monitored and evaluated on a regular basis by the Education Staff Team at the **Physis Heathgates Academy** and regularly reviewed with all the relevant professionals involved with the child or young person.

3.7. The views and opinions of the children and young people we support at **Physis Quantum** are central to our approach and will be actively considered to ensure that the students' needs, potential and aspirations are being consistently met.

4. Support

4.1. **Physis Quantum** are actively committed to ensuring that all the children and young people we support receive the full support of the Project Management Team, teachers, their Key Worker and Head Teacher, as well as the wider staff teams of the Physis residential care homes.

4.2. This level of support will be clearly evident to the children and young people we support, their Placing Authority and Parents through the high standards of service provision delivered directly to the children and young people at **Physis**.

4.3. This commitment will be actively supported by **Physis Quantum's** commitment to transparency and open communication with Local Authorities.

4.4. The Residential Staff Team will support the work of **Physis Heathgates Academy** by supporting the children and young people at all **Physis** residential care homes in the following ways:

- Promote and model the importance of a 'personal best' approach to life in general, and education specifically, by ensuring that students are supported in their efforts to succeed in their educational placement.
- Support, in this instance, entails delivering a level of care and support one would expect from a 'Good Enough Parent'- that is, washed, dressed, fed and with the correct equipment needed for that particular day in order to create a routine around mornings that promotes a positive and productive ethos.
- Provide the children and young people supported at **Physis** residential care homes with adequate facilities to aid study, that is, are quiet, have sufficient space, are properly lit and include sufficient storage space;

- Ensure that any homework set is completed on time - with help if it is needed.
- Listen to the children and young people read and/or read to them regularly as part of a deliberate approach that seeks to embed the sense that the entire staff team at **Physis** residential care homes and school are willing and able to support and assist the students in their ongoing educational development.
- Ensure that they are confident in supporting individual children and young people's Personal Education Plan's in partnership with the **Physis Heathgates Academy**, Clinical Team, their parents and the Placing Authority .
- Maintain daytime routines that support the policies, processes and ethos of the **Physis Heathgates Academy** in line with the wider policies and procedures of **Physis Quantum**.
- Recognise and reward educational achievement.
- Develop resources that support the education of the children and young people's we support.
- Establish and monitor clear lines of communication with members of the **Physis Heathgates Academy** staff team and any other education providers involved with the children and young people we support.
- Maintain close contact and positive working relationships with the **Physis Heathgates Academy** staff team and any other education providers involved with the children and young people we support.
- Adhere to hand-over guidelines as specified by the **Physis Heathgates Academy** in the Home/School Liaison process;
- Attending meetings and other events at school, as appropriate.
- Ensuring that Social Workers, Parents and Carers are kept aware of progress,
- Keep up to date records of educational attainment and attitude.

4.5. Attendance at school will be regularly monitored and attendance data will be reported in a format that suits the needs of the placing authority.

4.6. Authorised absences are absences from school which are authorised by the Head Teacher or Teacher, for example:

- Extended and agreed Family Holiday.
- Illness.
- Medical/Dental appointments.
- Religious observances.
- Study leave.
- Traveller absence.
- Enforced closure.

4.7. Other non-essential appointments should be made outside normal school hours.

4.8. Unauthorised absences are absences from school which are not authorised by the Head Teacher or Teacher, for example:

- Extended family Holidays that have not been agreed.
- Illness suspected as not genuine.
- Arriving late, that is, after registration has closed.

4.9. Where children and young people are thought to be especially vulnerable or prone to frequent unauthorised absences from the **Physis Heathgates Academy** or any other education providers involved with the children and young people we support - the staff team will ensure daily contact occurs.

4.10. Where there is a continued absence from school, or a worrying pattern of absence, the Project Manager will initiate both a review of the placement plan and (where applicable) the Care Plan of the child or young person, and of the relevant care and education practice at **Physis** residential care homes.

5. Personal Education Plans

5.1. The Personal Education Plan (PEP) is an integral part of every Care Plan, reflecting any existing education plans, e.g. Individual Education Plan or EHC Plan.

5.2. Wherever possible the content of a Personal Development Programme (in the case of **Physis Heathgates Academy** students) or Learning Mentor Action Plan (in the case of students placed outside of the **Physis Heathgates Academy**) will be included in the PEP and therefore avoiding the need for duplication.

6. Individual Education Plans

6.1. Individual Education Plans (IEPs) are required to be produced by schools for students who have a Statement of Special Educational Needs or EHCP

6.2. IEPs ordinarily have three or four targets relating to the key areas of communication, literacy, mathematics behaviour and social skills.

6.3. All children and young people supported by **Physis Quantum** will have an IEP. This may be for academic, behavioural or emotional reasons.

6.4. Some students who have special educational needs do not have a Statement of SEN, often due to a fractured pattern of education in early childhood, and as a result of this will not have their particular learning needs formally recognised.

6.5. Many of the children and young people we support at **Physis Quantum** - and who have been educated outside of mainstream provision - are likely to fall into this category.

6.6. All of the children and young people supported by **Physis Quantum** will have an IEP that provides targets relating to their specific learning needs and support requirements. This will be a working document which is readily available in a 'child friendly' format.

6.7. In partnership with the Local / Placing Authority we are able to provide a fully accredited process for securing a Statement of Special Needs or EHCP from within our commitment to each student.

6.8. IEP targets will be reviewed three times per year by the teacher and student.

6.9. Parents/Carers and all concerned professionals will be informed of progress in meeting targets, informed of new targets and be made aware that the IEP is used as a working document.

6.10. Copies of the targets will be given to:

- The child or young person.
- Their Social Worker.
- The Care Team.
- The Clinical Team
- Any other education provider involved with the child or young person.
- Retained on file at **Physis Heathgates Academy**.

7. Special Educational Needs

7.1. Many of the children and young people we support at **Physis Quantum** will have a Statement of Special Educational Needs or Educational Health and Care Plan.

7.2. Sometimes this is on academic grounds - but is more likely to be as a result of presenting behavioural, emotional and or social difficulties.

7.3. Whatever the situation, we are fundamentally committed to supporting and empowering the child or young person we support to achieve the objectives set out in the statement.

7.4. Where a child or young person we support has a Statement of Special Educational or EHCP, the Head of School will ensure that appropriate action is taken to fulfil the objectives of the statement.

7.5. The Head of School will ensure that procedures are in place to guarantee that all necessary information is passed to the proper authorities within the statutory 20 days of the placement, that is:

- A copy of the Statement will be obtained, from either the Social Services Department, the LEA or the student support services of the Placing Authority.
- In situations where the **Physis Heathgates Academy** take responsibility for securing a Statement, this will be shared with Social Services Department, the LEA or the student support services of the Placing Authority.
- The student support services of the Placing Authority will be informed.

7.6. Individual Education Plans (IEPs) will be produced, reviewed, and updated on a regular basis.

7.7. Relevant members of the **Physis Quantum** staff team will attend any relevant school meetings including the Annual Review of a child or young person's Statement of SEN.

7.8. This will be arranged by the **Physis Heathgates Academy** or any other education providers involved with the children and young people we support.

7.9. This will include a Transition Review in Years 6 and 11.

7.10. Local Authority representatives will be invited to attend each of these reviews.

8. Education Provision within the Physis Group

8.1. As children and young people are placed within the care of the **Physis Group** their educational requirements will be considered as an integral part of the referral process and Placement Planning.

8.2. Information and advice from placing LEAs and information from previous schools will need to be obtained - ideally prior to placement.

8.3. There is a wide range of provision available and that can be facilitated for any student placed with the **Physis Group** - including our own Independent day school - the **Physis Heathgates Academy**.

8.4. Where appropriate, students may attend mainstream schools, or specifically tailored provision as provided by the Local Authority.

8.5. It may be possible for elements of this provision to take place in local Colleges, or a combination of locally available options that can clearly demonstrate delivery of the best possible provision for the children and young people we support.

8.6. Students will receive individual and/or small group teaching at the **Physis Heathgates Academy** - with a staff ratio of 1:1. If appropriate, the teaching of small groups, never more than 1:3 can take place.

8.7. Staff team member support for reintegration to new schools and transfer between any of these options will be provided as required - and entirely on a bespoke basis.

9. Physis Heathgates Academy - Policies

9.1. All schools are required to have a comprehensive range of policies relating to the functioning and ethos of the school as well as specific Curriculum policies.

9.2. The **Physis Heathgates Academy** has a full range of relevant documents available on our website, some of which are only accessible via a password protected area, or by request from the **Physis Heathgates Academy** staff team.

9.3. For further information on the policy requirements placed upon all schools visit the website of the Department for Education.

9.4. Individual curriculum area policies are developed in accordance with the specific needs and requirements of the **Physis Heathgates Academy** in fulfilling our commitment to meeting the identified and specific requirements of the children and young people we support.

9.5. These policies reflect the current best practice of the **Physis Heathgates Academy** and are subject to a minimum of bi-annual review by the **Physis Group**.

9.6. Effective admissions procedures are considered to be equally important as they will involve an initial information gathering process to inform a bespoke response to the needs of the individual student.

9.7. Based on this procedure, a carefully planned programme for integration is developed to ensure that both the child or young person and the **Physis Heathgates Academy** are as prepared as possible to meet the educational needs established during the process - and as such - the process for any admissions is difficult to prescribe.

9.8. The **Physis Group** is committed to a fundamental belief that education plays a pivotal role in ensuring the best possible outcomes for all of the children and young people we support and is a key component - alongside residential and clinical services - of our commitment to outstanding service delivery.

9.9. The **Physis Heathgates Academy** is our specialist education provision that is based around a strategy of bespoke education packages that aim to both meet the immediate, presenting needs of the students we support as well as creating a clear pathway to specific successes.

9.10. **Physis Quantum** is committed to dynamically demonstrating our belief that every student has the ability to both make progress, and develop their skills and talents within a supportive and inspirational setting.

9.11. To facilitate this we have developed a highly specialist staff team and created a specific approach to timetabling that reflects the most effective way to enable the student to achieve these aspirations - alongside a specifically designed environment in which to pursue their goal - and all of the children and young people Supported by **Physis Quantum** can expect to receive all the necessary resources and support they require to maximise their educational experience.

9.12. The **Physis Heathgates Academy** offers full time residential places for students aged between 10 and 18 on admission.

9.13. The **Physis Heathgates Academy** has facilities in Shropshire and enjoys a staffing ratio of 1:1 (max 1:3) and is therefore able to offers a rich and varied curriculum.

9.14. Students can attend the **Physis Heathgates Academy** from within a range of options - as mentioned above - based on individual need and agreement with placing authorities.

10. The Semester System and Problem Based Learning

10.1. Full time students at **Physis Heathgates Academy** will benefit from our innovative semester system based approach to learning.

10.2. This is delivered through four to six week semesters of intense, focused activities to shape specific learning based experiences, fully assessed and designed to plot progress in line with the National Curriculum.

10.3. The semester system not only creates distinct advantages in terms of avoiding large breaks from learning that can present problems for some students, but also allows for wider access to facilities and activities that may otherwise be used by mainstream peers in a way that prevents effective access within our specialised environment.

10.4. Within that semester based approach, we actively pursue a curriculum model designed to bring together learning experiences from cross curriculum areas that provides students with opportunities to explore their learning without some of the constraints that can be evident when taught only in distinct blocks of subject based teaching.

10.5. Students will often learn thematically, with learning objectives being developed by staff to cover the relevant course requirements at all levels of their study, with the focus on creating and engaging active minds.

10.6. An example of this approach could see students offered the opportunity to develop skills in areas such as numeracy, literacy, humanities and modern foreign languages through planning, organising and experiencing.

10.7. The key to our philosophy is to ensure that this type of approach to active learning and education is a regular and appropriate feature of the learning experience.

10.8. Staff are provided with time to plan and devise activities and assessment methods for these activities on a collaborative basis, with the spread of skills and experience within the wider team being acknowledged as critical to developing a culture that makes this approach ingrained into the culture of the **Physis Heathgates Academy**.

10.10. These tasks may include educational trips and visits and these periods of activity will always be overseen by fully qualified and experienced members of the education team, though they are specifically designed to engender independent thinking, study, and learning skills as inherent outcomes.

10.11. There will also be an enrichment programme delivered via guest instructors and extra-curricular activities which are carried out via an activities programme within the residential homes.

11. Teaching Hours and Accreditation

11.1. In regards to curriculum, students are offered a range of learning experiences that encompass the full breadth of curriculum would ordinarily expect to identify within well-arranged schools.

11.3. In terms of specific, full time curriculum at **Physis Heathgates Academy**, each student will have a timetable that details a provision of no less than 25 taught hours per week at Key Stage 3, leading to opportunities to achieve at least Functional Skills, Entry Level, Foundation Level or Higher Level GCSE qualifications in a range of curriculum areas, including Maths, English, and Science. A life skills accreditation programme is also in operation along with a DIY and Car Maintenance programme.

11.4. At Key Stage 4 the aim would clearly be to build on this success and to extend student achievement into the most suitable areas for their ongoing career ambitions and personal achievement.

11.5. All KS4 students will be able to choose from a range of curriculum areas, accredited via the most appropriate route and from a menu of traditional GCSE, Functional Skills, Entry Level or ASDAN options. These qualifications/accreditations are available across a wide range of academic and vocational pathways.

11.6. All KS4 students will also be offered a range of work experience opportunities throughout their placement, designed to create an understanding of the world of work in different environments, as well as to gain insight in to the requirements and day-to-day aspects of specific workplaces.

11.7. We offer Post 16 options on a full time basis at the The **Physis Heathgates Academy** as well as a suitable suite of qualifications that may not be in line with the chronological stage of the student but that meets their educational needs based on historical achievement and current levels of attainment.

11.8. The children and young people supported by the **Physis Heathgates Academy** will not be limited by their chronological age in determining their point of entry to the curriculum - as our primary objective is to always provide a curriculum to each student that specifically meets their personal and academic needs that attracts appropriate levels of accreditation to prepare them for their life beyond the Academy.

12. Personal Development Programmes and Access to Therapy

12.1. Curriculum teaching will be augmented and enriched by a Personal Development Program via the Quantum Leap Programme (QLP) designed and delivered in conjunction with the Clinical Team at **Physis Quantum**.

12.2. This programme will provide all the children and young people we support with timetabled sessions during which they will have access to an agreed therapeutic programme developed to meet their identified individual needs as part of the Placement Plan.

12.3. In addition to these specific timetabled sessions, there will be other therapeutic inputs through the school week - which may be discreet within the timetable and curriculum - or more specifically targeted within a specific event within the school week.

12.4. These programmes and interventions are always made in partnership with the Clinical Team and in line with the Placement Plan for the individual children and young people we support.

12.5. Students attending the The **Physis Heathgates Academy** on a day student basis may be offered access to specific personalised therapy as part of their placement, though there is not automatic access to clinical service for day pupils.

12.6. These therapeutic programmes are entirely devised and delivered on measurable outcomes, which are clearly defined and reported on by the therapy team at regular intervals as part of the Care Plan.



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