



Prospectus

2023/2024

URN 148767

DfE Registration 811/6023



Mission Statement

The Becklands School is a place where the best teachers ignite your child's passion to learn, where your child will be challenged to achieve in a stimulating, caring and supportive environment and in this environment, they will secure the skills and confidence they need to lead them into adulthood. Using person centered approaches and utilising interests and hobbies to keep them motivated whilst they learn how to build and sustain healthy relationships.

We look beyond the challenges young people may be faced with and utilise our abilities to see their potential within to mentor them to achieve their aspirations and goals in a secure, consistent, structured environment where children can work to overcome and manage those obstacles they may have to engage in education and achieve their potential.

With these key skills, we know our children can be healthy, happy, successful adults.

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The Becklands Summary

The Becklands is an SEMH independent education provider, delivering high quality education for some of the country's most vulnerable children, our aim is to ensure that all young people

have access to an education package. Local Authorities have a legal requirement to ensure that every young person has access to education.

The Becklands School is small independent school for boys and girls aged 11 to 18 who exhibit a range of social, emotional and behavioural difficulties. Pupils placed are from a wide range of local authorities due to their behavioural and emotional difficulties which has meant that many have been unable to access mainstream educational curriculum effectively. Students are likely to experience challenges with social communication and interaction with others and may have additional issues around their understanding of the social rules. These difficulties can impact on their emotional well-being and ability to participate in education. Larger environments requiring movement between classrooms, noise and big groups can create anxieties which become debilitating and a barrier to learning, resulting in many having extended periods out of school and then falling behind their peers.

The Becklands School provides an environment conducive to learning for this specific student profile, designed to help them re-engage with learning and enjoy school life. With the right support, all students will have the opportunity to achieve academic success.

The Becklands School will deliver specialist teaching and therapeutic support, together with small classes and a nurturing approach giving them the opportunity to work at a pace that's suitable for them. We help build self-esteem and confidence, work on strategies to support students' individual needs and enable them to focus on their education, alongside the development of their social skills.

Some pupils may have an Education, Health and Care Plan (EHCP) before joining our school. The vision for our school's curriculum is to provide a broad and balanced education, based on the realities of modern-day life and delivered in a caring, supportive and nurturing learning environment.

We believe in promoting the care of our pupils - respecting each individual while conducting high standards in all aspects of school life. We aim to meet the needs of our pupils by preparing them for adult and working life. At The Becklands School we believe that the word 'curriculum' should be interpreted in its widest meaning, to us it is every planned learning experience the pupils have as a member of the school both learnt formally within a lesson or informally outside the classroom throughout the whole school day. It is all the planned activities that we organise to promote learning, personal growth, and development. Teachers, instructors, and support staff structure these experiences to ensure that they have the most positive effect on the attainment, progress, and personal development of all pupils.

Head Teacher Introduction



Every school has people, but our job is first and foremost about developing people.

Whilst our pupils learn subjects through our rigorous core-knowledge curriculum, they are also using real-life skills to apply this knowledge. This is an active and engaged process which taps into different senses and styles of learning. We include all children in all aspects of their learning.

So, at The Becklands, it is not one size fits all. Each child, each member of staff and each family are respected for who they are and what they bring to the community.

Such individualisation of learning is a challenge for all, but it is mighty rewarding. In teaching the children we also mentor them, so that each child knows how they learn best.

They drive all that we do and are cultural. We want to help our children to make their own decisions, learn from mistakes, be independent, use their initiative, be ambitious, collaborate, respect diversity, be safe, be happy, lead and thrive on challenge.

The tricky part is that none of us knows where our best is until we test our comfort zones and find our zone of flow where the level of challenge, skill and knowledge lead to something really special. We make this process fun and it does develop a happy, confident, friendly environment for all, of which we are proud.

I look forward to welcoming you to The Becklands.

Steven Hobden

Head Teacher

Ethos and Vision

Statement



Inspire everyone to achieve their very best and nurture a love of learning and life.

We believe our school will nurture all individuals in their journey to achieve their full and unique potential.

We are committed to developing a welcoming, safe and stimulating learning environment that will enable our pupils to become responsible citizens and lifelong learners. We are aware that our pupils bring different experiences, interests, and strengths, which will influence the way they learn and develop their independence.

We will achieve this by:

- Providing a stimulating, exciting, challenging, and engaging curriculum.
- Providing a safe and secure learning environment that enables children to develop independence and confidence in all that they undertake.
- Providing a positive ethos of support, praise, and encouragement.
- Valuing everybody and respecting individuality.
- Helping children develop a social, moral, and spiritual awareness so they become caring and responsible individuals.
- Ensuring that everyone feels safe and secure in the school environment.
- Ensuring that everyone is welcomed into the school and shows respect towards each other.
- Encouraging everyone to do their very best in everything they do.
- Developing a sense of pride in everything we do.
- Taking care of and supporting the needs of every child.
- Inspiring children to be curious and inquisitive learners and giving them the skills, knowledge, and attitudes to be successful learners.
- Promoting the wellbeing of everyone in the school so that they are happy

Key Stage 2



The curriculum will be addressing Key stage 2 work as some of our learners will need to re-visit this stage as part of their bespoke learning package.

Children access discrete lessons throughout the year covering additional aspects of English, maths, science, art and design, computing, design technology, history, geography, music, religious education, physical education. Phonics are taught





Key Stage 3

At Key Stage 3 the curriculum is delivered by teachers with Input from instructors when required. This includes

core subjects Including English, maths, science and computing, which are embedded into a selection of key stage topics. Pupils will also access a personal development programme incorporating areas such as religious education, geography, history, music, art, technology, and physical education. This curriculum is supported by a range of interventions. Pupils work on the school farm, in the school kitchen and access outdoor education on a weekly or fortnightly basis.

Students will be involved with local communities and charity work through topics delivered in SMSC.

Life Studies (a programme which delivers personal, social, health, citizenship, enterprise and careers education).

All students will work towards GCSE qualifications over a period of individualised learning.

All students make a guided choice beginning of year 9: they will have a choice in vocational subjects.



Key Stage 4



At Key Stage 4 all students study the core curriculum of English Language, Mathematics, Science (Biology), BTec Home Cooking Skills, BTec Sport and Active Leisure.

Pupils continue with the choice they made in year 9 if they want to take optional GCSE.

Pupils continue with the choice they made in year 9 and complete a range of units in work skills and employability. They will also work towards independent living skills.



Key Stage 5



All students also complete the 6th Form Enrichment programme which provides a range of extracurricular opportunities. Careers advise and Work skills qualifications.

They also choose from opportunities to transition into vocational and foundation College courses.

The school will support and prepare pupils in:

- Extended GCSE work.
- Life post-education.
- Raise aspirations, inspire pupils to chase and achieve their dreams and challenging stereotyping.
- Help pupils to access information on the full range of post-16 education and training opportunities.
- Offer targeted support for vulnerable and disadvantaged young people.
- Support pupils to make successful transitions into employment, education or training.

This provision will be quality assured by the Head Teacher of the school through a series of checks and visits.

Additional options



Bespoke individual learner timetable for years 7-13

Pearson further accredited qualifications

ASDAN further accredited qualifications (AoPE/CoPE)

Music

Drama

Construction

Animal Care

Land based studies

BTec Sport and Active Leisure

Health and Social Care (to be confirmed)

Hospitality and Catering/ Jamie Oliver Home cooking skills (to be confirmed)

Science

Food Safety Level 2

Enrichment Activities



Pupils at The Becklands are offered a plethora of enrichment activities that include:

- Duke of Edinburgh Awards
- National Maths and Science challenge days
- Cultural visits
- Frequent visits to the theatre and musical theatre performances

Pupils will also be working with our local Fire Brigade on an educational programme including training and certificate in First Aid.



Extra-curricular activities



Physical Education

Pupils will take part in PE onsite with a PE Instructor.

There will also be opportunities for pupils to be taken offsite to a local Sports Centre or participate in outdoor education, to engage learners socially and emotionally on a weekly basis.

Qualification:

- BTEC Sport and Active Leisure



Supporting Young People's Behaviour



We have a duty under the School Standards and Framework Act 1998 to have in a place a behaviour policy that is annually reviewed, made available to all stakeholders and is consistent throughout the school.

Becklands School delivers education and care according to the individual needs of the pupils in a safe, positive, and predictable environment. Some pupils at Becklands may display challenging behaviour as a result of their communication difficulties, lack of social skills or understanding or previous experiences within educational settings (leading to lack of trust).

We believe that we promote good behaviour by creating a happy caring school environment where everyone feels valued, respected, secure, and free from all forms of anti-social behaviour.

Becklands realise pupils' behaviour improves and they feel safer and happier in a social if school personnel consistently apply this policy and maintain regular classroom routines.

Becklands encourage pupils to achieve in a learning environment where self-discipline is promoted, and good behaviour is the norm. Any form of low-level misbehaviour during lessons is not accepted as we believe pupils will achieve their full potential in a happy, stimulating and ordered school environment.



Referrals and Assessment



Appendix 1 Referrals, Consultation & Assessment Process

Referrals, Consultation and Assessment

The Becklands school caters for students with complex behavioural needs including social, emotional, and mental health needs.

All our students' academic abilities are of mixed range as some children may have large gaps in their education.

The following procedure should be followed to request a place for your child at our school, this includes Local authorities, Vcare , parents or carers.

Make contact with the school either by email info@thebecklands.co.uk, telephone 01430 338569, or in the case of local authorities via their secure network. This should include the full consultation paperwork and or EHCP, academic progress and any other documentation that provides a full as picture as possible to inform our decision making.

On receipt of that information the admission committee will decide on whether the school can meet the educational needs of the child. This will be completed within 21 days of receipt of the information and will inform the sender of their decision.

If it is a positive response, we will invite the child in for an observational assessment period. Assessment usually takes between one and four days. Assessments for students with very complex needs can last up to four weeks to ensure appropriate understanding of need. If after this assessment the admissions committee all agree that we can meet their needs. We will inform the sender.

Once it is agreed that we can offer a place for the child we will inform the LA that we are prepared to be named on the EHCP. If full-time 1to1 support is required, we will begin the recruitment process. Once all this is in place, together, we will agree a start date and whether that is full-time or transitional to start with.

If it is a negative response to the consultation or the assessment , we will provide details as to why the admissions committee have that come to that decision.

The admissions committee will comprise of all members of the Senior Leadership Team, whilst the final decision rests with the Head teacher.

Policy and Information Summary



The following information/documents are available on request from the school office or on the school website:

- Complaints procedure and data regarding complaints
- Admission, Discipline and Exclusion
- Education and Welfare Provision Visits for pupils for whom English is an additional language
- Curriculum
- Prevention of Bullying
- Behaviour Management
- Health and Safety Policy
- Health and Safety on Educational Visits
- Policy to Safeguard and Promote the Welfare of Pupils at the School
- Accessibility Plan

Term Dates



Spring Term 2023:

Tuesday 3rd January—Friday 10th February

Spring half-term: Monday 13th February—Friday 17th February

Monday 20th February—Thursday 30th March

Easter Holidays: Monday 3rd April—Friday 14th April.

Summer Term 2023:

Monday 17th April—Friday 26th May

Bank Holiday: Monday 1st May

Summer half-term: Monday 29th May– Friday 2nd June

Monday 5th June—Friday 21st July.

Autumn/ Winter Term 2023/2024:

Tuesday 5th Sept—Friday 27th October

Autumn Half Term: Monday 30th October-Fri 3rd November

Monday 6th November—Friday 22nd December.

Christmas/New Year Holiday: Monday 25th December—Friday 5th January.

School will be closed:

Friday 31st March 2023

Monday 24th July 2023

Tuesday 25th July 2023

Wednesday 26th July 2023

Friday 1st September 2023

Monday 4th September 2023



Term Dates



Spring Term 2024:

Tuesday 9th January—Friday 9th February

Spring half-term: Monday 1th February—Friday 16th February

Tuesday 20th February—Friday 22nd March

Easter Holidays: Monday 25th March—Friday 5th April.

Summer Term 2024:

Tuesday 9th April—Friday 24th May

Summer half-term: Monday 27th May– Friday 31st May

Tuesday 4th June—Friday 19th July

School will be closed:

Monday 8th January 2024

Monday 19th February 2024

Monday 8th April 2024

Monday May 2024 (Bank Holiday)

Monday 3rd June 2024

Monday 22nd July 2024



How to find us



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