

Specialist residential services
in autism and complex needs

Purbeck View School

Mixed Gender | 7 – 19 years | 38 & 52 Week



everyone has a personal best

Welcome



We are one of the UK's leading providers of specialist services in education, mental health rehabilitation and learning disabilities. We provide services for over 1,300 individuals across 70 services; we work with 140 public authorities and employ more than 3,500 people.

Although our work embraces many specialist disciplines, it is united by a common purpose: To actively enable each and every one of the people in our care to achieve their personal best, however it is defined by them or for them.

Everything we do is directed towards achieving this aim.

Image disclaimer

Cambian are grateful to our students' parents and staff who have given permission for the images to be used in this prospectus.

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A few words from the Head

Dear Students, Parents, Friends, Carers and Professionals,

Thank you for taking the time to consider whether Purbeck View School can meet the needs of your child.

It is with great pleasure that I present you with this prospectus to introduce our school. I am fully aware that the decision to consider residential care and education for your child will have been reached with a lot of thought and soul searching.

We recognise that this can be a very difficult time for all of the family. The prospectus is therefore intended to give you an overview of the school and the service we provide, some answers to your more general questions and certain key information to aid your thought process.

However, the prospectus will not answer all of your questions, especially those related to the specific needs of your child. I would therefore encourage you to make contact with the school. We are located in a very beautiful part of the country, being close to the sea and surrounded by the Purbeck hills. You may want to consider a day trip to Swanage, to take advantage of the local amenities and incorporate a visit to the school. We welcome all visits to the school by arrangement, so please call Freephone number **0800 288 9779**. We will be very happy to meet you to speak directly about your child's needs.

In coming to Purbeck View School your son/daughter can expect to receive an education which specifically addresses their autism and equips them with real life skills. Each student will be identified with an Individual Education Plan (IEP) and targets which will focus attention on areas for development.

Over the past year 100% of our pupils made good progress against expected target levels and when compared with other students with the same diagnosis nationally. This is a wonderful achievement for our students and teachers. Students have also been working hard on ASDAN modules which will lead to ASDAN Awards. We have had 37 ASDAN modules moderated and certificated this year. Students continue to make excellent progress against IEP's and Individual Learning Outcomes within the STARS Curriculum. To find out more information about our curriculum please contact the school.

However, we also aim to ensure that our students have fun whilst at our school and through a breadth of enjoyable experiences expand their understanding of the world. Over the past year our students have had many wonderful experiences including:

- Visits to places of local interest – animal sanctuary, lifeboat station, Corfe castle, Swanage steam railway, Dinosaur Museum, Tank Museum and Poole Park, local swimming pool, bowling to name but a few.

- Walking – we have many safe areas for walking and this is a regular feature for student activities which promote health and fitness.
- Visiting artists come into the school. Over the past academic year we have, for the second time, taken part in the Purbeck Arts Week (PAW) and once again did very well. The theme was a 'carnival of animals'; our students had a wonderful display of their work in the community and were rightly proud of their achievements. A whole school day out to Paulton's Park was also a huge success.

If you feel that a balance of academic targets alongside real life experiences is the way that you wish your child to learn please do not hesitate in contacting us.

I look forward to meeting you in the future.

Warm Regards

Susan Harvey

Certificate in Qualified Social Work,
Executive Diploma in Management



Purbeck View School Introduction

Purbeck View School is one of Cambian's schools for children and young people on the Autistic Spectrum.

Our total commitment to high quality care and education for our students in all our schools guarantees at least the same quality of provision that students, their parents, and Local Authorities have come to expect. We pledge to continue and advance the development of all our services equally to our students, staff and placing authorities. Our most recent Ofsted education and care inspections identified us as 'outstanding'. We are thrilled that external inspections confirm our belief that we provide a high quality service. Copies of our reports can be made available to you on request.

Student Profile

- Primary diagnosis of ASD, often with co-morbid conditions.
- Complex needs.
- A history of challenging behaviour.



'This is an outstanding service for young people with autism. The staff work collaboratively across teams using their skills and professionalism to deliver high quality care whilst maintaining the primary focus as the needs of the students.'

Ofsted Report 2010

Introduction

Purbeck View School

Our aims

Purbeck View School is a co-educational boarding school specialising in the care and education of 57 pupils between the ages of 7 and 19 who have a diagnosis of autism or whose difficulties place them on the autistic continuum. We offer both 38 and 52 week placements.

Our pupils are also likely to have associated learning difficulties and may display behaviours which prevent them from full or independent access to many activities or social settings.

In common with the established aims of the Cambian Group, at Purbeck View School our objective is to enable our students to achieve their full potential by challenging the limitations of autism.

To achieve our aim we have developed the STARS curriculum; this is a System for Teaching Students with Autism Real Skills. It is a comprehensive autism specific curriculum focussed on addressing the needs arising from the triad of impairments.

The curriculum encompasses social skills training, life skills, communication knowledge and understanding of the world and physical development. We deliver the curriculum within an environment which is calm, consistent and purposeful.

Individual programmes developed for each pupil are drawn from the Statement of Special Educational Needs, baseline recordings and continuous assessment, and will encompass:

- The breadth and balance of the National Curriculum using modified or differentiated programmes of study where appropriate.
- Personal, social, communication and living skills development which builds on individual strengths and remedies areas of weakness.
- Positive and supportive approaches to behaviour support.

Groups are broadly based on age and much of the learning is individualised although all pupils have access to a wide range of social, educational and living experiences in a variety of settings to address their personal needs and development.

The environment is supportive yet challenging in order to encourage a confident response to living and learning. Within the residential setting, the extended Curriculum ensures consistency and continuity of approach in all areas of learning. The development of self-management and enhancement of self-esteem are inherent aspects of the Curriculum.

Through the provision of a secure, predictable environment in which all staff follow a consistent approach to behaviour management, children are encouraged to develop strategies for coping with change.

Rigorous record-keeping and assessment enable us to establish and maintain steady progress for each pupil. Targets are continuously monitored and evaluated by the interdisciplinary staff group to ensure relevance and development. Open communication with parents helps to ensure consistency and the ultimate generalisation of skills between home, school and the wider community.

Through positive intervention, all pupils have the opportunity to demonstrate and celebrate achievement.

The school's location, in the seaside town of Swanage, ensures that programmes of integration into the community are a part of daily life.

'The innovative curriculum newly devised to meet the specific needs of students with autism is outstanding. The school has devised a curriculum it has called 'STARS', a System for Teaching Students with Autism Real Skills. It is very well documented, showing clearly how the students are supported and shows progression across the different age and ability groups.'

Ofsted Report 2010

Organisation & Structure

Staff structure

Purbeck View School has a total staff complement of over 250. The school's Leadership Team consists of the Head, Deputy, and Care Services Manager.

Other senior managers include Assistant Head, three Care Managers, Bursar, HR and Training Officer.

The Assistant Head has overall responsibility for the education department, supported by the teachers and a team of full time teaching assistants.

Staff in the Care Services Department work in teams based in student living groups. The three care managers support six team managers. In turn, each team manager is supported by a group of assistant team managers and support workers.

In addition, the Bursar manages the core team, which includes a maintenance team, catering and domestic staff. We also have an administrative team which supports the work undertaken within all parts of the school and who provide the first point of contact for those telephoning or visiting the school.

Staff training

Cambian Group is committed to developing all employees, enabling them to provide a service of the highest quality for the young people in their care. The value placed upon the important role played by staff is possibly best demonstrated by our ongoing achievement of the nationally recognised 'Investor in People' award.

On appointment, whatever their experience or qualifications, all new staff undergo foundation and induction training, including awareness of abuse, introduction to autism, Signalong, communication, Positive Behaviour Support, developing a positive approach, rights and responsibilities, confidentiality, complaints, diversity, mental capacity and health and safety.

Thereafter, training is an ongoing, inherent component of employment to ensure knowledge is up-to-date. In addition all inductees undertake shadowing relevant to their own role.

All Team Managers are required to be trained to Level 3 in Health and Social Care - Children and Young People (QCF - Qualification Credit Framework), and we strive towards an increase in our percentage of staff across the board qualified at this level.

A comprehensive 'Programme for Staff Development' provides a framework for identifying and addressing the training and development needs of all staff at the school. This focuses not just upon ensuring basic, minimum competence levels but also on the more specialist skills needed to meet specific, individual needs of students.

All staff training is targeted to support the achievement of the school's objectives and is provided through a mixture of in-house and external courses, linked wherever possible to nationally recognised standards.

Supervision and appraisal

Every member of staff has an appointed line manager who undertakes professional supervision on a six weekly cycle. Supervision is linked to national standards, the post holder's job description and person specification. On the anniversary of appointment to their current role, each member of staff will be formally appraised. Individual supervision files are maintained for all staff.

How we monitor what we do

We receive regular inspection of both care and education by Ofsted. We also have two independent visitors who make unannounced monthly visits to the school. The Cambian Schools Operations Director for Education in her capacity as Responsible Individual also visits on a monthly basis; in part, to review and assess the quality of care and education.

Our young people live in safe, attractive and comfortable accommodation and are accorded a degree of privacy and consideration which safeguards their dignity and enhances their quality of life.

Student profile

We have a rich and diverse population of students at Purbeck View with a wide range of abilities. Some of our students arrive having been in Special Schools or autism specific provision. Some students have been in mainstream School or come directly from home.

All students have a diagnosis of Autistic Spectrum Disorder (ASD) and associated difficulties. Our catchment area is national with students placed with us from as far away as Scotland and the Channel Islands.

A robust and individualised transition process is adopted for each new student joining Purbeck View. The process ensures that transition is as smooth as possible, families are fully involved and students are as prepared as possible for their new school.

Clear and careful communication by the staff team helps new students to understand routines and expectations. Any means necessary to clarify and de-mystify will be used: photographs, words, signing, etc., but clear guidelines and high expectations are always apparent.

To ensure clarity of purpose and consistency of response and teaching methods, the responsibility for developing personal plans and goals for each student rests with both care and education staff in consultation with the multi-disciplinary team.

Daily routine

Between the hours of 9.00am and 3.30pm, students work with qualified teaching staff supported by teaching assistants in average class groups of six and a ratio of 1 staff to 2 students. Many classrooms have increased staffing to support students who are additionally funded for 1:1 support.

The School day starts for Key Stages 2, 3 and 4 students at 9am. Three days a week students begin in the chapel

with an assembly. Each week we have a different theme based on season, current or social issues.

On Tuesdays and Thursdays students start the day with huff and puff sessions in the Sports Hall.

Each class takes a turn during the term to present assembly to their peers. On Mondays we review the weekend's events and prepare for the week ahead, and on Friday we look back over the week, using photos and examples of work before we distribute certificates for particular achievement during the week.

Through our timetable we make sure that our students are offered and access the breadth of the Curriculum. Each lesson is differentiated to ensure that everyone can work at their own level and pace and that prior learning is developed. Please see Appendix for an example of a timetable for the lower school.

As our students progress through the school, and by the time our students reach post-16, the timetable has developed to incorporate learning through projects, work experience and vocational opportunities. Wherever possible, these are undertaken off site, within the local community of Swanage.

During leisure time, early mornings, evenings and weekends, the 1:2 (staff:students) ratio is maintained by teams of residential care workers led by team managers and assistant team managers. All students are offered the opportunity of regular trips into the community where they can experience the reality of shops, cafés, play areas, crowds, etc. When appropriate they can practise everyday interactions through spending pocket money, joining clubs and attending local events. Each visit off site is fully risk assessed and the needs of the individual student are met by appropriate staffing levels.

Within the school grounds, too, there are many opportunities to extend learning, through play and social events as well as developing practical and communication skills. Activities within the school site include Cooking, Music, ICT, Art and Sport. Throughout all our activities, both during leisure time and more formal learning environments, there are opportunities to address the issues associated with ASD which block learning.

The School year – events

Throughout the year there are regular events when we like parents and friends of the school to join our activities or celebrations, for example:

- Our Christmas Production in the Chapel at the end of the Autumn Term.
- Our Sports Activity Day in July.
- Our Celebration of Achievement at the end of the Summer Term.

In addition, we also put on special events such as our specially adapted productions of 'The Wizard of Oz', and 'Alice in Wonderland', which staff and students performed in our local Mowlem Theatre.

Philosophy & Approach

Purbeck View School's methodology and philosophy is based on the belief that children with an Autistic Spectrum Disorder do not progress and develop if left alone.

The Purbeck philosophy

Purbeck View School's methodology and philosophy is based on the belief that children with an Autistic Spectrum Disorder do not progress and develop if left alone. Only with consistent, fully informed and appropriate intervention and direction will they learn the skills necessary to achieve their potential in later life.

Each small group of children works with their own multi-disciplinary staff team who meet regularly, constantly monitor individual programmes and record progress to ensure the necessary consistency of approach, acknowledgement of progress and maintenance of development.

The environment at Purbeck View School is structured, stable and secure with well-planned routines aimed at reducing anxiety and confusion, whilst supporting decision-making and awareness of potential risks and dangers. Each student can increase in confidence and build self-esteem through the progressive achievement of realistic individual goals and targets.

No opportunities offered to other children of the same age are denied to the students at Purbeck View, where high staffing levels and an extended Curriculum provide a continuous and supportive response to behaviour at all times.

Students are assisted by staff to develop the skills of self-advocacy, the ability to make choices and the facility to engage in constructive and purposeful activity in unstructured time.

All staff are trained in supportive and positive approaches to behaviour support which includes ProAct SCIP® UK (Strategies for Crisis Intervention and Prevention). Staff response to negative behaviour is purposeful but non-confrontational and always partners the teaching of more appropriate methods of communication.

Mutual respect for all individuals is fundamental to the ethos of the school and neither corporal punishment nor any other measure that might threaten the dignity or welfare of any student is permitted.

We offer a high standard of education and care based on an accurate assessment of the special needs of groups and individuals, and delivered in an environment which supports and promotes personal growth and development. Our on-site multi-disciplinary therapeutic service provides outstanding direct and indirect support to students across the waking day.

Our students live in safe, attractive and comfortable accommodation and are accorded a degree of privacy and consideration which safeguards their dignity and enhances their quality of life. We try always to involve them in making decisions that affect their lives and to take account of their wishes in relation to lifestyle, work and leisure. They live well, eat regularly, are well-dressed and encouraged to maintain the highest standards of personal cleanliness and good grooming. No effort is spared to promote their health and general well-being.

We seek to offer all our young people a full range of suitable activities within our own establishments and, where possible, in the community. These activities are age-appropriate, designed to encourage the degree of independence of which the young person is capable and to promote the development of good relationships with their peers and others with whom they come into contact. Consistent with protecting them from harm, we encourage freedom of movement and offer appropriate support to enable access to activities of their choice.

Whilst in our care, young people enjoy the full protection of the law. We operate rigorous employment checks, establish codes of conduct for staff and provide safeguards to ensure their safety from abuse or threat of abuse. There is a Cambian policy with regard to Child & Adult Safeguarding procedures which is strictly followed in every school and which fulfils all statutory requirements. Our Complaints Procedure is comprehensive and of proven worth; for all establishments there are Independent Persons to whom complaints or concerns can be directed.



Every effort is made to maintain links with home and family and, where relevant, to ensure recognition of cultural and/or religious diversity.





At Purbeck View, in common with all Cambian establishments, we maintain sufficient numbers of staff, suitably qualified and experienced, to ensure that young people are carefully supervised and have access to support, advice, guidance and education of high quality. Particular emphasis is placed on supporting students to reduce unwanted behaviours and to operate effectively as individuals in society. Every effort is made to maintain excellent links with home and family. Parents receive regular calls from keyworkers, receive a weekly newsletter and web cam facilities are also available. Recognition of cultural and or religious diversity is ensured.

Non-denominational community

The school has its own chapel in which assemblies, prize-givings and end of term events are held and, whilst Purbeck View is a non-denominational school, our daily assembly offers staff and students the opportunity to meet and celebrate the achievements of the day. Parents have the right to withdraw their child from all or part of our assemblies. There is a commitment on the part of all staff to provide equal opportunities for all students and every effort is made to acknowledge and respond to the needs of individuals from differing religious, cultural and linguistic backgrounds. Specific wishes in this regard can be discussed with the Head.



‘Most students make outstanding progress in their learning because of the range of communication opportunities available to them. The work undertaken in lessons successfully embraces the school’s philosophy to challenge the limitations imposed by each student’s autism.’

Ofsted Report 2010

Teaching & Learning

'There are many opportunities for students to experience success and gain confidence...'

The Education Department

The school offers a range of classroom facilities. Each class of an average of six children is based in its own general classroom, working with a qualified teacher or a qualified FE Tutor and two classroom assistants. Class groups are chosen on the basis of ability, age and personality mix in order to ensure a cohesive and compatible group.

Each class also has access to the school's practical skills areas:

- Art and Craft
- Therapy Suite
- Food Technology/Living Skills Kitchen
- ICT
- Sport (both indoor and out)
- Library.

We believe our students have the right to experience the breadth of the range of subjects within the National Curriculum and progress is carefully monitored, with the emphasis on enabling students to generalise the skills learnt in the classroom in a wider setting. Each student's individual programme goals are linked to National Curriculum attainment targets where appropriate and realistic goals are set for each individual to ensure that students experience success, build self-esteem and achieve their full potential.

We know that autism creates a barrier that prevents our students from achieving their full learning potential. The Purbeck View School STARS curriculum is designed to break down that barrier and enable our students to achieve their full potential and move on into their adult lives with the necessary skills and abilities to be happy and content individuals and to have a successful role in society. This is our aim for all our students.

We have students working from low P Levels up to National Curriculum Level 5 and our aim is to meet the individual needs of all our students. We offer our students the opportunity to learn through the following learning strands:

- Communication skills
- Social skills and understanding
- Understanding and experiencing the world
- Life skills
- Sensory experience and physical development.

RE is taught in accordance with the locally agreed syllabus. Parents have the right to withdraw their child from all or part of RE lessons, and are encouraged to discuss such matters with the Head.

During the school day and for all students in the lower school a school uniform is worn (in Post-16 students have the flexibility to choose what they wish to wear) and the day is structured, active and predictable, including many opportunities for physical activity and sensory input. The teaching of PE is important in the timetable and the Curriculum includes interactive play, cardio workouts and emerging team games.

Students are assisted in understanding their own timetable through means of PECS symbols, photographs, writing and speech. Autism specific teaching and learning are central. Opportunities to

encourage interaction, communication and awareness of others are balanced against each individual's need for personal space and order. The school has an eclectic approach to teaching, adopting schemes and methods which fit the individual student's style of learning. All our students are seen as individuals with individual needs and their learning programme is tailor-made according to this brief.

Elements of TEACCH are used: the start and finish of each activity is quite clear, as is the end of the school day, when students return to their living area and change into casual clothing.

Opportunities for learning through sensory experiences and activities are considered in each lesson with a therapeutic approach being at the heart of the Curriculum.

Our range of on-site resources (sports hall, chapel, practical skills/arts block, etc.) enables students to prepare for community activities within the security of the school setting.

The range of practical resources within the school takes account of the breadth of the National Curriculum as well as the specific needs of individual students, developing their strengths, supporting their weaknesses and extending their experience of life.

Annual assessment and analysis of progress is measured against National Curriculum and P Levels. Data is monitored against national averages and checks and balances for individual attainment are in place.

All students are offered the opportunity of studying for accredited courses. Detailed information of academic performance and progress of students is available from the school.

The extended or 'Waking-Day' Curriculum

Purbeck View School offers its students an extended Curriculum, in other words, an environment in which consistency and a supportive response to positive behaviour is provided at all times, whether in the classroom, during leisure activities or at night.

As part of the total extended Curriculum, we consider activities before and after school and at weekends to be of equal value to experience during the school day. Children are constantly encouraged to develop their skills in personal care, experiencing play and leisure activities and enhancing social and communication skills in a wide variety of supported yet realistic settings. Within that structure, students are offered study programmes and leisure activities which address their individual social, communication, personal and academic needs.

Activities are written and planned within the STARS scheme of work framework. The activities on offer throughout the waking curriculum have clear learning objectives and outcomes that students will work towards achieving. The schemes of activities are prescriptive and focus on the same 5 areas that the students work on during the formal curriculum in the education setting.

Whilst there is a strong emphasis upon improving social communication skills, there are many opportunities for students to experience success and gain confidence in practical and physical activities which do not rely heavily upon verbal communication skills.

We believe that our students should have access to the same range of activities and experiences as others of the same age and, whilst they may need support, guidance and a carefully monitored introduction to new situations, we do all we can to ensure success and increased confidence.

Students at Purbeck are encouraged at all times to achieve a personal degree of independence. Our Curriculum and programmes of study and activity are all designed to meet this end. We help our students to understand and deal with the very personal matters surrounding their own physical development during puberty, hygiene and health.

The 'Waking-Day' Curriculum provides our students with a consistency of learning and an autism-specific level of support that can help them to achieve life goals.



Opportunities for learning through sensory experiences and activities are considered in each lesson with a therapeutic approach being at the heart of the Curriculum.

Assessment

The role of the key worker is to establish a particular relationship with 'their' student and then to develop strong communication links with the student's family.

Assessment and records

Continuous assessment and recording are central to the effectiveness of a community which offers continuity and consistency for our students. We base our individualised personal, social and communication programmes on the information that we gather about students' needs. All staff working with an individual are contributing to our centralised recording systems and all IEP targets and Placement Plans are developed by the multi-disciplinary team. These targets are SMART and regularly tracked and monitored.

Meeting individual needs

On admission, each student is allocated a key worker from amongst the staff group. The role of the key worker is to establish a particular relationship with 'their' student and then to develop strong communication links with the student's family.

After an initial assessment period, six annual outcomes are agreed and worked upon over the year. Under these six headings IEP's are set 12 weekly. Every week a multidisciplinary clinic is held on site at the school. All the therapeutic disciplines are present along with a representative from the senior management team, the care setting and the class teacher. Each class is discussed on rotation as well as any additional students who may require an MDT focus that week. These reviews are to discuss each student in detail and to look at targets that have been set for the year and how outcomes are being achieved. Short term targets from each discipline can be set.

The review process

Statutory reviews of progress are held annually to which parents and authorities are invited. Copies of full reviews are sent to all interested parties. Many students are also subject to 6 monthly 'Looked After Children' reviews. There is also an initial three-monthly review to which parents and placing authorities are invited, to discuss progress and plans for future programmes.

The staff who work directly with each student carefully monitor and record events. These records provide valuable information, helping us to identify strengths, likes and dislikes, patterns and areas for development.

Appropriate, individualised and pro-active programmes can then be developed which are designed to meet the need of the student. To monitor academic development, each student is assessed to determine current attainment and blocks to learning, using standardised assessments. Teaching strategies are individually adapted to take account of cognitive profiles and communication skills.

Levels of attainment and accredited course results

Our students are assessed for their development in P or National Curriculum levels twice a year; at the end of the academic year and at the time of their own annual review; wherever that may fall in the year. These results are analysed in relation to the development of each individual as well as to identify school-wide trends. The results help us to determine new targets and to develop each individual's strengths.

We offer a wide range of accredited courses through ASDAN.

Personal, Social, Health, Citizenship Education

At the heart of the programmes developed throughout the extended Curriculum is the personal, social and communication development of each student. Age, physical and intellectual maturity are all carefully balanced against the needs and rights of students, many of whom are experiencing the changes and uncertainties of puberty. Sex Education is an integral part of our PSHCE Curriculum, but each student is taught on an individual basis, depending on their stage of development and their style of learning, and parents are consulted about the content and nature of the programme of learning recommended.

The school promotes a culture of Respect across all areas and settings. Students are supported with visual reminders that teach them the importance of Respect within the school. Respect Yourself, Respect Others and Respect Our School are three areas that are supported throughout the waking curriculum to promote positive personal and social education. Specially commissioned posters are displayed around the school, visually representing this message.

PE

Many of our students find skills very difficult to master, particularly in relation to 'rules'. At Purbeck View School, we believe in encouraging fitness and sport as a leisure activity. We are particularly lucky to live in an area where leisure activities are readily available.

Additionally, our sports hall, with its bouncy castle, Opti music and interactive sports wall, fitness suite and trampoline, offers us easy access to sports, whatever the weather. The school has a fitness suite with a range of machines and equipment to promote exercise and cardiovascular fitness. All our students participate in PE lessons, whilst fitness and physical exercise play a large part in our programme of leisure activities too.

ICT

Many of our students respond particularly well to the use of computers for communication as well as for information gathering. This is encouraged and the school is continuously reviewing its provision for ICT to further pupils' academic and personal development. All classrooms have access to ICT in computer, laptop and interactive whiteboard format. ICT is used across the Curriculum.

Work experience

As they develop through the school, all our students are supported to develop 'work related' learning skills in preparation for work experience in the upper part of the school. Some begin work experience within the school itself, for example, in the office, kitchen or grounds. Some help with collating inserts for our local free newspaper whilst others are involved in newspaper delivery around the town of Swanage itself.

We are able to offer a wide range of work experiences through our contacts within the community, from pubs to churches and the animal sanctuary. Our position in the community is a massive strength of the school and we are able to offer fantastic opportunities for our students in a safe and enriching environment.

Consultation with students

We support our students to 'have a voice' and to enable them to express ideas and concerns using whichever means are most appropriate to the individual. As a part of this process, we have a School Council with student representatives from across the school. The Council meets half-termly.

School Council topics can be rich and varied from requests to change to the menus, to ideas for activities and events that students would like to take part in and onto the more fanciful requests such as: 'Can we have Falabella Ponies in school?'

Each student is allocated a key worker with whom they meet regularly and there is a 'student friendly' version of the complaints procedure designed to make it accessible to all students.



As they develop through the school, all our students are supported to develop 'work related' learning skills in preparation for work experience in the upper part of the school.

Therapeutic Environment

Having such a range of therapies available, delivered by experienced practitioners who work as a team, is of great benefit in supporting our students to reach their full potential and have their needs met.

Our approach

Our students currently have access to the support of Speech and Language Therapy, Occupational Therapy, Music Therapy and Psychology. Each clinician is suitably qualified and receives professional supervision. Students and the school benefit from in house Clinical Psychologist, Consultant Psychiatrist and visiting Consultant Paediatrician and Physiotherapist.

Our therapy staff work as a team in assessing new students, and often run groups together. Together they produce Initial Assessment Joint Therapy Reports and Joint Therapy Annual Review Reports. The weekly multi-disciplinary clinic is the key vehicle for true collaborative working across all disciplines which ensure that each student receives the best care that we can provide.

Therapists also train and support other staff to help make the whole school environment as beneficial as possible to each student's well-being and learning.

As a school we aim to ensure that all areas of need from the students' statements are covered. Having such a range of therapies available, delivered by experienced practitioners who work as a team, is of great benefit in supporting our students to reach their full potential and have their needs met.

The Speech and Language Therapist

- Assesses communication skills.
- Develops programmes to assist students in developing an effective, independent communication style that is tailored to their level of ability across all settings.
- Offers individual therapy, involvement in a communication group or class/care based intervention delivered by other staff with support and monitoring by the therapist to provide training, advice and support for other staff.

The Occupational Therapist

- Assesses motor, perceptual, sensory and play skills in relation to students development and independence skills.
- Focuses particularly on the impact of sensory processing difficulties and on building calming and alerting activities into routines to support emotional regulation.

Care & Welfare

- Provides training for staff, including sensory strategies and how to adapt tasks and environments.
- Works directly with students in fully equipped sensory integration room as well as in class and care settings.

The Music Therapist

- Works directly with students and/or trains and advises other staff in the use of music in lesson and leisure time.
- Provides individual music psychotherapy sessions, when appropriate, to support students' psychological and emotional needs and advises other staff in relation to these. The sessions can involve elements of story-telling, drama and art as well as music and talking together.

The Psychology Assistants

- Assess students' functional skills and cognitive abilities in order to determine areas of strength and difficulties.
- Advise staff on how to address the students' behavioural and emotional needs.
- Observe and analyse behaviours to understand the function and put in place strategies for support.
- Carry out therapeutic interventions under the supervision of the Clinical Psychologist.

Play sessions

- Focus on building individual and social skills such as turn-taking and imaginative play, whilst having fun.

The sensory room

- Provides a relaxed, 'no-pressure' setting in which students are able to explore different textures and sensory toys/equipment.
- Sessions include hand and foot massage (with suitable qualified staff).

The environment

Students at Purbeck View School live together in groups decided by individual need, age, gender and whether accommodated for 38 or 52 weeks. Wherever possible, parental wishes are also taken into consideration. The school currently has nine living groups, four within the main building, four separate houses within the school grounds and one off-site in a village close to the school.

All the accommodation offered at Purbeck View School is in single occupancy bedrooms. Each living group benefits from communal lounges, bathrooms and most have small kitchen areas. Students also have access to a range of on-site school facilities, which include outside play areas, a sports hall, expressive arts resources, an ICT suite, the chapel, a communal dining room and a library.

Each living group has its own designated care team and each student is allocated a key worker who maintains a particular interest in the student's needs and development, regularly sharing special time with him/her and facilitating weekly contact with home. At night our students are supported by a team of waking night staff.

Deprivation of Liberty and Security

Our students are extremely vulnerable due to their levels of understanding and lack of awareness of danger. We need to ensure that they are safe within the school environment. We use a range of security measures to protect our students from the potential harm related to absconding, access to traffic on the main road and driveways and stranger danger.

The school environment is divided up into gated sections with each section accessible using a star key. All staff carry star keys, these are issued on appointment. Staff are tasked with keeping these keys safe and on their person at all times. Many of our doors

have double handles or electronic/mechanical keypad entry devices. This level of security ensures that we have a good chance of hindering a student, who may be in crisis, from accessing the main road or injuring themselves or others in their panic to abscond. They also give staff extra time to communicate with the student and to implement their individual behaviour support strategy.

These systems also ensure that access cannot be gained to student living accommodation from the outside by people who are not employed by the school.

If a student has been assessed through risk assessment, as being able to manage the site independently they can be given their own star key or entry codes; although this needs to be carefully managed and considered on an individual basis taking account of all students needs.

Health care and medical information

The school draws on the expertise of a Consultant Psychiatrist, Consultant Paediatrician and, where appropriate, Physiotherapy, Occupational Therapy, etc. The students are offered regular dental screening with treatment whenever necessary and the school's GP visits for a weekly clinic to oversee routine problems, and respond to unforeseen difficulties. The full time school nurse oversees all medical and health related matters.

Prescribed medication is administered by staff who carefully record administration and monitor the effects over time. Parents are asked to authorise in writing the administration of 'non prescribed' drugs for the treatment of minor ailments.

In exceptional circumstances, and only with parental agreement, auditory monitoring systems may be used at night to monitor and protect students with severe epilepsy.

Care & Welfare



All meals are prepared in our own kitchens and served in the school dining room or in individual living groups with an emphasis on fresh produce and freshly cooked meals.

Meal times and dietary requirements

All meals are prepared in our own kitchens and served in the school dining room or in individual living groups with an emphasis on fresh produce and freshly cooked meals. Often students arrive at the school with poor or restricted diets. We actively encourage a healthy diet and have many examples to demonstrate our successes in this area. We are also the proud recipients of the Healthy School Award. Students are offered choices and special diets are catered for. Any specific dietary requirements should be discussed with the Head at the time of admission.

School uniform

Parents are asked to provide clothing in accordance with the clothing list (available from the school office). Clothing requirements include uniform (some of which is available for purchase at cost price through the school) and also suitable clothing for the range of activities on and off site in which all students participate.

All students' clothing must be clearly labelled. The school cannot be responsible for unlabelled items of clothing which go missing.

Personal belongings

Parents should provide items of personal care but aerosols are discouraged. Other personal items such as TVs, music centres, keyboards, etc., may be brought to school, but this is done at parents' risk.

All electrical equipment brought into the school must either be brand new or accompanied by evidence of a portable appliance test. Mobile phones are usually not required, but may become a part of a student's individual programme.

Skateboards and bikes may be brought to school, although this is not necessary as we have sufficient suitable outside equipment - such as bikes and trikes for all students to use.

Pocket money

Parents are asked to provide weekly pocket money of around £5.

Smoking, alcohol and other substances

Smoking is prohibited in the school or anywhere on the school site. Group policies also prohibit the consumption of alcohol and the use or possession of non-prescribed drugs and illegal substances on Cambian sites and during all work related activities off site.

Child & Adult Safeguarding

We follow strict procedures for the checking and monitoring of all prospective staff. We see the issue of Child & Adult Safeguarding as an essential facet of our training and all new staff receive training as a part of their initial Induction and Foundation programme. Thereafter, all staff receive annual refresher sessions to ensure knowledge remains fully up-to-date. The school has a very clearly defined procedure for dealing with Child & Adult Safeguarding issues which has been developed in consultation with Dorset Social Services. The Head, Deputy, Care Services Manager and the Care Managers are the Designated Persons to whom any issues of concern should be reported.

Whilst in our care, young people enjoy the full protection of the law. We operate checks, establish codes of conduct for staff and provide safeguards to ensure their safety from abuse or threat of abuse. There is a Cambian policy with regard to Child & Adult Safeguarding which is strictly followed in every school which fulfils all statutory requirements. Our Complaints Procedure is comprehensive and of proven worth and for all establishments there are Independent Persons to whom complaints or concerns can be directed.

Personal and intimate care

Some students may need support with personal or intimate aspects of their personal care. Where this is necessary, parents are asked to agree to the proposed intervention. Any such intervention will be accompanied by a teaching and learning programme designed to enable the individual to develop the skills necessary to complete the task independently. At all times, the need for privacy and dignity is acknowledged and maintained. Where possible we aim to ensure that same sex staff are able to support students with all intimate care needs. Whilst this is generally the norm; this cannot be guaranteed.

Nights

Throughout the night, waking care workers ensure the safety and well-being of each student. Within each living group or house, there will be at least one member of waking night staff throughout the night to support the students there.

Many children find it difficult to develop a regular pattern of sleep and our staff are on hand to ensure safety and well-being but also to 'teach' sleeping skills!

Behaviour support

The approach we use is non-aversive and is based on enabling the young people to develop self-management and independence skills. Via individual behaviour management and opportunity plans, we address those behaviours which have presented significant difficulties for the young person and their families prior to admission.

For those who it may benefit we may use some sanctions for some students. This is managed positively and is tightly monitored and agreed with parents and local authorities as part of an individual's behaviour support plan.

On the rare occasion that a sanction may be used as part of a student's behaviour support programme it is recorded in the sanctions book held centrally by the head. Corporal punishment is neither used nor permitted.

All staff working at Purbeck View School follow positive approaches to support challenging behaviour. This involves Person centered planning through the use of Therapeutic Services and the ProAct SCIP® UK framework. ProAct SCIP® UK offers guidelines and training for staff and the use of supportive strategies based upon an individual's needs, characteristics and preferences. It is the intent of ProAct SCIP® UK to minimise the use of physical interventions but it should be acknowledged that due to the complex needs of the individuals we support such interventions that may be required to safeguard our young people, the environment and others.

If our staff have to utilise physical interventions we have in place a detailed recording and monitoring system to ensure that this is reviewed on a daily basis by members of the Senior Management Team.

We ensure via our contact arrangements with parents and via faxed reports to placing agencies that all key stakeholders are aware when significant incidents have occurred and how these incidents were resolved. We maintain a significant incident log, which is available for inspection by placing agencies when they undertake their statutory visits.

Approach to bullying

Cambian has a central policy on bullying which is developed further within individual schools. This is available to those who wish to read it.

The acquisition of communication skills is central to the school. All students share a difficulty in this facet of development and whilst overt bullying is rarely experienced within the school, students often need help to understand the effects their behaviour has on others and to learn to modify intimidating or provocative actions. Individual targets will be incorporated into the students' IEP (Individual Education Plan) planning process and links directly with our PSHCE (Personal Social Health Citizenship Education) Curriculum.

We see the issue of Child & Adult Safeguarding as an essential facet of our training and all new staff receive training as a part of their initial Induction and Foundation programme.



Care & Welfare

We take every precaution to ensure the safety of our students and the security of the site.

Health and Safety

Risk assessments

Each activity and venue is fully risk assessed prior to the visit. Additionally, staff create an 'Overview of Risk' for each individual student, taking into account awareness of danger, vulnerability, particular behaviours, fears or preferences. These are taken into consideration when planning any group or individual activity, and for each visit outside school, however local.

The school's own trampoline is only used with staff who have the appropriate and current qualification.

Vehicle safety

The safety of the whole community is paramount. All staff who drive the school transport hold a full license and undergo a competency test undertaken by a member of the British School of Motoring. All driving licences are checked annually. Each minibus has lap and diagonal seat belts fitted to all seats, which are forward facing. All our vehicles are regularly checked and serviced.

Fire safety

The school is inspected by Dorset Fire Services and we always act upon their recommendations. We have fitted an electro-magnetic system for automatic door release in the event of fire and regular fire drills are held to help students practise the procedure.

Security

We take every precaution to ensure the safety of our students and the security of the site.

Detailed risk assessment indicates that we maintain site and building security to ensure that students cannot exit without staff support and that we prevent unwanted strangers from entering the building. To achieve this we make effective use of key pads, high handles and star locked door and gateways.

All visitors to the school must report to the school office and sign the visitors' book. Security badges must be worn and visitors are accompanied by staff during their visit.



The school undertakes to ensure that regular, informal home contact is maintained through telephone calls, weekly newsletters and end of term report.

Family & Community Links

Parents as partners

At Purbeck View School, we believe that parents know their son or daughter better than anyone and we seek to work together in partnership. Before a student's arrival with us, we encourage family visits to the school so that the familiarisation process can begin, not only with the buildings and surroundings, but also with the staff who will be directly involved with their child's care and education.

Once their child is an established student parents are encouraged to keep in close contact with the school to discuss progress. To assist with this process, there is a direct telephone line to each living group to enable parents to contact us easily at weekends and during the evening. The key worker is a central part of this process. We have web cam facilities within the school which is much enjoyed by parents and students as a way of maintaining contact.

Contact

The school undertakes to ensure that regular, informal home contact is maintained through telephone calls, weekly newsletters and end of term reports. Parents are naturally invited to all reviews, held after an initial three months and thereafter on an annual basis. The school encourages parental visits and any opportunity for liaison and communication is welcomed.

Social events and end of term concerts offer parents the opportunity to meet.

Outreach programmes

Programmes set up in school are shared with parents and guidance will be given to those wishing to extend the programmes into the home setting. Similarly, parents are encouraged to talk to staff about any aspects of their child's development which they feel need particular focus.

Where appropriate, arrangements can be made for outreach visits to be made to students' homes by staff from the school, including speech and language therapy and psychology.

Weekend visits

We recognise that distance is often a barrier to regular visits to the school, but parents can visit during term time, or organise a trip home for their child. Any such arrangements can be discussed with the appropriate team manager. Visits or absences during the school day are discouraged, but if unavoidable should be authorised in writing to the Head.

Attendance

All students are expected to attend school during all term times. Parents are requested not to take their child on holiday during the school term except in exceptional circumstances. Any applications for such an absence should be made in writing to the Head. Weekend visits home and holidays for 52 week students during classroom closure time, however, can be arranged through the students' key workers.

The school has a policy for dealing with students who absent themselves from school. Due to the nature of their condition and the high levels of supervision they receive, this is a very rare occurrence.

Community links

Maximum benefit is made of the school's unique location within the Swanage community to develop recreational, social, living, work and independence skills in a realistic setting.

The campus itself provides the space, resources and a comprehensive range of facilities necessary for children and young people up to 19 years of age.

However, the school has been keen to encourage active links with the community and will ensure that students are offered every opportunity to integrate where possible into the activities of local groups, whether on or off site.

Our older students are involved in an increasing variety of 'work' activities.

Members of staff carry brief information cards explaining the nature of autism and giving the name and number of the school which can be handed to members of the public should the need arise. Representatives of the school are always willing to talk to local groups or meetings, to receive visitors into the school or to answer any of their questions. As a result, the school has been able to foster a very positive reciprocal relationship with the small community of Swanage.

Whilst we wish to be a full and active part of the community, visitors to the school must sign in and will be accompanied by a member of staff at all times.

Admissions

Important information

Application for a place at Purbeck View School

Prospective parents are welcome to approach Purbeck View School and can visit us, by appointment, either alone or accompanied by their child on an informal basis. However, it is the funding authority which usually contacts the school and provides relevant information on a potential student. This includes a copy of the Statement of Special Educational Needs, review, school and psychological reports. An Educational Psychologist from the Local Authority will normally visit the school to ensure that the needs of the child can be met and the Head or other representative from the school will usually visit a prospective student at home or in school.

After full consultation between parents, the Head and Local Authority, together with receipt of a formal request for a place from the authority, the Head will offer a place in writing to the authority, also informing the parents. An admission date is then agreed.

All new students who will be joining a Cambian school are placed with us either under the terms of the National Contract or the Cambian Contract, whichever the placing authority prefers.

Before admission, families are invited to visit the school so that everyone is familiar with the building and routines and has a chance to meet the staff. A comprehensive transition plan is established using the knowledge that parents and past carers have on the best ways to support the student into the school.

Upon admission, each student is allocated a key worker from amongst the staff group. The role of the key worker is to establish a particular relationship with 'their' student and then to develop strong communication links with the student's family.

Parent Liaison Officer

At times parents find this whole process daunting, and to support parents with this, Cambian has a Parent Liaison Officer who can be contacted on 0800 288 9779 (further details can be found at the back of this prospectus pack). Advice on admission, tribunal and funding processes are areas where the Parent Liaison Officer can help during this difficult decision-making time.

Assessment period and review

Each child is admitted for an initial period of assessment of three months. During this period the student's behaviour, cognitive development and communication, together with his or her ability to socially integrate into the school, is assessed. It is crucial that both the needs of the child and the likely effects of his or her admission on the safety and well being of the existing groups of students are fully taken into account. If the period of assessment is successful, a permanent placement is confirmed and the individual programme and Individual Education Plan (IEP) is further developed.

What happens if the placement is unsuccessful?

Unfortunately, there are some occasions when the school cannot meet the needs of an individual student. The placement may need to end if the assessment period proves to be unsuccessful, or if a student's needs change over time. Through our systems of recording and communication it usually becomes apparent at an early stage if there are difficulties and we endeavour to allow as much time for consultation as possible in order to identify a more suitable future placement. The information gathered through our assessment period and on-going recordings is very thorough and it has been possible for us to work constructively with both parents and the placing authority to identify future environments which will better meet the student's needs.

Transfer to Cambian establishment

It is possible for students whose needs can be better met within another Cambian establishment for a transfer to be agreed. This would usually follow the consultation period as outlined above, in agreement with the placing authority. Moving on from Purbeck View School at the age of 19 years, Cambian have a number of post-19 options available including; Broughton House, Oakhurst, Devon Lodge, Squirrels and Amberwood.

Exclusions

In the rare event that exclusion is necessary, we follow the Cambian policy, a copy of which is available on request from the school office.

Moving on and transitions

From Year 9, students begin the Transition process towards adult life. The Curriculum extends to include work experience and students gain the additional input from the Connexions service. At the Year 10 Annual Review a decision will normally be made as to whether our post-16 provision is appropriate for the student.

Students leaving Purbeck View School at 16 or 19 usually move to further residential settings where their potential to learn and develop their skills can be further enhanced.

Person-centred planning

From the start of any placement with us, our approach is designed to enable and support person-centred planning. Each student has a full placement plan which outlines each aspect of their needs and personal requirements. Many of our students find it difficult to make choices or to express preferences, and much time and support is devoted to identify individual strengths, areas for development, likes and dislikes. Students are enabled to share in the process of personal target setting and review of individual progress. Our focus on the development of communication for each individual is key in this process so that, when the Transition process begins in Year 9, our students can become involved and inform the decisions made.

Staying in touch

After working so closely with our students for many years, close relationships are developed between school staff, students and their families. We love to know how they get on once they have left us and welcome contact from former students and their families.



Before admission, families are invited to visit the school so that everyone is familiar with the building and routines and has a chance to meet the staff.

Important Additional Information

For any child within Purbeck View School case reviews are held annually and the subject of needs and appropriate fee level will be addressed at that time.

Fee arrangements

The individual needs of each child entering a Cambian school are paramount and fee levels must be carefully and accurately determined to maximise progress.

A full needs assessment will be carried out prior to or, in agreed circumstances, subsequent to admission and an exact fee level, relating to the individual, will be established for the placing authority in contractual form. Inevitably the requirement for intensity of staff input, additional therapies and resources will be the main determinant of fee levels in addition to the 'standard service'. Fee reviews take place each year in October, and Local Authorities are advised of the new fee levels which will take effect from the following April.

The fee structure for all Cambian schools is available separately. Please contact the Head for further details.

Recognising the need for accurate budget planning within authorities, Cambian will guarantee that general fee rises will be kept to appropriate inflationary levels each year and changes notified at least three months in advance.

For any child within Purbeck View School case reviews are held annually and the subject of needs and appropriate fee level will be addressed at that time. If all parties agree to the continuing placement at the increased or decreased staffing and resource level, fees will be adjusted accordingly. Interim reviews will be arranged where the need arises.

The need to plan and adhere to accurate budgets applies equally to Cambian, and accordingly:

- (a) All fees are payable termly in advance on or before the Friday preceding the commencement of the period in question and
- (b) The right is reserved to levy a surcharge of 2% per month, or any part of a month, on any fees remaining outstanding beyond that due date of payment.

Fees are generally comprehensive in terms of what is provided but further details regarding the terms and conditions of placement are given in the placement acceptance letter.



Our commitment

Cambian Group is committed to providing a service of the best possible quality and, as part of that process, offering the best opportunities for its staff and students. It seeks to provide the very highest standards of education and care for children with special needs.

- Corporal punishment and any sanctions which threaten the dignity of an individual are neither used nor permitted in any Cambian establishment.
- All Cambian schools are non-denominational but each Head is responsive to the wishes of parents regarding the religious upbringing of their children. Collective assemblies are held at each establishment.
- Parents are encouraged to play an active role in their child's education and of course have open access to all parts of each establishment and their child's records.
- Each school has a well-established complaints procedure which involves independent people at an early stage both to operate the procedure and to represent the student.
- All Cambian establishments comply with the statutory requirements governing the management of institutions caring for people living away from their natural home.

Each establishment is equipped with the most up-to-date facilities, employs highly trained, committed staff and utilises modern, effective and sometimes pioneering teaching methods.

Cambian is recognised as achieving ISO 9001:2000 through Certification International (UK) Ltd, and in addition, is also committed to maintaining its ongoing achievement of the Investor in People award.

Cambian has pledged that all care staff will achieve a minimum Level 3 in Health and Social Care - Children and Young People (QCF - Qualification Curriculum Framework) and has established the necessary and appropriate infrastructure accordingly.

Cambian Group is an equal opportunities employer and acknowledges and responds to the values of pupils from differing religious, cultural, racial and linguistic backgrounds and observes a total no smoking policy.



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Cambian Group is committed to providing a service of the best possible quality and, as part of that process, offering the best opportunities for its staff and students.

Complaints Procedure

Cambian Group is committed to providing the highest quality service to students, parents, local education, social service and health authorities.

The Cambian Complaints Procedure offers additional security for students attending one of our establishments and peace of mind for their parents and placing authorities, through the involvement of persons who are completely independent of the establishment to investigate all formal complaints made by the students or persons acting on their behalf.

We believe that students and other service users have the right to comment upon the service provided for them, to be involved in decisions relating to that service and to make complaints where they consider the service is unsatisfactory, for whatever reasons.

We believe that through this process the care and education of our students will continue to develop and hence better meet their needs. The Complaints Procedure should also enable everyone who has a responsibility for the welfare of our students, whether it be parental or professional, and the students themselves, to have the strongest confidence in our abilities to educate, care and support them.

Policies

Copies of the complaints and exclusion policies are available from the school.

Statistics relating to complaints are available on request.

Other key policies available are:

- Health & Safety Policy
- Anti-bullying Policy
- Behaviour Support Policy
- Health and Safety on Educational Visits Policy
- School Curriculum Policy
- Child and Adult Safeguarding Policy.

‘The student’s spiritual, moral, social and cultural development is outstanding. In lessons, as well as around the school, students clearly enjoy their experiences. One student said, ‘It’s fantastic to be here’, while another said, ‘It’s a very good school, they keep me safe.’

Ofsted Report 2010

Rights & Responsibilities



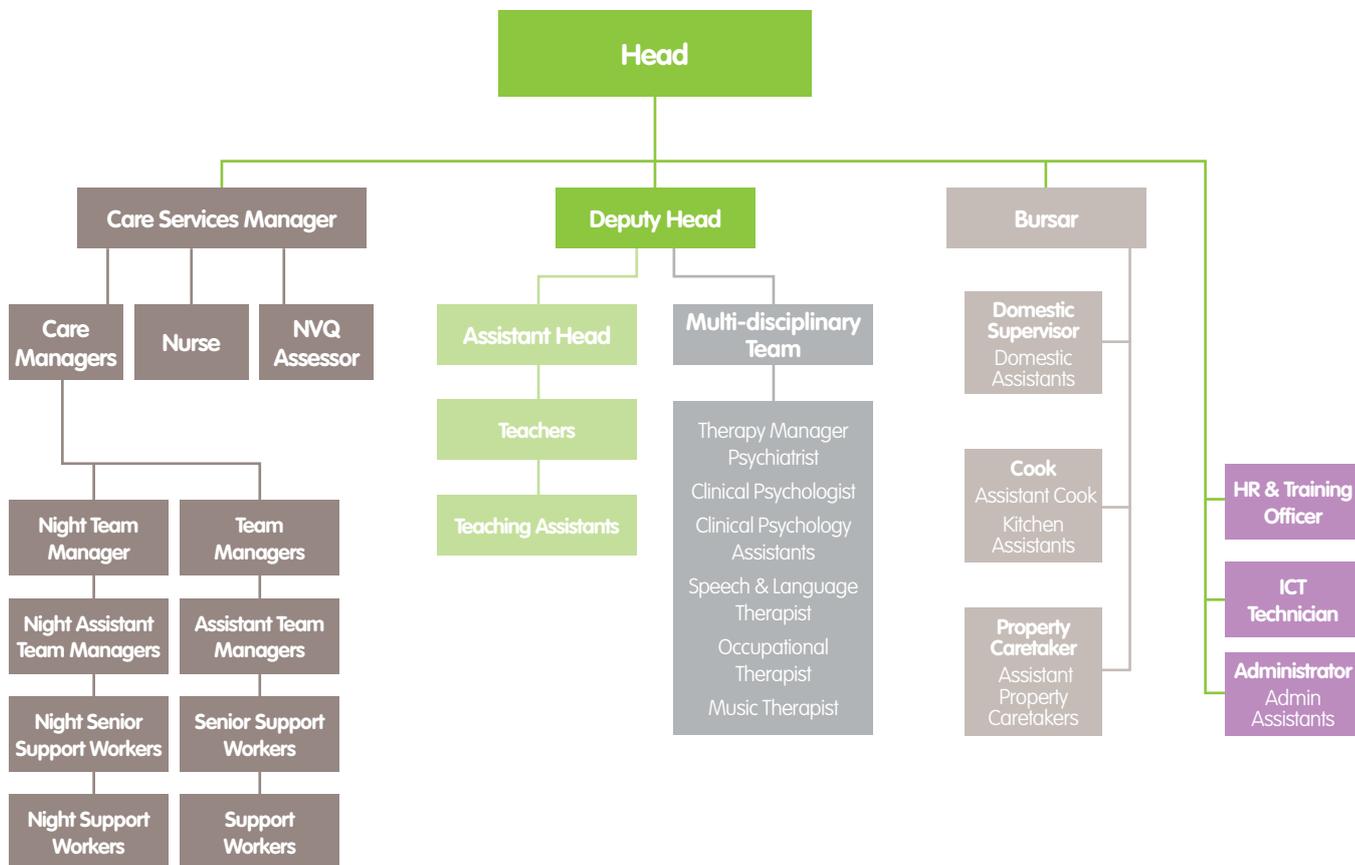
We believe that people with special needs should share the same rights as all members of the population, where these are appropriate and in their best interests.

Within the statutory framework provided by current legislation and regulations, staff of Cambian work to protect and promote for all people with special needs the right:

- To live full and independent lives to the maximum of their potential.
- To a full, accurate and unbiased assessment of their special needs.
- To the range of education, care, health and other associated support services required to meet all their needs.
- To be involved in decisions affecting their lives and to have their wishes, as far as possible, ascertained and respected.
- To appropriate guidance, counselling and care which promote their physical, mental and spiritual health, and well-being.
- To safe, attractive and comfortable living accommodation.
- To privacy.
- To adequate food, clothing, space and other necessities of life.
- To the equipment, assistance and support services needed to enable them to live with dignity.
- To the degree of freedom of movement which is consistent with their health, safety and well-being.
- To participate in and benefit from cultural, entertainment, recreational and sporting activities.
- Where possible to use facilities and services in the community.
- To develop relationships without exploitation or coercion.
- To the full protection of the law.
- To be protected from all forms of abuse and from the fear or threat of abuse.
- Of access to information contained in their personal records, where this does not conflict with statutory regulations or threaten their well-being.
- To supportive intervention to promote positive behaviour and to protect them from harm.
- Of access to suitably qualified, experienced and sympathetic staff in sufficient numbers to maintain quality of service.
- To financial support sufficient to maintain their quality of life.
- To have links with home and family promoted and maintained.
- To positive recognition of cultural and religious diversity.

In the light of our strongly held belief in these rights of the individuals in our care, we undertake the duty to promote them through the provision we make for our students and young people.

Purbeck View School Organisational Chart



- Education staff
- Care staff
- Core staff
- Support & Administration staff
- MDT staff

Students' Term & Holiday Schedule 2012-13

Autumn Term 2012

	Aug/Sept (ht-34 days)	October	November(ht-35 days)	December
Monday	3 10 17 24	1 8 15 22 29	5* 12 19 26	3 10 17 24 31
Tuesday	4* 11 18 25	2 9 16 23 30	6 13 20 27	4 11 18 25
Wednesday	5 12 19 26	3 10 17 24 31	7 14 21 28	5 12 19 26
Thursday	30 6 13 20 27	4 11 18 25	1 8 15 22 29	6 13 20 27
Friday	31 7 14 21 28	5 12 19# 26	2 9 16 23 30	7 14 21# 28
Saturday	1 8 15 22 29	6 13 20 27	3 10 17 24	14 8 15 22 29
Sunday	2 9 16 23 30	7 14 21 28	4 11 18 25	2 9 16 23 30

Spring Term 2013

	January (ht-29 days)	February	March (ht-24 days)	April
Monday	7 14 21 28	4 11 18 25*	4 11 18 25	1 8 15 22 29
Tuesday	1 8* 15 22 29	5 12 19 26	5 12 19 26	2 9 16* 23 30
Wednesday	2 9 16 23 30	6 13 20 27	6 13 20 27	3 10 17 24
Thursday	3 10 17 24 31	7 14 21 28	7 14 21 28#	4 11 18 25
Friday	4 11 18 25	1 8 15# 22	1 8 15 22 29	5 12 19 26
Saturday	5 12 19 26	2 9 16 23	2 9 16 23 30	6 13 20 27
Sunday	6 13 20 27	3 10 17 24	3 10 17 24 31	7 14 21 28

Summer Term 2013

	May (ht-24 days)	June (ht-24 days)	July (ht-20 days)	August/September
Monday	6 13 20 27	3 10 17 24	1 8 15* 22 29	5 12 19 26
Tuesday	7 14 21 28	4* 11 18 25	2 9 16 23 30	6 13 20 27
Wednesday	1 8 15 22 29	5 12 19 26	3 10 17 24 31	7 14 21 28
Thursday	2 9 16 23 30	6 13 20 27	4 11 18 25	1 8 15 22 29
Friday	3 10 17# 24 31	7 14 21 28	5# 12 19 26	2 9# 16 23 30
Saturday	4 11 18 25	1 8 15 22 29	6 13 20 27	3 10 17 24 31
Sunday	5 12 19 26	2 9 16 23 30	7 14 21 28	4 11 18 25

Bank and public holidays 2012/2013

Christmas Day Holiday	25 December	Easter Monday	01 April
Boxing Day Holiday	26 December	May Day Holiday	06 May (School day)
New Year's Day Holiday	01 January	Spring Bank Holiday	27 May
Good Friday	29 March	Summer Bank Holiday	26 August

Training Days (care)	Training Days (all)	School Holidays	
* First day after break	#Last day before break	Bank Holidays	
		Working Bank Holiday	

Red dates are not in this holiday year

Purbeck View School – Timetable

Key Stage 3 & 4

	09.00–09.30	Lesson 1 9.30–10.30	Snack Time/Break 10.30–11.00	Lesson 2 11.00–12.15	Lunch 12.15–13.30	Lesson 3 13.30–14.25	Break 14.25–14.40	Lesson 4 14.40–15.30
Monday	Assembly	Target Time	PSHCE Social Skills	Physical Development		Sensory		Understanding & experiencing the World
Tuesday	Huff and Puff	Target Time	PSHCE Social Skills	Physical Development		Community Learning		Community Learning
Wednesday	Assembly	Target Time	PSHCE Social Skills	Communication		Accreditation		Social Skills & Understanding
Thursday	Huff and Puff	Target Time	PSHCE Social Skills	Understanding & experiencing the World		Social Skills Group		Life Skills
Friday	Assembly	Target Time	PSHCE Social Skills	Life Skills		Communication		Celebration of Achievement

Post-16

	09.00–09.30	Lesson 1 9.30–10.30	Snack Time/Break 10.30–11.00	Lesson 2 11.00–12.15	Lunch 12.15–13.30	Lesson 3 13.30–14.25	Break 14.25–14.40	Lesson 4 14.40–15.30
Monday	PSHE	Target Time	PSHCE	Social Skills & Understanding		Understanding & Experiencing the World (Educational visit)	PSHCE	Understanding & Experiencing the World (Educational visit)
Tuesday	PSHE	Accreditation	PSHCE	Life Skills		Target Time	PSHCE	Sensory Experience
Wednesday	PSHE	Life Skills (Newspaper collation)	PSHCE	Target Time	Social Skills Group – Therapy	Physical Dev.	PSHCE	Physical Dev.
Thursday	Assembly	Communication	PSHCE	Understanding & experiencing the World		Life Skills (Newspaper delivery)	PSHCE	Life Skills (Newspaper delivery)
Friday	PSHE	Target Time	PSHCE	Accreditation		Sensory Experience	PSHCE	Target Time

Parent Liaison Team

Supporting parents all the way

We're the Parent Liaison Team and we're all experts in ASD and the facilities and programmes offered by the Cambian Group.

Between us, we have nearly 60 combined years of experience in the field of autism and Asperger syndrome. Our backgrounds span the areas of teaching, care and transition, so we're just the right people to help you.

If your child has a Statement of Needs and a diagnosis of ASD, you will be able to speak, in confidence, to a Parent Liaison Officer who will support you through the following areas:

- **The admission process**
- **Tribunals**
- **Funding**
- **School profiles**
- **Advice for international parents about the UK education system**

If Cambian doesn't turn out to be the best place for your child, we can guide you to appropriate alternative organisations.

Meet the team:

We have different specialities so together we're a great team.



From left to right:

Karen

Responsibility: Young people up to the age of 19 with a diagnosis of Asperger syndrome

Linda

Responsibility: Team Leader, Assessment and Admissions Manager

Sheila

Responsibility: Young people with a diagnosis of autism

Please call us on 0800 288 9779 if you would like to discuss, in confidence, a student's specific needs.

CAM034-PVS

Date of preparation **12/10/2012**

The Cambian Group comprises a number of companies which are registered in England and Wales and the Bailiwick of Jersey.

The details of those companies in the Cambian Group registered in England and Wales can be found at www.cambianguroup.com/about/legal

www.cambianguroup.com

Our Schools

To discuss, in confidence, a student's specific needs, please call us on **0800 288 9779** or email **education@cambianguroup.com**

www.cambianguroup.com

Schools for Asperger syndrome and complex needs

- 01 Grateley House School, Hampshire
- 02 Stratford Lodge, Wiltshire
- 03 Southlands School, Hampshire
- 04 The Wing Centre, Dorset

Schools for autism and complex needs

- 05 The Forum School, Dorset
- 06 Purbeck View School, Dorset

Schools/Colleges and provisions for autism, severe learning disabilities, challenging behaviour and complex needs

07 Hill House School, Hampshire

TRANSITION SERVICES

- 08 Amberwood Lodge, Dorset
- 09 The Squirrels, Hampshire
- 10 Oakhurst Lodge, Hampshire
- 11 Devon Lodge, Hampshire

- 12 Cambian Southwick Park School, Gloucestershire

13 Broughton House, Lincolnshire

EXTENDED SERVICES

- 14 No.12 High Street, Lincolnshire
- 15 Elston House, Nottinghamshire
- 16 Cambian Beeches, Nottinghamshire

- Children's services
- Young adult services

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