



PAPWORTH HALL
School

Prospectus

Ensuring success and
progress to each pupil



**Committed to
enhancing the lives of
all our young people.**

Welcome from Paul Sanderson, Headteacher

As Headteacher of Papworth Hall School, I wanted to take this opportunity to briefly introduce myself to you, and to express my enthusiasm for the exciting times ahead.

Almost all of my career in education has involved supporting young people with SEND, with the past nine years being in headteacher and senior leadership roles. The aim of the school is to create an outstanding learning environment for children from five years old upwards. This will be based around an ethos of care, respect and inclusivity, supported by an experienced staff team, and an organisation with an enviable reputation for providing outstanding outcomes for autistic young people.

My aims are to provide our learners with a relevant academic curriculum that enables them to progress positively, regardless of their levels of ability, enriched with life skills and vocational opportunities that they can take forward into adult life.

If you have any queries, or require any further information about the school, please do not hesitate to contact us on 01223 641760, or my email paul.sanderson@papworthhallschool.co.uk



What we do

At Papworth Hall School, we are committed to enhancing the lives of all our young people through education, preparing them for life in the community.

We support our children to be:



Safe

Be safe, feel safe, and understand risk.



Kind

Be kind to all around them, to understand and respect the needs of others.



Ambitious

Have goals and dreams for their futures and be supported to achieve them.



Successful

Find regular achievement and celebrate this as part of a community.



Understanding

Be effective and successful communicators.



Happy

Be healthy and happy individuals who enjoy coming to school.



Curriculum

At Papworth Hall School we want our pupils to be immersed in a curriculum that supports them to experience and develop an understanding of;

- Skills to support functional communication, interaction, and reading skills, enabling effective communication and safe access to a variety of community settings and wider learning opportunities.
- Skills to support emotional regulation, linked to physical and sensory needs, ensuring safe access to a variety of community settings and wider learning opportunities.
- Skill to support social, emotional, and mental health, developing independent living and life skills that will support safe access to a variety of community settings and wider learning opportunities.
- What it means to be a human and how human behaviour impacts and shapes the world they live in.
- The visual, cultural, social and environmental aspects of the wider world and where they live.
- The natural world and an appreciation for the animal species that inhabit the world and live alongside them.
- How to compare through the investigation and exploration of various processes and materials.
- The significance of people, places, events and inventions that have helped to change the world in which they live.

We recognise that all pupils will need to develop core communication and interaction skills, learn how to manage their physical and sensory needs, impacting positively on their social, emotional and mental health before they are able to immerse themselves in the wider demands of the curriculum. We use thematic topics to steer and enthuse our pupils, offering

them a broad and balanced offer across the length and breadth of the national curriculum at a developmental stage that is appropriate to their needs.

Clinical therapy

To support the school to deliver high quality education, the experienced clinical team provide therapy and oversight to the children and young people in our school to ensure that they have the necessary tools (communication strategies / emotional and sensory regulation strategies) to be able to access and enjoy a broad and balanced curriculum.

Our clinical therapeutic offer includes:

- Speech and Language Therapy
- Occupational Therapy
- Clinical Psychology
- Support to access other types of therapy as required (including Music and Art)

Following transition into the school, the team work with each pupil, as well as their parents or carers, to develop a communication profile and sensory profile which will become part of their daily school life. This supports the pupil and staff to build on their strengths and increase their resilience around any identified areas of need.

Parents & carers

The relationships we have with parents and carers of the children and young people we educate and care for are really important. We are committed to providing the expert ongoing support they need at every stage of their partnership with us.

Referrals and admissions

We're more than happy to take referrals directly from parents and carers, and these are dealt with by our dedicated admissions team.

Parents and Carers are advised to talk first with the SENDCo at their child's current place of education. The SENDCo (along with the parent/carer) can then refer to the Local Authority admission placement process where decisions for referral will be made.

For admission children and young people:

- Will be aged between 5-16 years
- Will be referred by the relevant local authority
- Will have an education and health care plan (EHCP), or will be under assessment
- Will have autistic spectrum conditions
- May have additional diagnoses, including communication delays, and specific learning difficulties such as Dyslexia, Dyspraxia and Dyscalculia
- Will benefit from the school's therapeutic input

If you'd like to make a referral or you simply want to know more, please don't hesitate to contact us.

We are committed to providing the expert ongoing support they need.





PAPWORTH HALL School

Part of

Options Autism

Papworth Hall School, Ermine Street South,
Papworth Everard, Cambridgeshire, CB23 3RD
www.papworthhallschool.co.uk

For more information please contact: 01223 641760

