ON TRACK
EDUCATION

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WEST YARNER

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WHO WE ARE

On Track Education Services operates DfE registered independent special schools providing education and support services for pupils with special educational needs.

WHAT WE AIM FOR

We aim to restore young people's self-confidence, self-esteem, self-control and self-motivation through a flexible, personalised, needs-led programme with unconditional care, nurture and support. Every day at On Track is a fresh start. We give pupils access to a wide range of academic, vocational, outdoor and physical learning experiences to sustain their interests and re-engage them in education.

SAFEGUARDING

Safeguarding is at the heart of everything we do. We are totally committed to safeguarding young people and foster a culture of safety within our school. We have a highly-trained staff team who understand the safeguarding risks that our young people face. We are aware that some young people make choices that put them at risk, and we work proactively with our pupils, their families and other agencies to help them avoid putting themselves into unsafe situations. Details of the safeguarding team can be found in our Safeguarding and Child Protection Policy. Our school policies and systems are robust and we continuously review every element of our services.

OUR SCHOOL

We offer pupils of all abilities and aged 7 - 16 a range of educational programmes at our school. Pupils can be full or part time, working in small groups or one-to-one. Pupils at our school often have diagnosed or undiagnosed Special Educational Needs and associated barriers to learning, including SEMH, ADHD, Autism and Aspergers. Some pupils prefer smaller learning environments, some have been excluded from other schools and some have emotional barriers to accessing mainstream education.

THRIVE

The Thrive approach supports the emotional and social development of our pupils and we have licensed practitioners at the school. Our pupils are assessed to allow us to understand their readiness and ability to engage in learning. This forms the basis of a personalised learning programme for each pupil. Our pupils' emotional progress, and their emotional development as learners, are tracked termly so our work can be as tightly focused as possible.

ADMISSIONS

Pupils are referred to the school by the local authority, other agencies such as social care, and sometimes by other schools. If a pupil has an EHCP then parents can request a place at this school and a pupil can join the school at any time of the year. Once a pupil is referred to the school, they are invited to visit and look around before they accept a place.

EDUCATION AND SUPPORT

PERSONALISED LEARNING

ATTENDANCE

We encourage and reward our pupils for attending school. Full time pupils attend the school for 25 hours each week during term time. Pupils are expected to attend school unless absence is authorised, and we work closely with parents and carers to support pupils to increase their attendance where needed. Parents or Carers must inform the school if their pupil is unable to attend that day and this should be done as early as possible with an acceptable reason for the absence.

TEACHING AND SUPPORT STAFF

The school recruits experienced and well qualified teachers, tutors and support staff with the necessary qualities and skills to work well with our young people. Staff are only recruited in line with the Department of Education's Keeping Children Safe in Education 2020 therefore all staff are DBS (enhanced) checked and fully vetted. The number of staff employed at the school and a summary of their qualifications and experience may be requested by parents, and other interested parties, from the Head Teacher. Pupils have a member of school staff as a key worker who will get to know the pupil's key adults and circumstances so we are able to work in partnership with home to deliver the best outcomes.

LEARNING ENVIRONMENT

Our school has a variety of well equipped and resourced areas in which to engage in different activities, subjects and learn new skills in small groups or one-to-one. There are Thrive areas to which pupils can go to chill out and calm down if they want to. We use other locations to enhance the learning experience and to support our pupils to develop real-life skills. Our facilities include well-resourced classrooms, sporting facilities, play areas and workshops. Pupils are transported between activities and sites in school vehicles, and sometimes in staff members' cars if parents have given permission.

THE CURRICULUM

This school's curriculum is varied and diverse in order to offer all our pupil's the opportunity to gain the skills and knowledge they need to succeed in life. Pupils can study almost any subject they choose, but all pupils will be able to study the core subjects including English, Maths, Science, IT, PSHE, Art, PE and Humanities. Our older pupils can work towards GCSE qualifications in most subjects, Entry Level qualifications, Functional Skills qualifications, Level 1 and Level 2 qualifications and BTEC qualifications. The school's previous exam results are available on request from the Head Teacher or the school office.

INITIAL ASSESSMENT AND PERSONAL LEARNING

Pupils are assessed on entry to the school so that we know how to plan a personalised learning programme which will ensure that they can best learn, enjoy and achieve. Pupils are assessed in reading, spelling, numeracy, any gaps are identified, and a personal learning plan is devised. Personal learning plans, and the pupil's progress towards their targets, are reviewed every term.

KEEPING TRACK

Each pupils' progress is monitored in a daily chronology so that our school staff can share information to support individual needs as they arise. Over the school year, academic, emotional and behavioural progress are all 'tracked' and this information is used to inform regular reports to parents, carers and other involved professionals.

BEHAVIOUR AND SUPPORT

We provide a positive approach to behaviour management which supports our pupils to develop the skills they need to manage their own behaviour. At all times we have regard to the special educational needs of our pupils and the impact of these on their behaviour.

We manage behaviour in a way which recognises and celebrate pupils' behavioural improvements and achievements. We provide pupils with a sense of success and positive achievement which will support them in feeling more able to make positive choices and confidently manage their own behaviour. We always strive to meet the emotional and educational needs of pupils.

Our school staff build positive professional relationships with all pupils, model calm and professional behaviour and treat pupils with tolerance and respect.

Each pupil has a Behavioural Risk Assessment in place to identify their positive characteristics, strengths, interests and to identify how best to manage their individual behaviour. Strategies are proactive; de-escalation, early and active interventions are identified and plans are reviewed regularly, in light of incidents of difficult behaviour and of successes.

Our staff apply a level of flexibility in accordance with the needs of the pupil, and their own dynamic with the pupil, on any given day. We recognise that a reduction in the frequency or intensity of poor behaviour is improvement and progress for an individual pupil.

Rewards are used as springboards towards our pupil improving and taking responsibility for their behaviour and ultimately towards them being able to regulate their behaviour. As such, rewards systems, schemes and the reward itself are personalised and reviewed regularly. This school prioritises rewarding positive behaviour as opposed to sanctioning poor behaviour. Consequences for poor or inappropriate behaviour will be personalised for each student.

EMOTIONAL AND SOCIAL DEVELOPMENT

EQUALITY

This school is actively committed to the promotion of genuine equality for all and this policy sets out our commitment to promote equality of opportunity for everyone, without prejudice or discrimination.

On Track actively promotes and develops pupils' positive attitudes to the diverse society in which we all live and the curriculum enables staff and pupils together to discuss issues relating to equality, whilst also aiming to develop equal opportunities throughout the On Track community.

COMPLAINTS

The school intends to resolve complaints informally where possible, at the earliest possible stage.

There may be occasions when complainants would like to raise their concerns formally and our Complaints Policy outlines the procedure relating to handling such complaints. When responding to complaints, we will aim to:

- **Be impartial and non-adversarial**
- **Facilitate a full and fair investigation by an independent person or panel, where necessary**
- **Address all the points at issue and provide an effective and prompt response**
- **Respect complainants' desire for confidentiality**
- **Treat complainants with respect**
- **Keep complainants informed of the progress of the complaints process**
- **Consider how the complaint can feed into school improvement evaluation processes**

We try to resolve concerns or complaints by informal means wherever possible. * Where this is not possible, formal procedures will be followed.

ON TRACK POLICIES

- Accessibility Policy
- Admissions Policy
- Anti-bullying Policy
- Attendance Policy
- Bad Weather & Closures Policy
- Behaviour Management Policy
- Careers Education & Guidance Policy
- Children Missing Education
- Complaints Policy
- Confidentiality Policy
- Curriculum Policy
- Data Protection and GDPR Policy
- Dealing with Allegations of Abuse Against Staff
- Driving Policy
- Drug and Substance Misuse Policy
- e-Safety Policy including AUP
- Education for Looked After Children & Previous LAC Policy
- Education, Support & Reintegration of Pregnant Pupils & Young Parents Policy
- Educational Visits Policy
- Environmental Sustainability Policy
- English as an Additional Language Policy

- Equality & Diversity Policy
- Exams Policy
- Exclusion Policy
- Fire Safety Policy
- First Aid Policy
- Health & Safety Policy
- Information Recording, Reporting & Retention Policy
- Lone Working Policy
- PSHE Policy
- Pupil Complaints Policy
- Pupil Voice Policy
- Quality Assurance Policy
- Relationship and Sex Education Policy
- Risk Management Policy
- Safeguarding and Child Protection Policy
- Spiritual, Moral, Social and Cultural Policy
- Staff Code of Conduct Policy
- Staff Development Policy
- Staff Disciplinary Policy
- Staff Recognition and Reward Policy
- Staff Recruitment Policy
- Supporting Pupils with Medical Conditions Policy
- Whistleblowing Policy
- Work Experience Policy

NOTES

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