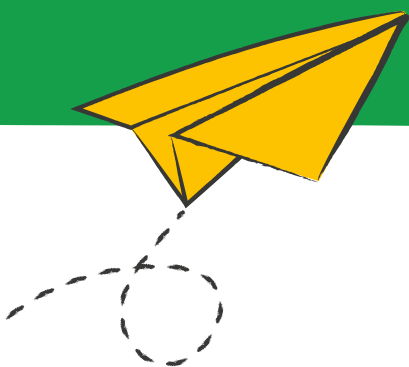




# The Children's Trust School and residential care

Prospectus



# Contents

- 3 The Children's Trust School
- 5 About us
- 6 Our facilities
- 7 Residential care and the 24-hour waking day
- 8 Early years provision
- 10 The school curriculum
- 12 Well-being
- 14 Family partnerships
- 15 Choosing us
- 16 Get in touch



# The Children's Trust School

Welcome from heads of education, therapy, health and care

Thank you for taking the time to look through our prospectus, we hope it is a useful introduction to our wonderful school and co-located residential care.

Our education, health, therapy and care teams work collaboratively with high ambition, strong commitment and a shared value base. Together, we have a 'whole system response' to deliver high quality support for children with special educational needs, placing their quality of life at the centre of what we do.

By working in partnership with parents and carers, we promote each child's intellectual, physical, emotional and social development, both during the school day and beyond. We deliver a personalised curriculum in an integrated, holistic and age-respectful way to support each child to achieve their full potential in meaningful ways.

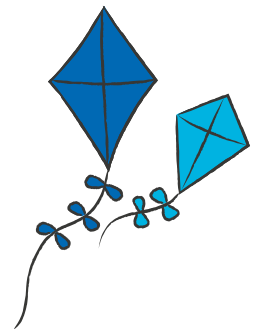
The intent of our curriculum is to teach each child to acquire skills in communication and to learn sense of agency i.e. control over their actions.

We have a range of specialist facilities and plan enrichment activities that respond to individual needs and preferences.

We are immensely proud to lead and work with a team of people who have a wealth of experience and who embrace and share the school's ethos, and aims and objectives of our residential accommodation. We provide a safe, caring, organised and happy environment in which the needs of all the children we support can be met.

If you would like to visit and enjoy a tour of our school, associated residential accommodation and on-site facilities, please do get in touch. Members of our team will be delighted to show you around.

We look forward to meeting you.



**Launa Randles**  
Headteacher



**Vijay Palanivel**  
Medical Director &  
Consultant in Paediatric  
Neurodisability



**Maruzaan Hanlon**  
Deputy Headteacher



**Melanie Burrough**  
Director of Therapies



**Tony Mullins**  
Trustee, Educational  
Governance, Research  
Governance Committees



**Claire Shiels**  
Head of Nursing  
and Care



Thank you for taking the time to find out more about The Children's Trust. I am proud to be a Trustee of this remarkable charity and chair of the educational governance committee.

The talented school team work collaboratively across the organisation, putting the children and young people at the centre of their thinking. This enables children to flourish, and

I see this when I walk around the school, talking with children and staff. Families too are at the heart of thinking and decision making – parents and siblings are seen as co producers. Visiting the school never fails to inspire me.

**Toby Mullins**  
Trustee and Chair of the  
Educational Governance Committee





# About us

The Children's Trust School is a non-maintained special school supporting children aged 2-19 with a wide range of special needs including complex education, health, therapy and care requirements.

Based in leafy Tadworth in Surrey, just off of junction 8 of the M25, we are a regional school admitting children from a wide catchment.



“

Indy has had a wonderful start at The Children's Trust School and has settled in really well to her new environment. She is thoroughly enjoying all aspects of school life and is very happy and engaged. It has been very comforting to know that she is enjoying her new school and making new friends. I couldn't be happier.

**Parent of child attending  
The Children's Trust School**

”

## Our specialist team

We have a large team of on-site specialists employed directly by the organisation, including:

- teachers (including those qualified in early years, visual impairment and multi-sensory impairment)
- qualified professionals trained to deliver Sounds of Intent (music)
- yoga specialists
- therapists (including occupational therapists, physiotherapists, speech and language therapists, music therapists and multi-disciplinary technicians)
- play and leisure specialists
- medical staff (including doctors and consultants)
- nurses (including paediatric and learning disability)
- children's support assistants
- advocacy service
- critical care response team
- support staff (including specialist teaching assistants and care staff)
- educational psychologists
- many visiting professionals that support the curriculum, bespoke projects and specialist clinics
- specialist safeguarding staff.

Our multidisciplinary team works across our school and residential accommodation to ensure that the child's plans and programmes are designed holistically with strategies to optimise their accessibility to learn, participate and thrive.

Where applicable, children are able to access on-site clinics that are relevant to them, or that they may be referred to, such as orthopaedics and orthotics, and we support access to off-site audiology, visual, and dentistry clinics via NHS services.

## As specialists in our field, we are able to support children with:

- neurological disorders including degenerative conditions
- brain injury
- global developmental delay or profound and multiple learning difficulties
- severe learning difficulties
- sensory impairments (visual, hearing, multi-sensory)
- complex health and medical needs
- tracheostomy
- assisted ventilation
- complex medication regimes
- epilepsy
- children considered palliative.

We are able to offer day and residential placements (39, 48 or 52 weeks), and provide enrichment and social activities during half terms and holidays. We can also offer assessment and short term placements e.g. where children require an 'interim' school and/or residential place which supports assessment of needs, EHCP development and/or teaching and care whilst a full time appropriate placement is sought in the child's local borough.

We can be jointly commissioned by education, health or care teams, either individually or jointly, and are also able to consider private placements.

## Our residential accommodation

On-site residential accommodation is available and our co-located children's homes are close by to our School, set in the beautiful woodland of our 24-acre site. We are also able to support children who initially visit The Children's Trust for brain injury rehabilitation who would require a longer-term residential placement.

You can read more about our residential accommodation on page 7.

# Our facilities

The physical environment of The Children's Trust School is appropriate and responsive to meet the needs of the children attending our school. This includes relevant equipment such as that for hoisting and changing, including height adjustable and visually adaptable equipment.

## Facilities within The Children's Trust School include:

- classrooms with en-suite bathrooms
- medication preparation room
- medical suite
- clinical/ treatment room for visiting clinics i.e. orthotics
- multi-sensory rooms in each classroom
- music hub.

## Additional facilities on-site for children and families to enjoy include:

- parent accommodation\*
- a state-of-the-art aquatics therapy pool
- playground equipment
- nature trail
- woodland walk
- residential houses
- 24-acre site
- respite provision
- on-site x-ray facility
- outdoor musical instruments
- sensory gardens and rooms
- maze
- basketball area
- on-site transportation team
- on-site accessible canteen open for families to enjoy.

\*Subject to availability

Care and attention is given to positive engagement with people from outside the organisation to support social involvement. This includes engagement with the child's family and friends, as well as community groups and organisations which benefit the children we support.



# Residential care and our 24-hour waking day

## Living with us

Residential accommodation at The Children's Trust provides a homely, caring and safe environment. Purpose-built and co-located on the same site as our school, accommodation is comfortably furnished with all the necessary adaptive equipment needed.

Offering a range of single rooms, family's are encouraged to decorate and personalise their child's bedroom.

With accommodation set across a number of residential houses, each has named doctors, nurses, and a unit manager/ deputy, all on hand to provide the care and support needed. In addition, a clinical site manager provides 24-hour out of hours support, with access to NHS 111 and emergency services as required.

Therapists are located on residential houses, crossing over into the school during the day to ensure a holistic therapy provision. For those children residing with us, a key worker keeps in regular contact with the family throughout the child's stay at The Children's Trust. For further information on the role of our key workers, please see the enclosed leaflet.

With our residential accommodation registered with both Ofsted Care and the Care Quality Commission, copies of their latest reports can be found enclosed.

If a child is staying with us long term (over six months), for example on a step-down placement and it becomes apparent that they are suitable to attend The Children's Trust School, we have provision to move them into a school residential placement where it is assessed and agreed that we are an appropriate long-term option.

## 24-hour waking day curriculum

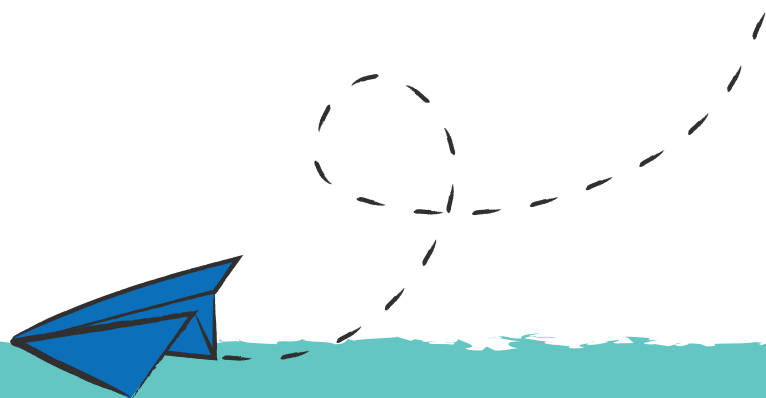
Staff supporting children who stay with us residentially work closely together to provide continuity of education, health, therapy and care.

All residential children have a single 'plan' which travels with them throughout their day. Every plan includes personalised education, health, therapy and care goals that all teams actively assess, plan and evaluate progress and achievement against.

Both school-based health professionals and those based in our residential houses are responsible for joint planning to keep children safe, well and provide effective support to promote the health and well-being of each child.

Weekly individual health reviews are scheduled to assess every child's health across a 24-hour period, plan internal and external health appointments and attendance at clinics with a view to maximising safe access to school and the wider world. The team around the child work jointly with commitment to pursue interests and hobbies of the children.

Personalised social, play and leisure goals are shared across the 24-hour contexts and teams strive to ensure that the children participate in and benefit from a wide range of activities across The Children's Trust site, in local communities and beyond.



“

Positive relationships with staff and access to services and resources enable children to make significant progress in relation to their communication skills.

Ofsted, September 2023

”

# Early years provision

It is widely recognised that attending an early years provision can improve a wide range of outcomes for children, including those with complex education, health, therapy and care needs. At The Children's Trust School our early years offer includes Taddies, a weekly parent and child group, as well as Tadworth Tots, our on-site nursery.

## Taddies

Taddies offers a warm welcome to children aged 0-5 with any additional needs. Sessions run as a playgroup where children are accompanied by their parent/carer/guardian, sessions run every week. Staff from the school organise and set up a range of activities which provide opportunities for sensory-based play, exploration and also enable parents and carers to socialise in a relaxed environment.

Activities include:

- messy play
- soft play
- musical fun
- massage and sensory stories
- sand and water play
- interactive play with adapted toys and with regular opportunities to use and explore light
- touch and sound within sensory rooms.

Family learning opportunities are also offered in this group where information and support is made available to parents/carers on a number of topics.



## Emelia is a familiar and popular face around school and is currently in Key Stage 2.

She and her family started their journey with us by initially coming to Taddies, then Nursery and has continued to move up through the school. Following her time in Taddies, Emelia then joined us in Tadworth Tots Nursery and transitioned from EYFS to Key Stage 1 and now Key Stage 2.

A typical day for Emelia involves being brought into school by her family where her teacher or keyworker collects her and a handover takes place. Emelia's day starts with settling her into school and supporting her to familiarise herself with the environment.

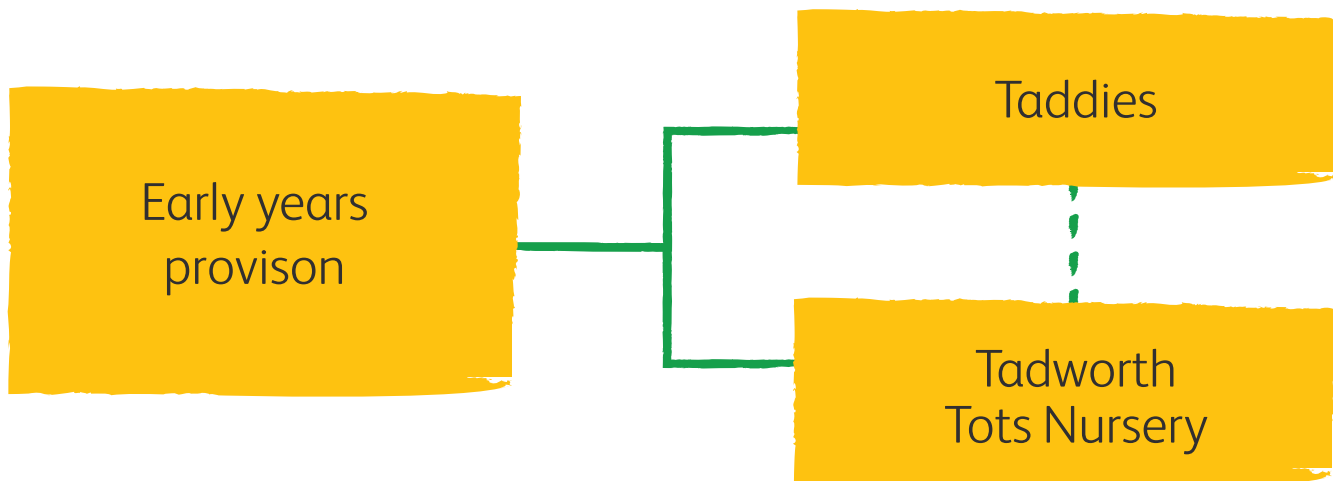
As her friends arrive everyone joins in with circle time. She will get out of her chair and will be positioned ready to learn.

Individual multisensory activities are provided throughout the day with a focus on her next developmental steps. Emelia and her friends have the opportunity to develop their communication skills, social skills, practice and develop their fine and gross motor skills within structured routines.

As well as individual activities, Emelia enjoys a range of whole class sessions, including sensory, tactile and relaxation stories, along with tactile exploration and messy play.

When in Tadworth Tots Nursery, Emelia and her friends played and learned by accessing the different areas set up inside and outside to encourage independence, engagement and fun across all seven areas of the EYFS, both in and out of the classroom. Although she is now in a different Key Stage, Emelia continues to share access to the outdoor area and engage in activities with friends of various ages.





### **Tadworth Tots Nursery**

Tadworth Tots Nursery offers both morning and afternoon sessions for all children aged 2-5. As Tadworth Tots is located within The Children's Trust School, we have the specialist skills and knowledge to support children with a wide range of complex education, health, therapy and care needs.

At Tadworth Tots, we use an Early Years Foundation Stage curriculum called DEYO. This curriculum was developed to show progress and reflect the achievements of children with additional needs and disabilities. This has its own framework and statutory requirements and sets the standards for the learning, development and care of children from birth to five years old. 'Development Matters' is an important tool also used within our nursery provision and it outlines seven areas of learning and development split in to two categories; 'Prime' and 'Specific'. These underpin all of the daily activities.

The children at the nursery learn through sensory, messy, fun and playful activities with opportunity for both adult and child-initiated sessions. With morning and afternoon sessions offered (subject to availability), children attending Tadworth Tots usually receive either 15 or 30 hours of statutory funding per week, dependent on their age. Families can also pay for additional hours privately if they wish and sessions are available. Children coming into the nursery don't usually have an EHCP (Education, Health, and Care Plan). However their time at the nursery can support an assessment for an EHCP, after which the school will work with parents and families to initiate the EHCP process.

Community therapy teams are also welcomed into class to support the young person and liaise with the nursery class team to ensure as much consistency as possible between home and school.

In Tadworth Tots Nursery, Emelia's community therapy team was welcomed into the class. She also has access to the school therapists who help support her and the class team.

Emelia has her lunch and other snack as part of her routine, made appropriately for the way in which she needs them. After a day of fun and learning it is time for Emelia to enjoy a well-deserved rest with her family.



**Emelia enjoying her nursery time**

# The school curriculum

Children attending our school follow the ImPACTS curriculum. The curriculum is at the heart of everything we do. Since 2008 ImPACTS key skills approach to assessment, curriculum and monitoring has been developing. The most up-to-date research and findings about learning, teaching, neurological development, physical development and existing curriculum models are written into the curriculum and underpin it.

## The curriculum contains five key skill areas:

- communication
- cognitive skills
- environmental control technology
- social and emotional well-being
- physical skills (gross and fine motor).

## The intent of our curriculum – what we want children to know and be able to do:

- our curriculum has clearly identified developmental steps in learning and skill acquisition – with ‘next steps’ personalised to each child
- we want children to develop communication skills
- we want them to acquire relevant and purposeful functional skills
- we want them to acquire a sense of agency and control
- we want them to be socially active, participate in school, local and community life
- we want children’s health and well-being to be managed to enable engagement and for children to be safe.

## The implementation of our curriculum – how we teach

We:

- employ staff with relevant skills and upskill and train on an ongoing basis
- know all children are unique and individual and plan for their holistic needs across their education, health, therapy and care
- recognise all learners require unique and well planned activities relevant to them
- challenge perceived norms, have ambition, plan and support children and their families to take assessed risks to move children on
- work to solve problems that affect change in every session
- adopt flexible teaching styles adapted to a child’s likes, dislikes, motivators, emotional, health and well-being which we know can impact their access to learning

- value and acknowledge that most of the children we support are ‘sensory beings’ living amongst ‘linguistic adults’. We limit our speech, accept that ‘less is more’ and adopt relevant communication modes to support them
- do not seek to change ‘sensory beings’ but deliver a sensory curriculum to support their sensory needs
- acknowledge processing time is key to a child being able to make sense of and respond
- know that responses can be reliant on relationships and interpretation on our part so we actively share our observations amongst our teams
- we know that all behaviours are communication and we seek to find out what those responses are and what they tell us.

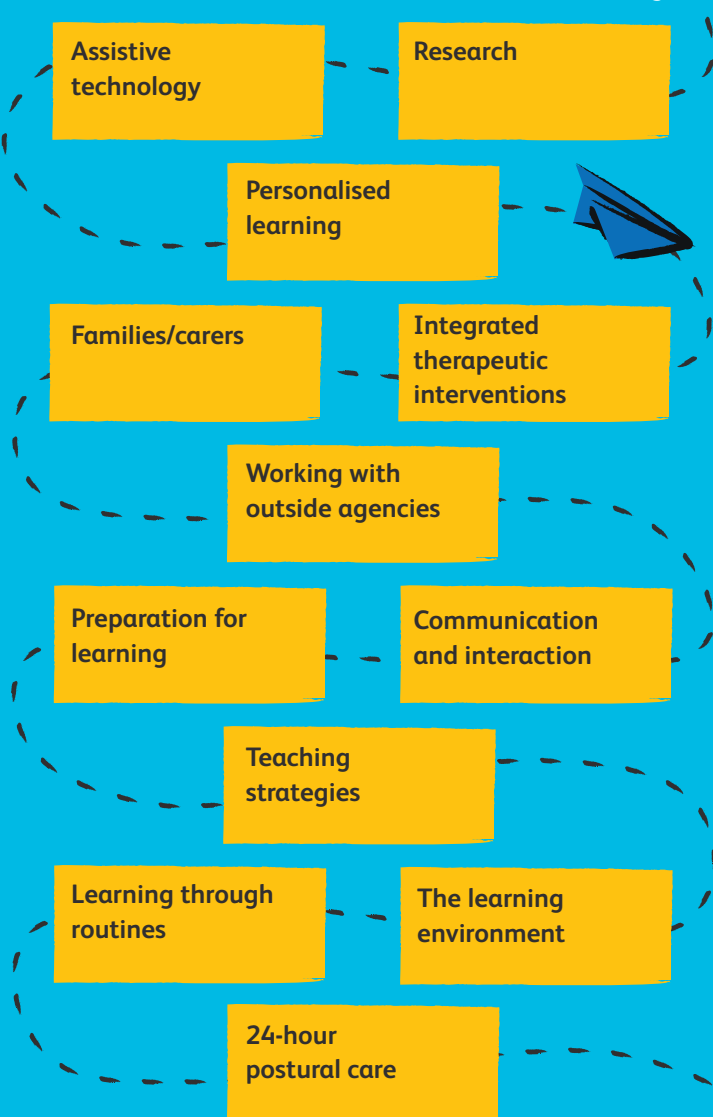
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Pupils flourish at this school. Their individuality is recognised and nurtured. One parent told us that this school ‘opens up a whole new world’ for its pupils. We agree. Staff here are determined that pupils should experience life in all its richness, regardless of their special educational needs and/or disabilities (SEND). Pupils enjoy their learning here, and lessons are characterised by moments of wonder and celebration.

**Ofsted, September 2023**

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In addition we also take into account the following:



### The impact of our curriculum – making progress and reaching intended outcomes:

- we know that we need assessments and curricula that are designed to meet the unique needs of the children we support. Pupils are assessed on an individual basis gathering a wide range of evidence to show pupils learning and progression
- we are able to demonstrate achievement for all pupils by finely graded assessment and detailed planning processes
- we are able to identify progress but also see early indicators of regression in some pupils with degenerative conditions
- we celebrate all achievements and progress but also recognise the value of maintaining skills for some children
- please ask about our assessment framework and evidence, achievement and progress books for further information.

For further information on our curriculum please refer to the enclosed handout.



# Well-being



## Physical

### Aquatic therapy and swimming

Our on-site aquatic therapy centre offers the opportunity for children to work on physical skills, recover from surgery and receive specialist respiratory or tracheostomy support whilst in the water. With a built in sound system, sensory lights, waterproof switches and specialist equipment to support a range of needs, the pool gives all children an individualised experience.

Sessions are planned according to goals, recognising the unique sensory environment, communication opportunities and movement experiences in the water.

All children swim at least once per week supported by inclusive swim instructors or a physiotherapist.

Assistive Technology – we have a dedicated team to support learners with augmentative and alternative communication (AAC), environmental control, computer access, mounting and powered mobility.

Rebound Therapy – trampoline therapy for therapeutic exercise, movement and recreation.

## Health

Teams ensure detailed health care planning and work collaboratively with external doctors, consultants and professionals where required. Trained and competent to support a range of health conditions, our teams are able to demonstrate the ability to respond and prevent escalation.

The therapy team work with school, nurses, residential nursing and carers and the on-site respiratory team to optimise children's health.

Weekly on-site clinics underpin specialist upper limb splints and orthotic provision.

On-site dysphagia trained speech and language therapists support children with eating and drinking, advising on food modification, textures and the lunch time environment.

Occupational therapists ensure that specialist equipment is in place to support safety and independence during personal care routines, such as specialist baths, toilet aids, slings, hoists and seating.

A 24-hour approach to postural care is adopted, ensuring that young people have access to different positions and comfort during the day and night. Sleep systems, standing frames, walkers and comfy chairs are assessed for and monitored in school and within the residential homes.

## Mental health

We seek and offer activities that ensure and promote inclusivity and a good quality of social inclusion at a meaningful level to the child involved.

We have staff trained in:

- mental health awareness, including independent advocacy support
- inclusive sports and physical activities
- special yoga.

A range of extracurricular, age respectful activities such as gardening, cooking, making music, arts and youth groups, enabling everyone to enjoy, achieve and be part of a community.

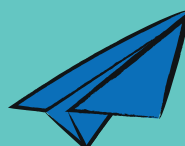
## Enrichment weeks

During school holidays we organise and run our 'enrichment weeks'. Identified weeks offer a full programme of exciting events and activities planned for all day and residential children.

During these weeks the aim is to provide further rich experiences and opportunities to engage children in social, creative and leisure activities on site, in our local community and further afield and for children to develop their talents and interests.

Staff strive to ensure that they bring imagination and creativity to a range of quality experiences to further contribute to personal development and quality of life.

Staff from across education, health, therapy and care teams remain available during our enrichment programme and continue to support children to access these in ways to ensure that they are relevant and children remain safe.





# Family partnership

## Sharing information

We work closely with the child's family to ensure effective communication, strong partnership working and close involvement in your child's life.

We recognise that many parents and carers are not necessarily geographically local, we therefore:

- welcome visits, calls and communication from parents, carers, siblings, other family members and professionals by which ever means is most suited to your family life
- have a home/school diary for day pupils and 24-hour notes for those staying residentially
- welcome visits when we celebrate achievements and success
- offer parent/carer workshops which give the opportunity to become actively involved in set sessions with your child
- encourage family inclusion to our planned enrichment weeks
- provide a regular school newsletter with up-to-date features from across education, health and care
- offer on-site parent accommodation for those wishing to visit their child (subject to availability).

## Annual review meetings and Personal Education Plan meetings (PEPs)

We regularly review the progress made by the children we support and base all goals on continuous assessment.

Annual review meetings are scheduled at the beginning of each year, chaired by us and include the parents/carers, representatives from the local authority, social workers, and other relevant professionals involved from health.

## Looked After child meetings

For residential children who have Looked After status it is a legal requirement that a meeting is held four weeks after a child becomes 'looked after'.

There must be a second review no more than three months after the initial review meeting, and further reviews must be held at least every six months (or sooner, if needs be).

Looked After child meetings, chaired by an independent reviewing officer involve the child, where possible, parents, social workers, education professionals and health professionals.

These meetings independently review the education, health, therapy and care provision for the child.

## Mental Capacity Act and Deprivation of Liberty

All young people over 16 years of age should be able to make their own decisions whenever possible. When a person cannot make their own decisions, as they lack capacity, then people have to decide what is in their best interests.

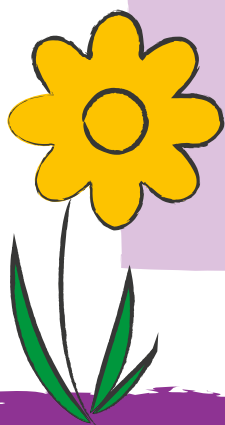
The Mental Capacity Act and Deprivation of Liberty (DOL) Safeguard protects adults who are in residential care settings who lack the capacity to choose where they live and/or to consent to treatment. We apply for all residential young people over the age of 18.

“

The Children's Trust school is full of joy, supporting each student to achieve their full potential

Parent

”



## We do ask that:

- if planning a visit, please drop us a line to let us know in advance
- all visitors respect the teaching and learning areas when they come in and appreciate that some children may find unknown adults a distraction
- you take time to complete parental questionnaires and evaluations
- you come and talk to us if you have any queries or concerns.

## We do:

- engage parents/carers in school improvement by acting on parental feedback and will instigate any necessary plans
- ask you to be involved in the personalised approach to learning for your child within annual reviews and setting of learning targets
- seek consent and permission for a variety of purposes to be able to share information with relevant external professionals.

# Choosing us

## Admissions criteria

Our admissions policy includes all children and parents regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and in developing a culture of inclusion, support and awareness within the school.

A full copy of our admissions criteria can either be found enclosed. Alternatively, to download a copy, please visit: [thechildrenstrustschool.org.uk](http://thechildrenstrustschool.org.uk)

## Funding

Placements at The Children's Trust School and associated residential care can be jointly commissioned by education, health or care teams, either individually or jointly.

We are also able to consider private placements.

For further information on funding a placement, please contact us using the contact details below.

## Referring a child

Enquiries and referrals to The Children's Trust School and associated residential houses can be made by:

- parents/carers and guardians (any subsequent referrals must be supported and submitted by a professional)
- local education authorities
- social care providers
- clinical commissioning groups
- other professionals involved in the child's care.

Prior to a referral being made, we welcome the opportunity to meet families and those already involved in the child's education and care to discuss and identify ways in which we may be able to meet the child's needs, both now and in the future.

To arrange a visit to meet our education, therapy and care teams, please contact us on:

☎ 01737 365 080

✉ [placements@thechildrenstrust.org.uk](mailto:placements@thechildrenstrust.org.uk)

🖱 [thechildrenstrustschool.org.uk](http://thechildrenstrustschool.org.uk)

To make a referral, please visit our website above and download, complete and return a referral form.



Enriching Welcoming Meaningful Busy Crazy Commitment  
**Innovative** Fast pace **Forward Thinking** **Fun**  
 Inclusive Energetic Lively Outstanding Child First Caring Collaborative  
 Fragile Special Unique **Caring** Welcoming **Inspirational**  
 Inclusive **Humanising** Vibrant Lively hardworking Child first  
 Unique Heart warming **Quality of Life** Exceptional Ambitious  
 Outstanding Meaningful Uplifting Aspirational  
 Inspirational Professional Understanding Motivational Accessible  
 Positive Advice Goals Amazing Exceptional Collaboration Valued  
 Committed Vibrant Inclusiveness Cutting-Edge Creative Caring  
 Empowering Fun Happy **Perfect** Independence Warm  
 Explore Small & safe Belonging Understand  
 Enriching **Empowering** Thoughtful **Inclusive** Fun Great Enabling  
 Inspiring Welcoming Self-standing Creative

We asked pupils, families, staff and other members of our school community for one word to describe The Children's Trust School and these are the words they chose.



## Get in touch

### The Children's Trust School

Tadworth Court  
Tadworth, Surrey  
KT20 5RU

☎ 01737 365 810

✉ [school@thechildrenstrust.org.uk](mailto:school@thechildrenstrust.org.uk)

🖱 [thechildrenstrustschool.org.uk](http://thechildrenstrustschool.org.uk)

ⓧ TCTSchool

📘 TCTSchool

Please contact us if you'd like this prospectus in an alternative format.