

ARUN COURT

THERAPY & EDUCATION

‘Resilience and Perseverance lead to success’

PARENT HANDBOOK January 2020

If you have already been accepted for the 5 day assessment trial and your placement is therefore in process please complete the pack of registration forms opposite as the trial can't commence until they have been received.

Many Thanks.

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PLEASE VISIT THE WEBSITE AND ENSURE YOU HAVE READ THE FOLLOWING 3 DOCUMENTS :

CHILD PROTECTION POLICY

SAFETY POLICIES SUITE

TEACHING, LEARNING & ASSESSMENT POLICY

ANTI-BULLYING POLICY

We advise you to read all the information within the Arun Court Tabs, and further policies and curriculum updates are always available within the parent portal pages.

If you can't access documents online we will gladly provide paper copies for you. If you need support with reading or filling out forms, Hannah, our Nurture room Leader will be happy to support you.

Message from the Proprietor



Dear Parent (s)

Welcome to Arun Court Setting which is run by Big Bear Bespoke Education Ltd. At the back of this pack you will find some key policy documents, but we strongly suggest that you also visit the website www.big-bear-bespoke-education.com to read the many policy documents and further information available. The 'Arun Court' tab at the top will lead you to the pages relevant to this setting including the parent portal.

Arun Court Setting started life as the 'Learning & Well-Being Centre' which offered a few hours support each day to students who were dual registered at other settings and had mental health needs. Our mission has always been to support students with mental health conditions to access full time educational provision. We are now a school and offer full 'school days' of scheduled therapy, therapy at the point of need and academic support as of January 2019.

For students joining us early in their school career the aim will always be to get them well, and back engaging with learning and life. These students are likely to be placed for 12 – 24 months and will then seek to move on to larger settings where they can increase their peer group and have a different academic experience. Students joining us at a later point, after placement break down elsewhere, may stay with us and potentially take their GCSE exams before being supported to move on to college.

Whilst we come under the heading of an 'Emotional and Behavioural Needs School' we have very strict admissions criteria and the students we take are in mental health crisis. In terms of diagnosis this means that we will prioritise students who have Post Trauma Disorders, Depression, High Anxiety, Obsessive Compulsive Disorder, Eating Disorders, Psychosis, Extreme phobia and low self-esteem. Students with these needs tend to also present with sensory processing disorders which may or may not lessen when psychological support is given – we are therefore ensure Occupational Therapy input at the school and the staff are trained in supporting sensory needs.

Whilst we have specialists in ASD, we are not a specialist ASD setting, and those with ASD that we work with tend to be high functioning and are referred due to very high anxiety and depression. We are not specialists in disorders around oppositional behaviours, such as ODD or PDA, and we are not an appropriate setting for these students.

All placements are offered only after a 5 day trial has taken place. At the end of the trial we then assess whether we can meet need and whether we feel the student will have a positive impact on the other young people in their peer group. All placements operate on a conditional basis and

students who are offered a trial but later become repeatedly physically aggressive will have their placement ceased in order to ensure the continued mental health of our other young people.

Whilst we follow the UK curriculum, we still use aspects of the Finnish Curriculum which has always informed the company from its founding 6 years ago. Students have short learning sessions of 30- 50 minutes followed by sensory breaks. We are a relaxed setting with opportunities daily for students to organise their own negotiated learning projects. We are on first name terms with students, have no school uniform and place mental health needs as the key priority for students. We also use the whole of Bramley; parks, nature area, restaurants and cafes, shops, forest school for our work as being part of a wider community is very important to us and a key aspect of the Scandinavian philosophy as to how children should be brought up; by the whole community.

As students start to get well, they are coached in pushing themselves further – resilience and perseverance are key skills which we seek to engender in our young people, and this is significant for those who are at risk of returning to complex and potentially damaging mental-health led behaviours. To support our young people we use a range of well-being and therapy approaches but psychology, coaching and counselling provide the core daily input. We are also very open to using more alternative approaches and students can receive massage, learn to meditate and do yoga, take part in aromatherapy and many other approaches which aim to help students to feel better, relax more and therefore be well enough to learn. Use of nature and animals also plays a key role and we are very lucky to have a range of therapeutic animals at our disposal including horses, a therapy dog and rabbits.

The academic programme is led by experienced qualified teachers and the students are supported directly by the well-being team in class. This means that students are accessing qualified well-being practitioners at the point of need; qualified support means lower levels of anxiety, and greater academic participation.

Arun Court is a very special place and I'm proud of what we have created and achieved as it is new, innovative and in my view meets the needs of some of the most vulnerable children in the South. After over 20 years teaching myself, including many years in leadership, I'm very proud to call this place home and I hope you, and your young person, will in time feel the same.

I look forward to welcoming you at one of our two Exhibition Evenings in the coming year, and at the other events and opportunities in our busy calendar. If you have any further questions after your tour today, please do contact the school office one of our friendly staff will be happy to support you.

With all good wishes,

Beverley-Sarah White

(Proprietor)

Attendance

Term Dates This Academic Year 2019/20 are attached. We require strong attendance from our students and work hard with families to ensure students maintain 96% -100% attendance as a minimum. If you are finding it hard to get your young person to attend please inform Aimee who is happy to let one of the team know to carry out a home visit and support you. Further information is available in our attendance policy.

Equipment Provision

Basic stationery is provided by the school and students do not need to bring a pencil case. If the Occupational Therapist recommends pens or other stationery specific to your young person, that sits outside of that available within our usual OT stocks, this will need to be purchased by parents. Paper, exercise books and text books are provided; sometimes older students want to use folders, and these should be purchased by individuals wishing to use them.

Wedge and wobble cushions, sensory blankets, weighted therapy, writing slopes, ear defenders and fiddle toys are all supplied by the school.

Art and Design materials are generally supplied by the school, however for some special projects where the student is making an expensive item that they will take home with them a donation towards costs may be requested.

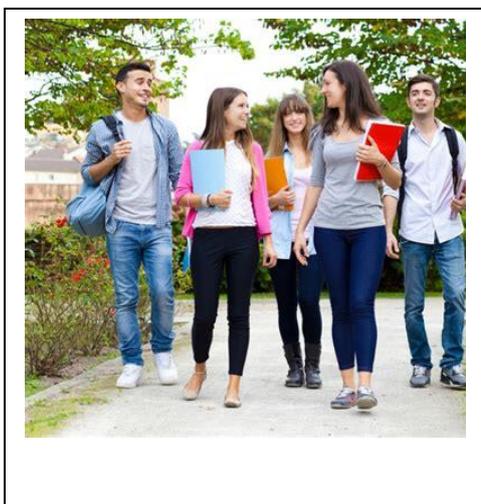
There is no daily school uniform to purchase, but please ensure you have read the clothing rules on the next page.

A healthy lunch is provided for each student at a local eatery Wednesday and Thursday from a set menu. If a student can't access the menu they are welcome to bring a packed lunch which will be stored in the refrigerator, but we strongly encourage students to try the daily menu available and to socialise in a public eating space. Students will be required to bring packed lunch on other days and may bring other snacks for during the day with them that do not require refrigeration please.

We reserve the right to charge parents for equipment that is broken intentionally by students. Please see our charging policy for further details.

Clothing Rules

1. A pair of tracksuit trousers or leggings, trainers and a baggy T-shirt should be kept in school for PE sessions requiring them
2. On a daily basis, students are allowed to express their individuality as long as their presentation is SAFE and does not cause OFFENSE or DISTRESS to others. This means that accessories should be very carefully thought through, especially items like EARRINGS which can be pulled out in a conflict or catch on other objects! Any LOGO items should not be rude, inciteful or offensive. For SAFEGUARDING reasons students should not be exposing their underwear, bottoms, privates or chest due to their choice of clothing. For HEALTH & SAFETY reasons open-toed sandals are not permitted. **We reserve the right to refuse entry to a student if we have repeatedly asked them not to wear certain items. Please remember we are a learning environment and consider whether your child's attire meets that description.**
3. Students must REMOVE THEIR SHOES upon arrival. This is both the aid relaxation and to ensure student safety. Each teaching area has a shoe and coat rack. Students can wear socks or slippers that they are comfortable and safe walking in. Students are asked to not have bare feet due to matters of hygiene.
4. In the colder months please ensure that your young person has a WARM, WATERPROOF coat and a PAIR OF WELLIES in school, as the curriculum does not stop just because the weather is bad!
5. On hotter days please ensure that your young person has applied sunblock before venturing out and has a suitable HAT available to them. Students can bring sunblock with them that they are able to apply independently.
6. Students can bring extra snacks (that do not require refrigeration and that fit with the current school allergy alert which changes each term) They should also bring a WATER BOTTLE and ensure they drink regularly throughout the day.



Daily Communication

Each day your young person will be greeted by staff members and staff members will also be available to discuss their day with you upon collection. We will also send your young person home with a filled in daily diary sheet which allows you to see how their day has been. If the sheet raises an issue or you would like to clarify the information you can send your designated teacher an email. **Please remember staff are unlikely to answer emails past 5:30 pm.**

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Date:

Today my mood has mainly
been:

Accidents/injuries?	Reminders?
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Morning sessions	Breaks and lunch	Afternoon sessions
Highly anxious	Highly anxious	Highly anxious
Anxious	Anxious	Anxious
A bit worried	A bit worried	A bit worried
A little low	A little low	A little low
Very low and negative	Very low and negative	Very low and negative
Over excited	Over excited	Over excited
Good participation and focus	Good participation and focus	Good participation and focus
Fair participation and focus	Fair participation and focus	Fair participation and focus
Little participation and focus	Little participation and focus	Little participation and focus
Aggressive	Aggressive	Aggressive
Happy and content	Happy and content	Happy and content
Pushing myself to try new things	Pushing myself to try new things	Pushing myself to try new things
Well- regulated emotions	Well- regulated emotions	Well- regulated emotions
Other:	Other:	Other:

Any successes to report for today?

Any issues to report for today?

School Marking Policy

Sessions should be planned to have mini assessment opportunities throughout. At the end of sessions students should regularly reflect upon what they have been learning and what they feel they have achieved. To aid this we use a stamper with three question prompts regarding what they feel has been achieved and where the work needs to move on to next time.

In our setting time to discuss how they felt emotionally about the task, the learning styles and the amount of challenge is key as student's have very fragile mental health and need to feel that their opinions and worries are listened to. The emotional health aspect of marking is just as important as the academic focus.

Due to the small nature of the groups, marking should wherever possible happen with the student, and be a collaborative process. This also applies to 1:1 tuition scenarios.

Marking should be against the learning objective with students being clear whether they have achieved, exceeded or missed the objective.

Marking is developmental – aspects that the teacher is pleased with and achievements should be written in **pink** 'tickled pink'. Questions and aspects for development should be marked in **green** 'Green for growth'.

Non-academic and emotional health comments should be written into the well-being books held within each tutor group. These should reflect both successes and issues as they arise. An A4 page is dedicated to each day with six clear student columns.

Marking is only purposeful if it is used. Students should be regularly given time to look back at previous areas for development and discuss their improvements. Teachers should be collaborative and use the regular briefings, moderation meetings and student discussions to reflect upon their marking and the progress shown by the student. As students become stronger mentally and emotionally peer marking opportunities should also be gradually introduced, along with more 'school-like' systems of academic success criteria; in this way marking is gradually stepped up towards the aim of transition.

Marking is part of the assessment and planning cycle. Marking should impact directly on planning and staff should alter the MTPs in line with individual success or difficulty.

The quality of marking is reviewed regularly by the senior team and through collaborative discussions with students and parents. As an organisation we strive to maintain a clear and easily understood system, whilst also meeting individual needs as far as possible.

School Target Setting Policy

Small targets, within marked work, are set in collaboration with the student and by the lead member of staff in that lesson. Emotional, behavioural or well-being targets are also set in collaboration with the student but are led by the Well-Being Team and are recorded within records held by the professionals involved.

Longer term targets are set at the pathway meetings which take place at least once a term, and once students are mentally more stable, every half term.

Pathway meetings should, where possible, involve staff, student, parents and any other relevant professional. Pathway target review meetings, at the end of the 6 or 12 weeks should involve the same professionals.

The Pathway documents resemble an 'Individual Education Plan' but are more detailed and holistic in approach. This is because the mental health aspects are very personal and specific to the family involved. Over time the pathway document is dropped, and an IEP from the receiving school is used instead for the final 6 weeks, to enable a smooth transition to the next setting.

For academic targets students are encouraged to use the grid approaches within the subject so that they can highlight where they are nationally and whether they are working at an age appropriate level. Teachers use the NOFAN approach to support students in this.

Never	Occasionally	Frequently	Always	Naturally
Performing out of year group in terms of ability – significantly below age related expectations	Just 20% of criteria	Mostly 50% of criteria	Fully 80% of criteria	Ready for criteria from the next age band – exceeding age related expectations
	Is accessing a chronologically appropriate curriculum but with significant differentiation and support	Just under average age-related ability, but is able to perform within chronological expectations if given extra support	Performing at age appropriate Level	

Short Term Targets – Learning Pathways

Student Name: D.O.B

Date targets set:

Length of time before review:

Area	Target (SMART)	Review
Attendance		
Academic and Cognitive		
Emotional, Social, Behavioural and mental health		
Sensory and Physical		
Communication and Learning		

What help will I have with my targets? Who will give me this help?

Physical handling policy / Restraint

Whilst Arun Court School fundamentally disagrees with the amount of physical restraint used in the UK school system, we understand that it is necessary in certain circumstances. We aim to create an environment where restraint is not needed and as such we DO NOT train our staff in MAPA or any other form of physical intervention other than de-escalation. This affects our admissions policy which should be read in conjunction with this policy and our safeguarding policies.

As stated in our behaviour policy, we aim to reduce anxiety via the use of therapeutic approaches and through negotiation, and de-escalation, avoid anxiety reaching a level where physical aggression takes place.

We do our utmost to get to know the students well, and to learn the signs of rising anxiety and anger, so that we can put de-escalation techniques in place quickly. However, we recognise that sometimes these signs will not be obvious, and that sometimes for a variety of circumstances, a student can very suddenly display extreme aggressive behaviours.

In such circumstances we will use 'body blocking' (provided staff feel safe to do so) to enable an area to be evacuated and other students to be taken to safety.

We will not necessarily protect property and parents should be aware that they, not the funding LEA, are responsible for any damages caused by their child and will be billed accordingly.

In the rare circumstances where we feel a child, or staff member, is in danger of physical assault we will use noise as a way of asserting ourselves and gaining compliance. We keep the centre very calm, and voices very low at all times, in order for this to have maximum effect. An adult will invade the child's space with a hand outstretched in a stop motion and will shout direct instruction using minimal language:

On the floor

Bottom on the floor

Down, down now, sit cross-legged

You will not assault a staff member

Down on the floor, now!

Once the child has complied with this emergency measure, de-escalation conversations and techniques will be used.

We will always later apologise to the child for shouting, and congratulate them for complying, however we make it very clear that assault is not acceptable and we reserve the right to prosecute. **Students are expected to use the tools they have been given to reduce their anxiety and to control their anger – physical aggression is a red line and could lead to their placement ending.**

We complete a risk assessment after such an incident, and the incident itself is recorded within our high level incident book.

If a child does not comply, and can't be contained, and starts to reach a level of aggressive behaviour which is extreme, we will have to work with the LEA to find an alternative as we cannot protect the integrity of the centres work, or the high psychological needs of other students, when pupils exhibit such behaviours. In such circumstances whilst staff are not restraint trained, they are legally entitled to protect themselves and others from injury, **via use of reasonable force**. We will ALWAYS notify the police in such extreme circumstances (where force has been used by staff) and try to exit everyone from the premises until the police arrive.

In addition, we are taking part in a research project using body camera's on key staff to see how this is useful both to deter poor behaviour and also to act as an evidence tool when dangerous behaviour occurs. The trial will be during the Autumn Term, after which time a decision will be made as to their continued use. Please see separate letters regarding this, and the potential changes to the behaviour policy.

5 day Placement Trial – How it works

- The trial is **NOT** a placement offer and is **NOT** a period of transition. The purpose of the 5 x day trial is to fully assess the student's needs and to see how they fit with our existing systems and the way the setting is run.
- An offer of a placement **may or may not** be made at the end of the 5 days. A report will be submitted with results of assessments and general comments from the team; which even if our school is not the best fit, is often a very helpful tool for parents and sourcing future provision elsewhere.
- Parents are encouraged to support us by dropping off as swiftly as possible, especially by the second week. Students will have been allocated a key worker from the well-being who will meet them at the door.
- We have an academic team who are all qualified teachers and a well-being team who are trained practitioners, many of whom are younger members of staff in the process of training for further qualification. All our staff are contracted and salaried. They follow very high standards regarding professional conduct and are performance managed.
- The well-being team under the supervision of a senior clinical psychologist who works at least one day a week at the setting, and we also have an occupational therapy team which visits regularly. Our current team are all qualified teachers of mindfulness and meditation. Your child will be allocated one of these professionals as their key worker. They will be monitoring anxiety levels, teaching the student techniques to improve their mental health, thus assisting them in being able to access the academic work.
- We will happily support parents initially if they feel they need to wait in the foyer, or be available at a local café however attachment anxiety is a two-way process and it is very important that we encourage students to be with us at the centre for enough of the day for us to assess their levels of anxiety – we do not expect any student to be able to immediately settle, and it is important that over the 5 days we get to see the 'real' picture of their anxiety, not just how they react when they are fully supported by those they know and love.
- We are **NOT** a specialist ASD setting. We are a mental health setting. Parents, support workers, or other settings involved with the student need to fully understand that we will have children in our setting who have chronic OCD, depression, post-trauma anxiety, anxiety induced Tourette's, those who have just left secure mental health hospital units and those who are on medication trials. Some of these children may also have ASD or PDA but this is a 'side diagnosis', they are with us due to **severe mental health and anxiety needs**. **Please DO NOT come past the foyer or go upstairs** as you will be challenged by staff. The anxiety levels of some of our students mean that they just can't cope with lots of adults not known to them suddenly appearing and as a result they may not be able to engage, or worse may even

self-harm, due to your presence. We pre-prepare and pre-warn our students when we have designated visitors; so if they've not been warned, you are not expected.

- By the time a trial has been agreed we have already taken **emergency contact numbers** for parents. We do not anticipate that students attending a trial will be given contact numbers for social workers, teachers, key workers, helpers or assistants from their current setting. We will call those with parental responsibility if we feel that a student needs to be collected early, we will not call other professionals.
- Students should not be told that they will be able to ring other individuals or that they can 'just go home if they need to' as this is not something that the students at our setting are told – **we need to assess if they can cope in our setting, not their current one.**
- During the trial period we do not allow teaching assistants or support workers from previous or current settings to attend student sessions. We may feel this would be beneficial after the trial, once a placement has been offered, but again the point of the trial is to see if the student can form a bond with our therapy team.
- If the trial is successful, we will then discuss the views of the previous setting as to transition arrangements and also take possession of relevant paperwork, however the transition arrangement will be directly informed by the trial report.
- As part of the trial period we also seek to engage with parents and to gauge if they fully understand the way we work as a setting, and what their level of future engagement is going to be. We are **more likely** to offer a placement if we feel that parents are willing to engage in the support available directly to them, and to work with us positively in ensuring that students are appropriately challenged when the professionals feel they can cope with it; resilience and perseverance are key skills we aim to teach. This is something that can feel very challenging for parents who are understandably anxious about their child, but we need to know you will work with us, especially as the children we deal with are usually used to being able to exercise a very high level of control over their families due to their anxiety.
- During the trial period we aim to give the students as **realistic an experience** as possible – if we feel that the risk assessment allows, we will invite students on trips and social activities that may be occurring as part of the standard programme.

Arun Court School – Complaints Procedure

We pride ourselves on the quality of the teaching, therapeutic and pastoral care provided to our pupils. However if parents do have a complaint, they can expect it to be treated sympathetically and efficiently in line with this policy and resolved as soon as possible. Arun Court School will try to handle every concern or complaint in a positive way with the aim of resolving the issue(s) and where necessary the School's systems and procedures may be reviewed in light of the complaint.

Arun Court wants to know as soon as possible if there is any cause for dissatisfaction with any part of the School. Arun Court recognises that a dissatisfaction that is not resolved quickly and fairly can cause resentment, which could be damaging to relationships and the School culture. Parents or pupils should never feel or be made to feel that a complaint would not be taken seriously or that it will affect a pupil's opportunities within the School.

Arun Court feels this is good practice for all those concerned and helps promote the School's belief in safeguarding and welfare.

Stage 1 – Informal Resolution:

Arun Court School hopes that most concerns or complaints can be resolved quickly and informally. If the complaint involves discrimination, harassment or victimisation these are taken very seriously and may need to be dealt with at Stage 2 – Formal Resolution, without action at Stage 1 – Informal Resolution.

If parents have a complaint they should contact their son/daughter's Key worker or Form Tutor. In many cases, the matter will be resolved straightaway by this means, to the parents' satisfaction. If the Form Tutor cannot resolve the matter alone, it may be necessary for him/her to consult a more senior teacher or the head teacher.

If the complaint is regarding financial issues it should be put in writing and sent to the School Administration Director, who will aim to respond within 5 working days.

The Form Tutor will make a written record of all concerns and complaints and the dates on which they were received, so please be very clear that you are making a complaint not just discussing progress. A concern which has not been resolved by informal means within 15 working days should then be put in **writing** and dealt with in accordance with Stage 2 – Formal Resolution.

Stage 2 – Formal Resolution:

If a complaint cannot be resolved on an informal basis under Stage 1, it should then be put in writing. This should provide full details of the complaint and enclosing any relevant documentation and be sent to the head teacher. The head teacher will consider the complaint and then decide on an appropriate course of action.

In most cases, the head teacher will speak to the parents concerned, within 7 working days of receiving the complaint, to discuss the matter. If possible, a resolution will be reached at this stage.

It may be necessary for the head teacher to carry out further investigations.

The head teacher will keep written records of all meetings and interviews held in relation to the complaint. These records of complaints will be made available to ISI or Ofsted, on request.

Once the head teacher is satisfied that, so far as is practicable, all of the relevant facts have been established, a decision will be made and parents will be informed of this decision in writing, within 25 working days. The head teacher will also give reasons for this decision and all written records relating to the complaint will be kept.

Please be aware that a complaint received close to the end of term is likely to take longer to resolve.

Please be aware that a complaint made in the absence of the head teacher may be dealt with, in exactly the same manner, by Christopher Bevan or Gillian Williams the Senior Teachers.

If parents are still not satisfied with the head teacher's decision under Formal Resolution, a letter should be written to the Chairman of The External Moderation Team within 5 working days of the head teacher's decision, highlighting the complaint and Stage 3 of this procedure will commence.

Chair of EMAT (Governance)

Mr Paul Phillips

8 Inkerman Lane

Wellesley

Aldershot

Hampshire

GU11 4AB

Stage 3 – Panel Hearing:

The Panel will consist of at least 3 people not directly involved in the matters detailed in the complaint, all are members of EMAT. Additionally, the Local Education Authority that the child's EHCP sits under will also be invited usually this will be a representative at case worker level as well as an independent senior leader from a local setting to give an outside professional view. The school proprietor (owner), Beverley-Sarah White will also be involved at this stage.

The Panel will not consider any new areas of complaint which have not previously been raised as part of the complaints procedure.

The Panel's task is to establish the facts surrounding the complaint(s) that has been made by considering the documents provided by both parties, which should be supplied no later than 3 working days prior to the hearing. The parents may be accompanied to the hearing by one other person. This may be a relative, teacher or friend. Legal representation is not appropriate.

If possible, the Panel will resolve the parents' complaint immediately without the need for further investigation.

Where further investigation is required, the Panel will decide how it should be carried out. After due consideration of all facts they consider relevant, the Panel will reach a decision and may make recommendations, which it shall complete within 15 working days of the Hearing. The Panel will write to the parents informing them of its decision and the reasons for it. The Panel's findings and, if any, recommendations will be sent in writing to the parents, the head teacher and, where relevant, the person about whom the complaint has been made.

Parents can be assured that all concerns and complaints will be treated seriously and confidentially. A written record of the complaint(s) will be kept by the School. Correspondence, statements and records relating to individual complaints are to be kept confidential except where the Secretary of State or a body conducting an inspection under section 108 or 109 of the 2008 Act requests access to them.

Stage 4 – Surrey or Hampshire LEA further Investigation

Parents who still feel that the situation has not been resolved can complain directly to the LEA / Surrey CC above caseworker level; for many of our students this will mean contacting a Surrey SEN Team Quadrant leader. Your Caseworker will be able to provide you with details of the relevant individual. The LEA management level team may decide to visit the school or carry out a provider inspection.

Complaints can also be made directly by contacting OFSTED via the following link

<https://contact.ofsted.gov.uk/online-complaints-schools> ,

or the **Department of Education on 0370 000 2288.**

Ofsted – contacting by telephone

0300 123 1231

open 08:00 to 18:00, Monday to Friday

Ofsted – contacting by mail

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

The External Monitoring and Advisory Team (School Governance Model)

CHAIR – Paul Phillips (independent of the school)

Colin Brown (independent of the school)

Pamela Davison (independent of the school)

Paul Daniels (independent of the school)

Linda Filler (independent of the school)

The Proprietor (school)

The Head Teacher (school)

1 staff member representative (school)

There are also up to 3 associate members