



Acorn Park

Head Office	Outcomes First Atria Spa Road Bolton BL1 4RG
School Address	Acorn Park School Andrew's Furlong Mill Road Banham Norwich Norfolk NR16 2HU
Chair of Proprietorial Board	David Leatherbarrow
Chair of Governors	Nick Simpson
Head of Service	Peter Marshall
Head of School	Philippa Whipp

Vision

“For every child to be safe, nurtured and supported to succeed.”

Our mission

To care and educate our children, empowering them to reach their full potential, to think big and dream bigger!

Our values

Our values act as the central principles and widespread truths that impact on our practice, how we collaborate as a team, how we build our core methods and how we present our mission.

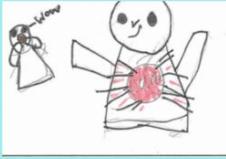
Care: We are courageous: in advocating, educating and caring for every child. We are confident in our purpose to promote kindness and respect.

Strive: We are striving for a better future by always doing our best with the children we work with. Our inventive efforts support children at Acorn Park to aspire to healthier futures.

Grow: We help children fulfil their personal growth and build positive relationships. Children are empowered to reach their full potential.

Thrive: We uphold the belief that by being reliable and consistent in our therapeutic practices, by advocating for children and promoting our values, children will be thrive on the next step of their life journey.

We care, we strive, we grow, we thrive



We care – for each other

We strive – to do our best

We grow – To be the greatest version of ourselves

We thrive – on the next part of our journey

Our Approach

Acorn Park School is part of the Outcomes First Group – Options. We are committed to providing a happy, welcoming and motivating learning environment where the whole school are encouraged to achieve their potential and enjoy their learning experiences

Acorn Park School opened in 2006 and provides co-educational schooling for up to 98 students between the ages of 5 and 19 years with a primary diagnosis of an autistic spectrum condition. We are an independent co-educational, day and residential special school for pupils in Key Stages 1 to 5. Pupils at Acorn Park School will primarily have needs associated with autism spectrum condition (ASC) but often also have complex educational needs, communication difficulties and learning disabilities. All of our pupils have experienced failure in previous educational placements and have often been permanently excluded and/or out of school for long periods. On-entry assessment demonstrates that the attainment of pupils when they join us is often below age related expectations

Our Aims

- To ensure that our children receive the very best education that we can provide by equipping ALL children with the necessary functional skills to live as independent a life as possible, opportunities to experience a broad and balanced curriculum and, where appropriate, skills in reading, communication, mathematics and opportunities for writing.
- That our children grow in knowledge and understanding of the world in which they live
- For our children to be healthy in body and in mind. We want our children to be strong, fit and active. To participate in sport and enjoy all it has to offer. To learn, through sport, how to win graciously, lose with courage and never give up. We want our children to be healthy; to have a healthy image of themselves as individuals, for our children to recognise the unique beauty in each and every individual. To be mindful and embrace stillness. For our children to grow up to be resilient, responsible, confident and independent.
- For our children to enjoy a strong practical curriculum. A curriculum where the children learn about how things work. A curriculum where they make, measure, cut, sew, fix, build, repair grow and evaluate. A curriculum where children will anticipate problems, imagine solutions, evaluate, adjust and problem solve as they go.

- To support the future and next adventures for all our learners and dream big.

Admission

The school will review all relevant and recent reports. This will usually include:

- Recent Education, Health and Care Plan (EHCP)
- Last school's report
- Social history and any relevant reports
- Psychology reports
- Psychiatric report (if any) and diagnosis of special needs
- Other factors i.e. OCD, ODD, PDA, et

Referrals

We accept referrals from local authorities and are able to give parents information regarding our assessment and admission process.

Joint application

We encourage parents to engage in dialogue with their local authority and make a joint application.

Assessment

Once a referral has been received, the case will be assessed and considered by the school. If it is felt that Acorn Park School may be suitable, an initial visit will be arranged. If successful, pupils will be invited to attend the school for a placement suitability assessment. These placements will be evaluated and a final decision on suitability of placement made by the Head of Service.

Policies

Copies of the below policies are available on our website:

- Admissions Policy
- Anti-Bullying Policy
- Behaviour Policy
- Complaints Procedure for Students
- Complaints Procedure
- Curriculum Policy
- English as an Additional Language (EAL) Policy
- First Aid Policy
- Harmful Sexual Behaviour Policy

Health & Safety Policy

- Offensive Weapon Policy
- Online Safety Policy
- Peer on Peer abuse Policy
- Pupil Premium Statement
- Remote Learning Policy
- Safeguarding & Child Protection Policy
- School's Exploitation Policy
- SEN Information Report
- SEND Policy
- Web Filtering Policy

Safeguarding

The best interests of the children and their right to protection drives all decision making within the school. High standards are set for all aspects of safeguarding, with pupils' safety and well-being central to all school practice. Information is shared with the Local Children's Safeguarding Board and Local Authority Designated Officer, working jointly with services involved in the protection and safety of children. Training in safeguarding is given high priority. Staff undertake a comprehensive range of training promoting commitment to a child centred approach to safety. Staff receive annual safeguarding update training and KSCiE updates. Staffing structures are designed so that safeguarding responsibilities are clearly defined and understood, with accountability clearly established. We have 6 Designated Safeguarding Leads (DSL) on site and our Lead DSL heads our Swift Team who provide pastoral support to pupils and families.

Behaviour for Learning

At Acorn Park School we understand that all behaviour is communication and that pupils on the autistic spectrum can exhibit behaviours for a number of additional reasons, often as a result of poor social communication skills. Behaviours can indicate expressions of anxiety, low self-esteem, discomfort or as a means to gain control over environments or personal state. All staff at Acorn Park are trained to approach behaviour in the context of the pupils' needs. We use Therapeutic Caregiving and PACE approaches as our start points for understanding behaviours. We use the principle that actions have consequences which are natural or logical and this drives our behaviour policy in that we support pupils to learn from the positive or negative consequences of actions – never punitive, always meaningful and linked to the action or behaviour.

Provision for pupils with an EHCP

In order for a pupil with an EHCP to reach their full potential they must have their personal educational and other needs recognised and supported. Acorn Park is a specialist school for pupils with autism who are supported by professional staff with a wide range of experience and expertise in autism and

associated conditions. This includes our in-house therapy hub made up of Speech and Language Therapists, Occupational Therapists and psychological therapists.

Complaints

Acorn Park School is committed to working in close partnership with parents in the provision of a high quality education, within a secure and supportive environment. Whilst we strive to achieve the very best for the welfare and education of all pupils, it is appreciated that there may be occasions when concerns may be raised regarding a young person's education or about a particular incident at school. We take such expressions of concern seriously and will follow up on them courteously and promptly. The school's Complaints Procedure is available on our website. This gives clear timescales for the management of any complaints.

There were 5 formal complaints received in the academic year 2020-21.

Exam Results 2020 – 2021

Qualification	Grade	Number of Students
GCSE Maths	1	1
	2	1
	3	3
	4	1
	U	1
GCSE English Language	3	3
	4	3
GCSE English Literature	2	1
	3	3
	4	2
GCSE History	4	1
	5	2
GCSE Art and Design	7	1
GCSE Biology	2	2
	3	3
	4	1
	5	1
Functional Skills L1 Maths	U	4
	P	3
Functional Skills L2 Maths	P	5
Functional Skills L1 English	U	1
	P	6
Functional Skills L2 English	U	1
	P	5
Entry Level Maths	EL3	4
Entry Level English	EL3	2
Entry Level Science	EL1	1
Gateway English	EL1	3
	EL2	2
Gateway Employability	EL3	7

Gateway Progression	EL3 Certificate	1
	EL3 Award	2
Duke of Edinburgh Award	Bronze	4

Pupil Destination Data – Academic Year 2020-2021

The academic year 2020-2021 saw 11 pupils leave Acorn Park School.

You will find below destination data for the % of pupils who left in July 2021 as natural, end of Key stage leavers. These pupils were supported into alternative further education, employment or training. Those who were not successful in this are classed as NEET (Not in Education, Employment or Training).

9% of pupils who left in July 2021 were not end of Key Stage leavers and were supported into other provisions.

The figures below illustrate:

- the percentage of pupils who completed their Key Stage 4 or 5 journey with us (pupil retention);
- the percentage breakdown of destination data for those Key Stage 4 or 5 leavers who left at the end of AY 2020-2021;

Retention	
<i>The percentage of pupils that started their KS4 or KS5 journey at Acorn Park and completed it in July 2020-2021</i>	
Percentage of Pupil Retention to the end of KS4 (AY 2020-2021)	80%
Percentage of Pupil Retention to the end of KS5 (AY 2020-2021)	100%
Destination Data	
College	60%
Employment	
Training	20%
NEET (Not in Education, Employment or Training)	
Post 16 APS	20%

Education, Health and Care Plan (EHCP)

The EHCP is shared with all members of staff who work with the pupil. It is reviewed at least annually, usually during the annual review process: this is to ensure that the education provided supports the specific needs of the individual. The Head of School is responsible for ensuring that all staff are aware of the contents within the Education, Health and Care Plan and in conjunction with the SENDCo, is responsible for ensuring 100% of the provision required is sourced and in place for all pupils