



Serenity School

Coulsdon



At Serenity School, We Care, Value
and Challenge every child to
achieve their true potential.



As a parent of a special needs child, I believe the most important part of a parent/ school relationship is confidence within communication. Since my son started at serenity school the communication levels have always been very good. I've seen a huge difference in my son's attitude and the way he interacts with our family in regards to his experience at school, sharing in detail different parts of his day, which he has never done before within previous schools. I feel that the relationship that the teachers build with the children is always very positive, which is evident within the progress my son has made. Overall, I am extremely happy with what my child has achieved and most importantly his overall well-being and happiness since starting at serenity school.

Welcome to Serenity School, Coulsdon.

Excellence, From Enrolment to Graduation

Serenity School is a unique provision following a therapeutic humanistic approach to education and childhood development.

Humanist Carl Rogers realised that all people regardless of their backgrounds and biological differences have the potential to grow and develop rapidly when certain conditions are met, eventually they may reach their full potential (self-actualisation). This approach and Psychological Model form the basis of modern Psychotherapy and it is also highly suited as an educational model to enhance the growth and development of children with special needs.

We realise that education is a major source of stress and anxiety for vulnerable students particularly

those with self-esteem issues, therefore these challenges and barriers need to be addressed in a different way. Hence, many complex and vulnerable students cannot fit into traditional educational models including those provided by many special schools. Significant numbers of SEND children lack the emotional skills to cope with strong emotions such as anxiety, and their frustrations and past experiences tend to manifest as isolation, anger and defiance, and control.

Our mission aim is to ensure vulnerable young students are accessing and remain in full time education by focusing on their emotional development so that they develop skills they need to cope in society once they reach adulthood. We do this by responding to the needs of each individual pupil, providing opportunity and support to both the pupil and the family as a unit, and creating a sense of identity for each pupil.

Message from Headteacher

We are an 11-18 non-selective day school for boys and girls who have a wide range of needs (SEND). We welcome and support pupils with Autistic Spectrum Condition and other Speech, Language and Communication difficulties as well as Profound and Multiple Learning Difficulties in our Nurture Centre. As a therapeutic school, we work hard to promote inclusion, independence and self-worth. We have a moral purpose of meeting the academic, therapeutic, vocational and behavioural needs of our students.

Serenity School is a school where success is achieved within a caring community. Our students take great pride in their school community and their learning. We insist on the highest standards of learning, attitude, behaviour and respect for one another and the environment.

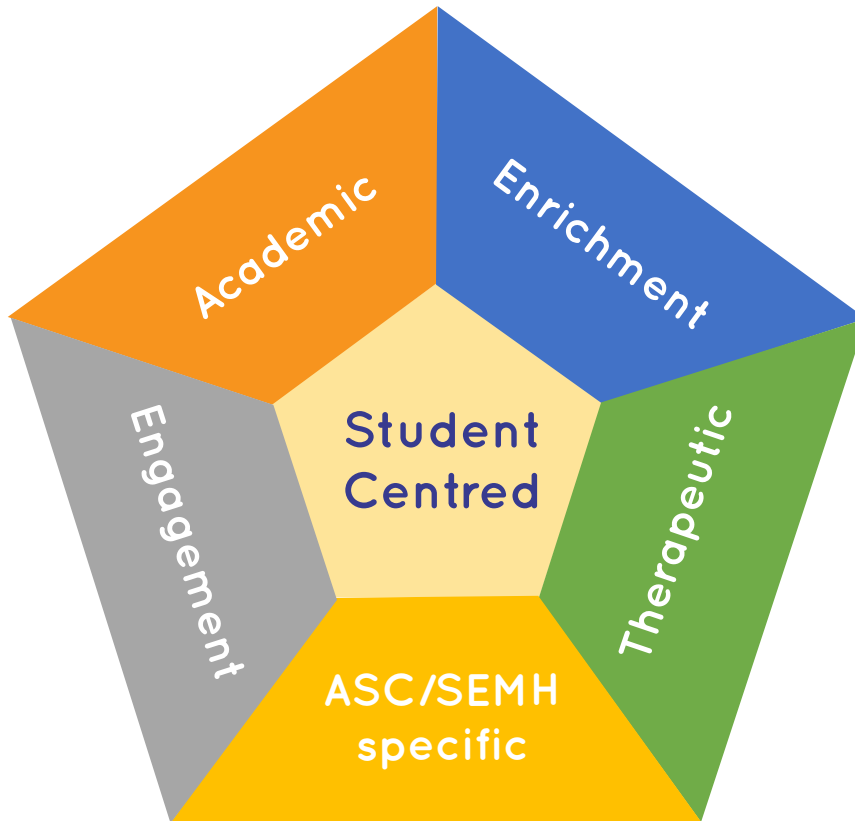
We have high expectations of every pupil and believe that care, inclusion, discipline, clear structure and routine create the foundation for success in life. Our aim is to ensure vulnerable young students remain in full time education by focusing on their emotional development. Our dedicated staff have exceptional record of helping pupils of all ability achieve more than they think is possible.

We are resolute in our determination to provide the outstanding education our young people deserve and ensure every child fulfils their potential both personally and academically. We achieve this by ensuring our students learn how to take care of themselves, each other, their learning, their school, community, our world and their future.

We look forward to welcoming you.



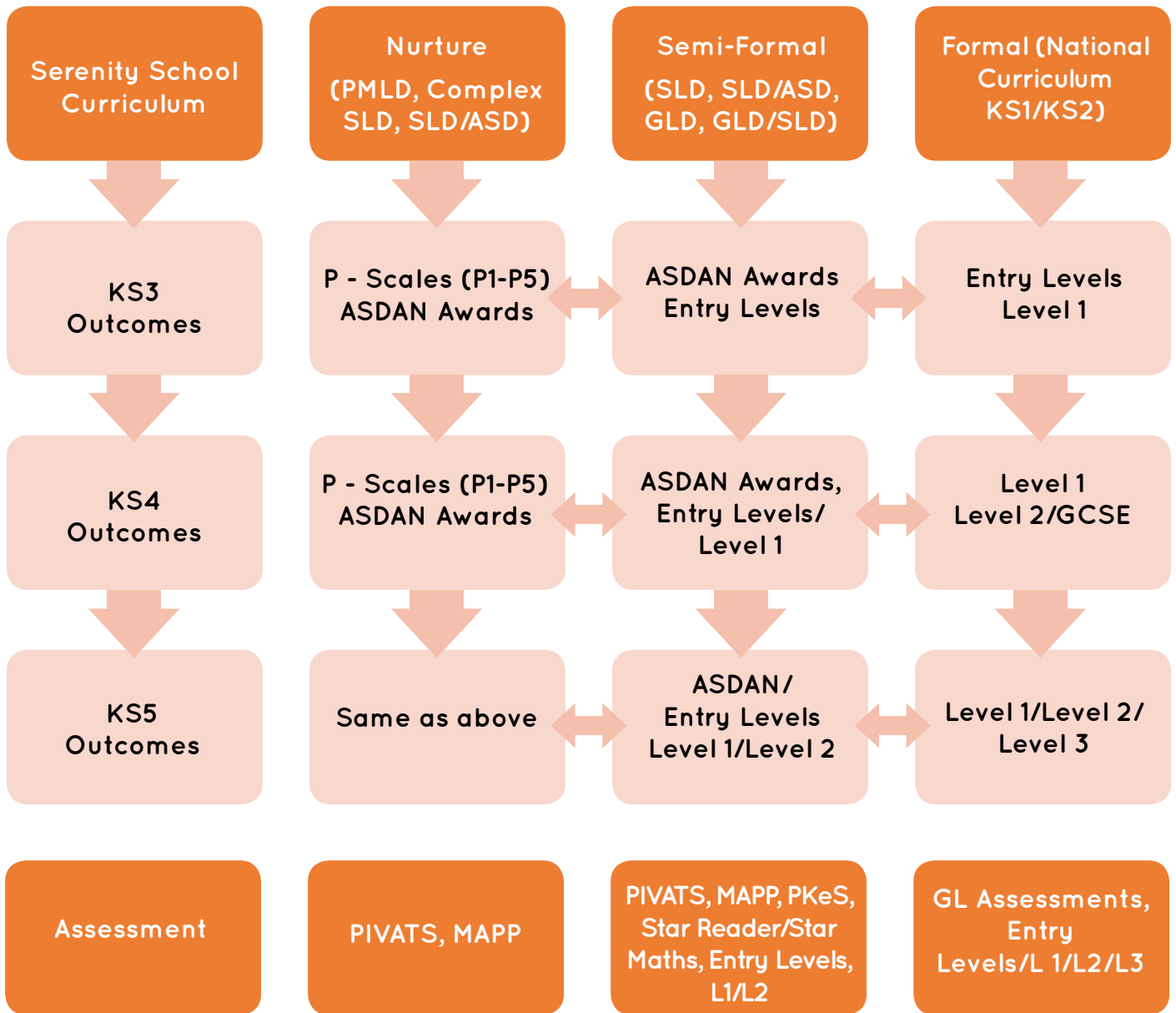
Socio-Educational Model



Performance Outcomes

Academic	Engagement	SEND	Enrichment	Therapeutic
<p>Post 16 Vocational Baccalaureate Award All post-16 students achieving a minimum of 5 L1/L2/L3 qualifications (including English or in addition to Maths and English) at the end of year 13</p> <p>SS Baccalaureate Award – 100% of Year 11 pupils achieving 5 L1/L2/ GCSE qualifications including Maths and English</p> <p>All pupils making substantial in-year progress across all subjects from Year 7 to Year 13</p>	<p>Attendance and wider participation guaranteed</p> <p>Positive destination for Year 11 and 13 students</p> <p>0% NEET by end of Year 11 and Year 13</p> <p>All students engage in Character Education Program</p>	<p>All pupils making expected progress of EHCP targets</p> <p>Holistic IEP targets</p>	<p>All pupils completing bespoke curriculum offer</p> <p>Leadership opportunities for improved self confidence</p> <p>All pupils accessing Personal Development curriculum</p>	<p>All pupils improving their understanding of SEMH barriers using a range of therapies on offer</p>

Curriculum Overview



Formal Curriculum Pathway

All pupils on the Formal Pathway follow a personalised pathway tailored to their skills, abilities, interests and needs leading towards...

We Look after Ourselves

We look after our Learning; Our Futures

We Look after Ourselves and Futures

Independence	Personal Autonomy	Qualifications/FS	Vocational Training	Further Education	Employment
<ul style="list-style-type: none"> Travel training Health and safety Personal safety including e-safety Home management Independent living Community participation Social skills development Personal care 	<ul style="list-style-type: none"> Functional Communication Independence skills Life skills Accessing the community Creative skills Accessing health and care services Social skills development Personal and emotional well-being Understanding relationships and sex 	<ul style="list-style-type: none"> GCSE/AS/L1/L2/3 Functional Numeracy and Financial Education Functional Literacy Citizenship Personal and Social Education Understanding the world (Science) 	<ul style="list-style-type: none"> NCFE qualifications BTEC Sports Leaders Skills for work placements Work experience Preparation for working life College link courses In fill courses 	<ul style="list-style-type: none"> Self-advocacy and determination Career Interviews (IAG) Work experience College taster College transfer 	<ul style="list-style-type: none"> Self-advocacy and determination Career Interviews Vocational course Work experience Volunteering opportunities

Learning opportunities are designed around each individual offering a curriculum which include:



Semi-Formal Curriculum Pathway

All pupils on the Semi-Formal Pathway follow a personalised pathway tailored to their skills, abilities, interests and needs leading towards...

We Look after Ourselves

We look after our Learning; Our Futures

We Look after Ourselves and Futures

Independence	Personal Autonomy	Vocational Training	Further Education	Employment
<ul style="list-style-type: none"> Travel training Health and safety Home management Independent living Functional communication Community participation Social skills Personal care skills 	<ul style="list-style-type: none"> Functional communication Sensory awareness Independence skills Life skills Engaging with the world Engaging with the community Creative skills Keeping healthy and safe Relationships and sex education 	<ul style="list-style-type: none"> NCFE Qualifications Functional skills Skills for work placements Work experience 	<ul style="list-style-type: none"> Self-advocacy and determination Career Interviews (IAG) Work experience College taster College transfer 	<ul style="list-style-type: none"> Self-advocacy and determination Career Interviews Vocational course Work experience Project SEARCH

Learning opportunities are designed around each individual offering a curriculum which include:



Informal Curriculum Pathway

All pupils on the Informal Pathway follow a personalised programme tailored to aspirational outcomes linked to 1+ of three pathways:

Creativity and life skills	• A programme that emphasises access to a sensory, proprioceptive and creative experiential pathway
Communication & Socialisation	• A pathway designed for learners who are developing their transferable and conventional communication system
Making choices and working with others	• A pathway that facilitates the development of choice-making, autonomy and relationships with other people

All outcomes are supported by:

- Family support
- Community inclusion and participation
- Voice, independent advocacy and transitioning to adulthood
- Social and personal relationships
- Long-term planning and transitions
- Accreditations

All pathways are supported by a multi-disciplinary, person-centred approach to support the holistic development of:



Our Nurture Centre

Learners in our Nurture Centre who access the Informal Curriculum have a range of severe, profound and multiple learning difficulties. Many also have physical disabilities alongside other difficulties such as cognitive processing, sensory and/or complex health needs.

Our Nurture Curriculum is a process based, sensory and developmental curriculum, focussing on the experience gained through completing activities as opposed to the “end product” that is produced. It focuses upon developing children’s communication, engagement and experiences. We use an adapted, play-based approach to teaching. Classrooms are set up to provide continuous provision and sensory exploration activities throughout the day with therapies integrated as part of the curriculum and not seen as an addition.

Although sessions are planned and delivered in a variety of ways, all teaching is individualised. Classes access a multitude of sensory

play-based experiences including construction, messy play, water play, reading/sensory story, mark making, tactile exploration and other more high-tech experiences.

The curriculum is personalised, based on a variety of assessments. Children have objectives and targets set from a variety of sources:

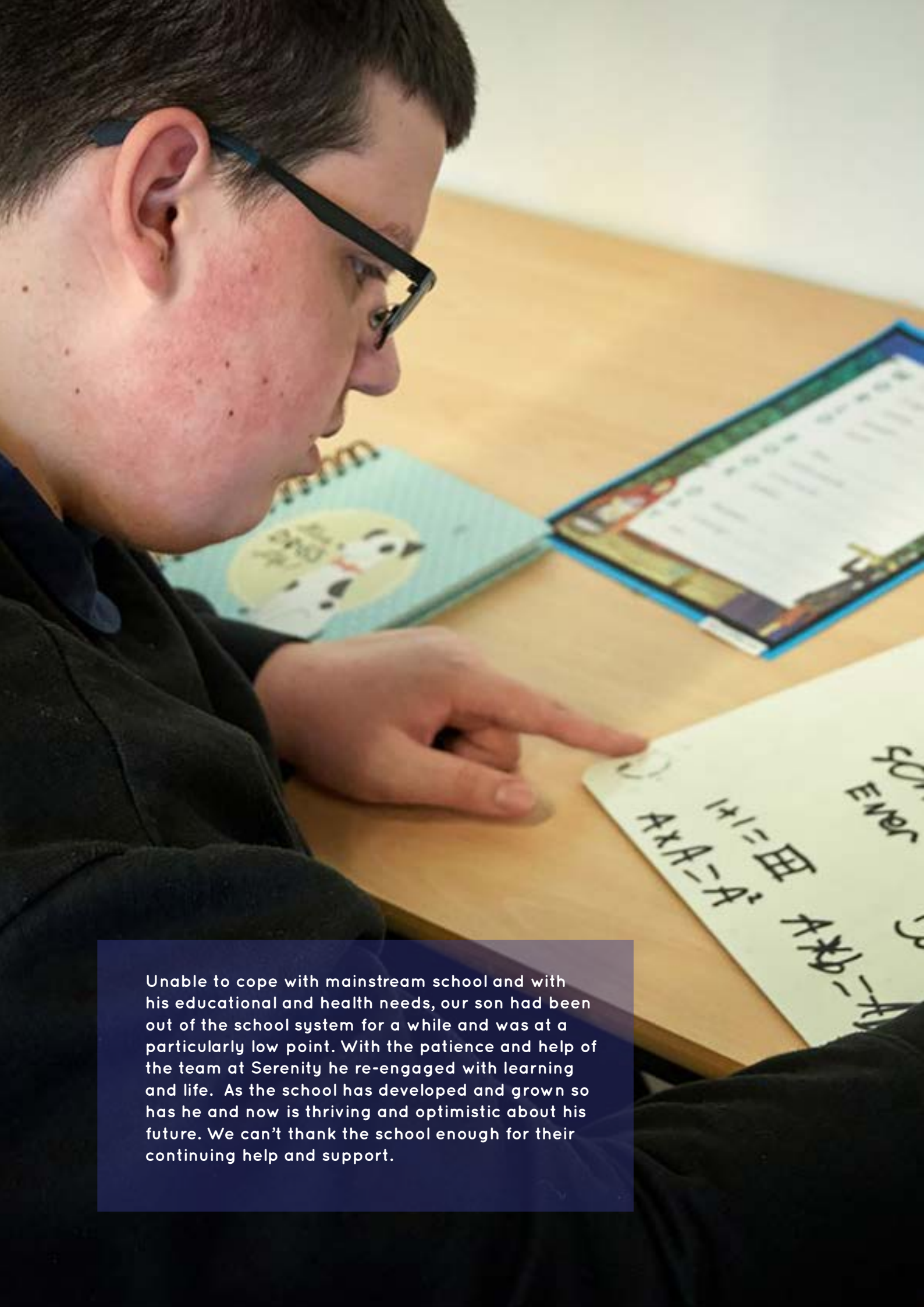
- PScalcs
- PIVATS
- Quest for Learning
- ICT Skills Checklist
- Switch Progression Road Map
- Intensive Interaction Progression
- MOVE (support for children to sit, stand or walk)

Objectives and targets are also negotiated with parents and other professionals.

With a strong emphasis on play and playfulness, it is paramount that students are enjoying themselves! And our flexible and proactive approaches ensure delivery of our core aims of Inclusion, Independence and Self-worth.







Unable to cope with mainstream school and with his educational and health needs, our son had been out of the school system for a while and was at a particularly low point. With the patience and help of the team at Serenity he re-engaged with learning and life. As the school has developed and grown so has he and now is thriving and optimistic about his future. We can't thank the school enough for their continuing help and support.

Key Stage 3 (Year 7-9) and Key Stage 4 (Year 10-11)

Our Curriculum at this phase is designed organically to develop each pupil at an individual level to provide an offer that is bespoke to them and challenges them from their own individual starting point. In doing so, pupils have every opportunity to make progress at **Bronze, Silver, or Gold** Standards in their overall Key Stage Curriculum towards our Socio-Education Model.

All learners complete our **Set-Sail Award** which delivers a minimum of 5 E3/L1 qualification including in English and Maths by the end of KS3 and our **Serenity Bacculaureate** which delivers a minimum of 5 L1/2 and/or GCSE qualifications including in English and Maths by the end of KS4.



Each pupils' progression pathway is set by school leaders after they complete a series of assessments. An **Academic Flightpath** is put in place based on the data and shared with parents and staff. Pupils, parents, and staff are therefore held to account to ensure standards of progress is achieved along the way and measured termly. We call this process, '**Steppingstones to Milestones**'.

Key Performance Indicators are strategically tracked for each pupil, and with the correct level of support in place in classrooms and in 1-1 sessions including a solid grounding in literacy and numeracy across the curriculum using the Accelerated Reader and Accelerated Numeracy Program, we guarantee a minimum of five accredited outcomes by years 9 and 11. Academic progress is tracked alongside SEND targets to deliver our **Socio-Education Model** for each pupil.



Serenity School Post 16 Provision

Our holistic Post-16 curriculum offer ensures that every pupil excels during their time with us. The curriculum ensures a seamless transition from KS4 with an emphasis on preparing all our students for adult life so that they can lead full and productive lives as independent members of their own community.

Learning is planned around individual needs, interests and ambitions of learners, and the Post-16 team work in partnership with each young person and their family to develop the right learning program so that they can progress to 6th form college or the world of work.

Learners follow our **Post 16 Vocational Baccalaureate Award** which challenges pupils to develop

themselves into a complete all-round person, equipped with the skills to do well, in school and life. It develops a growth mindset and will ensure that they achieve an awareness of our **5 Core Principles of Positivity** in their life on a regular basis and apply them to themselves and others.

It also challenges them to achieve at least 5 qualifications at L2/3 by the end of Post-16 and motivates them to work on their own life coaching, so they leave with confidence and independence. Where students have not achieved level 2 in English or Maths by year 11, they will continue to be supported to do so by the end of year 12.

Pupils gaining Bronze to Gold Awards will automatically gain a place at one of our approved apprenticeship or college providers.





Special Needs and Therapeutic Support

Many children who come to Serenity School have a wide range of social, emotional and mental health issues which prevent them from thriving in their academic and personal life. To help them manage their feelings and work through specific issues, we adopt a holistic approach where we make therapy an integral part of our timetable.

Our Multi-Disciplinary Team (MDT) of experts works closely with teachers, pastoral and support staff to ensure that students grow academically, socially and emotionally. Depending on EHCP or assessment by the MDT, students receive a bespoke therapy plan which supports them alongside their academic progress. This may include speech and language therapy, psychotherapy, occupational therapy, counselling, play therapy, etc.

All therapy is conducted on-site, in our therapy rooms where children can relax, away from the classroom. We have one-to-one or group therapy sessions depending on the needs of the individual pupil based on their Individual Education Plan. Group Therapy sessions may take place in the classroom. Children can also take themselves to our quiet rooms including dedicated and well-equipped sensory rooms if they feel anxious or just need a break from the classroom environment.

Our therapy, teaching and pastoral staff work seamlessly together to help set targets around each individual child. Therapists also play an active role in communicating with the wider network of individuals and organisations involved in the lives of our children including helping parents develop strategies to support their child's development at home.





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A Parent's Experience of Serenity School

My son had experienced issues during Primary school but somehow made it through to the end of year 6. Once he started Mainstream Secondary school however, things really fell apart for him. By the time he reached year 8 he could no longer manage school at all and had reached the point of complete school refusal due to his needs not being met. During that year we got him an EHCP and began the process of finding the right school for him.

It was a steep learning curve and I discovered quite quickly the importance of visiting prospective schools as they may appear, in theory, to be a perfect fit but this did not always translate well to the actual setting. After many other visits we came to Serenity School and I have to say it immediately felt right. We were delighted to be given a place for my son to start at the school for Year 9. The main issue I was worried about was how my son would cope with getting back in to education having missed a year – no doubt he had the same concern as anxiety played a big part in his previous school refusal.

His transition back to school was not without some 'bumps' (it would be quite odd for there not to have been). From a parent's point of view though, this phase was far less stressful than any of the time in Mainstream as my son was shown nothing but kindness,

understanding and a fresh start every day. Having experienced being 'that parent' who always seemed to bring up issues or was the one asked 'have you got a minute?' my experience was like night and day.

The positivity my son was shown at Serenity school was a drastic and welcome change compared to his previous experience, and I feel for him, was a game changer. Slowly his confidence grew as he learnt to trust the staff and we all worked together, ensuring that his happiness is paramount. Early on in fact he reported to me that all the staff are kind.

He is nearing the end of his second full year and continues to feel happy and secure. He has built some trusting relationships and not ever experienced any form of bullying – again a marked contrast to earlier years in Mainstream. We have all had to adjust to new ways of working during the Pandemic and this could have somewhat derailed his progress but the school has worked hard to maintain and build upon the earlier steps completed. If I have any concerns I have always found Serenity School to be approachable and willing to be flexible where needed. All in all, I am delighted to have found this school for my son after such a difficult time – his happiness is always at the top of my list.

Careers Education and Guidance

We recognise that we have a critical role to play in preparing our young people for the next stage of their education and beyond. Our Person-Centered Careers Guidance programme, help pupils to articulate their dreams and aspirations for adult life and our vocational model equips our pupils with the skills to manage their own careers and to contribute to the well-being of themselves, their families, the communities and the wider society, the environment and the economy.

The school's careers provision aims to help students develop their self-efficacy, raise their aspirations, carry out career exploration, become more adaptable and resilient, make decisions and transitions, be more enterprising and able to present themselves well in applications and interviews.

All learners at Serenity School will take part in a careers programme in years 7-13 that helps them to:

- Understand their education, training, employment and other progression opportunities
- Develop the skills they need to plan and manage their own personal development and career progression
- Access relevant information and learning from taster activities and various experience of work and work-related learning.
- Make and maintain individual progression plans to help improve their prospects of success
- Offer feedback and ideas on how to improve the careers programme

All of our CEIAG provision is developed in line with Gatsby benchmarks which are recognised as best practice in this area – for full details of this please refer to the careers section of the website.





Admissions Procedure

At Serenity School, all pupils have a completed Educational Health Care Plan (EHCP) or draft. To arrive at this stage, they will have seen a variety of professionals who have investigated the root of the child's difficulties.

We welcome pupils with Autistic Spectrum Condition and other Speech, Language and Communication difficulties; complex behavioural, social, emotional, and mental health difficulties and Profound and Multiple Learning Disabilities.

The Local Authority (LA) will have deemed a child suitable through an assessment and referral process which results in papers submitted to the school as part of the consultation process. Any pupil referred will have in-depth assessment with detailed feedback given to the parents, carers and LA case workers and we welcome open and honest

communication. Most will then be invited for interview subject to availability of a place. We welcome visits from the young person and parents/carers.

This should be read in conjunction with the LA Criteria for SEND pupils. Admissions are usually in September, although in-year admissions are common in conjunction with advice from the LA. This is especially important when placements break down and alternative provisions are quickly needed. We believe that pupils learn best in schools and placing them in a school quickly helps avoid rejection.

We also cater for non-attenders and those who have anxieties around schooling via home packages to help transition and reintegrate vulnerable pupils back into schools with success.

Please contact the school office for further information.

Serenity School Coulsdon, Rowans Hill, Coulsdon Lane,
Chipstead Lane , Coulsdon, CR5 3QG

Tel: 0208 680 2515

Email: office@serenityschool.org.uk

Website: serenityschool.org.uk/croydon/



Serenity School offers a supportive and approachable environment where staff within the school have been extremely understanding and flexible in catering to my son's individual needs during his time spent with them. Throughout his journey, the team at Serenity have been successful delivering him the opportunity to achieve his personal goals academically, whilst also providing many activities and experiences allowing development on the basic life skills needed to excel in the future.



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