

OUR AIMS

- To provide a quality learning experience by delivering an alternative curriculum designed to promote inclusion, engagement, learning opportunity and access to accreditation and qualifications.
- To provide opportunities to develop skills for life by supporting and encouraging the development of skills in numeracy, literacy, ICT and Key Skills. We encourage learners to achieve qualifications which will enable them to meet college entry requirements and be prepared for the world of work.
- To support and encourage self - management of behaviour through monitoring and review. We encourage our learners to reflect on their behaviour and to develop skills enabling them to manage their responses to the challenges they face. We encourage the use of a range of support services available and aim to prepare our learners to access opportunities in mainstream education, colleges, apprenticeships and work.
- To create an environment where everyone feels valued and respected and where we recognise that all of our learners and staff make a valuable contribution to the school.
- By working in partnership with parents, carers and external services we recognise that success is achieved when all agencies work effectively together.

REFERRALS

We provide personalised learning programmes (PLP's) for each of our learners. These PLP's reflect any outcomes the learner may have on their EHCP and/or their PEP targets as well as identifying personal targets which will help them develop both their academic and personal skills.

The majority of our learners will be in care and would have had difficulty coping in a larger school environment and would require a small, therapeutic, school setting. The Lighthouse School aims to prepare our learners to:

- Access a mainstream environment, dependant on the individual learners' needs.
- Enable our learners to have a successful transition into post 16 learning and training opportunities.
- Provide our learners with opportunities to access a broad range of subject knowledge using a combination of our wide curriculum offer and suitable alternative curriculum.
- Referrals are processed by The Head of School who will liaise with the carer and social worker prior to inviting the learner for a visit and an informal interview.
- The school has an Inclusion and Equal Opportunities policy which is available on this website.
- Referrals should be made direct to the school by email to paul.johnston@thelighthouseschool.eu

THE LEARNING ENVIRONMENT

- The school is a clean, light and airy building with well-proportioned rooms. We have 4 general purpose classrooms, a science lab, art room, food technology room and a wood/craft/construction workshop. Our school hall has many uses; social area, assembly room, drama studio, games room and tutorial room amongst others.
- All classrooms have data projectors and, rather than a dedicated IT room, we use wireless linked laptops so that IT can be employed wherever needed.

We are able to augment these facilities by making use of the abundance of local leisure resources to be found in a seaside town.

THE SCHOOL DAY

- Begins at 9 a.m.
- The school day ends at 3p.m.
- A tutorial/assembly session begins the day
- The school day consists of 6 teaching sessions
- Morning break is 15 minutes and Lunch break is 40 minutes

THE CURRICULUM

The Lighthouse curriculum has been designed to create learning opportunities that support the learners' progress; both academically and in the development of their personal skills.

Learners follow the National Curriculum framework for Maths, English, ICT and Science. Additional accreditation is achieved using AQA Accredited Unit Awards, ASDAN awards and, where appropriate, our own in house certification which reflects subject matter delivered in the framework and additional skills and successes not catered for in other qualifications.

Learners have access to accredited units of study for the following subject areas:

- Geography
- History
- Citizenship
- R.E.
- Food Technology
- Design Technology

- Sport
- Art
- Personal Social Development
- PSHE
- Animal Care
- Building & Construction

Key Stage 4

KS4 students have the opportunity to achieve GCSE Maths, English, ICT, Design and Technology, History and Geography. In addition to this the learners will have access to Functional Skills levels 1 and 2 in Maths and English. (Ideally learners will be expected to achieve Entry/Level 1 courses by the end of year 10 and will progress on to Level 1/Level 2 in Year 11.)

Key stage 4 learners are also offered:

- ASDAN PSD
- ASDAN Beliefs & Values
- ASDAN Cope Level 1
- (25 points GCSE grade E/F) or Level 2 (46 points GCSE grade B)
- ASDAN Sports
- ASDAN Expressive Arts
- D.T/ Food Technology/ ILS
- Employability
- College Links and Vocational courses at Entry or Level 1
- Work experience opportunities
- First Aid Course

The learners PLP's are used to identify any gaps in learning. AQA accredited units are delivered as interventions, using 1:1 support as identified, to develop skills and learners' self –confidence.

Key Stage 5

Placements are offered in KS5 in order to support students in achieving specific goals. For example; this can include apprenticeship style placements where the school will support the learner to complete a period of work experience ensuring literacy and numeracy targets are met.

This provision is dependent upon the individual learners needs and a school bursary may be implemented to support this.

PUPIL PREMIUM

- The Lighthouse School is entitled to receive a Pupil Premium Grant for students who receive Free School Meals or who have been entitled to receive them over the past five years. It also may apply for the grant for any child placed in care, at the discretion of the Local Authority. Schools are required to publish online information about how the premium is used.
- For Looked After Children the Pupil Premium is held by the Virtual School Headteacher. Based on the outcome of the PEP, a decision is made in relation to any interventions to be implemented by the school. Until receipt of the pupil premium the Lighthouse School will be able to undertake individual interventions which form part of the core education provision only.
- The Pupil Premium Grant received to date for the academic year 2015-16 is £935 per student eligible. This has been used directly to provide support, therapy or alternative curriculum activity in line with their needs, or to develop opportunities of special interest.

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ACCESS TO EDUCATION VIA DISTANCE SUPPORTED LEARNING

During 2017/2018 the Lighthouse School are running a pilot 'Access to Education via Distance Supported Learning' package. This is an alternative service for learners who are not able to attend school and will provide:

- Access to education to Key Stage 3 & 4 learners who are unable to attend an educational provision.
- Access to education as an interim provision, for KS3 & 4 learners who have not yet been allocated a school place.

The distance learning package will reflect the alternative curriculum provided at the school for the academic year 2016/17.

Learners will have the opportunity to arrange weekly tutorials with subject specialists who will provide them with work and feedback.

This provision is aimed to support learners and help them develop in confidence prior to re-integration into school and to enable learners who are waiting for a school placement to have access to education.

SCHOOL POLICIES AND PROCEDURES

Safeguarding

The Lighthouse School is committed to safeguarding young people and as a result conducts continuous reviews of every element of our services, including safe recruitment processes and learner risk assessments.

Inclusion

All Lighthouse School students are encouraged to make full use of all opportunities offered at the centre, and will be included in all scheduled activities.

Equal Opportunities

The Lighthouse School actively seeks to provide equal opportunities for staff and students alike, regardless of age, gender, religious belief and cultural background. The Lighthouse School will provide copies of any policies requested by parents/carers and referring agencies.

THE LIGHTHOUSE STAFF TEAM CURRENTLY INCLUDES

Leadership Team

- Principal: Sarah Stoneman
- Head of School: Paul Johnston

Teaching Staff

- English, History & Geography Teacher
- Maths, Science and ICT Teacher
- Sports/ASDAN and Humanities Tutor

- Art/D.T./Textiles Tutor
- Support Tutors/Instructors

Support Staff/Instructors

In addition to the above we have:

- A number of LSA's and 1:1 support staff
- Office Manager
- School Driver who collects students from their foster homes

COMPLAINTS

The Lighthouse School welcomes the views of students, carers and placing authorities and will listen to views which will assist the school in improving its service.

All concerns and complaints will be investigated quickly, thoroughly and fairly. Concerns should initially be raised with the Principal, Vice Principal or Head of School.

If, following any investigation and full written response to the initial concern, it is felt that the complaint has not been dealt with satisfactorily, a formal complaint in writing should be made to the Human Resources department at our Head Office.

A full copy of the complaints policy and procedure is available from the school and on our website. Parents, carers and others may request details of the number of complaints registered under the formal procedure during the preceding school year.

CONTACTING US

Principal: **Sarah Stoneman**

The Lighthouse School

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Margate

Kent

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For admission enquiries contact:

Head of School: **Paul Johnston**

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Acorn Homes (Group) Limited

Managing Director: **David Knowles**

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