

The Castle @ Theale

Provision

The Castle @ Theale is part of the Castle School. It is a specialist educational centre for students with Social, Emotional and Mental Health difficulties and Autism. We offer a genuinely bespoke, therapeutic environment within which young people are celebrated for who they are and the skills that they have, are thoroughly and expertly supported by a wide team of highly skilled professional to overcome the challenges they face and to achieve their very fullest potential.

Our Vision

To create a happy, secure and stimulating learning environment which will encourage and challenge our learners to develop their skills and knowledge as far as they can and provide the best education possible.

The Castle @ Theale as part of The Castle School exists to provide a caring, nurturing and outstanding educational community for the learners of West Berkshire and beyond. Our key purpose is to educate, motivate, inspire and celebrate all children with additional needs and to provide a quality educational experience which encourages equality for all; to develop individual self-worth, esteem and potential in all learners and uphold their rights.

We Believe

That anyone with the drive and desire can reach their goals. Our role is to inspire young people to achieve and provide the support to enable our learners to become independent, self-confident and resilient members of the community.

We believe that children and young people learn and develop when they are feeling safe and emotionally regulated. Our expert staff team are stress detectives, supporting students by understanding anxieties and stresses and developing person centred approaches with the young people to mitigate or manage anxieties and stresses.

Every student has a 'Team around the Student'

BOXALL Profiling is a system that we use to inform social and emotional developmental stages of each student. BOXALL profiles identify levels of skills that students have to access learning and gaps that need to be supported. From this individual, achievable targets for social and emotional aptitudes are then set for the student and reviewed periodically.

Every Student will be allocated a key worker who will be liaising with colleagues in the school, linking with other agencies, working with therapeutic professionals and most importantly families to ensure that the young person has the most appropriate package of support to meet their social, emotional, mental health, sensory, communication and developmental needs.

The Team Around the Student will work together to ensure that the educational and therapeutic plan continues to be appropriate and fully meeting the needs of all learners. Parents, carers and families are a vital element of the team and their input is integral to the success of any young persons' plan. We believe strongly that the voice of the young person is vital, students will be empowered to share their views and opinions. Young people must know that their views and feelings are heard, valued and respected. In order to develop this as a skill, we very much intend for young people to be part of this team, that they view this as 'their' team, so as it becomes developmentally appropriate, the young person can take a leading role in this.

Therapeutic Thinking

The Castle @ Theale has Therapeutic Thinking at its core. We are committed to the values of equity to ensure equality for all and a safe whole school community that meets the needs of all. Relationships and communication are the corner stones of our world and they are the starting points of all policies, practices and curriculums. Through this all prosocial behaviour is modelled, valued and reinforced by all.

A person-centred approach focuses on the individual needs of everyone. Our prioritisation of a 'relationship first' curriculum focuses on inter-subjectivity through meaningful connections with others supports a sense of safety and trust with all learning partners. Through this, students are supported to develop positive self-esteem, identity and pro-social behaviour in all aspects of their lives.

Our teams use principles of Attachment informed practice such as PACE (Play, Acceptance, Curiosity and Empathy) as well as Emotion Coaching in the development of relationships, communication and engagement with all learners and this informs the person centred curriculum planning.

PACE and Emotion Coaching strategies seek to accept and validate individual needs and seek to support emotional regulation through co-regulation with trusted adults. The approaches embedded within the school are supported by the Educational Psychology Service and the West Berkshire Therapeutic Thinking Team.

Students are supported in their emotional awareness and emotional regulation skills at whatever stage of development they are at. Strategies such as 'Zones of Regulation' may be used either in a 1:1 basis or as part of a wider class, led by individual need.

A Restorative Approach supports students to process and work through challenges that they experience. This prioritises meeting the needs of all and emotionally engaging individuals with harm that may be caused in a challenging situation. By explicitly teaching students through daily check-ins and learning for emotional regulation, we are able to open up communication, deepen self-awareness and support progression through restoration.

Behaviour Policy

At the Castle School we firmly believe that unsocial or antisocial behaviour is a communication of need, stress or anxiety and must be responded to accordingly.

It is the policy of this school to enhance a student's self-esteem and respect for others, and their environment both within the school and the wider community. Through this shared belief the school aims to promote meaningful and effective learning in a positive and friendly atmosphere.

Our behaviour policy is aimed at improving outcomes for all students by promoting and supporting their engagement with education and the community. We adopt an inclusive approach and adapt our behaviour support strategies to meet the needs of the child/young person.

Our policy is underpinned by the principles of Therapeutic Thinking, an approach to behaviour that prioritises the prosocial experiences and feelings of everyone within the group, class or school dynamic. A Therapeutic View is that positive experiences create positive feelings; positive feelings create positive behaviour. All staff understand and recognise that positive emotional well-being leads to higher levels of emotional engagement and attainment through self-regulated behaviour. In creating an inclusive culture, we choose to adopt a therapeutic approach.

The Behaviour Policy and Therapeutic Thinking Handbook should be the plan for the majority of students. In addition to this, some students may require a Therapeutic Plan to formalise strategies that differentiate from policy. Others may need a more flexible approach at times of anxiety and change or in specific circumstances.

There is a non-sanction based approach to supporting prosocial behaviour and responding to unsocial or antisocial behaviour. Educational consequences and at times protective consequences are agreed in response to students' needs and presenting behaviour. Restorative approaches are underpinning the recovery from any incident that may impact upon others and ourselves.

Multi-professional Team

The Castle School has a very wide range of skills and experience within their specialist teams, in addition to these a Multi-Professional Team provides, support, intervention and training.

This includes; Speech and Language, Occupational Therapy, Educational Psychology, Family Support Workers, Clinical Mental Health Workers, Play Therapy.

Where a need is identified for specific support or interventions, we will work with other outside agencies to engage learners with this.

Curriculum Pathways

Students at The Castle @ Theale will experience a curriculum planned to meet individual needs. A daily program is planned by the class team that focuses around teaching and learning of a differentiated national curriculum (that is set at an appropriate stage for each student) and personalized EHCP outcomes.

Progress is measured in all areas, including individual wow moments and progress in terms of EHCP outcomes and academic elements of learning and development.

Communication is central to all of our development and oracy is a vital element of all curriculum pathways. Within the planning of all learning and development are opportunities to grow and harness oracy skills. We know that the impact on life beyond school years can be impacted upon greatly by development of being able to communicate to others appropriately and effectively in a wide range of experiences.

We understand that our students need a variety of different environments in order to thrive, learn and develop. Outdoor learning is a very important aspect of our learning experience.

All students will have a carefully planned personalised provision based upon their skills, interests, learning needs, communication needs and social and emotional needs. Student voice will be integral to this. Learning and development pathways will structure these plans

@ Key Stage 3

Students will be at varying stages of learning and development and their curriculum plan will be personalised to their needs and levels.

- Learning and development to meet EHCP Outcomes will be a central element of students learning programmes
- Core subjects of Maths, English, Science and PSHE will be planned for individual progress. Maths and Science is structured from 'Ark Mastery' programmes. The English Curriculum is supported by 'Catapult'. Targeting four key areas and using age appropriate texts, 'Catapult' provides students with a solid base on which they can develop their vocabulary, reading and writing skills and approach further learning with confidence.
- Thematic Project based learning that encompasses geography, history, RS, ICT and Creative Arts will broaden and deepen learners understanding of themselves and the world that they live in.
- Physical activity is vital for our learners for their physical wellbeing, mental wellbeing and health, and also for sensory needs, supporting self-regulation. This will be carefully planned to meet the needs of all learners and will vary. A wide variety of physical outlets and activities are going to be available in a Multi-use games area, grassed area, bucket swings, play equipment, outside gym, yoga, indoor sports and relaxation
- Horticulture, the physical and wellbeing benefits of horticulture, in a wide variety of forms is well known. We are planning a broad and varied Horticulture curriculum that will enable students to gain skills and knowledge that could lead to qualification and further learning as well as development

of self-awareness, communication skills and wider connections with our communities.

- Design and Technology takes many forms, from technology based design work to more tactile expressive forms. There will be a project based approach to development of creativity, problem solving and
- ASDAN Life Skills Challenge. This provides flexible ways to recognize and reward small steps achievement with a focus on personalised learning and progression.
- Bespoke timetables. Classes and individuals may access additional learning environments to support, positive relationships, communication, self-esteem and social interaction. These vary and are led by the needs of the students. These may include sailing, therapeutic farms and animal care, climbing, music therapy and outdoor education.

@ Key Stage 4 and Post 16...

Students will continue to be supported in a varied and dynamic pathway provision that will give opportunities appropriate to the needs and development stage of the individual.

The Transition and Nurture Curriculum will continue to be cornerstones of all learning pathways as communication and relationships are central to our school community.

Within their 'Team around the Student', students will plan which pathway best meets their needs at that time. There will be students for whom a combination of pathways will be appropriate.

All students will be encouraged to engage in personalised careers plan within The Castle School World of Work Programme with specialist Job Coaches and support staff. Students are supported through skills for working life, vocational activities, work experience, work placements and supported internships as appropriate.

- GCSE Pathway
- Functional Skills Pathway
- Vocational and Community Pathway

Admissions process

We welcome calls to talk through this provision and how it could support learning and development of children and young people. Please do get in touch.

All applications are processed by the West Berkshire SEN Team and the Admissions Panel.