

Building a Caring Environment Together That Nurtures
Individual Life Long Growth and Positive Experiences

Prospectus



RYES
EDUCATION

2021/2022

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Cameron Phillips
Head teacher

Thank you for taking the time to learn more about Argyll House.

I am privileged to be in the position of leading this small school, located on the beautiful North Norfolk Coast. I have taught in, and led, schools at various locations in East Anglia over in a period of over 25 years.

Argyll House School is a special place, where we aim to give a calm, nurturing environment where students feel safe and can thrive. We have a dedicated staff who are passionate about bringing out the best in our students. We are, above all, a school and our focus is very much on learning.

*Please don't hesitate to get in touch if you have any questions
Kind regards Cameron*

Argyll House School

As an Independent Special School, we cater for young people with social emotional and behavioural difficulties and/or learning disabilities and disorders on the autistic spectrum. We have capacity for 8 placements.

The Ryes College is a caring community committed to engaging with young people who are in crisis in their education. Many of the young people at our school have experienced or are experiencing significant barriers to learning within mainstream school and demonstrate particular educational, social and emotional needs. The majority of pupils who access the support of the Ryes College come with trauma or attachment issues, complex behaviours, SEND (both formally diagnosed and undiagnosed) or in many instances a combination of several of these. Some of our pupils are Looked After Children and many are day pupils

Our school is located in Cromer on the beautiful North Norfolk Coast, and is attached to a children's home. We provide a safe, supportive place for vulnerable and troubled young people develop their potential so that they can lead independent and successful lives. We work effectively with Local Authorities, multi agencies and families in providing a service to enable young people to successfully make the transition to adult life. A close liaison between Care, Education and Support services ensures that every young person has a consistent, personalised and progressive experience.

Our Vision

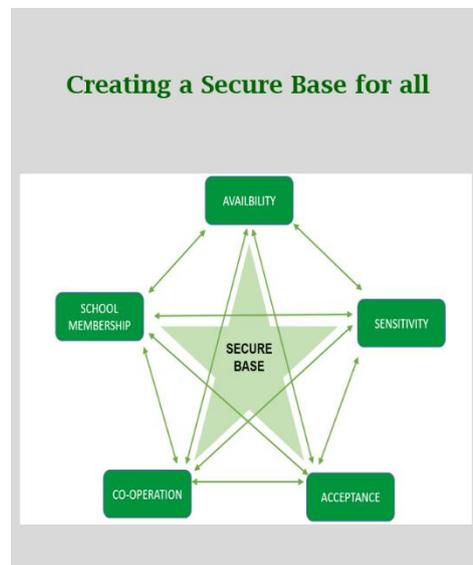
Our Vision is "Building a caring environment together that nurtures individual lifelong growth and positive experiences".

Our Ethos

- All children have the ability to learn
- Children come to school with knowledge and experience of the world; our role is to help them to develop new understandings and skills
- All children, regardless of social background or academic ability, have the right to a good quality education.

Our Values

- Our Values are built around the five pillars of the Secure Base Model for Schools-Availability, Sensitivity, Acceptance, Co-operation and School Membership, all of which are embedded in the The Ryes College curriculum.



- **We value School Membership and promote belonging for all-** Everyone here has been chosen and invited to be part of our school community
- **We value Availability which builds trust-** To grow together we have to trust we want the best for each other at all times
- **We value Cooperation which makes us all feel effective-** By cooperating we find new ways forwards together
- **We value Sensitivity which helps us manage our feelings and behaviours-** By understanding our feelings and learning how to express them, we can build positive behaviour
- **We value Acceptance of ourselves and others which builds our self-esteem-** By understanding and accepting ourselves we are beginning to feed our imagination and build our future aspirations

Our School

Who are we?

At our school, we combine vocational and academic subjects. We also have access to Alternative Provisions where pupils can study other subjects such as Motor Vehicle Maintenance or Hairdressing. We are very small- a maximum of 8 pupils, and very friendly. We want to build a happy, safe environment where pupils love coming to school and learning with us

What do we do?

Our young people are divided into age and stage appropriate groupings and encouraged to assist each other through peer mentoring and restorative practice approaches. This forms a key element of our behaviour management system. Alongside this, our bespoke rewards scheme allows young people to choose an appropriate reward of their choice every Friday afternoon. Young people gain their points through attendance, punctuality, respect, learning and individual targets which are taken from the DoJo's reward system.

How do we do it?

Most lessons are 45 minutes long; the day starts at 9.15am. There are a range of academic lessons and a range of activities including sports, educational visits and supervised adventurous activities. Formal lessons finish at 3.15pm. During the school day, young people have the opportunity to meet with key staff and reflect on the day, play games or socialise with each other.

Accreditation

There is a broad range of accreditation available to the young people, both at the school and via the close links that we maintain with other providers. The range includes:

GCSEs

Entry Level Certificates

AQA Unit Awards

ASDAN

Gateway/ Duke of Edinburgh

First Aid

Employability Awards

Volunteering awards

Our Community

We constantly work at forging and maintaining new links with the local communities and other local providers. Our young people are able to attend college placements, work experience, and Community Interest Projects.

All of the above make our school a happy and rewarding place to be, both for young people and staff. Our young people achieve well and crucially form good memories of both their school days and childhood.

Attainment

Both academic and behaviour targets are set for each pupil. Academic targets are generally taken from attainment objectives provided by the National Curriculum, behavioural ones are bespoke to individuals and specific needs, and usually stem from their Statement of Special Needs or Educational Health Care Plan encouraging students to develop in line with our values based on the Secure Base model. Pupils are encouraged to be involved with both the setting and review of these.

All of our young people leave Argyll House School with some form of qualification or achievement.

Curriculum Overview

The school offers full time education for our students. The structure of the curriculum seeks to address the serious issue of cumulative dysfluency that many of our pupils have experienced. The curriculum reflects the school's context by addressing typical gaps in pupils' knowledge and skills.

The Intent of our curriculum:

- The curriculum is designed to provide pupils with a range of educational opportunities to enable them to interact successfully in the wider community.
- A new mind-set for learning where students change the view of themselves and of their world
- Secure progress in the development of behaviours for learning – Relationship with Self, Relationships with Others and Relationships with the curriculum.
- The intent that sits behind all of our curriculum is that we are able to identify and **instill** in our students what it is to be an effective learner so that skills and knowledge aren't lost but built upon and strengthened.
- Our aspirational curriculum will seek to deepen and widen pupils understanding and apply ideas, generate new possibilities and make decisions as well as to plan, monitor and evaluate their progress.

Curriculum Implementation

The Ryes College is delivering a flexible curriculum to meet the very diverse needs of its students. We recognise that the core of our curriculum is to teach Maths and English skills. (For more information please request our Curriculum Policy, also available on our Website)

Subjects Taught

Maths, English, Science, ICT, Design and Technology, Art, Food Technology, PSHE, Careers, Independent Skills via ASDAN, Geography, History and Physical Enrichment

Restorative Practice and the skills necessitated to engage in this process are overtly taught. Pupils also have the opportunity to learn to facilitate these meetings and act as peer mentors.

Admissions Arrangements

Admission to Argyll House School is available for pupils aged 11-18, children throughout the year. The Head Teacher, Cameron Phillips, will assess with each referral on an individual basis and will provide a bespoke education package. Admission into one of our care homes situated in Norfolk is available for children aged 11-18 if needed. If you have a child who you would like to attend the Argyll House school as a day pupil or you would like a package of care and education, please see the back of this prospectus for referral and contact details.

Quality Assurance

The Ryes has a robust system of continual monitoring, development and improvement across the organisation. Dedicated specialist staff undertake independent monthly checks on the quality of provision. Quality assurance reporting takes account of the views of children, young people and other stakeholders. Quality assurance systems ensure consistent compliance with the expectations of our external inspectorates.

Policies

Most policies are available on the school website and on request, including:

Equal Opportunities	Complaints	Attendance
Child Protection and	Curriculum	Exclusions
Safeguarding in Education	Anti-bullying	SEND
Behaviour Support and School	Admissions and Referrals	Smoke Free Policy
Discipline	Whistle-blowing	

Making a Referral

We hope this prospectus has provided you with the initial information needed about Argyll House School and Community. If you wish to get in touch with us for any further information or with any general enquiries, please contact us on: 01263 514944

If you would like to make a referral please either phone our referrals team on:

01787 372611 or Email: referrals@theryescollege.org.uk

Please also visit our web-sites at: www.theryescollege.org.uk

For more information about the Ryes College, Education or Care contact:

Education	Head Teacher	Cameron Phillips	01263 514944
Care	Head of Care	Jaya Wright	07435754188