

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

Prospectus



RYES
EDUCATION

2021/2022

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**Daniel
Lawrence**

Headteacher

Welcome from Our Head Teacher

It gives me great pleasure to introduce myself as Daniel Lawrence- the Headteacher of Pump Farm School at The Ryes College. Here at Pump Farm School we really strive to understand the unique needs each of our pupils have and to develop an education package that meets these needs. Our Vision, Ethos and Values all represent our commitment to providing a caring environment that understands each student's background, the difficulties they may have experienced so far, and to help build self-belief and positive experiences moving forwards.

What's it like at the Ryes College Pump Farm School?

The Ryes College is a caring community committed to engaging with young people who are in crisis in their education. As an Independent Special School, we cater for pupils who 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.

The Ryes College is a caring school environment where our young people are given a personalised curriculum to help them to reach their potential. In addition to the standard school curriculum, we offer opportunities for fundraising, enterprise, vocational courses and volunteering in the community, on a range of projects to develop social skills, employability and economic well-being.

We are based on a beautiful five-acre former farm site in the open countryside near Sudbury, Suffolk which enables us to offer unique learning experiences.

Our excellent staff team are committed and dedicated in ensuring that each and every young person achieves. Whilst our website will give you a flavour of what makes The Ryes College a great school, we highly recommend coming to visit us so that you can see us and our young people in action.

Please don't hesitate to get in touch if you want to come and see us

Our Vision

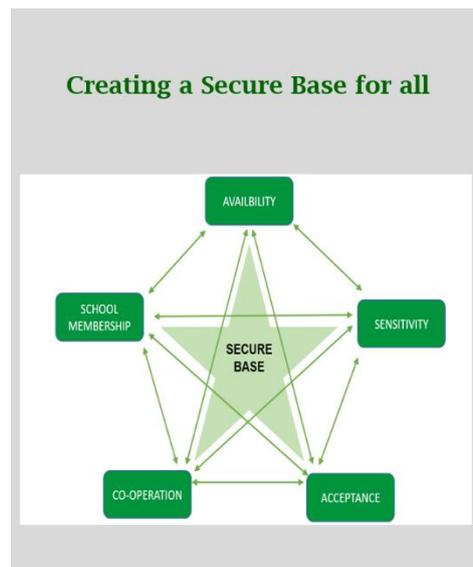
Our Vision is **“Building a caring environment together that nurtures individual lifelong growth and positive experiences”**.

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, Hairdressing, The Limes (equestrian horse management). The school also offers work experience for years 10-13 (nursery nursing; park management, retail experience with the British Heart Foundation and vocational experiences for years 7-9 including Poplar Care Farm and Butterfly Lodge. We can offer facilities for 36 pupils. 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 their termly Progress and Target Plan and daily points tick system

How do we do it?

Most lessons are 40 minutes long; the day starts at 9.30am and all academic lessons are completed by 1pm. Afternoons consist of activities including sports, educational visits and supervised adventurous activities. Formal lessons finish at 3.00pm. 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 MENCap
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 Rising Star Framework. Behavioural targets are bespoke to individuals and specific needs, and usually stem from their Statement of Special Needs, Educational Health Care Plan, or from recent behaviours. Pupils are encouraged to be involved with both the setting and review of these.

All of our young people leave The Ryes College (Pump Farm) 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 instil 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. The core of our curriculum is to teaching English and Mathematical skills, as well as to develop our understanding of ourselves and our place in the world – preparing children for life after education. (For more information please request our Curriculum Policy, also available on our Website)

Subjects Taught

The school's curriculum will provide students experiences in the following areas of learning: linguistic; mathematics; scientific; technological; human and social; physical and aesthetic and creative. In addition, we must provide appropriate personal, social and health education, careers education, cultural appreciation and citizenship (including a broad general knowledge of public institutions and services in England and upholding the values of democracy, the law, individual liberty and mutual respect).

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 Pump Farm School is available for pupils aged 11-18, children throughout the year. The Head Teacher, Daniel Lawrence, 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 Suffolk 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.

Our Homes

The Ryes offers care and support within its children's homes which are based in Sudbury. Each young person has a designated key worker whose work is overseen to ensure the highest quality of care is provided in a therapeutic living environment.

The Ryes cares for young people with a multiplicity of backgrounds, difficulties, challenges and strengths. We pride ourselves on the packages of care and support being delivered within our care homes using a Secure Base model (Schofield & Beek, 2006). Utilising the 5 dimensions of this model as a base for our care giving, we are able to provide successful placements for children living in our homes.

Mead House & Head Lane- Both houses offer 4-bedrooms and situated in Cornard, on the outskirts of Sudbury. The staff teams at these houses care for children with Emotional, Social and Behavioural Difficulties. And engage with children on a daily basis using therapeutic style interventions.

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

Making a Referral

We hope this prospectus has provided you with the initial information needed about The Ryes College at Pump Farm School. If you wish to get in touch with us for any further information or with any general enquiries, please contact us on: 01787 228344

If you would like to make a referral for Residential Care 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	Daniel Lawrence	01787 228344
Care	Director	James Fisher II	07881303607