



## **Golfa Hall Therapeutic School**

### **Statement of Purpose**

# About Us and our Purpose:

At Amberleigh Therapeutic School, Golfa Hall we are committed to ensuring that the whole needs of the pupil are met. Meaning a whole team approach to the pupil is taken; with the education, therapy and care teams working together. We pay close attention to the 'whole pupil' and their academic, vocational and emotional needs which are addressed through a holistic therapeutic approach to teaching and learning. Our purpose is not only to increase their current and future academic and vocational chances and opportunities but also to see and develop their independence, life chances and their potential of a future enriched and rewarding in a 'Stage not Age' led therapeutic educational environment.

## **Vision:**

### ***Who we are;***

Amberleigh therapeutic School, Golfa Hall is a very individual school set in the rolling hills of Welshpool, mid Wales. We are a member of 'The Consortium for Therapeutic Communities', accredited by the Royal College of Psychiatrists. The school is managed, run and staffed by a highly experienced, qualified and dedicated staff. Experienced in both Therapeutic Communities practice and Education. Our aim is to plan and apply an extremely individual, and tailored learning experience for all pupils. This is done through a highly differentiated academic and vocational curriculum setting which is based on the principle of a 'Stage not Age' approach to teaching, learning and curriculum planning. The intention for all pupils; to be guided to manage their fears centred around their own learning so that they can re frame them in order to be able to meet their true potential in an educational environment of unconditional, mutual, positive regard.

### ***What we do;***

Our mission, aim and purpose is to ensure that all pupils overcome their often deep rooted fears and negative experiences of school and re-frame them to one which is positive in nature so they are able to engage with their learning fully to achieve relevant qualifications academically and vocationally. We link this closely to identifying choices for future careers and employment routes that they can take with them when it becomes time for them to transition to a post eighteen adult life.

This holistic person centred approach to education is centred around the therapeutic community and its adapted good lives model approach. Which is achieved through the highly important relationships that we grow and build, along with the dialogue and communication which is nurtured between staff and pupils. Forming the foundation to the capacity for positive learning by pupils and underpinning the foundations to the pedagogy applied at Amberleigh Therapeutic School, Golfa Hall.

This is a culture which is carried via its short twice daily meetings and further twice weekly extended community meetings and which permeate school and home life. The school the care and therapy teams work closely together for the growth of the individual pupil and the community itself by developing the social and independent skills that each pupil will need and use to cope in society once they reach adulthood. A natural extension of this becomes a sense of purpose surrounding teaching and learning and pupil's subsequent engagement and the gradual valuing of their own learning.

### ***Why we do it;***

Many of the pupils who attend Amberleigh Therapeutic School, Golfa Hall school have experienced chaotic and adverse childhood experiences (ACES) and the associated trauma and further disassociation, many if not all are therefore hyper vigilant and struggle to regulate emotionally. We begin their school journey with the approach of baseline cognitive ability testing of all pupils on admittance, this allows us to accurately set achievable and sustainable learning and attainment targets over the time they will be with us. This allows the school to accurately target, plan and differentiate for their learning while at Golfa Hall. By using these baselines to create their academic and emotional starting points in identifying the gaps in conceptual learning we can target, enabling the pupil to progress at a faster rate. We are then often successfully able to make significant progress for pupils which they can take on into their future life.

Pupils will experience a real feeling of being empowered and enabled educationally providing the aspiration to achieve and fulfil a worthwhile rewarding and enriching life for themselves and for those around them for life.

## **Core School Values**

Our pupils and children in general will often come with a range of broad complex and separate learning issues or hurdles to overcome whether specific or not. Our core values are one of seeing each pupil in their own individuality. We will work with each pupil to overcome real or imagined difficulties to their teaching and learning experience. Most pupils will have lagging skills which we assess and plan to address over their school career at Golfa Hall. This includes helping them to identify both an academic and vocational pathway through to adulthood framed in our 'Stage not Age' approach.

- High expectations and aspirations that each pupil can achieve and respond positively to the learning experience in a Therapeutic Community environment
- Curriculum attainment and target setting is individually established by CAT baseline testing.
- An exciting, engaging and rewarding carefully structured and delivered curriculum, both academically and vocationally
- Individual tailored literacy, numeracy, Speech and language and sensory interventions

- A team of education, Care and Therapy working together closely in order for the pupil to make the best possible progress

## **Our Curriculum**

The curriculum at Amberleigh Therapeutic School, Golfa Hall is carefully formulated being divided into three main differentiated academic curriculums which are in turn further differentiated for each pupil's individual needs. This runs alongside our vocational curriculum. This includes work experience in an industry setting, industry visits to the school and the industry setting for pupils to gain further insight and experiences.

The full core and foundation academic curriculum includes twice daily literacy and numeracy interventions for all pupils as well as more targeted individual pupil interventions or groups where identified. We focus on functional skills qualifications up to level three depending on what age the pupil was admitted and how long the pupil is with us for. GCSE's are also a possibility depending on the age admitted, evident gaps in learning and appropriateness of each pupil's situation in undertaking GCSE's.

### **Our curriculum is based on:**

- Accredited Therapeutic Community Practice
- The individual Stage and not the chronological age of each pupil
- A curriculum offer formulated from baseline Cognitive Ability Testing or the CAT testing of each pupil on admittance.
- A concurrent two strand academic and vocational curriculum for all pupils
- The Welsh National Curriculum
- Creativity, imagination and curiosity
- Engendering a love of reading for pleasure
- Vocational routes – Catering & Hospitality, Horticulture, Art and Crafts. These are centred around a Retail and Business/Enterprise framework
- Qualifications based from entry level through to F/S level Three. GCSE where it is deemed appropriate.

Amberleigh Therapeutic School, Golfa Hall, Welshpool is highly successful at working with pupils of all academic ability ranges due to its unique approach. If you would like to learn more or just speak to us about what we offer and do please get in contact. We would be pleased to talk to you.

Richard Knight, BSc.Ed  
 Head Teacher, Amberleigh Therapeutic School, Golfa Hall.  
 Welshpool.  
 SY21 9AF.

Tel - 01938 557809/557803

Email - [richard.knight@amberleighcare.co.uk](mailto:richard.knight@amberleighcare.co.uk)