Amberleigh Care

Better | Together

Opportunities, Aspirations, Knowledge, Success

Statement of Purpose

The Oaks Therapeutic School

September 2026

About Us and Our Ethos:

At The Oaks, Amberleigh Therapeutic School; we are committed to ensuring that the whole needs of the student are met. Meaning a whole team approach to the student is taken; with the education, therapy and care teams working together as a multi-disciplinary team (MDT). We pay close attention to the 'whole student' 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 develop and support their independence, life chances and their potential of a future enriched and rewarding.

Mission Statement;

Opportunities, Aspirations, Knowledge, Success

What We Do;

Our Values
This is the roots of our Oak Tree..

The Oaks, Amberleigh Therapeutic School; is a modern and functional provision attached to a children's residential home in an old hotel setting, surrounded by greenery and freshness in Telford, Shropshire. 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 team; experienced in both Therapeutic Communities Practice and Education. Our aim is to plan and apply an extremely individual, and tailored learning experience for all students. 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 students; is to be guided and supported to manage their barriers around their own learning so that they can engage and flourish in order to meet their full potential in an educational environment of unconditional, mutual and positive regard.

Our Values are drawn from the Core Values that underpin therapeutic community practice:

Attachment: Healthy attachment is a developmental requirement and a basic human right.
Containment: Everybody needs a safe and supportive environment to develop, to grow, or to change.
Respect: People need to feel respected and not defined or described by his or her problems alone.
Communication: All behaviour has meaning and represents communication which needs to be understood.
Interdependence: Personal well-being arises from relationships which recognise mutual need.
Relationships: The quality of relationships determines one's quality of intimate, family, social and working life.
Participation: Ability to influence one's environment and relationships is necessary for personal well-being.
Process: It is often better for individuals, groups and organisations to reflect than to act immediately.
Balance: Positive and negative experiences are necessary for us all.
Responsibility: Each individual has responsibility to others, and others to him or her.

How We Do It;

Our Vision
This is the trunk of our Oak Tree..

Our vision is to ensure that all students 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 make progress, enjoy learning and 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 and prepare for adulthood. This holistic person centred approach to education is informed by the therapeutic community approach and its adapted Good Lives Model. This is achieved through the highly important relationships that we grow and build, along with the dialogue and communication, which is nurtured between staff and students. Our Curriculum Aims are underpinned by the Good Lives Model (GLM) which is a strengths based model of intervention based on the principles of positive psychology. The GLM conceptualises that individuals are predisposed to seek a number of 'primary goods' (needs) which if achieved will increase their wellbeing. Primary goods are obtained by various means that are referred to as secondary 'goods' (means). For example, a primary good could be the sense of belonging and the secondary good is harmful sexual behaviour. The GLM identifies a range of primary needs to be met, with the assumption that young people are more likely to function well if they have access to these types of goods. However, when people lack the means or external support to achieve these types of goods they can use inappropriate means to ensure their needs are met. Our aim within the curriculum is to assist young people in gaining the skills, ability and support to meet their needs in a healthy and pro social way. In line with the Good Lives Model, the eight primary needs which are facilitated throughout our curriculum are:

- Having Fun
- Achieving
- Being My Own Person
- Having People in My Life
- Having a Purpose & Making a Difference
- Emotional Health
- Sexual Health
- Physical Health

This is supported through a therapeutic community culture which involves the school, the care and therapy teams working closely together for the growth of the individual student and the community itself by developing the social and independent skills that each student will need and use to cope in society once they reach adulthood. It is developed through its short twice daily meetings and further twice weekly extended community meetings which permeate school and home life. The Oaks aims to have a positive ethos based on the principles of a therapeutic community where respect and trust is based on open and shared values; staff act as positive role models and encourage supportive relationships where students feel safe and secure, listened to and involved in decision making. A natural extension of this becomes a sense of purpose surrounding teaching and learning and a student's subsequent engagement and the gradual valuing of their own learning.

<u>Why we do it;</u>

Many of the students who attend The Oaks, Amberleigh Therapeutic 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. Due to our current intake, students can join The Oaks at any key stage or year group throughout their Secondary and Post-16 education with varying experiences of being in and out of education and their length of placement is varying depending on a number of factors. It is our priority for them to be immersed in the most broad and balanced curriculum possible during their time with us and obtain skills, knowledge and meaningful accreditation that will enable them to progress onto the next stage of their lives – whether further education, employment or living fulfilling lives as citizens in their local

community. Each subject of our Curriculum will have its own scheme of work for what we are going to teach and when we are going to teach it. However, it is important to note, that our curriculum is constantly changing and responding to new needs, current cultural capital and experiences over time.

Our Curriculum;

Through the transition process, we establish the correct class group for each young person and the pathway of learning they will embark on which will be based on previous information and qualifications, AIM3 and impact risk assessments, educational baselining and professional judgement encompassing a 'stage' not age approach.

Our Curriculum is a framework for setting out the aims of a programme of education, including the knowledge and skills to be gained at each stage (intent); for translating that framework over time into a structure and narrative, within an institutional context (implementation) and for evaluating what knowledge and skills students have gained against expectations (impact/achievement). The Oaks offers a personalised curriculum so that all students benefit from individualised learning underpinned by specialist approaches and collaborative multi professional working. The Pathways develop through Pathway 1, 2, 3 and 4 which students will study based on their individual learning needs, differentiated for each subject and consisting of early learning, non-accredited, accredited and/or vocational routes. Where appropriate, pathways incorporate accreditation routes from pre-entry, through entry level 1, 2 and 3, to Level 1 and 2 right up to GCSE grades 1-9.

The Oaks places a high value on academic achievement and inclusion and the curriculum is all-encompassing and encourages students to develop skills and interests in lifelong learning. We believe in helping students develop and achieve their potential by broadening their experiences and development of capabilities and skills. All students are encouraged to:

- Enjoy learning.
- Become confident and happy individuals who are proud of their identity and able to make healthy life choices.
- Become responsible citizens who get on well with others and engage with their community.
- Independent and capable individuals prepared for adulthood and with the skills for their personal and professional life.

Our curriculum is based on:
• Accredited Therapeutic Community Practice
• The individual stage and not the chronological age of each student
• Creativity, imagination and curiosity
• Engendering a love of reading for pleasure
• Vocational routes
• Qualifications based from entry level through to functional skills level 2 and GCSEs where it is deemed appropriate.

Special Educational Needs;

For students with an 'Education, Health and Care Plan', curriculum and targets will reflect the specified objectives within their plan. The Head Teacher is also the SENCo, and will regularly monitor EHCPs and chair the annual review. For those who arrive without an EHCP but have identified needs in the areas of Cognition & Learning; Social, Emotional and Mental Health; Communication & Interaction or Sensory & Physical Needs, we will explore this and use a range of assessments in house and access

external advice as necessary to support an EHCP application if appropriate. Each teacher is supported in the individualised management of SEN amongst students.

School Staffing Arrangements;

The school has a dedicated Head Teacher (Cassandra Melaniphy) with significant teaching experience as a Teacher in both mainstream and SEN provisions. The headteacher has a background of working with Looked after Children from diverse backgrounds in a specialised therapeutic setting and this role leads and drives the education provided by Amberleigh Care. The acting Head takes full responsibility for the 'designated teacher role' and attends relevant meetings arranged for Looked after Children. It is important to note that the Head Teacher is also part of a Therapeutic Community management team, which comprises the Registered Manager for the care home and a Therapy Manager. This triad provides integrated oversight of practice and culture in all elements of the service.

A Deputy Head (Jayne Woodhouse) supports the Head Teacher with the responsibility for the day-to-day operational management and leadership of the school. The deputy headteacher is also the school SENCO.

Both the headteacher and deputy are the school 'designated safeguarding leads'.

Teaching staff are all qualified to varying degrees, all of whom have a proactive, enthusiastic, and creative approach to teaching and learning within this specialist environment.
The Oaks, Amberleigh Therapeutic School, is an inclusive provision, highly successful at working with students of all academic ability and diverse backgrounds due to its unique approach. If you would like to learn more or just speak to us about what we offer - please get in contact. We would be pleased to talk to you.

Cassandra Melaniphy, Acting Head Teacher, The Oaks Amberleigh Therapeutic School, Telford.
Tel - 01952 619144 / 07572 265710
Email – cassandra.melaniphy@amberleighcare.co.uk

Creativity, imagination and curiosity

Manager/Teacher /Tutor	Current Role	Additional Skills	Additional Duties	Qualification Held
Natalie Dixon (Currently on Maternity Leave)	Head Teacher	Pets As Therapy Coaching & Mentoring Educational Visits Coordinator Duke of Edinburgh Manager TC Peer Reviewer	DSL Prevent Lead SENCo ECT Tutor Fire Marshall JCQ - Head of Centre BTEC Quality Nominee BTEC Lead Invigilator Duke of Edinburgh Assessor	BSc (Hons) Psychology & Criminal Justice Studies (2:1) Graduate Training Programme in Primary Education (QTS) National Professional Qualification for Middle Leaders (NPQML) National Professional Qualification Senior Leadership (NPQSL) National Professional Qualification Headship (NPQH) Dyadic Developmental Practice Level 1 SWALLS: Leadership & Management
Cassandra Melaniphy	Acting Head Teacher		DSL Designated LAC Teacher Data and pupil progress	BSc (Hons) Psychology (first class) PGCE Primary Education (QTS)
Lucy Taylor	Maths & PE Teacher		Handovers Duke of Edinburgh Assistant	PGCE Primary Education (QTS) BSc (Hons) Physical Education and Sports Studies (1:1) National Professional Qualification for Middle Leaders (NPQML) St Johns Ambulance First Aid Thrive Practitioners License Level 1 Coaching Certificates in Swimming, Netball, Basketball, Lacrosse, Football and Athletics.

Manager/Teacher /Tutor	Current Role	Additional Skills	Additional Duties	Qualification Held
Millie Day	English & Humanities & Geography Teacher		Reading Co-Ordinator Points and Rewards	BA hons education degree QTS
Jayne Woodhouse	Acting Deputy Head Teacher	TC Peer Reviewer DofE Assessor	DSL Deputy Reading co-ordinator SENCo ECT Mentor Pupil Voice	BA in Early Childhood Studies (1st) Graduate Training Programme in Primary Education (QTS) National Professional Qualification for Literacy Learning (NPQLL) National Professional Qualification for Special Educational Needs Coordinator (NPSENCo)
Toni Lysaght	Creative Arts & Food Technology Teacher			BA Hons Fashion and Textile Design PGCE Secondary Art and Design Trauma Informed Practitioner TISUK
Chris Rimmer	PE Tutor Pastoral Tutor Outdoor Learning Duke of Edinburgh		Sports Leadership and Young Leaders Lead Duke of Edinburgh Expedition Supervisor	GNVQ in Leisure and Tourism BTEC in Travel and Tourism Foundation Degree in Tourism
Kelsey Hale	School Administrator & Exams Officer		Fire Marshall Exam Invigilator Duke of Edinburgh Verifier	GNVQ in Leisure and Tourism NVQ Information & Library Services Level 2 CACHE Home Based Childcare
Ben Walker	D&T Vocational Outdoor Learning Teacher			PGCE Primary Education (QTS) BA Landscape Architecture (2:1)
Lee Ellis	Science ICT Teacher			National Professional Qualification in Leading Behaviour and Culture (NPQLBC) Qualified Teaching & Learning Status (QTLS) Level 5 Diploma in Education & Training
Emma Phillips (Based at Golf Hall)	Careers Lead/Advisor *(Teacher at Golfa site)*	Forest School Leader First Aider DofE Expedition Supervisor		BA in social inclusion (inclusive education) Level 5 Diploma in Education Qualified Teacher Learning and skills (QTLS)

Manager/Teacher /Tutor	Current Role	Additional Skills	Additional Duties	Qualification Held
(Currently on Maternity Leave)				Level 3 in Forest School Leadership Level 6 Diploma in Career Guidance and Development Level 7 in Careers Leadership

AMBERLEIGH CARE

BALANCE

INTERDEPENDANCE

RESPONSIBILITY

CONTAINMENT

COMMUNICATION

RESPECT

ATTACHMENT

PARTICIPATION

RELATIONSHIPS

PROCESS

Opportunities, Aspirations, Knowledge, Success