

# Uffculme School



Chamberlain Site (Yrs 7 – 11)  
2 Yew Tree Road, Moseley, Birmingham  
B13 8QG



## MISSION

To enable all young people to have the skills, knowledge and experiences to lead meaningful and enjoyable lives, and optimise lifelong opportunities.



Uffculme School

If you would like to arrange a visit to Uffculme School, please contact:

[enquiry@uffculme.bham.sch.uk](mailto:enquiry@uffculme.bham.sch.uk)

Telephone: 0121 464 9634

## **About us**

Uffculme is a specialist school catering for students where their main presenting need is Autistic Spectrum Disorder and there is a diagnosis of Autistic Spectrum Disorder. All students attending our school will have an EHC plan.

Uffculme School admits nursery, primary and secondary aged children with communication and social difficulties, which fall within the autistic spectrum. The school is based over three sites: Woodlands (EYFS – Yr 6), Chamberlain (Yr 7 – 11), Russell Road (Post 16). However, pupils will move between sites and learning environments depending on their need and the activity. The LEA refers pupils to Uffculme. Once we receive the relevant documents and request from the LEA, we are then in a position to consider placement. Once your child has been offered a place at our school you will receive a comprehensive information pack. For further information regarding admissions please contact the Birmingham SEN Assessment and Review Services (SENAR) on 0121 303 3525.

Our students have learning needs related to the Autistic Spectrum and we provide specialist teaching in small groups with staff who are experienced in working with students with ASD.

### **Therapies**

We are able to offer Speech and Language support for your child through our commissioned service. The therapist will work with classroom staff to establish needs and to work on appropriate strategies. Where appropriate we may ask for personalised one to one assessments from the Therapist. The Communication Team is led by an experienced member of the teaching staff and 3 teaching assistants.

We are currently developing provision for students with additional sensory needs other than offering short sensory breaks. We can commission assessments to establish sensory profiles and diet. This is done in collaboration with the class staff and Educational Psychologist.

### **Outcomes for Secondary Pupils**

Where appropriate our pupils are supported to achieve National accreditations at the end of Year 11. Students work on a combination of Entry Level certificates, ASDAN and OCR diplomas. We offer a small range of GCSEs. If your child is expected to achieve mid to higher level GCSEs at Year 11, you may like to consider alternative placements as we do not deliver a full range of GCSE options.

## **Educational Provision**

We follow the National Curriculum with modifications to ensure that students' individual education needs are met. Modifications to the National Curriculum also include an extended curriculum to ensure it is accessible and meaningful for those functioning below NC levels. The two curriculums overlap which provides continuity for those students who progress to National Curriculum levels.

Our specialist facilities and highly skilled staff address the main obstacles to students who are not benefiting from conventional teaching strategies i.e. the challenges associated with developing communication and social skills as linked to autism. To overcome these challenges, we identify students' individual learning styles, assess their language and communication skills and needs, and tailor teaching strategies to our findings. Students may thus be taught, for part of the school day, individually, in small or whole class groups or, a mixture of all three.

Underpinning our curriculum is an emphasis on ensuring students feel safe, secure and developing a positive self-image as this is fundamental to any learning. Fun and enjoyment are thus, important ingredients in our curriculum. Emotional well-being is of paramount importance as many of our children experience varying levels of anxiety as a result of their ASD.

## **Communication, Speech and Language**

Non-verbal children or those with very restricted verbal skills are taught to use an alternative or augmentative communication system. Careful assessment identifies the type of system which is considered the most effective and functional on a personal basis e.g. the Uffculme School's own 'Picture for Object Trading' system which uses pictures, symbols and/or written words. Some Makaton signing may be used to support key words in verbal instructions. Speech is always the ultimate aim for all pupils and alternative communication methods are therefore modified with the changing needs of the individual.

We are currently piloting a program using Ipads and Core SNAP to support communication using technology for some learners.

## Curriculum Intent

Our curriculum changes year on year to suit the cohort of pupils. We run 2 different pathways for learners at KS3. Your child will be placed in a class best suited to their need.

This is an example of the curriculum on offer for Main curriculum pupils at KS3 for 2019-20.

Key Stage 3 Main 2019-20			
Values / Theme	Term 1	Term 2	Term 3
	Autumn 1: Me and my community  Autumn 2: Celebrations in the community	Living in my community	My Healthy Life
Lifelong learning/Money Skills/Communication Skills for Life			
Life Long learning  <b>Creative Maths</b>	Number - place value  Number - addition and subtraction  Number - multiplication	Number – division  Statistics  Measurement – length and height  Geometry – shape, direction and perimeter	Number – fractions  Number – four rules consolidation
Life Long learning  <b>Creative English</b>	Modern Fiction  Non-fiction: Information Texts  Poetry	Classic Fiction  Non-fiction: Instructions  Poetry	World Fiction  Non-fiction: Recounts  Drama / Scripts
<b>Computing</b>	Programming  Computational Thinking	Creativity  Computer Networks	Communication / Collaboration  Productivity
Learning about the world: Subjects/Topics			
Learning about My World			
<b>Science</b>	Space; Acid and Alkali; Reproduction	Electricity; The periodic table; Reproduction; Health and lifestyle	Magnetism; Health and lifestyle
<b>Thematic Learning</b>	<b>Who am I? Where do I come from?</b>  <ul style="list-style-type: none"> <li>• History</li> <li>• Geography</li> <li>• Art</li> <li>• D&amp;T</li> </ul>	<b>Stone Age to Iron Age Britain</b>  <ul style="list-style-type: none"> <li>• History</li> <li>• Geography</li> <li>• Art</li> <li>• D&amp;T</li> </ul>	<b>Earth Matters</b>  <ul style="list-style-type: none"> <li>• History</li> <li>• Geography</li> <li>• Art</li> <li>• D&amp;T</li> </ul>
<b>Food Technology</b>	Cooking and nutrition: Skills for cooking	Cooking and nutrition: Seasonality	Cooking and nutrition: A healthy diet

<b>Creativity</b> The Arts	Open Theatre Music – instruments	Open Theatre Music – band, choir	Open Theatre Music – band, choir
<b>RS</b> - developed in school with reference to Birmingham Agreed Syllabus - focusing on Dispositions	How can we be different but live together?  How is faith expressed through buildings and statues?	How do organisations like the Salvation Army help others?  What happens when we die?	Why is the gurdwara important to Sikhs?  What effect does religion have on some people's lives?
<b>Skills for adult life/Everyday life skills</b>			
<b>PSHE</b>	New Beginnings My New Class Diversity: The Wider Community	Living in our Community Careers Education	Healthy Lifestyle Relationships and Sex Education
<b>Physical Education/ Leisure</b>	Striking and fielding Invasion games (skills) Dodging and scoring	Invasion games (competition) Dribble and shoot Fitness Circuit training	Athletics Net and Wall Going for the top

### Key Stage 3 Extended Department Curriculum

Students in the extended classes are operating at pre-National Curriculum Levels and early KSI.

Students in this department follow a thematic curriculum supported by specific informal curricular and sensory objectives where appropriate.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>The student in their environment and beyond</b>		<b>Creative Focus</b>		<b>Outdoor/Health Focus</b>	
<b>1</b>	Me Myself I Autumn/winter Celebrations (Enterprise)		Mmm... Delicious! (Book) Absolutely Fabulous!		How Does Your Garden Grow? Roll Up! Roll Up!	
<b>2</b>	Me and My Community Autumn/winter Celebrations – specific to community (Enterprise)		Lights, Camera, Action! (Bollywood/ Disney/Film) Weather Experts		Treasure Island Animals	
<b>3</b>	Materials Monster Polar Adventures		Planting and Growing Oceans and Seas		Mini Worlds Holidays	

The thematic curriculum will revisit areas of study covered in the primary years. It should offer opportunities to contextualise learning, and to practise and generalise learning across a curriculum which is practical and fun. By delivering a thematic curriculum a variety of learning styles can be addressed, so that the needs of young people are met and they were able to learn in a way that is most appropriate.

Themes have not been assigned to specific year groups, but will run on a three-year rolling programme. Themes are based on the science curriculum, but incorporate all areas of the national curriculum with the exception of History, Geography and MFL programmes of study. Students working at pre National Curriculum levels have enormous difficulty accessing historical and geographical concepts. However, students experience and learn early developmental skills in these areas by accessing their local areas, people and places and learn about their place in their family and the school community. We offer many opportunities for pupils to access the local area and to learn to stay safe.

There continues to be an emphasis on the development of communication skills throughout the curriculum and the development of functionality, particularly with regard to life and living skills.

When considering planning, preparing and assessing the needs of these students teaching staff will continue to be informed by school assessment programmes, school P Level Overview planning tools, curriculum documents from Equals, and by the Equals semi- formal curriculum

The Equals Semi-formal curriculum documents support teaching and learning, both in approach and in content:

- My Outdoor School
- The World about me
- My Physical Well-being
- My Drama
- My Communication
- My Dance
- My Play and Leisure
- My Art
- My Independence
- My Music
- My Thinking and Problem Solving

## School Uniform

We have found that wearing a uniform may help pupils to differentiate between school and 'home' days and it may also provide students with a sense of group identity.

Uniform can be ordered through the YourSchoolUniform.com website: <https://www.yourschooluniform.com/schools/index/uffculme-primary-school>. Plain items can also be purchased through the website or any chain or department store.

The following is a list of Secondary school items if you wish to buy a uniform for your child:

Grey or black trousers, skirt or pinafore.

A white long-sleeved shirt

A grey jumper

Black PE shorts

Black PE joggers

Black PE fleece

White PE t-shirt or polo shirt

Black pumps

Black trainers

## **General Information – Secondary**

### **School Times**

Students are expected to be at school by 8.45am for a 9am registration and leave school at 3.15pm.

### **School Uniform**

Students are required to wear school uniform.

### **Sports Clothes**

Students are required to bring sports clothes for all weathers to include a tracksuit, shorts or leggings, a plain black or white t-shirt and a pair of trainers.

### **Personal Belongings**

Students are responsible for their own personal belongings. Students are not allowed to use any personal device that gives them access to a camera or the internet.

Students are not allowed to use mobile phones in school.

### **Lunch**

School lunch with puddings costs £3.50 each day or £2.75 without pudding. Payment is required through ParentPay as cash is not accepted on site.

Students can bring sandwiches should they wish to do so.

### **Medical/Medication**

If your son/daughter takes regular medication and needs to take medication during the school day this medication needs to be prescribed by a doctor, in date and clearly labelled with the correct dosage and personal details on the label. You will be required to fill in an additional medication consent form, which is available from the school office. We will encourage students to administer their own medication under supervision where this is possible, and we will administer medication where a young person is not able to manage this himself or herself. We will record every medication event.

If your son/daughter has a specific medical condition that requires emergency treatment such as Asthma/Epilepsy/Allergy etc. A care plan will be developed with parents and professionals involved and this care plan will be available to all staff in school and during offsite visits to support your son/daughter should a medical emergency occur.

## Term Dates

### **School Year 2019 to 2020**

#### **Autumn Term 2019**

Term Starts: Monday 2 September 2019

Half Term: Monday 28 October 2019 to Friday 1 November 2019

Term Ends: Friday 20 December 2019

#### **Spring Term 2019**

Term Starts: Monday 7 January 2019

Half Term: Monday 17 February 2019 to Friday 21 February 2019

Term Ends: Friday 3 April 2019

#### **Summer Term 2019**

Term Starts: Monday 20 April 2019

Half Term: Monday 25 May 2019 to Friday 29 May 2019

Term Ends: Monday 20 July 2019

### **School Year 2020 to 2021**

#### **Autumn Term 2019**

Term Starts: Tuesday 1 September 2019

Half Term: Monday 26 October 2019 to Friday 30 October 2019

Term Ends: Friday 18 December 2019

# Safeguarding at Uffculme School

## Safeguarding is defined as:

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best life chances.

At school we have adopted the Local Authority Policies and Procedures which are available on our school website or alternatively hard copies can be obtained via the school office. The designated safeguarding leads (DSL) in school are:

**Mrs C Pemberton (Deputy Head Teacher - Secondary)**

**Miss Charlotte Stubbs (Head Teacher)**

**Miss H Baldwin (Acting Deputy Head Teacher - Primary)**

**Mr M Scarrott Assistant Head Teacher - Secondary)**

The designated safeguarding leads have regular training to ensure they are fully updated on all procedures. They also meet with the named Safeguarding Governor each term, with regular reports to the Curriculum Teaching and Learning Committee and Full Governing Body.

**If you have any safeguarding concerns, please contact a DSL at school.**

For further information about Uffculme School,  
please see our website at [www.uffculme.org.uk](http://www.uffculme.org.uk)

Uffculme School strives to create a happy, safe, caring, structured, challenging and supportive learning environment which encourages high expectations of success for all our children and young people.