

School Prospectus 2025 / 2026



Education

Therapy

Futures



Proprietor details

Witherslack Group of Schools

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Head Teacher's name and contact details

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01844 337720

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Family Liaison Officer

Ms Amy Lynch

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School Vision Statement

Vision Statement

At Chilworth House Upper School we aim to provide a safe, nurturing and aspirational environment within which curiosity is promoted at all levels. Opportunities to experience success, learn from mistakes and build meaningful relationships support development of confidence and self-esteem. We aim to be a school where every pupil may flourish and feel a true part of our inclusive community. We have five values that seek to underpin what we do; Responsibility, Respect, Resilience, Aspiration and Kindness. Rewards and behaviour discussions, as well as assemblies, are linked to the school values.

Aims of school

Our Vision for all young people, is that by the end of Year 11, they will;

- Be ready for the next step
- Be Literate and Numerate
- Be safe online, at school and in the community
- Be independent, responsible for themselves
- Play an active part in the school and wider community

We are committed to ensuring that every student will have developed the essential skills, independence, knowledge and understanding to prepare them for life and work in the twenty-first century.

We aim to enable every student in the school to succeed and to develop their academic, social, emotional and behavioural potential in a safe, happy and supportive learning environment. We encourage an interest in, and enthusiasm for learning, supported by a broad, needs related curriculum and in particular ensure that they are literate and numerate to ensure that they can take part in Post 16 provision reflecting their attainment and ability.

We need to equip all pupils so that they can manage risk appropriately – both online, at school and in the wider community. Pupils learn to understand what risks they face, what they can do to manage this and how to keep themselves safe in the community – including people who are safe and trusted adults. We explore risky behaviours in an age appropriate manner.

We work in partnership with parents, carers, and other agencies to ensure that pupils are given every opportunity to succeed. Our pupils will be part of the school community and need to be able to manage the wider community of friends, work and civil organisations. We are ambitious for our pupils and want to ensure that they are able to navigate the wider world of work, families, hobbies and interests and community organisations in a way that opens their lives.

Admissions process

We specialise in providing an educational and therapeutic environment for pupils with a wide range of complex educational needs, communication difficulties and challenging behaviour, for pupils between the ages of 11-16. Initial enquiries and informal visits are always welcome but referrals will come to us directly from the pupil's local authority.

Applications are considered by our admissions panel and a non-prejudicial visit will then be arranged. Following this visit a place may be offered to pupils whose needs can be fully addressed by the school. Fees and NASS approved contracts will then be agreed with local authorities.

There will be an assessment period followed by a post admission review meeting after 6 weeks.

Referrals can be made throughout the academic year.

If you wish to discuss making a referral please contact the referrals team 01539 566 081 Option 2 or email referrals.chilworthupper@witherslackgroup.co.uk.

The school's Admissions Policy is available on request.

Our approach to positive behaviour support, exclusions, rewards and sanctions

We believe in creating a safe, happy learning environment. We strive to give our students the best possible education we can and firmly believe that members of the School community have a role to play in this. All pupils in a school benefit when behaviour is good. High standards of behaviour are important in helping pupils to feel safe and learn well, and parents and carer's play a key part in this.

Rewards within Chilworth House Upper School:

Chilworth House Upper School accepts that behaviour will change through a balance of positive expectations and appropriate consequences. We as a staff team are committed to looking for every opportunity to be positive with our students. We do also accept that this can only be effective when there is a structure which ensures that students are made responsible for their actions. This is the balance.

Chilworth House Upper School aims to recognise individual learning and achievement, to promote positive behaviour and encourage the development of good social attitudes.

Achievement in these areas is recognised through formal and informal processes. The most important informal process is praise. All staff are actively encouraged to praise the pupils for

their efforts and achievement no matter how small. On a formal basis the students were consulted on a consistent reward scheme thus the implementation of Epraise within the school, staff will use Epraise to reward students using measurable targets set by both parties. All rewards will be tangible, rewards linked to Epraise will be turned into a monetary value within the online system. Pupils can still be rewarded on an ad-hoc basis by an individual teacher or collectively as a group for behaviour's which excel the norm. Individualised / group / class trips will be linked to points within the school. In addition, pupils can also receive merit awards for going above and beyond and Head Teacher Awards, linked to the school values of; Responsibility, Resilience, Respect, Aspiration and Kindness. These are given a monetary value and added to a pupils Epraise accounts

Chilworth House upper School 'points' system:

This recognises pupil's effort and achievement in the classroom and beyond.

Points, up to a maximum of six, are awarded in each lesson for Learning and Behaviour. Staff may award Merits for exceptional behaviour or work at the end of the day. Teachers will give these rewards during lessons at their discretion, with the possibility of a whole class reward.

We also have the facility to add or subtract points from a student's total depending on their behaviour out of lesson.

Staff will reward students for achievements within individual subject areas, linked to Epraise points or individual teacher reward incentives.

Awards given:

- We offer tangible rewards through the points systems linking this to Epraise points and other incentives
- Attendance, rewards will be given for all pupils within the School who attain above 90% attendance on a termly basis, attendance trips will be planned for those pupils exceeding an agreed percentage each term, this will be agreed by the Family Liaison Officer and the Head Teacher.
- Epraise points – computerised reward system – rewards given for attendance, points, achievements, academic and behaviour improvements, ad hoc teacher / staff discretion
- Head Teachers Awards and Merits are also given for efforts towards the school values and effort.

Behavioural Consequences:

Chilworth House Upper School fully recognise the need to set clear boundaries for our students. The focus is on ensuring pupils understand the impact of the decisions they make on those around them and learn to make things right when they go wrong. It is vital that we are consistent in our approach. We must teach our students about responsibility. This is our

most important job and to do this effectively we must have consequences for poor behaviour.

We will take an individualised approach, often based on the Positive Behaviour Support Plan, to support the pupil to self-regulate, manage their emotions and take responsibility for their choices. Pupils will be encouraged to self-regulate, either using a safe space or simple activity until they are ready to reflect on what has happened and make things right. Sometimes, if pupils are causing disturbances for other young people, they could be escorted to a more private, quiet space, to support self-regulation and safe behaviour. Appropriate consequences can be a learning opportunity for pupils, but need to be proportionate and make sense.

At times when children or young people are placing themselves or others at risk of harm, staff may need to use physical intervention to keep them safe. This is used within strict guidelines, only as a last resort, and staff are trained in using the BILD accredited framework PRICE (Protecting Rights in a Caring Environment). Staff receive regular training in de-escalation strategies and Positive Behaviour Support (PBS) strategies. The school's leadership team monitors any use of physical intervention through data on a day to day and monthly basis, which helps to identify any patterns of behaviour and develop any necessary intervention strategies to be put into place to reduce its use.

The criteria for possible consequences will be for the following reasons:

- The pupil's behaviour is so persistent and targeted that their safety and the safety of others is questioned
- The pupils behaviour impinges on the safe running of the school day / classroom
- Risk to property – resultant in the damage of
- The pupil is causing a health and safety concern

The golden rule is to respect yourself, respect others and work hard.

Trips and Activities:

Chilworth House Upper School will reward students with trips such as: go-kart racing, paint balling, Thorpe Park and many more, all ideas for activities are student lead through the student forum, trips and activities are linked to points system.

Types of Behavioural Consequence

All behaviour is understood as a communication. Positive Behaviour Support is used to identify individual triggers and what support can be used to move towards positive behaviour.

Staff will challenge poor behaviour ensuring the pupil understands how the behaviour is unacceptable.

- Deduction of Points: Pupils can lose points through negative behaviours
- Detentions: Morning Break/Lunch Time/ After School's they vary in length depending

upon the behaviour. They take place at morning break, lunchtime or after school. At Chilworth House Upper School we try to complete the detention on the same day as the poor behaviour – immediate sanction. This allows us to start afresh the next day.

- Internal Exclusions: they vary in length depending upon the behaviour. Parents will be informed of the reason and the duration. The time a pupil is placed in internal exclusion will be proportionate to the behaviour displayed. This decision will be agreed by the Head and the staff concerned. A member of staff will supervise the pupil at all times during an internal exclusion.
- Fixed Term Suspensions: they again vary in length depending upon behaviour. The Senior Leadership Team will ensure that a proper and fair investigation has been carried out before considering fixed term suspension.

Examples of reasons for Fixed Term Suspension:

- Behaviour that seriously compromises health and safety.
- Behaviours that seriously compromise good order and discipline.
- Behaviours that seriously compromise the authority of staff and the learning of others.
- Serious or repeated bullying of pupils or staff.

A Fixed term suspension is a last resort and will only be used after other consequences have been used / considered. During the first five days of any suspension, you need to ensure that your child is not present in a public place during normal school hours, whether in the company of a parent or not, any arrangements made by the school that apply from the sixth day of the exclusion e.g. extra work to be set. A return from suspension meeting will be facilitated noting key points for the suspension and targets for pupils on return. The parent / carer is asked to participate in this meeting on each occasion to ensure consistency in approach from both home and school.

[Provision for EHC Plans](#)

All Education and Health Care plans will be reviewed annually with the parents/carers, pupil, a representative of the school, a local authority SEN officer, a health service representative and a local authority social care representative where appropriate. Other individuals relevant to the review will also be invited, including youth offending teams and job coaches where relevant.

Information will be gathered from all parties involved and be distributed at least two weeks before the meeting takes place. The meeting will focus on the child or young person's progress towards achieving the outcomes specified in the EHC plan, and on what changes might need to be made to the support that is provided to help them achieve those outcomes, or whether changes are needed to the outcomes themselves. Children, parents and young people should be supported to engage fully in the review meeting.

The school will prepare and send a report of the meeting to everyone invited within two

weeks of the meeting. The report will set out recommendations on any amendments required to the EHC plan, and should refer to any difference between the school or other institution's recommendations and those of others attending the meeting.

Within four weeks of the review meeting, the local authority will decide whether it proposes to keep the EHC plan as it is, amend the plan, or cease to maintain the plan, and notify the child's parent or the young person and the school or other institution attended. If the local authority decides not to amend the plan or decides to cease to maintain it, they **must** notify the child's parent or the young person of their right to appeal that decision and the time limits for doing so, of the requirements for them to consider mediation should they wish to appeal, and the availability of information, advice and support and disagreement resolution services.

Pupils/parents whose first language is not English

On admission a child's need for additional support is identified. Appropriate provision is then established prior to the pupils start date. One to one support from a bi-lingual support assistant will be provided if this is an identified requirement.

Complaints procedure

In accordance with the Children's Act 1989, all children at Chilworth House Upper School have access to a Complaints Procedure. Informal complaints or concerns will be addressed to Class Teacher, Chilworth House Upper School, Grooms Farm, Thame Road, Wheatley, Oxon, OX33 1JP. Formal complaints directly from the child or via a parent/carer or member of staff should be reported directly to Michelle Johnson.

Complaints or concerns arising from adults also follow set procedures. Firstly the concern should be addressed informally with the school. Copies of these policies and procedures are available on request.

Number of complaints registered under the formal procedure during 2024-25 = Zero

Examination access arrangements and results

Examination results can be accessed from the government website www.compare-school-performance.service.gov.uk or alternatively you can contact the school office on 01844 337720 to request a copy of previous examination results.

Examination results can be collected from Chilworth House Upper School after publication in August.

After the release of examination results, a candidate has the right to apply to the awarding body, through the centre, for a review of their result if they consider the grade to be too low.

This review is termed an Enquiry about Results (EAR) and is applied for by the centre on behalf of the candidate. Candidates should be aware that this process **may** result in a lowering of the grade awarded. This procedure has a short deadline (September 20th for the main results day) and therefore any requests must be carried out quickly within the strict deadlines outlined below. There are costs involved with this process which vary from subject, service required and awarding body.

It is advised that any candidate who has concerns about a grade awarded for a subject to discuss their concerns through the subject teacher who will in turn liaise with the Examination Officer. This process of completing the necessary Exam Service Request Form needs to take place within two calendar weeks of the issue of results. Following this discussion the centre will immediately apply for a review if this is considered appropriate and **we would expect to support you in most cases.**

If however the centre does not consider a review appropriate, the candidate will be informed of this decision within three working days. If the candidate still wishes to proceed with a request for a review, the following procedure will apply:

- The candidate should appeal against the decision within two days;
- The centre will then arrange a meeting within three days with the candidate and Subject Teacher concerned, the Examinations Officer and the Head of Centre or a representative from the Senior Leadership Team;
- The candidate will be able to present their reasons for asking for the review at this meeting;
- The Head of Centre or a representative from the Senior Leadership Team will make a final decision on whether the appeal should go ahead, and will inform the candidate verbally, then in writing, of the decision;
- If the final decision is to proceed with the request for a review, the Examinations Officer will carry this out to meet the appropriate deadline.

[Safeguarding Mission Statement](#)

Chilworth House Upper School is committed to safeguarding and promoting the welfare of our children and young people. We believe in the importance of working with partner agencies to ensure that children and young people are kept safe, happy and healthy. All staff working here are made aware of the need of protection and how to respond to these concerns.

Where we suspect that a child has been abused or neglected, we have a statutory duty to make a referral to relevant agencies. Where local procedures allow, we will inform the parent[s] of the referral. The school will share any information relevant to the referral with those agencies and will contribute to any assessments being undertaken.

We have a 'Safeguarding Policy' and all staff are supported by our Designated Safeguarding Leads Ruth Priest.

If you require further support on safeguarding matters you can contact
Designated Safeguarding Lead - Ruth Priest: ruth.priest@witherslackgroup.co.uk
Operations Director - Sara Roe: sara.roe@witherslackgroup.co.uk

Ms Mary Aurens –Witherslack Group Safeguarding Officer – 01524 273 131

Promoting General Welfare

Chilworth House Upper School has a pastoral team of five staff. Their role is to promote and support the general welfare and well-being of all pupils within the school. In collaboration with our mental health practitioner and his team, they support pupils during key worker sessions which are held on a 1:1 basis for some young people.

In addition to addressing any welfare concerns, the pastoral staff have a pro-active role in delivering targeted support and advice to pupils in school. They assist pupils with the running of the school council, which gives pupils a voice, as well as supporting other school staff on a daily basis and through iTAC meetings.

Regular contact with parents happens via group tutors, teaching assistants and the pastoral team to ensure we are all working together for the benefit of the young people in our care.

Anti-Bullying

We pride ourselves on the warm and caring atmosphere at our school. All members of the school community are entitled to safety and protection and therefore bullying will not be tolerated. We have clear policies and guidelines raising awareness to staff, children and young people to the signs of bullying. Our anti-bullying coordinators ensure that all cases of bullying or suspected bullying are brought to the attention of all staff quickly and clear guidance on our zero-tolerance policy is followed.

The school's Anti-Bullying Policy is available on request.

Health and Sex Education

Relationship and Sex Education (RSE) at Chilworth House Upper School is taught through a variety of different curriculum areas and years. Due to students social and communication difficulties it is crucial that pupils are taught and over learn skills required for making, sustaining, and recognising healthy relationships of all types.

Relationship and sex education can be a controversial area of the curriculum and therefore Chilworth House Upper School always seeks to discuss the content, inform parents and ensure that the team around the child are working together to ensure that healthy and appropriate message is consistently used with RSE.

RSE is taught to pupils in Science, in years 9 and 10, in PSHE throughout KS3 and KS4 with a focus on building and maintaining relationships and pupils are also able to access individualised small group and/or 1:1 sessions with staff as and when necessary depending on an individual's needs and experiences.

Health and Safety

At Chilworth House Upper School we have an ISO 45001 accredited safety and health management system that ensures risks have been identified and effective control measures are in place. Monitoring is undertaken by the Head Teacher, Michelle Johnson and the Senior Management Team assisted by the Health and Safety Representative, Keith Wallington. The whole site has internal health and safety checks in place for the staff to complete, with an action plan put in place to rectify any faults.

The school have support from the Witherslack Groups Safety, Health, and Environment Team, who are competent health and safety professionals who provide advice, guidance and training to create safe and healthy environments for everyone. They undertake a health and safety audit of the school annually and complete additional visits when needed.

First Aid/Medical Care

The school has a medical room located on both sites. All staff as part of their induction training complete a one day Basic First Aid course for children's services. In addition Andrew Hemming has completed the four day First Aid at Work training. All First Aid training is followed up with refresher training every three years.

The school is only allowed to administer prescribed medication; this is administered by the Care team. All medication is recorded and kept in a locked medical cupboard. Paracetamol and Calpol can only be administered with parent and carer consent.

Staffing and recruitment

Head Teacher = 1
Senior Leadership Team = 6
Therapists = 5
Teachers = 16
Pastoral Team = 5
Domestic = 4
Teaching & Learning Assistants = 20, of which 5 are Higher Learning Teaching Assistants (HLTA's)
Administration = 4

Chilworth House Upper School follows a rigorous recruitment process in order that we recruit high quality staff and ensure that children and young people are kept safe. Senior Leaders involved in the recruitment process undertake safer recruitment training and all staff employed within the school are subject to an enhanced DBS check.

Attendance Data Statement Regarding Exam Results

Our whole school aim is for every pupil to attend over 95%. School have a Family Liaison offer who supports families to improve attendance. Individual attendance plans are in place with support for external agencies for pupils whose attendance falls below 90%. Incentives in school are closely linked to attendance to support pupil progress.

Clinical Services

Essential to the Witherslack Group Therapeutic Model are our Clinical Services Team who work alongside the wider multidisciplinary team to provide an integrated provision of therapeutic intervention, care and education.

Each of the children's learning environments are supported by a designated and bespoke team of clinicians which may include: Therapists, Practitioner Psychologists, Speech & Language Therapists, Occupational Therapists and Assistant Psychologists.

Our children, young people and the staff supporting them also have access to other specialist clinicians within the wider group including our Consultant Child & Adolescent Psychiatrist.

All of our practising clinicians are registered practitioners with The Health and Care Professions Council or their appropriate designated regulatory bodies such as The British Association of Counselling Psychotherapists, British Association of Play Therapists, and the United Kingdom Council for Psychotherapy, and all receive supervision from other senior clinicians within the group or from externally commissioned specialists within their field.

Line management for the clinicians is provided by senior clinical colleagues and the Regional Director Clinical, who in turn is line managed by the group's Clinical Director.

All clinicians are supported to maintain their registrations through Continuing Professional Development opportunities, many being supported by the group to develop specialisms such as Sensory Integration Therapy and Trauma Informed Communication Approaches.

Clinical Governance is the responsibility of the Clinical Director who chairs the quarterly Witherslack Group Clinical Governance Board; attended by external advisors and internal Directors.

Exam Success 2025

100% 13 pupils achieved at least 5 qualifications at any level

85% 11 pupils achieved any qualifications in English, Maths, and Science

93% 12 pupils achieved any qualifications in English, Maths, and Computing/ICT

93% 12 pupils achieved any qualifications in English, Maths, and at least one other subject

100% 4 pupils achieved GCSE Art

100% 1 pupils achieved BTEC Construction

100% 7 pupils achieved BTEC Home Cooking Skills

100% 2 pupils achieved GCSE History

75% 3 pupils achieved BTEC Sport

60% 3 pupils achieved Bronze Duke of Edinburgh

Risk Assessments

Our role is to support children to lead a positive life, helping them to understand daily risks that they face and to learn how to overcome them safely. Due to our children's difficulties, some of them exhibit 'risk taking' characteristics; we therefore have rigorous procedures to ensure everyone's safety. Individual risk assessments will be completed for all pupils during their 12-week assessment period and will form part of the post-admission assessment review.

Risk assessments are in place and regularly reviewed that cover the environments, lessons, and general activities that take place within the school. Where off site activities are planned, the visit leader would complete a risk assessment and update our Evolve System which ensures all pre-visit checks have been completed and the visit is authorised by a senior member of staff. A fire risk assessment has been undertaken and this is kept updated following any changes to layout, heat-generating activities or fire hazards introduced. An annual review of fire safety is undertaken by a competent person.

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Upper School

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