
The



way

Handbook



Introduction to Phoenix Bay

The Phoenix Bay curriculum is driven by The Phoenix Bay Way and is carefully balanced to ensure that students' progress academically whilst addressing the needs identified on their EHCP and ensuring personal growth and development.

The school aims to provide an **aspirational education** in a **therapeutic environment** for every child ensuring that they can become **successful learners**, **confident individuals**, **responsible citizens** and **independent adults**.

This curriculum brochure should provide you with enough information to understand our curriculum big picture for our students and how that is driven by...

The ★ **phoenix**
bay *way*

Context of the school

Phoenix Bay School is an independent special school that offers a therapeutic environment that allows young people to thrive and feel safe.

Our school is located in The Pavilion at Seale Hayne, Newton Abbot, and we have a maximum capacity of 24 students at any given time.

We provide to individuals with complex needs, including those who have experienced trauma and multiple adverse childhood experiences. All our students have an Education, Health and Care Plan (EHCP), with the primary need being identified as Social, Emotional and Mental Health (SEMH) in most cases.

We are committed to providing a safe and nurturing environment that promotes academic and personal growth.

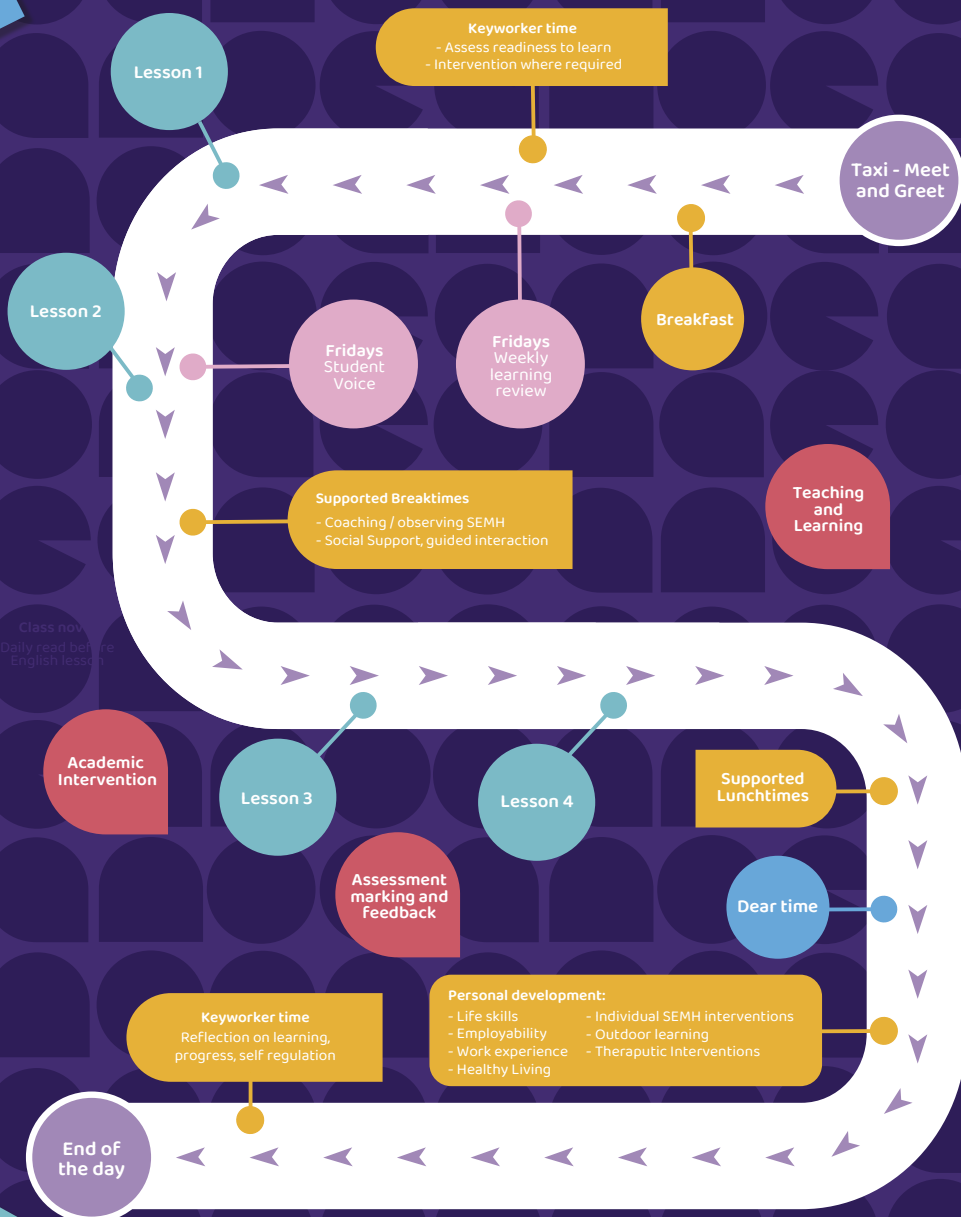
Trauma Informed Approach

At Phoenix Bay School, we are committed to providing children with the necessary support to make sense of their experiences, effectively manage their emotions and feelings, and foster an environment of safety, connection, and compassion at all times.

Through our comprehensive training programs, we aim to establish a school network of strong, positive, and supportive relationships, thereby promoting a culture of growth and development for our students.

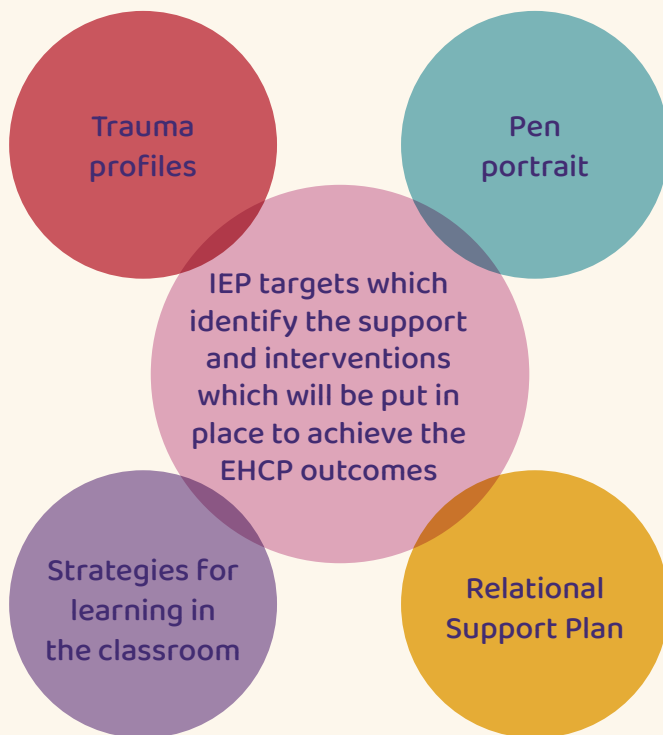


The Phoenix Bay Way



Admissions Process

Once the admissions process is complete and before any student starts at Phoenix Bay School the following documents are drawn up:



These documents will be shared with all staff.

Transition

Our transition program is designed to cater to the unique needs of each student, and as such, their journey may differ from one another. The program will span a duration of 6 to 14 weeks.

A review will be conducted after three weeks, involving the school, SEN caseworker, and parents or carers. Additionally, an Annual Review will be scheduled at the end of the transition period to adapt the IEP to suit the student's needs in the Phoenix Bay setting.

During the transition period students will:

Complete a PODCAST/YouTube video "What you need to know about me"

Become familiar with and be able to use the Zones of Regulation

Become familiar with all members of staff

Self-esteem and sense of belonging interventions

Become familiar with and know the school site and its surroundings

Understand the timetable and how the school works

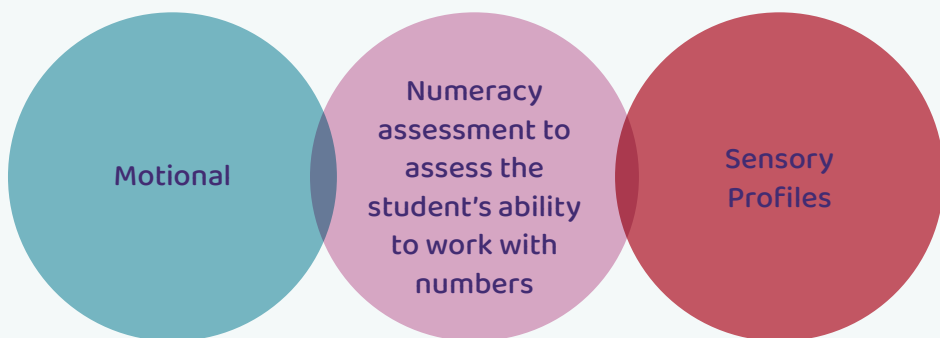
Positive relationships intervention

Baseline assessments

During the transition period, we will conduct baseline assessments, provided that the student is able to engage with them in a meaningful manner.

These assessments will cover various areas, including reading and comprehension, which will be evaluated using the Salford Reading Test.

Additionally, we will assess the student's motional abilities, as well as their numeracy skills to determine their ability to work with numbers. Finally, we will also evaluate the student's sensory profile to ensure that we can provide them with the most effective learning experience possible.



Teaching and Learning – The Phoenix Bay Way

At Phoenix Bay we know that high quality teaching and learning supported by a holistic therapeutic approach is the key to success for our students.

We understand that our students may have significant gaps in their knowledge and skills across all curriculum areas and ensure that our formative and summative assessment procedures provide us with dynamic information to ensure a bespoke plan for each child.

We follow Rosenshein's Principles of Instruction to ensure that students gradually gain confidence and independence as they master new skills. Regular retrieval, guided practice and independent practice ensure that students embed new knowledge into their long term memories.

Planning of learning is bespoke to each individual child and their student profile, pen portrait and EHCP targets. Teachers gather this information in an S plan for each student for each subject area. These S plans ensure that all areas of need are taken into consideration when planning each learning episode.



The Well Being Hub

The well-being team consists of:



This team of specialists work alongside teachers and teaching assistants to deliver a range of bespoke reactive and proactive interventions and ensure all staff have up to date skills and knowledge in trauma informed practice.



The interventions are centred around various areas such as **Wellbeing mentoring**, **Social Emotional and Mental Health**, **Literacy and Numeracy**, **Metacognition** and **Self-regulation** or other **Therapeutic approaches**. They are personalised to meet the specific requirements of each student, enabling them to make progress towards achieving their EHCP targets in a nurturing environment.

The focus of the well-being team is to ensure that all students feel safe and ready to learn in an environment that meets their complex needs.

Every student has a student profile that tells their story and clearly shows how to support them in learning, emotionally and socially. These are dynamic documents that ensure all staff have the knowledge required to support students.

Interventions list



Outdoor Education

Phoenix Bay School offers an outdoor learning-based curriculum for Key Stage 2 students and access to outdoor learning experiences for all KS3 and 4 students.

In outdoor learning, we aim to promote holistic development by fostering resilient, confident, independent and creative learners.

Outdoor learning offers learners the opportunity to take supported risks appropriate to the environment and to themselves.



Personal Development

Phoenix Bay School offers a Personal Development programme which aims to support the ambitions and aspirations of all students. This includes an individualised Careers and Work Experience programme in addition to the SMSC, PSHCE and RSE Curriculum.

Each week during breakfast time, there is an allocated day for a Student Voice discussion, a British Values topic and an SMSC theme of the week in order to prepare students to become functional members of society in adulthood. Phoenix Bay School organises for a day per fortnight for all classes as well as allocated afternoons across the timetable to ensure all students have opportunities for cultural enrichment and learning new skills.



Personal Development Learning Journey



At Phoenix Bay School we are dedicated to ensuring that all students become:

Successful learners who enjoy making progress, achieve and love to go to school.

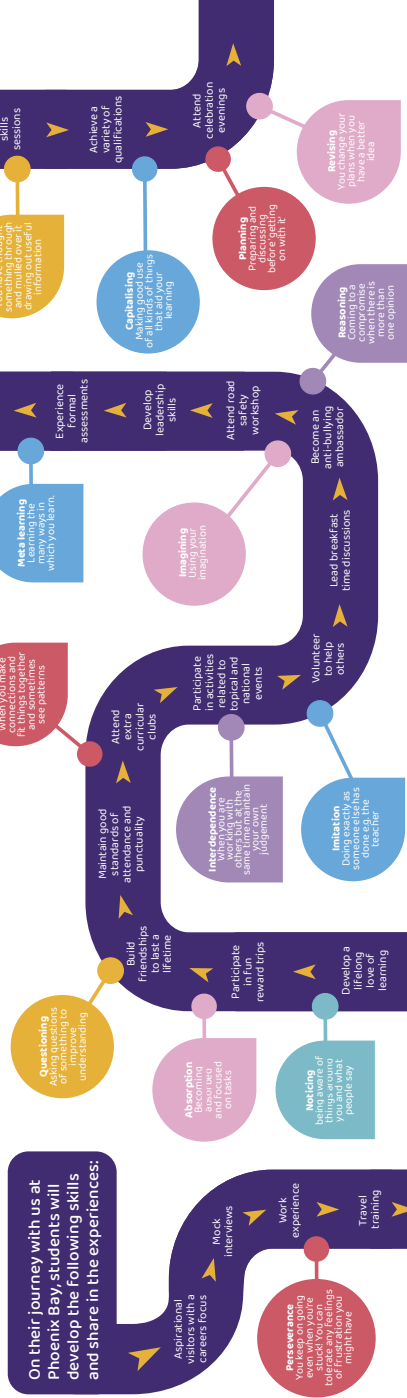
Responsible individuals who are able to thrive beyond the classroom.

Confident citizens prepared for the challenges of life and prepared to make positive contributions to society.

Independent adults who go on to realise their potential and lead a safe, healthy and fulfilling life.

Students will achieve these aims through their participation in their individualised curriculum which will include the following key features:

On their journey with us at Phoenix Bay, students will develop the following skills and share in the experiences:



A tailored transition program upon joining the school

- 11 weekly intervention sessions that support individual needs of each student
- A PSHCE curriculum that supports students understanding of important developmental milestones and develops their understanding of the core British values
- A weekly session dedicated to discussing Social, Emotional and Mental Health
- Spiritual, Moral, Social and Cultural development through participating in activities based on national awareness events and days.
- A tailored careers package ensuring students receive all the information they need, including assistance with applications and dedicated support in making their transition to their next setting

Assessment and Feedback



The assessment policy supports the school's aims to provide an aspirational education in a therapeutic environment for every child ensuring that they are able to become successful learners, confident individuals, responsible citizens and independent adults.

At Phoenix Bay School we believe that assessment provides us with the knowledge and understanding about each individual's needs to ensure that their bespoke programmes of learning are aspirational, appropriate and ensure development and progression in all areas.

Our assessment procedures allow us to evaluate the impact of our entire curriculum and adapt and develop for each individual student.

All forms of marking and feedback are crucial to the success of students. It is to close the gap between what they know and what they do not know or to fill the gap between where they are and where they are going.

Marking and feedback in the moment is a vital form of communication between student and teacher/well-being mentor. It enables students to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. It is part of the Assessment process in that it gives both the teacher and student an opportunity to identify strengths and weaknesses.

Learning pathways

At Phoenix Bay School we recognise that we need to provide a range of options for students in KS4. These options should guide each student along a common progress path based on their individual starting points.

Our paths are tailored to incorporate personal development goals and core skills, while also addressing the specific needs outlined in each student's EHCP.

The Learning Pathway for students at PBS consists of three phases:



To be truly prepared for adulthood, experiences of the World of Work are woven into the pathways and KS4 students are given adequate opportunities for considering their career goals. At Phoenix Bay School we adhere to the Gatsby benchmarks of careers provision.



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This is the story of a very special rabbit.
He enjoys doing rabbit things, but he also loves - well, everything things.
His boundless creative talent is a source of joy and inspiration to the other rabbits.
When Rabbit suddenly disappears, no one knows where he has gone.
His friends are desperate. But, as it turns out, Rabbit has left behind
some very special gifts for them, to help them discover their own unruly talent!

This is a shining debut by author/illustrator Jo Emson.
It celebrates individuality, encourages the creativity in everyone,
and positively introduces children to dealing with loss of very kind.

... one of the most original picture books of the year. A poignant book full of the imagination and heart!
The Independent

"This stunning picture book is all about creative good difference."
The Guardian

Rabbityness
Jo Emson

Can't Play

Metacognition and Self regulation

Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.

Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.

Self-regulated learning can be broken into three essential components:

Cognition

the mental process involved in knowing, understanding, and learning;

Metacognition

often defined as 'learning to learn'

Motivation

willingness to engage our metacognitive and cognitive skills



Preparation for adulthood

The Phoenix Bay focus on personal development, self-regulation and preparing for the world of work represents key components in preparing our students for adulthood.

It is our passion to prepare all our students for employability and the next steps of their education by offering a range of qualifications/awards.

Students can access a range of qualifications at Entry Level, Functional Skills and GCSE levels as well as vocational qualifications too.

Students at all key stages can achieve AQA Unit Awards.

We work closely with parents/carers and Careers Southwest to ensure every student is able to move on to a post 16 setting that is suitable for them and their career aspirations.



Partnering with parents

At our school, we recognise the vital importance of partnering with parents and carers to achieve the best outcomes for our students. Each student will be assigned a lead learner and a key worker who will contact you every two weeks to provide updates on their progress.

Additionally, we will share regular updates via Class Dojo, showcasing the incredible activities and hard work your child achieves throughout the day. We encourage you to reach out and speak with our staff at any time; we will return your call as soon as possible.

At Phoenix Bay, we know how powerful regular contact with home can be. Whether it's a call to share good news, a quick check-in, or a postcard home, staying connected helps us build trust and keep students supported on all sides. It also reminds our young people that the adults in their lives are working together for them - and that they're never alone on their journey.



Phoenix Bay Curriculum: The Big Picture



Intent - What are we trying to achieve?									
Curriculum Values:	Empowering	Therapeutic	Confident Individuals	Voice	Choice	Responsible Citizens	Authentic	Inspiring	Achieving
Curriculum Aims:	Who enjoy making progress, achieve and love to go to school	Successful Learners	Who are able to thrive beyond the classroom			Prepared for the challenges of life and prepared to make positive contributions to society		Who go on to realise their potential and lead safe, healthy and fulfilling lives	
Focus on Learning:	Attitudes and Attributes Resilient, skilled, confident, equipped, enterprising - emotionally intelligent				Skills Literacy, numeracy, ICT, social, health, personal learning and thinking skills - employability			Knowledge and Understanding Informed of the big ideas that shape the world and secure in their knowledge of British values	
The Curriculum Will:	Address the disadvantages and disruptions that all our students have experienced	Be engaging, exciting and challenging - equip students with the tools to succeed in adulthood			Be broad and balanced, and promote community and environmental values & prepare for employment	Be supported by the best practice, trauma-informed therapeutic milieu that ensures safeguarding	Support us to shape provision around each student's EHCP agreed development needs	Enable bespoke student pathways from social isolation to independence and onto employment	
Implementation - How do we organise learning?									
The Phoenix Model for Provide Life Skills and Employability	Core, Humanities & Option Lessons	Wide Range of Enrichment Activities	Vocational / PSNCE / RSE / Life Skills		Gatsby Careers Provision and Specific Employability Skills	Trauma-informed Therapeutic Input			
Means of Delivery:	Teaching of Reading and The Love of Story	Daily Teaching of Number & Shape etc	Bespoke Option Timetables	Assemblies & Displays	Mealtimes & Transitions	School Ethos (modelling)	Community Projects	Off-site Visits	Community Access & Navigation
Whole Curriculum Dimensions:	Independence	Maths & Financial Awareness	English Inc. Reading	Enterprise / Employability	Health, Beauty & Fitness Trades (Inc Barbering)	Vehicle Trades	Land-based Vocational (Inc. Care)	Building Trades	Catering & Hospitality
Statutory Guidance and Expectations	"A good school achieves a careful balance. Balance is the constant challenge when schools plan. Time is limited. Therefore, choices need to be made about what to do when, how much depth to pursue, which ideas to link together, what resources to draw on, which way to teach, and how to make sure all pupils are able to benefit as each new concept, construct or fact is taught." Amanda Spielman HMCI (2018)								
Impact - How well are we achieving our aims?									
Evaluating Impact	Does every student enjoy school?	Is every student a reader?	Aspirational expectations for all students	Is every student sufficiently confident?	Is every student equipped with sufficient numeracy and literacy to take their place in the world of work?	Is every pupil a leader?	Is every student sufficiently independent to thrive as an adult in society?	Do all students have the knowledge and understanding to make healthier lifestyle choices?	Completed Phoenix Health Passport
Accountability Measures	Optimum Attendance Positive Engagement Participation & Achievements.	Meeting Ambitions Reading targets annually Reading ability not preventing students from achieving the highest level of qualification	Leaders, staff and students share a strong desire for advancement	Able to participate in society and make their voice heard Significantly more confident than on arrival at Phoenix Bay	Clear Pathways to Employability	A Leadership Role in School and/or Beyond. School delivers the Knowledge Understanding Skills and Experience to be a leader	Significant progress along Phoenix Bay Disciplinary Table	Living Significantly Healthier Lifestyles Than On Arrival At Phoenix Bay	



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