

# Durants School

**Prospectus  
2016-2017**



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## **Contents Page**

1. Welcome
2. How To Find Us
3. Philosophy
3. Parents/Carers
4. The School Day
4. Our School Building
5. The School Grounds
5. The Staff Team
6. Safeguarding Children
6. The Curriculum
7. Inclusion and the Winchmore Additional Resource Provision
7. Transition
7. Educational Visits
8. Behaviour
8. Uniform
9. School Meals
9. Absence
9. Complaints



## Welcome

Welcome to the Durants School prospectus. I hope you find it informative. However, a visit to the school will provide you with a real sense of the atmosphere and ethos of the school. Visits can be arranged through the school office.

Durants is a maintained special for pupils with autism. We cater for pupils from 11-19 with space for 100 pupils on roll. The school caters exclusively for secondary aged autism.

Pupils are placed in one of our three departments. We also now have a well developed post 16 provision. Due to the increasing demand for places at Durants Enfield Council have acquired the lease on an additional site for the school in Southgate.

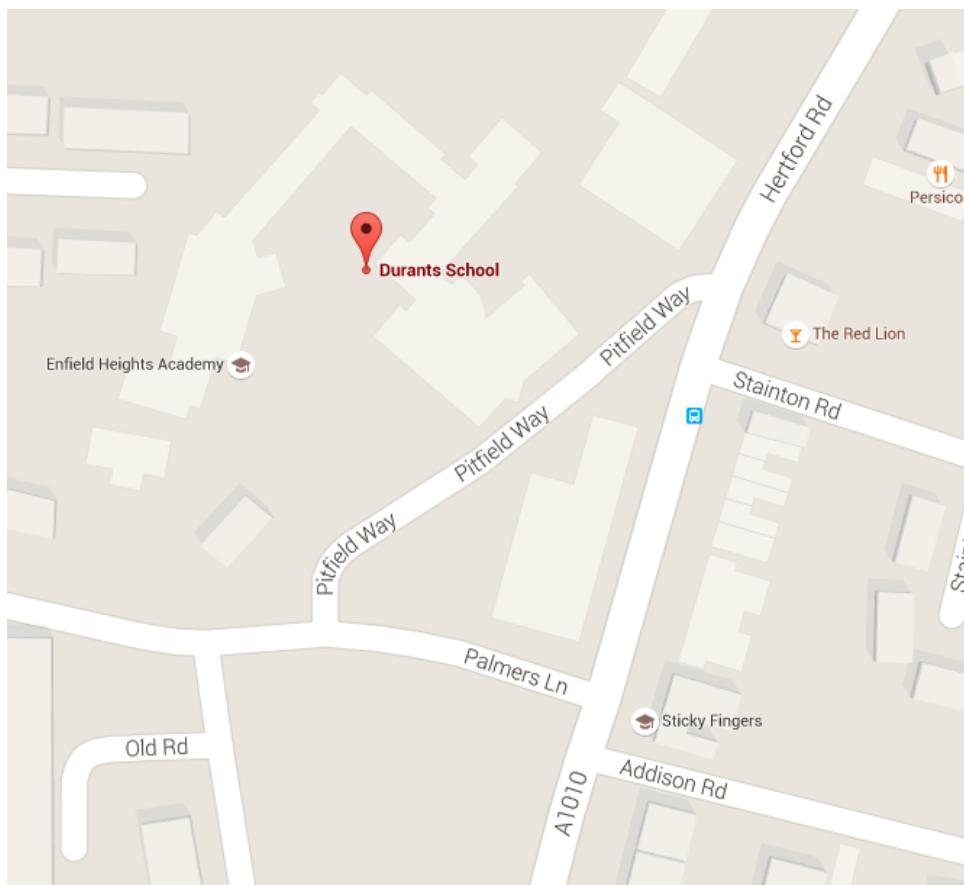
Currently Durants is situated in the North Eastern part of Enfield. The main part of the school is quite old but the Local Authority has added two new phases over the past five years in order to support the school in developing high quality provision for secondary aged pupils with autism. This work is still ongoing but it is clear that Durants school will be able to offer outstanding accommodation to facilitate the high quality education provided by our staff.

Our aim is to provide our pupils with an outstanding education where they can achieve in a safe, positive and enjoyable environment. We recognise that this will be achieved more easily by working in close partnership with parents and carers.

**Peter De Rosa**

Head Teacher

## How To Find Us



**4 Pitfield Way**

**Enfield**

**Middlesex**

**EN3 5BY**

**0208 804 1980**



## Philosophy

At Durants our aim is to provide the best possible education for every one of our pupils. To do this we focus on the individual needs of each pupil. No two pupils are the same and staff tailor programmes for each pupil so that they develop the skills and interests that are relevant to them in a way that best suits their learning style.

Education at Durants is both safe and enjoyable. We believe that pupils learn best when they are stimulated and



enjoying their work. The curriculum is designed with an emphasis on communication and core skills as well as creativity and physical skills. At the same time safety is always paramount and the risks of all activities are assessed before being carried out.

## Parents/Carers

Parents are the most important person in any child's life. They are the experts on their child and know them best. A positive relationship between home and school will help all our pupils. Parents are encouraged to use the home/school books provided. Telephone calls are also welcome, although preferably before or after school, and parents who bring/collect their child can also speak with class staff or come and see the Head Teacher.



Regular coffee mornings will be organised, we will send out newsletters every half term and our website will be updated regularly to keep you informed about what is happening at the school. You will also have the opportunity to discuss your child's progress with us at Open Evenings and at the Annual Reviews of EHCPs.

Durants also has a Family Support Adviser who provides invaluable support to all our families.



## The School Day

The school day begins at 8.50am with some pupils being transported by Local Authority transport. Others are brought by parents. Transport is provided in line with Local Authority guidelines.

Pupils have a mid-morning break with lunchtime from 11.45am-1.00pm. Lunches are cooked freshly on the school premises and are of a very high standard. There are always several choices including vegetarian options.

There is no afternoon break and the school day finishes at 3.00pm.

## Our School Building

Our buildings have developed considerably in recent years. Based around the old original building the school has been improved in two stages. This has given us a further fourteen teaching areas, the majority of which are especially suitable for pupils with autism as they have quiet rooms.



These rooms have enabled us to begin to further develop the additional resources such as a music therapy and a sensory integration room that are an integral part of provision for pupils



with autism.

Security has been improved significantly to ensure the safety of all pupils at Durants. The school is fenced with access via an entry system administered in the school office. The vast majority of areas and classrooms are accessible only by a security pass. This again enables close supervision of pupils and prevents access to unauthorized people.

We have a separate gym. Whilst essentially an old site the school has taken massive strides, with financial support from the Local Authority, to develop the quality provision for autism we have at the school.



## The School Grounds

Durants does not have a large site but pupils do have access to a pitch area as well as climbing equipment. Pupils have access to a playground area covered in soft surface as well as a fenced multi-sport area. We have also recently developed a sensory/quiet area at the back of the school.



Areas that support pupil development outside area include a:

- Swing area
- Bike track
- Sensory garden
- Adventure playground
- Trampoline

The aim is to develop our outdoor provision to help support the curriculum rather than simply being a playground.

## The Staff Team

Good staff are essential to pupils at Durants achieving well. We aim to recruit only the best staff and then provide them with high quality, ongoing training. Staff work as a team. This not only includes the teachers and teaching assistants who work directly in the class on a daily basis but management, office, premises and catering staff who work together to provide and maintain the highest quality provision.



In addition, we work closely with the support services who work alongside us in school. This includes the speech, occupational, dance and music therapists. We also work closely with outside agencies such as the Cheviots, the adult social services department and the local health service to ensure the additional support that our pupils may need is also well coordinated.

## Safeguarding Children

The safety and well-being of all our pupils is paramount. This begins with the selection and recruitment of staff and continues with regular training and updates in good practice. All staff have regular updates in child protection procedures.

We aim to inform you of any incident at school that may have resulted in an injury. Please contact us if you have any concerns when your child returns from school with an unexplained injury. It is also our legal duty to follow up any concerns with pupils such as unexplained marks. Please notify us of accidents at home that may have caused injury. In partnership we can ensure that all pupils at Durants have the protection and care they deserve.

## The Curriculum

The curriculum at Durants caters specifically for pupils with Autism . The National Curriculum is taught to all pupils but is adapted to meet the learning needs of each pupil. ASDAN and AQA courses which are nationally accredited are taught across the school.

We also provide statutory RE and Sex Education for all pupils. These are legal requirements but are again taught appropriately and sensitively.

Durants also has post-16 provision. We use ASDAN and AQA which are nationally accredited schemes that are specific to pupils with special needs and will focus on developing life and social skills as well as core skills.



Our aim is to fit the curriculum around the individual needs of each pupil. Lessons will be targeted at what pupils need rather than following a rigid curriculum. Pupils learning will be broad but with a focus on developing the skills they will need out in the community and post school. This provision will include work experience for those pupils for whom it is appropriate.

Emphasis is placed on communication skills, personal, social and health development and behaviour management. Specialist approaches, such as TEACCH and PECS are used in the school as appropriate and great emphasis is placed on the use of visual information to help our pupils learn.

It is our aim to provide a safe, relevant but exciting curriculum where pupils enjoy themselves, are stimulated and are motivated to learn and achieve.



## Inclusion and the Winchmore Additional Resource Provision

Durants has strong links with Russet House school and we have established an Additional Resourced Provision (ARP) at Winchmore Secondary School .This provides 8 places for young people with autism to have access to mainstream provision. It is good practice to give as many pupils as possible the opportunity to access mainstream provision. However, this provision must be appropriate and benefit our pupils.



Inclusion may not benefit all pupils at Durants and will be arranged for individual or groups where it is agreed with parents that it will extend an individual's learning opportunities.

## Transition

We acknowledge that it can be a worrying time when your child leaves Durants. All pupils will work on a transition programme that will, in conjunction with parents and any other agencies involved, smooth their path into their post school placement. This process will take place over their last two years in school.

## Educational Visits

A strong part of the ethos at Durants is to prepare our pupils to take their place in the community. Teachers are strongly encouraged to plan educational visits and trips that use the world outside of Durants as a resource in supporting lessons and learning.

For instance, using money will be taught in the classroom but will also be used practically in local shops. When cooking pupils will go and shop for ingredients rather than the teacher simply bringing them in and art groups will visit museums in London to see exhibitions rather than simply looking at magazines or the internet. Where a cost is involved parents will be asked to make a voluntary contribution to trips.



Health and safety is a high priority for school trips and teachers plan visits in conjunction with the educational visits co-coordinator. On departure each group is checked and authorized by a member of senior management.



## Behaviour

Helping our pupils to manage themselves is a key feature of our work at Durants. Our aim is to help pupils have self-control rather be controlled. All pupils are aware of the school's expectation of them and this is developed through lessons, assemblies and informal social sessions.

Pupils who need more help in this area will have a behaviour plan that outlines behaviours to be worked on and strategies to achieve this. Parents will be consulted on behaviour plans to ensure consistency and continuity for pupils. These plans are reviewed regularly.

In exceptional circumstances the school does use a physical intervention technique called APPROACH which is a nationally accredited and registered scheme. This enables trained staff to manage pupils in specified circumstances in which they may be in danger themselves, be a risk to others or be damaging property. Physical intervention is used rarely, as a last resort and only when absolutely necessary. It can only be used with pupils when identified in their Behaviour Plan which is agreed by parents. All instances of physical intervention will be recorded and parents will be notified.

## School Uniform

In accordance with the wishes of the majority of our parents we do have a basic school uniform at Durants School that is compulsory for all pupils up to Year 11.

The uniform consists of:

- Plain navy jumper, cardigan or sweatshirt.
- White shirt, blouse or shirt, polo shirt (short or long sleeved).
- Plain grey skirt or trousers (no logos on clothing please).

Pupils in the Sixth Form are expected to dress suitably for school.



We recognise that some pupils with Autistic Spectrum Disorders may have particular preferences and dislikes in relation to clothing. Please discuss any difficulties in this area with us.



## School Meals

Durants has exceptional school meals. Lunch is cooked freshly on-site every day and is of a very high standard. Pupils all choose what they want from an extensive menu and it is quite common for each member of a class to have something different.

Staff eat lunch with the pupils if possible and the lunch session is seen very much as a learning time where pupils are helped to develop their communication and social skills.

Some pupils will prefer to bring a packed lunch. Pupils who choose to do this will always eat with their class.



## Absence

We would prefer all pupils to be in school every day to maximize their learning but accept that, on occasions, pupils will need to be absent from school. No authorisation can be given for holidays in term time.

If your child is going to be absent please notify the school in the morning, preferably by phoning the school office by 8.00am. If we do not hear from you we have a statutory duty to contact you.

If your child has a pre-arranged appointment please let us know by notifying the class teacher via the home/school book or by phoning the school office.

Family holidays should not be arranged in school time. In exceptional circumstances families wishing to take their child out of school should seek permission in writing from the Head Teacher. This can be for maximum of two weeks per year.

## Complaints

If something happens that you are unhappy about at school please contact us as soon as possible. Talk to us so that any issues can be resolved as quickly as possible.

Please contact the class teacher first if appropriate. If this is not possible or appropriate then contact the Head Teacher. If you feel that your complaint has not been satisfactorily dealt with by the Head Teacher you must contact the Chair of Governors.