



Durants School

Prospectus
2019-2020

*An Autism specific maintained
Special Needs Secondary School
for young people aged 11-19*

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Welcome

Durants School is a maintained special school that caters for 127 pupils, (over two sites – Southgate and a provision at Winchmore School) from the age range of 11-19. We are a secondary autism specific provision in the borough of Enfield. In conjunction with Enfield Local Authority, the school has recently developed a brand new site in Southgate. This is a state of the art autism provision with facilities such as a rebound therapy room, sensory integration room, life skills and creative art rooms.

At Durants we are proud to be working with our young people and their families. Our passion is to ensure that all the pupils attending Durants are supported to manage themselves, be resilient as well as achieve academically to the best of their ability.

Durants promotes a holistic environment for young people with autism, their families and the necessary outside agencies. Durants offers a person-centred curriculum that enables all students supported by their families to achieve and forge their own path into society and adulthood.

Preparing for independent living

Actively promoting good health

Teaching skills for employment

Helping to develop friendships, relationships and participate in the community.

Our Values and Principles

Independent Living	<ul style="list-style-type: none"> For all students to do as much for themselves as possible To provide routines, structures and communication strategies that support students to be independent To support all students to be safe
Friendships, Relationships and Community	<ul style="list-style-type: none"> For all students to have regular access to the community and to learn to be able to be safe Students to be supported to develop friendships and relationships that suit them as an individual To support students to understand social rules and behaviour
Good Health	<ul style="list-style-type: none"> All students to have access to appropriate and necessary health care Having a healthy diet and regular exercise Access to services that promote emotional well-being and good mental health
Employment	<ul style="list-style-type: none"> To develop individual skills that will be useful in the workplace To provide sheltered work placements in school that meet the needs of learners with autism To develop and foster relationships with suitable external employers

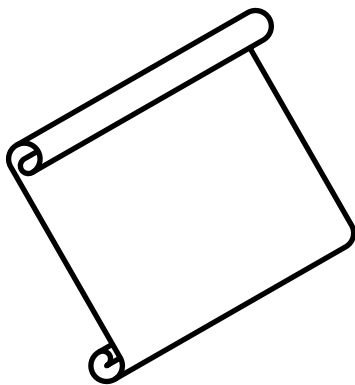
The strength of Durants lies in the quality of our staff, who work relentlessly to improve the outcomes and life chances for all our students. Our commitment is to work in partnership with our parents to maximise the potential for everyone and to prepare our students to make the transition into adult life.

If your child is of secondary school age and has a diagnosis of autism please contact us to discuss how we can support them either at Durants or within our satellite provision at Winchmore School. We are always happy to show you round our school.

Rachel Carli
Headteacher

Durants School

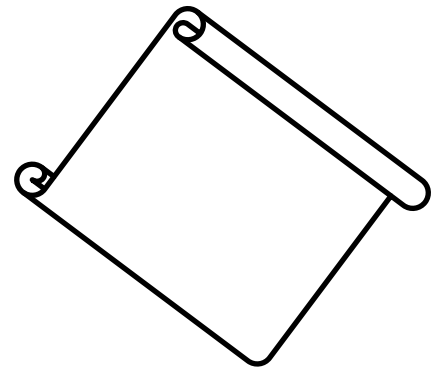
HOW TO FIND US



HIGH STREET
SOUTHGATE

LONDON
N14 6BN

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. We have a bespoke curriculum, designed with an emphasis on communication and core skills as well as life skills, creativity and physical skills. At the same time safety is always paramount and the risks of all activities are assessed before being carried out.

Positive Behaviour Support (PBS)

Durants School has adopted the PBS approach. The focus of PBS is on supporting pupils to be happy and to participate within their family, school and

Community. Durants school is adapting the framework provided by “The Zones of Regulation: A curriculum designed to foster self-regulation and emotional control. (Kuypers, 2011)

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 is 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

Durants school is now situated in Southgate, recently opened in September 2019. This building was formally known as the Minchenden Site and has been transformed into a spacious purpose built school that is suitable for pupils with autism. This new building contains a plethora of working spaces to



cater for the needs of all the pupils.

As well as functional classrooms, the building also contains: A music therapy and a sensory integration room, rebound therapy room, Sensory wet room, and a sixth form common room, that are an integral part of provision



for pupils with autism.

Security has been improved significantly to ensure the safety of all pupils on the premises. 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 new life skills and art room allowing creativity to flourish within and whilst essentially an old site the school has taken massive strides, with financial support from the Local Authority, to develop into a new quality provision for pupils with autism.

The School Grounds

Durants does not have a large outside area but pupils do have access to a play-ground area which houses a variety of sturdy equipment, suitable for purpose as well as a large number of seating areas for both adults and pupils.



Areas that support pupil development outside area include a:

- Two bucket swings
- Two trampolines
- Gym equipment
- Climbing frame

The aim is to develop our outdoor provision into supporting communication and social skills as a continuation of the curriculum rather than simply being a playground.

Once a week Durants is visited by our very own Therapy Dog called Godfrey. These visits are treasured by both pupils and staff.



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 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 . It is a bespoke diverse curriculum, taught to all pupils but is suitably adapted to meet the learning needs of each pupil. ASDAN and AQA courses which are nationally accredited are taught across the school. We have also introduced the AET Provision guidance, incorporating it into our curriculum, focusing on non-curricular areas.

We have integrated statutory RSE (Relationships and Sex Education) into our curriculum for all pupils. These are legal requirements but are again taught appropriately and sensitively.

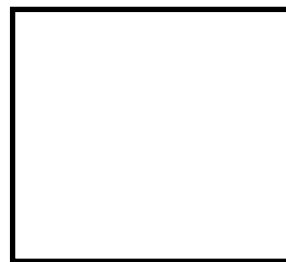
Post 16

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, PECS , and Language boards 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 enthused 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 you 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 than be controlled. We strongly believe in following the principals of PBS (positive Behaviour Support) as previously mentioned. 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.