

# VICTORIA PARK

## PROSPECTUS

MOTIVATE | EDUCATE | INSPIRE



# VISION STATEMENT

## MOTIVATE

'Compass Community Schools motivate children and young people to engage with education and overcome barriers to learning. Our vision is

## EDUCATE

to inspire learners to make positive life choices and to provide pupils with a therapeutic education which enables them to make the most of

## INSPIRE

their life chances."

## OUR ETHOS

- A passion to include everyone
- A desire to treat everyone equally
- An ability to respect difference and diversity
- To celebrate all achievement
- A commitment to healthy, open and respectful relationships
- A deep sense of purpose that things can change and be transformed for the better
- A sense of perseverance to keep going for as long as it takes
- An acceptance that failure is not the opposite of success, it is a part of success



I want to thank you and your staff for all the support and guidance you are giving N. A was really impressed with the school and yourself, and acknowledged how hard you are trying. She stated that you are exceptional in your desire to support him. It really is a pleasure to work with you.

# Compass Community School

## VICTORIA PARK

I am very privileged to be the Director of Education Services at Compass Community Schools. Every day I work with a talented team of qualified education professionals who are passionate about providing a safe, nurturing and engaging environment within which all young people can learn.

Central to our approach is the children's emotional and attachment needs as we know that, once these are addressed, effective learning can happen. This can sometimes be challenging but as a team we are committed to supporting our pupils through the whole learning journey. We are extremely fortunate to work with a team of psychologists and therapists working closely with us to provide a 'team around the Young Person'.

This therapeutic approach helps us to understand the child holistically and consider how they might best engage in education, especially considering many of the pupils may have had negative educational experiences before joining us.

We are passionate about all children accessing and most importantly, enjoying education. Our aim is for our pupils to continue to be lifelong learners and are motivated to make the most of the opportunities that they may encounter. We maintain high aspirations for all our pupils and recognise that not all learning happens inside a classroom; our school curriculum provides a wide range of opportunities and experiences to engage and inspire our learners.

We take great pride, not only in the work that we do, but also the academic and emotional accomplishments of the young people we teach and look forward to enabling all of our young people to build self-belief, friendship skills and resilience.



Rebecca Slayford  
Director of Education Services



# STUDENT WELFARE



**At Compass Community School Victoria Park our children are at the very heart of every decision we make. We strive to deliver a holistic education experience which helps children develop personal qualities, which are valued in British society such as thoughtfulness, honesty, respect for difference, moral principles, independence, and self-respect.**

We aim to develop young people who are responsible, caring and respectful of others, and who have a strong sense of fair-ness and what is 'right'. We want them to treat others as they would like to be treated themselves and to understand and celebrate diversity and difference.

The school will help our children and young people to develop an inner discipline and will encourage pupils to not just 'follow the crowd' - they will make up their own minds and be ready to accept responsibility for what they do. They will grow through making choices and holding to the choices that they have made. They will want to be honest with themselves and with others.



# ADMISSIONS AND SCHOOL VISITS



**Compass Community School Victoria Park welcomes referrals from Local Authorities and directly from parents and carers, as well as referrals for pupils with placements in Compass Children's Homes and with Compass Foster Carers.**

Before a student starts their placement at a Compass Community School, we endeavour to gather as much information as we can about them to ensure that can support them in the right way, right away. This includes their most recent EHCP or PEP where present, school reports, EP Assessments and anything else that might help us to understand the child. We also request end of KS2 results so we can build an accurate picture of a pupil's individual needs and set suitably challenging targets. We seek input from all appropriate parties including parents and carers, previous schools and all other professionals in a child's network.

When a pupil is placed at a Compass Community School, part of the initial planning process will include:

- Arrangements for the child, parent/carer to attend an informal visit to the school
- Sharing of key info and policies with the child, parent or carer
- Arrangements for baseline assessment by the school
- Specialist staff to develop a short induction timetable to support their transition into our school environment

School visits are an integral part of the admissions process. They are a great opportunity for pupils and their parents or carers to ask questions, get a feel for the environment and see what our schools have to offer. Some pupils may need multiple visits before they start with us, which we are more than happy to arrange, as well as visits from relevant professionals.

# LEARNING FUNDAMENTALS



Compass Community children are fabulous and diverse individuals who we are very privileged to teach. Our pupils can come to us at any stage within their educational career, with a wide range of experiences of education, be that positive or negative.

Many children in our schools have experienced trauma or may present with anti-social behaviours that require a specialist and therapeutic approach to enable them to re-engage with education and reach their full potential. Our curriculum considers the individual nature and starting points of our pupils. It is ambitious, adaptable and developed to support all of our pupils to become lifelong learners.



Jade and her team around her support S 110%. We have really come on a journey with the school, they have supported our home and understood the difficulties S has faced with education and anxiety. Thank you all.

# OUR CURRICULUM

Our school ethos aims to create young people who are going to be able to both fulfil their academic potential, and to become resilient, successful and good citizens functioning in a diverse and varied community. To drive our ethos we deliver a curriculum which allows our young people the opportunities to develop and flourish, using the National Curriculum as our starting point.

We split our curriculum delivery into three key areas, knowing that if our pupils can learn to understand their social and emotional needs and manage their own behaviours, learning and self-actualisation is significantly more likely to take place.

We believe in providing quality experiences, both within lessons and through opportunities to develop cultural capital, and the curriculum has been developed with our Behaviour for Learning approach at its core, specifically developed to encourage resilience and work ethic.

## Broader Curriculum

Our broader curriculum includes the delivery of lessons such as History, Geography, the Arts, Food Technology, D&T, Physical Education and languages.

## Core Curriculum

All pupils access a core curriculum which is appropriate to developing their understanding from our baseline assessments. The Core Curriculum subjects are English, Maths, Science, Computing, PSHCE and SRE lessons.

## Parallel Core Curriculum

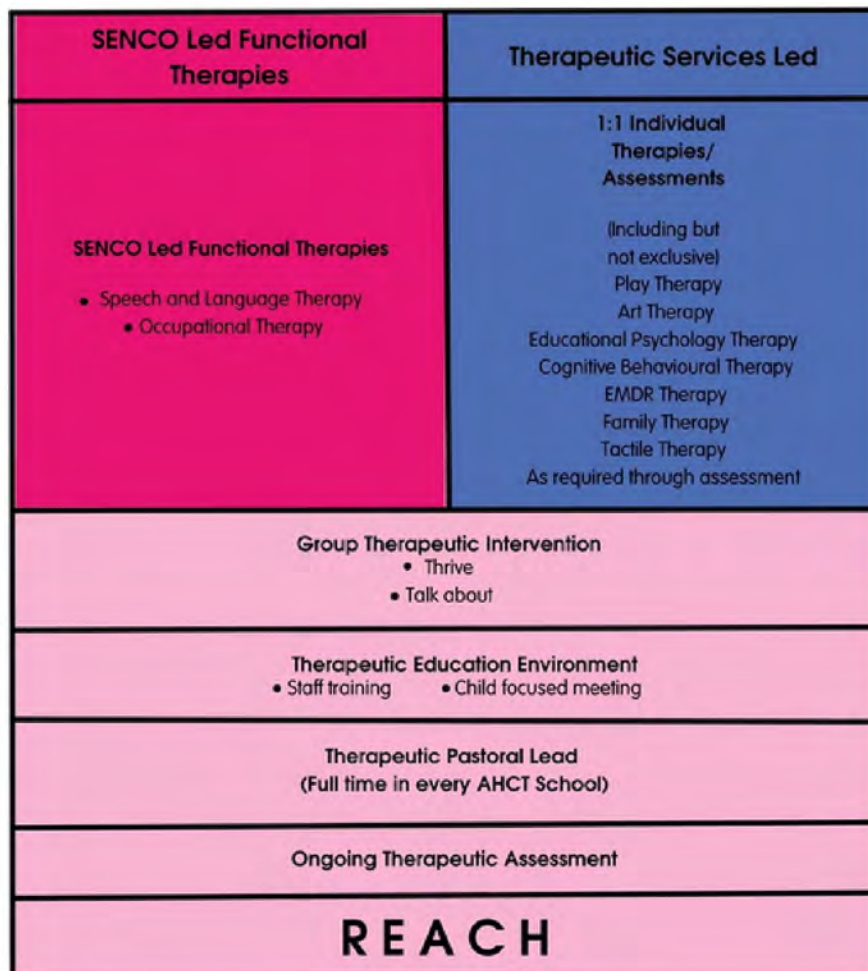
The Parallel Core Curriculum is integral to our aims in developing a child holistically and supporting them with re-engagement in education. The Parallel Core Curriculum looks specifically at pupils' metacognitive and learning skills to develop their overall approach and attitude to school and to society. Here, children can 'Learn to Learn', develop their Social-Emotional Learning, hone their Social Skills, and engage in targeted Social and Emotional Wellbeing (SEW) interventions. Experiences that develop a pupil's Cultural Capital are also cornerstones of the Parallel Core Curriculum such as educational trips, listening to guest speakers and providing novel and exciting real-world, life experiences.

# THERAPEUTIC EDUCATION



Our Multi-Disciplinary Therapy Teams support children in our schools and are able to offer a vast range of therapies and assessments. We offer bespoke child care packages with therapy at the centre of all we do, to ensure each individual child has the best possible outcome.

## Our Education Therapeutic Model





# CAREERS ADVICE



**We take our pupils' aspirations very seriously and helping them to plan for their future, and to be excited about it, is essential. This includes providing regular access to impartial career information, advice and guidance in a variety of forms, as well as support to make informed decisions throughout their educational journeys and plan for further education.**

Career planning and development is an integral part of our curriculum. This may include developing business and entrepreneurial projects, developing citizenship skills, taking an active role in the student council or researching routes into their chosen profession and seeking work experience to prepare for it.

Compass Community Schools understand that children can experience a wide range of barriers to learning and are committed to facilitating discussions and interventions to help them overcome these obstacles in order to have the best possible start in life.



**Angela Hall**  
**Post 16 Coordinator**

"My role as Post 16 Education Coordinator involves providing advice and guidance to both colleagues and carers across Compass, where there may be challenges with Post-16 Education. I also provide one to one career guidance in our Compass Schools to our students, and help develop our careers programmes."

# FACILITIES

## Facilities at Victoria Park

The environment children learn in is just as important as those teaching them. Victoria Park has been designed specifically for children with additional educational needs. There are larger classrooms for group work, and smaller breakaway rooms for when children need a quieter place to focus, or have support.

For a video tour of Victoria Park, please [click here](#).



# STAFFING



From Headteacher to Teaching Assistant, we carefully select staff for our school who have the drive, resilience and passion to change the lives of most vulnerable children and young people in our school. Our staff teams are made up of experienced and skilled teachers and support staff, who are dedicated to motivating, educating and inspiring our children.

The beauty of a smaller school is that our children benefit from more one on one, personalised support and encouragement from our teachers than a standard school.

All of our teaching team are given specialist, therapeutic training to help them understand and support the specific needs of each child learning in our school. We are dedicated to supporting our team's professional development, and always encourage and facilitate staff seeking further training and qualifications.

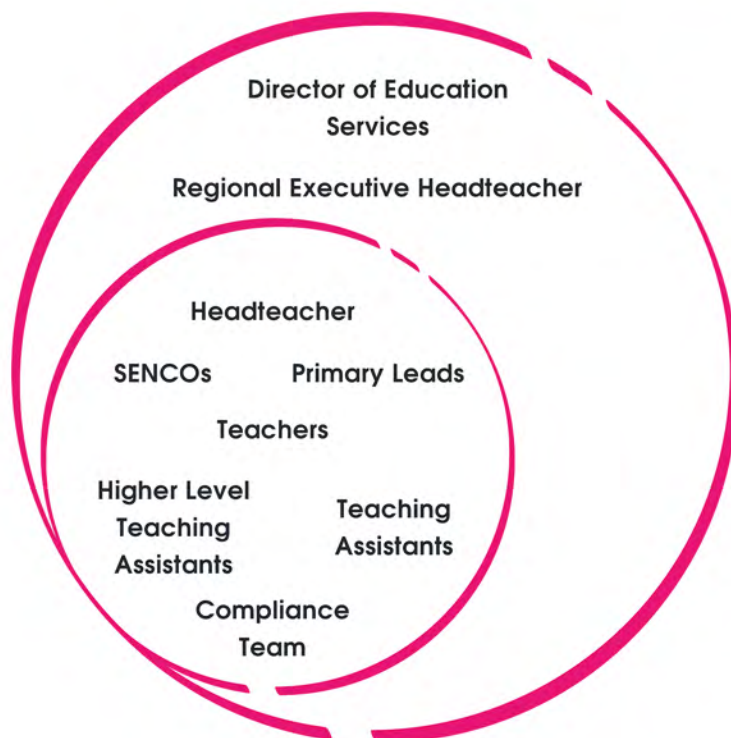


**Jade Gilchrist**  
**Headteacher at Victoria Park**

We strive to deliver a holistic education experience which helps children develop personal qualities, which are valued in British society such as thoughtfulness, honesty, respect for difference, moral principles, independence, and self-respect.



Each of our school structures are slightly different depending on children's ages, abilities and learning needs, but the team are made up of the following roles.



We have had consistent communication between us and school to ensure we are all aware of any issues that may have arisen. Victoria Park work closely with us to manage behaviour to ensure our young person is meeting their targets to the best of their ability.



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**[www.compass-schools.org](http://www.compass-schools.org)**

**For more information please contact**

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**Strategic partners working with Compass Community Schools**

