

Watermelon Independent Schools



Phoenix School

Watermelon Independent Schools aim to provide an outstanding, and highly personalised, educational experience for children and young people with high levels of anxiety associated with autism spectrum disorder and/or early trauma, enabling them to overcome barriers to learning and achieve academic and personal success.

Our Aims

Through specialist teaching, well-planned interventions and a range of therapeutic support, we aim to meet the needs of the most vulnerable young people and start the journey to transforming their futures.

Watermelon Independent Schools provide a bespoke education package for each pupil which meets their educational, social and emotional needs. At Watermelon Independent Schools, we aim to:

- provide a happy, safe and nurturing learning environment where all pupils are supported so they can grow and flourish
- meet the social, emotional and learning needs of each pupil through the delivery of a flexible, highly personalised and creative curriculum
- achieve excellence in education and curriculum delivery

- build pupils' resilience, wellbeing and positive mental health within the context of a safe, therapeutic and nurturing learning environment
- improve pupils' self-esteem by celebrating progress and success
- provide appropriate behavior support, specialist and therapeutic intervention

Our values and ethos

Our aim is to re-engage pupils in the life and routines of school and develop well-adjusted and skilled young people who can contribute positively to society and lead productive and purposeful lives.

Through a broad, balanced and rich secondary school curriculum; one that is highly personalised and closely tailored to each pupils' level of ability, interest and aspirations, we will meet the needs of the most vulnerable young people.

Pupils are set aspirational targets and are given the opportunity to work towards meaningful qualifications.

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Phoenix School



A word from our Governor:

"I became a governor of a special educational needs school because I am deeply passionate about ensuring that every child, regardless of their individual challenges, has access to an education that nurtures their potential and supports their unique needs. I believe that every child deserves the opportunity to thrive, and SEN schools play a vital role in creating an inclusive and empowering environment for students who need it most.

This role allows me to contribute my skills, experience, and dedication to help shape the school's vision and ensure it provides the highest standard of care and education for its students. I was particularly drawn to the opportunity to advocate for policies and practices that prioritize equity, inclusion, and well-being, ensuring that no child is left behind.

Having seen first-hand the challenges and triumphs of individuals with special educational needs, I felt compelled to contribute to a school that prioritizes their growth and well-being.

Becoming a governor allows me to use my experience and skills to support the school's mission and ensure that every child has the opportunity to flourish".

Zak Jonah
Chair of Governors



Phoenix School

Admissions

Admissions to Phoenix School are managed through referrals from the pupil's Local Authority. The referral process is as follows:

Stage 1: Referral Submission

The first step is for the local authority to submit a referral to our school admissions team. This referral will typically include the child's or young person's Education, Health, and Care Plan (EHCP).

Stage 2: Assessment

Upon receiving assessment approval from the local authority, a thorough and appropriate assessment will be conducted for each child. Continuous communication with the family will ensure they are kept informed of discussions and considerations.

The assessment team at Phoenix School will review all the documentation and make any necessary arrangements. Assessments may involve:

- A visit to Phoenix School (for parents/carers and the child, if appropriate).
- A visit to the child's current home/provision/school/residence.
- Requests for additional paperwork and information.
- Reviewing any further received documentation.
- Meeting the child and a relevant professional who has previously worked with them.

Stage 3: Offer of placement

Following a successful assessment, an offer letter will be sent to the local authority, suggesting a start date for the child. Once the offer of a place has been accepted, we will advise the parents or carers and begin planning the transition process.

Watermelon Independent Schools

Phoenix School



Stage 4 – Transition

A tailored transition package will be arranged in agreement with parents/carers and will commence when appropriate. Start dates will vary depending on term times, individual cases, and our capacity.

The above process may vary slightly depending on the actions of the individual Local Authority.

Initial Enquiries and Visits

We understand the importance of finding the right school for your child. Initial enquiries and informal visits are always welcome. These visits provide an opportunity to see our facilities, meet our staff, and get a feel for our supportive environment.

To arrange a visit, please contact our school directly. We encourage visits from parents, carers, and professionals who are interested in learning more about what we offer.



Phoenix School

Our Learning Fundamentals

At Phoenix School we strive to provide a curriculum that supports the needs and aspirations of our diverse range of pupils.

Phoenix school is a specialist EBD school for 11-16 year old pupils neighboring in the West Midlands, Birmingham. The school meets the needs of a diverse group of pupils with Social ASD (Autism Spectrum Disorder) and a range of associated needs.

We provide EHCPs (Education and Health Care Plan) to our students in order to support them in every aspect and help them reach their maximum potential. Additionally, we use alternative learning methods to encourage and empower students who experience SEMH (Social Emotional and Mental Health) as a barrier to learning.



Watermelon Independent Schools

Phoenix School



Our Curriculum

Here at Phoenix school, we cover a wide range of subjects in addition to our core curriculum of Math's, English and Science

From functional skills to careers guidance, we cover everything to ensure our pupils leave our school prepared for their future career endeavors, no matter what they may be.

Our academic curriculum is supported by a robust pastoral, and enriching extra-curricular programme, designed to build Cultural Capital and equip students with the necessary skills for adult life.

The following demonstrated the various ways we meet the requirements of education (independent school standards) regulation 2014 through our curriculum:

| Aspect | KS3 | KS4 |
|--------------|-----------------------|---------------------------|
| linguistics | English KS3 | GCSE English Language |
| | ELC | Functional skills L1 & L2 |
| | Phonics Interventions | ELC |
| | Reading | Reading |
| Mathematical | Math's KS3 | GCSE Math's |
| | Equals KSE | Functional skills L1 & L2 |
| | ELC | ELC |
| Scientific | Science KS3 | GCSE Combined Science |
| | ELC Science | Single science |
| | | ELC |

Watermelon Independent Schools



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INDEPENDENT : SCHOOLS

Phoenix School

| | | |
|--|---|---|
| Technological | Computing KS3 | Functional Skills L1 & L2 |
| | ELC I.T | BTEC |
| Human and social | Humanities KS3 (history, geography & Religious studies) | GCSE Geography/History |
| Physical Education | P.E KS3 | BTEC Sport |
| Aesthetic and Creative | Art and Design KS3 | GCSE Art and Design |
| Personal, social, Health and Economic Education (PSHE) | PSHE association Programme of Study KS3 | PSHE Association Programme of Study KS4 |
| | My relationships and Sex Education | My Relationships and Sex Education |

| | | |
|---------------------------------|-------------------------|---------------------------------|
| Career Education and Guidance | PSHE | PSHE |
| | Morrisby Careers | Morrisby Careers |
| | National Career Service | National Career Service |
| | | Local Authority Career Guidance |
| Preparation for life in Britain | Educational Visits | Educational Visits |
| | Guest Speakers | Guest Speakers |
| | Work Experience | Work Experience |
| | DofE Award | DofE Award |
| | | College Visits |

Watermelon Independent Schools



Phoenix School

Our Staff

All members of staff are trained with the utmost care to ensure that your children will be protected and cared for as a member of our school, including those with SEND or SEMH.

Our teaching staff are specialists in their respective fields and take a gentle, therapeutic approach to education, to support students who may require alternative learning methods to other schools. These alternative methods of learning are supported by our fantastic team of TAs (Teaching Assistants) who look to improve the typical learning experience and work closely with students, alleviating the anxiety many students may feel in lessons.

Our Headteacher

“At Phoenix school we are committed to each and every one of our pupils, providing specialist and support tailored to each individual’s unique needs and helping all pupils to achieve full potential. The pupils often come to Phoenix with negative perceptions of the education system, having experienced repeated rejection. We are dedicated to turning their experience of learning into a positive one.”

“Choosing a school can be a daunting experience. We hope that this prospectus will give you a flavour of what happens at Phoenix school distinctive and special. Our team work very hard to ensure pupils achieve great academic standards and also committed to providing extra curricular experiences that support our pupils’ personal and social development.”

Sharon Kaur
Head of School
sharon@watermelonschools.com