



Novalis
Trust

Cotswold
Chine School

A safe place to live and learn

Trauma-informed, attachment-focused and
relationship-based care, therapy and education.

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Welcome

Much has changed at Cotswold Chine School since it first opened its doors over 65 years ago. One thing, however, has remained the same: our belief that good relational health and secure attachments are key to enabling children to thrive and achieve their full potential in life.

Children come to Cotswold Chine School for a variety of reasons and from a range of backgrounds, but what they all share is a need for something different to mainstream education. A more caring, nurturing and therapeutic environment. Somewhere which adopts a more personalised and sensitive approach. A place where it's fine to be different; where difference is something to be celebrated.

What most people first notice when they visit the school is the strong sense of community. The fact that we place so much importance on positive relationships plays no small part in this. It is one of the many reasons which explain why Cotswold Chine School is such a homely, safe and therapeutic place for young people to live and learn.

Whilst the needs of those who come to Cotswold Chine School are often complex, our core values – kindness, empathy, creativity, curiosity and positivity – are very simple. We're fortunate to have an exceptionally dedicated staff team who not only embody these values but who also have the skills and experience needed to really understand the particular challenges faced by children with relational, attachment and other complex needs.

We also understand that overcoming those challenges is a team effort that involves working in partnership with families and other professionals. It is by working together that we're able to help our young people achieve outcomes that might otherwise have seemed unattainable. Whilst our ultimate aim is for each and every child to flourish and to develop the skills they need to make their way in the world, we never lose sight of the importance of ensuring that they take with them plenty of happy and positive memories of their time at school.

I hope this prospectus helps to provide an insight into what life is like at Cotswold Chine School. Of course, it is only possible to scratch the surface in a booklet such as this – if you would like to find out more, please do come to visit and we will be delighted to show you around.



Jake Lukas RSW, MBASW

Chief Executive,
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About Cotswold Chine School

Cotswold Chine School was founded in 1954 as an independent special school for children and young people with complex learning needs and associated social, emotional and behavioural difficulties.

As one of the few schools in the country to adopt a truly 'trauma-informed' and 'trauma-responsive' approach to care, therapy and education, Cotswold Chine School is internationally recognised for its expertise in helping young people to overcome trauma and other difficulties associated with adverse childhood experiences. Its reputation for being one of the most progressive and forward-thinking special schools in the country means that we welcome pupils from across the UK.

Set in the heart of the beautiful Cotswolds, we are able to take up to 60 boys and girls between the ages of 7 and 19. As well as providing places for up to 18 day students, the school is registered as a children's home providing care and residential accommodation for up to 42 children and young people for 39-week through to 52-week placements.

'Its reputation for being one of the most progressive and forward-thinking special schools in the country means that we welcome pupils from across the UK'

"Excellent relationships between staff, pupils, parents and carers are fundamental to the success of this school"

Ofsted

Our highly skilled team of specialist teachers, carers and therapists have a wealth of experience in dealing with a variety of developmental, relational, educational, care and therapeutic needs including:

- mild to severe learning difficulties
- relationship and attachment disorders
- complex and developmental trauma and other difficulties associated with childhood trauma such as hypervigilance and chronic hyperarousal
- global developmental delay
- mental health conditions such as anxiety, depression, emotional/mental distress, social phobia and obsessive-compulsive disorder
- neurodevelopmental conditions such as autism spectrum disorder (including Asperger syndrome), sensory processing difficulties, ADHD, pathological demand avoidance, Tourette's syndrome, speech and language difficulties, dyslexia, dyspraxia, oppositional defiant disorder and foetal alcohol syndrome







About Novalis Trust

Cotswold Chine School is part of Novalis Trust, a Gloucestershire-based charity dedicated to the provision of trauma-informed, attachment-focused and relationship-based care and education for children and adults.

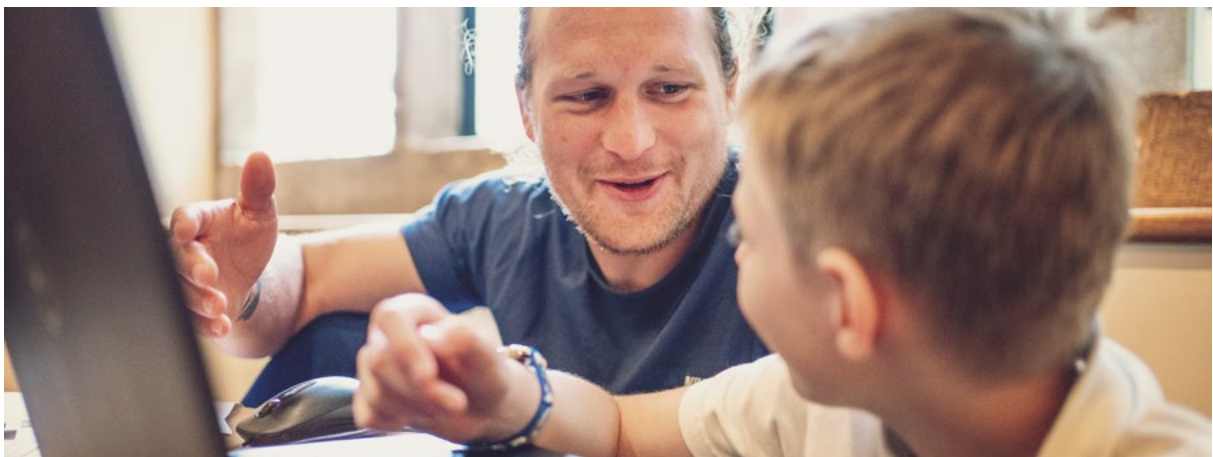
The other organisations within Novalis Trust are William Morris College (a specialist post-16 college for students with learning difficulties and other complex needs) and Paradise House (a home for adults with learning disabilities).



As well as sharing the same ethos and values, all three organisations share management, administration, maintenance, training and other resources in order to ensure that consistently high standards are maintained across the charity.

“Novalis Trust has demonstrated an unparalleled commitment to providing the highest quality service that I have ever observed in 40 years of practice”

Kevin Ann Huckshorn PH.D, MSN, RN, CACD



Our values

Our values not only represent the qualities we look for in our staff members, but they also provide a set of principles and beliefs that guide what we do as an organisation.



Kindness

We always strive to treat others with dignity and respect. We are caring, helpful and considerate.

"Do things for people not because of who they are or what they do in return, but because of who you are."

Harold S. Kushner



Empathy

We understand that life can sometimes be tough and we support others when they need our help.

We are accepting, open-minded and non-judgmental.

"No one cares how much you know, until they know how much you care."

Theodore Roosevelt



Creativity

We think outside the box to find imaginative solutions. We are always looking for new ways to make things better.

"You can't use up creativity. The more you use, the more you have."

Maya Angelou



Curiosity

We have a thirst for knowledge and are open to new ideas. We are inquisitive, questioning and eager to learn.

"Judge a man by his questions rather than by his answers."

Voltaire



Positivity

We look on the bright side and don't let problems get us down. We are enthusiastic, hopeful and optimistic.

"Though no one can go back and make a brand new start, anyone can start from now and make a brand new ending."

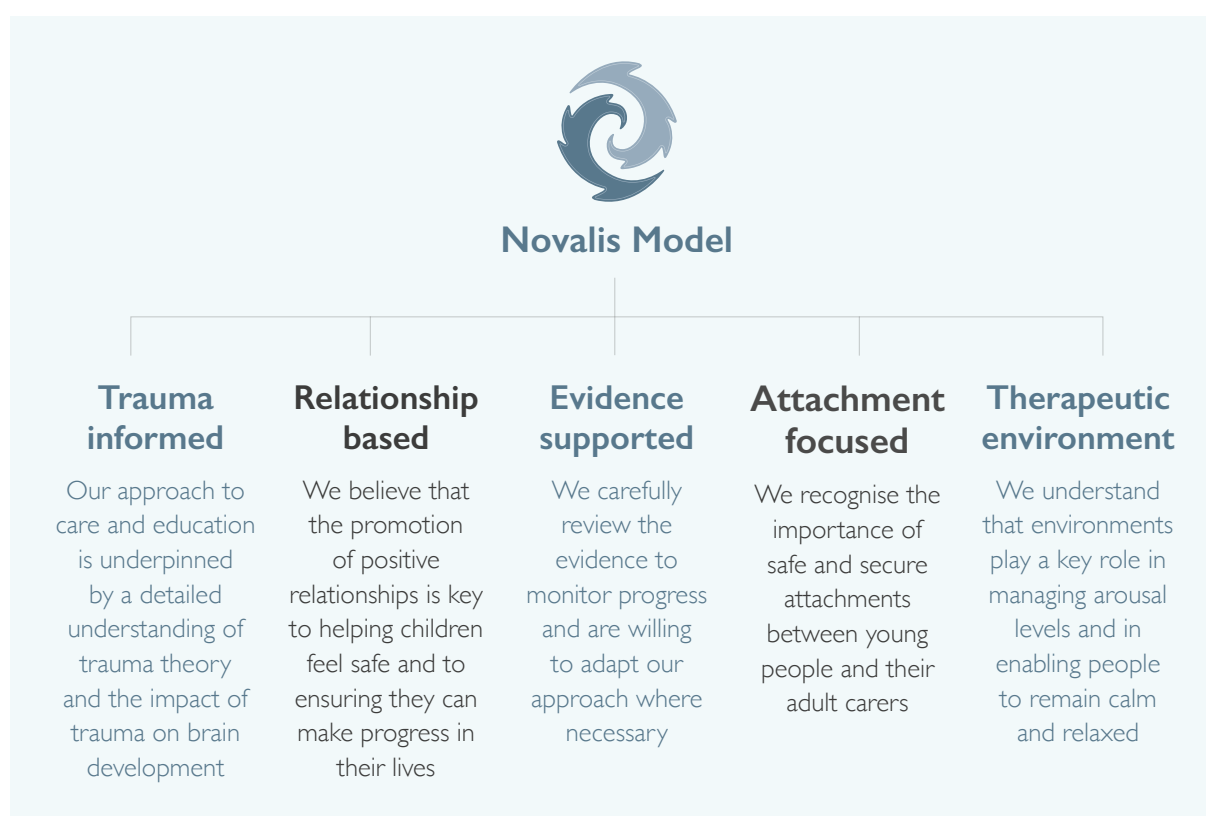
Carl Bard

Our approach – the Novalis Model

The school's approach – known as the Novalis Model – is based on many years of experience and draws on practice and research by some of the world's leading practitioners and academics in trauma theory, attachment-focused therapies and sensory integration.

Trauma-informed care

Because many of the young people who come to the school are affected by developmental and/or complex trauma, the Novalis Model involves a trauma-informed and evidence-supported approach which promotes positive relationships and secure attachments within a therapeutic low arousal environment. The model was developed after we received training in trauma-informed care from Dr Sandra Bloom (an internationally recognised expert in trauma-related disorders and co-creator of the Sanctuary Model) and is underpinned by a considerable body of scientific and academic research.



“Parents and professionals speak exceptionally well of the positive outcomes for their children. They describe the progress that their children have made since living in the home as ‘staggering’ and ‘amazing’”

Ofsted – 2019

Establishing a sense of safety

Central to the Novalis Model is the belief that establishing a sense of safety is a vital first step in enabling young people to regulate their emotions and to make progress in their emotional and social well-being. With that in mind, we do everything possible to ensure that all children feel physically, psychologically, socially and morally safe.

Physical	Psychological	Social	Moral
Physical safety is prioritised by carefully designing the physical environment to provide comfortable, homely surroundings and a calming atmosphere	Each young person is helped to feel psychologically safe by receiving therapeutic input from our team of clinical therapists	Social safety is enhanced by encouraging positive relationships with key adult attachment figures and through positive role modelling by all members of staff	Moral safety is cultivated through the promotion of a positive outlook and sensitive values including a commitment to non-violence, open communication and social responsibility

Each child's feeling of safety and stability is further enhanced through the establishment of planned daily activities and routines which convey a sense of structure, predictability and rhythm that may previously have been lacking in their life.

A culture of continuous improvement

We promote a culture of continuous improvement and we are constantly looking at how we can develop and refine our approach using the latest research and best practice from across the world.

A recent example of this has been the adoption of the Neurosequential Model of Therapeutics (devised by Dr Bruce Perry, one of the world's leading child trauma experts) in order to develop therapy plans. We have also introduced family meetings to support families to discuss and work through difficult issues and have appointed a Family Liaison Manager to help children stay in touch with their families and friends. This has had a positive impact on family relationships and has resulted in an increase in the level and quality of contact between many of our children and their families.

Staff are supported to reflect on their practice so that they can adapt their approach where necessary. Our staff training and development programme – including the Ofqual accredited **Level 4 qualification in Trauma-informed Care** along with the **Level 4 Certificate in Family Work** – is widely recognised to be industry leading. In addition to running our own staff development programme, we are regularly asked to provide training on our model of trauma-informed care to other organisations, both in the UK and overseas.

“Your application of trauma-informed and trauma-responsive principles and interventions leads the way and has caught the attention of US providers and colleagues”

Dr Janice Lebel – Director of Systems Transformation at MD Department of Mental Health



Personalised education and learning experiences

Many children arrive at Cotswold Chine School having had negative previous experiences of school, often with extended periods out of full-time education. We're proud of our record of helping them to re-engage with their education and inspiring them to discover the joy of learning and developing new skills.

A developmentally sensitive approach

Unlike many mainstream schools, we don't adopt a 'one size fits all' approach. Instead, we provide a developmentally sensitive educational programme which is personalised to reflect each pupil's interests, strengths and individual barriers to learning. A curriculum and appropriate learning targets are devised which are tailored to each child's needs and abilities.

A high teacher/student ratio of two qualified teachers per class of 6–8 pupils means that we're able to offer each child individual attention and support. Most of our students will have an Education, Health and Care Plan (EHCP) setting out the additional support that they require to meet their needs. Our teaching staff are skilled in helping every child to make the best possible educational progress, whatever their starting point.

The school day

The importance of rhythm and routines and the role played by the class teacher underpin the structure of each school day.

The day starts at 08.45 when students and staff meet in their classrooms for a "community meeting" at which students have an opportunity to describe how they are feeling, set goals for the day and are encouraged to ask for help if they need it. This is followed by a whole school themed assembly. Assembly themes include the celebration of festivals and traditions drawn from different cultures, as well as topics such as the environment, topical news stories, national events and personal development.

There is a short break between lessons from 10.15 to 10.45 and a lunch period from 12.45 to 13.30, during which residential students return to their houses for lunch and day students have lunch on the school site. The school day finishes at 15.30 except on Friday when we finish at 12.45.

Formal lessons are taught during the first part of the school day when students are most alert and receptive. From break-time onwards, we focus on more practical subjects such as design and technology, music, woodwork, pottery and art. These practical lessons continue after the lunch break, with the addition of physical education activities and 'enrichment curriculum' activities.

The curriculum

The curriculum followed by the school comprises three elements: the National Curriculum, the Vocational Curriculum and the Enrichment Curriculum. The content and progress within each subject area are mapped out in individual subject Schemes of Work and curriculum maps. All pupils are supported to achieve external accreditation for their learning via a range of examinations including GCSEs, BTECs, Functional Skills and Entry Level Certificates.

Literacy and numeracy skills are taught throughout the school day and all teachers cultivate and encourage students' development in these key areas. Creative and physical skills are developed through a range of activities including art, textiles, woodwork, photography and music. In addition, various sporting opportunities are available and all students use the school's 'Multi Use Games Area' (MUGA) for PE lessons.

"Teachers show drive, dedication and resilience, with an aspiration to provide pupils with high-quality learning experiences"

Ofsted – 2017

The National Curriculum

Key Stage 2 (ages 7–11) and Key Stage 3 (ages 11–14)	• Core subjects: English, Maths and Science • Foundation subjects: Art & Design, Computing, Design & Technology, Languages, Geography, History, Music and PE (including swimming and water safety) • Some subjects may be taught cross curricular: For example, languages may be taught with a lesson such as cooking where there is an opportunity to learn vocabulary or develop an understanding of the culture of a particular country.
Key Stage 4 (ages 14–16)	• Students have the option to reduce the number of subjects studied in order to concentrate on particular subjects of their choice. However, they continue to study the core subjects of English, Maths, Science and the Foundation Subjects of Citizenship, Computing and PE. • We also encourage students to follow the BTEC Home Cooking curriculum, helping to improve their food preparation skills and their understanding of the importance of healthy eating.
Post-16 students (ages 16–19)	• We recognise that students at this stage need access to a curriculum that will prepare them for adult life after leaving school. As a result, each student follows a highly personalised curriculum, with a timetable based on their individual needs and choice of subjects.
Personal, Social, Health & Economics (PSHE)	• We place a great emphasis on developing each student's understanding of day-to-day life skills including how to maintain a healthy lifestyle, managing money as well as the ability to keep themselves safe. PSHE lessons are delivered to all Key Stages. • Sex and relationship education forms part of the PSHE curriculum and is timetabled for Key Stages 3, 4 and Post-16 students. Sex and relationship education is delivered according to each individual student's abilities and emotional development, and class groups may be divided into smaller groups where appropriate.

The Vocational Curriculum

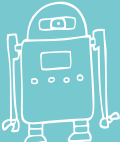
Preparing students for work and adult life is an important aspect of the school's curriculum. Students at Key Stages 4 and Post-16 can choose from a range of work-related and vocational opportunities which suit their individual needs, abilities and interests. These are generally in the areas of:

- Land and the environment (including gardening and horse care)
- Hospitality and catering
- Construction
- Business and administration (including office skills)
- Personal and work skills development

Whenever possible, we seek to gain accreditation for their vocational learning.

The Enrichment Curriculum

The Enrichment Curriculum is designed to complement the National and Vocational Curriculum. It is aimed at encouraging students to access and engage in learning in all areas of the curriculum, to develop new skills including independence skills, and to access work and the community.

	Environment	• Forest school • John Muir Award • Wiltshire Wildlife Trust Care Farm • Westonbirt Arboretum
	Curriculum enrichment	• Silly science • Zoolab • School of Larks • Walks with Hawks • Festival Players
	Independence	• Work experience • Life skills • Travel skills • My Cook Book • Transition support • Preparation for work
	Working with animals	• Therapy animals • Small animal care • Wiltshire Wildlife Trust Care Farm
	Arts/digital media	• Pin hole camera • Pottery • Carpentry • Digital making
	High achievers	• Exhibitions • Galleries • Theatre visits • Small group interventions • Workshops

Home Studies (homework)

We expect all students to complete one home study task each week and we encourage reading at home in order to build literacy skills. The amount of reading will vary between pupils, but we generally expect pupils to read for five minutes at least three times a week. At Key Stages 2 and 3, all students have a weekly home study reading task and their progress is recorded in a personal reading log.

Key Stage 4 and Post-16 students are assigned a weekly home study task to support progress towards achieving their personal education outcomes (EHCP objectives). Each student has an individualised termly homework chart and can choose which task to complete each week. We recognise that homework at Key Stage 4 and Post-16 may take many different forms and could include reading, written work, research tasks or practice of other skills as appropriate.

Regular drop-in sessions for the Key Workers of our residential students are arranged to ensure collaboration between the education and care teams to support individual student's outcomes. Students have a personal homework record to record progress and to provide an opportunity for parents and carers to give feedback.

Students who complete all their home study tasks each half term receive a certificate and a £5 retail voucher to recognise and reward their achievements. Certificates and vouchers are presented as part of a special class assembly.

Work experience opportunities

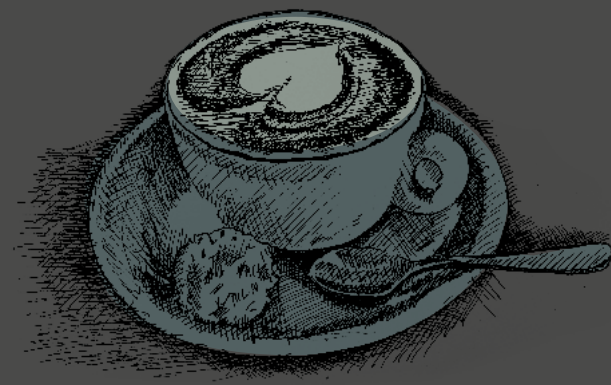
We encourage and support our older students to gain practical work experience to equip them with the skills they need in later life.

We're very fortunate to have on the school site our very own café (the Halfway Café) and shop (The Shop on the Common), both of which provide students with the opportunity to serve members of the public working alongside members of our staff. Not only does this allow them to acquire valuable practical skills associated with working in a hospitality and retail environment but it also helps to develop self-confidence and independence skills.

We also make use of the range of skills within Novalis Trust to provide our students with other types of work experience. This might include working within the IT, administration or training departments or with members of our maintenance team. Other opportunities include working at the local riding stables to acquire horse care skills.

“Children make outstanding progress in their education and in their emotional and social well-being”

Ofsted – 2019



Therapeutic support

One of the most important ways in which we help our young people gain a strong sense of psychological safety is through the provision of high-quality therapy by members of our clinical therapy team.

What is therapy?

Therapy is a way of supporting young people in a variety of areas and is often used to help them overcome their barriers to learning. It can range from talking through worries and feelings, building self-esteem and working on emotional regulation strategies, through to receiving sensory support and developing new skills for the future. Therapy works best when there is a trusting relationship between the young person and the therapist.



Types of therapy available

We offer a number of different forms of therapy – each child has different needs when it comes to therapeutic support, so we offer targeted interventions aimed at ensuring that all our young people can access therapy in a form that is most beneficial to them.

Speech and language therapy	This aims to support children with their communication, language and interaction skills. Our speech and language therapists offer support in many areas including social skills, emotional literacy, vocabulary enrichment and self-awareness.
Occupational therapy (OT)	OT provides practical support to children to enable them to overcome barriers to learning and to help them with daily life tasks. It can include support with self-care, functional skills, independence and life skills, sensory needs and motor skills.
Trauma-focused cognitive behavioural therapy (CBT)	CBT involves addressing problems in a very practical way. It aims to change any thinking or behaviour patterns a person may have which might cause or worsen a problem. This can have an impact on their feelings so that they can overcome the particular difficulty.
Creative therapy	Creative therapy offers children the chance to explore and communicate through the use of dance, drama and music. It aims to have a positive effect on emotional wellbeing and self-esteem and to improve their ability to communicate and concentrate.
Counselling	Counselling is a form of 'talking therapy' which gives young people the opportunity to think and talk through a problem or issue. It provides them with the chance to express their feelings and to explore options for overcoming the difficulty in question.
Psychotherapy	This helps young people find new ways to think about personal issues and difficulties by exploring how their feelings and thoughts are connected to their relationships and behaviour.
Attachment-focused therapy (dyadic developmental psychotherapy)	Attachment-based therapy focuses on enabling young people to establish secure attachments with their adult carers by developing or rebuilding trust. It is often used in conjunction with other forms of therapy.
Trauma Art Narrative Therapy (TANT)TM	TANT is a structured creative cognitive exposure technique used to resolve traumatic events. It uses non-interpretative drawing step techniques aimed at reducing intrusive symptoms like nightmares, flashbacks, body memories and other PTSD related behaviours from both simple and complex traumas.
Systemic family work	Systemic family work is offered as a way of supporting our young people's families to discuss and work through difficulties in their relationships with each other. Sessions provide family members with an opportunity to talk to each other with the aim of helping them to understand each other better, change negative behaviours and resolve conflicts.

In addition to specific types of therapy, our team is able to offer individual and group counselling sessions, health advice and psychological education where a range of subjects are explored such as living in groups, peer and family relationships and emotional self-regulation.

Therapy sessions occur either one-to-one or in a group setting alongside other children with similar abilities and needs. Weekly individual therapy sessions generally last for 45 minutes and are scheduled to fit in with the school timetable to ensure that key subjects and activities are not missed. Initially, a young person will generally meet one of our therapists for six weeks after which they will have the opportunity to attend further sessions with the same or a different therapist.

The effectiveness of each young person's therapy programme is regularly monitored at our twice weekly clinical and therapy meetings where goals and progress are reviewed. Our qualified therapists are supported by our team of Clinical Therapy Assistants who accompany young people to therapy sessions and then support them to achieve their therapy goals outside of each session.

Alongside the therapy sessions, regular social activities and 'fun days' are held at Ebley House where our Clinical Therapy Centre is based in order to give young people an opportunity to interact with our therapists on an informal basis and to engage in games and other fun activities.

We also retain an external Consultant Child & Adolescent Psychiatrist who conducts clinics at the school on a regular basis to provide clinical psychiatric support to those young people who need it and to ensure that any prescribed medication is reviewed regularly.

“[Parents] speak of how the systemic family therapy sessions have led to improved family relationships”

Ofsted – 2019

Neurosequential Model of Therapeutics (NMT)

Developed by Dr Bruce Perry (one of the world's leading child trauma experts) NMT is not a specific therapeutic technique but an approach to structuring the application of interventions in a way that best meets the needs of each child.

The NMT approach starts with a core assessment involving a review of the child's relational history and an assessment of their current functioning in order to develop a “map” of developmentally appropriate interventions. It often involves patterned, repetitive somatosensory activities that help to develop the child's capacity for self-regulation before moving on to therapies that will help with more relational-related difficulties and then to more cognitive based approaches.

Our clinical therapists and several other senior staff members are NMT accredited at the practitioner level, and some have progressed to qualify as NMT trainers. Each child's therapy programme is devised and overseen by one of our qualified therapists or clinicians using the NMT approach to identify the most appropriate types of therapeutic intervention. In order to ensure that they have the most positive impact, therapeutic activities are designed to be **‘relevant, relational, repetitive and rewarding’**.

Our therapy dogs

Our team of four-legged friends – Dante, Stanley, Rosa, Mable, Eli and Chester – have been a fantastic addition to the therapy department. In addition to their endless enthusiasm for going on long walks on the Common, they play an important role in helping young people to overcome their barriers to accessing therapy – some young people find it easier to talk through any issues or difficulties with a member of the therapy team whilst out walking one of the dogs. They regularly accompany young people to therapy sessions to provide additional comfort and support.



A homely and nurturing environment

Our residential accommodation consists of nine comfortable and exceptionally well-appointed houses. Four of the houses are located on or near the main school site. The other five are in countryside locations approximately one mile away from the school.

Residential accommodation

Each house accommodates between three and nine children and is designed to promote the creation of a safe, nurturing family atmosphere. The allocation of children to houses is based on each child's individual needs and their shared interests with peers in the group.

Every young person has their own bedroom which is decorated according to their individual preferences and interests. Each bedroom has study facilities along with storage including a lockable space. Young people who wish to have one and who are assessed as competent and safe may have a key to their bedroom door.

Each house has a large, fully equipped kitchen, dining room, laundry and utility room, controlled internet access, together with a lounge area which is used for indoor recreation, watching television, playing computer games and general relaxation. Some houses also have additional recreational hobby space. Each house has its own landscaped garden which can be used for leisure activities.

In keeping with the school's therapeutic approach and because some children have sensory difficulties and needs, the sensory information in each house (i.e. loud noise, strong lighting, bold colours) is kept to a minimum. This ensures the creation of a 'low arousal' environment which reduces stress and promotes a calming and relaxing atmosphere.

Staff support in the houses

Each house has a House Manager who is responsible for the smooth running of each home on a day-to-day basis. They are supported by Deputy House Managers along with a team of Key Workers, Youth Support Workers, Clinical Therapy Assistants and domestic staff who work together to ensure that all aspects of each child's individual care and therapy needs are met.

In addition to supporting each child with their daily care needs, a Key Worker's main function is to act as key safety attachment figure for two young people in their allocated house. They are also trained to support young people through Life Story Work as well as acting as point of contact with their class teachers to support their academic and social progress at school.

Respecting children's views and wishes

Every effort is made to ensure that every child's views and wishes are heard and respected where possible and appropriate. Each house holds their own group meetings on a fortnightly basis. These meetings provide an opportunity to discuss suggestions and ideas about the home environment, choice of activities and meals.

Although it's thankfully quite rare for children to feel the need to complain, each child is made aware of their right to make a complaint. If a complaint is made it is looked into promptly and, if we have got something wrong, we make sure that it's put right as quickly as possible.

“Leaders and managers recognise the value and importance of children being involved and participating in their care and plans”

Ofsted – 2019



Having fun and staying healthy

Being young is about discovering new things, enjoying the outdoors, pursuing hobbies and interests, developing a sense of adventure and gaining self-confidence. It's about making friends and having fun. At Cotswold Chine School we aim to do all of this and lots more besides.

Our Youth Support team

Our team of Youth Support Workers run after school clubs and activities as part of our waking day curriculum, as well as helping children to access clubs and other leisure activities in the local community. The members of the team are specifically chosen for their energy and enthusiasm along with their skills in encouraging young people to participate in new activities.

Each house has two Youth Support Workers as part of the house team. They get to know each child and what activities they enjoy doing so that they can create bespoke individual and group activity plans. The activities are designed not only to be fun but also to support each child's therapy plans and goals.

Physical activities

The school's location means that it is ideally suited for a wide variety of healthy outdoor pursuits: everything from bike riding, fishing, horse riding and dog walking to snowboarding at the local dry ski slope. When the weather's not so good, there are also plenty of indoor leisure activities available including swimming, ice-skating and skateboarding at the Rush Skate Park.

Creative activities

For those who enjoy more creative pursuits, there are plenty of opportunities ranging from arts and crafts, gardening, cooking, sewing bee and music jamming sessions.

After school clubs

The youth support team also run a variety of after school clubs catering for a range of interests including running club, football, basketball, volleyball, disco-cise, sewing club, play club and drama club.

Youth club

Once a fortnight, all residential students are invited to a youth club which takes place in the Halfway Café. This provides them with a safe environment in which to socialise with their friends and engage in various fun activities throughout the evening including a silent disco, crafts, video games corner, tuck shop and themed seasonal celebrations.



Outdoor activities

- bike riding
- sports
- dog walking
- tennis
- horse riding
- fishing
- rock climbing
- kayaking
- tubing
- sailing
- paddleboarding
- snowboarding
- mindfulness walks



Indoor activities

- swim fitness
- diving
- ice-skating
- yoga
- spinning
- skateboarding
- visiting the local leisure centre and working out at the gym



Local clubs and community activities

Where assessed as safe and appropriate, young people are encouraged to participate in clubs and activities in the local community including Explorer Scouts, Brownies, Guides, Rangers, Cadets, table tennis, football, gymnastics, music band and dance clubs. Not only does this help to develop confidence, independence and social skills but it also provides an opportunity to meet and make friends with other young people in the local community.

Holidays

Outside of term-time, our residential students on 52-week placements get the opportunity to go on some fantastic holidays, both in the UK and abroad. Whether it's camping in Wales, a beach holiday in Cornwall, snowboarding or mountain biking in the Alps, our staff go the extra mile to ensure that every holiday is full of adventure and fun.

Promoting a healthy lifestyle

We emphasise the importance of adopting a healthy lifestyle, and we encourage and support all children to take plenty of exercise and to develop good eating habits.

Whilst we're all allowed the occasional treat, we aim to ensure that all our young people enjoy a healthy balanced diet: all meals at school and in the houses are prepared by our team of cooks using fresh local ingredients where possible. Healthy snacks are available in the houses and children are also supported to learn how to prepare themselves tasty and nutritious meals.

Mindful of the fact that everything is so much easier after a good night's sleep, we also support children to develop healthy sleeping habits including regular age-appropriate bedtimes and good sleep hygiene techniques.

Staying safe and happy

We know that young people make the best progress when they feel happy and secure. Staying safe is vitally important and our commitment to safeguarding is fundamental to everything that we do, particularly because of the vulnerable nature of many of the children in our care.

Safeguarding and child protection

Safeguarding and child protection encompasses a wide variety of issues including health and safety, site security, safety on school trips, online safety, mental health and anti-bullying along with all forms of maltreatment, exploitation, abuse or neglect. Our robust safeguarding and child protection policy and procedures have been developed in conjunction with independent child protection experts and reflect the importance we place on ensuring the safety and wellbeing of all those at the school.

Our approach to safeguarding is overseen on a day-to-day basis by our Designated Safeguarding Leads (DSLs) who are supported by a team of Deputy Safeguarding Officers. Tim Makaruk is the DSL for any safeguarding concerns that arise within the school setting and Kelly Lawson is the DSL for any safeguarding issues that arise in the home environment. Both Tim and Kelly are trained in the latest safeguarding practices and guidelines and liaise with external child protection experts to ensure that the arrangements we have in place reflect the highest possible standards.

All other staff receive regular safeguarding training so that they are able quickly to identify any concerns of a safeguarding nature and know exactly what to do if action is required. Our HR department is responsible for ensuring that all new staff are thoroughly vetted in accordance with the relevant national guidelines. This includes a requirement for all new staff members to undergo an enhanced DBS check to confirm their suitability to work with vulnerable children.

Staying safe online

Whilst the internet is a wonderful educational resource and great for staying in touch with family and friends, it's important to stay safe online. With that in mind, all young people are timetabled to attend the school's IT and internet safety course run jointly by members of the school's IT team, teaching team and safeguarding officers.

To prevent access to inappropriate or harmful material online, appropriate controls are in place on the Wi-Fi in the school and homes. Further, where risk assessed as necessary for safeguarding purposes, the school may operate appropriate monitoring of internet use and email communications through the use of keyword-based filtering software. We ensure that any such monitoring is no more intrusive than necessary having regard to each young person's need for privacy and is only carried out with the written consent of the relevant placing authority.

Wellbeing

We take the wellbeing of all the children at the school extremely seriously and we seek to promote a positive culture that upholds our values of kindness and empathy. We celebrate diversity and we emphasise the importance of showing respect for others.

We want all children to flourish so we adopt a zero-tolerance approach to bullying. Our Anti-Bullying Policy reinforces the importance of a supportive culture and countering bullying is a regular workshop topic run by senior staff.

In the interests of ensuring that all young people can raise any issues or concerns they have and to provide an opportunity to discuss any suggestions they wish to make, arrangements are made for at least one member of senior management to be available every weekday to meet them in the Halfway Café for 'Time-In' consultation meetings. In addition, we arrange for an independent visitor to visit each home on a monthly basis to check that everything is as it should be.

"Positive behaviour is promoted well, and staff routinely use the least restrictive approaches"

Ofsted – 2019

Joining the School

Moving to a new school can be daunting so we work hard to make the process as smooth and welcoming as possible.

Admissions questionnaire

It's important to make sure that Cotswold Chine School is the right place for you, so we always try to find out as much about you and your needs as possible. The process starts with the completion of our Admissions Questionnaire. The information provided in the questionnaire is then reviewed by our Admissions Panel which includes senior members of our education, care, clinical therapy and management teams. Each meeting is chaired by Novalis Trust's Chief Executive who is a Registered Social Worker with over 25 years' experience of working with children with complex needs.

Informal visit

If the Admissions Panel decide that Cotswold Chine School may be suitable, you will be invited for an informal visit and tour so that you can see for yourself what the school is like and meet our staff and other young people. We may also come to visit you at home or your current school to find out more about you.

Placement visit

Assuming that everyone is happy to proceed, you will be invited to come to the school for an initial placement visit which normally lasts for five to seven days. This provides a further opportunity to check that the school can meet your needs and that you are comfortable that it is the right place for you.

Offer of placement

Provided that the visit is successful and a place is available within an appropriate house and class, a formal written offer will be made. All placements are subject to the terms of the National Association of Special Schools contract.

If you are joining on a residential placement we will contact you prior to your arrival to ask how you would like your bedroom to be decorated so that we can make sure that it's just the way you want. And to make you feel especially welcome we will arrange a special tea and cake for you to enjoy with the others in your house on your first day. We know that it can take a while to adjust to a new environment, so we take particular care to make sure that you get all the support you need over the first few weeks to help you settle in and get to know everyone.

“Leaders and managers have embedded research across all practice, resulting in transformational outcomes for children and families”

Ofsted – 2019



Preparing for the future

Everyone has to leave Cotswold Chine School one day, whether it's to join another school, to go to college or to enter the world of work. In many ways, everything that we do at Cotswold Chine School is designed to prepare children for adult life and we do everything possible to make sure that each child is ready when the time comes to move on.

All children who join the school are assessed shortly after their arrival using the assessment tool developed by our therapy team. This is used to make a baseline assessment of independence skills and to establish appropriate goals for a variety of daily and domestic activities (e.g. cooking, laundry, shopping and personal care) along with emotional regulation, community and social skills.

Throughout their time at the school, a holistic approach is taken towards helping each young person to achieve their individual independence goals. The Clinical Therapy Assistants assigned to each house play an important role in supporting each young person to make progress towards their goals as part of their daily routines. Progress is regularly reviewed by our qualified therapists and goals are updated accordingly.

In addition to the work done in school and the homes on a daily basis, our Occupational Therapists and Speech and Language Therapists deliver targeted group work focused on preparing for the future. These groups are designed to enable young people to build their confidence and to develop a range of independence skills – everything from budgeting and using public transport through to the use of body language and eye contact, social skills and interview skills.

'In many ways, everything that we do at Cotswold Chine School is designed to prepare children for adult life and we do everything possible to make sure that each child is ready when the time comes to move on'



Our Leadership Team

Senior Management



Jake Lukas
Chief Executive



Caroline Tebay
Deputy Chief
Executive,
Head of Clinical &
Therapy Services

Education



Tim Makaruk
Headteacher
& Principal



Lucy Jones
Deputy Headteacher



Hannah Dury
Assistant
Headteacher



Jaimme Burfoot
Assistant
Headteacher

Care



Carolyn Cornwall
Registered Manager
Head of Care



Dan Blackwell
Deputy Head
of Care



Kelly Lawson
Head of Safeguarding
and Wellbeing



Sarah Day
Health &
Wellbeing Manager

Therapy



Olivia Mountjoy
Deputy Head
of Clinical
& Therapy Services



Grace Chapman
Senior Occupational
Therapist



Valerie Gomez
Youth Support
Manager



Emma Milner
Family Liaison
Manager

Admissions



Rachael Walton
Admissions
and Contracts
Co-ordinator

Cotswold Chine School

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Registered Provider

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Cotswold
Chine School

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Responsible Individual

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