

**The New School**



**Butterstone**

**PROSPECTUS 2018**

# THE NEW SCHOOL

## *Butterstone*

### **STAFF**

#### **Head of School**

Mr Chris Holmes, Dip Social Work, C.Q.S.W

#### **Business Manager**

Mrs Morna Bell

#### **Head of Education**

Ms Melanie Elmer MA (Hons), PG CertEd, Cert ASN

#### **Head of Care**

Mrs Angela Gordon, BA (Hons) LMC, SVQ4

#### **Senior Residential Care Worker**

Mrs Vanessa Ballantyne

Mr Timothy Collins

Mr Greg Duncan

Mrs Lynsey Ptak

#### **Teaching Staff**

Mrs Madeleine Amos BA

Miss Gillian Creedican

Ms Melanie Elmer MA (Hons) PG CertEd, Cert ASN

Mr Miles Goodman BEd (Hons)

Mr Stephen Graham BSc (Hons) Geog, HNC Comp

Mr Alistair Mathieson MA (Hons) Philosophy

Mr Charles Murray, PG Dip IT

Mrs Angela Ness Dip Performing Arts

Mr Leslie Ness, BEd, Dip German, MA

Mrs Rosalyn Rattray, BSc Physiotherapy

Mrs Moira Smeaton HND Int Mngmt

#### **Student Welfare Officer**

Mr John Nicoll

#### **Learning Support Assistants**

Ms Karen Bell

Ms Rachael Davies

Mr Edmund Huggett

Mrs Jacqueline Murray

Mr Patrick Nelis

#### **Residential Care Workers**

Mrs Beth Beazley

Mrs Dawn Bryce

Ms Amanda Chinn

Mr Calum Colley

Ms Rachael Davies

Ms Angela Hannah

Mr Craig Lunn

Ms Abby McNaughton

Mrs Fiona McNicoll

Mr Daniel Ptak

Mrs Sharon Purves

Mr Stephen Smith

Ms Sylvia Thorne

Mr David Williamson

#### **Management Secretary**

Mrs Rose Huggett

#### **Administrative Officer**

Mrs Dawn Gardner

#### **Accounts**

Mrs Jackie Stock

#### **Kitchen**

Mr Colin O'Brien

Ms Jenny McLauchlan

#### **Groundsmen**

Mr Charles Dobb

Mr John Aitken

#### **Domestics**

Ms Jillian Dye

Mrs Gail Pitkeathly

Mrs Anne Rice

#### **School Chaplain**

Rev Fraser Penny

### **GOVERNORS**

Sir Andrew Cubie

Mrs Joyce Cullen

Mr John A Cummings

Mrs Sally Kuenssberg

Mr Magnus Linklater

Mr Kenny McDowell

Mr Toby Metcalfe

Ms Andrea Ross

### **AN INTRODUCTION**

On 27th April 1992 The New School, Butterstone opened for its first term with just nine pupils. Having already been incorporated as a company limited by guarantee, and having acquired charitable status, it became possible to create a school which makes provision for those children whose needs are going unmet in both the maintained and independent sectors of education. We call ourselves a "mainstream school with a specialism", focusing on and addressing our particular children's individual needs.

These children find mainstream education a real struggle and would not be suitably placed in the range of special provision currently available. This is because their difficulties in either learning or behavioural terms are not so severe. They may have a number of mild difficulties, which individually are not very great, but collectively make up considerable barriers to learning. These could include a range of mild physical or developmental problems, specific learning difficulties and associated social problems through the lack of a proper peer group at school. They have a sense of failure, low confidence and self-esteem, often lack initiative and are in a downward spiral of under achieving. They are children who are well known to most teachers, including those involved in learning support, educational psychologists and many others. They are the children who often find the hurly burly of a mainstream school overwhelming, need a small environment to realise their true ability and potential, and a far greater amount of space and time than a regular mainstream school can possibly provide.

Most importantly, they are children who, given the right kind of educational environment, will cope very well with life but who, without it, may well continue to struggle in life as they have in school. Our aim is to create for these children an ideal educational environment where they can thrive, grow in confidence and self esteem, have a really happy secondary school life, and leave prepared for a fulfilled and independent adult life.

#### **Baroness Linklater of Butterstone Founder**

Registered in Scotland No 128867

Registered as a Scottish Charity SC001587

### **Philosophy and Ethos**

The New School at Butterstone is an independent school with a specialism. It is aimed at those children whose academic abilities and personal attributes are such that they find mainstream schooling a real struggle, but for whom special schools are inappropriate. Here the staff group share with the children and parents the responsibility of working towards solutions to the difficulties which may have arisen in their lives. This is achieved partly by small class teaching ratios and daily meetings - where issues can be raised and resolved through discussion. Our teaching, care and support staff are skilled practitioners, and have received a range of training to ensure appropriate interventions and strategies are used to meet learners' various needs - both in and out of the classroom. Recent professional development opportunities across the staff cohort include: Autism training, Tourette's training, and Foetal Alcohol Syndrome training. The majority of staff have undergone training and accreditation in crisis management and physical intervention techniques (CALM), with two staff being qualified instructors. The school is achieved full accreditation with National Autistic Society in 2016. Individual teachers have also pursued a variety of post graduate studies to ensure skills and knowledge are current and relevant to our sector.

The school site provides a number of different classrooms; each appropriately equipped to fulfil various functions. Teaching ratios of not more than one to seven will allow a great deal of personal and individual attention from experienced teachers. Highly personalised Individualised Education Programmes, and personal Care Plans help students, staff and parents/carers to identify important social and academic targets each term, and set out steps to achieve these.

Through regular community meetings students will grow to recognise that they have responsibilities and rights within the school community. It is also here that the student will learn the importance of relationships governed by courtesy, respect and good manners. Although staff will guide and support these meetings, the active participation of the students is crucial to their success. Since education at The New School is not an exclusively adult responsibility, there is also an expectation of mutual self help and understanding, which will include older students having some responsibility for the younger ones.

### **Classroom Success....And Beyond**

The intention at The New School is to provide a supportive and stimulating environment within which students can find their strengths, follow their interests, and work on any development needs. Classroom success is achievable with the provision of firm foundations, both educational and social. We also provide a rich and varied experience of life through the arts, the environment, our local and the wider community - encouraging students to contribute to society through volunteering and work experience opportunities with appropriate support. We will encourage and sustain an atmosphere within which learners can flourish and experience tangible success, in the firm belief that this will help students towards an optimistic view of themselves and their ability to find a meaningful role, and ultimately live a full and rewarding life.

### **The Rationale of Our Curriculum**

At The new School we aim to provide a curriculum that is tailored to our various students' needs as they move through the school. For our younger students, this requires to be a broad, general, experiential learning programme which helps them to: find out what they are good at; experience success; build self-confidence; and develop skills for learning and skills for life. Our senior phase students, building on their previous learning, will have a more specialised curriculum. They have access to appropriate accreditation systems that match their needs and aspirations, and appropriate support that will help them with transition into positive destinations in life beyond school.

While the school will always regard realistic and appropriate academic achievement as fundamental to the self-confidence and development of our students, the wider curriculum will also emphasise the practical skills required to live an independent and social life.

### **The Content & Structure of Our Curriculum**

Our intention is that each child's individual programme should have balance and breadth, demonstrate coherence and progression and, when appropriate, choice. We deliver Curriculum for Excellence Outcomes and Experiences across the subject areas, with cross-curricular and interdisciplinary learning playing a major role in the early phases of secondary education. Our senior phase provision includes access to National courses, level 2 to 5, and CfE Highers in most of our subjects. Currently we provide: English, Mathematics, Biology,



Chemistry, Physics, Computing Science, History, Geography, German, Health & Wellbeing, Home Economics, Expressive Arts (Music, Drama, Art and Design, PE), and Religious, Moral and Philosophical Studies. We also provide a variety of ASDAN learning programmes from 'First Steps', through all programmes up to Gold level. Both SQA and ASDAN accreditation systems work concurrently, and students all have access to both throughout. Every student at The New School has a personal eprofile, or 'Showcase'. This recording system is designed to capture **all** the student's personal and academic successes and wider achievements across the 24 hour curriculum at school. There is also a range of sporting activities available including: athletics, football, netball, skiing, swimming, tennis, and various forms of outdoor education. The trained school staff can also deliver complete Duke of Edinburgh's Awards up to Gold level.– expedition, physical, volunteering and skill aspects are all catered for in school, or in partnership with home.

**Post-School Transition**

One of our main aims is to prepare pupils for life after The New School. Preparation will involve work experience and/or assistance with applications to college and university courses, depending on individual need. Several colleges and businesses are involved in this provision. Pre-vocational education, work experience, careers guidance and independent living experience are provided through our partnerships with local businesses and post-school learning establishments. Our work experience programme will be established with the intention of offering realistic insights into the world of work. This can begin with work experience within the school and grounds. A pupil might also offer assistance to a variety of local voluntary organisations. From the age of 15, students are also eligible for involvement in a work experience programme outside the school. This programme will not necessarily be related to occupational interests but will provide an opportunity to test the expectations and responsibilities of an unfamiliar working environment. In conjunction with this programme, a course of pre-vocational studies at Perth College of Further Education or a college near to home will place work experience into the context of life beyond school. As the young person considers leaving the school community he or she will undertake a period of living in semi-independent accommodation within the main school buildings and grounds. Independent living skills such as cooking, catering and cleaning can be learned under the supervision of resident members of staff.

We undertake to assist the student through the transition of leaving The New School to further education or the world of work. No child leaves The New School without a forward plan for the immediate future.

**The School Day**

Get Up	7.30 am
Breakfast	8.00 am
Staff Meeting	8.45 am
Registration	9.00 am
Tutor Group/Assembly	9.05 am
Lesson 1	9.20 am
Lesson 2	10.10 am
Interval	10.55 am
Lesson 3	11.20 am
Lesson 4	12.05 pm
Lunchtime Meeting	12.50 pm
Lunch/Freetime	1.00 pm
Lesson 5	2.00 pm
Lesson 6	2.45 pm
Lesson 7	3.30 pm
Freetime/Tuck	4.15 pm
Evening Activity 1	5.00 pm
Dinner	6.00 pm
Evening Activity 2	7.15 pm
Supper	8.30 pm

**Discipline**

Our fundamental aim is to encourage and enable self-discipline. We have a collaborative approach to behaviour management, and clear expectations. We use positive re-enforcement, and have a restorative approach when things go wrong. Any pupil displaying inappropriate behaviour will be assisted to manage this through key worker/tutor engagement. Care plans and IEP's often have built-in strategies to enable this effectively. The Head of School may subsequently join in this process and discuss the situation with the pupil's parents/carers. In the most unlikely event of all other attempts to manage challenging behaviour failing, the Head of School reserves the right to suspend or dismiss a pupil from the school at any time. Parents are assured that this final decision would only be taken after due and appropriate discussion with parents and School Governors and significant others.

**Health**

All pupils can be registered with the local GP in Dunkeld throughout their time at the school. The parents of a new entrant are required to supply full details regarding immunisation, courses of medicine prescribed and a full medical record sheet. It is important that the School should have a full record of the child's medical history. Before a child returns to the school after a holiday or weekend it is expected that parents will notify the Head of School if their child has been in contact with any infectious disease or has had any medical or surgical treatment.

**Emergency Treatment**

In the event of this being necessary, every endeavour will be made to obtain the sanction of parents or guardians. However, the Head of School must reserve the right to authorise any such treatment (including an anaesthetic or operation) as may be recommended by the local GP or other Doctor or Surgeon.

**Medical Treatment**

Throughout a child's time at the school, the local GP shall have the right, within his or her discretion, to give to parents or guardians, or the Head of School, any confidential information about a child, if he considers it necessary.

**Admission Procedure**

A place is offered on the basis of a visit to the school by the child and parents/carers, an interview with the Head of School, followed by an extended visit including two overnight stays. Finally, a review of the child's papers by the Head, the staff, and where appropriate, an Educational Psychologist with specialist knowledge and experience.

**The School's Situation**

The New School is above the small village of Butterstone, four miles east of the historic town of Dunkeld and on the A923 Dunkeld to Blairgowrie road in one of the most beautiful parts of central Scotland. Easy access to the A9 and rail routes allows for good travelling times from the School to most parts of Scotland. Perth is 15 miles away. The School is housed in a nineteenth century building of great charm which has been successfully adapted for the needs of a small and well equipped school. The Residential Care Workers are responsible for supervising the sleeping arrangements. The School buildings are contained within a site of wooded

hillsides and open fields with a tennis court, and playing field.

More information can be found on the school website at [www.thenewschool.co.uk](http://www.thenewschool.co.uk)

**FEES (2017/2018)**

**Annual Fees**

£57,398	weekly boarder
££42,320	day pupil

Additional 1:1 Support is available at a rate of £22/hour. Wakened 1:1 support is available at a rate of £26/hour.

Weekend boarding is available with rates to be discussed with management.

Fees include all expenses for weekly board, lodging and tuition, use of standard textbooks and equipment, basic stationery and laundry. Other expenses in addition to fees will be for voluntary extras (which may include individual music tuition) and for individual and personal expenses. Since fees cannot be refunded on account of absence through illness or for any other cause, parents are strongly advised to participate in the School Fees Remission Scheme, details of which are available through the Head of School.

**Payment of Fees**

School fee accounts are due and payable before or on the first day of each term. A pupil will not be permitted to return after half-term, unless the school fee account has been paid, or an arrangement satisfactory to the Governors has been agreed.

**Assistance with school fees**

Any parent or guardian requiring assistance with payment of school fees is encouraged to contact the Head of School. The school has contacts with leading charitable and educational trusts that have assisted in cases of special needs. Cases take time to be considered. Contact with the Head of School should be made as early as possible.

**Withdrawal**

Notice of withdrawal must be given to the Head of School during the first seven days of the term at the end of which it takes effect.

**FAILURE TO GIVE THIS NOTICE RENDERS THE PARENTS LIABLE FOR THE FEE FOR THE FOLLOWING TERM.**

**ENQUIRY FORM**

Full name of proposed pupil

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Date of Birth

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Details of any diagnosis

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Any other background information

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Desired term and year of entry

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Full Name & Address of Parent/Guardian

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Home telephone no:

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Work telephone no:

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Name & Address of Present School

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Signature of Parent(s) or Guardians(s)    Date:

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This form, when completed, should be sent to:

The Head of School

The New School

Butterstone

Dunkeld

Perthshire

PH8 0HJ

Tel: 01350 724216

Fax: 01350 724283

E-mail: [info@thenewschool.co.uk](mailto:info@thenewschool.co.uk)

Web: [www.thenewschool.co.uk](http://www.thenewschool.co.uk)

