

Park View

9 Stoke Green, Coventry CV3 1FP

Inspection date

23 October 2024

Overall outcome

The school is likely to meet all the independent school standards when it opens

Main inspection findings

Part 1. Quality of education provided

Paragraphs 2(1) to 3(i)

- The proprietor and school leaders can clearly articulate their vision for the proposed school. The proposed school will aim to support pupils with severe learning difficulties (SLD) and speech, language, and communication needs (SLCN). Pupils will also likely have a diagnosis of autism. The proposed school will offer an academic curriculum alongside therapeutic provision to develop emotional regulation and communication skills. An equal focus will be placed on developing independent living skills and community-based education. This is likely to support pupils in accessing purposeful learning in the proposed school and prepare them for the next stage of their education, employment or training.
- The school has purchased a published commercial curriculum scheme. Leaders have spent considerable time researching the most appropriate curriculum, including visiting other schools to see it in action. There is a clear rationale that the intended curriculum will not only meet the independent school standards (the standards) but also precisely match the developmental stage of the pupils. The proposed school asserts that it intends to use the linked assessment system to this published scheme to inform future learning opportunities.
- Teaching reading will be a high priority at the school. The school has already identified the phonics programmes it intends to use. Leaders intend to identify various types and styles of books, including sensory stories, to enthuse a love of books.
- The proposed curriculum covers the primary, secondary, and sixth-form phases. Classes and curriculum implementation will be organised into learning pathways: Engage, Explore and Discover. These pathways have been carefully planned so pupils with similar needs and developmental stages will work with appropriately specialised staff.
- There is a strong vision for how the school intends to meet the needs of pupils with special educational needs and/or disabilities (SEND). The SEND policy clearly articulates how these needs will be identified and understood. The proprietor and

leaders have already established links with specialist services, such as speech and language therapists, to provide additional input and guidance.

- The proprietor has ensured that these standards are likely to be met.

Paragraphs 2(2)(e) to 2(2)(e)(iii)

- The school intends to teach all pupils about relationships and sex education (RSE) and health education. This will be taught in personal, social, health and economic (PSHE) lessons. The school plans to deliver these lessons through the pathways and intends to provide appropriate extra support for those pupils who need it.
- The proprietor and leaders have created a clearly defined policy and vision for providing impartial career information, education, advice and guidance. This provision is intended to be commissioned through a known and quality-assured provider. Leaders have articulated their vision for this approach to be supported with regular opportunities to visit workplaces and access voluntary opportunities.
- The proprietor has ensured that these standards are likely to be met.

Paragraphs 3, 3(a) to 4

- In line with the school's nurturing ethos, the proposed school intends to develop pupils into confident, independent and self-reliant lifelong learners. This is identified as a core purpose.
- After receiving a referral for a place, the proposed school asserts that it will examine a range of information relating to the pupil to ensure that the provision can meet the pupil's needs. It intends to assess pupils on entry and at different stages of their time at the school. Templates and examples of completed profiles, provided during the inspection, are detailed and identify what the pupil knows, understands and needs in order to learn best.
- Alternative and augmentative communication strategies are already visible within the physical learning space. The classrooms have been organised to be low arousal, meaning that pupils with sensory processing disorder (SPD) should be able to regulate their needs and focus on learning. Symbols demonstrate what lessons are now and which come next. Staff training plans will aim to train all staff in signing, symbol usage, early thinking development and developing social interaction.
- Outdoor experiences and provision will also be prioritised. A muddy kitchen, activity wall panels and a sunken trampoline demonstrate some ways the school intends to use outdoor learning to facilitate early learning development and SPD needs.
- The proprietor has ensured that these standards are likely to be met.

Paragraphs 2A(1) to 2A(2)

- The RSE policy sits alongside the PSHE policy. It outlines provisions for both primary-age and secondary-age pupils. Leaders intend to consult with parents and carers on an individual basis about the content of the policy. The RSE policy references the right of parents to withdraw their child fully or partly from sex education lessons.
- The proprietor has ensured that all of the standards in this part are likely to be met if the proposed school opens.

Part 2. Spiritual, moral, social and cultural development of pupils

Paragraphs 5, 5(a) to 5(d)(iii)

- Careful consideration has been given to developing the pupils' spiritual, moral, social and cultural development. Assemblies and visits to different communities and places of religious worship will develop a cultural understanding. Travel training and regular visits to places like local shops will aim to develop an understanding of social interaction and opportunities to put learning into practice.
- The school's approach to managing behaviour, which focuses on a trauma-informed and sympathetic approach, will provide opportunities for moral and social development. The proposed school is aware that many prospective pupils will need varying levels of support in social situations due to their past experiences and individual needs.
- Leaders are keen to develop the pupils' voices, even in day-to-day arrangements such as deciding how to develop the range of lunchtime clubs and curriculum options. This will be facilitated through the curriculum, assemblies and the school's key adult systems.
- Curriculum plans or wider documentation do not suggest that fundamental British values will be undermined. Instead, leaders explain clearly how these values will be promoted through the curriculum and other activities, such as celebrating various religious and cultural festivals.
- The proprietor has ensured that these standards are likely to be met.

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a), 7(b), 32(1)(c)

- The proprietor and leaders have set clear expectations for how the welfare and well-being of pupils will be safeguarded. These systems match and fulfil the expectations of current national statutory guidance from the Secretary of State.
- Proposed safeguarding training for staff will focus on government guidance updates, dealing with pupil disclosures, recording concerns and the 'Prevent' duty. The proposed school plans regular refresher sessions to keep staff abreast of safeguarding updates. The proposed school plans to check the staff's understanding of safeguarding responsibilities through regular meetings and supervision sessions. Leaders are knowledgeable about the increased vulnerability of pupils with SEND.
- The proposed school intends to use an online package to record and report safeguarding, well-being and welfare concerns.

Paragraphs 9 and 10

- The school's behaviour policy precisely articulates the carefully considered approach needed to support pupils with complex social, emotional and mental health needs. The school is acutely aware that some pupils have suffered from adverse childhood experiences, and its approach must be sensitive and supportive of this. Proposals for staff training will follow clear guidance about being therapeutic and trauma-informed in responses to crisis or challenging behaviour.

- The proposed school asserts that staff will be aware of pupils' behaviour triggers and know which de-escalation strategies to adopt. This will be regularly reviewed through staff briefings and meetings. Staff will be trained in restrictive physical intervention (RPI), including de-escalation strategies. The proposed curriculum, the pupil-centred approach and the daily routines provide opportunities to reinforce and reward pupils' positive behaviour.
- The proposed school has a suitable anti-bullying policy. Through the PSHE education curriculum, pupils will be taught about the different types of bullying. If bullying occurs, the proposed school has strategies to support the victim and the perpetrator.
- The proposed school intends to keep detailed records of behaviour, RPI and bullying incidents in an online system. This should enable the proposed school to identify behaviour patterns and trends.

Paragraphs 11, 12, 13, 16

- Detailed health and safety policies, related risk assessments and first-aid policies are in place.
- A fire risk assessment of the building was carried out recently. Leaders have already responded to many of the action points. The remaining actions were planned to be completed shortly after the pre-registration inspection. Health and safety processes are thorough and indicate where all checks, including fire extinguisher and emergency lighting checks, will be recorded. Fire safety is intended to be included in the staff induction process.
- Risk assessments support efforts to raise awareness of the complexities of managing the site and keeping pupils safe. A separate written risk assessment policy, along with the health and safety policy and checklist, provides the framework for these risk assessments to be completed and regularly updated.

Paragraphs 14, 15

- There are currently no pupils attending the school. The information the proposed school plans to include on the admissions register aligns with the Department for Education's (DfE) guidance.
- The staff-to-pupil ratio suggests pupils will likely be suitably supervised throughout the school day. It is intended that pupils will work with the same staff members in their pathway classes. The proprietor and leaders have identified that each child will have their own key staff member. These members of staff will be responsible for not only developing positive relationships but also being an advocate for the pupil when needed.
- The proprietor has ensured that these standards are likely to be met.

Part 4. Suitability of staff, supply staff, and proprietors

Paragraphs 18(2) to 25(5)(c)

- The proposed school has appropriate recruitment procedures in place. A carefully considered and well-drilled recruitment process ensures that only those who share the school's high expectations to keep pupils safe are involved. All the necessary pre-

employment checks will likely be made before an offer of employment is given.

- The single central record (SCR) template would appear compliant and in line with the 'Keeping children safe in education' (2024) statutory guidance. It is intended that the human resources department will update the SCR when new staff members are recruited. The headteacher and a second leader will then sign off these recruitment checks to assure and ensure that all checks are completed. For the already appointed staff, the necessary checks, as advocated by the current guidance from the DfE, are recorded on the SCR. Inspectors sampled the recruitment arrangements for current staff members, and it is clear from them that safeguarding is of a high profile.
- Processes for staff induction are robust and well articulated through a checklist that ensures all that is reasonably practicable is being done to ensure staff are up to speed as soon as possible in their awareness of safeguarding systems, policies and processes.
- The proprietor has ensured that these standards are likely to be met.

Part 5. Premises of and accommodation at schools

Paragraphs 23(1) to 29(1)(b)

- The proposed school site has been recently carefully refurbished taking into account the likely needs of the pupils who will attend. The school, primarily based within the large house's annexe, has three classrooms and two single-sex toilets for pupils. One of these toilets has a shower. The annexe is linked to the main building through a covered walkway.
- Classroom and general spaces have been decorated to provide low-arousal learning spaces. All rooms are well lit and have good acoustics. The proprietor and leaders have purposefully tailored one of the classrooms to be low technology as they anticipate some pupils might have unhealthy fixations with technology and the online world.
- The school will also have access to the ground floor of the main building, which includes one sensory room, one therapy room and the headteacher's office. This building also has an appropriate room for medical provision, with access to washing facilities, including a shower. The school will use the kitchen in the main building for meals, snacks and drinking-water. The school intends to provide access to fresh drinking through jugs taken to classrooms and cups.
- The school also has ample outdoor space for pupils to play and socialise. This area is accessible from the patio doors of each of the classrooms. The outdoor space comprises a large, grassed area and a smaller, hardstanding area. Both areas will be well resourced, considering the potential range of pupils' needs. Both areas are fenced off from the surrounding houses and buildings.
- Leaders intend to use a local tennis club for teaching physical education. The club has showers and changing facilities if pupils need to use them.
- The proprietor has ensured that these standards are likely to be met.

Part 6. Provision of information

Paragraphs 32(1) to 32(3)(f)

- All policies, documents and information required for the pre-registration inspection were provided promptly. Where relevant, policies reflect that the proposed school will cater to pupils with SLD, SLCN and autism. Policies are clear, well presented and often written in accessible language so that all can understand, raising expectations about what the provision should look like at the school.
- The school does not currently have a website. However, on request, it can provide an informative and helpful written prospectus for parents and other potential stakeholders. This provides an overview of the key elements of provision such as curriculum information, admission processes, approaches to behaviour and the provision for SEND. It also provides the contact details for the headteacher and the proprietor, including telephone numbers and email addresses.
- A great deal of thought has been given to how these policies will be shared among staff, including an extended induction process to ensure staff feel they can work alongside the policy expectations.
- Written reports to key stakeholders, including parents and local authorities, have appropriate and well-designed templates. They aim to inform parents about their child's achievement in each subject and provide insights into how their child learns best in school. They will also include information about their child's progress against the targets in their education, health and care plan (EHC plan). The report will also include comments from the headteacher.
- Leaders articulate how relevant staff will contribute to the annual review process for pupils with an EHC plan. In addition, parents and pupils are intended to play a vital role in this process.
- The proprietor has ensured that these standards are likely to be met.

Part 7. Manner in which complaints are handled

Paragraphs 33 to 33(k)

- The complaints policy is clear and precise and outlines what needs to be done at different stages. The aim is to resolve complaints informally, but more formal steps are outlined in the policy, including a panel hearing. It sets out suitable timeframes for dealing with complaints. The complaints policy is available to parents on request.
- Leaders have identified, within the policy, transparent systems and processes for learning from complaints to reduce the chance of them reoccurring.
- The proprietor has ensured that these standards are likely to be met.

Part 8. Quality of leadership in and management of schools

Paragraphs 34(1) to 34(1)(c)

- The proprietor and leaders have a clear and reasoned rationale for opening the school. They want to provide high-quality and personalised education for pupils with

complex needs. A carefully considered physical provision for SLCN, autism and sensory processing needs lays the foundation for a well-considered curriculum intent and organisation of learning.

- During the pre-registration process, the proprietor, leaders and governing body demonstrated the skills, knowledge and experience linked to consistently maintaining the standards over time. All are experienced independent schools or SEND specialists.
- Leaders at all levels demonstrate a good understanding of the standards. The proprietor has established multi-layered monitoring systems to support and challenge the headteacher and staff to ensure they fulfil their responsibilities effectively. They are keen to develop the proposed school further, building on what they have already achieved in preparing for the registration process.
- The proprietor and leaders have extensive experience in education and/or social care. Their expertise includes school leadership and expertise in curriculum, finance, safeguarding, business management and human resources. The headteacher has experience working alongside pupils with social, emotional and mental health needs in other settings.
- The proprietor has ensured that these standards are likely to be met.

Schedule 10 of the Equality Act 2010

- Leaders have ensured that they have a suitable accessibility plan in place that meets the requirements of schedule 10 of the Equality Act 2010. The proposed school considers and plans for the needs of pupils with SEND.
- The accessibility plan currently focuses on providing equal access for those with disabilities. Leaders are fully aware that the plan will continue to be refined to further meet other protected characteristics in the future. The plan's template is positive, and already, there are some sharply focused planned actions to develop the site's inclusive nature.

Compliance with regulatory requirements

The school is likely to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Proposed school details

Unique reference number	151118
DfE registration number	331/6009
Inspection number	10357228

This inspection was carried out under section 99 of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards that are required for registration as an independent school.

Type of school	Other independent special school
School category	Independent day school
Proprietor	Blossom Children's Homes Limited
Chair	Matt Wakeling
Headteacher	Jesi Dhaliwal
Annual fees (day pupils)	£65,000 to £105,000
Telephone number	020 8146 2487
Website	The school does not have a website
Email address	jesi.dhaliwal@blossomchildren.co.uk

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	Not applicable	7 to 18	7 to 18
Number of pupils on the school roll	Not applicable	12	12

Pupils

	School's current position	School's proposal
Gender of pupils	Not applicable	Mixed
Number of full-time pupils of compulsory school age	Not applicable	12

Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	12
Of which, number of pupils with an education, health and care plan	Not applicable	12
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	12

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	6
Number of part-time teaching staff	Not applicable	0
Number of staff in the welfare provision	Not applicable	0

Information about this proposed school

- The proposed building is an annex at the rear of a large house in a suburb of Coventry. It is set within large grounds and decorated to a high standard.
- The proposed school intends to cater for boys and girls from seven to 18 years of age.
- The proposed school will cater exclusively for pupils with severe learning difficulties and speech, language and communication needs. It anticipates that pupils are likely to have a diagnosis of autism as well. It is anticipated that all pupils will have an EHC plan. Local authorities from across the West Midlands will place pupils in the school. The proprietor runs one other school: Virtue Therapeutic School Sussex VTSS.
- The proposed school will not have a religious denomination.
- The proposed school does not intend to use alternative provisions.

Information about this inspection

- The pre-registration inspection was commissioned by the DfE to determine whether the proposed school is likely to meet the standards if it is given permission to open.
- This is the proposed school's first pre-registration inspection.
- The inspector reviewed many documents prior to the inspection. Additional documents, including the school's single central record, were scrutinised on site.
- As the inspection included a full-day, on-site visit, a tour of the premises was completed.
- The inspector met with the proprietor, the director of education and the headteacher.

Inspection team

Chris Pollitt, lead inspector

His Majesty's Inspector

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