



AMBERLEY COURT SCHOOL
PROSPECTUS
2025-2026



CONTENTS

1. Admissions	4
2. Admission Procedure	5
3. Aims and Principles	6
4. The Learning Environment	7
5. The School Rules	8
6. Our Curriculum	9
7. Fitness and Healthy Living	12
8. Outdoor Adventurous Learning	12
9. Nurture, Health and Wellbeing	13
10. Education, Health and Care Plan (EHCP)	14
11. Developing Key Personal Skills	14
12. Behaviour for Learning	15
13. Vocational Study and Links with Educational Establishments	17
14. Child Protection	17
15. Reviewing, Assessing and Reporting Processes	18
16. School Uniform and Opening Times	18
17. Our School's Governing Body	19
18. Amberely Court School Staff	20
19. Registration and Contact Details	21

Dear Parents and Carers,

Thank you for showing an interest in Amberley Court School. We hope this prospectus provides you with a meaningful introduction to our school and our values.

Amberley Court School is an independent special and alternative provision based in Crawley, West Sussex. We work closely with West Sussex County Council, neighbouring local authorities, and families to ensure that each child receives the right educational provision in a setting that meets their needs.

At Amberley Court, we believe every pupil is unique and has the potential to shine. Many of our learners have found previous school environments overwhelming, often due to large numbers, busy settings, or a lack of understanding of their needs. Here, we provide a safe and nurturing environment where children are recognised, respected, and supported as individuals.

Our approach is underpinned by our core values:

Compassion – understanding and responding to the needs of every learner with empathy and care.

Curiosity – nurturing a love of learning through explorations, creativity, and critical thinking.

Belonging – fostering a community where every pupil feels accepted, valued, and able to contribute.

We offer a broad and balanced curriculum, enriched with opportunities that extend far beyond the classroom. Alongside academic learning, pupils are encouraged to develop social and emotional skills, resilience, and confidence. We place great emphasis on pupil voice, encouraging learners to reflect on their choices, celebrate their achievements, and recognise the impact they have on themselves and others.

Our dedicated team of staff, whom we call coaches, are passionate about supporting children to thrive from the moment pupils arrive in the morning, to lessons, enrichment activities, and Thrive based support throughout the day, every member of staff plays an active role in helping them feel safe, connected and inspired. We are a school community where everyone, from governors and staff to parents and carers, works in partnership to support our pupil' growth.

Amberley Court School is a place where pupils and staff learn together. Every day brings new opportunities, challenges and moments of joy. It is a privilege to lead such a community, and I am proud of every child and member of the ACS team.

We look forward to welcoming you into our school family and to working together to ensure that every pupil has the chance to flourish and shine.

With warm regards,
James Eagle
Headteacher

Amberley Court School

1. Admissions

The Local Authority's Special Educational Needs and Disabilities (SEND) Department, in which the individual pupil falls under, funds the majority of placements at Amberley Court School, in some circumstances, placements may be supported through social care or private funding.

Referral and consultation

Referrals are usually made via the Local Authority as part of an EHCP consultation. The Headteacher will consider each consultation with reference to the Children and Families Act 2014 (notably sections 38, 39 and 42), which set out that:

- Parents/carers have the right to request a school is named in the EHCP.
- The Local Authority must consult the school to confirm that a child's needs can be met.
- When deciding whether to name a school, the Local Authority must consider whether placement would be:
 - suitable to the child's age, ability, aptitude and SEN;
 - compatible with the efficient education of others; and
 - compatible with the efficient use of resources.
- The Local Authority has a duty to secure the special educational provision and any specified health care provision in the EHCP.

Amberley Court School responds to consultations promptly and in partnership with families and professionals. Where there are more consultations than places, these statutory criteria guide prioritisation.

Age range and timing

ACS admits pupils aged 6–16 (Key Stages 1–4). Admissions can take place at any point in the school year, subject to suitability and availability.

School year

ACS is open for 39 weeks each year, aligning with West Sussex term dates where possible. Additional INSET days are scheduled for staff training.

Learners we support

We provide education and support for pupils whose primary needs include (but are not limited to):

- Social, Emotional and Mental Health (SEMH)
- Autistic Spectrum Condition (ASC), including social communication differences
- Moderate Learning Difficulties (MLD)
- Associated needs such as ADHD and dyslexia

EHCP requirement

To be considered for a place, pupils must have an Education, Health and Care Plan (EHCP). Suitability is assessed carefully and collaboratively to ensure needs can be met and that provision will be in the child's best interests.



2. Admission Procedure

When there is an enquiry about a pupil placement at Amberley Court School, the admissions journey is designed to be supportive, transparent, and collaborative. A typical process may look like this:

1. Initial Enquiry

Arrangements are made for the family/carers to attend an informal visit to the school to meet staff and gain an overview of our provision.

2. School Tour

Families are invited to return with their child for a guided tour, offering the potential pupil the chance to see the environment and meet some of our Coaches.

3. Local Authority Consultation

The Local Authority may formally invite the Headteacher to *express an interest* in offering a place.

4. Pupil Portrait

Before assessment, parents/carers are asked to complete a short *pupil portrait*, sharing their child's likes, dislikes, strengths, and interests. This ensures we see the whole child from the very start.

5. Assessment

An assessment period takes place within a designated class. This may involve one or more sessions and includes participation in an academic lesson, as well as opportunities for social interaction.

6. Feedback and Decision

The school shares the outcomes of the assessment with both the Local Authority and parents/carers.

If appropriate, the Local Authority will request a formal offer of placement (FOP).

7. Formal Offer

Amberley Court School provides the Local Authority with the FOP, including a proposed start date, fee details, and any agreed support requirements.

The Local Authority will confirm placement in writing. In some cases, a contract of placement will also be issued for signing by the Headteacher.

8. Preparation for Admission

Families/carers are supported to contribute to a basic risk assessment and a Positive Behaviour Support (PBS) plan before admission.

Prior to the start date, pupil records are created, and information is requested from the previous school, safeguarding teams, and other professionals (where available).

9. Transition into School

The school liaises closely with parents/carers to plan a smooth, individualised transition into Amberley Court School.



3. Aims and Principles

Amberley Court School is a small independent special and alternative provision. We provide a safe, nurturing environment where pupils who may have experienced difficulty in previous settings are given the opportunity to reconnect with learning and with themselves.

At Amberley Court, we believe every child can shine. Many of our pupils arrive having faced challenges such as exclusion, isolation, or environments that did not fully meet their needs. Here, they are supported to grow socially, develop confidence, build resilience, and be encouraged to achieve their personal best.

Our Coaches recognise the importance of discovering and celebrating each pupil's strengths, while also helping them to overcome challenges. We value academic progress and personal growth equally, praising successes of all kinds and supporting children to feel positive about themselves and their relationships — both within school and in the wider community.

We are committed to equipping our pupils with skills for life, developing the *whole person*. Positive relationships, self-esteem, and a sense of belonging are at the heart of our Thrive-based approach. We believe every pupil has unique talents and an important contribution to make, and we work together to ensure they feel understood, valued, and ready to learn.

Mission Statement

At Amberley Court School, we are committed to creating a calm, safe, and inclusive environment where every child is seen, valued, and supported. We recognise that each pupil's journey is unique, and we provide the consistent relationships, tools, and guidance they need to make meaningful progress, both in learning and in life. Through a deeply relational and therapeutic approach, we help children develop the skills to regulate, reflect, and reconnect. Our aim is not only to support them in the classroom, but to equip them with the confidence, resilience, and self-awareness they need for the future beyond it.

Vision Statement

We are building a school where every child feels emotionally safe, genuinely understood, and able to thrive.

Through therapeutic approaches, trusted relationships, and personalised learning, we aim to:

- Reignite confidence and self-belief
- Support emotional regulation and resilience
- Deliver flexible learning that meets pupils where they are
- Help each child discover their strengths and aspirations
- Prepare pupils for fulfilling empowered lives

Our Values

At Amberley Court School, our ethos is shaped by three guiding values:

- **Compassion** – We respond to every pupil with empathy, patience, and understanding, ensuring they feel valued and cared for.
- **Curiosity** – We nurture a love of learning by encouraging exploration, creativity, and questioning.
- **Belonging** – We foster a community where every child feels safe, connected, and accepted for who they are.

Together, our vision and values create a foundation where *all can shine*.

4. The Learning Environment

Amberley Court School, based in Crawley, West Sussex, has been carefully designed to reflect our ethos of *Compassion, Curiosity, and Belonging*. From the outset, our aim has been to create a calm, safe, and nurturing environment where pupils feel secure, connected, and ready to learn.

We are fortunate to be situated within easy reach of both beautiful countryside and the vibrant town centre. This unique position allows us to make the most of outdoor learning opportunities such as walks, nature study, and reflective time in green spaces, while also accessing local amenities, community resources, and cultural experiences. This balance ensures pupils benefit from both restorative, nature-based learning and practical, real-world opportunities that enrich the curriculum.



Our classrooms and shared spaces are bright, comfortable, and flexible, offering the right balance of structure and informality. This helps pupils engage at their own pace, while learning in ways that feel relevant and meaningful to them. Through carefully planned activities, pupils are encouraged to explore, question, and create, developing a love of learning that extends beyond the classroom.

As a small, inclusive school, we place great importance on fostering self-esteem and a positive sense of identity. Pupils are encouraged to take pride in their achievements, connect with the wider community, and build the confidence needed to move forward positively in life.

Our Thrive-based approach underpins the learning environment, ensuring pupils are supported to make thoughtful choices, reflect on their decisions, and develop self-regulation. Every learning experience — whether in the classroom, outdoors, or in the community — is designed to build resilience, nurture curiosity, and strengthen a sense of belonging.

Amberley Court School is committed to providing equal opportunities for all pupils, regardless of gender, ability, culture, ethnicity, or faith. Our learning environments are continually adapted to meet the diverse needs of our learners, ensuring every child feels valued, supported, and able to shine.

5. The School Rules

5.1 What Amberley Court School expect from Parents and Carers

By enrolling your child at **Amberley Court School**, parents and carers agree to:

- Complete all admissions agreements and related documents in partnership with the school.
- Respect the ethos and values of our school: *Compassion, Curiosity, and Belonging*.
- Work collaboratively with Coaches and staff for the benefit of each pupil.
- Demonstrate respect towards all members of the school community, modelling positive speech and behaviour, especially in front of pupils.
- Approach situations constructively, seeking to clarify and understand both the pupil's perspective and the schools, so that peaceful solutions can be found.
- Contact the school directly to discuss and help resolve any concerns at the earliest opportunity.



5.2 What Parents and Carers can expect from Amberley Court School:

Parents and carers can expect:

- To receive clear information about the school's values, expectations, and community agreements.
- Regular updates on their child's learning, progress, and wellbeing.
- To be involved in decisions about their child's learning journey and Thrive-based support.
- A high professional standard from all members of staff.

- Confidentiality to be respected at all times.
- Courtesy, respect, and open communication from staff and pupils alike.
- Regular opportunities for dialogue with their child's Coaches and other key staff

5.3 What Amberley Court School expect of Pupils:

At Amberley Court School, we encourage every pupil to take an active role in creating a safe, kind, and respectful community. Pupils are expected to:

- **Show respect and kindness** to each other, to Coaches, and to all adults within the school.
- **Take responsibility** for their actions, understanding that choices have consequences, and working with staff to find calm and constructive solutions.
- **Listen and respond thoughtfully** when Coaches or adults are offering guidance or support.
- **Speak up for themselves and others**, letting a trusted adult know if they are worried, upset, or experiencing bullying.
- **Contribute positively to our school community**, showing curiosity, compassion, and belonging in their learning and interactions.
- **Act with integrity**, by being honest, independently apologising when needed, helping others, following instructions, and behaving responsibly both on and off site.

5.4 What Parents, Carers and Pupils can expect from staff:

At Amberley Court School, our Coaches and staff are committed to working in partnership with families to provide the very best for every pupil. Parents and carers can expect staff to:

- **Treat all families with respect and dignity**, recognising the importance of positive relationships built on trust.
- **Provide a safe, nurturing, and inclusive environment** where every pupil feels secure and able to learn.
- **Involve parents, carers, and pupils** in the day-to-day care and educational journey of their children, valuing their insights and perspectives.
- **Maintain confidentiality**, ensuring personal information is handled with care and professionalism.
- **Safeguard pupils and colleagues** at all times, placing safety and wellbeing at the heart of school life.
- **Raise and address concerns promptly and appropriately**, keeping families informed and involved where necessary.
- **Understand and support the individual needs of pupils**, with staff receiving relevant training to provide personalised care and Thrive-based support.

6. Our Curriculum

At Amberley Court School, the National Curriculum provides the framework for the educational experiences we offer. However, we go beyond this, delivering learning holistically through an exciting, engaging, and thematic approach that reflects our values of *Compassion, Curiosity, and Belonging*.

While the core subjects of English and Mathematics remain central, we place equal importance on the development of pupils' personal, social, and emotional skills. We recognise that these skills are fundamental to enabling pupils to learn effectively and to thrive in life. Other subjects are given appropriate weighting and are often delivered through cross-curricular and creative learning experiences that bring learning to life.

Our Curriculum Policy sets out in detail the rationale and structure of our offer. The curriculum is carefully planned to be coherent and connected, with opportunities to explore cross-curricular themes. It also embraces:

- Fundamental British Values
- Health, Relationships, and Sex Education
- Economic, Environmental, and Industrial Awareness
- Cultural and Creative Experiences

Every pupil is assessed individually to identify their needs and strengths. This informs our personalised learning pathways, ensuring that each child's curriculum is relevant, meaningful, and motivating.

Key Stage 1-3

Pupils in **Key Stages 1 to 3** will study a broad and balanced range of subjects, including:

- English / Literacy and Communication
- Mathematics
- Science
- Personal and Social Development (Thrive-informed)
- Health Education and Citizenship
- Technology and Computing
- History
- Geography
- Art, Crafts, and Design
- Modern Foreign Language (French)
- Physical Education
- Design Technology / Engineering
- Music
- Religious Education

Through this curriculum, we aim to nurture curiosity, build confidence, and provide pupils with the knowledge, skills, and values they need to succeed — both in school and beyond.



Key Stage 4

At Amberley Court School, we recognise that vocational and contextual, real-life experiences are vital for preparing pupils for the future. Our Key Stage 4 curriculum focuses on equipping pupils with essential functional skills, alongside the personal, social, and emotional development they need to move confidently into adulthood. Learning is delivered within a supportive environment, enabling pupils to achieve qualifications and experiences that reflect their strengths and aspirations.

We want every pupil to leave us with recognition for what they *can* achieve and with the confidence to take their next steps into college or further training.

As standard, pupils in Years 10 and 11 will study:

1. Functional Skills in English, Mathematics, and ICT

Pupils work towards examinations at a level suited to their individual abilities, ensuring meaningful accreditation and progression routes.

2. ASDAN Short Course Options

Pupils select up to two ASDAN short courses per year, with a wide choice of subjects. These are often linked to personal interests, vocational pathways, or preparation for further education.

3. ASDAN Personal Development Programme (PDP)

This programme helps pupils become confident individuals who are physically, emotionally, and socially healthy. It encourages responsible citizenship, resilience, and the ability to embrace change, manage risk, and make positive contributions to society. Pupils can achieve Bronze, Silver, or Gold awards.

4. Life Skills and Preparation for Adulthood

Learning extends beyond formal subjects to include practical skills for independence and transition. This includes:

- Career advice and guidance
- Pathway planning and next-step preparation
- Independent living skills (e.g. travel training, budgeting, cooking, personal organisation)
- Social and emotional learning, supported through Thrive-informed practice

Our aim is for Key Stage 4 pupils to leave Amberley Court School not only with qualifications, but also with the self-belief, resilience, and life skills needed to thrive in their next stage of education and beyond.



7. Fitness and Healthy Living

Beyond the Classroom

Learning at Amberley Court School does not stop at the classroom door. We believe that outdoor activities, enrichment opportunities, and educational visits are vital for inspiring curiosity, developing independence, and strengthening social and emotional skills.

Our pupils benefit from a wide variety of experiences beyond the school site, including:

- **Outdoor learning and Outdoor Adventures**, where pupils connect with nature, build resilience, and develop teamwork.
- **Physical education and movement opportunities**, including access to local sports facilities and swimming.
- **Daily physical activity**, with pupils encouraged to start the day positively through a mile walk or run (adapted to suit age, ability, and weather conditions).
- **Curriculum-linked educational visits**, which make learning meaningful and relevant in real-world contexts.

We recognise that some pupils may not initially be able to access the full National Curriculum entitlement. For this reason, learning is always differentiated and carefully planned to meet individual needs. Our commitment is to steadily move pupils towards greater engagement and participation, enabling them to access broader opportunities as they grow in confidence and ability.

Healthy Lifestyles

We understand the importance of nutrition and wellbeing in supporting learning. At Amberley Court School:

- A Breakfast Club is offered to all pupils, helping them to start the day calm, nourished, and ready to learn.
- Pupils enjoy a choice of hot and cold lunches each day, with meat, vegetarian, and sandwich/wrap options available. Fresh fruit is also provided during break times.
- Every pupil is given a reusable water bottle, with access to drinking water throughout the school day.

Menus will be planned with reference to the School Food Standards, ensuring that meals are balanced, healthy, and varied. Parents and carers are encouraged to provide a healthy packed lunch if their child does not eat school dinners

8. Adventurous Outdoor Learning

At Amberley Court School, we believe that the outdoors provides powerful opportunities for growth, exploration, and discovery. Our Outdoor Adventurous Learning programme builds on the principles of Forest School and extends them to a wider range of outdoor experiences.

Through carefully planned activities, pupils are encouraged to explore the natural world, take on challenges, and develop independence in a safe and supportive environment. Whether learning in our local green spaces, accessing our off-site woodland areas, or engaging in adventurous activities,

pupils gain the chance to build resilience, teamwork, and self-esteem through practical, hands-on experiences.

Our Coaches facilitate activities that are engaging, challenging, and achievable for every pupil. These might include:

- Problem-solving and team-building games
- Bushcraft and survival skills
- Exploring and caring for the natural environment
- Physical challenges that promote confidence and perseverance

Outdoor Adventurous Learning provides pupils with time, space, and freedom to develop new skills and interests while fostering a sense of curiosity and belonging. It encourages healthy motivation, nurtures creativity, and supports each child in working towards their own goals in a way that feels meaningful and enjoyable.



9. Nurture, Health and Wellbeing

At Amberley Court School, the health, wellbeing, and personal development of every pupil are central to our work. We understand that each child has unique needs, and we provide additional support wherever it is required to ensure pupils can access education fully and flourish both academically and personally.

Our school has access to a wide range of specialist services, including:

- Sensory and massage therapy
- Counselling services
- Music, art, and play therapy

- Speech and Language Therapy

Where a pupil's Health Care Plan identifies additional needs, we work in partnership with families and professionals to source and provide the right support.

Our staff team, whom we call Coaches, are trained in the Thrive Approach, enabling them to respond to pupils' social, emotional, and behavioural needs throughout the school day. Our experienced Learning Support Coaches also provide one-to-one support where needed — helping pupils to develop personal, emotional, and social skills alongside academic booster sessions.

We are committed to working closely with a variety of professionals to share knowledge, access resources, and secure the best outcomes for our pupils.

At Amberley Court, we believe that education must be holistic and nurturing. We place equal value on academic learning and on meeting the social, emotional, and mental health needs of our pupils. By doing so, we ensure that every child is supported to feel safe, valued, and ready to learn.

10. Education, Health and Care Plan (EHCP)

Amberley Court School provides tailored support for pupils with a wide range of additional needs. Our staff are highly experienced in working with children with Moderate Learning Difficulties, Dyslexia, Autism, ADHD, and Social, Emotional and Mental Health (SEMH) needs.

Each pupil is carefully assessed, and individual Social and Emotional targets are set termly. These targets are tracked, reviewed, and directly linked to the pupil's Education, Health and Care Plan (EHCP), ensuring that every aspect of their development is supported.

We work closely with outside agencies, parents and carers, and the pupils themselves to make sure that EHCPs are fully embedded in daily practice and used to guide progress. EHCPs are formally reviewed at least once a year, with input from a range of professionals, to ensure that support remains appropriate, effective, and responsive to each child's evolving needs.

Our approach is holistic, strengths-based, and relational — recognising each pupil as a unique individual and ensuring they feel a true sense of belonging within our school community.

11. Developing Key Personal Skills

At Amberley Court School, we recognise that many of our pupils have experienced disrupted learning in mainstream education and may carry psychological barriers to learning. Before academic success can flourish, it is vital to build the foundations of personal development that enable pupils to feel safe, confident, and ready to learn.

We focus on strengthening the following fundamental skills:

- Working and interacting with others
- Working independently
- Problem-solving
- Self-advocacy and expressing their needs

- Organisational skills
- Attention and listening
- Decision-making
- Taking responsibility for their actions

Every pupil has a unique pathway and will be developing at different rates, both personally and academically. We cater to individual strengths while addressing gaps in attainment, offering a differentiated approach to personal and academic progress based on each child's baseline and starting point.

Our aim is to equip pupils with the foundations required to realise their full potential — academically, socially, and emotionally.

To achieve this, pupils are supported by our Coaches, trained in the Thrive Approach, who are available throughout the school day to provide 1:1 intervention when needed. These sessions may take place on an ad hoc basis (for example, when a pupil is anxious, frustrated, or dysregulated), or as part of a timetabled plan targeting specific skills such as PSHE, travel training, or wellbeing.

We also make targeted use of Pupil Premium funding to ensure equity and opportunity for all. This support may include:

- Additional therapeutic or academic interventions
- Access to external clubs, activities, or enrichment opportunities
- Provision of clothing, equipment, or technology to remove barriers to participation

Pupil Premium is used strategically to narrow the attainment gap, ensuring that all pupils have equal access to the opportunities and resources they need — ultimately *levelling the playing field for every child*.

12. Behaviour for Learning

At Amberley Court School, we are committed to creating an environment that encourages positive behaviour, mutual respect, and a strong sense of belonging. When pupils and staff feel safe and secure, teaching and learning can flourish.

Our approach to behaviour is rooted in Positive Behavioural Support and the Thrive Approach. All staff receive training in de-escalation and, where necessary, safe physical intervention (e.g. PRICE), ensuring that responses are calm, consistent, and supportive. For many of our pupils, the development of positive social communication and interaction is essential, and we see this as a key part of preparing them for life beyond school.

Equally important is the example set by our staff. Every member of the ACS team has the responsibility to model high standards of behaviour, both in their relationships with pupils and with each other.

Our Aims

Through our behaviour for learning approach we aim to:

- Create a positive climate with realistic yet challenging expectations for every pupil.
- Emphasise the importance of being valued as an individual within a supportive group.
- Promote respect, courtesy, and fairness for all, regardless of age, gender, culture, faith, or ability.
- Provide a caring, nurturing environment where pupils feel safe to take risks in their learning.
- Encourage relationships based on kindness, compassion, and understanding.
- Celebrate achievements, effort, and positive contributions, both academic and personal.

Rules and Routines

We believe that **clear and consistent structures** help pupils feel secure and understand what is expected of them. Our rules and routines are:

- Kept to a necessary minimum.
- Positively stated, focusing on what pupils *can do* rather than what they should not.
- Promoted actively by staff and pupils alike.
- Designed to ensure safety and foster a culture of respect and learning.

Individual classrooms may adopt additional agreements where appropriate, tailored to support pupil understanding and wellbeing.

Recognising Achievement

We run a daily visual incentive scheme that rewards positive attitudes and attainment. At the start of every time each class will discuss and decide on their own rewards scheme.

We also hold a weekly celebration assembly every Friday, where Coaches share the successes of the week. At the end of each year, awards are given for in relation to our school values.

Restorative and Individualised Approaches

Amberley Court School has adopted a Restorative Practice approach to behaviour, encouraging pupils to reflect on their actions, repair relationships, and take responsibility in a constructive way.

Every pupil has an individual positive behaviour plan, a risk assessment, and a missing persons protocol, which are reviewed regularly and adapted as needed. For looked-after children (CLA), a personalised educational plan is also in place.

Partnership with Families

We believe behaviour support works best in partnership. Staff are available to parents and carers at the end of each day, in person or by phone, to discuss any concerns or share successes. For more details, please refer to our **Positive Behavioural Support Policy**.



13. Vocational Study and Links with Educational Establishments

At Amberley Court School, we are committed to ensuring that every pupil is fully supported in preparing for life beyond Year 11. For our Key Stage 4 pupils, this means exploring a range of opportunities that reflect their needs, interests, and aspirations.

College Links and Work Placements

In Years 10 and 11, pupils may be offered opportunities to engage with local colleges, other education establishments, or work placements. Suitability is always decided on an individual basis, with input from the pupil, parents/carers, ACS staff, and the Local Authority Post-16 SEN Transition Advisor.

Accreditation and Online Learning

Where appropriate, pupils may also access external accrediting organisations or online learning courses. These options are integrated into each pupil's personalised curriculum, with full school support and detailed monitoring of progress, records, and targets.

Careers Education and Guidance

We recognise that access to high-quality careers advice is a key entitlement for all pupils. At Amberley Court, this includes vocational study options, work experience opportunities, and preparation for adulthood skills. We work in partnership with multi-agency teams to ensure that pupils benefit from coordinated support and clear pathways into post-16 education, training, or employment.

Our aim is for every pupil to leave Amberley Court School feeling confident, well-prepared, and supported in taking the next steps in their journey.

14. Child Protection

At Amberley Court School, the safety and wellbeing of our pupils is our highest priority. Our Child Protection and Safeguarding Policy is fully aligned with the Pan-Sussex Safeguarding and Child Protection Procedures, and with national statutory guidance, including:

- *Working Together to Safeguard Children* (HM Government, 2023)
- *Keeping Children Safe in Education* (latest statutory update, 2025)

We recognise our responsibility under the Children Act 2004 to work in partnership with local authority children's services and other agencies to safeguard and promote the welfare of all children.

All staff at Amberley Court School receive regular training in safeguarding and child protection and understand their duty to act promptly and appropriately where there are concerns. Our approach ensures that pupils feel safe, listened to, and supported at all times.

For full details, please refer to our **Child Protection and Safeguarding Policy and Procedures**.

15. Reviewing, Assessing and Reporting Processes

At Amberley Court School, our aim is to ensure that every pupil's achievement, effort, and engagement is recognised, praised, and celebrated. We believe that positive acknowledgement—of both challenges overcome and successes achieved—builds motivation, resilience, and self-belief.

To ensure progress is effectively monitored and shared, each pupil will receive:

- An **Individual Education Plan (IEP)** and **Individual Positive Behaviour Support Plan (PBS)**, reviewed termly
- An **end-of-term assessment** of personal and social targets
- **Subject assessments** at the end of each topic or term
- A **full academic and personal development assessment** at the end of the year
- **Termly monitoring reports** for core subjects
- An **Annual Review of the EHCP**, with input from families and professionals
- An **end-of-year teacher report**
- A **transition plan** setting out clear next steps in learning and development

We place equal importance on academic progress and personal growth, and we celebrate both with pupils and families. Success is shared through reports, assemblies, and daily encouragement, helping pupils to take pride in their achievements. Our Coaches have high expectations for all pupils and work in partnership with them to help raise their own aspirations. We are proud of the determination, progress, and achievements of our pupils, both in their learning and in their wider personal and social development.

16. School Uniform and Opening Times

School uniform is available to order directly through the school office. As only a small selection is held in stock, parents and carers will need to complete an order form in advance.

Uniform for all pupils:

- Navy polo shirt with school logo
- Navy blue jumper or cardigan with school logo
- Dark trousers, skirt or shorts
- Shoes or trainers

At Amberley Court School, we recognise that some pupils may experience sensory needs which can make certain clothing uncomfortable or difficult to wear. We are committed to working with families and pupils to find solutions that ensure every child feels comfortable, confident, and able to engage in learning. Adjustments can be discussed on an individual basis so that uniform expectations are fair, inclusive, and supportive of pupil wellbeing.

Times of school (term time only)

Amberley Court School operates a structured timetable to provide consistency and security for pupils throughout the day.

- **School opens:** 9:00am
- **Morning registration closes:** 9:15am
- **Afternoon registration closes:** 1:30pm
- **School finishes:** 3:15pm

We recognise that some pupils may find attendance or punctuality challenging, and we work closely with families to provide encouragement and support. Attendance is encouraged for all pupils, but approaches are tailored to individual needs. Please refer to our **Attendance Procedures** for further information.

17. Our School's Governing Body

Key duties of the Governing Body

The Governing Body of Amberley Court School plays a vital role in ensuring that the school is well led, accountable, and focused on providing the best possible outcomes for pupils. Working in partnership with the Headteacher and senior leadership team, the Governing Body is responsible for:

- Setting and monitoring the school's aims, ethos, and policies
- Setting targets, including staff performance and whole-school targets
- Reviewing and monitoring progress, including examination results and national data (where applicable)
- Monitoring attendance of pupils, staff, and governors
- Reviewing, adopting, and monitoring the School Improvement Plan (SIP) and the Self-Evaluation Framework (SEF)
- Overseeing and approving the school budget and monitoring expenditure
- Hearing escalated appeals and grievances
- Setting expectations for pupil behaviour and discipline, in consultation with the Headteacher
- Ensuring school buildings and grounds are safe, well-maintained, and welcoming

To support this work, governors are assigned specific areas of responsibility. These currently include:

- **Safeguarding**
- **Finance**
- **Premises, Health & Safety**
- **Teaching & Learning**

Through these responsibilities, the Governing Body ensures that Amberley Court School continues to provide a safe, nurturing, and aspirational environment where all pupils can thrive.

Governors

- Mr Dave Johns:
Safeguarding /Premises, Health & Safety Governor
(Co-opted Governor & Chair)
- TBC:
Teaching & Learning Governor
(Parent Governor)
- TBC:
Finance Governor
(Community Governor)
- TBC:
Safeguarding / Teaching & Learning Governor
(Co-opted Governor)

18. Amberely Court School Staff

At Amberley Court School, every member of staff is a Coach. This reflects our belief that all adults in school contribute equally to pupils' growth — academically, socially, and emotionally. Our Coaches bring a wide range of skills and expertise, working together to provide a safe, nurturing, and aspirational environment where *all can shine*.

Our team includes Coaches with experience in:

- **Teaching and Learning** – delivering high-quality, creative, and engaging lessons tailored to individual needs.
- **Support and Guidance** – providing one-to-one and small group interventions to remove barriers to learning.
- **Thrive and Pastoral Care** – helping pupils build emotional regulation, resilience, and a strong sense of belonging.
- **Therapeutic Approaches** – offering access to therapies such as speech and language, play, art, music, and counselling.

All Coaches undergo a rigorous recruitment and vetting process, including enhanced safeguarding checks. They receive a comprehensive induction and regular training in areas such as Thrive, behaviour support, safeguarding, and SEND, ensuring that pupils are supported by a skilled and consistent team.

The school is led by:

- **Headteacher** – James Eagle

Together, the Coaching Team works in partnership with pupils, families, and external professionals to create a holistic education where every child feels understood, valued, and supported to succeed.



19. Registration and Contact Details

DfE Registration number	TBC
Ofsted URN number	TBC
Registered type	TBC
Registered capacity	26 day pupils
Registered to admit	Mixed Gender aged 6 to 16 years
Proprietors	ACS Crawley Ltd
Chair of Governors	David Johns
Headteacher	James Eagle
Deputy Headteacher	Claire Collacott
Address	Amberley Court School 9 County Oak Way Crawley, West Sussex RH11 7XL
E-mail	office@ascrawley.co.uk
Telephone	01293 213065
Website	https://www.ascrawley.co.uk/

