



**Moore House
Academy**
Dunkeld



MOORE HOUSE ACADEMY DUNKELD

Prospectus for Professionals and Parents

2023-2024



Keeping the promise to children and young people in Scotland



Who is this prospectus for?

This prospectus is for professionals who believe the learning and/or emotional needs of a child or young person for whom they have responsibility are not being met and who wish to find a suitable alternative day or residential placement for them.

Parents may also find this information useful. The school aims to provide sector-leading provision for children and young people who require significant additional support for their social, emotional and learning needs.

We hope this prospectus will give you a good insight into our school, and let you see for yourself:

- our wonderful location;
- our welcoming staff; and
- the exciting opportunities for learning that we provide.

Acceptance

Aspiration

Achievement

Attainment



Moore House Academy Dunkeld

Moore House Academy Dunkeld aims to provide sector-leading provision for children and young people who require highly specialised teaching, individualised pastoral care and a range of dedicated services. The school is located in a calm, rural environment near Dunkeld and provides specialist day and residential care and education, including therapeutic support, for children and young people aged 11 to 18 years, who require significant additional support for their emotional and learning needs.



Why choose Moore House Academy Dunkeld?

Moore House Academy Dunkeld is one of the three schools across the Moore House Group. The children and young people benefit from seamless access to the continuum of services within the wider Moore House Group that includes residential care, fostering and psychological services. In terms of education, children and young people can attend the Academy at Dunkeld while also benefiting from specialist services or areas of the curriculum. Young people may also benefit from specialist services and additional areas of the curriculum using our virtual classrooms. Flexibility in meeting additional support needs is key.

Our philosophy and our nurturing approach is promoted through training for all staff in Dyadic Developmental Practice (DDP) – a therapeutic approach that prioritises a child’s need to develop relationships – with its underpinning principles of Playfulness, Acceptance, Curiosity and Empathy (PACE).

We are proud that our Mission, Vision and Values statements were developed in collaboration with young people and staff and we believe they capture exactly who we are, and what we are here for.

Our Mission

To achieve the best personalised outcomes for children and young people through positive, nurturing relationships developed across our education, fostering, residential and psychological services.

Our Vision

Every child and young person enjoys positive health and wellbeing; and the best opportunities for learning, life and work.

Our Values

- ✓ Innovation
- ✓ Acceptance
- ✓ Empowerment
- ✓ Resilience
- ✓ Responsiveness

How do our Mission, Vision and Values support our children and young people?

The ethos we create in Moore House Academy Dunkeld provides our children and young people with a happy, friendly and stimulating learning environment where they feel safe, secure and valued. Our calm, purposeful and supportive environment is built on mutual respect with staff who understand the importance of supporting our young people to develop resilience and to grow in confidence in order to re-engage in their learning. The peaceful rural environment of Moore House Academy- Dunkeld presents a myriad of opportunities for outdoor learning and lends itself to naturally therapeutic approaches.



What are the challenges our children and young people experience?

The emotional and neurodiverse challenges that our children and young people face on a daily basis are more important than any specific diagnosis. These challenges can include:

- Anxiety;
- Social difficulties;
- Social communication difficulties;
- Rigidity;
- Sensory issues;
- Developmental issues;
- Mood disorder;
- Trauma; &
- Avoidance, including school refusal.

Our children and young people attain and achieve at very different levels. We recognise and respond to their learning and emotional needs through ensuring BGE curriculum pathways sit at around Pre-Early Level Curriculum for Excellence for one group and from Second to Fourth Level for another group.

Since their different needs present significant barriers to learning and emotional development, we identify and promote each young person's unique abilities and help them to work through and overcome their own personal challenges.

What are the skills of our staff team?

Our staff team has been recruited and trained to work effectively with young people who have undergone challenges in previous educational placements, often as a result of experiencing high levels of anxiety, difficulty with forming and maintaining relationships and, as a result, not being able to fulfil their potential. In recognition that the needs of our children and young people are significant and complex, our substantial in-house staff team includes a range of teaching, care, and support staff, including therapists. Our senior team provides leadership and management in supporting the growth, development and quality of our services. Our teachers have a wide range of curriculum expertise and are effectively supported by our classroom assistants.

Moore House Academy Dunkeld is supported by colleagues from:

- Care teams;
- Psychological Services and Intervention (PSI);
- Specialist consultants for attachment, trauma and resilience;
- Speech and Language Therapist;
- Occupational Therapist; and
- Education advisors

The Headteacher based at Moore House Academy Dunkeld has overall responsibility for the school and in turn reports to the Director of Children's Services and the Moore House Group Board.



The Promise - A poem written by Donna Ashworth, a Moore House Academy - Dunkeld parent.



Scan the QR Code to watch the video

What is our curriculum?

Moore House Academy Dunkeld takes full account of the National Improvement Framework (NIF) which sets out the vision and priorities for Scottish education. This complements the implementation of Curriculum for Excellence (CfE), Getting It Right for Every Child (GIRFEC), and Developing the Young Workforce (DYW), which are the three supporting pillars of the Scottish education system.

Our curriculum has a strong focus on identifying and supporting each young person's emotional vulnerability and anxiety level as this is frequently the barrier to their ability to concentrate and adversely affects their progress in learning. Using GIRFEC indicators we identify the wellbeing needs of our young people and plan careful strategies and responses involving, as appropriate, members of the PSI team and other external agencies. Regular monitoring ensures we effectively track progress and quickly respond to any concerns.

In respect of Developing the Young Workforce, our

**“My son is enjoying it so much.
Everyone (teachers) are excellent.”
Dunkeld pupil parent**



outdoor learning and broad achievement opportunities prepare our young people for the world of work in terms of work ethic, researching, investigating and planning activities such as, for example, building willow arches and 'gym' equipment for our red squirrels!

From Primary 7 to the middle or end of Secondary 3, our young people engage in Broad General Education (BGE) after which they transition to the Senior Phase. We ensure full entitlement within the BGE curriculum across all eight curriculum areas:

- Literacy and English
- Numeracy and Mathematics
- Sciences
- Technologies
- Expressive Arts
- Health and Wellbeing
- Social Subjects
- Religious and Moral Education

Our young people at the BGE stage enjoy Interdisciplinary Learning (IDL) which allows them to focus on a topic of interest while reinforcing knowledge and skills across several curricular areas, as well as providing a focus on literacy and numeracy. A well planned sensory curriculum also supports the children and young people for whom this is appropriate. Broad achievement is also promoted and outdoor learning is an important motivator.

Our Senior Phase curriculum takes account of the fact that our young people have diverse skills, interests and needs. Their wide range of levels and abilities means that our curriculum has been very carefully considered to ensure each young person can attain and achieve their potential. The curriculum has been organised in line with the wide range of SQA courses and units and includes:

- National Qualifications (NQs);
- Personal Development Awards (PDAs);
- Skills for Work Awards;
- Skills Development Scotland (SDS): My World of Work Awards; &
- Wider Achievement Awards.

We deliver courses from National 1 to Higher Grade and in some cases Advanced Higher.

Alongside these SQA accredited courses the school provides a good range of opportunities for broad achievement, including the Duke of Edinburgh's and John Muir Awards.

Individualised curriculum planning ensures the school sets sufficiently challenging learning and wellbeing targets that are assessed, monitored and tracked so that progress can be reported regularly and accurately. Ongoing monitoring ensures that each young person's curriculum remains appropriate to their needs.



Who are our partners?

Partnership and collaboration are at the heart of what we do. The rights and needs of our young people are supported more effectively through joint working with parents, carers, agencies and services.

Our Key Partners include:

- Parents and carers of our children and young people who are essential partners in their children's learning and in providing emotional support. They give us the most valuable insight into their children and help us understand their anxieties and fears, their strengths and interests, their likes and dislikes. Informal contact is encouraged, and review meetings provide more formal opportunities for parents and carers to be updated on their child's progress;
- Local Authorities who place their young people with us and have invested their trust in us as providers of care and education for their most vulnerable children. We ensure the progress of each young person's attendance and engagement, learning, health and wellbeing needs are tracked and reported to them on a regular basis;
- Local Mainstream Secondary Schools who can access Moore House services and who may provide the next placement for our young people as appropriate;
- Health colleagues including Child and Adolescent Mental Health Services (CAMHS) who provide us with essential specialist advice, particularly in respect of the emotional wellbeing of our young people;
- JMT Fostering services who provide support, such as respite care, for some of our young people and families;
- Local community services such as leisure services, community learning and development and specialist support groups who provide our young people with wider opportunities;
- Skills Development Scotland (SDS) who engage with young people at an appropriate stage in their academic life and provide support through their transition into employment and training.
- Further and Higher Education organisations who support us in the onward transition of our young people.





How do we ensure we listen to the voices of our children and young people?

As part of our ethos of openness, acceptance and mutual respect, we work in ways that encourage our young people to develop trust, enabling them to express their needs and how they feel, so that they are sufficiently confident to share their views. Each young person has dedicated key time where they can express concerns and celebrate successes. Our small group setting and calm surroundings help to promote wellbeing and learning. School assemblies, celebrations of success and focused Interdisciplinary Learning weeks provide young people with a forum for interaction and shared experiences.

How do we safeguard our children and young people?

We have a strong focus on health and wellbeing. We take full account of the GIRFEC wellbeing indicators and track each young person's wellbeing in line with these. All staff have information about the mental wellbeing and/or levels of trauma or fear of each young person and are clear about support strategies. Moore House Care and Education ensures all staff receive significant initial training and updated training in safeguarding, including child protection. This includes Safe Crisis Management (SCM) training. The Headteacher is the Child Protection Officer. Young people are assessed in order to clarify the nature and level of any risk, so that risk management strategies can be developed and shared with staff.

How are Children and Young People referred to Moore House Academy Dunkeld?

Referrals to the Academy are made through Local Authorities. Local Authority representatives and/or parents and carers are encouraged to visit the school, by appointment, prior to a placement being discussed.

When a Local Authority considers they are unable to meet the care or learning needs of a young person or child within their own provision, they can agree to a residential or day placement at Moore House Academy – Dunkeld.

Parents can also make a placing request for Moore House Academy – Dunkeld which the local authority will respond to within two months. In the event that the request is refused parents can ask for mediation or they can appeal the decision to the Additional Support Needs (ASN) Tribunal within two months of receiving the refusal letter. If the local authority does not respond to the placing request by the deadline, parents can appeal to the ASN Tribunal within two months of the missed deadline. The Headteacher will inform the relevant authority following a parent visit and will work closely with that authority so that any subsequently agreed transition will be managed smoothly. When agreement is reached that a child is to be placed at the school, comprehensive information is shared between the relevant authority, external partners, and school staff, along with parents and carers, so that the school can quickly understand the total needs of the child.

“School Transition Plan is impressive.”
PKC SW team

What happens when a child or young person is placed in Moore House Academy – Dunkeld?

The Headteacher and others collate all the information from prior placements and set in motion a range of initial assessments – often undertaken during outdoor learning activities - in order to clarify the starting point for curriculum pathway planning. Other assessments may be carried out by a member of the PSI team. From this baseline, the school will commence the development of a comprehensive record that will follow the child or young person throughout their placement. Within 4 weeks of admission, an initial person-centred/ Team Around the Child planning meeting is held involving the young person, their parents/carers, representatives from the placing authority and other relevant professionals so that existing plans, such as a Coordinated Support Plan (CSP) and/or Child's Plan, are updated. This also includes agreeing individualised curriculum plans, which clarify learning and teaching objectives during a specific period. Regular review meetings provide opportunities to report progress and ensure continuous challenge and appropriate support, including from other agencies when needed.



What happens when a child or young person moves on from Moore House Academy Dunkeld?

In line with the processes and timelines of Additional Support Needs legislation, the school invites all relevant professionals who support the child or young person, along with the child or young person and their parents or carers, to ensure a smooth transition to another school or residential placement or to a suitable post school destination.

“Moore House Academy is my safe place. The staff understand me and I know I can speak to them when things are not going well for me. I really enjoy our outdoor learning and I have learned so much using digital technology. I am beginning to believe I can go to college when I leave Dunkeld and gain even more qualifications.”

Dunkeld pupil.



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