



# Victoria Education Centre School Prospectus

Achieving through Believing



[www.victoria.poole.sch.uk](http://www.victoria.poole.sch.uk)

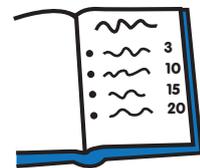


## Interact with us

There are many ways to interact with the school. You can visit our website where you will find lots of useful information. Like us on Facebook to see articles and photos that are posted on there regularly. Check out our Youtube account for an insight into what the students think about their school. Download the Aurasma app and follow our channel to gain access to exclusive content placed in our termly newsletter 'VEC Life'. You can also listen to Vibe (Victoria Inclusive Broadcasting Enterprise), our student radio service available via Mixcloud. To find out more about any of these services please visit our website.



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# Welcome

As Headteacher of Victoria Education Centre, I would like to welcome you and thank you for taking the time to find out about the work we do to educate and care for children and young adults.

Everyone who knows us or visits our school speaks of our distinct ethos. They notice the excellent relationships evident between students and staff, the purposeful environment and the fact that students are confident, happy and safe here.

Victoria Education Centre, is a non-maintained, Ofsted-Outstanding special school in Poole, Dorset offering specialised, high quality education, therapy and care for young people aged 3-19. In addition to this we now offer a residential transition service for 18-25 year olds.

Victoria is an exciting, innovative and dynamic place. Our vision is clear – we are a centre where successful learning and high levels of achievement prepare children and young adults for fulfilling future lives.

The students who attend Victoria have physical disabilities or complex medical/neurological conditions and many have additional needs including communication difficulties, learning difficulties and sensory impairments.

The Centre boasts fantastic facilities which are used to the maximum potential by our dedicated and skilled staff team. Each one of our services has been carefully created by listening to our school and external community and we believe we have a Centre that truly meets the needs of our young people, their families and our wider community. We welcome diversity in culture, religion and ability and we value the contribution that every child and young person makes.

We are fortunate to have outstanding, forward thinking staff, who continually develop their practice and work together to make sure all the young people have every chance to achieve their potential. With access to specialist technology and onsite health professionals, the progress they make is often astounding.

Children and young people come to us from across the country. Those living close enough come daily while others may stay in the Children's Home or 'Horizons' adult residential provision overnight for varying periods depending on need. Wherever families live, we put a high priority on keeping in touch and making sure that parents and young people themselves are fully involved in making decisions.

I very much hope you find this Prospectus useful and informative and that you will want to find out more about Victoria Education Centre and what we do. Choosing a school is a daunting task for any parent; you obviously want the best! Through this prospectus we try to convey a flavour of our centre but nothing gives as good as an impression as a visit. We are always proud to show off our school and discuss with you the particular needs of your child. If you would like to arrange a visit, please contact us directly or visit our website.

Simon Brown  
Headteacher



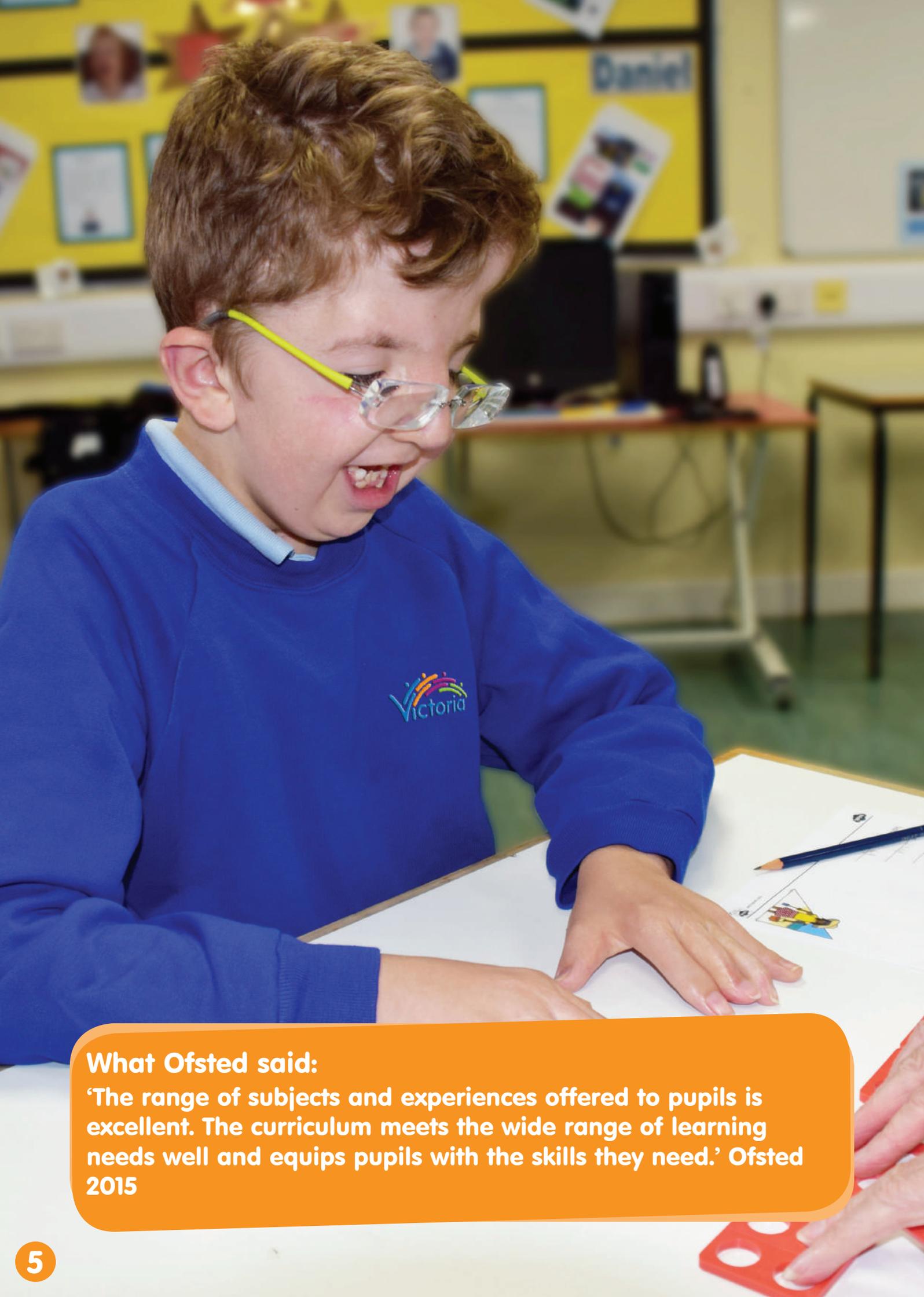


## Vision

A Centre where successful learning and high levels of achievement prepare children and young adults for fulfilling future lives.

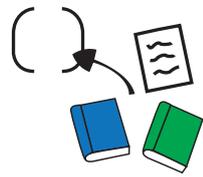
## Values

- The individual young person must be at the centre of all that we do
- Every student must be respected, valued and nurtured and their voice must be heard
- Learning is the key to student's future lives. We believe that successful learning comes from skilful teaching, an innovative and personalised curriculum and from a real partnership with families
- Learning should be fun. We emphasise the development of self-esteem and confidence
- Every student's achievements should be recognised and celebrated



**What Ofsted said:**

**‘The range of subjects and experiences offered to pupils is excellent. The curriculum meets the wide range of learning needs well and equips pupils with the skills they need.’ Ofsted 2015**



We provide a broad, balanced and meaningful curriculum, which is accessible to all our students and provides smooth progression and continuity from the Early Years Foundation Stage (EYFS) through to Post-16.

Our curriculum offer includes the National Curriculum where appropriate and additional elements which incorporate cross-curricular and enrichment opportunities, learning outside the classroom and out of school hours learning. The aim is to provide students with a rich curricular experience which enables them to develop the skills and competencies to live a full life and realise their potential.

Our school is based on Christian principles and we actively promote values which ensure that our students develop a strong sense of social and moral responsibility. We prepare our students for life in modern Britain by developing an understanding of democracy, the rule of law, individual liberty, mutual respect and celebrating differences.

We value the achievements of all students and strive to ensure that they achieve success in all aspects of their learning. These successes are celebrated in our weekly achievement assemblies.

## Enrichment

All our students are encouraged to express themselves to the best of their ability through sport, drama, music, dance, art and technology. These activities, and many more, play a huge part in their personal and social development.

Each day, the Welcome programme offers an exciting, flexible, individualised 30-minute session, when students can work on 'core skills' and prepare for learning.

Our weekly Learning Enrichment Activity Programme (LEAP) gives students the opportunity to choose from a range of enrichment activities such as African

drumming, rebound therapy, fitness and film making. They also get the opportunity to care for our school rabbits in our very own 'Pets Corner'.

We offer educational visits plus recreational, social and physical activities. Sporting, drama and music events feature strongly, as well as art and design which is an important part of our curriculum. Each year our students can participate in a production.



Amar enjoying Merlin's Magic Wand Fun Day

## Progress through the curriculum

On admission, each student will undergo a comprehensive multi-disciplinary assessment. This is linked with their EHCP (Education, Health and Care Plan) or Statement of Special Educational Needs and will identify the student's needs and priorities for learning.

Students' progress is closely monitored throughout the year to inform planning, to keep account of the range of experiences covered, to celebrate achievements and to provide information for reporting. Annual and transitional reviews have a person centred approach, to ensure that every student reaches his or her full potential and continues to receive the correct level of support.

## Support for learning

Wherever possible, students are taught in appropriate Key Stage groups. Each Teacher works with a Senior Teaching Assistant (STA), Teaching Assistant (TA) and Education Support Workers (ESWs) in small class groups.

Every student has personalised learning priorities which set out their current goals. These are regularly reviewed to make sure that each child is catered for and that achievements are celebrated.

The therapy teams offer an integrated service, supporting students within the classroom and working alongside teachers and ESWs. Therapeutic intervention supports students with their communication, and physical wellbeing, all of which are paramount in enabling successful learning.

Collaborative planning means that learning and therapy outcomes are person centred and can be incorporated into meaningful activities. Learning does not stop when care needs arise. Engaging individuals in aspects of eating, drinking and other personal care is an integral part of each young person's day.



Sebastian is assessed for his ICT requirements

## ICT access

The use of computer and assistive technology plays an important role in helping students access the whole curriculum. All students are assessed when they first join the school to ascertain what ICT equipment and specialised software would best enhance their learning.

As a result, each student has their own workstation which has been customised to accommodate their individual needs.



Bobby painting pottery

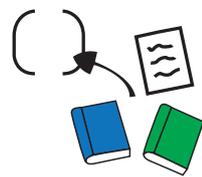
## Early Years Foundation Stage (EYFS)

The Early Years Foundation Stage sets a firm foundation for a child's education. With lots of play and fun, we help students to develop vital skills from creativity and communication to self-confidence and making friends. At the same time our therapy team focuses on developing mobility. An EYFS profile involving the child, parent and teacher is undertaken to map progress.

## Primary (Key Stages 1 and 2)

The emphasis at this stage is based on a thematic approach to learning. Within the primary stages students will develop the fundamental skills of communication, literacy and numeracy. In addition students benefit from a rich and varied programme which provides opportunities to develop knowledge, understanding and skills.

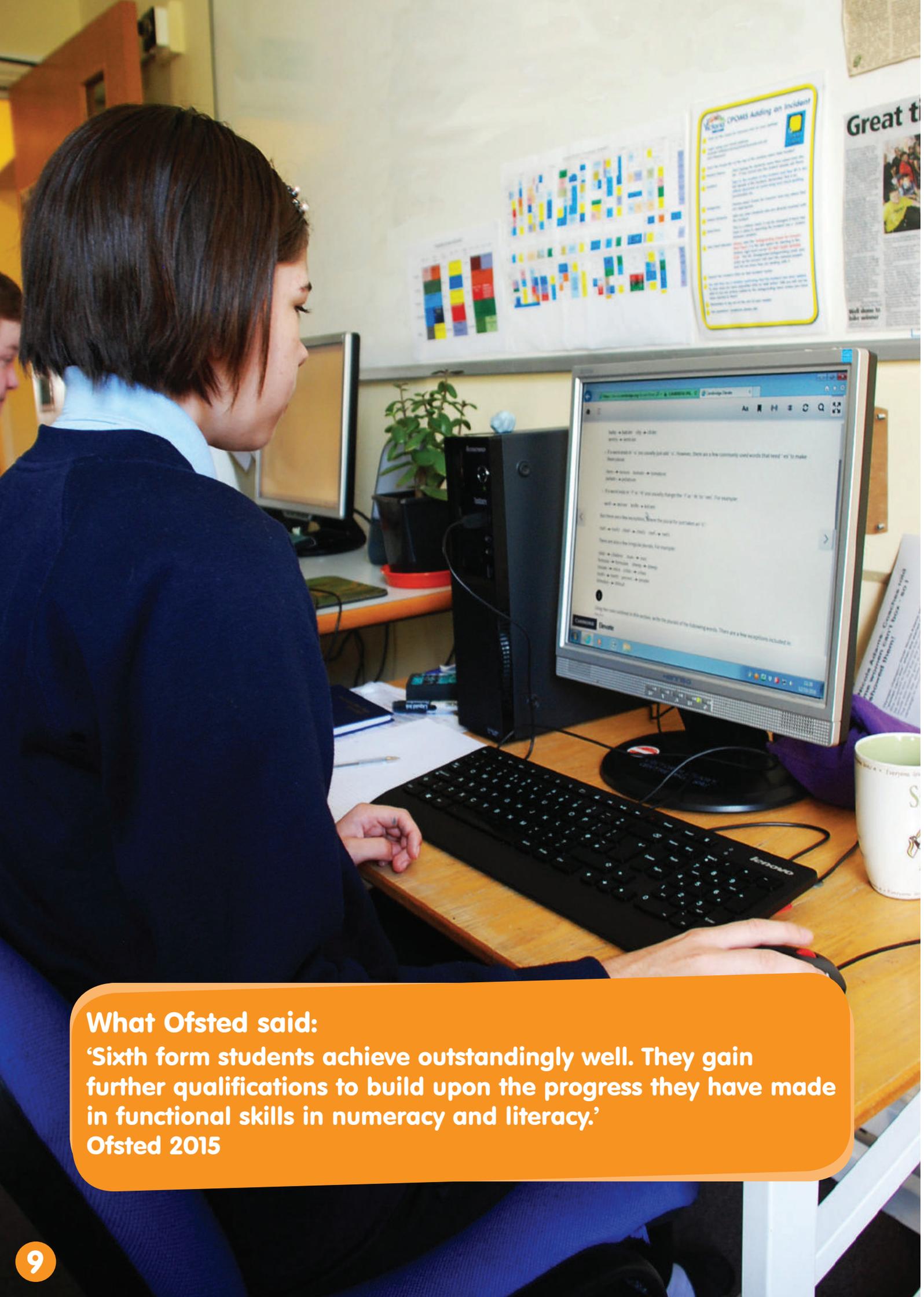
At these Key Stages, therapists continue to work alongside teaching staff and support students in the classroom to ensure therapy is integrated throughout the day.



## What Ofsted said:

‘Children in the early years get off to an excellent start and this rate of progress continues into the sixth form provision.’  
Ofsted 2015

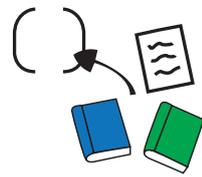




### What Ofsted said:

**‘Sixth form students achieve outstandingly well. They gain further qualifications to build upon the progress they have made in functional skills in numeracy and literacy.’**

**Ofsted 2015**



Ben completing a Life Skills task

## Secondary (Key Stages 3 and 4)

We provide an appropriate learning pathway for each student which is tailored to their skills and desires. We offer a range of qualifications and awards including GCSEs, Entry Level Awards, ASDAN, National Arts Award and Sports Leaders Awards. In addition, a key emphasis is placed on the development of life and work-related skills. Key Stage 4 brings students to their accreditation years and promotes further emphasis on their independence skills. Each student receives specific support related to their next steps. This maybe into Post-16, college or a residential/vocational placement.

## Post-16

Our Post-16 students are based in Carmel House, a large Victorian building set in beautiful wooded grounds adjacent to the school.

Students spend between one and three years in Post-16. We try to choose courses that best fit each student's individual needs. These range from Pre-Entry Level, through Entry Level 1 and up to Level 2. Details regarding accredited courses and qualifications can be found in the Post 16 Prospectus and our our website.

Our core curriculum areas remain as English, Maths and Information and Communication Technology (ICT), which are based upon 'Functional Skills' programmes. Functional Skills are seen as crucial in enabling individuals to make the most of learning and employment opportunities, as well as being relevant to life in general.

We understand the importance of learning life skills at this stage, so place emphasis on independent travel training and home management.

The transition of students from Victoria Education Centre to post-school provision represents a significant period of change for both the young leavers and their families. We work together with all parties to ensure the transition period is a well established process and not a single event.

Parents and students have access to on-site future pathways support, information and guidance including meetings with our Future Options/Careers Advisor.



Joel in a Food Technology lesson



Honey and Asher experiencing the OmiVista

## Multi-sensory provision

Our specialist approaches ensure that sensory skills are maximised and programmes are developed for each child with the sensory input needed to help them reach their potential. Students encounter controlled sensory experiences in the Multi Sensory Interactive Learning Environment (MILE) Room, or within their classrooms. These activities and experiences encourage and develop their independence and communication.

## Relationships and Sex Education

Relationships and sex education are taught within lessons like Science, Personal and Social Education (PSE) and Life Skills. As well as these set occasions, we ensure that individual students have opportunities to discuss these issues with nurses, support workers, voluntary external visitors and even past students who may be able to offer useful information. Parents have the right to withdraw their children from the teaching of relationships and sex education if necessary.

## Religious Education

Religious education is taught from a Christian standpoint. Students learn about respect and religious beliefs other than their own. Assemblies are an important part of our school day. Parents have the right to withdraw their children from RE lessons

and from assemblies by written request to the Headteacher. We can also make arrangements to attend religious services for students of other faiths.

## Work-related learning and careers

We provide a guided, realistic and flexible careers education programme to enable students to make decisions about their future in further education, training or employment. Visits to industry and work centres are organised to meet the needs of each student. Where relevant, students are given opportunities to experience work placements. Our Future Options/Careers Advisor provides careers information, advice and guidance.

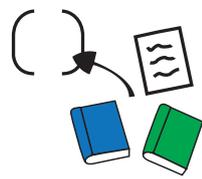


Tom completing work experience at John Lewis

## New technologies

At Victoria we are constantly looking at ways in which new technology can enable and enrich our students lives. Whether it is using a tablet computer for communication or taking part in a radio session to help build confidence.

Each class has access to iPads for use in class and on trips. We have our very own radio station called VIBE (Victoria Inclusive Broadcasting Enterprise) where students are able to record their own shows, stories and interviews. The Centre can tune in 'live' through our intranet and a recording is placed on Mixcloud, a sharing website, so that students, parents, carers and friends can listen at home.



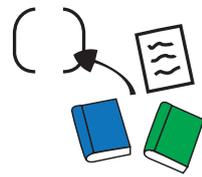
## What Ofsted said:

‘Teaching is outstanding and has numerous strengths, it is dynamic and enthusiastic and pupils respond well to this infectious approach.’ Ofsted 2015



**What Ofsted said:**

**‘Pupils from the youngest to the oldest make outstanding progress. They thrive, enjoy school, and achieve well academically, vocationally and in their personal and social development.’ Ofsted 2015**



We are currently researching and experimenting with 'Gesture Based Technology' using a Microsoft Kinect. This technology enables students with profound disabilities a greater access to IT using 'cause and effect', and can be integrated with other technologies such as iPads, eyegaze and omiVista.

## Our facilities

The school boasts a wide range of excellent facilities which enable the students to learn and thrive. These include:

- Multi-sensory room
- Sports hall and an all weather sports pitch
- Dedicated therapy rooms and equipment
- Aquatherapy/swimming pool
- Drama and Dance studio
- Music room
- Media suite with iMac computers
- Radio station
- Environmental control room
- Wooded area with boardwalk
- Adapted Art, Design and Food Technology areas
- Accessible play area and Pets Corner

Specialist equipment includes:

- Soundbeam
- omiVista - an interactive floor projection system
- Musii - a multi-sensory interactive inflatable
- Trampolines for rebound therapy
- iPads

## Extended services

At Victoria we offer a wide range of lunchtime and after school clubs. These are reviewed each term and take into account student requests. Activities often include

radio, storytime, multi sports, drama and music.

Students are given the opportunity to go on regular trips out to local theatres, shops and other local attractions. Residential trips are also a possibility with students going to Stoke Mandeville for the Junior Games, Outdoor Adventure at Calvert Trust and Holton Lee near Wareham. These are an important part of the students' education offering them a chance to further develop life skills and enriching their lives.

We have a Youth Club which runs from 6pm - 8pm on a Friday (term time only) for students aged 12-19 years old. It is an opportunity to socialise whilst taking part in some fun activities such as karaoke, photography, arts and crafts and games. We also offer a 'TB4 Club' so that students can have tea together before going to the Youth Club.

During the school holidays we have an activity programme called Victoria Adventure Days for young people aged 5-19 years old with physical disabilities. Activities are adapted to the needs of the young people and supported by our specialist staff team. We make full use of the fantastic facilities on site.

The Youth Club and Victoria Adventure Days need to be booked and paid for in advance. Please contact us on the school number or alternatively more information can be found on our website.



Deniz outside playing in our wheelchair accessible swing

# Creative Arts

At Victoria Education Centre, creativity is highly valued and is therefore embedded strongly into all curriculum areas. Within the Creative Arts Department, we pride ourselves in both academic achievement and opportunity for our young people and deliver Dance, Music, Music Technology, Drama and Art and Design as discrete subjects at all ages and all levels of ability.

The facilities available to the students are extensive and these include, a creative arts studio with theatre lighting and sound equipment, music room with a huge variety of instruments and recording equipment, an art and design studio, media suite with Apple iMacs, and a radio station housing VIBE (Victoria Inclusive Broadcasting Enterprise).



Students taking part in Music Day

## The curriculum

We believe that every child has an opportunity to shine in Creative Arts. All subjects are linked to our termly theme and adapted to suit individuals. Students work towards a variety of qualifications including the full range of Arts Awards, ASDAN, GCSE, AQA Unit Awards and NCFE qualifications. Students also have the opportunity to study Event Management, Radio and Creative Media.

Green screen filming for our school production



Oily Cart production of 'Bounce'

## Enrichment

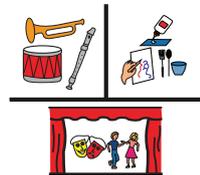
Past projects include working with English Touring Opera, taking part in The Shakespeare Schools Challenge, creating artwork with Poole Greenspace Community and workshops with English National Ballet. We also believe in experiencing the arts and regularly visit venues such as The Lighthouse and Mayflower Theatre, as well as having visitors to school such as Oily Cart and Tall Stories Theatre Company. Links to other organisations include Arts University Bournemouth and Bournemouth Symphony Orchestra.

We hold an annual Creative Arts Week and regularly work with visiting professional artists in order to bring exciting new experiences and interests to our students.

## School production

Each year we put on a school production. This is filmed rather than a live performance and a premiere event is normally scheduled for the summer term. All students from across the school are invited to take part. Rehearsals and filming take place in an after school club.





**What Ofsted said:**

**‘Pupils also achieve extremely well in the creative arts and digital media.’ Ofsted 2015**



**What Ofsted said:**

**‘Pupils achieve exceptionally well in developing their communication, mobility, physical education, sport and independence skills’. Ofsted 2015**



Physical Education plays a very important role in the lives of our students; they are given the opportunity to take part in a variety of sports through the curriculum as well as many exciting extra-curricular and whole school activities.

Victoria Education Centre has fantastic sports facilities that include an aquatherapy swimming pool with sensory lighting and sound, a large sports hall, fitness room, soft play area and a sports pitch.



Sam playing Boccia

## The curriculum

All students have a PE and swimming lesson each week where students develop their fundamental skills as well as acquiring knowledge in sport and playing competitive games. Students also take part in trips that are linked to their curriculum learning. These include inter school galas, outdoor adventurous activities, disability sports, competitive games and rebound therapy.

Students progress through the curriculum and take a variety of qualifications. Currently students are taking Asdan Sport, Sports Leaders and GCSE PE. The Sports Leader Course enables our students to work with the wider community, enabling students to lead independently in sport.

## Extra curricular

Our after school clubs consist of: Multi Sports, Stay and Play, Boccia and Table Cricket. We attend the Boccia and Table Cricket regional events with some of our students progressing to the Boccia Nationals

and for the past two years we have been the Table Cricket National Champions!

We are pleased to have recently become the home of 'Wessex Warriors' power chair football team, which has successfully been set up by a member of the PE team. Alongside our Victoria Boccia initiative these clubs are open to the community and are also proving very popular with our school students.

## Duke of Edinburgh's Award

As a registered centre, students are able to take part in the Duke of Edinburgh's Award Scheme. We have successfully run Bronze and Silver and now Gold giving students the opportunity to experience all elements of the Award. Expeditions offer an exhilarating challenge to students that enjoy the outdoors.

## Whole school events

Sport is celebrated throughout the school in a number of ways during the year. All students participate in Sports Week, which involves playing a variety of competitive inter-class sports as well as introducing students to different sports both on and off site. Sports Day is also an important day in the school calendar marked with a themed event, involving lots of dressing up and water! We also attend the Stoke Mandeville Games each year, where students have the opportunity to play a variety of competitive and non-competitive sport.



Students having fun during Sports Day



Daniel practising using his walker

## Therapy

All the therapy provision is based at the school so we are able to arrange the therapy sessions as an integral part of the school day. Our on-site therapy team offers a holistic approach which aims to meet the students' ongoing health and physical development needs. We recognise the individual requirements of all our students and offer individualised therapy programmes.

One of the real strengths of our multi-agency school is the communication and liaison between staff. This means a therapist can advise a class team member on how a particular student can benefit from ongoing therapeutic intervention. We have worked hard to integrate the therapy skills throughout the Centre. Individual treatment sessions are still important but in addition, the education of staff working with the students in a group setting has proved to be of great value.

Every new student has a series of assessments which form the basis of their individual treatment plans; these plans will support the students in reaching their goals. Every student will have a named Physiotherapist, Speech and Language Therapist, Occupational Therapist and Nurse.

## Physiotherapy

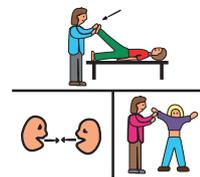
The Physiotherapy team at Victoria Education Centre offers a needs-led service offering individual and group treatment sessions using a wide variety of equipment as well as aquatherapy where appropriate. The Physiotherapy team will liaise with all other staff groups regarding any physical programmes required by the students. They will also support the staff by educating them about posture, breathing issues and the need for ongoing positional changes.

In addition to direct treatment, regular clinics are organised and run in the department. These include orthotics, wheelchair services and visiting consultants. These clinics are supported by the Physiotherapy team and parents will be invited to attend. The swimming pool is heated to aquatherapy temperature and is used by the Physiotherapists to carry out movement and exercise with the children in a warm, enjoyable environment. Students are able to move more freely, mobilise muscles and joints and increase mobility, all under the careful guidance of the team.

The Physiotherapy team is aware of the relevance of both the physical and emotional needs of the students and where appropriate we are able to offer alternative approaches to treatment such as mindfulness and wellbeing.



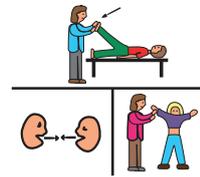
Joanne with Physiotherapist Ellen



### What Ofsted said:

**‘Teachers and therapists work closely together to set and review pupils targets to maximise their progress.’ Ofsted 2015**





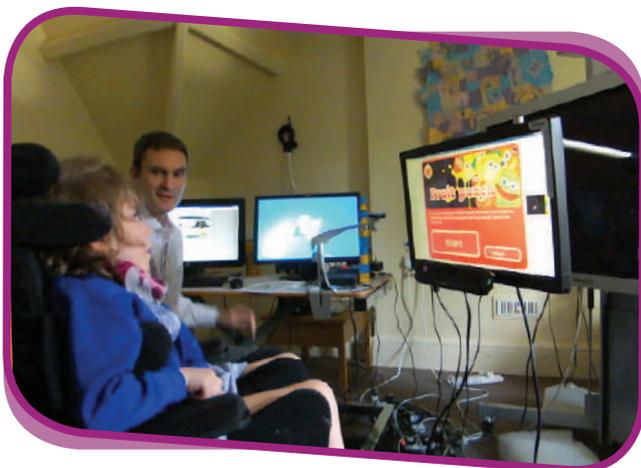
## Speech and Language Therapy (SaLT)

At Victoria Education Centre we recognise that communication is the foundation which underpins all aspects of a student's educational and social development. This is reflected in our Total Communication Policy and Charter.

Our Speech and Language therapists and assistants work closely with the education, therapy, medical and residential teams to ensure students have the best possible access to communication through a variety of specialist resources.

We aim to promote the development of the spoken language, Makaton signing, Picture Exchange Communication System (PECS), high and low tech Alternative and Augmentative Communication (AAC) and the social use of language, as individual needs dictate.

We have access to a wide range of AAC devices for assessment, including the latest technology in eye gaze and environmental controls. One of the most advanced forms of assistive technology, the eye gaze system allows students to access a computer through eye movement. Our specialist environmental control room has been designed to support students to develop their independence.



Holly using eye gaze in the Environmental Control Room

The Speech and Language team are also able to provide assessments and appropriate support for those students with eating and drinking difficulties. They run regular courses to enable staff to understand the best methods of assisting a student with both feeding and communication.



Nikola practising hand function at an OT Finger Gym Club

## Occupational Therapy

The aim of Occupational Therapy is to enable students to reach their maximum functional potential. For new students, assessments are carried out in personal care (toileting, bathing, showering and dressing), feeding/drinking, hand function, splinting, accessing classroom equipment, seating, ICT access, independent living skills and sensory needs. Each student's skills and needs are identified so that we can all work together, in both the school and the residential environments where appropriate to support the students in reaching their personal goals. Equipment will be provided and programmes established to assist the student in reaching their targets whilst aiming for maximum independence.

Our Occupational Therapists work closely with the student and their family, in class groups in the school and outside agencies to ensure continuity of service.

## Nursing

There is a team of registered Nurses within the Centre with varied experience in children's nursing.

Students who require regular medical procedures such as enteral feeding, tracheostomy care, suction, catheterisation and stoma care, can all be supported on-site. Students with asthma, epilepsy and allergies are carefully monitored and treated as necessary. The nurses are also responsible for the dispensing and administration of medicines and will provide training to the care staff and classroom staff as and when required.

The Nursing team organises weekly clinics for the community paediatrician, dietician and orthoptist half-termly visits, annual dental visits and community school nursing team for routine immunisations.

## Rehabilitation Engineering

The school has an engineering department with a well-equipped workshop and a full-time Rehabilitation Engineer. The service provides on-site support. The interfacing with home and school environment is also really important.

A variety of materials and techniques are utilised to provide unique solutions to support the students' needs.

Existing equipment may be adapted to an individual's prescribed requirements or the design of something completely new may be required.



Andy working on a chair attachment

## Counselling

Alongside the traditional and holistic therapy interventions we also offer an 'Open Door' counselling service. This confidential service offers students an opportunity to meet with a trained counsellor who aims to both support and reassure them. The students can refer themselves to this service or they can be referred by a member of the school team or a family member. The students can attend the sessions as long as they wish to do so and although the counsellor will advise them about coping strategies and self-support the door is never closed so they are welcome to return to the service at any time.



Tiago on the Resonance Board

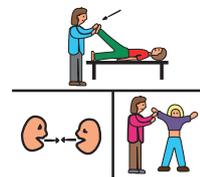
## Wellbeing and Mindfulness

We provide a proactive, comprehensive wellbeing programme to support and promote student resilience, mental, social, physical and emotional health and wellbeing.

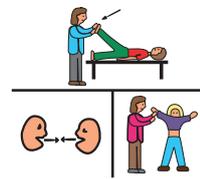
At Victoria Education Centre we understand the importance of not just the 'whole school', but the 'whole child' approach.

The introduction of mindfulness activities across all abilities within the school provides students with daily opportunities to calm, decrease anxiety and emotional reactivity, enabling them to respond to their learning opportunities with a greater sense of focus, attention and concentration.

Mindfulness is, in essence, about paying attention to a present moment experience. This is achieved at Victoria Education Centre







through a variety of different approaches, from sensory stimulation activities through to the awareness of breath in a gentle movement class.

Our creative and positive approaches boost the resilience and wellbeing of students.



Cameron in a Music Therapy session

## Music Therapy

Music therapy is a psychological means of using music as a tool for interaction between the therapist and client(s). This can involve the use of songs but often uses musical improvisation (made up music).

A large variety of instruments including singing/vocalising are used as a means of communication in a unique manner and can reach people of all abilities and needs.

Our therapist responds to the way the students involve themselves in music therapy and therefore sessions are often student led, yet with some structure created by the therapist. Music therapy is not about teaching someone to play an instrument, or about students having a great level of musicality; it is about how the music is used to engage, interact and communicate that is the focus.

## Hippotherapy

Students at the school may be able to access Hippotherapy as part of their therapy programme. We have strong links with a Riding Centre in the New Forest who are experienced in dealing with a large variety of conditions. The Centre employs their own Physiotherapist who assesses and treats the students depending on their abilities. The key benefits of riding are balance awareness, core muscle strength development and improving self-esteem although there are numerous other benefits gained by undertaking this interesting activity.

## Rebound Therapy

As a therapy team on-site we also offer Rebound as an alternative activity either to support the achievement of further movement and balance goals or as a sensory experience. The trampoline is used to both stimulate muscle activity and to reduce muscle tone by varying the amount of pressure and speed of movement experienced whilst on the trampoline. All students are assessed for their suitability to take part in this therapy and the experience they have will reflect individual needs.



Thomas enjoys a Rebound Therapy session

## Other services

We are registered as a Children's Home and are able to offer short-stay accommodation to any of our students. We organise sleep-over weekends for friendship and peer groups. We believe that planning leisure time is an important life skill, so staff work with students to make great weekend plans. At the weekend, students have access to all the school's facilities, as well as minibuses which can take them to local attractions and activities.

Our respite service is flexible and can be accessed through direct payments, agreement with local social services departments or privately.

Please contact us if you would like further information about the Children's Home and what we offer.

## Safeguarding our students

At Victoria, the safety and wellbeing of each of our young people is at the heart of all we do. Every student has a number of people that they can turn to for help or to communicate their worries and concerns. Each child has a keyworker who helps to coordinate communication between the child, their family, therapy teams and teachers. We have a clear complaints procedure and regular visits from independent professionals who can hear any concerns students may not feel comfortable sharing with school staff. Students have access to on-site Counselling and a Psychologist if these services are of use.

We follow the national safeguarding policies and Livability guidelines and all staff are trained to safeguard our students. We have Designated Safeguarding Leads to deal with students' concerns.

We want to ensure that the school is a safe, nurturing environment for each one of our students.

## Admission to the school

The first step to get your child into Victoria Education Centre is to make an appointment to come and visit the Centre informally. This visit will help you decide if the Centre is right for you. Once you have done this we will be able to guide you through the processes of applying for a place at Victoria either as a full time school student, part time student or residential placement. During this process our team are always able to offer advice and help in any way we can during what can be a daunting period in any child's education. Use the Contact Us button on the web site or simply give us a ring if you would like to come and visit the school.

## Working with parents/carers

Parents/carers are welcomed into the Centre at key points during the year which include parents' evenings, celebration events and to a review of their child's Statement or Education, Health and Care Plan (EHCP). We value working collaboratively with parents and keep in regular contact through home school communication books, face to face chats, phone calls and Skype.

## Livability

Victoria Education Centre is run by Livability, a national Christian disability and community engagement charity. We deliver disability services, community projects, education and training resources that promote inclusion and wellbeing. We also share our expertise internationally. We are an enabling network, tackling barriers in society to make community livable.



## How to find us

Victoria Education Centre,  
12 Lindsay Road,  
Poole,  
Dorset,  
BH13 6AS

Tel: 01202 763697

Fax: 01202 768078

Email: [info@victoria.poole.sch.uk](mailto:info@victoria.poole.sch.uk)

Web: [www.victoria.poole.sch.uk](http://www.victoria.poole.sch.uk)

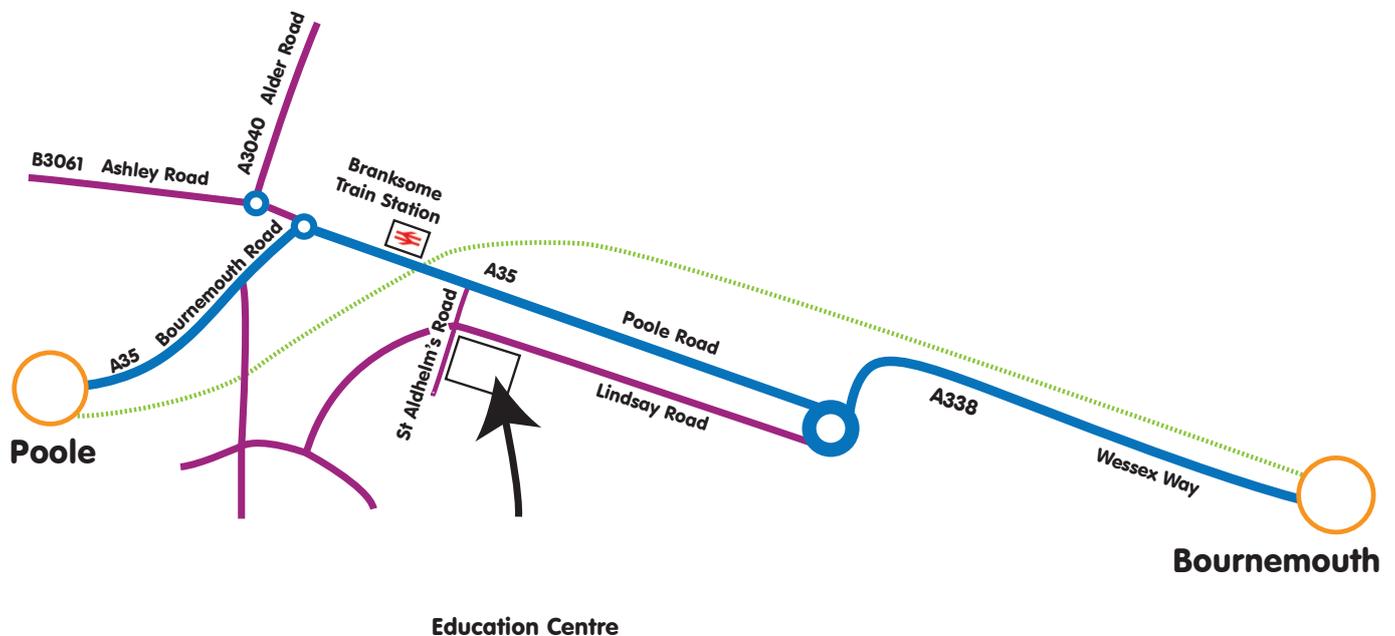
## By road

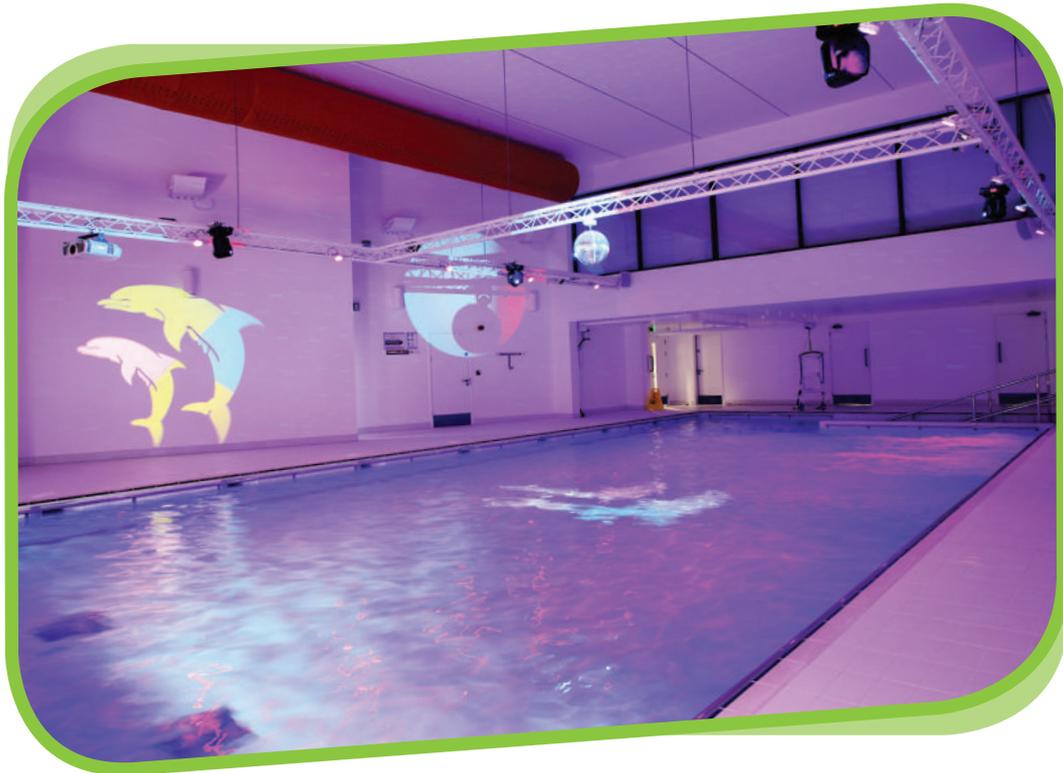
Victoria is on the south coast between Bournemouth and Poole. From Bournemouth take the A338 / A35 (Wessex Way / Poole Road) west and turn left onto St Aldhelm's Road. Then turn left into Lindsay Road and find Victoria on your right.

From Poole, take the A35 (Commercial Road / Bournemouth Road) east and turn right into St Aldhelm's Road. Then turn left into Lindsay Road and find Victoria on your right.

## By rail

Branksome train station is a short walk from the school. Unfortunately, with stairs down to both platforms, it is not wheelchair accessible.





**Victoria's Aquatherapy / swimming Pool**



**VIBE Radio station**

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