



**A special school
dedicated to
educating autistic
pupils aged 4 to 18**

Prospectus

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“

It's wonderful to
witness the pupils
becoming the
young adults we
hope they will be.”

The Rise School
teaching assistant

Welcome from the head of The Rise School

The Rise School is a special provision dedicated to educating autistic pupils aged 4–18. It is a real privilege to be the Head of School and to be able to work every day with pupils, families and a dedicated staff to ensure the best possible outcomes for all the children and young people in our care.

We are passionate in our desire to see our pupils grow, develop confidence and experience success. To this end we support our autistic pupils with strategies to overcome some of the challenges they face. Our pupils are at the heart of everything we do. In all the work we do at The Rise School, we use a school-wide Positive Behaviour Support framework.

We have two pillars running throughout our school which are both of equal importance: excellence in academic work and social progress.

We are proud of our academic curriculum, which follows the national curriculum and consists of both BTEC and GCSE qualifications. These qualifications give pupils the vital stepping stones into sixth form or college and then into further education, university, apprenticeships, supported internships and employment.

We are equally proud of our social curriculum. We believe our social curriculum is vital for helping our young people cultivate self-regulation skills and strategies to look after their mental health.

Our social curriculum includes personal, social, health and economic education (PSHE) lessons, the Weaving Wellbeing programme, citizenship lessons, yoga lessons and embedded mindfulness sessions.

In addition, our pupils have access to a range of opportunities that we offer as part of our learning outside the classroom – opportunities such as swimming, skiing, sailing, the Duke of Edinburgh's Award and after-school clubs that include robotics and music. We also have a flourishing pupil council.

Thank you for your interest in The Rise School – we really hope you choose us. Please do check out our [website](#), [Twitter feed](#), [photo gallery](#) as they will give a genuine flavour of day-to-day life here at The Rise School. We also welcome visitors so with this in mind please contact us for a tour of our provision.



A stylized, handwritten signature in black ink.

Karen Oliver
Head of The Rise School



Vision and values

Our vision is to create a vibrant learning community. We offer a model of best practice for autistic children with social communication needs who can learn under a broadly age-related curriculum.

In practice, this means that:

- children and young people are happy to come to school every day and are proud of what they achieve
- parents and carers are confident that their children are safe, happy and making good pro-gress, and that their voices are heard
- all pupils are given the support and challenges they need to learn and succeed in the world beyond school – their quality of life is key
- all staff create consistently positive learning experiences that engage and challenge all pupils.

Our values

Our values underpin all that we do at The Rise School. They were chosen in a collaborative process that involved all our staff and pupils.

We teach our values explicitly and celebrate them frequently.

We know that our pupils will face challenges in their lives, but we're confident that, with the right strategies and attitude, they can flourish.





Ambitious about Autism Schools Trust

The Ambitious about Autism Schools Trust is a multi-academy trust that runs and supports the development of new special schools where autistic children and young people can be themselves and realise their ambitions.

The Rise School was set up by the Ambitious about Autism Schools Trust in 2014 as a special school dedicated to educating autistic pupils aged 4–18. The Trust welcomes opportunities and partnerships to achieve its aim of ensuring more autistic children and young people can access high-quality education and make outstanding progress.

The Rise School is governed by the Ambitious about Autism Schools Trust. The Board of Trustees consists of people with the skills, competencies and perspectives we need to govern the school.





“

We are really pleased with our son's progress, socially and academically. He enjoys going to school and is sad when it is the holidays. We feel very lucky that our son is part of The Rise School.”

Parent



Our curriculum

Both the primary and secondary curricula are divided into academic and social pillars. At The Rise School, pupils will receive both a broad and balanced curriculum of academic subjects as well as an equal curriculum of subjects to develop social skills, personal wellbeing and physical health.

Our primary school is made up of two classes, with a primary specialist teacher who delivers the majority of the curriculum. Other specialist teachers are responsible for subjects such as physical education, yoga, music and art.

Pupils in the secondary school study a suite of qualifications that balances academic rigour with other important curriculum offerings delivered by subject specialists that allow pupils to thrive. We enable pupils to achieve a range of academic and vocational qualifications that best suit learning needs and aspirations.

Details of what is covered in both pillars of learning at The Rise School, please see below.

English



The Rise School is ambitious about the content we offer our pupils, much of it echoing what is taught in mainstream schools.

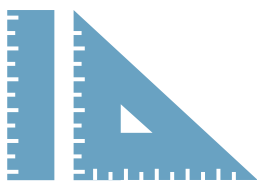
In the primary school, we deliver the Power of Reading programme so that pupils can confidently understand texts. This allows pupils to read a wide selection of accessible, fun, and well-written fiction and non-fiction to develop their reading and writing skills.

In the secondary school, pupils study a central text per term – this may be a great novel, such as *Wonder* by R.J. Palacio, or a classic play by Shakespeare, such as *A Midsummer Night's Dream*. They also study related non-fiction and poetry, and develop writing skills such as empathic, persuasive or descriptive writing.

From Year 9, pupils study language and literature components side by side so that they can sit IGCSE Language and, where appropriate, IGCSE Literature also. The Literature course includes *Of Mice and Men*, *An Inspector Calls*, *Macbeth* and a range of poetry. In all years, pupils focus on spelling, punctuation and grammar, because it is essential that they can express themselves accurately and effectively.



Maths



At The Rise School we have developed a robust primary to secondary maths curriculum that enables pupils to make progress, building on and revisiting material learned in previous years.

In primary, we encourage pupils to develop fluency through practice and repetition in the four mathematical operations: addition, subtraction, multiplication and division. We also ensure they understand the order of operations in maths and the general principles of shapes, space, data and algebra.

At Key Stage 3, we follow a curriculum that meets the demands of the national curriculum. It is also tailored to teach pupils a specific approach to mathematical reasoning and use their maths skills in their daily lives.

At Key Stage 4, we offer a range of pathways including higher and foundation tier GCSE as well as Entry Level and Further Entry Level Certificates.

The reasons for developing a maths curriculum specific to The Rise School are to:

- ensure pupils receive positive messages about maths and build their confidence
- ensure pupils use their numeracy skills across the curriculum
- achieve high standards and set age-related expectations across the school
- set out the school's agreed approach to the teaching of numeracy skills across the primary and secondary schools
- identify where pupils need additional support through the MyMaths programme and intervention teaching and learning assistants.

Science



Science is an important part of the curriculum here at The Rise School. Science helps us to understand the world around us. Everything we know about the universe, from how trees reproduce to the structure of atoms, is the result of scientific research and experimentation.

We have built a challenging and engaging curriculum across all key stages. We focus on learning through practical work and are proud of our well-resourced science department.

At all key stages, we actively encourage science learning outside the classroom through visits to the Natural History Museum and the Science Museum.

Art



Arts and culture are truly celebrated at The Rise School. We tailor lessons so that all pupils can explore the arts in their own way to meet their individual needs.

All pupils take part in weekly art and design lessons. They work on the process of creating art mindfully by exploring different mediums, including paint, oil pastels, sculpture, printing and photography.

Pupils discover a wide range of artists and movements, and they expand their learning through exciting trips to

Tate Modern and the Design Museum. They can also take part in artist workshops led by external working artists throughout the academic year, which include pupil work being put on public display.

There is an annual art show which showcases artwork created by The Rise School's pupils over the summer term.

Computing



We follow a bespoke computing curriculum broadly based on the national curriculum. Pupils gain skills and knowledge in computer science, ICT and digital literacy.

In computer science, pupils learn a range of skills covering algorithms, decomposition and computational thinking. They are introduced to various programming tools, including block-based languages such as Scratch and textual languages such as Python.

In ICT they learn how to use different types of software, including the Prezi app, for presenting information on a range of topics, and the advanced functions of spreadsheets, to create self-marking tests.

In digital literacy, we extensively cover e-safety, e-confidence, and online reputations and behaviours, as well as more practical skills such as touch typing. We have an extensive co-curricular offer and run a very popular weekly Lego Robotics programming club.



History



The inclusion of history in the curriculum is part of our core commitment to pupils learning under a broad, balanced and age-appropriate curriculum. We believe that history is a vital part of an all-round education and much more than simply studying events from the past.

In the primary school, pupils begin to study history through topic-based lessons. They develop their skills during Key Stage 3 and, where appropriate, will be entered for GCSE History in Year 11.

Through history, pupils come to understand how and why society is the way it is, and how we, as informed citizens, can learn from the mistakes of the past and make better choices for the future.

Through the study of history, pupils:

- learn about unique historical principles such as 'causation' and 'significance'
- learn useful skills that transfer to other subjects in the curriculum, such as the ability to compare, describe, analyse and evaluate
- acquire useful skills for the workplace, such as critical thinking, and weighing up pros and cons before making a reasoned decision.

Music



We encourage pupils to be inquisitive and creative through music.

By learning music, they can learn to be creative and expressive, and discover how to collaborate with others in activities such as school plays.

Music brings our community together and we are proud to showcase our pupils' talents in regular performances.

Instruments taught include the piano, the ukulele and the guitar.

Physical education



We offer a diverse range of sports so that pupils can discover what they like and gain enough knowledge to take part in recreational community activities now and later on in life.

Our primary physical education (PE) curriculum develops pupils' fundamental movement. This is the building block for the more complex and specialised skills needed to take part, confidently, in different games, sports and recreational activities throughout life.

Our secondary PE curriculum covers rules and regulations in various individual and team sports, including football, hockey and netball.

We also arrange weekly swimming sessions with qualified swim instructors at the local leisure centre. Our aim is to improve all pupils' water competency, so that they can anticipate, avoid and survive common potential drowning situations. Lessons cover water safety awareness, basic swimming skills and helping others.

Food technology



In our specialist food technology room, pupils learn the all-important life skill of home cooking.

At a weekly cooking club, young pupils get to explore sweet and savoury recipes, as well as their own favourite recipes. Learners who have achieved the BTEC

Level 1 Award in Home Cooking Skills can progress on to the BTEC Level 2 Award in Home Cooking Skills and Food Hygiene certificates.





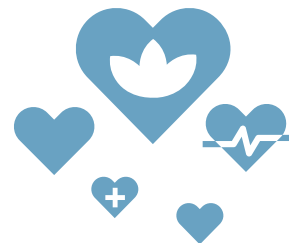
“

A fantastic school
that will enable my
child to reach his
full potential.”

Parent



Social curriculum



The Rise School places equal focus on academic and social progress. We know that for our pupils to be successful, they need a curriculum that extends beyond the traditional subjects offered in mainstream schools.

Our fourth core subject is our social curriculum, which is equal in importance to English, maths and science.

In the primary school, pupils have two lessons per week of personal, social, health and economic education (PSHE).

In the secondary school, they have two citizenship lessons per week. In both phases, pupils have one yoga and one Weaving Wellbeing lesson per week.

Personal, social, health and economic education or citizenship

PSHE and citizenship are more than just subjects – they are life lessons. They inform pupils and empower them to become advocates on important issues. They help pupils be more informed and open minded.

Pupils also learn about their rights and responsibilities. They receive vital lessons in using critical thinking in relation to the media and the economy.

Pupils engage in debates about important current affairs topics and are encouraged always to challenge the idea and never the person.

Visits to places such as the Houses of Parliament and the High Court of Justice also enhance pupils' learning.

Citizenship is also a GCSE option at Key Stage 4.

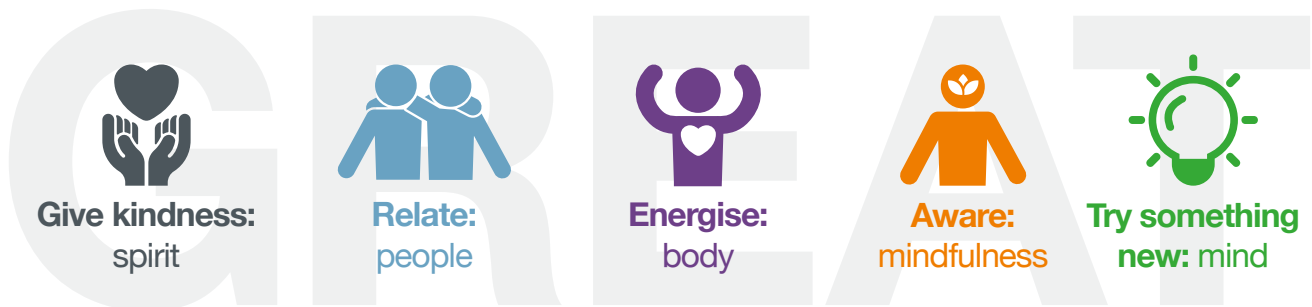


Weaving Wellbeing programme

The Rise School is a place where all members of our community feel valued and flourish.

The five G-R-E-A-T wellbeing rays are evidence-based strategies from the field of positive psychology. They have been shown to boost mental wellbeing.

The five rays express our G-R-E-A-T wellbeing values



We provide opportunities for all members of our community to engage with these rays through our Weaving Wellbeing programme.

Weaving Wellbeing is a programme designed to teach children skills and strategies for maintaining positive mental health. The skills are based on current research in the field of positive psychology.

The chart below, adapted from weavingwellbeing.com, shows the main topics included in the Weaving Wellbeing programme.



Weaving Wellbeing aims to allow children to learn about and practise specific behaviours and activities linked to wellbeing, in an interesting, child-centred and age-appropriate way. Children are encouraged to practise the skills, strategies and activities, to see how they feel about them and how useful they find them.

In this way, children learn how to become creators of their own wellbeing. Over the course of the programme, they learn how to weave all of the elements of wellbeing into their everyday life.

Yoga

Yoga supports our pupils to develop a positive sense of self and increases body awareness.

In yoga lessons, pupils focus on four key aspects: calmness, flexibility, strength and coordination.

Yoga also provides essential relaxation time, allowing pupils to recharge physically and mentally.

Sixth Form

The Rise Sixth Form was purpose built for 36 pupils, both internal and external, and builds on the success of The Rise School. All of its pupils have an Education, Health and Care Plan, and a diagnosis of autism.

Our vision is to prepare our pupils thoroughly for adulthood, employability, apprenticeships, supported internships or university.

To achieve this, The Rise Sixth Form staff provide a high-quality wraparound curriculum. Courses include BTEC WorkSkills, BTEC Personal Growth and Development, and a London Institute of Banking and Finance course in educational finance.







Ambitious Approach: How we deliver our curriculum

We have high aspirations for our pupils. Our goal for all pupils is that when they leave our school they will have the opportunity to access employment, further education or training and to live as part of the communities of their choice.

The Ambitious Approach puts quality of life at the centre of all we do. It is based upon a pupil's indisputable rights to be:

- treated with dignity and compassion
- valued
- listened to
- supported to have the best quality of life possible
- empowered to make choices and decide on how they want to live their life.

All children and young people at The Rise School have an Education, Health and Care (EHC) plan that outlines their aspirations, outcomes, needs and support. We regularly and comprehensively monitor, evaluate and report on progress.

We offer a broad, balanced and relevant curriculum. Pupils have access to a range of qualifications and non-accredited learning, according to their interests, desired outcomes and abilities.

We also place importance on nurturing and supporting the wellbeing of all our learners and fostering as much independence as possible.

We work with parents and carers in a partnership that focuses on the child or young person and their future plans and hopes.

We also value the voice of our learners in decision-making about their future. As communication can be difficult for many of them, we invest in skills and resources to allow them to take part in a variety of ways.

The safety and security of our pupils are paramount. We have in place robust child and adult safeguarding policies and processes.

We are constantly developing, searching for and open to new ethical and evidence-based approaches that help our young people. We share our experiences and knowledge with others to enhance expertise in the field of autism education.

The Rise School is subject to Ofsted inspections, which are published online by Ofsted and on our [website](https://theriseschool.com).



Enrichment

Learning outside the classroom

Here at The Rise School, we believe that every pupil should have the chance to leave the classroom and experience enriching opportunities in the world outside. In this way, they learn the vital social skills needed to become active and responsible members of society via:

- meaningful learning through real-life, hands-on activities
- improved capacity and motivation to learn
- development of vital social skills in the community
- improved qualities such as resilience, confidence and self-esteem.

We have a team dedicated to making sure all pupils benefit from these high-quality opportunities. Each term, each class enjoys:

- educational and careers-based visits to natural sites, galleries, museums, sporting venues or other public attractions as well as workplaces, universities and careers events
- one reward trip.

We also organise visiting workshops and provide opportunities to learn in one of our outdoor learning areas, with our vegetable planters or with our school guinea pigs.



Duke of Edinburgh's Award

The Duke of Edinburgh's Award (DofE Award) is a voluntary, non-competitive programme of activities for anyone aged 14–24. More than 100 top UK employers have endorsed the DofE Award because it equips young people with work-ready skills and qualities such as team working, resilience, communication and drive.

Our pupils in Key Stage 4 work towards the Bronze DofE Award and can devise their own programme within the DofE Award's four chosen areas of development:

- **physical** – improving an area of dance, sports or fitness
- **volunteering** – undertaking service to individuals or the community
- **skills** – developing practical and social skills, and personal interests
- **expedition** – planning, training for and completing an adventurous journey in the UK or abroad.

The flexibility of the DofE Award allows our pupils to tailor programmes to their individual needs and abilities in a non-competitive environment, developing transferable skills for school and beyond.



Extracurricular clubs

After-school clubs at The Rise School are an additional asset that enriches our curriculum and allows new friendships to flourish. Activities are rotated on a termly basis to offer new experiences and give all pupils a chance to join a club.

In keeping with our school structure of up to 10 pupils per class, there are eight places for each activity, and pupils may attend two clubs per week.

Activities are available to primary and secondary pupils in separate clubs and, where appropriate, to all pupils in the same club.

Our clubs provide fun opportunities to indulge passions, develop skills further or try something new. Popular club activities include computing (from iPads to robots), cooking, football, science experiments, chess and board games, and mindful colouring.



Our trans-disciplinary team

One of the benefits of The Rise School is its specialist team. Our trans-disciplinary team roles include:

- **Qualified teachers** responsible for delivering the curriculum
- **Speech and language therapists (SaLTs)**, who support learners to develop their communication and social skills
- **Occupational therapists (OTs)**, who help pupils to manage sensory issues and develop functional life skills

- **Behaviour specialists**, who work with pupils to overcome behaviours of concern that could create barriers to learning
- **Teaching and learning assistants (TLAs)**, who support pupils with their learning and behaviour

We want the team of adults around your child to be the very best they can be. Therefore, we invest significantly in a wide range of training and continuing professional development for all staff.



School-Wide Positive Behaviour Support

The Rise School uses School-Wide Positive Behaviour Support (SW-PBS) as its framework. We introduced SW-PBS using the following three-tiered approach:



Our school culture is defined by our core values: **be proud, be resilient, be kind**. Staff, pupils and families voted on and agreed these values. We teach skills that demonstrate these core values and make sure they are reinforced in everything our pupils and staff do, and in all interactions with families.

Pupils reflect on and consider how they can demonstrate these values at school, at home and in the wider community.

We use the three-tiered support framework shown in the diagram to make sure all pupils learn new skills that will enhance their quality of life. Our aim for all of



our pupils is that they lead their lives as independently as possible, with the smallest number of restrictions.

All pupils benefit from our Tier 1 support, which includes:

- autism-specific strategies and good practice – e.g. using visual support consistently across the school
- teaching all pupils coping strategies, such as being able to ask for help when needed, or asking to take a five-minute break from a task instead of engaging in disruptive behaviour to avoid a lesson
- teaching mindfulness and yoga weekly, and integrating mindfulness into classrooms a minimum of three times per day (during registration, following morning break and at lunchtime)
- teaching a dedicated wellbeing programme (Weaving Wellbeing), which focuses on increasing skills around resilience, perspective taking, positive relationships and identifying strengths
- using restorative practice as an approach to prevent incidents between peers, resolve peer conflict and repair harm to relationships when conflict occurs; teaching pupils about each other's perspectives to build empathy and understanding; and assisting pupils to recognise mistakes as learning opportunities for growth
- using 1:1 mental health first aid and mentoring support to increase self-esteem and maintain pupil wellbeing and mental health.

Keeping our pupils safe

All staff at The Rise School have a responsibility for the safety and wellbeing of our pupils.

We take seriously our responsibility to safeguard young people at risk. We have designated safeguarding leads and robust practices in place to ensure pupil safety.

Our safeguarding policies and our Preventing Extremism and Radicalisation Policy, which protects young people from extremism and radicalisation, can be found on our website.

The Rise School has a team of safeguarding leads.

Parent and carer support



If our pupils are to make good progress socially and academically, parental participation and engagement are essential. There are frequent formal and informal opportunities for parents and carers to feel supported and engage with us as a school community. These include:



Class webpages

These are updated regularly with news and information from each of the classes.



Annual review

This formal review of the pupil's EHC plan is an opportunity to discuss progress towards the outcomes set out in the plan and set new targets for the year ahead.



Celebratory events

All parents and carers are invited to celebrate the achievements of our pupils, for example at sports day, the family BBQ, the arts exhibition and the Christmas exhibition.



ParentMeet

These are updated regularly with news and information from each of the classes.



Community events

All parents and carers are invited to attend a range of fun events throughout the year, such as the curry and quiz night.



Admissions

We arrange monthly tours for parents and carers as part of the application process.

The admissions team meets weekly to discuss consultations received from local authority special and educational needs departments that are seeking a placement at The Rise School. The following procedure then takes place:

1

The admissions panel will carry out a thorough scrutiny of the paperwork sent by the local authority.

2

If it appears from the paperwork that The Rise School may be a suitable placement, the prospective pupil will be invited in to be taught two core subject lessons alongside other trial pupils or the school's current cohort of pupils in the same year group.

3

Following the initial observation, if it is felt that the school may be able to meet the prospective pupil's needs, the school will invite the pupil to spend three days being taught alongside the school's current cohort of pupils.

4

Following assessment of the prospective pupil, the admissions panel will make a recommendation to the local authority either to offer a place or to outline why it feels The Rise School is not able to meet the pupil's individual needs.

5

If there is a place in the year group and the school feels that the prospective pupil's needs can be met, a formal offer will be made in writing to the child's local authority.

6

Once the local authority has accepted the place in writing, if the year group is already full, the school will place the prospective pupil's name on a reserve list.

7

Prospective pupils may enter the school at any time during the school year. When a start date has been established, the school will plan for the pupil's integration into the school.

8

Prior to entry, parents and pupils will be required to sign a home-school agreement.



PASTEL





Contact us

The Rise School
Browells Lane, Feltham
Middlesex TW13 7EF

☎ 020 8099 0640

✉ info@theriseschool.com

🌐 theriseschool.com

Follow us

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📷 [@theriseschoolartsdepartment](https://www.instagram.com/theriseschoolartsdepartment)

Ambitious about Autism is the national charity standing with autistic children and young people.

We believe every autistic child and young person has the right to be themselves and realise their ambitions.

We started as one school and have become a movement for change. We champion rights, campaign for change and create opportunities.



**Ambitious
about Autism
Schools Trust**

Ambitious about Autism Schools Trust is an exempt charity in England and Wales and a registered company 08335297

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How to find us

We are located on the same site as Spring West Academy.

Public transport

Tube – Hatton Cross, then either 285 or 490 bus to Browells Lane and five-minute walk.
90 bus to Feltham – Leisure West and eight-minute walk

Bus – 285 from Kingston or Heathrow to Browells Lane, 90 from Northolt to Feltham Leisure West, 490 from Richmond or Hatton Cross to Browells Lane, 117 from West Middlesex University Hospital or Staines to Feltham Station, and 235 from Brentford or Sunbury to Feltham Station

Train – 10-minute walk from Feltham station

Travelling by car

We have on-site parking, but this needs to be booked prior to visiting.

