

# Curriculum

The school does not follow the national curriculum, choosing instead to give our teachers the level of autonomy needed to do their jobs well and within guidelines from the Department for Education and Independent School Standards.

The curriculum is reviewed frequently, and covers these areas:

**Linguistics:** communication skills and command of language through listening, speaking, reading and writing. Learners work towards qualifications in, Entry level Certificate, GCSE's or Functional Skills in English

**Mathematics:** making calculations, understanding and appreciating relationships and patterns in number and space and developing capacity to think logically and express clearly. Learners work towards qualifications in, Entry level Certificate, GCSE's or Functional Skills in Mathematics

**Scientific:** knowledge and understanding of nature, materials and forces and skills associated with science as a process of enquiry

**Technological:** the use of ICT, developing, planning and communicating ideas, working with tools, equipment, materials and components to produce good quality products, and evaluating processes and products.

**Human and social:** history and geography, people and their environment and how human action - now and in the past - has influenced events and conditions



**Physical:** development of physical control and co-ordination, tactical skills and imaginative responses. Learners acquire knowledge and understanding of the basic principles of fitness and health, take part in P.E. activities and evaluate and improve their performance



**Aesthetic and creative:** the processes of making, composing and inventing. Learners take part in creative activities, including art, music, dance and drama



**The Spiritual, moral, social, and cultural development of learners:** is extremely important within the school and this is delivered through Personal, Social and Health Education (PSHE) and includes sexual and relationship education. The school actively promotes the Fundamental British Values and ensures a political balance in teaching and other activities. We aim to ensure that learners know the difference between right and wrong, respect the civil and criminal law of England, and understand the consequences of their own and others' actions.

## Planning for the future

All school learners receive careers education, information, advice and guidance throughout their time at school to ensure that they are well-informed and well-prepared for their next steps, whether that be moving onto a programme within Buzz's College or elsewhere

## Joining the school

All referrals to the school must come through Local Authorities' SEND Teams, but parents/guardians are welcome to visit.

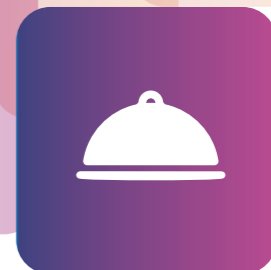
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# The small, friendly school

## Prospectus 2024/25



## Key facts



Established

2004



Ofsted rating

Good

11+

Learners' age range

11-16



Safeguarding

100%  
of learners  
feel safe

# About Buzz

**Buzz, the small friendly school and college, specialises in preparing young people for adult life.**

We're in our 20th year now, and our Mission - **Be All You Can!** - underpins all our work. We're firmly rooted in our community and committed to equipping young people with the skills, qualifications, and experience they need to enjoy a full adult life, contributing successfully to the local economy.

## Buzz Learning Independent Specialist School

Buzz's school is registered with the Department for Education, registration number 929/6004 and we welcomed our first learners in September 2018. Our school learners are aged 13 to 16 and have a range of special educational needs and/or disabilities.

## Buzz Learning College: Post-16 programmes for young people with special educational needs and/ or disabilities (SEND)

Buzz offers 4 Post-16 programmes for young people with SEND, and these are:

- **Transition to Adulthood:** Moving on from school
- **Preparation for Employment:** developing practical vocational and employability skills
- **Supported internships:** developing practical vocational and employability skills in the workplace
- **Bespoke** programmes



*Teachers take account of learners' starting points very effectively when planning learning. They use information about learners' prior skills and knowledge well when setting academic and personal targets. Staff regularly review learners' progress towards their targets and make appropriate adjustments throughout the year to ensure that targets become progressively more challenging. This helps learners to make good progress towards achieving their aspirations*

- Ofsted



*Managers and staff are highly committed and strive to meet the needs of both learners and the local community.*

- Ofsted



# Buzz Learning Independent Specialist School

Buzz's school is registered with the Department for Education, registration number 929/6004 and we welcomed our first learners in September 2018. Ofsted judged the school "Good" at the most recent inspection in 2020.

## The school's aim

The school's aim is to meet the needs of each of our learners to prepare them for adult life. We do this through the provision of a broad and balanced learning experience which promotes their educational, spiritual, moral, cultural, mental and physical development.

## Learner cohort

School learners are aged between 11 and 16 years old, and the school is funded to educate up to 25 learners, including those who have:

- autism spectrum disorder (ASD)
- cognitive and learning needs
- specific learning difficulties (SpLD)
- moderate learning difficulties (MLD)
- communication and interaction needs and
- speech, language and communication needs (SLCN).

**We specialise**, in working with neuro-diverse SEMH children who benefit from a quiet calm learning environment.

25 learner places



*"Buzz Learning provides a personalised and nurturing alternative for pupils who have found mainstream education difficult... Although small, the school provides a broad curriculum. Teachers deliver lively lessons that re-engage the pupils... Overall, pupils are making good progress and are achieving accreditations on the courses they follow... Pupils behave well and are respectful of the caring staff. Relationships are good. Pupils feel safe."*

- Ofsted