



Prospectus 2025 - 2026

Reach – Belong - Evolve



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Welcome

Welcome to Impact Independent School. We are an established DFE registered Independent School. We hope the information in this prospectus provides an insight into the life and work of our school.

We provide quality teaching and learning in a safe and nurturing environment. Our curriculum is divided into two phases, Preventative (Years 7, 8 and 9), and Qualification (Years 10 and 11) and promotes our school values, Reach, Belong, Evolve.

Our Learners

Learners attend Impact Independent School for many different reasons. We are a school for 11 – 16 year old young people who are struggling with mainstream education due to their social, emotional, behavioural and mental health needs. The result of these difficulties might be that the pupil is at risk of exclusion or has been permanently excluded from their provision and we work with them to build relationships and emotional resilience so that they can return to an alternative secondary school or complete their studies with. Or it might be that the young person needs some intervention that will help them to remain in their secondary setting. It could be that our expertise is being used to identify a pupil's special educational need and obtain an Education Health and Care Plan that will support the young person in finding their appropriate educational setting both now and in the future.



About Us

Impact Independent School was established in October 2010. We are an alternative provision for pupils aged 11-16 who would benefit from a placement away from their mainstream setting.

We started the school with the idea that too many young people were leaving school with no qualifications or lacking the skills required to cope after leaving.

When we started Impact Independent School, we had a cohort of around four to five students. This has steadily grown into an annual population of around one hundred and twenty students.

"Our ethos at Impact is the same today as it was when we first started - to empower young people educationally and emotionally. To promote inclusion and raise standards of behaviour and achievement through proactive early intervention."

Terry Breen
Executive Head Teacher and Director

Curriculum Offer

At key Stage 4 learners will progress through Years 10 and 11 to complete their GCSE studies and examinations. Learners complete the core subjects of English Language and Literature, Mathematics, Science and History. They also have the opportunity to study options including Hair and Beauty, Horticulture and Physical Education.

At Key Stage 3 learners access a programme of preparation for their academic studies whilst engaging in activities to support them emotionally and socially.

All learners have lessons in PSHE, RSE and Creative Arts. Learners have access to careers advice and guidance and daily tutorial.

SEND Learners

All our SEND learners receive full support for their specific needs. This can include: 1:1 mentoring and academic sessions, support in the classroom and the use of outside agencies

Our School Site

Halesowen Road, Cradley Heath

Our school is based in Old Hill town centre. The building was formerly a police station and court house. This site is across two floors with a large hall and an outdoor area.

We can have up to 100 pupils and have class sizes of approximately 12.

Meadow Road, Oldbury

Horticulture at Impact

There is a growing awareness of the role that gardening plays in both preventing mental ill-health and promoting positive mental health. In 2018 the UK Government produced a 25 Year Environment Plan, which acknowledges that connecting people to their environment will also improve their health and well-being.

Allotments are a great way to encourage children and young people to lead a healthier lifestyle, grow their own healthy foods and also benefit from extra physical activity. They can feel a sense of achievement at seeing their efforts come to life and getting away from phones and computers into the fresh air will help to reduce stress and improve their mood.

Gardening is educational and can help them to learn about the environment and wildlife, which can have a positive effect on memory and focus, and this non structured, fun time spent with adults is also a perfect opportunity to perhaps talk about things that are troubling them and any worries they may have.



Parents as Partners

We welcome parents and carers in to Impact Independent School. We are partners in the education of your children.

We communicate in many ways with our parents, for example, a daily text to open days to one to one meetings.

Staff are always happy to meet with parents and carers to talk through any concerns.

Behaviour

School systems based around praise and reward are implemented daily at Impact Independent School. The ethos of the rules of behaviour are consistently promoted in all classrooms and other learning environments.

Safeguarding

Impact Independent School is committed to providing a safe and secure environment for students, staff and visitors. We promote a climate where students and staff feel confident about sharing any concerns which they may have about their own safety and well being and that of others.



Policies and Procedures – Policies are available on our website

Anti Bullying

Impact Independent School expects all members of the school community to treat each other with courtesy and respect. Impact Independent School will not tolerate bullying in any form. Behaviour which could be construed as bullying will be promptly and fairly tackled. All pupils have the right to be safe and secure in their learning environment so that they may develop without fear of unfair treatment or harassment.

Behaviour

Promoting positive behaviour in all pupils attending Impact Independent School ensures that a stable and secure environment is

achieved and effective learning can take place whilst pupils are made to feel safe and respected during their learning experience. Impact Independent School recognises that the pupils attending may be experiencing social, emotional or behavioural difficulties in their life and therefore additional support may be required at times.

Complaints

Impact Independent School recognises that by law we are required to have a procedure in place to deal with complaints relating to aspects of Impact Independent School or the provision of facilities or certain services at Impact Independent School. The law requires that this procedure must be publicised.

- The vast majority of complaints and concerns can be resolved informally.

A complaint can be brought by a parent of a registered child at Impact Independent School or any person who has been provided with a service or a facility at Impact Independent School.

The procedure refers to this person as a complainant.

- The complainant must feel able to raise concerns and complaints with members of staff without formality, either in person, by telephone or in writing.
- At first it may be unclear whether a complainant is asking a question or expressing an opinion rather than making an education complaint. A complainant may want a preliminary discussion about an issue to help decide whether he or she wishes to take it further.
- A concern or unresolved problem becomes a complaint only when the complainant asserts that Impact Independent School has acted wrongly in some significant decision, action or failure to take action.
- Even when a complaint has been made it can be resolved or withdrawn at any stage.

Getting in touch

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