

Together We Discover Our  
Best



Clifford Holroyde  
Specialist SEN College  
School Information

2021-22

Address: Clifford Holroyde Specialist SEN College  
Thingwall Lane  
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Headteacher: Mrs Jane Pepa

School starts: 08.20 am

School finishes: 2.15 pm

School Improvement Partner: Erica Sharman

Chair of Governors: Michelle Beard

#### Senior Leadership Team

Mrs Jane Pepa Headteacher

Mr Stephen Trainor Deputy Headteacher

Miss Kerry Walsh Assistant Headteacher

Mrs Kate Garrett Designated Safeguarding Officer & Learning Support Assistant  
Manager

Mrs Lisa Pover Engagement Programme Manager and Careers Lead

Mr David Murphy Finance & Business Manager

## Staff list

Mrs Jane Pepa Headteacher

Mr Stephen Trainor Deputy Headteacher: Maths, whole school numeracy

Miss Kerry Walsh Assistant Headteacher: Teaching and Learning

Mrs Kate Garrett Pastoral Manager / Designated safeguarding Lead

Ms Hannah O'Flaherty THRIVE intervention Parent Liaison Officer

Mr Graeme Hill – Physical Education

Mr Wayne Tagoe Teacher – Physical Education and KS3 Maths

Mr Stephen Rose Teacher – Science

Mr Adam Leadbetter – Teacher Food Tech

Mrs Lisa Pover Engagement Programme Manager, Careers Leader

Ms Amy Davies Learning Support Tutor

Mr Peter Davies Engagement Programme Support Worker

Mr Ken Duff Learning Support Assistant

Mr Stephen Collier Learning Support Assistant

Ms Carolyn Rigby Learning Support Assistant

Miss Katy Moore Learning Support Assistant

Mr Callum Smyth Learning Support Assistant

Mr Christopher Vaughan SI

Mr Dave Murphy Finance / School Business Manager

Mrs Margaret Taggart Admin Officer

Mr Ian Peach Site Manager

Mrs Lyn Parry School Cook

Ms Karen Eccles Cleaner

Mrs Marie Bird Cook

## School Partners

Education Welfare Officer: Ms Michaela Bishop

School Nurse: Miss Suzanne Oldfield

## School Vision, Values & Ethos

# Together We Discover Our Best

Clifford Holroyde is an all-boy secondary school catering for 68 pupils with Social, Emotional and Mental Health Needs. Pupils are referred via the Local Authority and our intake is from across the city region. Clifford Holroyde has achieved High Performing Specialist Status and our expertise is recognised by the D.F.E. in the field of Behaviour and Applied Learning.

We also operate a successful and effective Outreach Service which supports mainstream schools within the central zone of the city, together with the Local Authority Families Programme we have lead the Thrive Approach across over 127 schools within the Liverpool City Region.

Following an OFSTED visit in July 2019 we continued to be 'good'. The report highlighted that the development of pupils' emotional health and well-being is a key priority. The leadership team has maintained the good quality of education in the school since the last inspection and that staff enjoy working at school. The following statement is a quote during the inspection from one of the pupils on how the school helps them *"You stop acting like a kid and grow up"*.

Parental feedback included

*'I never imagined how far my son would come while at this school.'*

We believe in lifelong learning and the idea that both adults and children learn new things every day. We believe learning should be a rewarding and enjoyable experience for everyone: it should be fun. We equip children with the skills, knowledge and understanding necessary to be able to make good choices in their lives. We believe teaching and learning experiences help children to lead rewarding lives. We believe people learn best in different ways. We develop childrens' self-respect and encourage them to respect others. We respect all cultures and in doing so, promote positive attitudes towards other people.

## Mission Statement

At Clifford Holroyde, we:

Care - Ensuring all pupils are safe

Reflect - Constantly look to improve and develop

Inspire - Enjoy positive outcomes .... So we can succeed together!

## Clifford Holroyde Ethos and Values

At Clifford Holroyde we all **Achieve**.

We are:

**A** Articulate

**C** Confident

**H** Happy

**I** Independent

**E** Educated

**V** Valued

**E** Excellent

## Statement of Purpose

Promoting inclusion for pupils here, in other schools and in society through our values, specialist skills and the expertise we share with others. For pupils based at the College, we provide a therapeutic environment where children and adults feel happy, safe and valued and where learning in its widest sense is pivotal to the educational, health and emotional wellbeing and social development of all.

## School Aims

### Introduction

- 1.) At Clifford Holroyde, we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We

maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. (Mihaly Csikszentmihalyi former Professor at Chicago university dedicated his career to the study of what makes people happy. He identified the key feature to happiness as the need to control the events which shape our lives, when we suffer from poor mental health, we can often report a feeling of helplessness and a loss of control. The task for professionals is to identify how a particular pattern of behaviour might be working for the individual concerned and try to help the person to find alternative ways of having those needs met. To re-channel the energy that is negatively presented towards a more positive, socially acceptable and constructive outcomes.) Research suggests that six basic elements—anticipation, surprise, pleasure, understanding, strength, and **poise—are present each time someone plays fully**. Not to mention that play increases BDNF brain derived neurotropic factor.

Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy / rewarding and fulfilling lives.

### Aims

2.) We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

Through our teaching we aim to:

- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem and help them build positive relationships with other people;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in so doing, promote positive attitudes towards other people;

- enable children to understand their community and help them feel valued as part of this community;
- help children grow into reliable, independent and positive citizens.

## Curriculum

### Introduction

1.) The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

### Values

2.) Our curriculum is underpinned by the values that we aim to engender in school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

### Aims and objectives

- to enable all children to learn and develop their skills to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to the school and acquire a solid basis for lifelong learning;
- to teach children the basic skills of literacy, numeracy and information and communication technology (ICT);
- to enable children to be creative and to develop their own thinking;
- to teach children about their developing world, including how their environment and society have changed over time;
- to help children understand Britain's cultural heritage;
- to enable children to be positive citizens in society;

- to fulfil all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education, modified to meet the specific needs of the pupils;
- to teach children to have an awareness of their own spiritual development, and to understand right from wrong;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others;
- to ensure vulnerable pupils within our school community maintain pace with their peers.

### Organisation and planning

- We plan our curriculum in three phases. We agree a long-term plan for each key stage, mapping each subject for each year group to support the knowledge at each stage, the sequencing and structuring of each topic and assessment to demonstrate what they know and do that they could not before. This highlights what topics are to be taught in each term, and to which groups of children. We review our long-term plan on an annual basis.
- With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. We use the national schemes of work for much of our medium term planning in the foundation subjects.
- Our short-term plans are those that our teachers produce on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.
- At Key Stage 3 the curriculum at the College places a great emphasis on the core and foundation subjects and we teach these subjects separately. This means that, for example, a child may concentrate in one term on a history topic, then switch to a greater emphasis on geography in the next term. Over the three terms of the academic year, each child has the opportunity to experience the full range of National Curriculum subjects.

## Children with special needs

- All pupils attending the College have special educational needs and, therefore, the curriculum is designed to provide access and opportunity for all children who attend. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted.
- Each pupil has an Individual Education Plan (IEP). This sets out specific curriculum and behavioural targets for the pupil. The pupil has ownership of the IEP which is monitored and reviewed with parents on parental afternoons at regular intervals and can be used to support the annual reviews of pupils.

## School Discipline, Rules and Code of Conduct.

Our school rules are clear and unambiguous and are continuously reviewed and monitored. Pupils are constantly reminded of them through verbal prompts, clear and prominent displays of rules and rewards whenever appropriate.

Our class teachers closely work with pupils to ensure they are aware of the standards of conduct expected of them, both within the classroom and around school.

Our approach:

Each class has a set of published rules, these rules are clearly explained to the class by the class teacher along with the consequences in the event of rules being broken and the rewards which can be earned for positive behaviour.

The system is consistent and applies throughout the day. We have set rules, consequences and rewards at playtime/lunchtime and taxi-time, thus motivating the pupil to be aware of his behaviour at all times and in all situations. The system places the emphasis on the child to take responsibility for his behaviour and pupils very soon learn that any inappropriate behaviour always leads to a consequence and, equally, all appropriate behaviour is rewarded.

Below is our agreed list of non-negotiable requirements for pupil behaviour.

Pupils are automatically placed on after school reflection for presenting the following behaviour.

- Sexualised comments
- Racist / Homophobic language
- Kicking through doors
- Wilful damage to property
- Climbing on the roof
- Physical assault /abuse of others
- Inciting / instigating a fight.

Our after school session: 2:30pm – 3:15pm

All pupil behaviour is tracked and recorded over the course of the school day. Parents / carers are contacted at the end of each day to report on their son's performance. The final session of the school day is for review, rewards and reflection. Those pupils who have earned sufficient points are given an option e.g. football, computers, whilst those who have failed to meet the required number of points complete a Behaviour Journal. This journal gives the pupil the opportunity to reflect on their behaviour and is overseen by their form teacher or LSA.

### Pupil Rewards

Our system promotes and encourages good behaviour and good attendance and is arranged by a points system. Points are earned for both work and behaviour in lessons and are operational throughout the day. Therefore, points are also earned at play, lunch and taxi times.

Rewards are short, medium and long term.

Short term rewards - pupils with 65 points or more earn daily option eg football; pool, PlayStation.

Medium term rewards – weekly half-day trip for achieving 95% of points eg Imperial War Museum; Science Museum.

Long term rewards - termly, negotiated with pupils eg Alton Towers, Rhyl Sun Centre.

### Pupil Reviews

Each pupil is formally reviewed once a year. However, pupils are constantly being reviewed by class teachers and outside agencies are often called upon to assist to help resolve problems and help with appropriate support for the pupil.

### Pupil Assessment

Assessment is an ongoing process and children are constantly monitored during the year. We formally test pupils three times per year through Checkpoint Week. Once per term pupils are assessed and samples of work entered into a portfolio to give a 'snapshot' of the child's performance at that point in the year.

Each child has a IEP (Individual Education Plan) which is reviewed each half term.

### Engagement Programme

We run an innovative and highly effective Engagement Programme for pupils whose needs are best met in a vocational setting. Bespoke programmes are designed to meet the specific needs of individual pupils. This comprises of working off site in college or with a training provider and with some time spent in school. We have developed excellent partnerships with a range of colleges and training providers and the programme has proved to be highly successful and pupils achieve accredited qualifications to equip them for a working life when leaving school.

### Child Protection

Clifford Holroyde is a very safe school and the safeguarding of our pupils is at the centre of everything we do. The school has a comprehensive Child Protection Policy and an experienced designated Safeguarding Lead Officer. Parents should be aware that school will take any reasonable action to ensure the safety of pupils. In cases where the school has a reason to be concerned that a child may be subject to ill treatment, neglect or other forms of abuse, staff have no alternative but to follow Liverpool Child Protection procedures and inform Social Services of their concern.

### Healthy Schools

School runs a healthy breakfast club which is available free of charge to all pupils from 8.15 am – 8.30 am.

We also adhere strictly to our food policy on healthy eating and, as such, have healthy school meals supported by Food4Thought which are well balanced and ensure that fat, salt and sugar content is kept to a minimum. All parents are issued with guidelines for packed lunches. All pupils take part in a wide and varied selection of physical activities on a weekly basis, and which are offered in line with DFE guidelines.

We all walk a mile from 12pm to 12.20pm Monday, Wednesday and Friday to develop healthy levels of oxytocin (a natural hormone often called the “feel good” hormone which increases when we are caring and compassionate with another) and melatonin (a natural hormone essential for signalling the relaxation and lower body temperature that help with restful sleep)

### Transport

Those children deemed unable to use public transport are provided with a taxi. All other children living three miles or beyond from school are provided with a free bus pass to support independent travel.

### Uniform

- Key Stage 3 - Pale blue polo shirt
- Key Stage 4 - Black polo shirt
- Key Stage 3 / 4 - Black sweatshirt with school logo
- Key Stage 3 / 4 - Black/grey trousers
- Key Stage 3 / 4 - Black shoes or ALL black trainers

i.e. NO stripes or flashes

### PE Equipment

School provides football strip (for matches) but pupils are expected to provide their own swimming kits and other PE clothing.