

*“ Together We Discover Our Best ”*



Clifford Holroyde  
Specialist SEN College  
School Information

2022-23



Address: Clifford Holroyde Specialist SEN College  
Thingwall Lane  
Knotty Ash  
Liverpool  
L14 7NX

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Web site: [www.clifford-holroyde.co.uk](http://www.clifford-holroyde.co.uk)

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Headteacher: Mr Ian Griffiths

School starts: 8.20am

School finishes: 2.10pm

School Improvement Partner: Erica Sharman

Chair of Governors: Mr Dave Cadwallader

#### Senior Leadership Team

Mr Ian Griffiths – Headteacher

Mr Stephen Trainor – Deputy Headteacher

Mr Stephen Rose – Assistant Headteacher

Mrs Kate Garrett – DSL, SAL & Pastoral Manager

Mrs Lisa Pover – Engagement Programme Manager & Careers Lead

Mr David Murphy – Finance & Business Manager

## **Staff list -**

Mr Ian Griffiths. Headteacher, SENCO.

Mr Stephen Trainor. Deputy Head: Curriculum, KS4 Maths, Numeracy.

Mr Stephen Rose. Asst Head: T&L, Science.

Mrs Kate Garrett. Pastoral Manager, DSL, DAL.

Mr Dave Murphy. Finance / School Business Manager.

Mrs Lisa Pover. Engagement Programme Manager, Careers.

Mr Jason Porter. Engagement Programme Tutor.

Mr Peter Davies. Engagement Programme Support Worker.

Ms Amy Davies. ELSA.

Ms Hannah O'Flaherty. THRIVE intervention, Parent Liaison.

Ms Chloe Dowling-Johnston. Humanities.

Mr Graeme Hill. Physical Education.

Ms Franky Hughes. Art.

Mr Adam Leadbetter. Food Tech

Mr Wayne Tagoe. KS3 Maths, Asst SENCO.

Mr Callum Taylor. Computing.

Mr Keith Leonard. 1 to 1.

Mr Ken Duff. Learning Support Assistant.

Mr Stephen Collier. Learning Support Assistant.

Ms Carolyn Rigby. Learning Support Assistant.

Ms Katy Moore. Learning Support Assistant.

Mr Callum Smyth. Learning Support Assistant.

Mr Kieran Spriggs. Learning Support Assistant.

Ms Josie Turan-Stephens. Learning Support Assistant.

Mr Ian Peach. Site Manager.

Ms Karen Eccles. Cleaner.

Mrs Lyn Parry. Cook.

Mrs Marie Bird. Cook.

Education Welfare Officer: Ms Michaela Bishop

## “ Together We Discover Our Best ”

Clifford Holroyde is an all-boy secondary school catering for 68 pupils with Social, Emotional and Mental Health additional needs. Pupils are referred via the Local Authority and 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.

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 children’s 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 all - both here in school and in society through our values, and specialist skills. We provide a therapeutic environment for pupils 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

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 the 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

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

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only full requirements of the National Curriculum (modified to meet the specific needs of the pupils), 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

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 (inc. reading), numeracy and Computing.
- 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 target the full requirements of the National Curriculum 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 places a great emphasis on the core and foundation subjects and each is taught separately / discretely. 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 Humanities subjects.

## Children with SEN

- All pupils have special / additional educational needs and therefore the curriculum is designed to provide maximum exposure and opportunity for all children to access. If necessary, the curriculum is adapted to meet the needs of individual children after consultation with parent / carers.
- 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.

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.

Class teachers work closely with pupils to ensure that 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 their 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-negotiables.

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: 2:10pm – 3:10pm

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 engagement, work and behaviour if necessary. The final part of each teaching session is for review, points and reflection. Those pupils who have earned sufficient points are rewarded. Those without the required points are encouraged to reflect on their behaviour and may be placed upon after school reflection.

### 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 e.g. Free time, football; pool, PlayStation etc...

Medium term rewards – weekly enrichment trips, half-day reward trip e.g. Imperial War Museum; Science Museum, cinema, bowling etc...

Long term rewards - termly, negotiated with pupils e.g. Alton Towers, Rhyl Sun Centre, Ice skating etc...



### Pupil Reviews

Each pupil has their EHCP 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. Pupils have a purple file containing a tracking document to analyse EHCP outcomes.

### Pupil Assessment

Assessment is an ongoing process and children are constantly monitored during the year. We formally test pupils three times per year and report progress to the Deputy Headteacher. Once per term, pupil work is Quality Assured by staff who look at samples of work and agree a standardisation / moderation of the standard of work.

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. 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 offers a healthy breakfast which is available free of charge to all pupils when pupils arrive at school. Fruit, milk, bagels, toast are all available.

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 which are offered in line with DFE guidelines.

### Transport

All pupils are transported to school via vehicles supplied through LA transport department. Pupils will be asked to share transport in order to reduce emissions and impact upon the environment.

With careful parental consultation, some pupils may choose to walk to school with or be transported in a vehicle by a parent or guardian.

### Uniform

- Key Stage 3 / 4 – Pale blue T-shirt and Black jumper 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.