



Education and Skills



Halton School  
Prospectus 2020 • 2021



# Welcome to Halton School

It is my pleasure to welcome you to Halton School. Halton School is a small specialist dual site provision which caters for pupils with emotional and behavioural difficulties who need a smaller, more structured educational placement in order to develop their true potential.

The school, as part of The Keys Group, provides both day and residential placements and is

approved and registered with the DfE.

Halton School is housed across two separate sites with one sharing the same site as Halton House Residential Children's Home, and the second sharing the same site as Castle View Residential Children's Home.



Hayley Cunningham  
Headteacher

## Values and Beliefs

We believe that every student has the right to the appropriate and relevant educational provision that allows them to achieve their full potential.

All students have the right to a learning environment which provides:

- a fresh start,
- empathetic supportive staff
- nurture based approach
- small class sizes
- a structured, academic, vocational and activity focused curriculum which can develop:
  - i. a sense of belonging
  - ii. experience of personal success
  - iii. empowerment: taking increased responsibility for activities, learning, self and others,
  - iv. personal skills, including social and emotional well being

All the students have the right to a class Education Support Worker who:

- has a positive regard for their student and treats them with respect:
- has high expectations concerning their student's achievements coupled with realism and honesty.
- shows a continuing commitment to high quality.
- will develop a relationship of trust and mutual respect, with time set aside to pay attention to the progress and achievement of each individual.
- contributes to the well-being and safeguarding of students.

The treatment of both students and Education Support Workers exemplifies good equal opportunities practice.



Our mission...

## A positive and safe environment where pupils are nurtured educationally, socially and spiritually.

Based in Halton Village, Runcorn, Halton school is a small specialist provision for pupils from KS2 - KS4. The school has increased its provision in recent years and is situated on a dual site to accommodate the different key stages.

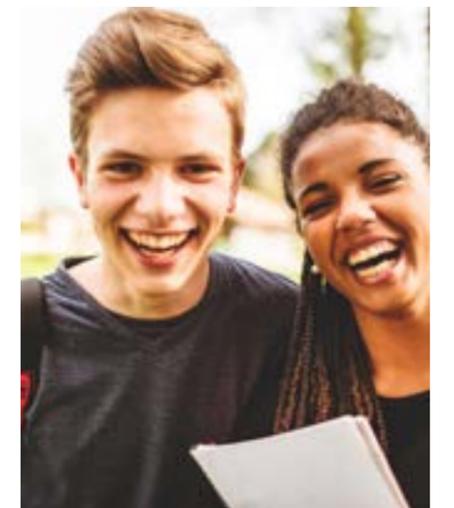
Progression staff work across both sites to help pupils to acclimatise and reduce their anxiety of new places. The Lower school (KS2) runs on a primary basis, whereas the Upper site (KS3 - KS4) operates on a more traditional secondary school basis. This gives the pupils more responsibility and helps them when transitioning from Halton school back to a mainstream school.

There is a bright inviting atmosphere to the school with all classrooms being equipped with modern furniture and resources and

with an imaginative and interesting use of children's work for displays. The young people are encouraged to take an active role in contributing to and putting up displays which helps foster a pride in both their own work and in the appearance of their school.

During the past year pupils have contributed to creating attractive artwork pieces which have been positioned around the school.

Class sizes are small and there are opportunities for pupils to have intervention sessions if staff believe it will assist them. The adult to pupil ratio is 2:5. Pupils are encouraged to work alongside others and co-operatively in pairs and small groups, as the development of social skills and independent working are vital for future life.



“ The philosophy of Halton School reflects the view that these children are often confused and angry - with themselves and their world. ”

## Statement of Purpose

Pupils with emotional and behavioural difficulties are not “naughty children” but are pupils who struggle to fit within the conventional structures of school. Their behaviour has often led to them being rejected at school and isolated from their peer group, yet they are often the children who need to be listened to the most carefully.

The philosophy of Halton School reflects the view that these children are often confused and angry - with themselves and their world. Their behaviours are not viewed as having to do with manipulation and power but rather as a form of self-protection.

Many of the children who come to Halton School have been diagnosed with conditions such as ADHD, Dyslexia/Dyspraxia and Post Traumatic Stress Disorder. As a result of conditions such as these and other emotional and behavioural difficulties, they have experienced significant difficulties in mainstream schools. They have begun to associate school with feelings of fear, frustration and failure. Some have already given up trying to learn.

At Halton School our first and primary approach to children with emotional and behavioural difficulties is to address their feelings about themselves. The raising of self-esteem is a prerequisite to any changes in behaviour and only then will any progress in learning be possible.

We aim to ensure that the children and young people who attend Halton School are given a holistic education that will provide them with learning opportunities, which target their specific individual education needs. This will help them identify and focus on their academic, personal and social successes and will teach them how to conduct themselves so that they may relate to others in a socially acceptable way.

Our challenge is to help these children and young people to achieve their academic and personal potential and thus help equip them with the skills they need to enjoy a full, well integrated and satisfying life.



“ We aim to encourage personal responsibility, respect, co-operation and sensitivity to the needs of others. ”

## Our aims

1. To provide a safe, secure, positive and supportive environment in which each individual can contribute and feel valued, knowing that his/her achievements are recognised.
2. To encourage personal responsibility, respect, cooperation and sensitivity to the needs of others.
3. To awaken a thirst for knowledge and understanding and to develop the skills with which to acquire and use that knowledge and understanding.
4. To support pupils in developing effective Literacy and Numeracy skills.
5. To deliver all the requirements of the National Curriculum.
6. To support pupils in acquiring the knowledge, skills and understanding relevant to adult life and employment/further education.



# The School

There is a bright inviting atmosphere at Halton school with all classrooms being equipped with modern furniture and resources and with an imaginative and interesting use of children's work for displays. The children and young people are encouraged to take an active role in contributing to and putting up displays which helps foster a pride in both their own work and in the appearance of their school.

Class sizes are small and are structured to facilitate the implementation of individual learning plans. The plans ensure each pupil works through a differentiated National Curriculum programme of study appropriate to their ability and Key Stage.

We also offer the opportunity for all pupils who are working at that level to achieve nationally recognised accreditation in English, Maths, Science, Art /Design Technology, ASDAN and AQA. This runs alongside our own internal accreditation for academic progress and achievement.

In order to meet the diverse needs of the children at Halton School we ensure that the staff to pupil ratio is very high. The school is registered for 28 pupils and at present there is a Head Teacher and a further 13 full time and two part time members of school staff.

The pupils are encouraged to work in a variety of settings; individually, co-operatively in pairs and in small groups, as we believe the development of social skills and independent work strategies are vital.

The school introduces the pupils to a wide range of knowledge, skills and experiences - linguistic, literary, mathematical, scientific, technological, moral, physical, aesthetic, creative and social.

The school has clear, positive expectations for behaviour and well-established and successful positive reinforcement strategies that are reviewed regularly. Every child has individual education targets relating to both academic and behavioural achievements that are reviewed regularly to ensure positive progress is being made.

Halton School fundamentally operates within two main principles:

1. All children, without exception, are to be valued as unique and special members of society.
2. All children can succeed and should be encouraged towards ever-greater appropriate challenges in all areas of their learning.

# The Curriculum

At Halton School, sound academic progress and achievement is of great importance. The school seeks to re-establish the concept of learning as a positive and enjoyable experience.

The Curriculum provided is broad based to ensure that each child takes part in the National Curriculum and Religious Education, which is differentiated to meet individual needs.

We aim to introduce pupils to a wide range of knowledge, skills and experience.

The Curriculum emphasises the need to acquire basic skills in literacy and numeracy, and Maths and English Schemes of work are carefully planned to ensure full coverage of the National Curriculum at a level appropriate to the pupil's ability.

### The Curriculum includes:

English	Modern Foreign Languages	Design Technology
Maths	Information Technology	Citizenship/PHSE
Science	Physical Education	Carousel of Vocational Subjects
Humanities	Music	International Primary Curriculum (IPC)
Food Technology	Religious Education	



“ We aim to offer all pupils a rounded curriculum in which, irrespective of academic ability, they can achieve high levels of success.”

The school is now in the process of crossing over to the IPC (International Primary Curriculum). This curriculum is an exciting new way for pupils

to learn and encompasses various subjects within each project per term/half term.

# Wider Curricular Activities

We aim to offer all pupils a rounded curriculum in which, irrespective of academic ability, they can achieve high levels of success. In response to this we offer a variety of practical wider curriculum activities.

The central element of this is our Outdoor Education programme which includes canoeing, sailing, walking, orienteering and climbing. This programme enables pupils not only to develop new physical skills but also to develop trust and positive relationships with others.

Planning in all subject areas follows the guidelines issued in the National Curriculum programmes of study.

We also actively encourage visits from outside agencies such as the Fire Brigade and have built up links with Manchester United Football Club Youth Academy and Warrington Wolves community rugby coaching.

# Qualifications Achieved 2019/20

Total Number of learners	2	Number entered	Percentage	Number Achieved	Percentage
GCSE Maths		2	100	2	100
GCSE English		2	100	2	100
GCSE Science		0	0	0	0
Functional Skills Maths EL1		1	100	1	100
Functional Skills ICT EL1		2	100	1	100
Functional Skills Maths EL2		1	100	1	100

### Individual education and behaviour plans

Work is carefully differentiated in order to meet the individual needs of children and regular assessment ensures continuity and progression.

Each child/young person has individually tailored positive expectations for achievement. This ensures they are challenged appropriately and experience success frequently.

Half termly targets for literacy, numeracy skills and a behaviour target are set and progress assessed carefully and frequently.

The remediation of learning difficulties, whatever the cause, is facilitated by a supportive educational programme and intensive individual help.

Individual behaviour targets are discussed with the child/young person on a daily basis and are monitored, reviewed and revised regularly.

All pupils have Annual Reviews where a detailed report is produced assessing attitude, attainment and progress.

### Provision for Pupils with Education, Health and Care Plans (EHCP)

Our objectives and principles in making provision for children with special educational needs are as follows:

1. Each child is given a broad based and relevant curriculum.
2. The special needs of each child, as identified in his/her EHCP/Statement are addressed and statutory EHCP/Statement Reviews are held regularly and completed in a thorough manner.

3. A behaviour management programme is in place and is continually reviewed; staff training in the management of children/young people with Social Emotional and Mental Health needs (SEMH) is ongoing.

The school has a team approach. Teachers, Teaching Assistants, Therapists, Residential Carers, Social Workers and other professionals are all involved in monitoring pupil progress using individual education and behaviour plans.

### Identity/cultural diversity

Identity and cultural diversity is taught through the PSHE and personal and social development curriculum. All young people take part in PSHE lessons which promote opportunities for pupils to reflect upon and develop their self-

knowledge, self-confidence, and self-esteem. Pupils are encouraged to show respect to each other, to accept responsibility for their behaviour and improve social and friendship skills.

### Careers guidance/further education

All children have access to careers advice and guidance on a regular basis. This is provided through links with the Connexions Service in

Halton and Warrington and begins when pupils move into the latter end of year 8 and start of year 9.

### Safeguarding

Halton School (as part of The Keys Group) has a comprehensive Safeguarding policy and will take any reasonable steps to ensure the safety of its pupils.

In cases where the school has reason to be concerned that a child may be subject to ill treatment, neglect or other forms of abuse,

staff will follow Halton's County Safeguarding procedures and inform both Keys Group Company Directors and Social Services of the concern.

The Safeguarding policy is kept on school premises at all times and copies are available upon request from the school in both hard copy and email format.

### Anti-bullying policy

Halton School is totally opposed to bullying in any form and it will not be tolerated at any level. We are committed to providing a caring and safe environment for all pupils where they can develop both academically and as an individual.

A comprehensive anti-bullying policy operates within the school along with a set of procedures

to identify and deal with any incidents quickly and effectively. A copy of this policy is available upon request to the school.

If you have any concerns regarding bullying or wish to discuss this area further, please do not hesitate to contact the Head Teacher.

### Health and safety

Halton School (as part of The Keys Group) has comprehensive health and safety policies and procedures.

The Health and safety policy is kept on school premises at all times and copies are available upon request from the school in both hard copy and email format.

### Complaints procedure

It is important to pupils' sense of security and personal confidence that they have a means of "being heard", in the event of having a complaint. For this purpose, we ensure every pupil is made aware of the suggestions and complaints procedure and will assist and support them in the event that they feel the need to use it. The complaints policy is kept on school premises at all times and copies are available upon request from the school in both hard copy and email format.

They can share their complaint with their keyworker or the Head Teacher. If they are still unhappy they can telephone (0121 728 7800) or speak to Nicola Kelly (Director of Education) who will arrange to see them.

If they feel they cannot talk to any of these people, then they can telephone NYAS (0808 808 1001) or Childline (0800 1111). These calls are free and confidential. Keys Group also have a visiting advocacy service to all their children's homes provided by NYAS on a monthly basis.

Parents, carers or representatives from the local authority who are concerned about the quality of education offered at Halton School should contact the school's management immediately. Any complaint will be given prompt, serious consideration.

There was only one complaint made during the 2019-2020 academic year, information regarding this is available upon request.

### Philosophy and expectations

Policy and practice at Halton School reflects the belief that disruptive and challenging behaviour has underlying causes and effects. Children with low self-esteem cannot tolerate anything that increases their negative feelings about themselves and thus reduces the chances of being hurt any more. They often refuse to recognise their own achievements, resent other people's successes, can delight in upsetting others, reject praise, humiliate others or refuse to respond to those around them at all.

A particularly destructive characteristic of children or young people with low self-esteem is that by shutting off from the negative, these children also shut off from the positive. They cannot feel 'good feelings'. They struggle to hear praise or receive 'good' information.

Our challenge is to reach beyond the child's defensive shell and help the child believe that teachers are really there for them and that they can trust teachers. The foundation of our work concerns establishing positive relationships based on mutual respect.

We prefer to talk about behaviour being consequential rather than of sanctions. Sanctions are used sparingly and after all other alternatives have been considered. Discussion will take place with a senior member of the team before a decision is taken regarding an appropriate sanction. Sanctions usually involve some form of reparation (tidying, cleaning and helping) but sometimes may involve the loss of a privilege or a restriction in a particular activity for a defined period of time (eg.5 minutes less playtime).

Should a child's behaviour escalate to a point that they are likely to cause harm to themselves, other people or cause serious damage to property, then physical intervention will be used. Pupils are always given the opportunity to reflect on the incident and talk through it with a member of staff. The form and method which this takes is clearly identified in Keys Group's Physical Intervention Policy. All staff are fully trained in the Keys Group's method of physical intervention and placing authorities are informed of the physical intervention policy. Any incident requiring physical intervention is recorded in detail, with access to relevant parties made fully available.

### Exclusions

We acknowledge that the children placed at Halton have had previous negative educational and social experiences and as such will present challenging behaviours.

It is our aim therefore to provide a quality education for even the most challenging pupils. Permanent exclusion from education is not an alternative.

However, if a child's placement in school is seriously preventing the 'effective education' of other pupils or the child is presenting a significant risk to themselves or others within the school, additional support may be sought or an alternative education package may be provided.

Any 'Education Intervention Plan' will be reviewed regularly and steps taken to reintegrate the pupil back into normal school provision will be clearly defined.

Policy and practice at Halton School reflects the belief that disruptive and challenging behaviour has underlying causes and effects.

### Behaviour management programme

Halton School seeks to create an environment which encourages and reinforces positive behaviour; recognising this as necessary for effective learning to take place. The purpose of this Positive Behaviour Policy is to ensure that Halton School has a consistent approach to rewarding good behaviour and achievement, and challenging inappropriate behaviour. Good behaviour is most effectively achieved when there are clear expectations of pupil conduct.

Pupils bring with them a wide variety of behaviour patterns and at Halton School the

aim is to work within standards of behaviour based on the basic values of honesty, respect for self, others, authority and property, responsibility and consideration.

The intention of applying rewards and sanctions is to demonstrate to pupils that their behaviour and actions have consequences.

The full Behaviour Policy will be given to the parent/carer during the induction meeting and is available at any time by request.

### Documentation

All policies and procedures are available on request and can be obtained from the Head Teacher.

### Admissions

Pupils at Halton school will either be unable to maintain a place in a mainstream school or be thought to be able to benefit from a stable period in a small supportive school environment.

Suitable pupils are those with special education needs (S.E.N), moderate learning difficulties (M.L.D.) or social, emotional and mental health difficulties. (S.E.M.H.) and between the ages of 7 and 16 years.

When a placement is requested, a copy of the child/young person's Statutory Statement of S.E.N and/or other relevant documents, such as previous school reports, Individual Education Programme (I.E.P) etc will be needed. This is in order to ascertain the suitability of the placement and to set up an education programme appropriate to the child/young person's needs. A planning meeting will then be held to determine if the placement is appropriate to the pupil's needs.



# General Information

## What are the start and finish times?

The educational programmes start at 9:00am and finish at 2:40pm. Breakfast is provided for pupils upon arrival.

## What arrangements have been made for the lunch break?

In the lower school, lunch is provided with a choice of sandwich fillings, a hot lunch one day each week, plus 'chippy dinner' as a treat on Fridays. In the upper school, pupils bring in their own lunch and have access to a microwave, hot water dispenser and a fridge.

At break time, lower school pupils are offered fruit and a drink. Upper school pupils are permitted to bring in their own foods, however fizzy drinks are not allowed.

## How will I know what progress my child is making?

The pupil's progress is checked every half term at a minimum. Reports as a snap shot can be provided at any time if requested. Termly reports and then an annual report are also produced.

## Who should absence be reported to?

The school office as soon as possible. Absence from the lower school should be reported to 01928 589810 and the upper school to 01928 711125.

## How will my child's attendance be monitored?

This will be monitored daily and followed up as needed.

## Do pupils have to wear a uniform?

Children are expected to wear the following uniform black/grey trousers or skirt, green sweater and black shoes.

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## School term dates 2020 - 2021

### Autumn Term 2020

**Term 1:** Friday 4th September to Friday 23rd October

**Half term:** Monday 26th October to Friday 30th October

**Term 2:** Monday 2nd November to Friday 18th December

**Bank Holidays:** Friday 25th December  
Monday 28th December

### Spring Term 2021

**Term 3:** Tuesday 5th January to Friday 12th February

**February Half term:** Monday 15th February to Friday 19th February

**February Term 4:** Monday 22nd February to Thursday 1st April

**Bank Holidays:** Friday 1st January  
Friday 2nd April  
Monday 5th April

### Summer Term 2021

**Term 5:** Monday 19th April to Friday 28th May

**Half term:** Monday 31st May to Thursday 10th June

**Term 6:** Monday 14th June to Tuesday 27th July

**Bank Holidays:** Monday 3rd May  
Monday 31st May

### Staff training days:

3rd September 2020  
4th January 2021  
16th April 2021  
11th June 2021  
28th July 2021



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**Proprietor Representative:**

Nicola Kelly

**DfE No:** 876/6000

[www.keys-group.co.uk](http://www.keys-group.co.uk)

Inspiring and supporting young  
people to live happy, healthy  
and successful lives.



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