



Education and Skills



**Broadwood School
Prospectus 2020 • 2021**



Welcome to Broadwood School

At Broadwood School, our aim is to provide the best possible education that we can for children and young people with Social, Emotional and Mental Health needs.

We put pupils at the centre of how we work and have created a school that is welcoming, caring, safe, nurturing and warm. We see strong relationships with our children and young people, parents, carers and the wider community as the key to our success.

We believe that all of our pupils can, despite previous experiences in education, be supported to succeed by creating a safe environment for pupils to express themselves. Pupils are given individualised and personalised support which aims to prepare them for life after Broadwood School.

In order to achieve this we have developed a broad and balanced curriculum which aims to promote a love of learning in our pupils. We provide opportunities for academic progression as well as vocational learning, achieving success through our innovative approaches to curriculum design, teaching and learning.

We believe that working closely with our families and carers is vital to the success of our children and welcome their support and involvement. We also realise that at times they will need our support too and so we work closely with them, external agencies, partners and schools to make sure we do all we can to achieve success at Broadwood School.



David Joy
Headteacher

Values and Beliefs

At Broadwood School we believe...

- Every child can succeed.
- Every child deserves adults that care.
- Every child has the right to high quality education opportunities.
- Every child has the right to feel safe.

Our Pupil Values

The Broadwood learner is

- Resilient
- Respectful
- Has Self Belief
- Reflective
- Courageous
- Creative

Our Staff values are to work with...

- Excellence
- Passion
- Integrity
- Caring



Our mission...

To make a positive difference to the life chances of pupils who attend our school.

The school, which opened in 1999, is housed in a semi rural character building on the outskirts of Halifax, West Yorkshire. It comprises of eight classrooms, with specialist areas for food technology, art, construction and computing. There is a nurturing and inviting atmosphere to the school. The pupils are encouraged to take an active role in contributing to their school and all pupils show pride in the school community they are a part of. Class sizes are small and there are opportunities for pupils to have individual intervention sessions, where appropriate, in response to their needs. The adult to pupil ratio is usually 2:5 in the main school. Pupils are encouraged to work alongside others and co-cooperatively in pairs and small groups, as the development of social skills and independent work strategies are vital.

We are committed to providing a curriculum with breadth.

Secures development and achievement...

- provides opportunities for pupils' personal development.
- allows pupils to achieve their personal best.

Prepares pupils for "life beyond Broadwood"...

- challenges, motivates, inspires and leads to a lifelong interest in learning.
- prepares pupils for further education whether academic or vocational and for the world of work.

Promotes active community involvement...

- ensures pupils are fully prepared for life in modern Britain.
- offers a wide range of quality enriching opportunities for personal development.
- involves working with the community to promote local, national and global awareness.

We put pupils at the centre of how we work and have created a school that is welcoming, caring, safe, nurturing and warm.



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

Statement of Purpose

Broadwood School provides an alternative education programme for those pupils who are at risk of exclusion due to their challenging behaviour and for those pupils who have an Educational Health Care Plan and require more specialised interventions than can be provided in a mainstream school.

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

The philosophy of Broadwood School reflects the view that these young people 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 young people who attend the School have been diagnosed with disorders such as ADHD, Oppositional Defiant Disorder (ODD), Pathological Demand Avoidance (PDA) and dyslexia/dyspraxia. As a result of disorders such as these and other social, emotional and mental health difficulties,

they have experienced significant difficulties in mainstream schools. They have begun to associate school with feelings of anxiety, frustration and failure. Some have already given up learning.

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

We aim to ensure that the young people who attend the 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 relate to others in a socially acceptable way.

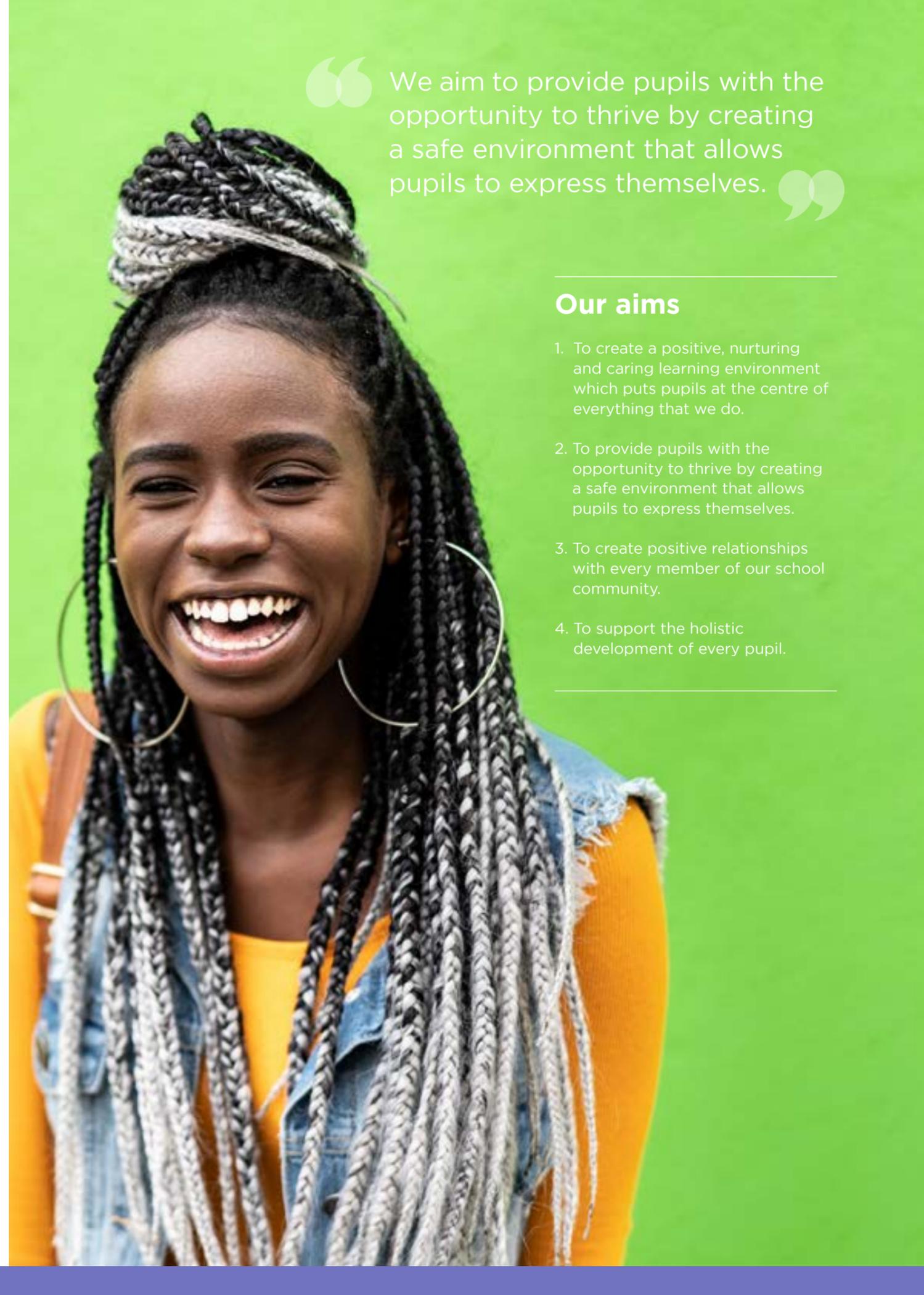
Our challenge is to help these young people to achieve their academic and personal potential and hence to equip them with the skills they need to enjoy a full, well integrated and satisfying life.



“ We aim to provide pupils with the opportunity to thrive by creating a safe environment that allows pupils to express themselves. ”

Our aims

1. To create a positive, nurturing and caring learning environment which puts pupils at the centre of everything that we do.
2. To provide pupils with the opportunity to thrive by creating a safe environment that allows pupils to express themselves.
3. To create positive relationships with every member of our school community.
4. To support the holistic development of every pupil.



The School

Situated on the fringe of rural Halifax, our school is set in intimate and secure grounds; the main building has significant character which compliments the views over the Calder Valley. The school is easily accessible from a number of local authorities including Halifax, Bradford and Huddersfield and is very close to the M62.

Relationships are at the centre of what we do, this enables pupils to feel safe in their learning environment, and supports pupils to become successful. This approach creates an environment which is welcoming, caring and safe, reducing any anxieties, which can become a barrier to learning.

This helps pupils become ready to step into a positive next destination whether that be education, work or training. Relationships aren't limited to the classroom and we aim to work tirelessly with families and carers to achieve the best possible outcomes for pupils.

Being driven by relationships allows staff to understand pupils and better plan learning to suit their individual needs. Relationships are equally as important to manage conflict; we use a restorative approach which allows pupils to repair relationships and begin to understand the impact of their actions.

The Curriculum

The school curriculum offers a broad and balanced education adjusted to meet the needs of pupils with a wide range of abilities from ages 7 to 18 (providing pupils between the ages of 16-18 with the opportunity to complete learning in line with resitting exams). Broadwood School offers a detailed curriculum providing a seamless approach to education that allows consistency, continuity, structure and boundaries.

By identifying the learning opportunities both in and out of the classroom, each child's needs are addressed throughout the day to promote

an environment that aims to ensure he or she achieves to their full potential socially, physically and academically.

The curriculum has three strands which are academic, vocational and enrichment activities, with the aim of introducing the pupils to a wide range of knowledge, skills and experiences.

The curriculum emphasises the need to acquire basic skills in literacy and numeracy, with the delivery of functional skills in English and Maths being embedded in all activities.

Exam Results 2019/20

Total Number of learners	5	Number entered	Percentage	Number Achieved	Percentage
GCSE Maths		5	100	5	100
GCSE English language		5	100	5	100
GCSE Spoken Language		5	100	5	100
GCSE Art & Design		5	100	5	100
BTEC Introductory Award in Home Cooking		5	100	5	100
BTEC Introductory Award in Vocational Studies		5	100	5	100
FAQA Entry Level Certificate in Maths		5	100	5	100
AQA Entry Level Step up to English		5	100	4	80

“Broadwood School offers a detailed curriculum providing a seamless approach to education that allows consistency, continuity, structure and boundaries.”



The Curriculum includes:

KS3		KS4	
		Compulsory	Optional
<i>English</i>	<i>History</i>	<i>GCSE English</i>	<i>Business (BTEC Level 1/2)</i>
<i>Maths</i>	<i>P.E</i>	<i>GCSE Maths</i>	<i>Vocational Studies (BTEC Level 1/2)</i>
<i>Science</i>	<i>Citizenship</i>	<i>BTEC Applied Science (Level 1/2)</i>	
<i>Computing</i>	<i>Food Technology</i>	<i>BTEC Computing (Level 1/2)</i>	
<i>RE</i>	<i>Art</i>	<i>GCSE Art</i>	
<i>Geography</i>	<i>PHSE</i>	<i>Food (BTEC Home Cooking Skills Level 1/2)</i>	
		<i>PE (Non-Examination)</i>	

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

Termly targets for literacy and numeracy skills 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 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 children with education health care plans

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 Education, Health and Care Plan (EHCP) are addressed and statutory EHCP 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, Tutors, Education Support Workers, 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 weekly PSHE lessons which promote opportunities for

pupils to reflect upon and develop their self knowledge, self confidence, and self esteem.

The 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

Broadwood School has developed positive links with the local Careers, Information, Advice and Guidance Team and organises careers meetings and interviews for all KS4 pupils. Broadwood also co-ordinates and monitors work experience placements for all pupils from year 9.

We have developed positive links with schools in and around the local area and have supported pupils in being successfully placed on post-16 further education courses. It is our aim to support all of our pupils in achieving a positive work or school placement at the end of Year 11.

Safeguarding

Broadwood School 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 Calderdale Council's Safeguarding procedures and inform both

Keys Group Company Directors and Social Care of the concern.

The Safeguarding policy is kept on school premises at all times and copies are available upon request. It is also available to view on the school's website.

Anti-bullying policy

Broadwood 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 the policy is held on file in school and available upon request.

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

Broadwood School has comprehensive health and safety policies and procedures. The Policy/

Procedures file is kept on school premises with a copy available upon request from the school.

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 child and young person 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 held in school and a copy available upon request.

Pupils can share their complaint with their tutor group leader or the Head Teacher. If they are still unhappy they can telephone (01422 355925) to speak to either Nicola Kelly (Chair of Governors) or Sarah Sopa (Regional Education Manager)

who will arrange to see them. If they feel they cannot talk to any of these people, then they can telephone NYAS (0800 616101) or Childline (0808 808 1001). These calls are free and confidential.

Parents, carers or representatives from the local authority who are concerned about the quality of education offered at Broadwood School should contact the Head Teacher or the Deputy Head immediately. Any complaint will be given prompt, serious consideration.

Number of complaints: None



Philosophy and expectations

Policy and practice at Broadwood 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 therefore try to reduce 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.

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 their 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.

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 Team Teach method of physical intervention. Placing authorities are also informed of Keys Group's 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 young people placed at Broadwood School have had previous negative educational and social experiences and as such will present challenging behaviours. Permanent exclusion from education is not an alternative.

It is our aim therefore to provide a quality education for even the most challenging pupils. Exclusions are seen as the very last resort when all other strategies have been exhausted and are only used in extreme cases.

However, if a pupil's placement in school is seriously preventing the 'effective education' of other pupils or the young person is presenting a significant risk to themselves or others within

the school, it may be deemed necessary to exclude a pupil for a specific period of time.

In all cases of exclusions, parents/carers will be notified immediately by telephone, followed by a letter outlining the duration of the exclusion and the expected return date. The letter will advise the right to appeal against the exclusion, the assistance available and the procedures to be followed.

Following any exclusion, a reintegration meeting will be held and an Acceptable Behaviour Contract agreed with the student, parent/carer and staff member.

Behaviour management programme

Broadwood 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 Broadwood 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 student conduct.

Pupils bring with them a wide variety of behaviour patterns and at Broadwood 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 of the school's policies and procedures can be viewed at school or sent out electronically or by post on request.

Admissions

Admission is either by referral from the local authority fair access and inclusion panel, consultation with the Special Needs section or by direct school referral.

General Information

What are the start and finish times?

The School is open to pupils from 8.45am to attend Breakfast Club. The educational programmes start at 9.00am and finish at 2.30pm.

What arrangements have been made for the lunch break?

Pupils have access to the dining hall and recreational area for the lunch break. All pupils are provided with lunch. Pupils will be supervised during this period and should not leave the School unless prior authorisation has been given by parents/carers.

How will I get to know what progress my child is making?

Each pupil will have an Individual Educational Plan (IEP) setting out clear aims and objectives for learning. Pupil achievement and progress will be monitored on a weekly basis and a report produced at the end of each term. The report will be issued to the parent/carer. Parents/carers, Calderdale Children's Services and partnership organisations will be invited to an Annual Celebration of Achievements.

Progress on a pupil can be requested at any time throughout the academic year.

Who should absence be reported to?

Contact should be made on the first day of non-attendance giving the reason and indicating when you expect your child to return. Absence should be reported to Administration, Tel: 01422 355925.

How will my child's attendance be monitored?

Your child's attendance will be monitored in exactly the same way as it is now in mainstream schools, with formal attendance records in the form of a register being kept by the school. A weekly summary report is sent to the school. Any concerns regarding attendance will be dealt with under current procedures and will involve close liaison between parents/carers, School staff, Local Authority and Children's Services professionals.

Do pupils have to wear a uniform?

Yes, the uniform is a navy blue jumper, white polo shirt with plain black trousers.

School term dates 2020 - 2021

Autumn Term 2020

Term 1: Thursday 3rd September to Thursday 22nd October

Half term: Monday 23rd h October to Friday 30th October

Term 2: Monday 2nd November to Thursday 17th December

Bank Holidays: Friday 25th December
Monday 28th December

Spring Term 2021

Term 3: Monday 4th January to Friday 12th February

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

February Term 4: Monday 22nd February to Wednesday 31st March

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 Friday 4th June

Term 6: Monday 7th June to Wednesday 21st July

Bank Holidays: Monday 3rd May
Monday 31st May

Staff training days:

1st September 2020
2nd September 2020
23rd October 2020
18th December 2020
1st April 2021



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



Keys Child Care Ltd is a private limited company registered in England. Company number: 02928849
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