



Education and Skills



Liverpool Progressive School  
Prospectus 2019 • 2020



# Welcome to Liverpool Progressive School

It is our pleasure to welcome you to Liverpool Progressive School. The school provides specialist education provision which supports the educational needs of boys and girls aged 8 - 19 with moderate to severe learning difficulties, complex needs and a range of associated social, emotional, interaction and sensory difficulties.

We are committed to each and every one of our pupils, providing specialist support tailored

to each individual's unique needs and helping all pupils to achieve their full potential.

Young people often come to our school with negative perceptions of the education system, having experienced rejection, often repeatedly. We are dedicated to turning their experience of learning into a positive one.

## Values and Beliefs

Our belief is that every pupil has the right to the appropriate and relevant educational provision that allows them to achieve their full potential.

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

- a fresh start,
- empathetic supportive staff,
- a structured, academic, vocational and activity focused curriculum which can develop:
  - a sense of belonging
  - experience of personal success
  - empowerment: taking responsibility for activities, learning, self and others,
  - personal development, including social and emotional well being
  - purpose towards employment

All the pupils at the school have the right to staff who:

- contribute to their well-being and ensure they are safeguarded
- have a positive regard for them and treat them with respect
- have high expectations concerning their behaviour and achievement coupled with realism and honesty
- show a continuing commitment to high quality education
- will develop a relationship of trust and mutual respect
- pay attention to their progress and achievement

Pupils are actively engaged as partners, conveying a sense of mutuality about their learning and work. Pupils and staff are treated in a manner which exemplifies good equal opportunities and practice.





Our mission...

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## Teaching, learning, achieving in a specialised nurturing environment.

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Pupils spend their days in Liverpool Progressive School happy, secure and successful.



**Ofsted Inspection May 2018**

Liverpool Progressive School aims to provide the highest quality education where, with appropriate levels of support, inclusion, enrichment and progression, enables personal achievement for all pupils in preparation for the responsibilities, experiences and opportunities of adult life.

Our school is extremely successful in helping pupils, many of whom that have displayed challenging patterns of behaviour and have had very negative experiences of education, understand and manage their own behaviours by promoting, throughout the school, a highly positive culture.

Pupils from a very wide range of starting

points enjoy their learning and make excellent progress. Pupils are provided with opportunities to develop their confidence in unfamiliar situations and to learn about the diversity of the world beyond their home and school life.

Situated in an attractive location in the Liverpool suburb of Walton, the school is close to many amenities, including Liverpool City Centre, and is easily accessible to surrounding areas with good motorway links.

The school opened in September 2000 and operates from a two storey, bright, spacious, modern building refurbished to provide the best possible facilities.

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Liverpool Progressive School's ethos of understanding, respect, kindness and happiness guides every member of staff to strive and provide all pupils with the highest quality of care and an outstanding education.

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Pupils are encouraged to work alongside others and co-operatively in pairs and small groups, as the development of social skills and independent work strategies are vital.

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## Statement of Purpose

Pupils at Liverpool Progressive School experience a highly personalised and wide-ranging curriculum strongly focussed on meeting pupils' individual needs ensuring everyone is interested and motivated to learn.

Many of the young people who attend the school have been diagnosed with a variety of conditions which may include; autistic spectrum disorder (ASD), attention deficit hyperactivity disorder (ADHD), oppositional defiant disorder (ODD), dyslexia or dyspraxia. Because of such conditions, and other social, emotional and mental health difficulties, they may have experienced significant challenges in mainstream schools. Many therefore associate school with feelings of fear, frustration and failure.

At Liverpool Progressive School our 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 an holistic education that will provide them with learning opportunities which target their specific individual education needs. This will help them to 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.

“ Staff ensure that a positive and uplifting spirit permeates the school. This establishes a positive and calm ethos. ”  
**Ofsted Inspection May 2018**





Staff relentlessly seek successful strategies to support pupils. Teachers teach what pupils need to learn to make a successful start to their adult lives.



**E**xcellence  
**P**asion  
**I**ntegrity  
**C**aring

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## Our aims

Through our EPIC values of Excellence, Passion, Integrity and Caring we enable the social, moral, spiritual and cultural development of all our pupils whilst meeting their educational needs and aspirations, by providing each young person with opportunities to enjoy, achieve and develop their full potential.

1. To provide a safe, secure, positive and supportive environment which is caring, consistent and fair, irrespective of gender, disability and background.
  2. To develop the pupil's self-respect, self-confidence and self-reliance with a sense of loyalty and honesty; have the ability to form positive personal relationships in order to live and work with sensitivity and mutual respect.
  3. To develop lively, enquiring minds with the ability to question and reason, acquire knowledge, creative and practical skills, developing these skills to the highest potential for each pupil.
  4. To effectively deliver a school curriculum that offers a broad and balanced education adjusted to meet the needs of pupils in an environment that aims to ensure they achieve their full potential - socially, morally, emotionally, spiritually, physically and academically.
  5. To support pupils in acquiring the knowledge, skills and understanding relevant to adult life, employment and society.
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# The School

The school introduces the children and young people to a wide range of knowledge, skills and experiences; linguistic, literary, mathematical, scientific, technological, moral, physical, aesthetic, creative and social,

with clear, positive expectations for behaviour and well established and successful positive reinforcement strategies that are reviewed regularly.

## The curriculum

Liverpool Progressive School provides education for pupils between the ages of 8-19. A broad and balanced curriculum covers Key Stages 1, 2, 3, 4 and extends to 16-19 collegiate style provision.

The dedicated educational staff team plan the curriculum and organise the school so that pupils are well motivated and enjoy their school life. This is the best possible environment for teaching and learning.

The curriculum is planned to promote individual and group learning opportunities via a full range of experiences and activities that are appropriate to each pupil's age, entitlement, needs, abilities and choice. A range of curriculums and resources are used to enhance learning and development:

- Clear goals for academic learning alongside personal learning goals in areas including; teamwork, resilience, adaptability etc.

- International Middle Years Curriculum (IMYC). Middle years curriculum for children aged 11 – 14 years old.
- Hamilton Trust: English, Maths, Science and Topic work.
- Ignite Maths: Innovative combination of media and print activities. Allows pupils to experience both media and print based learning.

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 they achieve their full potential.

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.

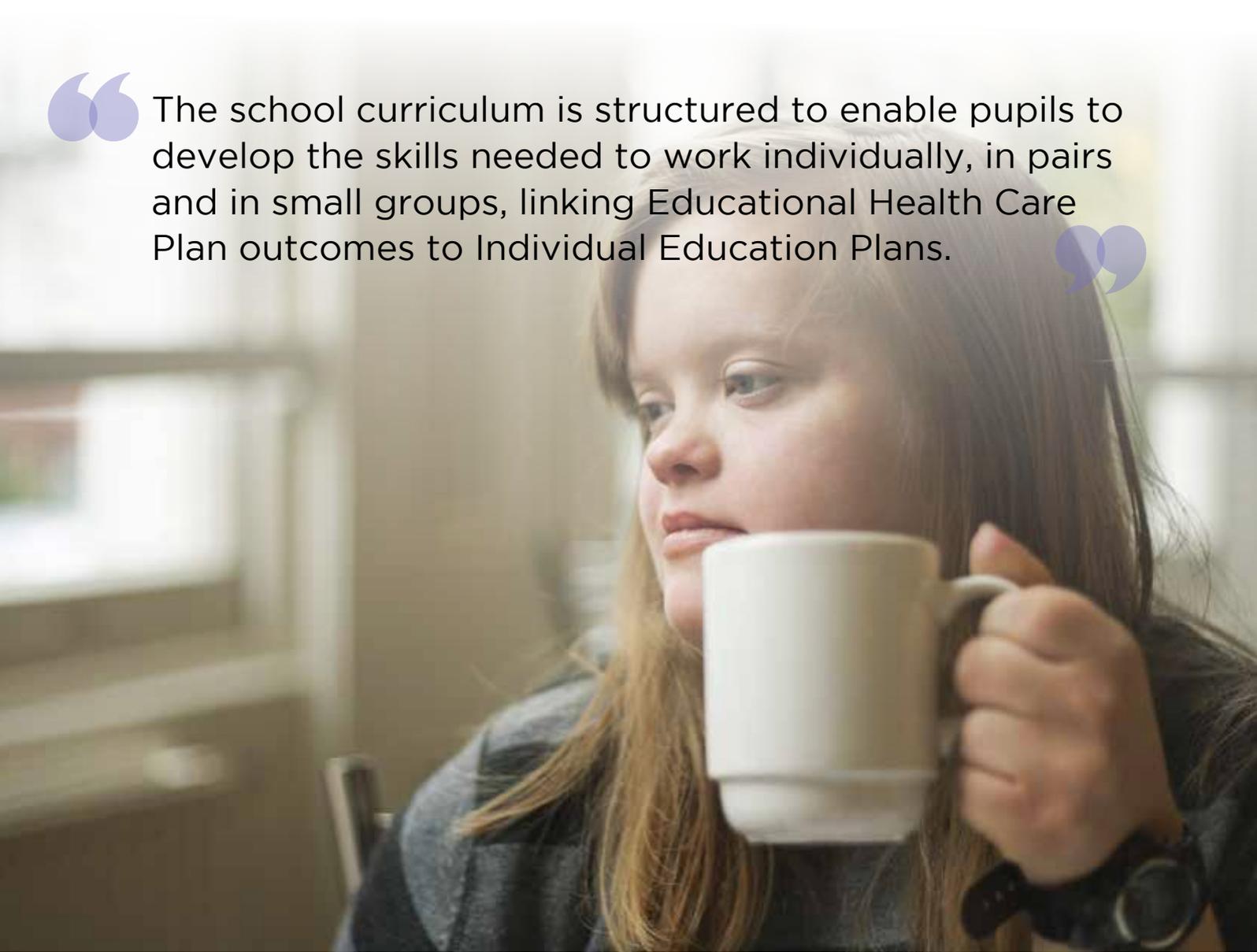
### The curriculum includes:

| Academic | Vocational                 | Enrichment                  |
|----------|----------------------------|-----------------------------|
| English  | Woodwork                   | Physical Education          |
| Maths    | Cycle Mechanics            | Art & Design                |
| Science  | Horticulture               | Community Engagement        |
| ICT      | Food Technology & Catering | Off-site Activities & Trips |
| PHSE     | Experience for Working     | Cycling                     |

Copies of policies and timetables are available on request from the school.



The school curriculum is structured to enable pupils to develop the skills needed to work individually, in pairs and in small groups, linking Educational Health Care Plan outcomes to Individual Education Plans.



## Staff

The school is staffed by a highly skilled and qualified team of professionals, trained in diffusion and breakaway techniques, and resourced to offer a wide range of educational, medical and therapeutic support.

Where speech therapy is required, sessions are made available for pupils as recommended by the relevant local authority.

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## Facilities

Specialist facilities and designated areas for study are available at Liverpool Progressive School together with a range of classrooms, designed and modified to meet the requirements of pupils who have complex needs. Each student (where appropriate) has access to their own individual base room. This is particularly useful for students who have sensory processing difficulties and benefit

from quiet time away from the main group.

In addition to this, facilities on site include; a Hydrotherapy Pool, Sports Court, Sensory Room, Science Room, Design and Technology Room, Photography Room, Art and Craft Room, Enterprise Room, Reading Room, Library, Cycle Technology Room, Environment and Science facilities.

## Individual education and behaviour plans

Each pupil enters Liverpool Progressive School with an Education, Health & Care Plan (EHCP) which provides the basis for design of each pupil's Individual Education Programme (IEP). The IEP is a personal education programme designed for each pupil and adapted to meet their specific developmental outcomes whether educational, social, emotional, communication or behavioural.

The focus of our work is on growth, change and success by encouraging the development of self-esteem and confidence. Our ultimate aim is to enable each young person to take his or her place in society whether in college, supported work placement, or a further specialised setting.

## Provision for pupils with Education Health Care Plans

Our principles in making provision for children with special educational needs ensure that:

1. Each child is given a broad based and relevant curriculum.
2. The special needs of each child, as identified in their Education, Health and Care Plan (EHCP) are addressed, with statutory EHCP Reviews being 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.

A multi-agency team approach supports all pupils with Education Health Care Plans. Teachers, Tutors, Education Support Workers, Social Workers and other professionals are all involved with parents and carers 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

Liverpool Progressive School has positive links with the Transition Advice & Guidance Service who provide independent and impartial advice and guidance to help pupils, families and carers planning for adulthood post 19.

We have also developed positive links with colleges in and around the local area and have supported pupils in being successfully placed on post-16 further education courses.

Liverpool Progressive School offers a range of

study programmes accredited through AQA unit awards and ASDAN.

Programmes for study include:

- Functional skills
- English: Entry level to Level 2
- Maths: Entry level to Level 2
- Information and Communication Technology: Entry level to Level 2
- ASDAN New Horizons
- ASDAN Transition challenge
- ASDAN Towards Independence
- AQA Unit Awards (Relevant to pupil need and ability).

## Safeguarding

Liverpool Progressive School takes all reasonable steps to ensure the safety and welfare of all its pupils and responds to all concerns for the welfare of all its pupils in accordance with statutory guidance and its child protection policy. A copy of the safeguarding policy is available on the website and on request from the School.

In cases where the school has reason to be concerned that a child may have additional needs, may be subject to ill-treatment, neglect or other forms of abuse, has suffered or is likely to be at risk of suffering significant harm, all staff will respond in accordance with child protection procedures, local authority guidance and social care will be informed as deemed necessary.

## Anti-bullying policy

Liverpool Progressive School is opposed to bullying in any form. It is not tolerated at any level. We are committed to providing a safe and caring 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. Any concerns or matters regarding bullying may be discussed with the Headteacher.

## Health and safety

Liverpool Progressive School has comprehensive health and safety policy and procedures. Policy documents and Procedures

are retained on site. Copies are available upon request from the school.

## Complaints procedure

Complaints are welcomed as a way of ensuring that any satisfaction or concern with the quality of service provided by the school is brought to the attention of the Headteacher as quickly as possible. Anyone wishing to make a complaint can do so either:

- In person by speaking with the Headteacher
- By telephone: 0151 525 4004
- By e-mail: [reception.lps@keys-group.co.uk](mailto:reception.lps@keys-group.co.uk)
- By post: Liverpool Progressive School, Rice Lane, Walton, Liverpool, L9 1NR

- By contacting: Nicola Kelly, Keys Group Educational Director: E-mail: [nicolakelly@keys-group.co.uk](mailto:nicolakelly@keys-group.co.uk) Tel: 0121 728 7800

A copy of the complaints policy and procedure is available on the website and on request from the school.

**Liverpool Progressive School received  
NIL complaints during the academic year  
2018/2019.**

## Philosophy and expectations

Policy and practice at Liverpool Progressive 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 irritating/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 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.

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 can 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 the Keys Group's Physical Intervention Policy.

All staff are fully trained in the Keys Group method of physical intervention. Placing authorities are informed of our 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 Liverpool Progressive School have had previous negative educational and social experiences and will present challenging behaviours. 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 pupil, parent/carer and staff member.

## Behaviour management programme

Liverpool Progressive 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 Liverpool Progressive 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. At Liverpool Progressive 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 made available parents/carers during their induction meeting.

## Individual Positive Behaviour Plans

Individual positive behaviour targets and expectations for behaviour are discussed and considered with pupils daily. Behaviours are monitored, reviewed and behaviour plans revised regularly.

All pupils have Annual Reviews where a detailed report is produced which includes assessment of behaviours, attitude, attainment and progress.

## Documentation

All of the school's policies and procedures can be viewed at school or sent out electronically or by post on request.

## Admissions & Placement

Admission criteria must be met before a pupil can be formally accepted for a place at Liverpool Progressive School.

The following criteria are applied:

- Pupil has a Statement of Special Educational Needs or specific need associated with an Education & Health Care Plan
- Pupil is aged 8 – 19 years
- Pupil has moderate/severe learning or other associated behaviours that may be a barrier to their learning

Note: Funding must be agreed by the relevant authorities before a placement may commence. Pupils are usually referred to Liverpool Progressive School through their Local Education Authority, Social Services or Health Authority. It is not uncommon for parents, carers or interested parties to make the first contact for information regarding a place at the school.

Interested parties are encouraged to arrange a

visit to the school and meet with the Headteacher and other senior staff to discuss their child's needs. The visit will include the opportunity to look around the school and assess the suitability of the school for their child. If all agree that Liverpool Progressive School would be the correct placement for the child, an arrangement will be made for a suitable time for senior staff to conduct an observation and assessment.

The Headteacher will request and consider all relevant information relating to the child. This will include an up to date Educational Health Care Plan and other reports from Educational. Information from the child's previous school, behaviour support team or previous risk assessments and documentation will also be considered.

If all agree that attendance at Liverpool Progressive School will meet the pupil's individual needs, the offer of a placement is made in writing to the referring local authority.

# General Information

## What are the start and finish times?

School is open to pupils from 09.00am.  
Educational programmes start at 9.30am and finish at 3.00pm

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

Pupils have access to the dining area for their lunch break. All pupils receive a hot lunch daily. Pupils are supervised during this period.

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

Each pupil has 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 brief report produced at the end of each term. The report will be issued to the parent/ carer.

## 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 school reception via telephone: 0151 525 4004.

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

Your child's attendance will be monitored with formal attendance records, in the form of a register, being kept by the school. A weekly attendance summary report is considered by the senior leadership team. 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?

No, this is not a requirement, but all pupils must be appropriately dressed for education and all activities, whether on or off the school site.

## School term dates 2019 - 2020

| Term             | Term Start            | Half Term Finish Re-open | Half Term            | Term Finish          |
|------------------|-----------------------|--------------------------|----------------------|----------------------|
| Autumn Term 2019 | Tuesday 3rd September | Thursday 24th October    | Monday 4th November  | Friday 20th December |
| Spring Term 2020 | Tuesday 7th January   | Friday 14th February     | Monday 24th February | Friday 3rd April     |
| Summer Term 2020 | Tuesday 21st April    | Friday 22nd May          | Tuesday 2nd June     | Monday 20th July     |

### INSET Days

- Monday 2nd September 2019
- Friday 25th October 2019
- Monday 6th January 2020
- Monday 20th April 2020
- Monday 1st June 2020

Proprietor: Keys Group DFE No: 813/6003



### Liverpool Progressive School

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### Chief Executive:

Patricia Lee  
0121 728 7800

### Chair of Governors:

Mrs Nicola Kelly  
0121 728 7800

### Keys Group

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

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