



# Halton School Prospectus 2023 - 2024

  
make every day epic



# Welcome

**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 is part of The Keys Group, which provides day placements and is approved and registered with the DFE.

Halton School is a 7 -18 provision and is housed across two separate sites, Halton Lower and Halton Upper.





# Values, Ethos and Vision

We are committed to the EPIC values, which is embedded in our own belief 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:

- A sense of belonging**
- Experience of personal success**
- Empowerment: taking increased responsibility for activities, learning, self and others,**
- Personal skills, including social and emotional well being**

All the students have the right to a class teaching assistant who:  
has a positive regard for their students 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 pupil and contributes to the well-being and safeguarding of all students.

The treatment of both students and teaching assistants exemplifies good equal opportunities practice.

# Our Mission

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.

Staff work across both sites to help pupils to acclimatise and reduce their anxiety of different staff members as often pupils can become fixated on a particular member of staff. Halton School supports pupils with a primary based teaching model with pupils remaining in their tutor groups and classroom. Many of the pupils who attend Halton School present with significant dysregulation and anxious attachment difficulties. This model provides an opportunity to make secure and positive attachments with members of staff. The small group settings provide the necessary stability for the pupils to succeed. The subject specialist leads provide a curriculum overview and intervention plans for those pupils encountering specific subject barriers to learning and for those

pupils that require curriculum enrichment and challenge.

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.





# Our School

There is an inviting and nurturing atmosphere at Halton School with all classrooms being equipped with modern furniture and resources. In order to meet the diverse needs of the children we ensure that the staff to pupil ratio is very high. The school is registered for 28 pupils, class sizes are small and are structured to facilitate the implementation of individual student support plans which ensure each pupil works through a differentiated programme of study appropriate to their ability and Key Stage.

The pupils are encouraged to work individually, co-operatively in pairs and in small groups, as we believe the development of social skills and independent work strategies are vital to success in adulthood. 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. Pupils work at their level to achieve nationally recognised accreditation in English, Maths

and Science. This runs alongside our own internal accreditation for academic progress and achievement. All pupils are able to access GCSEs of Functional skills in Maths and English.

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.





# Safeguarding

Halton School (as part of the Keys Group) has comprehensive Safeguarding policies and procedures that are followed by all staff at the school alongside those of Halton LA Safeguarding Board. The head teacher or deputy regularly attends the education sub group of HCYPSP to ensure safeguarding is at the forefront of the school and is up to date with all new information.

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 LA safeguarding procedures and inform both Keys Group Company directors and Halton Social Care 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.



# 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.**

Personal Social Health Education (PSHE) is central to our approach. The subject is fundamental to our philosophy and curriculum is evident across the subject range. The curriculum is modified to ensure that across the week, it allows pupils the opportunity to be supported in re-engaging with the challenge of learning. The structure and planning of PHSE allows the integration of personal development within the curriculum learning.

The curriculum is broad and balanced and takes in to account of the 5 key areas of learning: linguistic, mathematical, scientific, technological, human and social, and aesthetic. The curriculum is planned to provide progression through the key stages with accreditation options available at varying levels (AQA Unit Awards, Functional Skills and GCSE for example).

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.

Halton School utilise Playfulness, Acceptance, Curiosity and Empathy (PACE) model. This model is a central approach that allows

aspects of Personal Development and Behaviour and attitude to be integrated into the approaches to learning. The delivery of the curriculum has been adjusted through a timetable that recognises the challenging points for pupils. For example: the focus on Monday lessons is on re-establishing relationships after the weekend, developing a greater motivation to engage with work.

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 such as Food Technology, Art and Design, Business Studies and Careers. The central element of this is our outdoor education programme which includes swimming, boxing, indoor climbing and high ropes, PEAK (outdoor learning featuring activities such as paddle boarding, canoeing, orienteering and bush craft), and therapeutic horse riding. 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 Police, Halton Healthy Schools, Halton Drug and Alcohol Team, and guest speakers who tie in with calendared events such as Holocaust Memorial Day.

Courses offered may change during the school year following timetable reviews

## Provision for children with EAL

In the event that pupils are admitted whose first language is not English, and English is an additional language within the family as spoken by parents/carers etc., the school will make appropriate arrangements for translation in meetings. The school will provide translation support to pupils in their education as appropriate including through the use of nonverbal strategies. There is a translate function on the school website enabling information provided to be accessed in different languages.

## 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

Halton school has a stable careers programme that is delivered from year 7 onwards. This provides them with the opportunity to gain AQA awards. In addition to this careers is linked throughout the curriculum. All pupils receive independent careers advice and alongside a careers plan. Our careers programme is scripted by the Gatsby benchmarks to ensure all elements are covered in preparing our pupils for their next steps. We attend college and apprenticeships fairs to ensure our pupils have access to different opportunities.

Pupils in KS4 have the opportunity to access bespoke work experience, whether this is internally depending on the pupils needs or at an external provider. The school supports all pupils in gaining a successful placement after Halton at post 16 or 18 either in a college or apprenticeship and liaises directly with the providers to ensure a smooth transition. We support pupils to attend open days, interviews and inform the provider of the individual needs of each pupil to ensure they do not become NEET.

## Documentation

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

Halton School's Safeguarding and First Aid Policy is available to parents on request or via the school office.

## Counter Bullying

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.

## Health and Sex Education

Our school provides a culture where sexual harassment and online sexual abuse are not tolerated.

All our pupils will receive age and ability-appropriate relationship, health and sex education as part of the RSE curriculum, that is delivered biweekly throughout the year. Consent is sought from parents or carers prior to these lessons taking place.

## Complaints

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 James Madine (Chair of Governors) 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 0 1 complaints made during the 2022-2023 academic year and no ongoing investigations.

## 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.

## Provision for children with Special Educational Needs

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 positive 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.

Each learner has 3 PSHE lessons a week which last 50 minutes. We have a 5 year rolling curriculum where each topic is covered and developed each year therefore we can place learners into the year that suits their needs and abilities. We use the PSHE association programme of study for KS3/KS4.



PSHE covers the mental health and wellbeing self concept of the PSHE association that entails mental health and wellbeing, healthy lifestyles, drugs, alcohol and tobacco and managing risk and personal safety.

RSE covers the relationships concept of the programme such as positive relationships, relationship values, forming and maintaining relationships, consent, contraception and parent hood and bullying abuse and discrimination.

Careers covers the living in the wider world topic of PSHE association which covers learning skills, choices and pathways, work career, employment rights and responsibilities, financial choices and media and literacy and digital resilience.

The children's ECHP and needs are identified and addressed within PSHE and gaps in learning are bridged with 1:1 intervention and are also incorporated into lessons, learners complete work with support as well as individually and in groups these then meet the targets of the learners. Learners attend afternoon sessions at various facilities such as watersports, rock climbing, den building and swimming this aids their personal development outside of the classroom and incorporates life skills.

ECHP reviews are completed annually evidence for these are provided by the SENCO and class teacher, targets are set and worked on in class, targets are achievable and measurable for the learners. Learners help to create their EHCP folders with evidence of their progress.

Halton school have a positive behaviour policy learners work towards and gain points and rewards for lessons. Halton school learners have a reward time every Friday which all learners achieve rewards are from offsite activities such as trampolining, ice skating to freetime on technology and cooking. This aids the mental health of the learners. Learners learn about all aspects of mental health over the time at Halton as stated this helps them to identify mental health within themselves and others and they learn how to support each other.

SMSC is at the centre of Halton school all the activities and lessons we teach have this at the centre.

Staff are trained by the mental health first aider who has monthly consultations with key therapist to discuss any issues that arise and how to support staff and learners to succeed. Learners are aware of their progress through subjects and evaluate lessons themselves, feedback is given from staff so objectives are met therefore meet their potential. 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 student support plans.

## Positive Behaviour Support

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.

## 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.





## Admissions

### Admissions Criteria:

Pupils 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. Many of the pupils will have an Education, Health and Care Plan and be between the ages of 7 and 18 years. However it is not necessary for them to have this to access a place at the school.

### Admissions Procedures:

When a placement is requested, a copy of the child/young person's EHCP and/or other relevant documents, such as previous school reports, Individualised Education Programme (I.E.Ps) 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.

### Fees:

The academic year is 39 weeks divided into 3 terms. Fees will be charged on a weekly rate for 39 weeks of the year and will be invoiced on a termly basis for day pupils one term in advance.

Should a pupil leave without prior written notice or not as a result of a review, then 6 weeks (half a term) fees in lieu will be required.

Notice to leave the school must be in writing and the 6 weeks (half a term) will be charged from the date of the letter of notice.

### Visiting the School:

Halton School is happy to welcome visitors and anyone interested in placing a child at Halton is encouraged to make an appointment to visit the school.

Representatives from the Local Authority (L.A.) and Social Services Department (S.S.D) are also encouraged to visit.

## Exam Results Table 2022-23

SUBJECT	NUMBER ENTERED	NUMBER ACHIEVED	PERCENTAGE PASSED
GCSE Maths	8	3	38%
GCSE English	8	6	75%
GCSE Synergy Science	1	1	100%

## General Information:



**What are the start and finish times?** Halton school starts at 9am and finishes at 2.40pm daily.

**What arrangements have been made for the lunch break?** Pupils are able to bring in a packed lunch but the school will provide lunch if they do not bring on their own.

Pupils are able to go outside at break and lunch time or take part in board games within the classroom, supervised by teaching assistants.

**How will I get to know what progress my child is making?** Parents/carers of all pupils will receive a termly report showing the progress their child has made, the end of year report in July will provide a more detailed report for each subject. In addition pupil's progress will be recorded in Arbor and parents will be able to see this as and when they choose.

**Who should absence be reported to?** Any pupil absence should be reported to the school office ASAP on the day of the absence, any child who is absent and we have not received confirmation from a parent will be contacted by 10am each day.



**How will my child's attendance be monitored?** All pupils who have over 95% attendance will be rewarded with certificates and vouchers throughout the year on a termly basis. All pupils attendance will be monitored via Arbor and any child who is absent for a week or longer will be visited by a school member of staff and an attendance management form produced to support an increase in attendance and identify any potential issues or concerns.

**Do pupils have to wear a uniform?** At Halton school we do expect all pupils to wear uniforms however we also appreciate that many of our learners have sensory issues which can impact upon their ability to feel comfortable and ready to learn. Therefore we will assess pupils on an individual basis. The school expects pupils to arrive in black trousers, joggers or skirts and a white polo top.



## SCHOOL TERM DATES 2023 - 2024

<b>Autumn Term 2023</b>		
Tuesday 5th September	Friday 20th October	Term 1
Monday 23rd October	Friday 27th October	Half Term
Tuesday 31st October	Thursday 22nd December	Term 2
<b>Spring Term 2024</b>		
Tuesday 9th January	Friday 16th February	Term 3
Monday 19th February	Friday 23rd February	Half Term
Monday 26th February	Thursday 28th March	Term 4
<b>Summer Term 2024</b>		
Tuesday 16th April	Friday 24th May	Term 5
Monday 28th May	Thursday 30th May	Half Term
Monday 6th May	Monday 27th May	Term 6

**Bank Holidays:** 25<sup>th</sup> & 26<sup>th</sup> December 2022. 1<sup>st</sup> January, 29<sup>th</sup> March, 1<sup>st</sup> April, 6<sup>th</sup> May, 27<sup>th</sup> May 2023

**Staff training days:** 11<sup>th</sup> September, 4<sup>th</sup> September, 30<sup>th</sup> October 2023, 8<sup>th</sup> January, 12<sup>th</sup> April, 15<sup>th</sup> April, 23<sup>rd</sup> July, 24<sup>th</sup> July, 25<sup>th</sup> July, 26<sup>th</sup> July 2023

**Halton School**

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**Proprietor:** Keys Child Care  
Limited

**Proprietor Representative:**  
David Manson

**DfE No:** 876/6000

**Ofstead URN:** 133485

**Reg Co. No.:** 02928849