



Hall Cliffe
Primary School

SCHOOL PROSPECTUS



Proprietor details

Witherslack Group

Lupton Tower

Lupton

Cumbria

LA6 2PR

Tel: 015395 66081

Email: admin@witherslackgroup.co.uk

Head Teacher's name and contact details

Mrs Claire Traynor

claire.traynor@witherslackgroup.co.uk

Hall Cliffe Primary School

7 Wrenthorpe Lane

Wrenthorpe

Wakefield WF2 0QB

Holiday contact details

School Senior Administrator

Miss Leona Wilson

leona.wilson@witherslackgroup.co.uk

01924 614490

Our Vision

At Hall Cliffe Primary School we are dedicated to providing our children with a safe, nurturing, empathetic environment where children's mental health is of the highest priority. An integrated therapeutic approach, as well as a strong commitment to working with the whole family, provides the foundations for children to be ready to academically, emotionally and socially thrive as happy, resilient, independent learners, who are prepared for their next stages of life.

Our Aims

We aim to have made a positive difference so that when children are ready to move on to their next stage of learning they

1. Are in good mental health and are resilient and able to overcome the challenges of life.
2. Have the skills to form and maintain positive relationships.
3. Understand how to protect themselves, and keep themselves safe in an ever changing world.
4. Know how they learn best, be independent, and have solid foundations for a lifelong love of learning.
5. Are able to read, write and have good numeracy and ICT skills.
6. Have an understanding of all those who are different to themselves. They are respectful of those who are of a different gender, age, sexual orientation, race, have a disability, or those who have a different religion or beliefs to their own. They will have enjoyed many rich cultural experiences, and are well prepared to make a meaningful contribution in a multicultural, modern United Kingdom.
7. Have developed their individual special talents and enjoyed experiences exploring the arts, sport and other areas of interest.

Details regarding admission process

We specialise in educating pupils with social, emotional and mental health challenges who are aged between 5- 13. Pupils may have a diagnosis of ASD, ADHD, PDA, Attachment Disorder, Speech, Language and Communication Difficulties or they may have challenges relating to their life experiences and the trauma they may have experienced.

We would be delighted to welcome you to the school to see for yourself our very special and inspirational environment and for you to meet our equally inspiring pupils.

Initial enquiries and informal visits are always welcome. Referrals are sent to the school by local authorities and all admissions are carefully considered by our admissions team. Following this visit a place may be offered to pupils whose needs can be fully addressed by the school. Fees and NASS approved contracts will then be agreed with local authorities.

There will be an assessment period followed by a post admission review after 12 weeks. Referrals can be made throughout the academic year.

If you wish to discuss any aspect of our school or to make a referral please contact Matthew Carbutt (Local Authority Partnership Manager) on 07557745745 or by email matthew.carbutt@witherslackgroup.co.uk

The school's Admissions Policy is available on request.

Details for consideration of pupils/ parents whose first language is not English

On admission a child's need for additional support is identified. Appropriate provision is then established prior to the pupils start date. One to one support from a bi-lingual support assistant can be provided if this is an identified requirement. Pupils for whom English is a second/alternative language will be treated with respect and a supportive education programme will be provided and advice sought as appropriate. Hall Cliffe Primary School has a strong commitment to value a child's cultural and religious heritage. A child's individuality in respect of their age, race and gender is valued.

Details of our approach to behaviour support

“When little people are overwhelmed by big emotions, it is our job to share our calm, not join their chaos” L.R. Knost

Children who are able to develop and maintain positive behaviour patterns are more likely to experience improved outcomes and a better quality of life. We have a thorough understanding of trauma and attachment and the impact of Adverse Childhood Experiences (ACEs), as well as understanding of Autism and other developmental disabilities / disorders which may impact on children’s ability to manage their behaviour and conform to adult expectations.

Our expectations are clear and known as our golden rules.

- To have kind hands and kind feet.
- To use kind words.
- To try our best.
- To look after our school.

Children at Hall Cliffe Primary School may display challenging behaviour as a result of their life experiences, communication difficulties and a lack of social skills or understanding. We understand that all behaviour is communication and that children are doing the best they can to feel safe and to have their needs met. Because of this we deal with challenging behaviours with understanding, empathy and warmth.

All behavior support at our school is underpinned by Positive Behaviour Support (PBS), Dan Hughes’ PACE approach and Emotion Coaching. They are founded on the basis that positive relationships and co-regulation are the strongest ways of supporting behavioural change.

The overall aim of Positive Behaviour Support (PBS) is to improve the quality of a person’s life and that of the people around them. PBS provides the right support for a person and their family to help people lead a meaningful life. It is not simply about getting rid of problematic behaviour.

Behaviour that challenges usually happens for a reason and may be the child’s only way of communicating an unmet need. Positive Behaviour Support helps us understand the reason for the behaviour so we can better meet people’s needs, enhance their quality of life and reduce the likelihood that the behaviour will happen. With the right support at the right time the likelihood of behaviour that challenges is reduced.

“Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress.” The Gottman Institute.

Hall Cliffe Primary School promotes the use of restorative approaches in order to promote positive behaviour. Restorative language helps shift the focus away from blame and shame to root cause and repair. We use restorative conversations to ask five magic questions to help children to deepen their understanding of what has happened and what they would do differently in future. The aim is to resolve incidents and to promote positive relationships.

Where children are unable to remain safely in the classroom they may choose to, or be supported to, use the 'Green Rooms'. Green Rooms provide a quiet safe space where children can be co-regulated alongside staff members in order to return to a calm state, ready to continue work. These spaces have been customised to children's interests as well as the use of 'Sensory Boxes', that involve several sensory toys to support children in co-regulation. Staff work with children in order to co-regulate together, being aware of their PBS plan and strategies that are effective.

The school believes that it is important to celebrate positive behaviour and to build children's intrinsic motivation to do well. This will include the use of an internal 'secret missions' system. The children, through their key worker sessions, work towards the completion of missions to help, support and encourage personal development in the area(s) identified. This stimulates a voluntary and progressive improvement in their behaviour and increases their motivation towards the achievement of academic and/or personal objectives. This system allows 'secret missions' to be personalised, with children working towards individual achievements which support their development.

Hall Cliffe Primary School believes that every child should be given the opportunity to learn and achieve. In order for us to be more attachment and trauma friendly our rewards policy reflects this, and as such it rewards *every* child. Due to our children's needs we understand that challenging behaviour is their way of communicating their own struggles. Our aim is to create a sense of safety and containment where more challenging behaviours can be addressed from within a safe adult/child relationship and without increasing internal shame and poor self-worth. Wherever possible children should be supported within the classroom to maintain a sense of belonging and inclusion.

[Internal Team Around the Child \(ITAC\)](#)

The 'Internal Team Around the Child' (ITAC) is led by the class teacher and consists of the learning support assistants, the pastoral team and then any therapists who are involved with your child. For some children this will include our Education Psychologist (Nicola Morris), Mental Health Practitioner (Hayley Crawford), Speech and Language Therapist (Sarah Booth) and Occupational Therapist (Sarah Garrity). We discuss what is working well, as well as developing 'secret missions', which are strategies that key workers will introduce to children during key worker sessions.

The pupil voice and parent voice is a very important part of the ITAC team, and the child's key worker will contact you to collect this information before the meeting. The ITAC meet to

discuss your child at least every term. The keyworker will feedback to parent's key information from these meetings.

Before children join the school we hold a pre-admission ITAC meeting where we ensure information is shared with key staff so that they are able to best support your child from their very first visit. This will include information from the EHCP, previous clinical reports, an observation at the previous setting, the home visit, the EHCP and any information gathered from the previous school.

Our Classes are also supported by our Pastoral Team, led by Mrs Winter and supported by Miss Hammond, Mr Campbell and Mr Crawshaw.

Provision for Education, Health Care Plans (EHCP)

An Education, Health and Care plan (EHCP) is a legal document which describes a child or young person's special educational needs, the support they need, and the outcomes they would like to achieve.

Every year we review a child's EHC plan to see how they are progressing towards achieving the outcomes specified on the plan, which is known as an Annual Review. We invite the following people to the meeting: the child's parent/carer, the young person, the class teacher, a local authority SEN officer, a health service representative and a social care representative to the meeting (where applicable) giving them at least a month's notice of the date and longer where possible. Other individuals relevant to the review will also be invited. Our in-house therapy team also attend which may include: our Occupational therapist, Speech and Language therapist, Mental Health Practitioner or Educational Psychologist. We will seek advice and information about the child prior to the meeting from all parties involved and send any advice and information gathered to all those invited at least two weeks before the meeting via secure email. Children and parents will be supported to engage fully in the review meeting.

Our Annual Reviews are child centred and the child and parents/carers always give their views first and we celebrate a child's success. Everyone working with the child discusses what changes might be needed to support the child, if the information in any section needs updating such as personal circumstances, special educational needs and strengths or whether changes are needed to the outcomes themselves. We will then prepare the paperwork and send minutes and a report of the meeting to the Local Education Authority. Within four weeks of the review meeting, the local authority must decide whether it proposes to keep the plan as it is, amend the plan, or cease to maintain the plan, and notify the child's parents/carers. If updated, a draft version of the EHCP will be sent to parents/carers and this is your chance to make any further changes before you agree to the updated EHC plan. If the local authority decides not to amend the plan or decides to cease to maintain it, they must notify the child's parent/carer of their right to appeal that decision.

Each child accesses a broad balanced, relevant and personalised curriculum and any necessary additional support or interventions as stated in the provision for each EHC plan outcome. Work is carefully differentiated in order to meet the individual needs of children and regular assessments ensure continuity and progression. Each child has individually tailored positive expectations for achievement, which ensures that they are challenged appropriately and experience success frequently. Termly targets for Literacy and Numeracy are set as part of pupil's individual education targets and progress is assessed regularly. Individual behaviour targets are set using the Boxall Profile, these are discussed with the child on a daily basis and are monitored and reviewed. Parents and carers can arrange a meeting with school at any time to discuss their child's progress, needs or can call an early or emergency Review meeting if they feel it is required. Our SENDCo is Lily l'Anson.

Details of complaints procedure

In accordance with the Children's Act 1989, all children at Hall Cliffe Primary School have access to a Complaints Procedure.

We want to know, and we want to help. Communication is the key to resolving any issues. Many issues can be resolved informally, without the need to use the formal stages of the complaints procedure. Hall Cliffe Primary School takes concerns seriously and will make every effort to resolve the matter as quickly as possible. In the first instance, concerns should be addressed to the member of staff in question or class teacher/key worker who will try to clarify the nature of the concern and the outcome being sought.

We aim to be able to resolve your concern quickly however if you still feel that your concern has not been resolved, we have a procedure to escalate your concerns to Mrs C Traynor, Head Teacher. Mrs Traynor will acknowledge receipt of the complaint in writing (either by letter or email) within two school days.

We have a detailed complaints policy on our website and can provide a paper copy on request.

Our website address is www.witherslackgroup.co.uk/hall-cliffe-primary

We have had one complaint within the last year. Copies of these policies and procedures are available on request.

Statement regarding accessing exam results

Our children who are academically and emotionally able to access SATS tests, will do so in Year 6. This is assessed on an individual basis.

SATS results will be reported to parents/carers via a personal letter on results day for those children who have taken part in SATS. Parents/carers of those pupils who have not taken SATS can request details of an overview of SATS results from the School.

Safeguarding

Hall Cliffe Primary School is committed to safeguarding and promoting the welfare of our children and young people. We believe in the importance of working with partner agencies to ensure that children and young people are kept safe, happy and healthy. All staff working at Hall Cliffe Primary School understand that Safeguarding is the responsibility of everyone. They are regularly trained to identify possible safeguarding concerns and they understand how to respond to these concerns.

Where we suspect that a child has been abused or neglected, we have a statutory duty to make a referral to relevant agencies. Where local procedures allow, we will inform the parent[s]/carer[s] of the referral. The school will share any information relevant to the referral with those agencies and will contribute to any assessments being undertaken.

We have a Safeguarding Policy and all staff are supported by our Designated Safeguarding Lead Marie Winter, and the Deputy Safeguarding Leads Helen Terry and Simon Campbell.

If you require further support on safeguarding matters you can contact

Marie Winter- Pastoral Care Manager and Designated Safeguarding Lead

Telephone 01924 614490

Sara Roe- Regional Director- 07918024269

Mary Aurens- Witherslack Group Safeguarding Lead mary.aurens@witherslackgroup.co.uk

Promoting General Welfare

Uniform & Equipment

Uniform is important as it is a symbol that everyone is a key part of the Hall Cliffe Primary School community. It also helps prepare children for life as an adult when they may have to wear a uniform at work.

We provide each child with their uniform. This includes three white t-shirts and two sweat shirts. We ask that parent/carers provide their child with smart, dark grey trousers/ dark grey skirt and smart black school shoes. Purple fleeces can also be purchased by speaking to our admin staff. In warmer months, children can wear grey shorts, grey skirts or purple and white gingham dresses. **Trainers of any colour are not allowed.** PE kits are also provided. Children must bring a warm coat in colder months. We label t-shirts and sweat shirts with children's names, however it would be a great help if you could make sure additional items of uniform are clearly labelled, as well as coats.

Each child receives their own school book bag. They can use this to transport their reading

books, homework and other personal possessions.

Personal Property

Hall Cliffe Primary School does not accept any liability or responsibility for the loss or damage of personal property. We ask that children bring a minimal amount of personal possessions to school, however we know that for some children, a few small items may help transition to school, and back home at the end of the day. Pupils are allowed to bring some electronic items e.g. electronic tablets, phones, iPods, MP3 players etc. for use in their transport. These are placed in the possession box during breakfast club and children are not allowed to access their personal items during the school day. Pupils will be given their items back at the end of the day, once their taxis have arrived, ready for use during their journey home. For health and safety reasons, jewellery is not permitted under any circumstances (small plain earring studs are permitted for children who have their ears pierced).

Medical Care

The school has a medical room; all staff as part of their induction training complete a 1 day basic first aid course. The school has a defibrillator and staff have been trained to use it. All first aid training is followed up with refresher training every 3 years. The school is only allowed to administer prescribed medication, this is given by the Pastoral Care Team. All medication is recorded and kept in a locked medical cupboard. Paracetamol and Calpol can be only be administered with parents and carers consent, again this is recorded.

Risk Assessments

Our role is to support children to live an ordinary life, helping them to understand daily risks that they face and to learn how to overcome them safely. Due to our children's difficulties, many of them exhibit 'risk taking' characteristics, we therefore have rigorous procedures to ensure everyone's safety. Young Person Risk Assessments (YPRA) are reviewed daily in response to the changing needs of the child. Risk assessments for each school visit are completed by the party leader before all off site activities are authorised to go ahead by a senior member of staff.

The school has a full fire risk assessment which is reviewed annually by the Senior Leadership Team (SLT), or should there be a change in room usage. All parts of the school day are risk-assessed by the Health and safety co-ordinator, Kelvin Russell and the Senior Leadership Team. Mr Colton Huddart is responsible for risk management within the Witherslack Group.

Food and Menus

We are a healthy school and aim to provide pupils with healthy, varied and nutritious meals whilst in school. We have a health aware ethos and aim to help our pupils make healthy lifestyle choices.

Each day begins with 'breakfast club', followed by a selection of snacks at break followed by a main meal at mid-day.

We provide free meals for all children following national nutritional guidelines. We offer a wide variety of freshly prepared meals. Children can choose from: hot meals, sandwiches, jacket potatoes and salad.

Our menus are being continually evaluated and improved to provide children with a well-balanced and enjoyable diet.

Home/School Communication

Good communication is absolutely vital. Key workers will ring home for a general catch up once a week. We will also inform you if your child has been involved in any significant incidents each day. Some children have Home-School Books, some families request emails. Please let us know how you feel communication would work best. The Pastoral Care Team is available to discuss, via telephone, any issues or concerns that arise, either at school or at home. Parents/carers are encouraged to attend Termly Celebration Days, Sports Day and any other events that we hold. Each term you will receive a written report highlighting academic and personal progress.

[Anti-Bullying](#)

We pride ourselves on our warm and caring atmosphere. All members of our community are entitled to safety and protection and therefore bullying is not tolerated. We have clear policies and guidelines raising awareness in staff and children to the signs of bullying.

Given the needs of the children, some children will use unkind, inappropriate words when they are frustrated and upset. We use these opportunities to educate children as well as repair and strengthen relationships.

One of our school aims is to educate children so that they have an understanding and respect of those of a different gender, age, sexual orientation, race, have a disability, or those who have a different religion or beliefs to their own. We offer children many rich cultural experiences, so that they are well prepared to make a meaningful contribution in a multicultural, modern United Kingdom. Key worker sessions relating to bullying of all types, group sessions, DEAR, assemblies as well as sessions delivered by West Yorkshire Police on Hate Crime are all included in our curriculum and support children's understanding of bullying.

The school's Anti-Bullying Policy is available on request.

[Health and Sex Education](#)

All our pupils will receive age and ability appropriate sex education on an annual basis. Parents are able to withdraw their children from these lessons, please contact the school to discuss.

[Health and Safety](#)

At Hall Cliffe Primary School Health and Safety is co-ordinated by Kelvin Russell. The whole site has internal health and safety checks in place for the maintenance staff to complete, with planned actions put into place quickly to rectify any faults. The Witherslack Group's Management and Risk Assessment Team visits and audits the school each term.

Attendance

Every day counts! We know that all children benefit from attending school regularly.

Mrs Winter, our Pastoral Care Manager, and the Pastoral Team work together closely with families to ensure that any barriers to not attending school every day are quickly overcome.

Our aim for 2020-2021 is for our overall attendance to exceed 95%.

We take seriously the responsibility of monitoring and promoting the regular and timely attendance of all our children. Regular attendance and punctuality is essential; it helps children to be successful and promote important lifelong skills and habits. We know that regularly arriving late or having time off seriously disrupts learning, hinders progress and affects short and long term outcomes.

Encouraging good attendance is the shared responsibility of schools, parents/carers and partners working with our school.

We work closely with children's families to ensure all children maintain an excellent attendance record.

Children who attend school every day will make the best progress in their learning and in their social and emotional development. Unfortunately, many of our children struggle with any changes to their usual school routine and therefore establishing and sticking to a routine is vital.

We have outstanding attendance and we have high expectations that our parents/carers will support us in ensuring the very highest levels of attendance continue. We politely ask you to arrange holidays during school holiday periods, as we cannot authorise such absences. You must also seek approval from your Local Authority (LA) before making any arrangements that will result in time away from school.

We request that medical appointments are arranged outside of the school day, if this isn't possible, you must inform the school, and your Local Authority transport department. It is not acceptable to take a full day off school due to a medical appointment.

For any absence a written note is preferred, however, an email or verbal message will suffice.

If a pupil is going to be absent then it is the responsibility of the parent/carer to inform the school by 9am of the first day of absence and to share the reason.

If a pupil does not arrive by 9.00am, pastoral staff will call to establish why a pupil is absent. If we have no response we will try and contact you via email and parent mail, as well as continuing to contact by telephone regularly throughout the day. If we have been unable to establish the reason why a pupil is absent and they do not attend school the next day, a home visit will be made the following day. For any pupil who fails to attend school regularly or has been absent without permission for a continuous period of 10 days or more, the school, in line with reporting agreements between the school and the Local Authority, will inform the Local Authority of such absences.

The purpose of a home visit is to make an assessment of the reasons for the unauthorised absence; inform parent(s)/carer of their legal responsibilities and agrees actions to move forward and improve regular attendance. This visit will look at supportive strategies to improve school attendance by resolving the issues contributing to the unauthorised absence.

A copy of Hall Cliffe Primary School's Attendance Policy is available on request.

Details regarding staffing and recruitment

Hall Cliffe Primary School follows a rigorous recruitment process in order that we recruit high quality staff and ensure that children and young people are kept safe. Senior Leaders involved in the recruitment process undertake safer recruitment training. All staff are employed within the school are subject to an enhanced DBS check and rigorous recruitment checks.

Head Teacher	1
Deputy Headteacher	1
Pastoral Care Manager	1
Pastoral Assistant	2.6
Teaching and Learning Assistants	13
HLTA	2
Senior Administrator	1
Administrative Assistants	0.59
Maintenance staff	1
Cook	1
Assistant Cook	0.59
Educational Psychologist	0.2
Assistant Educational Psychologist	0.4
Speech and Language Therapist	0.8
Occupational Therapist	0.4
Mental Health Practitioner	0.5

