



Clovelly House School
Stay safe, respect, achieve



School Prospectus

www.clovellyhouse.co

September 2021

Independent Day Special School (SEMH)

ADDRESS OF SCHOOL: Clovelly House School,
Clovelly
Merrylees Road
Thornton
Leicestershire
LE67 1AP

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10. PROPRIETOR: Jennifer Collighan, JCollighan@clovellyhouse.co

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11. SCHOOL TYPE: Clovelly House School is a registered independent special school which caters for boys and girls aged 10-18 years who primarily have social, emotional and mental health difficulties, but may also have other complex needs. These may include ASD, ADHD, SEMH, LD and other difficulties. The school operates at the site of the residence which caters for looked after children on a 39 week or a 52 week basis. All the children placed in the residence will attend Clovelly House School, but the school may also take up to six additional day scholars.



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Countryside – overlooking Merrylees

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1. General Information

Clovelly House School is situated in a semi-rural position in west Leicestershire. The school is on the site of a children's home situated about 8.9 miles from Leicester city centre. The school consists of 8 modular log cabins sited at the rear of the property and the children's home is a six-bed dormer bungalow. Both buildings are situated in about ½ acre of well-stocked, secluded gardens.

The ethos of the school is that of a 'countryside school'. The environment is calm and quiet and the grounds are surrounded by streams, some woodland, farms and open fields. The large, well-stocked gardens have been laid out to create different areas for activities, soothing as well as sensory. The pupils have the space for out-door recreation, gardening, workshops and raising chickens and small animals. The curriculum is designed to offer individualised learning for all pupils including a package of formal subjects in addition to an enhanced curriculum. The school is registered to take up to ten mixed gender children from 10 – 18 years. Four of the children may be resident at the children's home and these will all be educated at Clovelly House School from the home site. Pupils are offered opportunities to engage in projects according to their interests and abilities and will be supported and encouraged to build self-confidence and self-esteem, thus providing the environment for each young person to progress and achieve good outcomes.

Clovelly House is a residential children's home for up to four children who have complex needs including social, emotional and mental health difficulties. The home and school practice 'mind mindfulness and well-being' and have an established therapeutic model developed by the SLT, seniors, teachers, and therapists. This is led by the on-site Psychotherapist as well as a Speech and Language therapist and Occupational therapist. This allows for children to have a high-quality individualised program of nurture and care and helps them to thrive.

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Large grounds for outdoor activities

2. School Staff

The proprietor of the business is Jennifer Collighan who is also the Principal of the organisation. Jennifer can be contacted JCollighan@clovellyhouse.co and/or 07853852519.

Staff names for first contact

Principal, Clovelly House School	Jennifer Collighan	JCollighan@clovellyhouse.co
Deputy Head teacher	Neil Robinson	NRobinson@clovellyhouse.co
Exams Officer	Rebecca Thomas	examinations@clovellyhouse.co
DSL	Hayley Smitham Hopewell	school@clovellyhouse.co
SENCO	Hayley Tallett	Senco@clovellyhouse.co

School Staff

Head Teacher: Mrs Jennifer Collighan (B.Mus, B.Ed., HDE (postgrad.), HED (Postgrad. pre-primary), FDE (Special needs), Certificate for teaching learners with SpLD, QTS, NPQH)

Deputy Head Teacher: Neil Robinson (BA Hons, Fine Art, Certificate in Education, QTLS)

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Teacher, DSL: Hayley Smitham-Hopewell (National Diploma in Outdoors and Management, QTLS)

Teacher, SENCO: Hayley Tallet (Diploma L4 in SEND)

Curriculum lead ,Teacher: Dr Aida Lockton

Maths Lead, Trainee Teacher: William Hextall

Administrator and Examination Officer: Rebecca Thomas

Science Teacher: Katherine Sharpe (BSC,QTS)

Tutor, Equality and Diversity Officer: Nathan Murray (B A)

TA and Anti-bullying Officer: Ayla Busra Kaygusuz

TA and SEN officer: Gurdip Bachra

TA and outdoor education practitioner: Chris Keen (HLTA)

TA Wellbeing officer and Enderby Keyholder: Fatumo Artan, (HLTA)

TA and Medical Officer: Melissa Lake: (TA)

TA Food and Nutrition Officer: Victoria Green (Teaching Assistant Diploma)

Bursar: Tamlyn Brink (BA)

Administrator, H & S Officer: Heather Bishop

Residential care staff

Home Manager: Mrs Sarah Smith (w/t Diploma L5, Leadership and Management)

Deputy Home Manager: Ms Amy Hollingsworth (w/t Diploma L5, Leadership and Management)

3. Statement on the Ethos and Values of the School (Mission Statement)

The school moto is 'Stay safe, Respect, Achieve'. This reflects the ethos and values of the school.

Central to the philosophy of the school is the principle that 'safeguarding and the well-being of children is everyone's responsibility'. The school has robust safeguarding policies and staff members undergo rigorous training in safeguarding and whistleblowing to ensure that staff members all subscribe to high standards of safeguarding children. The adults who work with the pupils support them to learn to keep themselves safe by taking calculated risks and learning about safeguarding issues, potential online risks, minimising substance abuse, maintaining good health and gradually learning to take care of their own physical and mental well-being.

The teaching staff members endeavour to establish a secure and contained learning environment so that the children have a safe place to learn. Staff members deal with challenging behaviour and bullying incidents and use restorative justice methods to help pupils to learn to manage themselves safely. There are detailed general and individualised risk assessments for the site and for each pupil and these are linked

to behaviour management plans. Staff members provide opportunities for children to do a wide range of activities to increase their fitness and physical skills

There are detailed Health and Safety Policies to ensure that the site is well maintained and safe. The school complies with Health and Safety, Food hygiene regulations and Fire Risk assessments and training updates are undertaken regularly by staff members and pupils. All the adults are vigilant about supervising pupils and following protocols to keep children safe.

Pupils and staff are trained in road safety and staff members who transport pupils to activities follow policies and procedures with regards to the safe transport of pupils on school trips and activities. Staff members are required to have adequate car insurance and to ensure that all vehicles are in sound condition and roadworthy.



We have a tree house with a small wooded area for development

Pupils are taught to respect themselves, respect others and respect things. Staff members will support pupils to gain self-confidence and develop self-esteem by planning individualised lessons and activities that they can achieve at. Attachments are formed as staff members use reflective practice to share good experience and work with the pupils to support their maximum development. Through this, pupils gradually learn self-respect.

Staff members supervise pupils at all times to support them to learn socially acceptable behaviours and to demonstrate respect for others. Thus staff members deal with verbal and physical aggression and incidents of bullying through modelling respectful behaviours and through the use of positive behaviour management strategies and rewards and consequences. Pupils are taught to have tolerance and understanding for others and to value diversity.

Pupils are taught to have respect for things including animals, the environment, other people's belongings and the building. Pupils who cause significant damage will have to face the consequences including paying for damage and/or the use of restorative approaches. The school has a large outdoor space where pupils are encouraged to grow vegetables, manage small animals and the environment and learn about sustainable development.

Staff members have high expectations for pupil achievement. This achievement includes the development of appropriate behaviours, independence and life skills and academic attainment. Positive behaviour charts

are in place and all staff members do direct work with the pupil to reflect on behaviours and consequences. Pupils are encouraged to have a voice and are listened to. As behaviour becomes more positive pupils are encouraged to take on more independence and to take responsibility for themselves. Once the pupil has settled into the school s/he is expected to increasingly manage his/her meals, self-organisation and own learning. After placement the pupil undergoes comprehensive assessment and an individualised education package is planned to support the maximum development of the child according to his/her ability. School staff members encourage pupils to achieve the maximum education qualifications that they can manage.

Integral to the learning are opportunities to develop work place and career skills and pupils work with an independent careers advisor. Pupils also have opportunities to learn workshop skills such as mechanics and woodwork and learn about health and safety and workplace skills. Pupils are encouraged to attend work experience and part-time college placements.

The school staff members value the contributions and support of all stakeholders in the child's life. Staff members communicate and meet with significant adults and work together to source equitable solutions to challenges. Pupil achievements are celebrated and communicated to the parents, social workers and local authority teams. All these support the pupil to achieve and work towards responsible adulthood.

4. School aims

Clovelly House School offers a personalised nurturing environment where children who have experienced difficulties at school are able to develop self-confidence, self-esteem, independence and resilience skills. Children are placed at the school because they have emotional needs such as anxiety disorders, self-harming behaviours and mental health difficulties resulting in poor emotional regulation. They may also have challenging behaviour and inappropriate social skills. The school aims to support the child to develop socially acceptable behaviour and develop the self-awareness and confidence to manage their emotional states. The school aims to support pupils to 'stay safe, respect themselves, other and things, and to achieve'.

Our School Cabins



5. Admission policy

The school takes mixed gender pupils from the ages of 10-18 who have social, emotional and behavioural difficulties as well as complex needs such as learning difficulties and specific learning difficulties. These may include ASD, ADHD, SEMH, dyslexia/dyspraxia, and other difficulties. Careful matching is done to ensure that new pupils will fit the profile of the school and not significantly disrupt the smooth running of the school. Referrals for the residence come through local authorities throughout the country and, on receiving

this information, the proprietor and senior staff members will consider whether or not the school will be able to provide an appropriate place for the pupil. If so, the school will offer a place and the local authority may then place the pupil in the school. The school may also take up to six day scholars who are within reasonable travelling distance from the school. Referrals for day placements also come through the local authority and, if the school staff members believe that they can meet the needs of the pupil and offer a school place, the parents/carers of the pupil may visit the school to decide if they wish to place their child in the school.

Please see: 'Admissions Policy'

6. Attendance

The school hours are from 0900 to 1500 on weekdays, thirty-eight weeks of the year. The school calendar is located on the website.

School staff members place a high priority on school attendance. Pupils who don't attend school miss out on opportunities for socialising in a structured environment and vital academic learning time and this will affect pupil achievement. Furthermore, pupils who have poor attendance are failing to learn the important workplace skill of regular attendance.

7. Behaviour Management and Bullying

The school has comprehensive risk assessments, linked to behaviour management policies. There are high staff pupil ratios and staff members are trained in positive behaviour management, safeguarding and health and safety. This is to promote a safe and contained environment for learning and development. Staff members supervising pupils are able to deal with bullying and inappropriate behaviour immediately. If necessary, meetings are called with all stakeholders to support the child in crisis.

The 'Anti-bullying Officer' for the school is Ayla Kayguzus

Please see: 'Behaviour Management Policy'

8. Business Continuity

The school has a robust 'Business Continuity Plan'. This plan covers a variety of circumstances that may disrupt the continuity of the school, such as natural disaster, human error and pandemic. The school did not close down during the 2020/21 lockdown periods, but still has plans to cover staff absence, possible relocation, financial access, etc. while maintaining high standards of safeguarding and wellbeing of pupils.

(See: Business Continuity Plan)

9. Careers Education

Careers education is embedded in the curriculum through the development of workplace skills and dialogue about career opportunities. Throughout the year, the school runs 'careers' events and entrepreneurship opportunities. The school sources an external careers advisor from LEBC to support pupils particularly those in year 9 and from year 11 onwards. Parents and carers are kept advised of the process of careers advice.

Please see 'Careers Guidance Policy'

10. Carer/parental involvement and School Visits

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Clovelly House School considers the partnership between carers/ parents/social workers and school to be a vital link in the building of a positive atmosphere for pupil development. So, we are determined to do all we can to make improvements where possible.

Carers and parents are consulted at placement and their views considered at the referral stage. After placement, parents are involved in decisions regarding the education of the child, where appropriate. Staff members communicate daily or weekly with parents/carers where requested. Communications consist of phone calls, text messages, emails and/or direct visits. The school staff members value the information provided by parents/carers and encourage joint working for the benefit of the child. Parents/carers are encouraged to attend 'Mentoring Meetings' at the school each half term to discuss the academic progress of their child with the child and teachers. The school staff members provide written reports detailing the progress of the child twice a year. This usually coincides with the pupil's LAC review, statutory review and PEP meetings.

Parents and carers are encouraged and welcome to visit the school. However, they are requested to make an appointment before coming to school so that appropriate arrangements may be made for all the pupils while the visit is going ahead. Unless part of a planned function, wherever possible, all appointments for visits to the school should be made outside the school day.

Visitors to the school should first sign the visitors book and to familiarise themselves with our 'visitor information' including Health and Safety details.

Please be advised that as a matter of security ALL visitors may be challenged by staff they meet.



Gardens for Visitors

11. Child protection procedures

The school has robust Safeguarding Policies and staff members undergo regular training on child protection and whistleblowing procedures. Staff are trained in 'Keeping Children Safe in Education, 2021', and all staff currently have passed Safeguarding L3. This includes E-Safety, CSE, CCE, FGM and Prevent, Radicalisation and Extremism in schools. All staff members are thoroughly vetted and checked before appointment and at the interview stage at least two safeguarding referees are sought and verified.

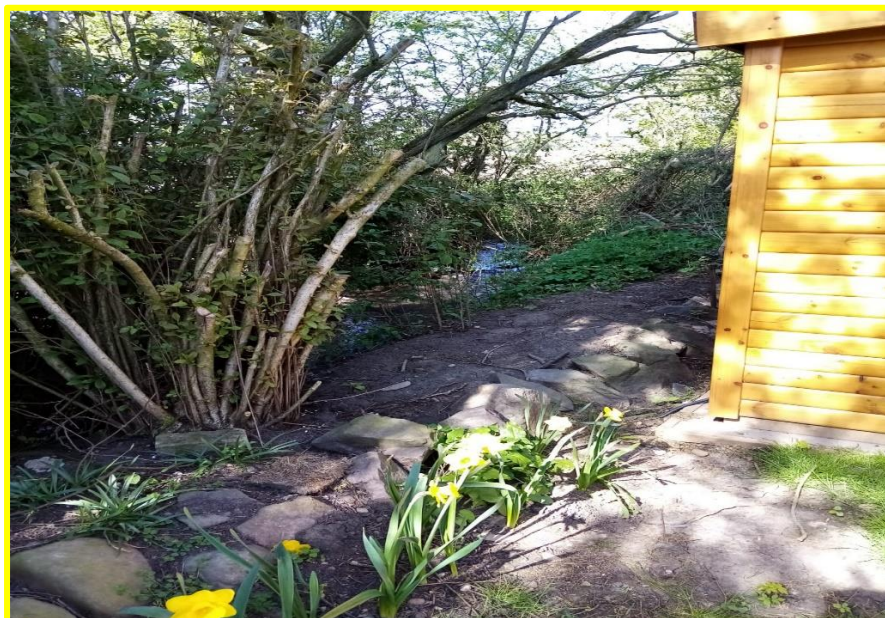
Pupils are supervised by high staff-pupil ratios and opportunities for direct work are pursued for the purpose of keeping the pupils safe. The DSL for the school is Hayley Smitham Hopewell.

Please see: Child Protection Policy

E-Safety Policy

Missing from School

The stream Surrounding the property



12. Complaints Procedures

Clovelly House School takes complaints from pupils, parents and external agencies very seriously. Where a carer/parent has a complaint, she/he should feel free to phone or to approach the school to discuss the matter informally with the teacher or Deputy Head teacher. If the matter is not resolved through discussion, the carer/parent should notify the Deputy Head Teacher in writing giving details of the complaint. The Deputy Head Teacher will formally follow up the complaint using a three-stage process. At all three stages you will be informed and will be involved with the process according to the complaint's procedures.

If the complaint concerns the Deputy Head Teacher, the complaint should be referred to the Principal. Copies of the complaints procedure and complaints form can be obtained from the office, website or from any staff member or from the Lead Teacher upon request. Please see: Complaints Procedures. At any time, if a person wishes, they can take their complaint to OFSTED or to the LADO if it concerns an adult in a 'Position of Trust'.

13. Curriculum

After admission, all pupils will be assessed to determine the levels that they are working towards. The assessment tool consists of the Boxall, 'Strengths and Difficulties Questionnaire' and Standardised Assessments. Pupils will then be offered a suitable individualised package to support their learning. Learning goals will be set and revised every half term in 'Mentoring Meetings'.

The school endeavours to ensure that each pupil has access to a broad and balanced curriculum according to National Curriculum guidelines, which is differentiated to meet individual needs. Every effort is made to present as wide a curriculum as possible, within a co-ordinated cross-curricular approach, which makes use of resources both in and outside the school.

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Teaching staff are required to produce detailed lesson plans and schemes of work showing long term, midterm and short-term planning for all lessons in their subject areas. All of these are planned to provide for maximum opportunities for the young people to learn and make progress.

Pupils who need to further develop skills in speaking and listening, literacy and numeracy are offered a part-time or full-time Basic Skills Programme of study. English is used as the language for all subjects taking into account the needs of learners with English as Second language.

The school curriculum includes:

Mathematics
Science
English
ICT
Humanities
Food Technology
Art and Design
PSHE (Personal, Social and Health Education)
Sociology
Religious Education/Ethics
Textiles
P.E
RE
SRE
Drama
Outdoor pursuits
Careers
Vocational and Work-Related Learning

These options apply to all pupils throughout the school, but core subjects are compulsory. Core subjects at the school are English, maths, ICT and PHSE, incorporating RSE and RE. Science is taught at all levels, but it may be 'practical science'. ICT is considered a core subject to support the pupil to develop work-place skills and because the majority of lessons at the school are ICT based. In addition, pupils who may be educated at different sites will have continuity through the use of a digital 'learning platform'.

PHSE is considered a core subject because of the pupils' social, emotional and behavioural difficulties. The aim is to support pupils' emotional development and resilience to prepare them for responsible adulthood and the world of work. Pupils with extreme difficulties will be offered the school 'P-scales' for PHSE development and encouraged to develop socially appropriate behaviours for independence and the world of work. The school has a therapist who works with children and, therapeutic provision may be sourced through the school for those children who need therapeutic intervention.

The staff members use a variety of teaching methods, choosing the method most appropriate to the class/individual and subject they are teaching. A thematic approach is sometimes used. Each theme or topic would include a variety of curriculum areas. The older pupils are more often taught discrete subjects though some project work is done.

Much consideration has been given to ensure the continuity of the curriculum and to this end teachers endeavour to build on to and extend each child's existing knowledge and experiences.

The school has real strengths in the enhanced curriculum offering. All children are offered a rich diet of additional activities to increase their enjoyment and experiential background. This includes access to Enderby gym to do swimming, sports in the multi-purpose hall, gym and golf with staff as all children have membership. The pupils also engage in outdoor pursuits once a week. This includes, boating in the summer, boxercise, for a half term, climbing wall, fencing, and archery. The humanities curriculum is very practical and involves off-site activities and visits linked to themes. The older, KS4 and 5 pupils are involved

in relevant work experience according to their needs and interests and have access to college courses with support from school staff.

With regards to 'work related learning', pupils may be specifically timetabled for:

- Land Studies
- Animal Care
- Hair & Beauty
- D&T
- IT (coding)
- Music
- Sports
- Art, etc.

Pupil achievements are promoted, and one pupil has won a place in the Leicestershire art competition two year running and had her work displayed in a gallery in Loughborough. Another pupil was entered for the 'young writer's award' and had her work published in an anthology. Other pupils entered a 'Park run' with staff. Staff and pupils engage in theme days, at least weekly, and love to dress up in theme costumes.

(See: 'Illustrated Curriculum' on the website)



Christmas preparations in class



Gym and Games room



Sensory Room



Multi-Purpose Classroom

14. Curriculum Assessment

On admission, pupils are assessed, using Boxall, and standardised assessments to ascertain their starting points. Assessment for Learning is embedded across the curriculum and the pupils are encouraged to be actively involved in assessing their own progress. Progress is recorded against Progress 8 Assessment Frameworks for 'Mastery' as well as against targets for each lesson. Pupils also undertake formal assessments every six months to assess their progress over the school year. This information is used to plan for pupils' provision and the results are correlated to inform whole school target setting.

All children will be given the opportunity to sit Assessments in all Key Stages, upon entry to the School, and then at regular intervals. This is to assess their level and their rate of progress so the school can provide appropriately differentiated work. If requested by the local authority, pupils will also receive an Educational Psychological Assessment. This is funded [separately](#).

All pupils will have access to externally accredited examinations according to their interests and abilities. These include: GCSE examinations, Functional Skills, BTEC, Entry level examinations, Vocational Qualifications, AQA unit awards, and ASDAN. (See the 'Illustrated Curriculum' on the website)

Please see: Curriculum Policy

Teaching and Learning Policy

Basic Skills Policy

Copies of Subject Policies

Assessment Policy

Marking Policy

Homework Policy

15. Educational Reports

Education reports are written at least twice a year, usually to coincide with the pupils' PEP meetings and/or Education, Health, Care Plan, (EHCP), review meetings. Looked After Child, (LAC), Review reports consist of reports compiled by education, and care services. In education, all teachers compile subject reports and these are added to a composite school report which reports on the development of a pupil, states areas of progress or/and difficulty, social and future development and includes information about attendance, special needs, subject progress and IEP and IBP targets. These are currently written and completed twice a year to coincide with pupil's statutory reviews.

The school requires at least three weeks' notice if an extra-ordinary report is needed for any reason. Review Reports will be compiled as and when required. (Notice of an impending review must be given in writing to the Head Teacher as soon as possible).

At Clovelly House School we continuously strive towards inclusion. When a pupil transfers to mainstream college a report is compiled with specific emphasis on the pupil's achievements and progression within the school.

Please see: Assessment, **Recording** and Reporting Policy

16. Environment, mindfulness, health and well-being

The school has achieved the 'Well-being award' during 2021. Staff and young people at Clovelly House School are committed to being 'environmentally friendly' and the school promotes and 'eco-club'.. They do this by recycling waste, trying to save on water and electricity by reducing waste, collecting rainwater for the garden and purchasing organic 'vegetable boxes' and 'eco-friendly' cleaning products. Staff members practice 'mind-mindfulness' by using strategies to de-stress, consideration of positive body language and communication between each other and towards children as well as working in a therapeutic manner across the organisation. This approach is guided by our on-site psychotherapist. The school has a sensory/therapy room as well as a gym for pupils and staff members to use.

Good health is promoted through attention to diet and exercise. The home and school endeavour to purchase fresh food and cook everything from scratch and to promote healthy eating as well as providing opportunities to exercise. For this the school has space for outdoor games, a trampoline, and a designated gym area is being set up. In addition, pupils are taken to off-site facilities to increase the range of outdoor activities available. We consider the well-being of the pupils and staff to be paramount. Pupils are encouraged to have a voice and are listened to. For example, one of the pupils asked if she could plant a tree at the school which would represent her. This was taken on board and all our pupils now have the option to plant their own tree. When pupils first start to attend the school small progress steps are celebrated, thereby helping to develop self-esteem and confidence in the children. The staff promote a nurturing environment where success is valued and there are high expectations for good outcomes for the children.





Collecting rainwater

Organic 'veggie box'



Recycling

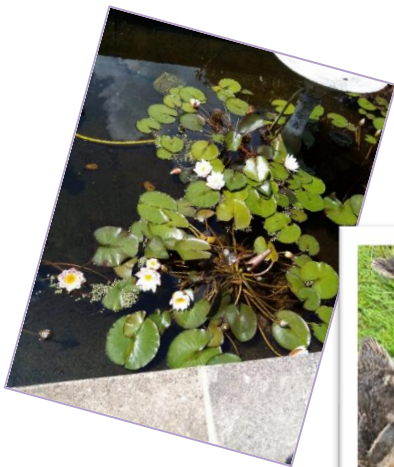
17. Equal Opportunities

At Clovelly House School we promote tolerance for others and an awareness of diversity. The school has a vibrant, valued, and diverse staff team. Equality issues are addressed as they arise, but attendance to equality is embedded throughout the curriculum and resources across the school.

We have weekly themes as well and all subscribe to regular cultural and religious festivals. British values as well as different cultures are promoted and celebrated where appropriate. All staff work together to ensure that bias of all kinds, including racism and sexism are clearly seen as being unacceptable. The school attempts to break the stereotype and provide good role models. Appropriate role models are encouraged to come into the school to address the children where possible. The school value statement clearly identifies our policy with regard to children, adults, staff and visitors alike.

Our 'Equalities officer' is Nathan Murray.

Please see: Equal Opportunities Policy



Pond friends



Baby Ducks



Mildred and Dave like to be petted
and give us eggs daily



Resident Rabbit Petra

18. e-Safety

Pupils at Clovelly House School have lessons in Information and Communication Technology. The school has internet safety software on all computers.

If pupils are undertaking research work in different subjects and examinations in ICT it is necessary to access the Internet. All access to the internet is monitored by education staff and controls put in place if necessary. E-Safety issues are also discussed with young people so that they can take on some responsibility for their own safe use of technology.

Please see: Policy on e-Safety

19. Exclusion/suspension policy

Clovelly House school staff members work effectively with challenging behaviour. If a pupil is 'in crisis' meetings will be called with stakeholders to develop strategies for supporting the pupil. These strategies may include the pupil working on a one-to-one basis at alternative sites. All pupils in alternative education will be monitored weekly with a view to reintegrating them back into the main school as soon as possible.

However, on rare occasions, if intervention strategies are not successful and pupil behaviour continually disrupts the smooth running of the school, it may be necessary to have a child removed from the school. This removal may consist of a formal fixed-term exclusion, or, in very serious cases, it may result in permanent exclusion.

This is a most serious decision, which is only taken after careful consideration of all the relevant factors. If this is the case parents/carers will be informed in writing in a very clear manner.

All exclusions/suspensions from Clovelly House School either fixed term, or permanent, are considered on an individual basis in accordance with the Exclusion Procedures outlined in the Behaviour Policy. Copies of the Behaviour Policy are available on the school website and/or on request from the school.

Please see: Behaviour Management Policy

20. External examination results

This is the fourth year of operations, the school has external GCSE, Functional Skills and Btec examinations data to date.

Please see: Examinations Policy and Results Records.

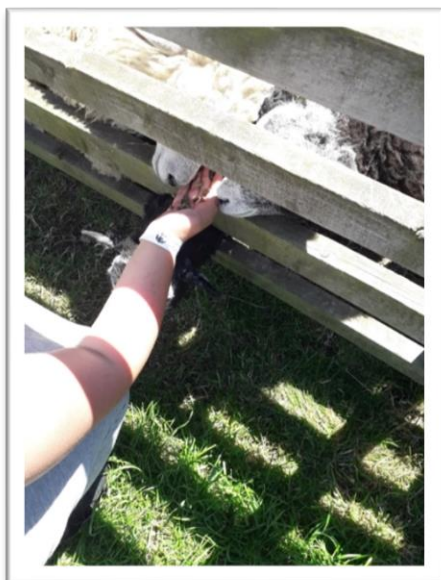
21. Extra-curricular Activities

An emphasis is placed on the social aspects of living in various life situations. Therefore, excursions out of school are selected not only for their educational content, but also for their social development and enrichment potential. All staff members prepare for school visits thoroughly by planning, completing risk assessments and gaining approval from the Principal or Deputy Head Teacher before undertaking a school visit.

The school offers several options for extra-curricular activities on a regular basis which includes:

- * All children have membership at Enderby Leisure Centre
- * Outdoor Pursuits Centre, (weekly),
- * Lake and woods
- * Alpaca Farm

- * Membership at 'Tropical Birdland'
- * Occasional visits to 'Canine'



Visit to Gorse Hill Farm

When planning school visits, staff members endeavour to link the visits to curriculum content, as well as visits that will promote a broad general knowledge of public institutions and places of cultural interest. These may also link to activities promoting British values and SMSC, (Social, Moral, Spiritual and Cultural), development.

All staff are encouraged to be pro-active in taking children on visits for SCMS activities, enrichment, social opportunities and education.

Please see: Policy on School Visits
DfE Guidance on School Educational Visits

22. First Aid

The school has a comprehensive 'first aid' policy and there is a qualified First Aider on duty every day. All of the education staff members and pupils at the school are trained in First Aid. All sites have accessible First Aid Kits which are regularly checked and updated.

The 'Medical Officer' for the school is Melissa Lake.

Please see: First Aid Policy

23. Health and Safety

The education staff members at the school are all trained in health and safety and risk assessment and management. In addition, staff members are trained in fire safety and the school follows comprehensive fire safety precautions.

The LAC pupils in the school access the home for the toilet, medical and kitchen facilities. Therefore, the home health and safety checks apply to the school during the school day.

When considering the health and safety of everyone on the school premises as well as those engaged in off-site activities, the following points are considered: the health and safety of all persons, equipment, buildings and activities.

The education staff at Clovelly House School recognised the value of school visits and off-site activities for the young people. However, careful consideration is given to the risks involved for individual pupils and risk assessment is undertaken to ensure that risk is kept to a minimum. If it is decided that an activity would pose certain risks, the idea would normally be abandoned or significantly altered.

In spite of all precautions, it is recognised that accidents happen and, in the event of an accident, staff members will follow procedures as spelled out in the health and safety policies and procedures. The school has comprehensive insurance cover and public liability cover.

The 'H&S Officer' for the school is Heather Bishop.

See: Fire Policy

Part II of the Fire Precautions (Workplace) Regulations 1997

Regulatory Reform (Fire Safety) Order 2005

Health and safety policy

DfES Guidance; 'Health and Safety: Responsibilities and Powers'

DfES Guidance 'Health and Safety of Pupils on Educational Visits'

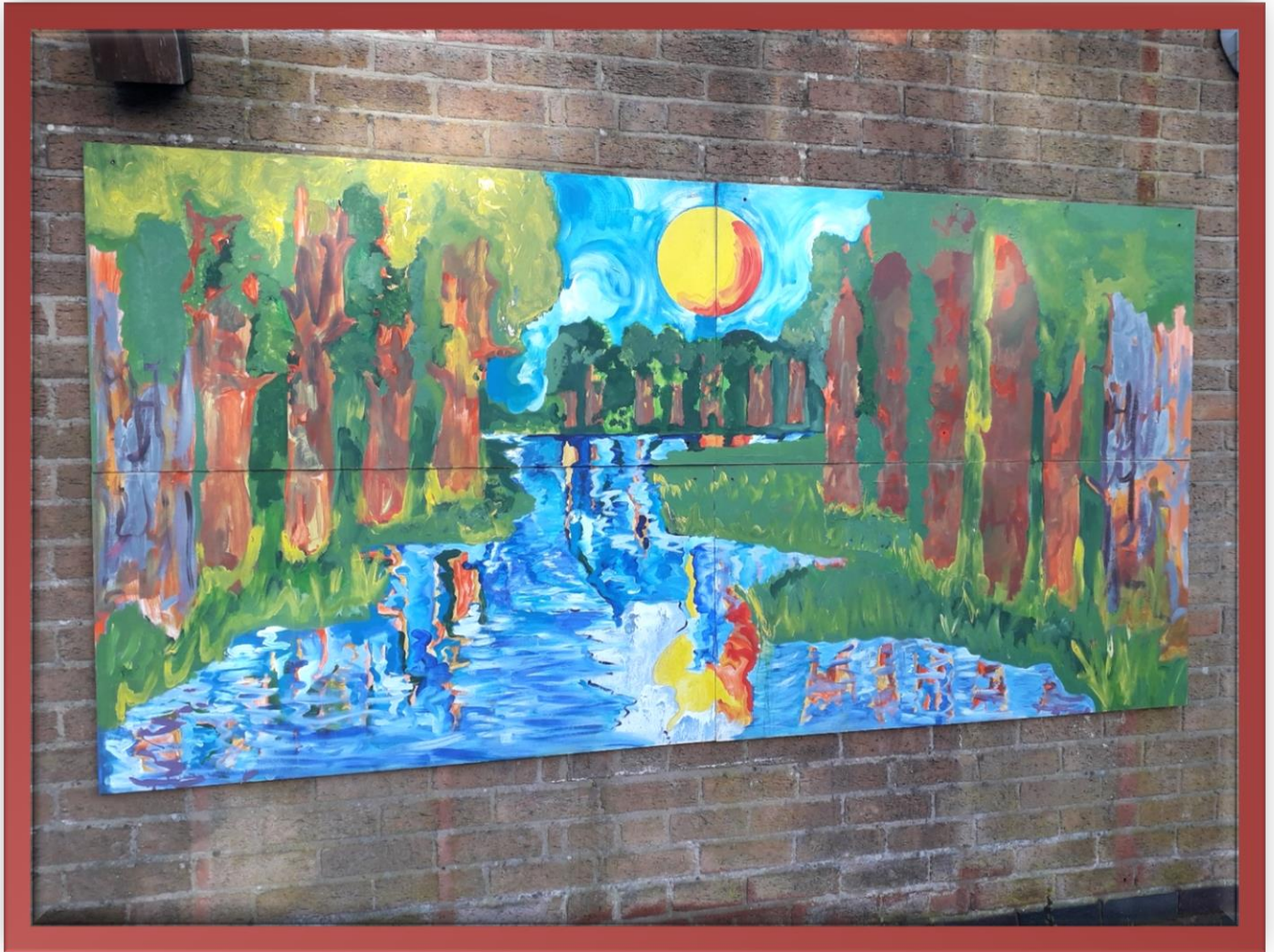
24. Homework

All children will be given homework as and when deemed appropriate by the teaching staff. However, all pupils are expected to attempt the set class work to the best of their ability. If this is considered not to be the case then homework will be sent home as a matter of course. All pupils are regularly supplied with reading books and all pupils are expected to read regularly at home.

Not all homework will be written, it may include reading/ research/ discussion with the family/carers or data collection. Please feel free to work with or help your child. If you do please would you initial the work so teachers are aware of this.

If there are any concerns regarding homework, class work or any matter about your child please contact the class teacher as soon as possible.

Please see: Homework Policy



Mural painted by all the staff and students at Clovelly House School

25. Inclusion

Clovelly House School is an SEMH special school, however, school staff promote the philosophy of inclusion as that of 'belonging'. Therefore, all young people at Clovelly House have access to the Education Service. This provision may be part-time or full-time, or it may be accessed at different sites, either part-time or full-time. Where possible, all pupils are encouraged to access education at the main school site, but this is dependent on risk assessments.

In order to facilitate 'inclusion' staff members work across different sites so that young people who are accessing education in different sites are familiar with staff members and have the benefit of staff teaching expertise. In addition, pupils who may benefit from education at smaller education sites, may have access to activities such as PE with the main group.

Please see: Integration Policy

26. Off-site Provision and Remote Learning

The school has a robust off-site and remote learning policy. Throughout COVID-19 lockdowns, the school remained open, but a few children, who were subject to severe health concerns or were shielding did not come in. During these periods, staff sent out activity packs, went out to children's homes, supported

families and had daily 'zoom calls with children, individually and in a group. Following this, the school has decided to keeping the remote learning packs live to offer children as and when needed. The school also, at times offers off-site education. The venue for this may be variable, but it does include local libraries, cafes, the site at Enderby and other suitable premises. Education activities are offered at various sites to support children who are refusing to come to the main school site, are struggling with their behaviour or are isolating. At all times, children in remote learning or off-site learning situations will be offered high quality education options with suitable staff members and children will be encouraged to work towards fully integrating back at the main school site as soon as possible.

See Remote and Off-site learning Policies and Procedures'.

27. Personal Equipment and Lost property

All items such as pens, books, writing and drawing equipment etc. are provided by the school. Therefore, it is not necessary for any pupil to bring personal items into school.

Pupils are discouraged from bringing valuable items into school, but if they bring valuable personal items into school such as Mobile Phones and games, the risk will be to the pupil who will be encouraged to take responsibility for his/her own possessions. If they are brought in, pupils should keep them securely on their person and only use them in the official breaks provided. If they are used during lessons time, sanctions may be applied.

Staff members at the school will try to support pupils to look after their own possessions, however, personal items should not left around the school building and it is helpful if personal items and clothing are marking with pupil names.

Please see: Behaviour Management Policy

28. Pupil Premium Funding

In line with Government Regulations, some pupils receive 'Pupil Premium Funds'. This is a 'ring fenced' financial allocation to support specific pupils with additional needs. The school is accountable for the money and it is recorded in the school's annual budget. Those children who have 'Personal Education Plans', (PEP), have termly meetings to discuss their progress and outcomes and effective use of this money is monitored in PEP meetings.

There is a copy of the 'Pupil Premium Strategy' and 'Pupil Premium Report' on the website.

29. Pupils with medical needs

In line with the school policy on Inclusion, the school may admit learners with medical needs so long as they can be adequately provided for. The school will normally, therefore, be able to cater for learners who, for

example, have asthma, epilepsy or physical needs. These children will have an 'Individual Health Care Plan' which is managed by the parents/carers, jointly with the Medical Officer at the school.

If pupils become ill at school, the school will be able to care for them for a limited period. In most cases, it will be facilitated that the pupils will be taken home. Parents/carers are requested not to send a sick child to school.

Any medication brought to school **must** be preceded by discussion with the Lead Teacher who will require written notification of drug/ dose/ and doctor with a written note from the carer/parent explaining the situation and the dosage. A medication consent form will be provided upon request. Medication should not normally be brought to school. Most medication (such as antibiotics) can easily be taken at home. If medical treatment is essential this usually means that the child would be better looked after at home. **No** analgesics are allowed.

Inhalers for asthma are the exception and should usually be carried by the carer. According to the risk assessments, some pupils may hold their own inhalers. The school will offer to hold a "spare" in case the care / pupil forgets to bring his/ her own, but these are not for daily administration.

Please see: Medication Policy

30. Pupil information

Pupil information is used to inform education staff members about how to plan for the care and education of the child. Therefore, it is essential that we have full and up-to-date information on each of our children. Please fill in and return the forms promptly when they are sent home.

The school considers data protection and pupil confidentiality to be crucially important. Records of pupil information will be kept in a secure area of the school with closed access. If a pupil moves to another school or college, records will be passed on to the new school if necessary and appropriate. According to statutory guidelines, pupil information will be kept on record by the school for seventy-five years.

Please see: Data Protection Guidelines

31. Relationship and Sex Education

The school offers RSE in line with Government Guidelines. These topics are covered in Science and PHSE, but are also covered in direct work with children, school meetings and general conversations across the school. All children have a weekly session with the school counsellor and have opportunities raise issues pertinent to them.

See: 'Relationship and Sex Education' Policy.

32. Religious education

The school is an Independent Special School and has no denominational affiliation. However, as an independent school in a Christian country, teaches religion based on British values and the Christian ethos. Social Workers/ Carers /Parents may choose to withdraw their child from such lessons and from assemblies on religious grounds. Such children would be given other work of a useful nature on these occasions. In some cases, young people may be offered classes in 'Ethics'. Pupils who take Religious Education will study a range of religions.

Religious education is taught as part of the 'Humanities Curriculum' at KS 2 and KS 3 and may be taken as a subject at KS4. RE is, however, embedded in activities across the curriculum, including theme days, celebration of festivals, direct work with children, etc.

33. Rewards merits and praise

Clovelly House School staff use a Positive Behaviour Management system. Staff members use all opportunities to celebrate achievement wherever it is shown. Pupils can earn praise and rewards which reflect the age, attitude and ability of the children. Pupils may collect points for daily targets which will be combined to form a total at the end of the day, week and/or the end of each half term. These may translate into specified incentives, vouchers and/or school trips and outings. Pupils will receive certification for good work in school.

Please see: Behaviour Management Policy

34. Sanctions

Staff members at Clovelly House School use restorative justice methods to deal with unacceptable behaviour. However, pupils who continue to disregard school rules or exhibit unacceptable behaviour will have sanctions imposed upon them by teaching or support staff. Sanctions usually take the form of withdrawal of privileges and rewards and are applied for specific time scales according to the level of behaviour exhibited. Sanctions should be recorded in the 'sanction book' and young people should sign off the sanction book themselves.

Sanctions may take the form of a detention or direct work sessions where the pupils can reflect and discuss their behaviour.

Please see: Behaviour Management Policy



Space for a 'kickabout' or basketball

35. School assemblies/council meetings

We have a weekly assembly/tutorial of about twenty minutes. Young people are encouraged to bring agendas to discussion and to propose ideas for the smooth running of the school. These meetings are recorded and action points are addressed. Pupils are also invited to nominate a student representative to attend a weekly staff briefing or staff meeting to bring agendas to discuss with the staff team. In addition, pupils from all sites come together for an Integrated Assembly once every half term. Pupils are encouraged to participate in themes for these assemblies.

36. School Expectations

Pupils are expected to have a high regard for the health and safety of themselves and others.
Pupils are expected to be respectful and to behave with courtesy and consideration and to act responsibly at all times, whether in the school buildings, in the school grounds or in the community.
Pupils are expected to take a pride in their appearance and consider their behaviour.
Pupils are expected to respect the learning environment and to work to achieve at school.

To do this pupils will be required to:

Follow the school dress code;
Be in school at 9.00 and be punctual and prepared for each lesson;
Supply a note from a parent/carer, guardian or a doctor's certificate to cover all absences;
Show respect and courtesy to all members of the school community and to visitors;
Remain in the school grounds throughout the day unless they have written permission to leave;
Complete class work/homework on time;
Respect school property and the personal possessions of all staff and students

NOT:

Display bullying or intimidating behaviour towards any member of the school;
Smoke or bring cigarettes, matches or lighters to school;
Bring in any illegal substance or drugs;
Use bad language;
Bring any offensive weapons to school;
Bring technological devices to school without permission and use mobile phones, music players, or leave mobile phone switched on during lesson;
Disrupt or prevent others from working;
Be disrespectful and impolite to students, staff, visitors to the school and each other,

37. School Organisation

Clovelly House School is situated at one main site at an annex attached to a children's home. However, if a pupil is unable to achieve at the main school site, and/or is seriously disrupting the education of others, s/he may be offered education provision at an alternative site according to the circumstances of the pupil. This provision will be monitored weekly with a view to the pupil returning to the main school site as soon as possible. To facilitate this, the pupil may have a comprehensive integration plan. Staff members will continue to work with pupils who are in alternative provision such as this, to prepare the pupil to return to the main school.

The school has a very high pupil /staff ratio of two staff to four young people. Learners are usually educated in class groups of a maximum of four with one teacher and one classroom support worker.

Clovelly House School offers full-time education, (25 hours per week), and most pupils are able to access this provision. In some cases, according to individual needs, part time provision is offered, and this is monitored regularly to ensure that provision is adjusted according to changing needs of the pupil.

The school is waiting to register a new site as an annex to Clovelly which is based in Enderby, south of Leicester.

38. School uniform

The school has an appearance code promoting a smart sensible appearance and discouraging extremes. The school has a school uniform and the expectations of the school are that all pupils wear the uniform each day to school.

The school uniform consists of: white shirt, polo shirt or T shirt

Black trousers

Black school shoes

Black jumper or fleece.

The dress for PE and outdoor activities consists of: track bottoms and T shirt, trainers/boots
Pupils are discouraged from wearing: piercings, inappropriate clothing or jewellery.

Please see: School Uniform Policy

39. Science – (live science)

All of the pupils in the school are timetabled to have science lessons. These lessons are based on a program of study aligned to the National Curriculum and exam boards. In addition to this, children who are on the 'hidden curriculum' have lessons in land studies and animal care, with a focus on science.

The school also takes advantage of the large grounds and outdoor activities to promote an interest in science and exploratory learning through hatching mallard eggs in an incubator, hatching stick insect eggs and butterflies, studying pond and river life, putting up bird nesting boxes, putting up an insect hotel, making bird tables, growing fruit and vegetables, keeping pets, etc.

40. Session times

Children are welcomed into the building when they arrive at school, and, from 8.30am, are welcome to join the 'breakfast club'. Pupils are encouraged to stay at school and engage in after school activities during the extended school day.

School lesson times are as follows:

9.00 - lesson 1

9.50 - lesson 2

10.40 - break

11.10 - lesson 3

12.00 - lesson 4

12.50 - lunch break

13.30 - lesson 5
14.15 - lesson 6
15.00 - end of school



Reading corner

41. Special Educational needs (including EAL)

Upon entry to the school, all pupils will be assessed to ensure that appropriate provision is available. Based entirely on meeting the needs of each individual child, the education staff members at the school plan behavioural targets which are specified on the daily behaviour monitoring sheets and learning targets are set and reviewed at 'Mentoring Meetings' which are held every half term. These are matched to the outcomes on the EHC plans and PEP targets for pupils, thus catering for different needs at all stages of the ability scale. The staff members at the school are experienced in catering for learners with specific learning needs as well as those who experience moderate learning difficulties.

The school links with other professionals in order to bring a multi-disciplinary outlook on particular difficulties experienced by individual children. To support this, all pupils are assessed by the school's consultant educational psychologist and the assessment is used to inform provision for learners.

The education staff team members maintain a very close liaison with Social Workers and Local authorities to ensure that the educational needs of pupils with EHC Plans are met. EHC Plans are reviewed when a pupil is placed in the school and every year thereafter unless it is felt that the needs of the pupil have significantly changed in which case the authorities are informed and the educational statement reviewed at that point.

Pupils for whom English is an additional language are welcomed at the school. The school has qualified teachers in special needs and language teaching and ESOL provision will be offered according to the needs of the child.

Pupils who are assessed and are determined to be gifted or talented in specific areas will be offered opportunities to progress according to their individual needs. Individual success is celebrated and young people's talents and abilities are used to showcase their strengths and to help build self-esteem and self confidence in the pupils. The SENCO at the school is Hayley Tallet.

Please see: SEND policy and 'Provision Map'.

42. Therapy

The school has a psychotherapist, Carolyn Barnes, and a 'Speech and Language therapist', Alison Mann. The whole school uses a therapeutic approach based on the principles of PACE and DDP which is overseen by the psychotherapist. The SALT uses SCERTS and the 'Zones of Regulation' with the pupils and the staff members to support pupils to regulate their emotions.

The school also uses a school counsellor, and all children see the counsellor Weekly. During these sessions pupils can discuss anything that they wish, But they may also do structure work on an area of development as needed.



A number of staff members have done some therapy training in various fields. This has helped to perpetuate therapeutic thinking across the school. Some of these have included:

- * Lego therapy
- * LSA
- * Music therapy
- * Art therapy
- * Animal therapy
- * Woodland therapy

43. Transport

The school provides transport for all pupils on educational visits.

Day scholars are transported by the local authority or parents/carers. If school transport is provided by the LEA it is the responsibility of all parents to liaise with and inform the relevant transport department.

The children travelling on school transport have agreed their own code of behaviour which all are expected to follow:

When travelling in a vehicle pupils must:

- ▶ Always wear the seat belts until told
- ▶ Follow instructions and not distract the driver
- ▶ Not interfere with any of the vehicle controls without permission
- ▶ Speak quietly and be respectful to others

