

The Marchant-Holliday School - Statement of Purpose

The Marchant-Holliday School is an Approved Independent Charitable Residential Special School that exists to provide education and care for boys in the 5-12 year old age range who are experiencing social, emotional and behavioural difficulties. Mr Marchant Holliday, who founded the school in 1952, became the first Headmaster when the school was registered as a charity in 1960, (charity number 310218). The school is a company limited by guarantee and has a board of Governors who are the Trustees.

The school will accept referrals of children with or without statements of special educational needs from local authorities. Pupils come predominantly from the South and South West of England. The school has an admission policy and we cater for boys whose primary identified needs are social, emotional and behavioural difficulties. They are considered for admission following a successful interview. There are currently a maximum of 34 boarding places (weekly, fortnightly or on a flexible basis) and day places are also available.

The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The Headteacher, senior management team and staff work to provide a stimulating and safe environment that meets the needs of children with a wide range of difficulties. Emphasis is placed on quality of provision and the school works hard to ensure good practice and full compliance with current educational and childcare standards. The school's aims and objectives were first formalised in 1988 following a period of consultation and discussion between school staff, the governing body, parents, pupils and outside agencies.

The School is committed to eliminating discrimination and promoting equality and diversity in its policies, practices and procedures, and in those areas over which it has influence. The School aims to ensure that no pupil, governor, employee, job applicant, or other third party, receives less favourable treatment on the grounds of their protected characteristics, (recognised by law) membership or non-membership of a trade union or part-time status, or is disadvantaged by conditions or requirements which cannot be shown to be justifiable.

The school's aim is, "to offer positive learning experiences within a secure and caring environment that will enable pupils to develop their full potential for social, emotional, intellectual and physical growth".

To reach our aim we work to achieve the following: -

- Positive feelings of self worth
- Intellectual growth and academic progress
- The development of good and lasting relationships

- The development of a full range of life and social skills and positive attitudes towards families and society
- The development of the moral and spiritual values that will enhance the pupils lives and help them to become useful and valued members of society
- The enjoyment of school life and the promotion of happiness, confidence and a sense of well being

The school responds to the needs of children with complex difficulties and provides for pupils with specific learning difficulties such as dyslexia and developmental disorders such as ASD, Asperger's syndrome and ADHD. Pupils are assessed when they enter the school and Individual Education Plans and Care Plans are produced that will support their learning and behavioural needs. Plans are reviewed each term and progress is recorded. There are specialist learning and behavioural support units to provide individual help for pupils with particular difficulties and which inform other staff on appropriate methods and approaches.

In seeking to shape and modify the behaviour of the pupils, the school uses positive reinforcement as a primary tool. A well developed token system encourages pupils to recognise and examine their behaviour and to make efforts to overcome their difficulties. In time, acceptable behaviour patterns develop and these are internalised and become a secure feature of the pupil's character. The ethos at the school is designed to be nurturing and supportive and whilst being accepting of the wide range of inappropriate behaviours displayed, there is insistence upon high standards of behaviour in a well-disciplined and caring community.

The teaching staff are all fully qualified and some have additional specialist qualifications. Class groups number no more than eight pupils to a class and one or more teaching assistants normally support each teacher. Pupils are grouped by age and the learning requirement for each pupil is adjusted to reflect his individual needs.

The care staff team comprises full and part-time workers who are supervised by a Head of Care and two Deputies. The care team work to specified standards and are supported by an in-service training programme. It is the school's policy that staff should begin professional training to NVQ level 3 within two years of their appointment and many have additional specific qualifications to enhance their skills.

Care staff members take on the role of 'special person' to individual pupils, their purpose being to look after the interests of that particular pupil and to liaise between home and school. The 'special person' also writes the care plan, reports to their pupil's annual review and contributes to end of term reports.

All staff and Governors are currently screened using CRB procedures before their appointments are confirmed. References are always sought for prospective staff from

previous employers and confirmed and great care is taken to maintain both the quality and commitment of staff to the school. Senior staff have undertaken safer recruitment training.

A registered nurse is employed in the role of matron to oversee all health care issues and to ensure the maintenance of appropriate standards of hygiene and care. Pupils attend surgery at school and appointments are made with the local health centre, the school's dental service and the optician when necessary.

In order to cater for the very diverse needs of our pupils, the school seeks to develop an environment that is caring, structured and secure. Emphasis is placed on providing high standards of primary care within an atmosphere of trust and respect between adult and child. There is strong emphasis on safeguarding and child protection, achieved through involvement of a committed governing body, good staffing levels, liaison with outside agencies and the use of independent visitors and counsellors.

The school promotes high educational standards and delivers the National Curriculum with differentiated delivery and flexibility to meet the needs of individual pupils. Many years of experience have shown that our pupils can make significant improvement in their self-esteem and confidence through educational attainment. To assist this process, work is carefully planned and the pupils are supported by specialist teachers and by classroom assistants who provide a high level of individual support.

Methods of evaluating and assessing the school's work have been developed and "value added" can be shown in both academic and social terms. Pupils are assessed when they enter the school to identify their base line level of functioning and then reassessed at regular intervals throughout their time at school. This is supported by a targeting system that sets both academic and social targets that are reviewed each term.

Annual reviews are held at school to which all agencies involved with a particular pupil are invited together with parents, teachers and care workers. The review discusses the progress made towards meeting objectives in the child's statement, and will plan for the pupil's future educational and social needs. A record of the review will be sent to the referring authority, social services departments and parents.

It is school policy to be open and welcoming to both parents and agencies involved with pupils. The development of a good relationship with families is regarded as essential for the achievement of the best possible outcome for each pupil.