



Brearley Hall School

A Specialist School Helping Children
Overcome Social and Emotional
Barriers to Learning

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Welcome To Our School

Brearley Hall School is situated in the grounds of Brearley Hall a 16th century manor house. The school is enclosed by over 30 acres of Brearley Wood. It has been home for some famous characters notably Dr John Fawcett and Branwell Bronte. With its history and natural resources it makes for an enchanting place for children to learn and develop.

All our learners are children who have experienced significant difficulties in mainstream schooling. We specialise in providing a stimulating, safe environment, which is combined with an engaging, varied, personalized and relevant curriculum. We offer a flexible and adaptive approach that is rooted in meeting the individual needs of each and every student.

School Aims

Our key aim is to enable our children to return to mainstream education, whether this is in the short term or a longer-term progression route, equipped with all the skills they need to achieve and maintain success and make progress in life.

Celebrate Success

We nurture self-esteem through the celebration of children's efforts and achievements.

Values Centred

Promote positive British values, and foster positive attitudes to all people, races, religions and ways of life.

Dynamic & Innovative

Deliver a dynamic and innovative curriculum that challenges, excites and inspires children to achieve their best.

Accountable At All Levels

Promote collective responsibility for raised standards and improved outcomes by ensuring that everyone understands their role in contributing to the success of the school.

Learning Centred

Create an inclusive learning culture where children and others within the school are challenged in their thinking; strive for continuous improvement and are committed to life-long learning.

Community Focus

Help children develop an understanding of citizenship and empower them to make valuable contributions locally and globally. Engage with the school and wider community to enrich and enhance children's achievement and personal development.

High Expectations

Set high expectations to enable children to become effective, enthusiastic, independent learners.

Inclusion

Treat children and others fairly, equitably, and with dignity and respect: to maintain our inclusive school culture.



Our Vision and Ethos

To ensure that every child is given the opportunity to fulfil their potential in a safe, secure and stimulating learning environment. To develop a group of people who are cohesive, aligned & passionate about changing children's lives.

We want our children to:

- ii Be safe in the real and virtual world.
- ii Be healthy and happy.
- ii Enjoy learning.
- ii Achieve success and make academic progress in line with their peers.
- ii Contribute to the school and society.
- ii Be prepared for a fulfilling life in the 21st Century as valuable members of society.
- ii Become good British Citizens.

We want our children to show:

Respect

Develop self-respect, and respect for others. Promote inclusion, and appreciate and value the diversity of people's circumstances and backgrounds and respect the fact that we are British citizens, with the values that this entails.

Responsibility

Take responsibility for the way we lead our lives and how we behave in different contexts: how we use our talents, rights and opportunities.

Perseverance

Develop a 'will try hard' attitude and aspire to achieve goals.

Kindness

Show care and concern, and exercise goodwill, tolerance and understanding towards others.



Behaviour for Learning

At Brearley Hall School, we believe that positive (learning) behaviour is vital to success and achievement in the classroom. We support children with a range of severe Behavioural, Emotional and Social Difficulties that may have impacted negatively upon their attainment and achievement in the past.

Each child has a specific target for behaviour integrated into their Individual Support Plan which is promoted by all staff working with the child to ensure that the highest reasonable expectations are achieved. It is important that all our children understand, and are supported in the acquisition of positive behaviour skills that support their learning and progress. We understand that this may take some time for children new to the school and therefore clearly defined firm, fair and consistent boundaries are set in place from the very first day. Experience tells us that the children will thrive in such an environment as they feel safe, secure and valued. It is our aim to enable our children to succeed in mainstream schooling.

All children are expected to follow Brearley Hall School's Road to Success: On Track (our code of behaviour) and Classroom Routines, which were devised through consultations with the children. Behaviour for learning skills are consistently praised and reinforced, with classroom posters and reward points. We have a clearly defined rewards and sanctions policy.

Safeguarding

(including e-safety and keeping the children safe from radicalization)

Keeping our children safe from all the inherent dangers of life in the 21st century is paramount. We wholly understand that the clear majority of our learners are considered vulnerable and therefore require a robust multi - faceted approach to securing an environment (both in and outside of the school parameters) that is consistently safe. This is well-managed and all staff have clear direction regarding the expectations of maintaining the safety of our children.

The Designated Safeguarding Leads in each school have received level 2 NSPCC training and we work closely with the local authority's Safeguarding and Prevent Teams.

Brearley Hall School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share in this commitment. Staff work hard to maintain an environment where children feel safe and secure. The curriculum is designed to ensure opportunities for children to develop the skills they need to recognise and stay safe from abuse. Children know that they can approach any of the adults in school if they are worried and that they will receive a consistent supportive response.

In recognising our responsibilities for Safeguarding and Child Protection, as a school we:

- ff Have clear staff recruitment and selection procedures, ensuring that all staff (including volunteers) who have unsupervised access to children have been appropriately checked for their suitability through the DBS procedure.
- ff Aim to raise awareness of child protection issues and equip children with the skills needed to keep them safe.
- ff Develop and implement procedures for identifying and reporting cases, or suspected cases of abuse.
- ff Support children who have been abused in accordance with his/her child protection plan.
- ff Establish a safe and nurturing environment free from discrimination or bullying where children can learn and develop happily.



Anti-bullying

We believe:

Effective schools create a whole school environment that is conducive to good discipline rather than reacting to incidents... There is collaboration and co-operation at whole school level, the school is child oriented and focuses on the causes of indiscipline rather than the symptoms. Prevention rather than punishment is central.

All staff act with strict accordance to the expectations of our Anti-Bullying policy. If bullying is identified staff are consistent in their response. There is a solid understanding that the victim and the bully may require additional support and/or intervention.

Staff are aware that bullying (in its myriad of forms), may be taking place. All staff act swiftly and sensitively to ensure that appropriate strategies are put in place to support all the children involved. Additional advice may be sought from the Head of Education (or external agencies as appropriate) to meet the individual needs of all concerned. Children's confidence will be nurtured and developed to challenge bullying in a positive and non-confrontational way.

In achieving an environment in which it is safe to learn, we:

- Continue to implement procedures for identifying and reporting cases, or suspected cases, of abuse that will be in addition to, or consistent with, the established Timeout Care procedures for safeguarding children.
- Support any child who has been abused or suffered maltreatment in accordance with her or his agreed child protection plan for example, as well as any other supportive mechanisms.
- Establish a safe environment in which all children can learn and develop.
- Incorporate key safeguarding guidance, direction and advice to all children in lessons, about Personal, Social, Health and Citizenship Education (PSHE and SMSC), as well as opportunities for cross-curricular learning.
- Initiate and maintain appropriate training to ensure all staff can carry out their duty to safeguard all children at the school, including Prevent/ Wrap and Channel recommendations.
- Ensure that all staff adhere to mandatory whistle blowing obligations that relate directly to concerns raised in confidence inside and, where necessary, outside the school.
- Ensure that the appropriate outside professionals, such as Local Authority officers (Local Authority Designated Officer (LADO) for example) and agencies, such as the Police, are contacted in appropriate circumstances.
- Actively encourage all our staff to keep up-to-date with the most recent local and national safeguarding advice and guidance.
- The Lead Teacher and The Designated Safeguarding Lead will be used as a first point of contact for concerns and queries regarding safeguarding concern in our school.
- All school staff conducting interviews will be conversant with current practice relating to identifying potential safeguarding concerns during interviews. All school staff conducting interviews will have completed a Safeguarding: Safer Recruitment in Education course, or equivalent, to a satisfactory standard.



All staff ensure that:

- ii All members of our school community are aware that bullying, harassment and oppressive behaviour in any form is totally unacceptable and will not be tolerated.
- ii Bullying, harassment and oppressive behaviour will involve clear sanctions or consequences.
- ii Children will be involved in creating systems to support each other.
- ii Strategies such as Restorative Practice or “buddying” and “befriending” systems are adopted as appropriate.

Equality

At Brearley Hall School, we are committed to ensuring equality of education and opportunity for all children, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

We tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. As a school, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit us.

In the classroom



Absence from School

We require notification on the day of absence or lateness. Whilst we do try to avoid dental/medical/agency visits during the school day this occasionally does happen. We do classify un-notified absences as unauthorised absence.

Mobile telephones

Mobile telephones, smartphones and other electronic devices are not allowed in school. If they are used in the car on the way to school as a regulating device, they must then be locked in the school office until the end of the day.

First Aid and Medication

The school staff are qualified First Aiders. In the event of a minor accident or illness, children may be treated by one of these staff. In the event of a serious accident or suspected illness, children are always taken to the hospital and their parents/carers informed as soon as possible.

If a child requires medication either long-term or for short periods of time, it will be administered by one of the First Aiders. Parents/ carers must sign to give permission

N.B Asthmatic children must keep an inhaler in school always with their name on it. A spare inhaler is always on site in case of emergencies.

Offsite Education

All educational visits are part of the school curriculum unless parents/carers are specifically informed otherwise. As such all children, will go on the visits, subject to the appropriate risk assessments being in place as they are an integral part of the class work of the time.

School Security and Safeguarding

Security is always a concern for the school and as such no visitor can gain access to the school without being accompanied by a member of staff. All visitors are required to sign in and out of the Brearley Hall Visitors book.

No visitor will be admitted to the School without some valid form of identification.

Exclusions

Whilst we try not to exclude students from Brearley Hall School, through our effective behaviour management strategies, it is sometimes necessary to take this step for safeguarding reasons. Parents and carers will be informed by e mail or letter of an exclusion and work will be set. Before the student is reintegrated into school, a meeting with the Lead Teacher will take place to try to ensure that the circumstances that necessitated the exclusion are addressed and thus avoided in the future.



Staff In Our School

James Docherty: BSc (Hons) Physical Education and Youth Sport, PGCE Secondary Physical Education, QTS, DSL.
Head of Education, SENCo.

James has worked with SEMH learners for most of his career. James started his career as a teacher of Physical Education before taking on extra responsibilities to teach a variety of subjects across the curriculum. He has experiences of teaching across all Key stages. He is an excellent classroom practitioner who believes that every pupil should have the opportunity to reach their full potential regardless of their educational needs.

James is committed to developing our provision and ensuring it is well equipped in supporting children with various needs and ensure they have opportunity to succeed in a return to mainstream provision or progress in the next part of their journey.

Simon Murtagh
Lead Teacher

Simon has a first-class degree in History and a post-graduate certificate in education. Simon has worked in various educational settings, including being head of department for Humanities, this has given him a strong understanding of barriers to learning for disadvantaged pupils. His child centred approach to teaching focuses on academic progression and helps to provide a nurturing environment to promote a lifelong love of learning. Outside of school Simon enjoys painting, films, and reading.

Jolene Burns Bsc hons Forensic Anthropology, PGCE Secondary Science
Teacher

Jolene graduated in 2010 with a degree in Forensic Anthropology (identification of Human Remains) for the last 10 years Jolene has worked in various roles surrounding mental health and transitioned into teaching in 2019 working in a mainstream school focusing on all 3 sciences and PSHE. Jolene supports the belief that every child is an individual and as such the educational pathway should be based upon an individualised and holistic approach, in order to support the academic pathway whilst providing opportunities to break down barriers and allow a child to access an appropriate journey for themselves.

Dominique McDonagh: BA (Hons) German and Management, PGCE+ QTS, Masters in Psychology.
Teacher

Dominique is a qualified Secondary School teacher with over ten years' experience of teaching in challenging contexts in inner city London and Bradford schools. Dominique has a specialism in Modern Foreign Languages (French, German and Spanish) and she thrives on building positive relationships with her students to help all pupils attain their full potential academically, socially and emotionally. She has recently enjoyed studying Psychology and it has helped her to apply what she has learned to her teaching, gaining a greater understanding of typical development and critical issues affecting young people, especially adolescents. In her free time, she enjoys playing netball, running and spending time in the great outdoors with her two children.

Jennifer Birks: BA (Hons) Ancient History and English, PGCE Secondary English with QTS.
Teacher

Jennifer is a recently qualified teacher who has experience within SEMH and specialises in subjects such as English with KS3 and KS4. She is passionate about supporting her students in their ability to access multiple text types, from reading a range of literature to writing their own CV. With her involvement working alongside a mental health charity, she hopes to inspire and support those who have had difficult experiences to reach their potential. She believes that every child, who each has their own individual needs and experiences, is capable of achieving anything that they set their young minds to.



Vicky Kirk: NVQ Level 3,
Teaching Assistant/ Family Support Officer

Vicky has previously worked as a learning mentor in mainstream primary school and in various British Forces schools overseas. Vicky has a wealth of knowledge and experience in developing positive social, emotional and behavioural skills with the children she works with. She has a passion for life skills, cooking and gardening.

Wayne Traynor: CWDC. Level 3 Diploma in Children's and Young Peoples' Workforce.
Teaching Assistant

Wayne's spent 12 years in the army as a section commander. During his time, he had 2 tours of Iraq. Wayne has worked for Timeout as Therapeutic care worker for 3 years and now supports school as a Teaching Assistant. Wayne takes a huge amount of pride in his role and enjoys supporting children both at school and home using his experiences from different roles to guide, progress and get the best possible outcomes for all children.

Umair Kayani
Teaching Assistant

For over 10 years, umair has worked in jobs ranging from being a lifeguard, working on a wildlife nature reserve, modelling, and playing for an E-sports team for a short period of time. For his future, umair wants to explore the world and eventually move to Japan where he plans to teach and experience different cultures. umair has moved on from being a therapeutic carer and found a career within the school role. Umair prides himself in his unorthodox ways and always wanting to experiment and try new things to provide different kinds of opportunities for the best results possible. Umair strongly believes in treat how you want to be tret and being the person, you needed when you were younger.

To the forest



Clinical

The Secure Base Model and Dyadic Development Psychotherapy (DDP) are the main therapeutic frameworks used by the clinical team.

The central focus of the therapeutic approach is to provide sensitive caregiving that develops secure relationships attuned to the needs of the children we work with. These relationships help children to recover from previous harmful experiences in close relationships enabling them to feel competent to face future challenges successfully- as well as fulfilling their potential.

Resilience is associated with a sense of security, self-esteem, self-efficacy, a capacity to reflect feelings and hopefulness for the future- all key characteristics of secure attachment.

The clinical team has capacity to deliver a range of direct therapies proven by research to be effective for developmental, relational and complex trauma. The therapy team provide psychoanalytic and psychodynamic psychotherapy as well as talking therapies such as CBT or Trauma Focused CBT.

The Timeout Clinical Team currently offers:

- Clinical Psychology
- Art Psychotherapy
- Dramatherapy
- Speech and Language Therapy
- Play Therapy

The clinical team works closely with each school and monitor practice via 1:1 consultancy with each therapeuticarer. They also provide a rolling programme of training across the organisation. For more information and prices please contact:

Brearley Hall gardens



Members of the team

Dr Nadia Khurram BSc, Msc, C. Psychol Clinical Lead & Principal Clinical Psychologist

Nadia leads the clinical team at Timeout. She began her doctoral training at the University of Leeds in 2013 and began her career working with children and young people in medical settings. She relied upon systemic and CBT approaches to promote resilience and coping after diagnosis, medical intervention and adaptation to life with a chronic illness. It was here she gained insight into the impact of early trauma on relationships and saw how trauma can manifest itself somatically in young people. She moved on to develop her skills by working in specialist forensic fields in managing complex mental health presentation in adult and young people within the criminal justice system and medium secure hospitals.

Whilst working in specialist hospitals, she gained experience in using reliable and validated psychometric tools used in the diagnosis of mental health disorders and in assessing harmful risk behaviours. The focus of her work moved from early trauma and attachment to what can life look like post trauma. She has worked closely with therapeutic carers, support workers and allied health professionals in developing their psychological understanding of a person's presentation in the context of their experiences; with the aim to enable practitioners to reflect on their own practice and to develop increased sensitivity and effective therapeutic relationships. Which ultimately fosters an environment to enable positive change and growth. Nadia continues to work with the family courts in the UK to provide psychological assessments for children at the edge of care, where concerns are raised about their welfare. She is passionate about ensuring children have the best opportunities and care in life despite early adversity.

Nadia is trained to use neuropsychological assessments to assess cognitive functioning when considering the impact of neurodevelopmental trauma. She can conduct tests such as the WISC for IQ assessments and this can assist when understanding a child's overall cognitive ability in an educational context. She is a recognised supervisor by the University of Leeds and has supervised doctoral students and newly qualified clinical psychologists. She is trained in DDP and Therapeutic Life Story work.

Arcellia Sasu-Twum BA Psychological and Behavioural Sciences, MSc Mental Health: Research & Practice Assistant Psychologist

Arcellia acquired first-hand experience of working with adults with learning disabilities and mental health problems through volunteering in a day care centre and a care home. However, Arcellia was specifically interested in working with vulnerable children, so began working as a teaching assistant in special educational needs schools and pupil referral units. Arcellia has a range of other experiences including working as an honorary Assistant Psychologist assisting child autism assessments, and also being a Single Point of Access Call Handler supporting people experiencing suicidal or self-harm thoughts.

Arcellia gained a more comprehensive understanding of mental health, parenting, attachment and neurodevelopmental disorders through completing her degree in Psychological and Behavioural Sciences in 2018. Following this, she went on to study her masters in Mental Health: Research and Practice. Within this, she specialised in investigating the influence of perceived parenting on adolescent mental health in a Black (African and/or Caribbean) adolescent population. Her motivation for conducting this research was because she is passionate about representing and giving a voice to ethnic minority groups in mental health academic literature, to empower and facilitate positive mental health outcomes within these communities, who are largely under-represented in both research and mental health services.



Bianca Cesarano MA Drama psychotherapist, BADTH and HCPC registered
[Drama psychotherapist](#)

Bianca is a qualified Drama psychotherapist, registered with the Health and Care Professions Council (HCPC) and a full member of The British Association of Dramatherapists (BADTH). She has recently qualified as a Therapeutic Life Story Work practitioner. Bianca completed her Masters in Drama and Movement therapy at The Royal Central School of Speech and Drama in 2017, going on to work within the mental health sector working on inpatient acute wards with male and female service users with complex needs. Bianca has worked in CAMHS, acute inpatients for young people, adolescence and adults with eating disorders, children with behavioural needs, personality disorders, psychosis, depression and self-harm. Additionally, Bianca has worked with inpatients in dementia care, alongside the Royal Mencap Society (adolescence and adults with severe learning disabilities), Womens Centre, Nursing Homes and Special Educational and Behavioural schools.

Bianca has gained a wealth of experience working with children and young adults diagnosed with Autistic Spectrum Disorder (ASD) and will be leading the Autism pathway at Timeout. She has extensive experience spanning over seven years in autism. Communication and adaptability are valuable tools for Bianca who is qualified in PECS (Picture Exchange Communication System) to help children and young adults to explore alternative ways of expression. Bianca believes in a child led approach, where individuality and empathy are key factors to help change a child's life.

Alexandra Bagust BA (Hons); MA Art Psych; Dip (CPCAB); HCPC Registered
[Specialist Child & Adolescent Art Psychotherapist](#)

Lex is a certified Art Psychotherapist, registered with the Health and Care Professions Council (HCPC) and a full member of the British Association of Art Therapists. Lex began her training within Art Psychotherapy in 2013 and has gained a wealth of experience of working with children, young people and their families. She has experience and knowledge of supporting children who have experienced developmental trauma, attachment difficulties, child abuse and working with children and families within the care system. She has over 10 years' experience working within settings such as The Priory Group, CAMHS and specialist residential schools and alternative provisions such as Pupil Referral Units (PRU). She has a background of working within adult's mental health with service users with a diagnosis of Schizophrenia.

Lex further qualified as a Specialist Child and Adolescent Art Psychotherapist in 2018, undertaking additional accreditation in Dyadic Parent-Child Art Psychotherapy, Children's Accelerated Trauma Treatment (CATT) and Clinical Supervision. Lex's learning and therapeutic approach is underpinned by the principles of psychodynamic psychotherapy practice and is primarily informed by child development, attachment theory and trauma-informed practice. With experience of delivering 1-1 and group psychotherapy, and facilitating short and long-term interventions which are formulated in collaboration with children to best meet their needs.

Lex has an active role within the British Association of Art Therapists (BAAT) professional body as BAAT Social Media Officer; as the creative lead overseeing their online presence, campaigns and national and International conferences. She holds the position as a Peer Reviewer and the Photo Editor for the International Journal of Art Therapy (IJAT:Inscape) research publications, and has been the coordinator for the Lancashire and Greater Manchester regional group of Art Therapists for over 4 years. She is passionate about raising the profile of art therapy practice and in promoting the use of creativity as a means of resolving difficulties in life, personal development and being able to express oneself through engaging with creative processes.



Kerry Higginbottom BSc (Hons) Speech Pathology and Therapy, RCSLT and HCPC registered
Speech and Language Therapist

Kerry qualified as a Speech and Language Therapist in 2000 at the University of Manchester. She has worked with children and young people in a variety of Speech and Language Therapy roles since this time including mainstream and special schools, early years and community settings. She spent time as the Senior Speech and Language Therapist designing and leading the intervention package for a Sure Start area including the complex needs caseload. One of her biggest achievements to date is involvement in a pioneering team, The Communication Aid Project, involving a multi-disciplinary approach to the assessment and provision of communication devices.

Early intervention and preventative measures are important to Kerry who has worked within a variety of such initiatives, including Sure Start, The Early Years SENCO and Curriculum Support teams and Twinkleboost. Training for education and health care staff and parents was a major part of these roles and continues to be an important part of Kerry's provision.

Most recently, Kerry has worked as part of a number of multi-disciplinary teams with children, young people and adults with complex needs, the majority of which were due to Acquired Brain Injury with SEMH as her specialist focus.

Kerry is passionate about supporting children and young people with Social and Emotional and Mental Health Needs, which has grown through her past experiences in different roles and settings. She has completed training in a variety of areas including SEMH and Communication, Hanen, Intensive Interaction, Picture Exchange Communication System (PECS), Bricks for Autism (Bricks for Autism Lego Based Therapy Facilitator), Makaton and Signalong, AAC including device specific training, Word Aware, Sensory Integration and Speech and Language Therapy, Derbyshire Language Scheme and mental health first aid. In addition, she is an active member of two SEMH Clinical Excellence Networks and is a qualified Elklan trainer allowing her to carry out accredited training in the care homes and schools.

Kerry is keen to work jointly with professionals and carers to promote the children and young people's ability to participate fully and successfully in all areas of their lives.

Hannah Sivyour BA (Hons) English Language and Linguistics
Speech and Language Therapy Assistant

Hannah graduated from York St. John University in 2018 with a degree in English language and linguistics. Since then, she has had experience working with a range of client groups, including both adults and children with communication impairments, special needs and fluency difficulties. Hannah has volunteered in Autistic summer camps, primary schools, and pre-schools, and since has been lucky enough to work directly with the children of timeout as a teaching assistant.

Studying speech therapy as part of her degree, it has been a keen interest for Hannah, and something that she finds extremely rewarding. During this time, she was lucky to secure a place working for Glossa speech and language therapists in York. This was a highlight for Hannah, as it was when she realised just what a difference you can make to an individual's life, and how impactful good communication is.

From working with adults with brain injuries, to children with ASD, she has had a variety of experience, and is committed to carry on helping the young people of timeout, to ensure they fulfil their potential.



Range of direct therapies offered

The clinical team, work with children and adolescents with a wide range of difficulties and can offer formulation, specialist assessment and psychological therapies to address the following concerns:

- Depression
- Anxiety
- Attachment difficulties
- Interpersonal and relationship difficulties
- Trauma/Post-Traumatic Stress Disorder (PTSD)
- Low self-esteem
- Self-harm
- Emotion regulation difficulties
- Therapeutic Life Story Work

Given the long-term and deep seated nature of developmental trauma, although children can benefit from therapy it is likely that they will continue to need support as they grow and develop, in order to prevent them 'reverting' or regressing to their previous coping strategies. The content and processes of these therapies may vary according to the child's chronological age, developmental age and type of trauma experienced. We believe that therapy as a standalone method is insufficient; therefore we use an integrated model of care to encompass attachment and security throughout the care, therapy and education relationship.

The psychological therapies we offer are:

Clinical Psychology

Clinical Psychology includes the use of multi-eclectic approaches in therapy. This includes Cognitive Behavioural Therapy, Dialectical Behaviour Therapy and Dyadic Development Psychotherapy. The psychology team will conduct a detailed assessment before deciding which therapeutic approach will be most suitable for treatment. The team will be led by clinical interviews with the young person, their family and social worker but also by objective psychometric measures prior to formulation of difficulties. Formulation is a key aspect of therapy and involves using theory to make sense of a child's early adverse experiences on their psychopathology, relationships and their views about themselves.

Drama therapy

Dramatherapy provides a non-invasive creative platform for children to express their feelings, problem solve, and achieve their therapeutic goals. It is a safe space for support, encouragement, playfulness and non-judgmental work. Some experiences are too painful to address through verbal dialogue alone and drama uses metaphors to express emotion, it is a natural fit for a therapeutic framework. In the context of this safe therapeutic relationship, built between child and therapist, dramatherapy allows a child to rely on both physical and verbal expression to work through difficult emotional issues. Traumas can be expressed can be explored creatively and symbolically through the art forms of drama. This means it is indirect, meaning difficulties are not usually directly addressed; rather introduced through specific materials that may offer metaphorical reference points for real-life experiences.



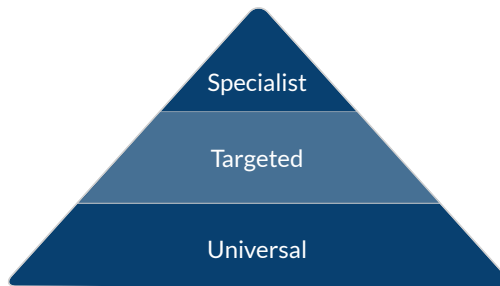
Art Psychotherapy

Art Psychotherapy is an evidence-based therapy suitable for children of all ages. The therapist supports the child to express themselves using the medium of art. Some individuals who have experienced early life trauma can struggle to put words to their experiences and therefore the use of art can support them to be able to explore and process these memories without the need for words. The use of art can therefore be particularly helpful for children who have experienced early life trauma especially if they were pre-verbal when this occurred.

Speech and Language Therapy

SALT provides assessment, therapy, support and care for children and young people with primary speech, language and communication difficulties. Difficulties surrounding SALT intervention are often common in children and young people with developmental delay, diagnoses such as ASD, social emotional and mental health needs and/or can be specific to a language difficulty (known as Developmental Language Disorder).

Speech and Language Therapy intervention in Timeout Educational facilities and homes can be divided into three tiers or levels:



Universal: supports the whole “population” (schools and homes). Enabling all children and young people to access optimal communication opportunities.

A whole setting approach encompassing a communication friendly environment and speech, language and communication development support and interventions for all.

Many children and young people’s Speech, Language and Communication Needs (SLCN) can be met universally.

Targeted: Targeted intervention provides specific help and activities for those children SLCN who require additional support.

This support may take the form of:

- Programmes of work and/or strategies written and monitored by the Speech and Language Therapist.
- Staff/carer training.
- Small group work, for example, narrative, lego based or social use of language groups.

Following targeted intervention, some children will return to the universal tier while other children may go on to have more specialist level needs identified.

Specialist: Specialist intervention is required for those children and young people with more complex communication needs who require a highly individualised programme of support. Specialist support is in addition to the universal and targeted interventions that will be essential to continue.

Interventions include:

- Highly specialised one to one and/or group therapy sessions run by the Speech and Language Therapist.
- Individually tailored training and support for staff and carers.



To ensure a holistic and systemic approach is maintained; our clinical department provide training on a variety of subjects to other departments (IE care and education), so they may develop the tools to ensure the best outcomes for the children and young people.

Our philosophy at Timeout is that if we are all learning and progressing, then this practice will thread itself into the lives of the children we care for. It is in this view that we have created resilient learners that can use the knowledge and experiences to improve their practice and achieve the goals set by themselves. It is important to all of us at Timeout that we continue to develop ourselves and push the boundaries of our knowledge and understanding.

We offer a broad range of Clinical Training which focuses on the impact of early trauma and abuse on the developing child, with particular reference to brain development, attachment theory & developmental trauma.

For further information and costings please contact:

James Docherty
Head Of Education

07880 357 448
james.docherty@timeouthomes.co.uk

Brearley Hall classrooms



Curriculum

All students at Brearley Hall School benefit from a curriculum that is well balanced and based around their specific needs. We aim to consistently promote and develop the life skills of individual students, through positive and creative interaction. We will ensure that every student is provided with a solid foundation to develop and maintain the knowledge, understanding and skills to take a valuable, confident, positive and active place in an ever-changing British society.

At KS3 all core subjects (Maths/English/Science) will follow a spiral curriculum model in order to build mastery with threshold concepts and retention of knowledge. Each term the key requirements of the course will be covered. Successful pupils will be able to retrieve previous learning and apply it to the current topic.

The spiral curriculum also allows pupils of similar ability but different ages to access the provisions regardless of what class they are placed in. The priority with skills within the curriculum is clear sequencing of learning and consistent application of learning across subjects.

Linguistic (including English, French and Spanish) this area is concerned with developing pupils' communication skills and increasing their command of language through listening, speaking, reading and writing. English is taught across all Key Stages.

In KS4 pupils will have opportunity to gain various qualifications within English. Pupils will begin with a focus on functional skills qualifications with the aim to achieve a GCSE in English Language.

Modern foreign language is taught at KS2 and 3.

Mathematical

This area helps pupils to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics should be developed in a variety of ways, including practical activity, exploration and discussion. Mathematics is taught across all key stages with provisions to offer a BTEC in Engineering at KS4.

Scientific

This area is concerned with increasing pupils' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings. Science is taught in all Key Stages. Animal care and horticulture are taught as a vocational option at KS4.

Technological skills

This can include information and communication technology (ICT); developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products. Food Technology is taught as a weekly subject throughout all Key Stages. At KS4 pupils will have options to gain qualifications in food technology and/or hospitality.

Human and Social

This area is concerned with people and with their environment, and how human action, now and in the past, has influenced events and conditions. Humanities at KS2 and KS3 is taught. At KS4 pupils will have options to gain an Entry Level Qualification in History and Geography.



Physical

This area aims to develop the pupils; physical control and co-ordination as well as their tactical skills and imaginative responses, and to help them to evaluate and improve their performance. Pupils should also acquire knowledge and understanding of the basic principles of fitness and health. The school provides a range of activities both on and offsite. All pupils have regular opportunities throughout the week for physical exercise through walking and a two hours each week of Outdoor Education at KS2 Forest School is delivered. At KS4 pupils will have opportunity to complete a BTEC in Sports Studies.

Aesthetic and Creative

This area is concerned with the processes of making, composing and inventing. There are aesthetic and creating aspects of all subjects, but some make a particularly strong contribution, including ICT and the study of literature, because they call for personal, imaginative, and often practical, responses. Pupils are encouraged to demonstrate their learning in a variety of ways. Creative Arts is taught at Key Stage 2 and 3 with the option to undertake an Entry Level Qualification at KS4.

The timetable is constantly under review and is subject to changes in staff and in staff responsibility. The aims of our timetabling procedure are to ensure that every pupil has access to all areas of the timetable.

When allocating lesson times, we acknowledge current best practice for pupils within our age range. The time allocation for ICT is incorporated into the planning for other areas of the curriculum.

Our Additional Curriculum

Whilst we strive to ensure that the children follow the National Curriculum and make progress in line with National expectations, we also place a high value on other aspects of learning.

Through our structured timetable, we enable students to:

- Experience a wide range of outdoor activities, sports and experiences.
- Participate in community events and activities.
- Foster individual interests and hobbies.
- Try sports and activities that they might not have tried before .
- Complete AQA Awards in areas that interest and engage them.
- Compile a Progress File of Achievements that are academic, social and personal.



Example Timetable

KS2

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------------------------|--|------------------|------------------------------|------------------|---------------------------------|
| 9.20 – 9.40 | Registration and settling routines Newsround | | | | |
| 9.40 – 10.00 | Phonics/spelling | Phonics/spelling | Phonics/spelling | Phonics/spelling | Phonics test/ spelling recap |
| 10.00 – 10.30 | Reading Independent Comprehension and SPaG | | | | Maths Passports |
| 10.30 – 10.45 | Break | | | | |
| 10.45 – 11.30 | English | | | | PSHCE |
| 11.30 – 12.15 | Maths | | | | SMSC |
| 12.15 – 13.00 | Lunch | | | | |
| 13.00 – 14.30 14.30 – 14.45 | Science/Arts | Swimming | Forest Scholl/ Humanities | Science/PE | Reward (work catch up) |
| 14.45 – 15.00 | Reflection | Reflection | Reflection | Reflection | |

Times and lessons are flexible dependent on individual needs and interests.
The timetable will change over the course of the academic year.



Example Timetable

KS3

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|--|--------------------------------|----------------------------------|----------------|---------------------------|------------------------------|
| Registration and Settling Routines 9.30 – 10.00 | | Shake Up Wake Up | | | Assembly |
| 10.00 – 11.00 | Reading/Spelling/Comprehension | | | Creative Writing – Theory | Creative Writing – Practical |
| 11.00– 11.45 | | | Maths | | |
| 11.45 – 12.05 | Break | | | | |
| 12.05 – 12.50 | | Science | | Geography | History |
| 12.50 – 13.30 | Lunch | | | | |
| 13.30 – 14.15 | Design | Mental Health and Life Skills | P.E / Swimming | World Studies | External Reward |
| 14.15 – 15.00 | | T.L.C (Tailored Learning Centre) | | Art | |

Times and lessons are flexible dependent on individual needs and interests.
The timetable will change over the course of the academic year.



Example Timetable

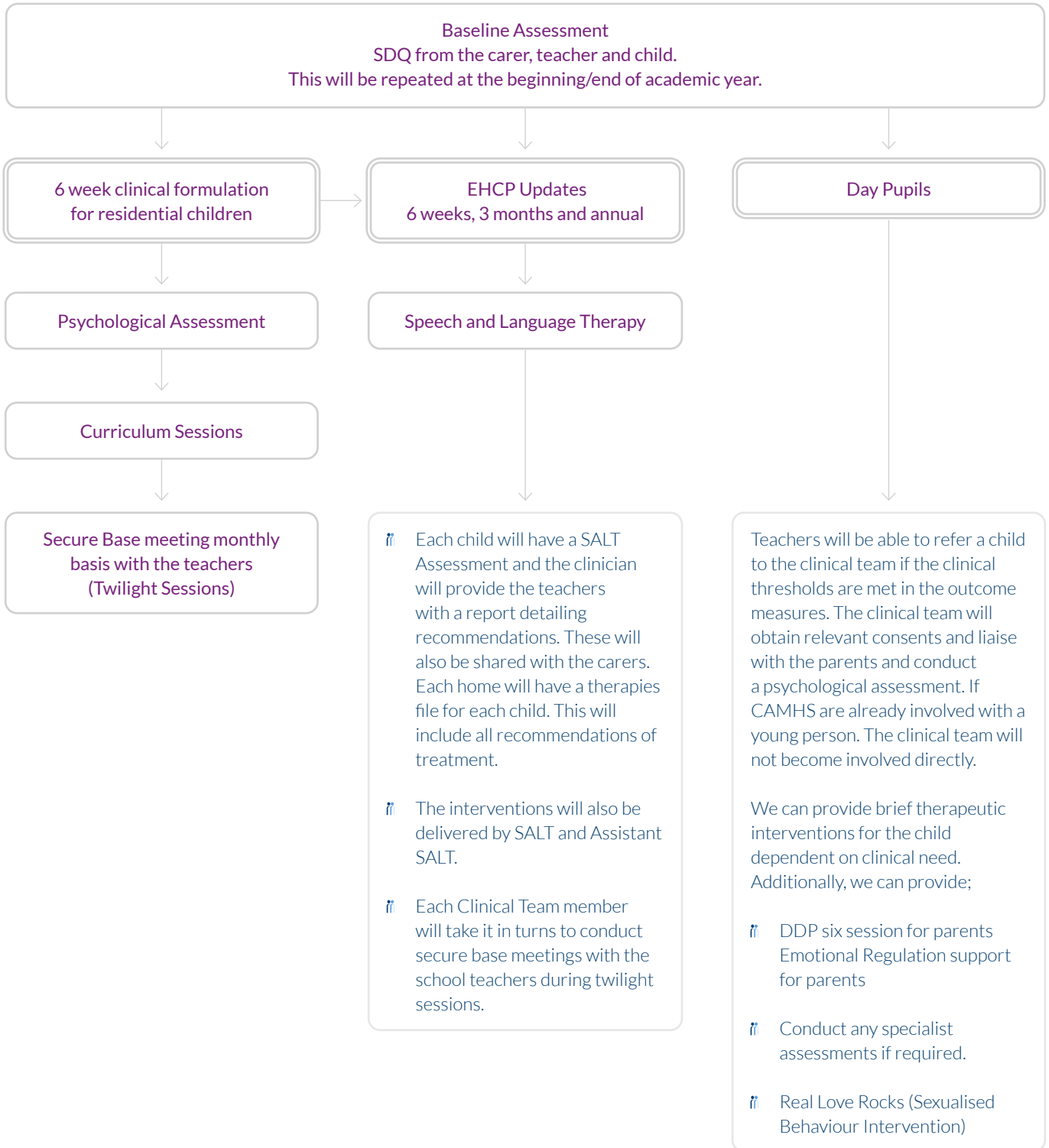
KS4

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|--|---|----------------------------|------------------------------------|----------------------------|-----------------|
| Registration and Settling Routines 9.30 – 10.00 | | Shake Up Wake Up | | | Assembly |
| 10.00 – 11.00 | Reading/Spelling/ Comprehension | English Language Eduqas | English Language Eduqas | English Language Eduqas | P.E / Cooking |
| 11.00– 11.45 | | | Maths Eduqas | | |
| 11.45 – 12.00 | Break | | | | |
| 12.00 – 12.45 | OCR ELC OPTION | OCR ELC OPTION | Reading/Spelling/ Comprehension | Science ELC | Science ELC |
| 12.45 – 13.30 | Lunch | | | | |
| 13.30 – 14.15 | AQA Unit Award/ Higher Ability BTEC | P.E/Swimming | Mental Health and Life Skills | BTEC Work Skills | External Reward |
| 14.15 – 15.00 | | | Functional Skills Tuition | | |

Times and lessons are flexible dependent on individual needs and interests.
The timetable will change over the course of the academic year.



Clinical Pathway for Education



Making a Complaint

The following offers an overview of our comprehensive Complaints Policy and Procedures

Our Aims and Objectives are to:

- Encourage the resolution of problems by informal means wherever possible
- Provide a transparent and informative service to all children, parents/carers and local residents
- Ensure that concerns are dealt with quickly, fully and fairly and within clearly defined time limits
- Provide effective responses and appropriate redress
- Promote and maintain good working relationships between all people involved with the school and the school community

Complaints Procedures

This policy may be used by anyone who has a concern or complaint about any aspect of the school. In the main this will mean the parents/carers of the school's children, but may include neighbours of the School, or any other members of the local community.

A Summary of Procedures

This policy sets out the procedures that we will follow whenever we receive a complaint for which there are not alternative statutory procedures.

There are four stages of action comprising an initial informal stage and three formal stages:

Informal Stage

1. Informal discussion and resolution.

Formal Stage

2. Investigation by the Head Teacher/Head of Education
3. Complaints committee review involving Head Office representatives of Northern Care/Senior Management Team (SMT)
4. Department of Education

Within the **Informal Stage** primary responsibility rests with staff.

Formal Stage responsibility rests with staff, the Lead Teacher, Timeout's SMT and where appropriate, Local Authority Officers.

Each of these stages will usually occur in order and there will usually be no return to previous stages (exceptions to this are noted within the procedure).

It is stressed that most complaints are resolved on an informal basis (Stage 1).

Circumstances under which this procedure should not be used are as follows:

- Complaints about the National Curriculum
- Non-approved external qualifications or syllabuses
- Withdrawal of children from all or part of the National Curriculum
- Child admissions
- Child exclusions

If you would like any further information, please see our website at www.timeouthomes.co.uk.



Contacting Brearley Hall School

We see parents, carers and the Local Authorities as an important part of the school and you are always welcome to discuss any aspect of your child's educational provision. Please feel free to contact the Lead Teacher to discuss any issues you may have.

Lead Teacher email: simon.murtagh@timeouthomes.co.uk

Head of Education: james.docherty@timeouthomes.co.uk

For additional, detailed information regarding provision at our school the following policies are readily available upon request (as either paper copies or e-versions (PDFs):

- †† Health and Safety Policy
- †† Educational Visits Policy
- †† Safeguarding Policy, including Prevent guidance and policy
- †† Health and Safety Policy
- †† Anti-Bullying Policy and Procedures
- †† Behaviour/Sanctions and Rewards for Learning Policy and Procedures
- †† Examinations Policy and Procedures and Appeals
- †† Complaints Policy and Procedures – Whistle Blowing Policy
- †† Curriculum Policy
- †† Internet Usage policy: e safety
- †† Medical Conditions Support Policy
- †† Transition policy
- †† Children Learning English Policy (EAL)
- †† Recording, Monitoring, Reporting and Assessment Policy
- †† Admissions policy
- †† Discipline /Rewards and Sanctions policy
- †† SEND policy and EHCP plans
- †† Accessibility Policy
- †† Admissions Policy
- †† Smoking Policy
- †† Spiritual, Moral and Social and Culture
- †† Teaching and Learning Policy
- †† Risk Assessment Policy
- †† Results of public examinations
- †† Pupil Premium Spend

