



Riverbank Primary School

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

Ofsted 2019: "Outstanding for personal development, behaviour and welfare".

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Riverbank Primary School

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Welcome To Our School

Riverbank Primary School is a specialist school helping young children with social, emotional, behavioural and mental health challenges to re-engage with learning and make academic and social progress.

We specialise in providing a stimulating, safe environment in which children can learn through a varied and personalised curriculum that is led by the National Curriculum and the children's individual needs and interests. We offer a flexible and adaptive approach that is rooted in meeting the individual needs of each and every child. Our aim is to develop and maintain an ethos where education is unquestionably valued as a means to success.

Ofsted: *"Pupils thrive in this school".*

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.

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:

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

Ofsted: *"The ethos of "Everyone different, Everyone equal" is reflected in the outstanding gains pupils make in their personal development"*

Behaviour for Learning

Ofsted: *“Pupils have excellent attitudes to learning and this has a positive effect on outstanding progress they achieve in their personal development”.*

At Riverbank, 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 Riverbank Primary 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.

Riverbank 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:

- 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.
- Aim to raise awareness of child protection issues and equip children with the skills needed to keep them safe.
- Develop and implement procedures for identifying and reporting cases, or suspected cases of abuse.
- Support children who have been abused in accordance with his/her child protection plan.
- 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:

- ✔ 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.
- ✔ Bullying, harassment and oppressive behaviour will involve clear sanctions or consequences.
- ✔ Children will be involved in creating systems to support each other.
- ✔ Strategies such as Restorative Practice or “buddying” and “befriending” systems are adopted as appropriate.

Equality

At Riverbank, 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.

“I love coming to this school and I come every day!

I like the lessons and the teachers”.

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 Riverbank Visitors book.

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

Exclusions

It is the policy of the school to try to not to exclude children. If a child is excluded for reasons of safeguarding, parents / carers will be notified on the day by phone call, e mail or text. A letter will be sent out with details of the exclusion.

Staff In Our School

James Docherty: NASENco, BSc (Hons), Physical Education and Youth Sport, PGCE, QTS
Head of Education, SENco.

James has a broad range of teaching experiences working with children from all age ranges. Much of James career has involved working with ESD learners. James started his career as a teacher of Physical Education before taking on extra responsibilities to teach a variety of subjects across the curriculum.

James is an excellent classroom practitioner who believes that every pupil should have the opportunity to reach their full potential regardless of their educational needs. His lessons are stimulating, challenging and personalised to meet individual needs. James takes pride in building and maintaining positive relationships with children and adults ensuring that any time spent in school is a positive experience.

Rochelle Butterworth: BA(Hons) Childhood Studies, PGCE +QTS
Lead Teacher at Riverbank Safeguarding Lead

Rochelle qualified as Primary school teacher with a first-class honours' degree in Childhood studies, before completing her PGCE and QTS. Rochelle has worked in a variety of mainstream settings, with demographically and socially disadvantaged pupils to academically gifted and talented students. Rochelle's pedagogy is focused on a whole child approach in which individuality is encouraged and resilience is fostered.

Children are more than data, developing young people with the tools and social currency to succeed in today's world are at the heart of what Rochelle aspires to achieve for all children.

Outside of school, Rochelle has two horses and is a keen equestrian competing at both local and county level.

Ava Dyson : PGCE, lifelong service level 7. QTLS. BA(Hons) Contemporary Arts
Teacher

Ava comes from a background of helping disadvantaged and reluctant learners in a further education setting. Qualified with a Degree in Contemporary Arts and QTLS. Ava is also qualified to teach Maths and English at GCSE level.

Originally working with further education students, Ava is able to create and maintain positive relationships that engage and inspire her learners. Ava is a talented artist and her creativity feeds into all of her lessons.

Prior to working in education, Ava taught Fine Art to SEN learners as well as working as a make-up artist visiting Macmillan hospital patients. Her calm and positive nature are an asset to Riverbank and our children. Outside of the classroom, Ava is a keen cook and has a passion for dance.

Chanade Parr :
Teacher

Chanade studied an undergraduate degree in Youth and Community at The University of Huddersfield. Following this, she completed a PGCE in Primary Teaching. During this time, she has had experience with working with young people at a variety of different settings, with a range of diverse backgrounds. When not at school, Chanade enjoys cooking, dancing and spending as much time as possible with her children. Also, her favourite subject is Science.

Shauna Charnley: BA (hons) degree Psychology with Counselling PGCE with QTS.

Teacher

Newly qualified teacher who has worked in a range of primary and secondary schools in teaching, pastoral and behavioural roles.

She is passionate about promoting the wider curriculum and allowing children to shine in areas they may not have the opportunity to within mainstream school and believes every child has the ability to succeed.

Jamie MacIntyre :

Teaching Assistant

After initially undertaking a primary education course at university Jamie developed a passion for working with children and took up the position of therapeutic carer at Timeout Homes. After 1 year in the role Jamie transferred to the role of Teaching assistant with the intention of looking to train as a teacher and undertake my PGCE in due course.

Jourdan Edwards:

Teaching Assistant

Jourdan has a long standing passion for helping children and young adults and have worked in a number of educational settings offering both class and 1:2:1 support. Jourdan has thoroughly enjoy working with children with SEND and has a Level 2 in ASD. Jourdan believes that continuous learning and development are key to his role and is also ELSA, BUCCAL and Epilepsy trained.

Sam Dickinson: Level 3 T.A, A level sociology, A level psychology

Teaching Assistant

Sam has experience of working in several Primary Schools. She has skills in supporting children with ASD and specific learning difficulties.

Sam has a passion for working with children and helping them reach their full potential.

Lucinda Mannion: A-Level Drama and Dance.

Teaching Assistant

Lucinda has previously worked as a teaching assistant in several secondary schools.

Lucinda's previous roles have included supporting children with their academic and behavioural needs.

Lucinda has a passion for drama and cooking.

Bethany Suthers: 2:1 BA Hons Theatre and professional practice , 2* canoe. GB archery. TEFL

Teaching Assistant

Bethany has previously worked in a children's activity centre teaching archery, canoeing and climbing to children of all backgrounds. Bethany has also worked in schools across Italy teaching English and Drama to children aged 3-18. She has a big passion for performing and has a 2:1 BA degree in Theatre and Professional Practice.

Bethany has previously worked as a performer for the Walt Disney Company and has featured in tv adverts as well as tv shows and films. In her spare time she is a keen climber, she loves bouldering and lead climbing.

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 therapeutic carer. They also provide a rolling programme of training across the organisation. For more information and prices please contact:

Head Of Education	James Docherty	07880 357 448	james.docherty@timeouthomes.co.uk
Head of Therapy	Janie Rymaszewska	07966 070 499	janie.rymaszewska@timeouthomes.co.uk

KS1 Agility training



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.

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.

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.



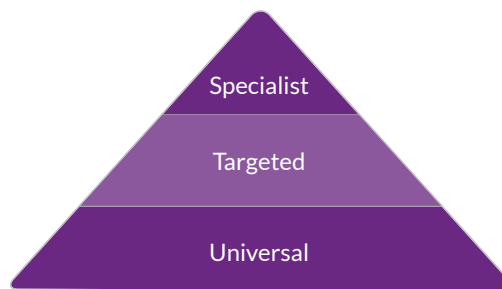
Art Psychotherapy

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

Curriculum

At Riverbank we access a broad and balanced education that is adapted to meet varying needs. The curriculum is based around: Numeracy, Literacy, Science, IT, PE and Spiritual, Moral, Social and Cultural development, with a range of subjects from humanities being taught at a cross-curricular level through a creative curriculum. Where a child shows an interest, or talent, we will enable the child to pursue further studies in that subject.

We place a distinct emphasis upon developing and maintaining key social and personal skills to enable our children to become active and valuable members of British society.

Through a well-planned and organised curriculum, effectively taught by qualified and enthusiastic teachers, children are helped to:

- Gain a joy and commitment to learning that will last a lifetime.
- Develop the essential literacy and numeracy skills they need to learn.
- Develop the attitudes, understanding and skills to become successful, independent learners.
- Foster their creativity.
- Develop lively, enquiring minds.
- Develop personal values, qualities and attitudes and be respectful of other people and their views and opinions.
- Develop appreciation and concern for the environment.
- Work co-operatively with others.
- Work toward achieving their potential and having self worth.

Teaching during the morning sessions focuses on the development of Literacy and Numeracy skills. Other subjects are taught separately, or where coherent cross-curricular links exist between subjects, as part of a thematic approach.

A variety of organisational strategies and learning techniques operate within each classroom. On occasions, it will be appropriate for whole class teaching, and on others mixed ability or friendship groups will operate.

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.

Whole-school Theme Days are held over the year. These have included Community Day, Health Day, World Book Day, Science Day, Safety Day, and Public Service Visits. The curriculum is further enhanced and enriched through the involvement of outside speakers, including artists, authors, health partners & representatives from the local community.

Our children:

- 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 .
- Participate in the end of the week and end of term reward activities.
- Attend Forest School and explore their natural environment.
- Have Art, DT, Cooking and Drama.

*Learning about the world
in Forest School*



Subject Statements

Literacy

In studying English, children develop skills in speaking and listening, reading and writing. It enables them to express themselves creatively and imaginatively and to communicate with others effectively.

The effectiveness of literacy teaching determines the success of the whole curriculum. Language is cross-curricular – it is an essential element of learning in all areas of the curriculum.

At Riverbank, our aim is not only to teach children the skills to read with confidence, fluency and understanding but, also to foster a genuine desire to read for pleasure and purpose. We want our children to become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction and media texts.

Children are helped to develop the ability to express their thoughts and ideas and communication skills through the written word.

Opportunities are provided for children to develop the necessary writing skills required for different purposes and audiences. The link between reading and writing is strongly emphasised.

Numeracy

Mathematics is important in everyday life.

Our teaching is based around:

- Numbers and number systems.
- Calculations.
- Solving problems.
- Measurement (shape&space).
- Geometry.
- Data handling and statistics.

We recognise the importance of cross-curricular links with science, technology, geography, IT and other subjects, and opportunities to apply numeracy skills across the curriculum are promoted by teachers.

Science

Teaching and learning in science reflects our belief that children have a natural sense of awe and wonder in the world around them. We aim to provide the children with a science knowledge base, and encourage them to ask questions, make predictions and then to test these to discover more about the world around them. We hope also to foster responsible attitudes towards the environment and all living creatures.

We aim to foster inquisitive minds.

IT

IT prepares children to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology. Children use tools to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination. Children learn how to employ IT to enable rapid access to ideas, information and experiences from a range of sources, people, communities and cultures. Increased capability in the use of IT promotes initiative and independent learning, with children being able to make informed judgements about when and where to use IT to best effect, and to consider its implications for home and work both now and in the future. We teach e-safety and so enable the children to keep themselves safe online and in the virtual world.

Geography and History

The teaching and learning of geography and history is through planned themes which are incorporated into an overall curriculum framework. Through the study of geography, children are given opportunities to develop an awareness of their immediate surroundings, other places and how people have used their environment. Through this they will be introduced to the techniques necessary to undertake fieldwork and geographical enquiries. Children are encouraged to broaden their knowledge of places and environments throughout the world; develop an understanding of maps, and a range of investigative and problem-solving skills both inside and outside the classroom. As children study geography, they encounter different societies and cultures.

History fires children's curiosity about the past in Britain and the wider world. Children consider how the past influences the present, what past societies were like and what beliefs and cultures influenced people's actions. As they do this, children develop a chronological framework for their knowledge of significant events and people. In history, children find evidence, weigh it up and reach their own conclusions.

Religious Studies

Religious Education (RE) is provided in accordance with the Calderdale Local Authority Agreed Syllabus. Over the last year, we have moved away from teaching Religious Education each week to focused, themed RE days, which children and staff say is more meaningful. Through RE we aim to enable children to understand the nature of religion: its beliefs and practices and respect all forms. Friday assemblies are special because we celebrate children's achievement both in and outside school. Each year children across the school visit a local Church to take part in a celebratory service. We also visit places of worship from other religions to foster respect for other cultures and traditions.

PE and Outdoor Education

Physical Education is concerned with the promotion of positive attitudes towards physical activity and well-being. Children are helped to acquire the skills needed to participate with confidence and enjoyment in a range of activities at school and in the wider community (when possible) and to appreciate the place of regular exercise to maintain a healthy lifestyle. All children take part in a minimum of 2 hours of high quality PE and sporting activities each week provided by class teachers and/or a professional sports coach. A range of outdoor and adventurous pursuits are offered here including abseiling, climbing, kayaking, orienteering, cycling and archery. We value these opportunities for our children to participate in physically challenging land and water-based activities, believing they can make an important contribution to children's personal and social development.

Relationships and Sex Education

For Year 5 and Year 6 Sex Education is provided by class teachers with the support of health professionals in a way that encourages children to consider morals and the value of family life. As a school, we have a legal duty to ensure that children are protected from teaching and materials which are inappropriate, having regard to age, religion and cultural background of our children.

Parents/carers and social workers are informed in writing prior to the teaching of Sex Education and will be given opportunity to see teaching material

To be used, and receive explanations of the way in which it is proposed to use them in a classroom. Parents/carers have the right to withdraw their children from all or part of any Sex Education provided, but not from teaching of the biological aspects of human growth and reproduction necessary under National Curriculum Science. If a parent/carer wishes to withdraw their child, they should put their requests in writing to the Lead Teacher – a reason for this decision is not necessary.

SMSC

SMSC is an important area of the curriculum that helps children grow and develop as individuals and as members of families and communities. Through SMSC children will have the knowledge, understanding, skills and attitudes they need to lead confident, healthy, independent lives and to become informed, active and responsible British citizens, who value British life and culture and are aware of the dangers of radicalization.

The personal and social development of children is a central aim of our curriculum and is delivered through a carefully planned programme, supported by all who work in or with the school. We want our children to leave Riverbank Primary School able to:

- Think critically
- Express opinions confidently
- Be self-reliant
- Be self-motivated
- Be self-disciplined
- Take responsibility
- Make good choices
- Have clear values and attitudes
- Co-operate with others
- Make and sustain good relationships
- Have a healthy lifestyle
- Be safe in the real and virtual world

Whole school systems emphasising praise, recognition and reward exist to promote and celebrate positive behaviour and sustained effort and hard work.

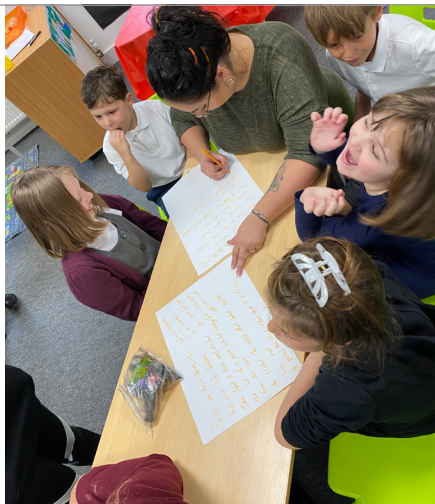
Perhaps most importantly, we want children to leave our School with feelings of self-confidence, self-worth and high self-esteem.

We have a Student council that we call Student Voice, recognizing the importance of children having a say in decisions that affect them. The Council is made up of members of the class, and the staff. It represents the children and puts forward new ideas, suggestions and ways of solving issues. This is done as part of our weekly assembly.

Ofsted: *“Work in pupils books confirms the good progress they make from their starting points”.*

Generating ideas for art

Creating new species of animals in Science



Term Dates

2020 / 2021	First day of term	Last day of term
Autumn term	3 rd September 2020	23 rd October 2020
Autumn term	2 nd November 2020	18 th December 2020
Spring term	4 th January 2021	12 th February 2021
Spring term	22 nd February 2021	1 st April 2021
Summer term	19 th April 2021	29 th May 2021
Summer term	7 th June 2021	27 th July 2021

School is closed to the pupils on the following days:

Teachers training days

September 3rd, 4th, 7th 2020
July 26th - 27th 2021

Bank Holidays

April 2nd 2021
May 3rd 2021

School Day

Class 1 Timetable

The day is devised to acknowledge the needs of the learners with which we work.

	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.

School Day

Class 2 Timetable

The day is devised to acknowledge the needs of the learners with which we work.

	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.

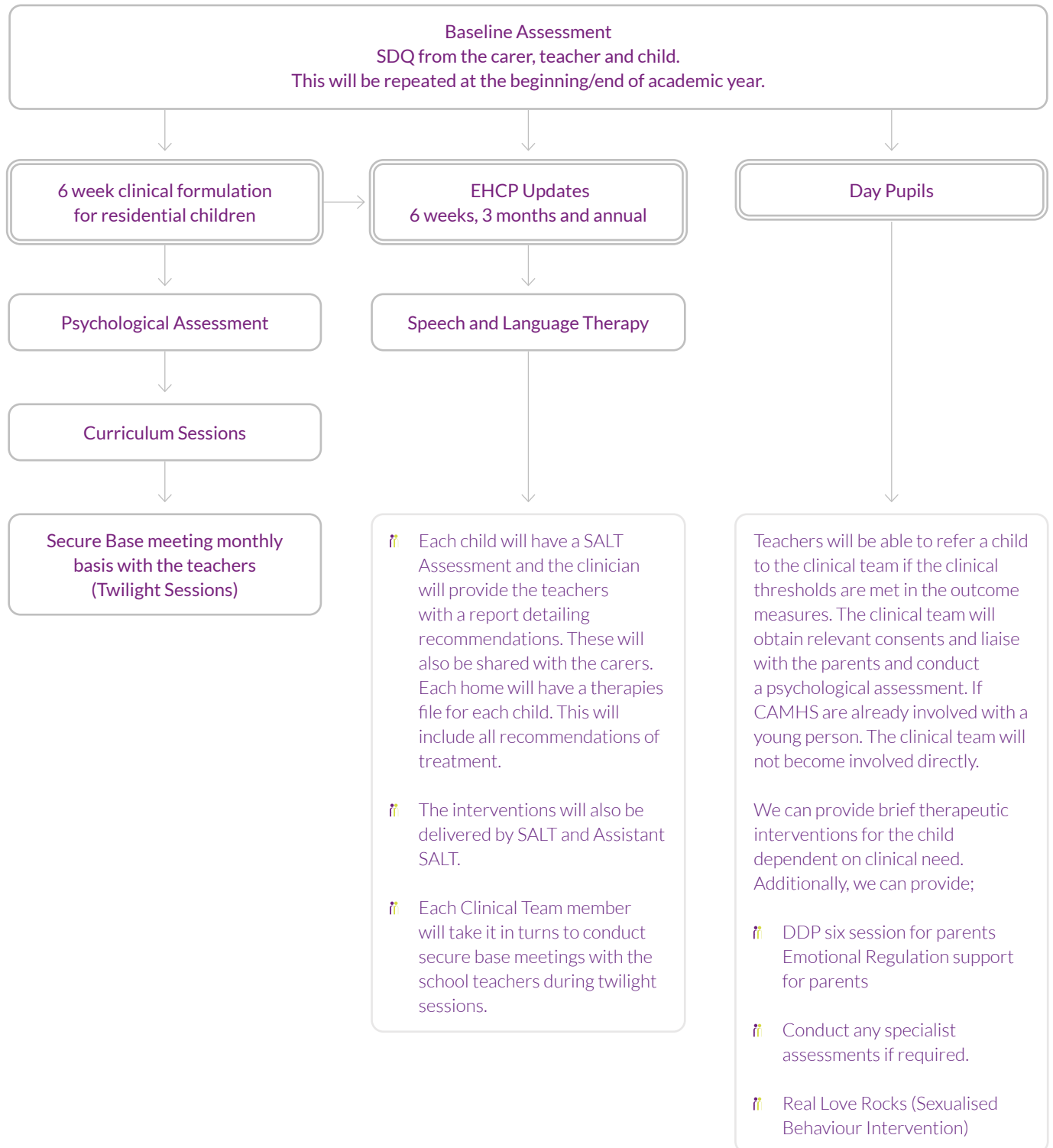
Example Timetable

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 Riverbank Primary School

Riverbank Primary School sees 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: Rochelle.butterworth@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):

- 📄 Accessibility Plan and Equality Objectives
- 📄 Admissions Arrangements
- 📄 Anti- Bullying Policy and Procedures
- 📄 Assessment Policy
- 📄 Behaviour for Learning Policy and Procedures (rewards and sanctions)
- 📄 Complaints Policy and Procedures
- 📄 Curriculum Policy
- 📄 Data Protection Policy
- 📄 Educational Visits Policy
- 📄 English as an Additional Language (EAL) Policy
- 📄 Health and Safety Policy
- 📄 Medications Policy
- 📄 Ofsted Report <https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/141608>
- 📄 Pupil Premium Policy
- 📄 Safeguarding Policy and Child Protection Policy and Procedures
- 📄 Special Educational Needs (SEND) Policy

You are also most welcome to discuss any matter relating to the school with all education staff at the school.