

# CICELY HAUGHTON SCHOOL

Part of the Manor Hall Academy Trust

## PROSPECTUS

2022/23



**Dyslexia**  
friendly



"Your teaching and support staff provide an impressive level of care and education, which is rooted in the excellent relationships that they foster with pupils, and their parents or carers". OFSTED February 2018

This Prospectus captures the vision and views of the Local Academy Board and staff of  
Cicely Haughton School  
(Part of the Manor Hall Academy)



**Manor Hall**  
Academy Trust

## GENERAL INFORMATION

Address: Westwood Manor, Wetley Rocks, Stoke on Trent, ST9 0BX

Tel & Fax No: 01782 550202

Email—

Executive Headteacher — Mr Paul Spreadbury [pspreadbury@cicely.manorhall.academy](mailto:pspreadbury@cicely.manorhall.academy)

Head of School —Janey Hancock [jhancock@cicely.manorhall.academy](mailto:jhancock@cicely.manorhall.academy)

Office Manager — Mrs Jackie Keates [jackie.keates@cicely.manorhall.academy](mailto:jackie.keates@cicely.manorhall.academy)

Cicely Haughton School is one of the two schools that provide an all age model of provision for residential education, known as The Loxley Hall Cicely Haughton Partnership a Key Stage 1-4 SEMH (Social Emotional & Mental Health) provision.

The Partnership is part of the Manor Hall Academy Trust.



The **Senior Management Team** comprises:-

Executive Headteacher: Mr Paul Spreadbury  
Head of School: Mrs Janey Hancock  
Head of Care: Ms Karen Rutter

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Chair of LAB: Mrs S Corfield  
Vice Chair of LAB: Mr G Richardson  
Local Academy Board : Mr P Spreadbury  
Mr D Bownds  
Mr S Cope  
Mr D Bentley  
Mr M Day  
Mrs E Andrew  
Mr G Dow  
Miss G Deakin

Clerk to the Directors: Mrs S Searle

Pupil Places: 56

DfEE No: 860 7006



## ETHOS & VISION

Cicely Haughton School has an ethos of learning, achieving and caring. Visitors to our school comment on the warm, calm, purposeful and welcoming atmosphere.

'Our Vision' is:-

To ensure that at Cicely Haughton School -

- Children are engaged by learning that develops and challenges them and excites their imagination.
- The teaching meets the individual needs of learners.
- All pupils are given opportunities to return to schools in their home communities (where this is most appropriate for their needs) or placed in provision (schools) which continues to meet their needs.
- Our residential provision can greatly enhance our ability to help pupils achieve. This includes programmes for pupils who do not actually sleep at school but access an extended curriculum or our various after school activities.

To achieve the above we look:-

- To deliver the entitlement of every pupil to the educational opportunities provided our curriculum and to differentiate for those who require a more flexible approach to learning.
- To deliver enrichment activities to add a quality and breadth to the curriculum offered.
- To help pupils to make sense of their own behaviour and replace disaffection and underachievement with academic progress, self confidence and self worth. The staff's knowledge of nurture principles and emotional intelligence is key to this.
- To promote and value links with pupils' families encouraging parents to work in partnership with the school.
- To ensure that resources are in place or sought to maximize the chances of every pupil to lead safe, happy, healthy and successful lives. This requires quality working relationships to be in place with effective support services.

## LEARNING TOGETHER

**Together Everyone Achieves More**

## THIS IS CICELY HAUGHTON SCHOOL

Cicely Haughton School is an extended and modernised 19<sup>th</sup> Century Manor House standing in about twenty acres of parkland. It is located in Wetley Rocks, a village in a rural area between Cheadle and Leek.



The manor was formally handed over by Mr Enoch Haughton to the Lord Mayor on 7<sup>th</sup> September 1944. It was gifted in commemoration of the great love his late wife Cicely Haughton 'to be used for restoring the health of children and assisting their education and so fit them to take their place as good and useful citizens'. Whilst we all appreciate 'the world moves on' these values still underpin what Cicely Haughton School is about in 2022.

In May 2013 Cicely Haughton federated with Loxley Hall School in Uttoxeter. In August 2015, Cicely Haughton became part of Manor Hall Academy Trust.

Cicely Haughton School now offers both day and residential places for both boys and girls aged between 5 and 11 years. All the pupils have as their primary need an Education Health and Care Plan specifying SEMH (Social, Emotional, and Mental Health). Many children have associated learning difficulties such as autistic spectrum disorders and moderate learning difficulties.

Pupils are admitted to the school within the primary age range and at various times throughout the school year although the biggest influx is usually in the Autumn Term of each year.

In accordance with Part 1 Subsection (6) of the Care Standards Act 2000 the school will not provide accommodation for more than 295 days a year for any individual child.



# CURRICULUM

When considering how to further our curriculum for 2022/23, we have utilised parent, staff and children's feedback alongside our experiences of our curriculum pre and post pandemic, our recovery curriculum in 2020/21, and our 2021/22 offer to create our current curriculum.

The information below provides evidence of the changes we have implemented and justifications for doing so. Key features of our curriculum in order to support our whole school intentions are:

## Daily Nurture sessions for all groups.

This was previously only offered to our youngest pupils, but throughout our recovery curriculum we recognised the value and positive impact in every class in an SEMH school accessing these sessions. The sessions are planned taking into consideration of outcomes in pupils' EHC plans and from Boxall profile target areas of deficit.

## Personalised English and Maths sessions.

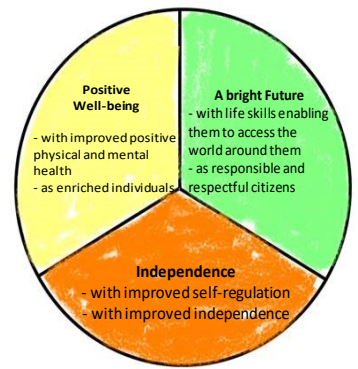
For several years we have provided personalised learning groups for English and progress data for pupils, particularly for our emerging readers who are learning phonics, has demonstrated the benefit of this.

We adopted this approach for Maths from 2021/22 as we identified that pupil progress for Maths was less than in English. End of year data has shown that this has had a positive impact on increased maths progress.

## Physically active timetables.

All pupils (and in particular pupils with SEMH) need opportunities to be active, and evidence is clear that pupils who are physically healthier are likely to be mentally healthier. All of our timetables have increased opportunities for pupils to be physically active, via scheduled PE lessons, Nurture sessions, break times, be active and sensory breaks.

Our organisation is based on a mainstream model and replicates what is taught at Key Stage 1 and 2 nationally. We currently run with eight classgroups. The classrooms are well appointed, bright and interesting. The school is well resourced regarding ICT facilities and textbooks. The school has had a wireless installation and a suite of laptops for use in all classrooms in school, as well as a suite of tablets. The classrooms have their own electronic whiteboards. In addition to eight classrooms we have a gymnasium, a Design and Technology Room, Art Room, Music Room and Learning Support units. Our newly refurbished outbuildings support our Enrichment Curriculum including Design and Technology and a cardio fitness room.



ICT Lesson



Music Lesson



Outdoor Pursuits

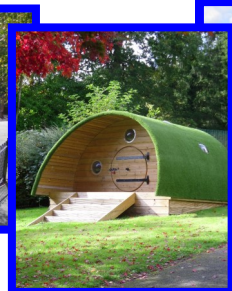
School assemblies are held in the main hall area of the old mansion house, which provides a very suitable venue for religious, musical and other group sessions.

Lunch for all pupils and staff is served in the main dining room and menus are listed on our website to inform parents. Pupils choose their meals and the standard of food (all cooked on the premises) is excellent.

Additionally there is the Head of School's office, a Governors' room, a resource room, a reception office, an administration office, a residential office, a staff room, a school meals kitchen, site office, and a laundry area.



Adventure Playground



Hobbit House



BMX Track

In the school grounds we have a football pitch, an Adventure playground, a hard surface playground, an astro-turf facility, a BMX track outdoor classrooms and a secret city woodland area.

The pupils use local community pools for swimming lessons. The school grounds include large areas of established woodland which also provide learning and leisure experiences for pupils. We 'buy in' individual musical instrument tuition weekly. (currently guitar and drums).

We are members of the Cheadle and District Sports Association. All our sports fixtures are against mainstream schools. As a school we consider competition to be healthy but also value sportsmanship as being the ultimate 'emotion' displayed. Our pupils are taught how to win and how to lose.

## RESIDENTIAL RESOURCES

The residential accommodation has 22 beds. It consists of two well-furnished living areas known as Wedgwood House and Coalport House. Each has a television, DVD player, music facility and a computer. Both are well resourced with age-appropriate toys and games.

The residential provision is solely accessed by the residential pupils. The residential staff have access to all other school facilities.

The sleeping areas are in the main, small dormitories giving individual personalised space for each resident. We endeavour to have one or three pupils sharing a room, when this is not possible a monitor will be used as a safeguarding measure. Shower and toilet facilities in line with all other residential areas are maintained to the very highest standards.

There are three 'sleep-in' rooms used by residential staff on night duty. When these staff go to bed an alarm system activates which allows pupils access to toilets but not to exit the corridors. A well-appointed kitchen area is used solely by residential staff for preparing snacks at supper-time. Breakfast and tea are served in the main dining room.

Bathroom



Coalport House Room



Wedgwood House Room



Bedroom



Bedroom

Cicely Haughton School complies with the Local Authorities procedures in making reasonable adjustments in accordance with the Equality Act 2010.

We are proud of how we have developed our facilities and resources over the past decade. However our greatest resource is our multi-skilled staff team - they are dedicated, well qualified, committed always professional and with an appropriate blend of experience and youth.

## GENERAL ADMISSIONS INFORMATION

Admission is most usually in September of each year but with no set pattern regarding ages of pupils admitted.

All pupils admitted to the school are first considered by a LA panel. Pupils identified by the panel as potentially being suitable to join CHS are offered a visit to the school, which can progress to an admissions meeting.

Emergency placements are rare but occasionally a pupil's circumstances are such that there is a risk element involved and an immediate need for provision. The school has and will respond in such cases based on completing a review of our current cohort of pupils.

The Headteacher organises Admissions Meetings with parents, and other professionals are invited, if appropriate. Parents are given a tour of the school to view facilities and an in depth briefing on the role of the school. Parents have outlined to them what they can expect from the school and what the school expects from them. The school recognizes the importance of parents and carers working in collaboration with the school and strives to achieve this. It is made clear to parents that the decision to send their pupils to the school is wholly theirs.

Part of the initial discussion with parents revolves around the Residential Programmes available. The range includes: -

- Full day
- Activities & tea (Res 1)
- Overnight Stay (Res 2)

It is always made clear to parents that the decision to agree to a pupil being a resident pupil is theirs. The school will outline why they think such a programme could help the pupil but only the parents will be able to actually make the decision after a place becomes available.

The school asks for pre-admission details from the pupil's previous school(s) if a place is offered and accepted.

Pre-admission forms are completed if parents decide to take up the offer of a place at the school.

Parents are given an administrative Admissions Pack which they are asked to return to the school **prior to admission of their child**. Parents are provided with a copy of the Admissions paperwork prior to leaving the school i.e. all that has been discussed and documented.

At the Admission meeting the feeder school is obliged to provide Cicely Haughton School with information re the pupils progress and anything else seen as appropriate and useful.

If a pupil does not have a completed Education Health Care Plan when he/she starts at Cicely Haughton School the pupil will be offered an assessment place (time-scaled). The Assessment Review will subsequently advise on the course of action required regarding statutory assessment or other.

With regard to residence it is made wholly clear to parents that the sole purpose of pupils accessing a residential experience is that it is viewed as contributing positively to how the pupil develops generally and specifically re ability to engage with what schools expect of pupils—attitudes and social skills.

# RESIDENTIAL ADMISSIONS CRITERIA



## Policy Statement – 'Every Child Matters'

A residential placement will provide the appropriate environment in which children are consistently afforded the opportunities to maximise their abilities with regard to educational, personal, social and emotional development.

- Residential Placements will be in accordance with the Local Authorities Residential Education Provision in Staffordshire Schools.
- Risk Assessments will be carried out on all pupils as part of the admission procedure. They will also have an Individual Placement Plan with clear targets and detailed strategies of how those targets are going to be met.
- At times we will employ extra support staff on a casual basis to help support our most vulnerable pupils who have been assessed as having Exceptional Needs.

## Referral process for Residential (Res 2) & Extended Programmes (Res 1)

Detailed below is the current process/procedure for children and families wishing to access the provision.

- All children, their parents/carers, along with other professionals, are given a guided tour of the school prior to their formal admission meeting at the school.
- If a school place is accepted, during the admission process, the Residential Statement of Purpose is discussed along with the Local Authority's current Residential Educational Provision in Staffordshire Principles. The relevant documentation is then submitted to the Residential Admissions Panel.
- Children from Out of County Placements have to have the funding agreed by their Placing Authority prior to application for residential programme.
- The residential provision at Cicely Haughton is a valuable resource which is fully embedded and integrated within the heart of the wider school community.
- A residential referral can be made by a variety of Stakeholders.
- All placements are formally reviewed on a 6 monthly cycle.
- We currently have funding for 33 sessions per week.



## SAFEGUARDING

Cicely Haughton School is committed to safeguarding and promoting the welfare of children and young people. All staff working within our provision practice within the Statutory Guidance and framework of Working Together to Safeguard Children and Keeping Children Safe in Education. Parents can feel confident that careful procedures are in place to ensure that all staff and volunteers are suitable to work with children. Staff hope that parents and children will feel free to talk about any concerns or worries which may affect educational progress and that they will see the school as a safe place. Children will be taken seriously if they seek help from a member of staff. Parents will normally be consulted and their consent obtained before any referral is made to an agency outside the school under Staffordshire Safeguarding Children's Board—Policy and Procedures.

All staff are trained in 'Strategies for Crisis Intervention and Prevention' (SCIPr). This approach emphasises all the positive planning needed for the safe running of our school. It also trains staff in the use of Reasonable Force and Physical Support which may be necessary in an emergency.

## UNIFORM & GENERAL PRESENTATION

The school has a uniform which all pupils are expected to wear. This is discussed with parents/carers at Admissions Meetings. We expect our pupils to look smart and emphasise how important this is for such things as self esteem, self worth, etc. All kit for PE and school teams is provided - again we ensure the pupils are at all times immaculately presented for whatever activity they are participating in.

School sweatshirts and polo shirts can be purchased from the school office.

Jewellery is not to be worn in school. The accidental pulling and catching of earrings, rings necklaces etc during the rough and tumble of the school day eg break times can cause damage to fingers and ear lobes! The school cannot accept responsibility for the loss or damage of items of jewellery and watches.

Long hair should be tied back in school for reasons of health and hygiene.

Staff are expected to set high standards regarding dress as role models for the pupils.

## RELIGIOUS EDUCATION AND COLLECTIVE WORSHIP

Religious Education is non-denominational; school assemblies and RE teaching are based on establishing a sense of appropriate moral values and an understanding of different cultures and religions. In accordance with the 1944 Education Act, Religious Education is a compulsory part of the curriculum. The local church is used for services such as Harvest Festival and Christmas worship. The Vicar also supports the school by taking services at Cicely Haughton School. Parents are always informed in advance of dates so they can attend and support their child.



## TRANSPORT



Taxis are arranged by the LA to ensure all pupils get to and from school. The school has a mini bus, and two people carriers. These vehicles support the work of the school and we try to ensure that those parents without their own transport can attend meetings, pupils' reviews, or other special days.

## COMPLIMENTS CONCERNS & COMPLAINTS

The main purpose of a Compliments, Concerns and Complaints Procedure is to solve problems and to give all stakeholders a means to raise issues of concern and have them addressed. The requirement of a Complaints Procedure need not in any way undermine efforts to resolve the concern informally.

Complainants will be treated respectfully during and after the course of any complaints investigation.

All members of staff are aware of the complaints procedure and understand:

- the importance of attempting to resolve problems before they become formal complaints, and
- the importance of treating complaints respectfully.

### EXPRESSING CONCERNS

Many complaints or potential complaints can best be resolved at a School level in discussion with the Headteacher or other staff; this is where the process should start.

All compliments, concerns and complaints will be dealt with as quickly and efficiently as possible although the length of period will vary with the nature of the complaint. Urgent complaints will be given priority. All complaints will be investigated and complainants will be kept informed throughout. The arrangement defines three levels at which a complaint can be considered: -

#### 1) Informal level

Many complaints or potential complaints can best be resolved in discussion with the Head or other staff of the school. This is where the process should start.

#### 2) Formal complaint to the Local Academy Board

If attempts to settle the complaint informally have failed the Head will supply the complainants with the name of the Chair of the Local Academy Board. The complaint should be set out in writing.

#### 3) Formal complaint to the Trust

If the complainant has complained to the Local Academy Board and is not satisfied then the complainant should set out the complaint in writing and send to:

Richard Redgate, CEO  
Manor Hall Academy Trust  
Loxley Hall School  
Stafford Road  
Uttoxeter  
ST14 8RS  
**Email:** ceo@manorhall.academy  
**Telephone:** 01782 599313

## ATTENDANCE

A register sheet is marked in the classroom at the start of each session - am and pm. All pupils on roll have their attendance recorded within a computer module which shows clearly Authorised or Unauthorised absences. This information can quickly be printed off for an individual record or collated to reflect the whole school.

### 2021/22 Attendance figures were:-

Authorised Absences	6.95%	These attendance figures are outstanding for SEMH school.
Unauthorised Absences	0.57%	
Overall Attendance	92.47%	

## SAT'S RESULTS - 2022

### Key Stage One and Two results

Key Stage 1	Reading	Writing	Maths
Expected	25%	0%	0%
Working Towards	0%	0%	75%
Below the standard	75%	100%	25%

Key Stage 2	Reading	Writing	GPS	Maths
Expected	38%	0%	0%	31%
Working Towards	38%	54%	77%	46%
Below the standard	23%	46%	23%	23%

## REINTEGRATION INFORMATION

A key feature of the school is its commitment to return pupils (as appropriate) to schools in their home community, this is confirmed by the fact that we employ a fulltime Transition Coordinator. We feel this will enable them to best embrace the five outcomes championed by Every Child Matters. In the past ten years, 23% of our leavers have transitioned successfully to mainstream provision. It is equally important to recognise that for some pupils this will not be in their best interests (or their families) i.e. there is a more positive option available - attending Cicely Haughton School and maybe it's senior school Loxley Hall after this.

More detailed information on policy and procedure regarding reintegration is available from the school office at any time.

## And Finally.....

Whilst we are pleased to report our most recent Ofsted inspection was very positive all staff are clear on how we as a school need to continue to focus on 'getting it right' for pupils. Parents will find the most recent report (February 2018) informative and this can be found on the school website. Alternatively you can ask for a paper copy from the school office any time.

*A message to finish on* -

'We consider our pupils have an entitlement to resources and facilities of the highest order. We hope the information included in this Prospectus has given you a 'feel' of our commitment to ensure this is the case'.

**HOWEVER**

'In all that we try to achieve nothing is more important than the notion of parents and school working together in the best interests of the children.'

*Paul Spreadbury*  
(Executive Headteacher)

**At**

**CICELY HAUGHTON SCHOOL**

**we are a**

**TEAM**

**because**

**Together Everyone Achieves More**