



# The William Henry Smith School

## BECOMING THE BEST YOU CAN BE

### PROSPECTUS



# Welcome to William Henry Smith School

We work with children and young people aged 5-19 across a broad spectrum of social, emotional and mental health challenges and use our knowledge, experience and expertise to help them 'become the best they can be'. Common diagnoses and learner profiles amongst our students include ADHD, PDA, FASD, Autism and Attachment Disorder.

We are proud to have received an Ofsted judgement of 'Outstanding' in all areas across the school (March 2018) and have been Ofsted Social Care Outstanding for 16 consecutive years.

We primarily offer Day and Residential Education/Care over four nights a week from our school in Brighouse, West Yorkshire, although we can also accommodate flexible Extended Day placements and bespoke learning pathways in our specialist environment. We provide a 24 hour, integrated curriculum with sensory strategies, communication interventions, exceptional therapeutic services and family outreach. Improving Quality of life underpins all our work.

We provide a positive sense of self, promote high aspirations and offer endless opportunities to achieve outstanding outcomes. We plant the foundations for health, happiness and growth by building strength, confidence and resilience, a love for learning and a tool box to help manage life's challenges.

We teach right from wrong, a positive mind-set and the belief and value of a 'can do' approach.

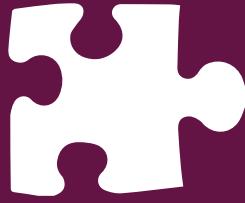
*We aim for our children to become respectful citizens who have the ability to form healthy relationships and contribute to society, through social and moral purpose and economic responsibility. All our young people are offered bespoke transition to adulthood, College or University.*

*We help adults in our school community develop their skills to enable them to be outstanding reflective practitioners who are able to support, develop & educate our children.*

**"The school is a safe, caring and welcoming place where pupils thrive and are successful"**

OFSTED





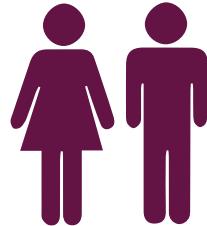
## Beyond our doorstep

Beyond our doorstep, we contribute to professional and peer review and development, providing knowledge and experience across the sector.

We provide leadership roles across National Organisations and make a valuable contribution, including providing specialist support and delivering training to both mainstream and special schools locally, regionally and nationally.

We aim to Surpass our outstanding specialist provision; maximise its skills, expertise, knowledge, resources and environment to guarantee impact.

Ensure pioneering research and innovative delivery across SEN which maximises the attainment and progress of all students and ensures a social return on investment.



## Equal Opportunities

It is the duty of every student and member of staff to endeavour to further equal opportunities by personally contributing towards a happy and caring environment and by showing respect for and appreciation of each other as individuals.

Discrimination on the grounds of age, race, religion or belief, creed, colour, disability, ethnic origin, nationality, marital/parental status, gender or sexual orientation is unacceptable.

The school is committed to emphasising the common elements and values of our multiple culture rather than highlighting conflicting areas.

We also promote the spiritual, moral, social and cultural development of both students and staff and fundamental British Values.

## Governors



**Roger Tilbrook**  
CHAIR OF  
GOVERNORS



**Sue Ackroyd**  
PRINCIPAL



**Kate Wilson**  
GOVERNOR



**Andy Fairbairn**  
GOVERNOR



**Graeme Genty**  
GOVERNOR  
(DSL & CP)



**Matthew Crowther**  
PARENT GOVERNOR



**Lauren Kersahw**  
STAFF  
(NON-TEACHING)



**Barrie Campbell**  
STAFF  
(TEACHING)

"Governors are relentless in their drive for excellence. They provide high levels of challenge to school leaders, and hold them to account."

OFSTED

**Trustees ensure clear guardianship over the assets of The Smith Foundation and ensure all decisions made put the needs and objectives of the charitable trust first.**

## Trustees



**Roger Tilbrook**  
CHAIR OF TRUST



**Brendan Heneghan**  
VICE CHAIR



**Grant McIntosh**  
TRUSTEE



**Michelle Cuffe**  
TRUSTEE



**David Duncan**  
TRUSTEE



**Andy Fairbairn**  
TREASURER

**William Henry Smith School** was established in 1961 and is administered by the Board of Trustees of The Smith Foundation. The Smith Foundation is a registered charity and the Trustees delegate the day-to-day running of the School to the appointed Governing Body and Senior Leadership Team. Our Governing body consists of Trustees, elected staff, Local Authority Representatives.

## Senior Leadership Team



**Sue Ackroyd**  
PRINCIPAL



**Caroline Booth**  
DEPUTY PRINCIPAL



**Rajinder Randhawa**  
DEPUTY PRINCIPAL



**Damien Talbot**  
DEPUTY PRINCIPAL



**Karl Adamski**  
VICE PRINCIPAL



**Steve Morris**  
VICE PRINCIPAL

**"The Principal is uncompromising in her drive and ambition for all pupils to be the best they can be."**

OFSTED

## Admissions

The William Henry Smith School is approved under Section 188(3)(b) of the Education Act 1998 (and subsequent amendments) as a residential school for up to 80 students aged 5-19 years, experiencing social, emotional and mental health challenges. We also offer a number of extended day places.

### Students

We consider for admission students between the ages of 5-19 years who have an Education and Health Care Plan. Consideration for our 16+ programme of education is made on an individual case basis.

If the EHCP process is underway our policy allows us to make an admission.

We cater for additional complex needs, most commonly ADHD, ASD, Asperger's, OCD, ODD, FASD and Specific Learning Difficulties.

### Procedures

Having received a referral and the relevant paperwork from a Local Authority we endeavour to expedite the process quickly. Often a student will already have had significant time out of school and it will be in his best interests to engage with education as soon as is practically possible. The whole process involves both parties feeling that the 'match up' is right and that our provision can meet the student's needs.

The student and parent/carer are invited to look around the school and we then have a follow-up meeting in the home setting. After this, our Admissions Panel meets to look at all the information collected.

From the outset, our Admissions Support Worker is at the heart of the process, trying to build a trusting relationship with the student and family.

"The school is absolutely amazing. It's not an exaggeration to say they have saved our family'. Staff have an excellent understanding of the pupils' complex needs. They go to great lengths to personalise each individual's residential experience"

PARENT



## School and Home

All students benefit from a secure and supportive home base. We encourage our students to have as much contact with home as their personal circumstances and needs allow. Most students go home at weekends, and all students go home in holiday periods. With this in mind, we always take travelling distance into account when considering a referral.

Upon the offer of a place, we ask parents/carers to sign our Admissions Agreement; this contains information about our key policies, procedures and practices.

## Fees

The referring Local Authority is responsible for the paying of all school fees as defined by the National Contract for placement of students.

All provision described within this Prospectus, including our therapeutic interventions and residential camps, are covered by the payment of the initial fees.

## School dress and equipment

We provide all residential, educational and sporting clothing and all necessary equipment, including toiletries.

## Transport

The Local Authority makes transport arrangements for students attending the school. We also have school vehicles, which provide transport for students; these are mainly used for outings and activities in line with the Care and Education of our students.

**"Initial baselining is extremely thorough and reflects pupils' holistic needs academically and socially."**

OFSTED

## Education

The school day begins at **11am on Mondays** and **8.45am from Tuesday to Friday**. There is a 45 minute session with a focus on improving students quality of life and establishing a positive mindset to lead into the educational day.

There is an important focus on literacy and numeracy every morning. Phonics and numeracy interventions take place regularly, in addition to their usual Maths and English lessons throughout the week

Lunch is taken between 12:30 and 1pm where there is a clear focus on healthy meal choices.

We broadly follow the **National Curriculum** where students receive the majority of tuition from their **Learning Group Teacher** with some subject specialist input.

In addition to the National Curriculum subjects, students have access to a diverse range of accredited learning opportunities, which include outdoor learning, topic based learning, thematic learning, music lessons, construction, basic sewing skills and food and hygiene.

The WHSS Bacc is our bespoke school performance indicator that measures students' success and attainment at the point of leaving based on a range of achievements, experiences, life-based skills, awards and qualifications. All of our students are entered for the WHSS Bacc on a pathway suited to their skills, needs and talents. It is our aim that every student will achieve the Bacc by the time they leave us. Our bespoke Bacc recognises that a broad and balanced curriculum is vitally important to help all students fulfil their potential, whatever their educational needs and learning goals.

From Year 9, students often take Entry Level qualifications, Functional Skills and OCR Life & Living Skills courses.

Some students will take GCSEs at the end of Year 11 which can lead to a College placement or appropriate further education at the right level.

We consider Outdoor Education to be an important part of all students' school lives and offer a range of experiences, culminating in a one week residential camp for all students in the summer term.

Underpinning the importance of outdoor learning students will have the opportunity to gain a DofE Award from year 9.

"Personal development, behaviour and welfare are outstanding. The school prepares pupils well for the life they will lead after school.

# **Subjects Studied**

**GCSEs English, Maths and Art**

**Level 1/2 / 3 and BTech Awards**

Cambridge Level 3 ICT

BTech Construction level 1

Plastering level 1

Sports level 1

Brick laying level 1

Bronze Arts Award level 1

Food safety and Barista training level 1

**BTEC Digital Media**

**Functional Skills - English and Maths**

**Other**

Duke of Edinburgh Award Scheme

Unit Award Scheme

WHSS Bacc

Youth 1st Aid

Radicalism and Extremism

How to carry out portable appliance testing

Equality, Diversity and Inclusion in the workplace

First aid and fire safety training

**Entry Level Certificate**

Step up to English, Life and Living and Maths,  
**Science**

## **Learning Opportunities include:**

**Frill & Flounce**

**Sunnyvale Careers**

**Advice Work**

**Experience**

**Bikeability**

**Farm Studies**

**Outdoor Learning**

**Sex Education**

**Food Tech Water**

**Confidence Driving**

**Lessons**

**Design Technology**



**“From typically low starting points, pupils make substantial progress in all aspects of their personal and academic development.”**

OFSTED

## **Religious Education**

The Governors' Policy on Religious Education is in line with current government guidelines.

It is an element of the common curriculum and aims to provide opportunities to **explore and share beliefs** and **stimulate growth and reflection**.

The School is not affiliated to a particular religion. A daily assembly provides opportunities for reflection and **spiritual awareness**.

Alternative provision can be arranged if parents/carers wish to exercise their right to withdraw students from religious worship and instruction.

## **Careers education/work experience**

Careers education constitutes an integral part of the school curriculum. We arrange all necessary **careers interviews and work placements** for students in Years 10 and 11, both locally and in their home areas.

We have strong links with Calderdale and Kirklees Career Service, who, in turn liaise with the Careers Service in our students' home areas. The school endeavours to secure employment or a place on an appropriate college course for all Year 11 leavers.

The Compass Careers Benchmark Tool using 8 Gatsby Benchmarks is used to identify CEIAG delivery strengths. Strong partnership and links with two local schools provide options for Y7-12 to access Joint IAG events throughout the academic year, such as Careers Fairs, Super Learning Days and Higher Education/Decisions at 18.

**"Assessment processes and systems within the school are exceptionally effective."**

OFSTED

## **Monitoring and recording students' educational progress**

A student's Learning Group Leader is responsible for monitoring, recording and reporting on progress and for co-ordinating the work of the Learning Mentor Team – a group of staff with a range of skills assigned to work as a holistic team around the student.

**Student performance is monitored on a lesson-by-lesson basis:** Individuals performance contributes to Learning Group of the Week and Student of The Week. All students work towards half-termly social and emotional targets as well as overcoming barriers to learning.

The school focusses on developing students strengths through the use of Positive Behaviour Support. Students are given the opportunity to reflect on behaviours that challenge and through this process are supported and encouraged to choose different behaviours in response to their thoughts and feelings.

Each student's progress is reviewed formally every half term and **EHCP reviews are held in line with current government guidelines.** The school's information management system facilitates the tracking of student progress and informs future planning. Parents/carers are invited to attend EHCP reviews and receive annual progress reports. Parents also have the opportunity to visit the school and talk to staff on **Parental Consultation Days and Open Days** at the end of each term.



## Learning Support

In recognition of the fact that many of our students have complex issues which can often serve as barriers to learning, the school provides a **learning support framework** that allows staff to focus on the aspects of the emotional and behavioural learning that underpin academic attainment.

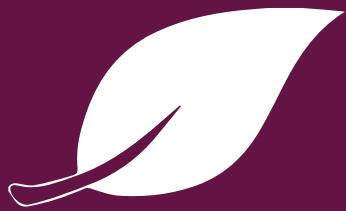
Educational support is provided by one or two Learning Support Assistants in every classroom who move around classrooms with students.

Additional support is provided by a dedicated ASSIST team. **Individual bespoke support packages** and **educational pathways** are a regular part of our offer.

We believe **Positive Behaviour Support (PBS)** is an approach that can support behaviour change. The idea behind PBS is that all behaviour serves a purpose. Difficult behaviours can be reduced if we know what children are trying to achieve by behaving in particular ways. The PBS approach aims to teach children more positive and socially appropriate ways of communicating and getting what they want.

Learning Mentor Teams, which comprise of the Learning Group teacher, Therapists and Learning Support and Social Care staff, provide **a team around the child** which serves to meet the social, emotional and academic needs of a small group of students.

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- ✓ Admissions and Assessment House and semi-independent Living Programmes
- ✓ Learning experience and reflective thinking
- ✓ Wide range of fun and stimulating activities
- ✓ Promoting health and welfare
- ✓ Preparation for the world of work

## Health, social care and welfare

We seek to promote a **positive atmosphere based on a sense of community and shared values**, where shared activities, **learning experiences and reflective thinking** are an integral part of everyday activity. Students are encouraged to take a full and active part in the curriculum.

Promoting the **health and welfare of young people** is a key principle and as such young people are encouraged to access many support mechanisms on offer. This ensures that their **care, health, welfare and safety are always maintained to a high standard**. Young people are encouraged to share their **joys and successes, concerns and grievances**, and are provided with many means for doing this.

All young people are registered with a **GP, dentist and optician** where necessary. This ensures that young people keep up with appointments and receive regular check-ups. Some carers opt to keep their own registered practitioners. Where young people require the attention of any other health service the School Nurse makes the necessary arrangements and liaises with carers and professionals to ensure that all needs are met and that **the appropriate course of treatment/support is co-ordinated**.

**Safeguarding and Child Protection** is managed by our **Safeguarding Team** who are all trained as Designated Safeguarding Leads. They have a responsibility for managing, delivering and securing training. The school works in harmony with the Local Authority Designated Officer and this ensures that any concerns are quickly and efficiently managed.

## The 24 hour curriculum

A highly **stimulating, fun and energetic programme** of group learning opportunities is provided by **experienced and qualified social care staff**. Young people are encouraged to take part in a wide range of activities, designed to encourage and develop a variety of **social and life skills**.

These include opportunities to participate in trampolining, adventure play, cooking, rugby, petrol go karting, football, fitness training, cricket, art and craft and many more. Formal accreditation through OCR Life and Living Skills is offered. Young people are encouraged to take an active part in the local community, visiting and using local recreational facilities and becoming members of local groups, such as army cadets and scouts. They are supported to take up membership at clubs, such as fitness gyms and local football and rugby teams.

Young people are **taught basic fundamental skills**, all of which aim to teach them the principles of problem solving and accepting responsibility, initiating and developing relationships, communicating and expressing emotions, and developing confidence and awareness of themselves and of others.

**The Admissions and Assessment House** offers a period of induction designed to suit individual needs. It provides opportunities for students to learn the expectations of the school and form relationships in preparation for transition to the wider school community. Most young people spend time adjusting to the school environment and this is supported by a **designated Admissions Support Worker** and our **Family Counsellors**, who liaises with parents/carers during the transition and induction period. All young people are also supported by a peer buddy.

Basic **social living skills** are taught as a core principle with a more **enhanced independent life skills** package being delivered to our older students in preparation for **further education/the world of work**. A bespoke **16+ provision** on site extends independence skills and aspects such as cleaning, budgeting, shopping and cooking, washing and ironing, amongst others, are taught; students have a **bespoke learning pathway** with the majority of students attending **local colleges**. The residential care accommodation is furnished to a high standard offering several recreational areas, including games rooms, cinema rooms and fitness gyms; all residential students have individual bedrooms and several rooms have en-suite facilities.



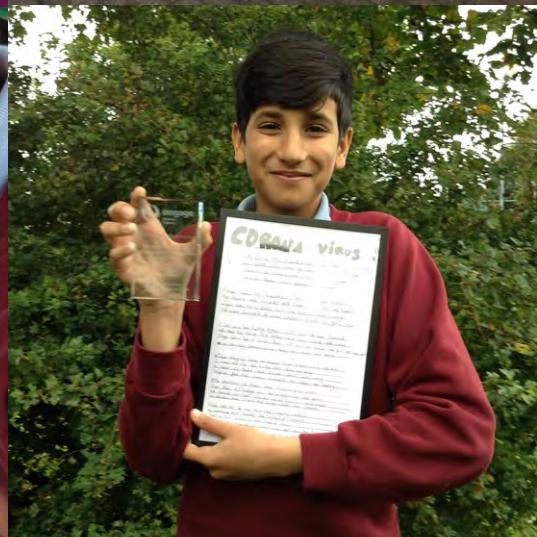
"High priority is given to the continuous improvement of the quality of teaching. As a result, it has improved since the last inspection and is now outstanding."

OFSTED



"Residential provision and care offer many examples of exemplary practice. Pupils are extremely well supported through the delivery of a high-quality 24-hour curriculum."

OFSTED





## Keyworkers

**All young people are allocated a Keyworker, who acts as an advocate for them.** They manage a small case load, offer individual support and guidance, and report and record progress in a variety of areas.

They liaise closely with parents/carers and other professionals (social workers/family support and the Youth Offending Service etc) to achieve the maximum benefits of multi-agency working. Keyworkers work alongside teaching staff and therapists to support the whole child. All young people and carers work towards outcomes identified in the EHCP and a Positive Intervention Support Plan designed to identify specific strategies for addressing areas such as health, communication, leisure and education needs etc; these are reviewed in consultation with young people half termly.



# Weekends and Outreach

**The care curriculum extends to weekends,** where young people can take advantage of being in smaller groups. Staff offer a variety of activities and personal development time. Activities include hiking and camping expeditions, trips to local theme parks and many more.

## Pocket Money

Young people are given weekly pocket money through our '**positive behaviour**' reward system.

They are also encouraged to contribute to the costs of activities and use the school's banking schemes to save for special, personal items.

This encourages young people to develop skills in budgeting and gain awareness of other economic and financial factors.

## Social Progress

As well as the school's social progress ladder, young people are encouraged, with the support of their keyworkers, to agree and set small social targets.

These ensure that progress is made in a variety of areas and directly link to the curriculum.

**A wealth of rewards,** linked to individual need, are in place and these ensure that young people are continually recognised for their achievements.





- ✓ Promoting emotional well-being
- ✓ A broad range of therapeutic approaches
- ✓ Assessment and early intervention
- ✓ Addressing holistic needs
- ✓ Development of a specialist provision

## Therapeutic provision

We seek to promote a **positive atmosphere based on a sense of community and shared values**, where shared activities, **learning experiences and reflective thinking** are an integral part of everyday activity. Students are encouraged to take a full and active part in the curriculum.

Promoting the **health and welfare of young people** is a key principle and as such young people are encouraged to access many support mechanisms on offer. This ensures that their **care, health, welfare and safety are always maintained to a high standard**. Young people are encouraged to share their **joys and successes, concerns and grievances**, and are provided with many means for doing this.

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**Safeguarding** and **Child Protection** is managed by our **Safeguarding Team** who are all trained as Designated Safeguarding Leads. They have a responsibility for managing, delivering and securing training. The school works in harmony with the Local Authority Designated Officer and this ensures that any concerns are quickly and efficiently managed.

## Assessment

All students have the opportunity to access therapy as part of their admission to the school which, as well as helping them to settle into school life as quickly as possible, also affords staff an insight into how best **to meet their individual needs.**

Prior to admission, discussion takes place with parents/carers and fellow professionals to gain as much information and insight as possible about the child's interests and background which enables appropriate matching of a student with a specific therapeutic intervention.

As well as easing the process of induction, our team of therapists are also then able to offer vital early information to the wider staff team in relation to how best **to meet the individual needs of students from an emotionally supportive perspective.** Future therapeutic work is planned as a result of referrals from staff, parents/carers and students themselves.

In addition to carrying out a **therapeutic assessment**, each student is invited to meet with the school's consultant **Educational Forensic, Clinical Psychologist; Occupational Therapist; and Specialist Speech and Language Therapist** as part of a broad initial assessment framework. By doing so, this allows us to gain an up to date gauge of academic ability or degree of learning disability and provides the school with an overview of any communication difficulties that might otherwise hinder the student's progress.

In summary, this **broad initial assessment framework** has proved to be extremely important in affording school staff a valuable insight into the needs of every child during what can potentially be a particularly stressful transition into a new school environment.

**"The therapeutic team provide high-quality interventions that meet pupils' social, emotional and mental health needs exceptionally well. Their support exerts an exceedingly positive effect on parents, carers and wider family members."**

OFSTED

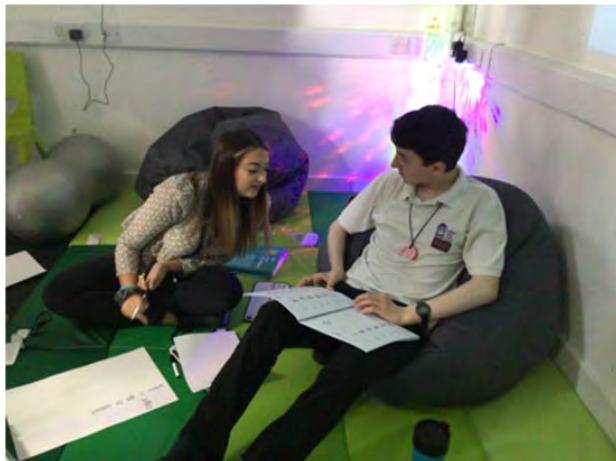
## Facilities

We have a dedicated house within the school campus in which the therapy department is based. Its facilities include: a Therapy Garden; an Art Therapy suite, a Music Therapy room; several group and individual counselling rooms; and a Sensory Integration/Relaxation suite.

**Confidential** counselling/therapy is delivered by a team of **experienced and fully qualified professionals** who assist both staff and students to understand the causes of social, emotional and behavioural issues and develop ways of addressing them.

Whilst the school undoubtedly recognises the benefits of encouraging people to talk through their problems, we also accept that many of our students do struggle to express their thoughts and feelings verbally. Therefore, as well as offering an extensive counselling service, we also provide a variety of **alternative and creative arts type approaches** to encourage self-expression, such as: Art Psychotherapy, Music Therapy, Dramatherapy, Horticultural Therapy and Play Therapy (and Neuro-Linguistic Programming (NLP)).

In addition, the school has two Speech and Language Therapists and two Occupational Therapists who work with both individuals and groups of students who have difficulties with sensory integration; processing information and communicating at an age appropriate level. As part of a multi-disciplinary team, therapists work closely with all other departments to cater for the **holistic needs** of all students.



## Referrals

All school staff have the opportunity to engage with the various approaches that we have at our disposal through training workshops and experiential days.

This ensures that we have a communal working knowledge base regarding the theory behind our therapeutic practices and **referrals are generally received from members of the Learning Mentor Teams** after informed discussion with parents/carers. In addition, students can and do refer themselves for counselling/therapy, often as a result of a peer recommendation.

Whilst the majority of sessions take place on an individual basis, **group work** does also feature on the therapy timetable and **family therapy** is also available if deemed beneficial to individual students' placements.

As well as offering therapy sessions to students, the school also provides a counselling facility for staff in recognition of the need to **promote the psychological and emotional wellbeing of the whole school community**.





## Post 16 Provision

The school offers Post 16 provision, housed in two connected houses, No 3 and 4. These provide facilities for six students to sleep and others that require support through the day.

All students in Post 16 are given the opportunity/support to enhance their independence skills. They are given the opportunity to attend local colleges, completing appropriate courses; there are some students that have additional support/tuition within the Post 16 provision, this looks at enhancing their skills around numeracy and literacy.

Young people are also encouraged to develop socially, following extra-curricular activities which support their own individual interests. In the evenings, students attend local youth clubs, music groups and sporting clubs in addition to participating in recreational activities such as attending the local cinema and bowling alley. Students are also given the opportunity to complete funded driving lessons, providing them with an important life skill

Students work in partnership with their keyworker to develop their own individualised programmes for development, including the development of academic, social and practical skills. This is reviewed and updated regularly as the student develops and progresses.

# BEST Provision

Our Bespoke Education Support and Tuition (BEST) team caters for complex needs, predominantly Y11 or 16+ students, who have unfortunately proved too difficult to place and who therefore find themselves 'between services' and outside of any formal educational provision.

We have a dedicated on-site purpose made building which offers: an ASD friendly classroom; a sensory learning space; a social skills area; a life skills kitchen; and a covered outside vocational/sensory garden. We also have two off-site learning bases which offer individual, bespoke learning, planned, and delivered by experienced teachers and support workers. Home tuition is also offered to students who are experiencing mental health and anxiety which is causing barriers to them studying outside their home.

The team consists of Teachers who deliver a broad spectrum of subjects as well as a Social Worker, Counsellors, and experienced Case Workers. The staff work with the students both on and off site; at home and in the community; and in constant liaison with families and other agencies.

The current programme incorporates community-based work, developing life and social skills and interacting with the public with a focus on reducing social isolation and encouraging peer mentoring. The education offer currently includes a wide spectrum of levels...AQA awards, OCR qualifications, GCSE and A levels which are all delivered on a 1:1 basis. This helps the young people focus of gaps they may have in their learning as well as addressing their individual learning difficulties.

We focus on teaching functional skills and promoting independence and have access to a bank of community-based resources. Much of our off-site work is supported on a 2:1 basis and any on site work is supported on at least a 1:1 ratio when participating in group engagement activities. We are very keen to work with other agencies to signpost 'where next' and ensure we are working towards realistic and holistic future outcomes for all students. Family welfare support is also offered and is viewed as an essential part of our overall work.

Direct therapeutic input, including Psychotherapy, Clinical and Forensic Psychology, OT and SaLT can be commissioned as additional services but their advice and consultation is provided as standard





## Family Team: Counselling, Therapeutic Support & Systemic Practice

The Family Team interventions provide bespoke packages of interventions to families of the boys attending school. They are designed to meet the individual needs of each family and family members, when they need it. This may be pre-admission, transition, or at any point in their child's attendance at WHSS.

The service is fundamentally underpinned by Counselling and Systemic theory and practice, and aims to be non-judgemental, confidential (where possible), and allow families to develop trust, respect, rapport and autonomy.

The relationships are built on mutual respect, equality and trust.

The work offers the parents, carers and family members a safe, neutral space in which to explore the challenges these issues raise and facilitate different, nurturing, effective relationships with their children, hopefully to reduce some of their barriers to learning, emotionally and academically. The ethos of positive behaviour support, with a focus on quality of life extends throughout the school, to include our community of families and carers.

**Areas of support are identified such as;**

- ✓ Communication.
- ✓ Family Relationships – Spousal, siblings.
- ✓ Emotional Literacy.
- ✓ Parenting techniques and strategies.
- ✓ The effects of abuse, anxiety, trauma, loss, domestic violence, and the inter-generational impact this can have.
- ✓ Attachment issues impacting on family relationships.
- ✓ Positive relationships and quality of life.

# Professional Development

The professional development of staff at the school is seen to be a key area in offering the best possible education and care for our students. The William Henry Smith School prides itself on the standards expected from staff and the support and training given to maintain and advance those standards.

## Background ethos

All staff at the William Henry Smith School have to meet the high standards of professional practice expected in order to offer the best possible product to our students.

To achieve this we set certain minimum standards of practice and knowledge that staff have to show they possess before they are employed at the school. This could be from previous relevant experience, certificates of study or proven ability in various other ways.

Once employed by the school, all staff undergo an induction period and receive regular supervision of their professional practice and development.

They also participate in training relevant to their posts and the development of the school.

Staff will often attend courses outside of school and bring their learning back into their practice, or trainers are brought in to present packages to groups of staff at the school. The school also delivers in-house training using the expertise of existing staff. This has proven very successful in its quality and relevance to school practices.



## Training Topics

- ✓ Behaviour management
- ✓ Intervention Strategies (TEAM TEACH) Counselling
- ✓ Think you Know CEOP  
(safeguarding children on line)
- ✓ Attachment and Trauma
- ✓ Autism
- ✓ Understanding Stress, Depression and Anxiety
- ✓ Understanding Self Harm
- ✓ Speech, Language & Communication Difficulties
- ✓ ADHD Awareness
- ✓ Safeguarding
- ✓ Positive Behaviour Support
- ✓ Working with Children and Young People with problematic or harmful sexualised behaviour
- ✓ ADHD
- ✓ Managing Anger
- ✓ Mental Health and Wellbeing
- ✓ Prevent
- ✓ National Online Safety
- ✓ ACE's (Adverse Childhood Experiences)
- ✓ Cross Cultural Awareness
- ✓ Team Teach



## External training

We continue to add to these training courses and these are also available to outside organisations allowing them to share our knowledge and practices.

We have also developed a behaviour management package entitled **Talking Strategies to Reinforce Positive Behaviour**, which has been presented to schools, colleges, universities and care settings across the country.

The feedback from these sessions has been extremely positive and we are continuing to develop other packages. If you wish to know more about this training package please contact **Steve Morris**.

## Diploma

All Residential Social Care Staff have attained or are working towards a Diploma for Caring for Children and Young People and the Social Learning Leaders have attained, or are working towards Levels 4 and 5. The Diploma model has been adopted by the Learning Support Assistants, all of whom have qualified or are working towards Level 3 of the standards.

## Continuing Professional Development (CPD)

In addition to training staff in the skills and knowledge needed to carry out their roles we encourage staff to develop their own chosen routes of study. It is of enormous benefit to our development as a school that we have staff who want to explore the wider field of our specialised work.

Colleagues are supported to become qualified teachers and the school has also given support to a number of staff to study for **First** and **Masters Degrees**. The knowledge brought back to the school from such studies has a direct impact on the strategic development of practices and keeps us in line with modern thought and legislation.

## National involvement

Similarly, we encourage selected staff to be involved with relevant national organisations to learn and share thoughts and practices.

Sue Ackroyd sits on the committee for **ENGAGE** (formerly the National Association of BESD Schools.. NAES) and has involvement in the development of **FLSE** (Federation of Leaders in Special Education). Brendan Loughnane sits on the national council for **SEBDA** (Social, Emotional and Behavioural Difficulties Association).

Caroline Booth has recently been elected on to the National Association of Non-maintained and Independent Special School's Board of Trustees (**NASS**).

We have active involvement with **NASS** (National Association of Special Schools); **NASEN** (National Association of Special Educational Needs); **BILD** (British Institution for Learning Difficulties); **SCA** (Social Care Association); **NCTL** (National College for Teaching and Leadership); **SSAT** (the Schools, Students and Teachers Network).

## Annual conference

The school hosts our annual training conference in October each year. This event invites professionals from a variety of disciplines across the country to share in inspirational and current practice presentations by prominent figures. Information about these events can be found on the school website.

# BECOMING THE BEST YOU CAN BE

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