



**Quality Protects Children Ltd**  
*Acting as a good parent should!*



# Lawrence House School

*Focusing on the Individual*



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DfE Number: 340/6001



# SCHOOL PROSPECTUS 2018/2019

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## **Mission Statement**

Our mission is to combine quality education and care in a safe, calm and supportive environment in which every young person is encouraged to achieve their full potential and celebrate all achievements. We promote respect, responsibility and respect.

## **Vision Statement**

Achievement through Creativity, Community and Challenge.

Our aim is for Lawrence House School to be a school of excellence where high expectations are fundamental to all that we do. The school will be a place where our young people are happy because the ethos of care and positive relationships makes everyone feel safe and valued. Our young people will experience a rich curriculum with a wide range of opportunities available to all of them. They will leave school as well rounded confident individuals and critical thinkers who have the skills and aspiration to be lifelong learners. We want our young people to become emotionally literate and resilient in order to enable them to overcome challenges and achieve. We will have strong links with the local community and diversity will be celebrated - we will be fully inclusive. Two way communications between the school and all stakeholders will be a strength so that everyone feels involved in the life of the school.

All of this will be embedded in a culture where this vision is shared by all stakeholders and the strong leadership, team work and professionalism of the staff make it the first choice for those attending.

## **WE AIM TO:**

- Be a community in which the quality of relationships is given a high priority, and in which young people, carers and staff work together for the benefit of each other.
- Help our young people develop into happy, confident, caring, resilient young men and women.
- Provide high quality teaching and learning which will enable all pupils to enjoy their studies and become independent, confident learners able to fulfil their academic potential.
- Provide personal guidance and support to help our pupils enjoy school, negotiate risk and make good choices.
- Provide a wide range of extra-curricular activities to help our young people find and develop their talents. We want them to find something they are good at, which they can enjoy and which boosts their self-esteem.
- Help our young people develop the skills, attributes and mind-set that will enable them to pursue their ambitions through to further and higher education and in the rapidly changing world of work.

## **Education with Lawrence House School**

Situated in the Knowsley area of Merseyside, Lawrence House School (LHS) opened in 2010 and is registered as an Independent Special School (DfE 340/6001) operating across five Children's Homes in Merseyside run by Quality Protects Children Ltd.

LHS caters for young people aged between 11 and 18 years of age. We teach aspects of the national curriculum and provide opportunities to complete GCSEs in Maths and English, Functional Skills, AQA Unit Awards and ASDAN qualifications.

Each young person has their own individualised timetable which covers as a minimum English and Maths and a specialised mental health programme designed to build resilience and re-engagement, which is linked to physical development and PSHE elements in the curriculum. Our teachers also follow a creative learning journey which uses a number of themes and topics in each year group. These enable young people to develop key skills whilst covering important curriculum content in a more interesting and cross curricular way. The skills come from the National Curriculum and are organised into the 6 areas of learning: • Personal & Social & Emotional Development • Communication, Language and Literacy • Mathematical Development • Knowledge & Understanding of the World • Creative Development • Physical Development

Education takes place in the young person's home or at nearby local facilities (libraries, sport centres, colleges and cultural facilities.). We have a good working relationship with relevant community agencies and local schools and colleges. We can also offer a range of vocational courses and work experience which gives students the opportunities and experiences needed.

## **Aims and Ethos**

Our over-riding objective is to maximise young people's academic achievement and personal development. We seek to instil the competencies of self-awareness, responsible decision making, social awareness and relationship management.

LHS proactively addresses the specific needs of young people in care by tailoring Individual Education Plans (IEPs) which meet the needs of the whole person by incorporating education, care and therapeutic services with support from external agencies. Before admission we build up an individual profile of each young person, outlining as full as possible picture of the young person and their educational experience and factors influencing their future education. Where there are gaps a range of tests will be completed to develop that full understanding. Educational targets are set through the IEP incorporating ECHP and PEP.

LHS believes that every young person has a right to access education of the highest quality. By utilising relevant contexts and high quality resources we encourage students to use higher-order thinking and foster intellectual enquiry.

To ensure students have the knowledge and skills they need to succeed in school life and beyond, our curriculum has a strong focus on literacy, numeracy and life skills. The spiritual, moral, social and cultural development (SMSC) of our students is of the utmost importance and opportunities for SMSC development are embedded in all curriculum areas. We offer a broad range of cultural experiences to ensure students have an awareness and respect for diverse cultures, religions and genders.

At LHS we aim to make education an enjoyable experience by providing a welcoming school environment in which everybody is supported to achieve. We create an inclusive and nurturing atmosphere in the classroom that encourages positive social and academic development. Our students have a sense of belonging and ownership of their education.

We strive to create a fun and stimulating timetable for each student whilst at the same time providing the therapeutic and nurturing environment. This approach is welcomed by the students who clearly enjoy the variety and the different styles of delivery.

LHS is a certified to deliver the following qualifications: OCR Functional Skills, AQA Unit Award Scheme Subjects and ASDAN Preparatory courses and Short courses. We also provide opportunities for our students to sit their GCSEs via internal tuition and external exam providers.

LHS staff members work within a framework where young people are supported to develop resilience and self-esteem and to improve their behaviours and attitudes so they overcome barriers to education and become independent learners.

Through our links and engagement with the Therapeutic Community we are committed to ensuring that the young people in our care, especially those with special educational needs and mental health needs receive behavioural support according to their needs.

Lawrence House School aims to assist and encourage each young person's return to community/alternative provisions and mainstream schooling where suitable. We support each young person's re-integration with a plan agreed with young person. We see ourselves often as a stepping stone rather than a long term choice.



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## **Our Mental Health Literacy & Resilience programme**

This programme has three main outcomes:

1. Increased Mental Health Literacy
2. Increased Self Efficacy in Physical Activity
3. Improved Trait Resilience

In achieving these three outcomes the programme offers an overall improvement to the young people's mental health within QPC. We offer a sense of autonomy and provide knowledge that allows students to take ownership of their own emotional literacy. This will develop into a management system for every day stresses through physical activity and behaviour change techniques, using these as a vehicle for development and overall life improvement.

As part of the services that QPC offer to our young people, our programme is unique in that we are able to enhance wellbeing whilst delivering good quality Personal, Social and Emotional Development and Physical Development sessions. This forms part of the excellent services we provide through our holistic approach to our young people at QPC. The programme improves wellbeing, attitudes to learning and future employment.

## **Community of Communities**

Lawrence House and Bluebell Cottage are Therapeutic Communities registered with the Royal College of Psychiatrist's Community of Communities (COC). This network brings together member Therapeutic Communities (TCs) in a systematic, standard-based, quality improvement process that incorporates self- and peer-review.

The following definition outlines the key principles of TCs and this underpins the LHS approach to all aspects of the Lawrence House and Bluebell TCs. A TC is *"...a planned environment which exploits the therapeutic value of social and group processes. It promotes equitable and democratic group-living in a varied, permissive but safe environment. Interpersonal and emotional issues are openly discussed and members can form trusting relationships. Mutual feedback helps members confront their problems and develop an awareness of interpersonal actions".<sup>1</sup>*

The LHS team work in partnership with Young People, Residential Care Staff, QPC's attached therapist and a broad range of relevant organisations to deliver and review policies and procedures in line with COC standards.

Working towards the COC standards ensures high staff engagement, comprehensive and quality based training and support with consistent management and maintenance. All of which are applied in a deliberate, planned and structured way.

Learning at LHS is not limited to the classroom but is a continuous process. Teachers and care staff encourage and promote numerous opportunities for young people to learn outside the classroom.

### **Multi-Agency Support**

LHS has a strong commitment to the Child Centred Approach involving professionals from a diverse range of agencies and partner organisations.

Effective multi-agency work requires strong collaboration between partners. LHS maintains frequent communication with all of the professionals and schools relevant to our students.

We make extensive use of a wide range of partners and agencies for early intervention and to effectively motivate our pupils and improve their personal and educational outcomes. The collaboration between educational and residential professionals which occurs at LHS enables the effective tracking and monitoring of Young Peoples educational plans.

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Lawrence House School also has links with the Confederation of British Industry for support with careers and The Arch Sexual Health Clinic for outreach sex education.

### **Staff**

LHS is staffed by an experienced, qualified education team and has access to QPC's Clinical Psychologist Dr Marshall. Dr Yehuda Marshall has working in mental health for over ten years, with extensive experience in treatment of children and adolescents with mental health problems, ADHA and ASD, attachment and anxiety, PTSD, depression OCD and behavioural problems.

The school leadership team comprises: Our Education Coordinator, Fay Donnelly, is a qualified teacher with over 10 years' experience. After completing her BSc in Forensic Science Fay completed her PGCE and QTLS with experience teaching in a range of education settings. She has experience teaching students from diverse backgrounds and with a range of specific educational needs, SEBD and learning difficulties and one-to-one mentoring to support young people with mental health issues. Fay also has training in CBT and a Certificate in Counselling Skills from the University of Huddersfield. She continually seeks to impart her passion and enthusiasm for learning to students by delivering engaging, challenging and inclusive teaching programs. Fay's focus is on

developing Educational Resilience and students' intrinsic motivation for learning to assist in overcoming any barriers to educational achievement.

Maria Cole is the school SENCO and English teacher. She has experience of working with students from key stage one to keys stage five, in mainstream and special needs settings in the UK and abroad. In addition to her PGCE, Maria has the Advanced Diploma Special Educational Needs, Postgraduate Certificate in Special Educational Needs Coordination and National Award SENCO.

Nicola Sothern is our Curriculum Manager and school mentor and is a qualified teacher with over 12 years' experience. She has worked in numerous schools and was rated as Outstanding consistently for a period of 12 years before her role developed and she joined senior leadership teams. Her responsibilities within schools have included Mathematics Leader, PSED Leader and ASEY's Leader. She also works in conjunction with Edge Hill and Liverpool Hope Universities as a school based mentor for trainee teachers. Nicola drives curriculum development and direction within Lawrence House School.

With a team of experienced and qualified teachers and teaching assistants all students have access to 1:1 tuition. Our staff deliver bespoke courses, including a varied and relevant curriculum designed to meet the individual needs of the young person. The tutors are multi-disciplinary, enabling them to bring differing strengths the classroom, creating a stimulating learning environment.

### **Links with parents and those acting in the role of parents**

Regular reports are provided for the funding authority, the host authority and parents or those acting in the role of parents.

Parents, carers, social workers and other professionals are encouraged to visit and see the work we do. LHS provides regular feedback on student progress via meetings and student progress reports. School inspection reports are also provided to parents and those acting in the role of parents.

### **Admissions**

School admission is based on the needs of the young person. Within the school we start by considering each individuals academic progress across the curriculum.

Within the first week of school tutors will determine the appropriate curriculum level for each student by analysing previous educational attainment, school reports and completion of the OCR Functional Skills Level checker providing initial literacy and numeracy levels. This enables us to create an individual and differentiated curriculum and timetable tailored to the young person's needs.

Within 8 week of starting each young person will have a Cognitive Abilities Profile produced and undertake a Dynamic Assessment used to assess thinking and problem

solving skills used to underpin access to education, daily life activities and social communication. We tailor each Personal Education Plan to students' specific strengths and weaknesses.

LHS operates on the Knowsley academic year calendar and our school day operates in line with the 'mainstream' academic model. We also deliver 52 week, summer and activity programs for individual students.

Our full admission policy is available on request.

## **Safeguarding**

LHS takes its statutory responsibility to protect our pupils very seriously. LHS has its own safeguarding policy, a copy of which is available on request.

## **Equality and Diversity**

QPC has been awarded the Navajo Merseyside Lesbian, Gay, Bisexual, Transgender (LGBT) Friendly Charter Mark. This reflects the positive steps QPC takes to welcome and encompass LGBT issues within our organisation. QPC proactively promotes equality throughout our organisation and the wider community.

QPC and LHS have links to local religious organisations and provide prayer facilities for members of our organisation.

The QPC and LHS staff team reflects our diversity commitments.

*'Education is the best provision for the journey into adult life'* **Aristotle**

## **Contact Details**

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<sup>1</sup>Haigh R. and Worrall A. (2002), In: Community of Communities: Service Standards for Therapeutic Communities, 7<sup>th</sup> Edition, 2013, Royal College of Psychiatrists