



Liverpool Progressive School



Head Teacher:

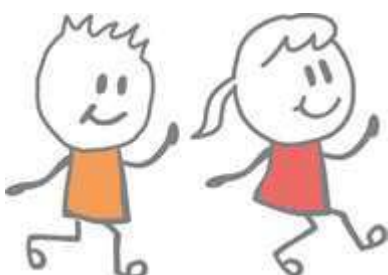
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DCSF Number: 3416047

Liverpool Progressive School Prospectus

Mission Statement

Liverpool Progressive School helps children towards a better future by providing the highest quality of education where inclusion, enrichment and progression enable achievement for all children by focusing on their specific and complex needs.

“Outstanding teaching ensures that students make excellent progress in their learning and personal development. Teachers and learning support assistants work exceedingly well together to provide support and challenge for students.”

Liverpool Progressive School Ofsted Report

Inspection dates	24–26 March 2015	
Overall effectiveness	Outstanding	1
Leadership and management	Outstanding	1
Behaviour and safety of pupils	Outstanding	1
Quality of teaching	Outstanding	1
Achievement of pupils	Outstanding	1
Sixth form provision	Outstanding	1

Ofsted March 2015

“Students’ achievement is outstanding, exemplified by the number of unit awards that they successfully achieve. Their progress from very low starting points with reading, communication and numeracy is excellent.”

Ofsted March 2015

“The proprietors and senior leaders demonstrate an outstanding vision for how the lives of students with complex learning needs may be transformed. They implement this vision to an extremely high standard and have ensured the continuous improvement of the school since the last inspection.”

Ofsted March 2015

“Arrangements for the safeguarding of students are exemplary. Policies and procedures are implemented consistently by very well trained staff.”

Ofsted March 2015



Welcome To Liverpool Progressive School

Hello

I am delighted to welcome you and your child to Liverpool Progressive School. The Staff and other pupils look forward to meeting you on many occasions as your child progresses through the school.

We all know that this is the beginning of a long and happy relationship as we work together to provide the best education. We aim to provide a caring environment which will enable each individual to develop to their full potential.

The dedicated educational staff team plan the curriculum and organise the school in such a way that children and young people are well motivated and enjoy their school life. This is the best possible environment for teaching and learning. Having created this environment which emphasises co-operation and mutual respect, we then expect high standards of social behaviour from each individual.

Working in partnership with you, we aim to make this school a centre of excellence for the children, young people and their community. To achieve this we ask for your help and support. If you have time available or a skill which could be shared with our children and young people or would like to see what is going on in our school our door is open to you, just as it is to your child.

Together I know we will achieve excellence.

Yours sincerely

Linda Dunbavand
Head Teacher

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General Information

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DCFS No.	3416047
Head Teacher	Linda Dunbavand
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Liverpool Progressive School offers high quality person centred education and, where required, residential provision for children and young people from the age of 8 – 19 years. We are co-educational and are the preferred provider for many leading authorities.

We promote our children's learning via a wide range of experiences and activities including personal, social and health education and the development of leisure, independence and mobility skills.



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About the School

Liverpool Progressive School is situated in an attractive location in the Liverpool suburb of Walton.

The School is close to many amenities, including Liverpool City Centre, and is easily accessible to surrounding areas with good motorway links.

The building opened in September 2000 as a result of an initiative to provide locally based, easily accessible, high quality learning experiences to children with severe and complex learning difficulties.

The School is staffed with a highly skilled and qualified team of professionals and resourced to offer a wide range of educational, medical and therapeutic resources for children and young adults who have complex needs, including learning difficulties and behaviours that are challenging or inappropriate in community settings. Staff are trained in both diffusion and breakaway techniques.

The School is co-educational and caters for pupils between the ages of 8–19 years.



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School Accommodation

The building is a two storey, bright, spacious, modern building newly refurbished to provide the best possible facilities including a multi-purpose hall and dining room, resource communication room, office accommodation and a range of classrooms designed and modified to meet the requirements of pupils who have complex needs. The School has lifts to enable access to the first floor.

There are individual workstations available throughout the School which are designed for the physical and learning needs of the pupils. There is also a wide range of computers and assistive devices to enable the pupils to maximise their access to the National Curriculum. Special facilities include use of a Hydrotherapy Pool, Gym, Sensory Rooms, Science Room, Design and Technology Room including Food Technology, Art/Craft Room including Dark Room, Enterprise Room, Reading Room, Motor Vehicle Technology Room, Cycling Technology Room and Specialist Environmental Science facilities.

Accommodation is also provided for our professional team who include our qualified School Nurse.

At Keys Group PCE we believe in delivering a quality service. We work in quite specialist areas we know it is important to have our own expertise in the form of an Autism Advisor who can offer guidance and support, as well as ensuring the implementation of our autism strategy. Our Autism Advisor leads our Autism Strategy, is involved in staff training and works with staff teams and individuals who need that very specialist input.

If Speech Therapy is required, liaison with the relevant Health Authority will be undertaken.

Therapy sessions are available for pupils as recommended by the relevant authority.

The playing field at the front of the School is enhanced by a variety of trees, shrubs and sensory plants, with seating for the pupils. There is also a well-equipped, secure play area at the back of the building including summer house and outside classrooms.

Admissions Procedure

Liverpool Progressive School is registered with the Department of Education and Employment to cater for pupils aged 8–19 years who experience severe and complex learning difficulties and behaviours that are challenging or inappropriate in community settings.

Pupils are usually referred to Liverpool Progressive School by representatives of their local authority; the Education Authority, Social Services Directorate or Health Authority, although it is not unusual for parents to make the initial contact.

Parents are encouraged to visit the School and meet with the Principal and other Senior Staff prior to the pupil's enrolment. If it is considered that Liverpool Progressive School may be the correct placement, the Principal will request all relevant documentation relating

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to the child, including an up-to-date Statement of Special Educational Needs or Education, Health and Care Plan and reports from the Educational Psychologist.

Arrangements are then made for parents and Agency Representatives to visit the School and for the Intake and Assessment Team to visit the child and his/her family at both home and the present education placement in order to make an initial assessment of the child's needs.

The resulting report and supporting documentation is then considered by the School's Intake and Assessment Team. If it is felt that attendance at Liverpool Progressive School will meet the pupil's individual needs, the offer of a placement will be formally made in writing to the referring authority along with the issue of a draft contract.

Pupils may enrol at any point during the school year and at any time in their school career.

Local Authority Staff are always welcome to visit the School prior to any referral being made, during the referral process or at any time during the placement.

Pupils for whom English is an additional language

In the event that pupils are admitted whose first language is not English, and English is an additional language within the family as spoken by parents / carers etc., the school will make appropriate arrangements for translation in meetings, through important documents. The school will provide translation support to pupils in their education as appropriate including through the use of non-verbal strategies.



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Pre-Placement

The Pupil Centred Planning Process will commence with a meeting which will be called by the School's Intake and Assessment Team to which all people involved in the pupil's life are invited.

Additional information can be gathered in this forum, including details of the child's routines, likes, dislikes and links with families. At this point an initial Risk Assessment can be undertaken and views about the placement exchanged.

Designated staff members then establish links with the pupil in his/her current educational and residential environments to support the transition process to Liverpool Progressive School.

Criteria

The following criteria must be met before a pupil will be formally accepted at the School:

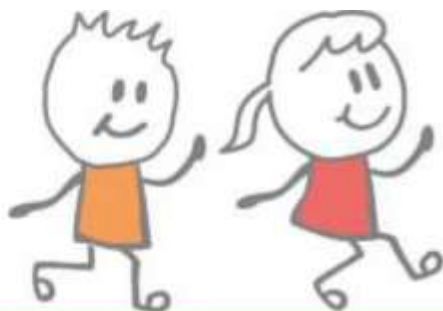
- The pupil has a Statement of Special Educational Needs or Education, Health and Care Plan
- The Pupil is aged between 8 – 19 years
- The Pupil has severe and/or complex learning difficulties with associated behaviours that others might find challenging (this might include Autism, a variety of Syndromes as well as those children affected by Acquired Brain Injury).
- Funding has been agreed by the relevant authorities.

Disruption of Placement

The school does not exclude pupils as a matter of policy, but there may be occasions where the pupil's placement may be disrupted as follows:

- Situations putting persons on site at risk which are external to the School's control.
- Where allowing the child to stay in School would seriously harm the education or welfare of the pupil or others.
- Where an appropriate and extensive investigation has exhausted all available strategies.

A copy of this policy is available for discussion / inspection with the Principal on request.



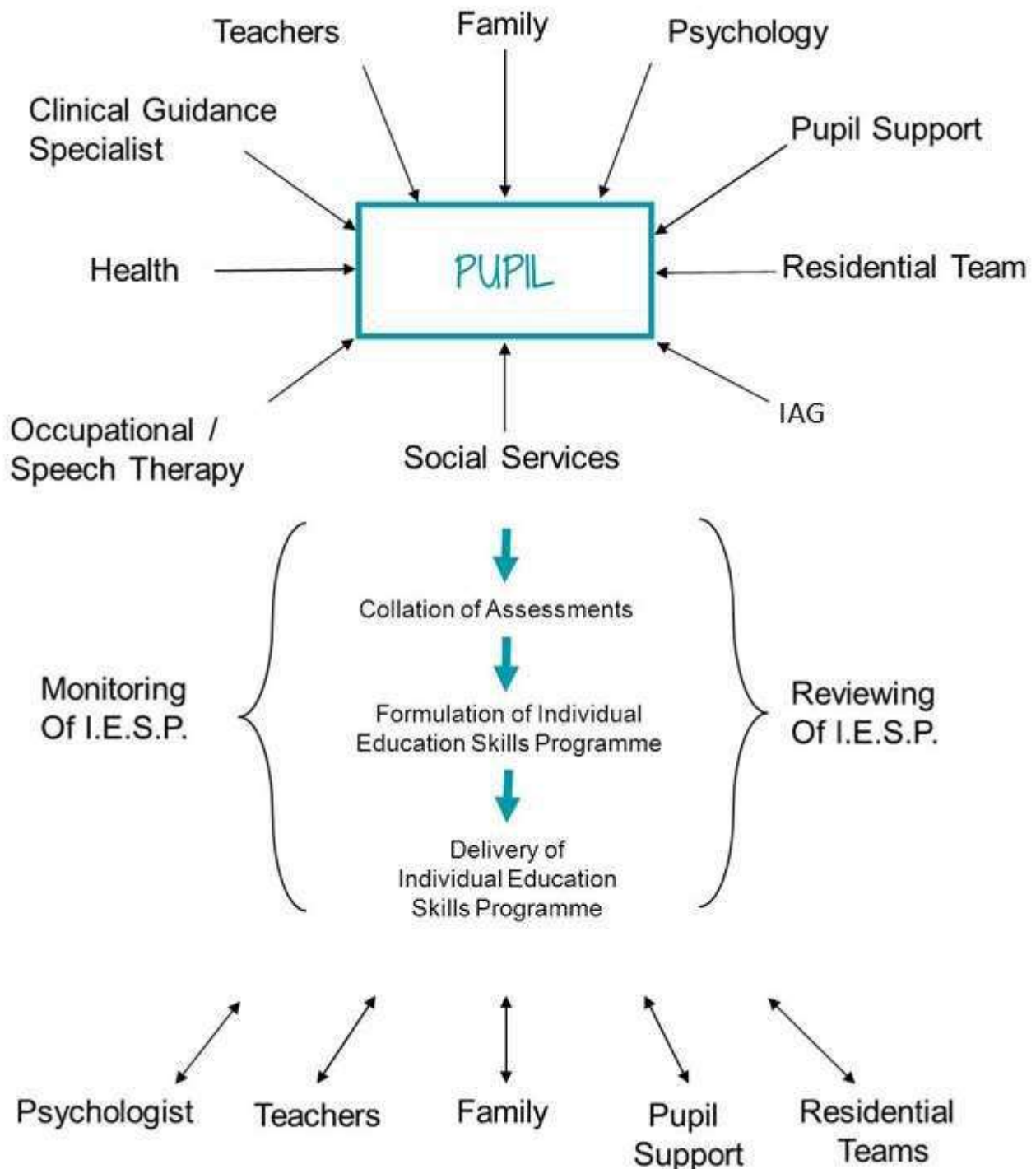
Liverpool Progressive School Ethos

At Liverpool Progressive School we strive to provide the highest quality of education where inclusion, enrichment and progression enable achievement for all children.

Liverpool Progressive School Aims

- To provide our pupils with an education that will meet their individual intellectual, interpersonal and social needs, fostering independence and preparation for a full active life.
- To provide a safe and supportive environment in which pupils can be considered and developed as individuals.
- To provide a secure, purposeful and calm environment where learning is an enjoyable experience.
- To identify and offer the pupil's preferred method of communication ensuring that effective skills are developed and used in all areas of activity.
- To analyse the function of each pupil's behavioural challenges and to seek to reduce the frequency and severity of such behaviour by the teaching of alternative and appropriate ways of achieving that function.
- To apply appropriate psychological and physiological screening to identify factors that may exacerbate challenging behaviour and to seek to reduce these behaviours.
- To extend the 'Pupil Centred Planning' process to include behavioural self-directed strategies, Individual Education and Skills Programmes and Care Plans that are monitored consistently and reviewed regularly.
- To provide a broad, balanced relevant curriculum that acknowledges the pupil's individual needs.
- To provide ordinary life experiences within the community, accessing local networks.
- To foster self-esteem, mutual respect and trusting relationships whilst promoting contact within the school with parents and significant others.
- To ensure equality of opportunity irrespective of gender, race, disadvantage or disability.
- We provide specialist support and quality opportunities through individualised learning programmes that are carefully matched to individual needs to secure positive outcomes for each student.

The Assessment, Monitoring and Review Process



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Review Procedure / Reporting to Parents

Each pupil at Liverpool Progressive School has a Statement of Special Educational Needs or Education, Health and Care Plan prepared by their local Education Authority and is reviewed on an annual basis or as when as required.

A written report from the class teacher will be sent to parents and other relevant parties three weeks before the review meeting takes place. These reviews normally take the form of a meeting between the funding authority, teachers, parents and other relevant people. They will discuss the pupil's progress, education, and if appropriate, residential provision, setting targets for both the coming year and the immediate future. At age 16-plus a Transition Plan is prepared in conjunction with relevant others to address the pupil's future needs where all possible routes/placements can be explored. Pupils are encouraged to take part in all review meetings.

Review Timetable

Timescale	Purpose
1. Within 4 weeks of admission for CIC Children	Initial review of school placement Assessment Report Residential Support Report (if required)
2. Within 3 – 4 months of admission	Assessment Report Formulation of Care Plan Looked After Children Review Educational Progress Interim Report
3. 6-Month Review	Educational Progress Interim Report. Residential Report (if required)
4. Annual Review	Educational Progress Report Child in Care Review

Review Content

- Review of the pupil's progress, along with the parents' views and their aspirations for the future.
- Pupil's views with his or her aspirations for the future.
- The school team's views of the pupil's progress.
- Progress in meeting the identified overall objectives in the pupil's Statement of Special Educational Needs or Education, Health and Care Plan.

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- Progress in meeting the individual targets identified in the Individual Education and Skills Programme.
- Educational objectives/targets to be set against the pupil's educational progress which might be assessed during the review period.
- Review of the Statement of Special Educational Needs or Education, Health and Care Plan.
- Review of the pupil's residential environment and care plan with an update of Child in Care Documentation and Action and Assessment Records.
- Recommendations to be identified and agreed.
- Further action required – Action Plan formulated with timescale identified.



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Therapeutic Behavioural Approach

A team of professionals will contribute towards the content of a pupil's Individual Education and Skills Programme by devising programmes/strategies aimed at reducing the severity or intensity of inappropriate behaviour. The Programme will also seek to develop learning and co-operation skills.

The Assessment and Reviewing Team monitor behaviour, collect, analyse and present relevant data. The team will then focus on the function of the inappropriate behaviour, the triggers for the behaviour and the development of strategies for its safe management. New skills to be acquired serving the same function of the behaviour will be identified in each pupil's Individual Education and Skills Programme.

Liverpool Progressive School community understands that:

- The behaviour displayed is frequently used as a form of communication.
- The behaviour usually serves a function for the pupil.
- The behaviour has been learned.
- The behaviour can be replaced by the pupil being taught functionally equivalent skills.
- A copy of the policy '*Promotion of Good Behaviour and Sanctions*' is available upon request.

Record of Achievement

All pupils have a Record of Achievement that can be used as a personal portfolio. This file will be maintained throughout their school career.

The document records achievements in all aspects of the pupil's life providing evidence of experience and learning by photographs, certificates and other relevant and/or appropriate documentation

The Record will include statements regarding:

- Personal skills and qualities
- Activities and achievements
- Awards and attainments gained in and out of school including the School's units of accreditation.

Parents are encouraged to contribute to the Progress File with details of any out of school activities.

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The School Day

The school day is 9.00 to 15.30 with a 40 minute break at lunchtime.

The length of the school day meets the Department of Education and Employment's minimum teaching hours for pupils.

8 – 12 year olds	23.5 hours per week
12 – 19 year olds	24 hours per week

These hours do not include recreation or breaks.

Arrival

On arrival at school, pupils are supervised in a designated area by their escorts until 9am when they are welcomed by teaching staff and taken to their classrooms.

Lunchtime

A cooked meal is provided at school for all pupils, with special menus including gluten and casein free diets available for those pupils on eating plans for health or religious reasons. Pupils who need help are encouraged through their Individual Education and Skills Programmes to become as independent as possible. After lunch, all pupils are encouraged to take part in recreational activities either indoors or outdoors, depending on the weather.

Departure

At 3.30pm all pupils are accompanied by designated staff as they leave the building. Transport home may be provided by the Company, parents or the local authority.

The Education Centre has a minibus that can be utilised according to the individual needs of the pupils. All drivers are accompanied by a pupil escort, and further support is available if required.

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Education Provision

Liverpool Progressive School complies with the principles of the 1988 Education Reform Act by offering a full and balanced curriculum delivered over a 6½ hour school day or over 24-hours for a 52-week programme if the child is residentially accommodated. The concentration of the teaching programme is on developing relevant skills and applying them to situations throughout the pupil's day. Our Curriculum is planned to promote pupils' learning via a wide range of experiences and activities including personal, social and health education opportunities, and the development of leisure, independence and mobility skills.

Teachers, in conjunction with senior staff members, are responsible for devising and monitoring Individual Education and Skills Programmes for every pupil in the school.

During the initial three months of a child's placement, short, medium and long-term targets are set in response to individual assessment.

Teaching Staff meet on a weekly basis to monitor and review achievement. Strategies and outcomes are discussed and recorded within relevant portfolios. This planning and recording process not only provides teachers with a formal structure, but also supports the delivery and monitoring of the curriculum, which ensures continuity and maintenance of high standards throughout the school.

A minimum staff ratio of 1:1 is available at all times. Additional staff are deployed where pupils have additional difficulties or support needs.



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The Curriculum

All pupils attending Liverpool Progressive School are entitled to a broad, balanced and relevant curriculum.

Pupils access curriculum areas according to ability and, in some cases, preference.

Liverpool Progressive School is registered by the DfES to provide education for students between the ages of 8-19. Our curriculum covers Key Stages 2, 3, 4 and extends to 16-19 collegiate style provision (across 24 hours for children accessing our residential service).

The curriculum is planned to promote individual and group learning opportunities via a full range of experiences and activities that are appropriate to each student's age, entitlement, needs, abilities and choice.

Particular emphasis is placed on the National Curriculum, communication and self-directed behaviour strategies for a lifelong learning programme. Wherever possible we aim to provide access and inclusion opportunities to mainstream education and other community based leisure and social activities geared towards the promotion of independent living.

Each student enters Liverpool Progressive School with a Statement of Special Educational Needs or Education, Health and Care Plan providing the basis for their IESP. This is a tool by which the school establishes what and how targets are to be achieved. In addition to educational targets other development parameters are set, monitored and reviewed regularly. These may include social, emotional, communication, behavioural and physical.

In line with the 1988 Education Reform Act, Liverpool Progressive School strives to promote the spiritual, moral, cultural, social, emotional and physical development of all students in school and society.

Opportunities are threaded throughout the curriculum to promote and develop this entitlement, as are the 2005 Every Child Matters framework objectives of:

- Stay safe
- Be healthy
- Enjoy and achieve
- Make a positive contribution
- Achieve economic wellbeing

Our overarching aim at Liverpool Progressive School is to provide the highest quality education where inclusion, enrichment and progression enables personal achievement for all students in preparation for the responsibilities, experiences and opportunities of adult life (with appropriate levels of support).

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National Curriculum Strategy Subjects are accessible to all students, at appropriate levels according to their age and ability. The main focus of the teaching is on developing functional skills and applying them to real situations throughout each students programme. They can be accredited via **AQA Unit Awards** and build towards **AQA Entry Level Certificates** (NC 1-3) and **GCSE Foundation** (NC 3-5) and **Higher** (NC 5+) **Stage** exam entry where appropriate. These subjects are:

- English
- Science
- Maths
- ICT

National Curriculum Foundation subjects are included in programmes of study and are accessible according to ability, need and age. These include:

- Physical Education
- Geography
- History
- Art
- Design Technology
- Food Technology
- PHSE&C
- RE

Supplementary subjects and therapeutic experiences are available for students to access based on their ability, need, age and preference. They include:

- Catering (NVQ 1)
- Horticulture (NVQ 1)
- Drama Group (inclusion project)
- Music therapy
- Multi-sensory therapy
- Hydro therapy

Independent Living Skills activities are included in programmes of study. These activities are wide ranging and structured to allow for incremental steps in achievement. Activities are grouped into main areas and can be individually accredited through the **AQA Unit Award Scheme** and **Asdan Certification in Life Skills** (an **Entry Level Qualification** [NC1-3]). They cover:

- Personal Care Skills
- Practical and Vocational Skills
- Daily Living Skills
- Community and Leisure Skills
- Craft and Hobby Skills
- Citizenship
- Preparation for Working Life

The **Asdan Award Scheme** offers accredited programmes of study that compliment other curriculum areas, allowing opportunities to practice acquired skills and knowledge through practical and functional activities.

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New Horizons is an activity based Asdan programme offered to KS3 (11-14) students providing structure, flexibility and providing recognition for small steps of achievement. The contexts are set within and beyond school and support the delivery of Personal, Social, Health, Citizenship and Careers educational targets. This programme is appropriate for learners working between levels P1 – P8 in Key Stage 3.

Transition Challenge is an Asdan programme suitable for Key Stage 4 (14-16) students. It provides a framework of activities developing and accrediting personal and independent living skills through areas relating to National Curriculum Key Stage 4 programmes of study. This scheme is complemented by activities geared towards skills development necessary for adult living, as recommended by the Dearing Review.

Towards Independence is an Asdan programme that has been developed for the adult learner (16-19). It offers formal recognition for small steps of achievement and modules can be accessed separately and accumulated to build up a profile. Modules within this programme fulfil many of the objectives of the Government White Paper - Valuing People. They include:

- Citizenship
- Coping with People
- Current Affairs
- Environment
- Everyday Living
- Going Out
- Getting to know a Group
- Knowing about Myself
- Meal Preparation
- Money
- Photography
- Out in the Community
- Personal Safety
- Pottery
- Using Everyday Signs
- Relationships
- Self-Advocacy
- Sports Studies
- Time Management
- Using Transport

Personal Projects offer a way of combining classroom based learning objectives in functional contexts. They are planned with students from 14+ years and include elements of Transition Action Plans, Connexions advice, IESP targets, hobbies, interests, work experience, spiritual and cultural events and community access.



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Examinations

The school encourages as many pupils as possible to take public examinations and staff make every effort to seek out the most suitable examinations and external accreditation. For some pupils this is less appropriate, but for others they are able to take subjects within the General Certificate of Secondary Education, (Northern Examination and Assessment Board), the Royal Society of Arts, the Award Scheme Development and Accreditation Network (Towards Independence) and AQA Unit Award Scheme.

Through an integrated curriculum we can provide a balanced and relevant curriculum at Key Stage 4 which is appropriate to the needs of pupils.

As each pupil has a wide range of abilities, a variety of teaching methods and approaches are used, taking into account learning styles so that pupils can learn in a way that best suits them.

Details of external accreditation and awards as detailed above gained in the last twelve months are available upon request.

Communication

Some pupils at Liverpool Progressive School may have communication impairment, with the nature and severity of the impairment being highly variable. Understanding and developing the communication of our young people is central to our approach at Liverpool Progressive School.

In order that a pupil may obtain maximum benefit from their learning programme, it is important there exists some form of basic communication between the individual and the school team, which enables messages and information to be exchanged. With this in mind, the initial and ongoing assessment process undertaken by Liverpool Progressive School Staff places great emphasis on identifying the most appropriate and widely understood forms of communication to suit a pupil's needs, abilities and lifestyle.

Wherever necessary, the highly skilled and qualified team of professionals will decide how these identified Alternative Methods of Communication can best support the delivery of an individual's education or activity programme. We believe that deployment of communication, language and numeracy skills underpin all learning processes irrespective of whether they are classroom structured or delivered in a functional or social context.

The Picture Exchange Communication System (PECS)

Although many of our children can have little or no functional speech, most of them will have a basic understanding of cause and effect. This can frequently be seen in the way a child uses behaviours to manipulate outcomes. Another simple example of cause and effect behaviour might be a child repeatedly turning lights on and off.

PECS is one training approach that has been used successfully to promote communication for individuals with autism.

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The picture exchange technique teaches children and adults to initiate a communicative act to receive a concrete outcome. Because children's communication difficulties are not reinforced by typical social rewards associated with the act of communication, the use of picture exchange can provide for immediate and concrete reinforcement while teaching the social interaction necessary for communication.

As communication is an essential aspect of daily life, students and pupils with little or no functional speech will find that PECS is an empowering means of getting their wants and needs known. The staff team at Progressive Educational Services are fully conversant with PECS and are committed to promoting positive communication with the pupils to ensure that ample opportunities for social interaction with the staff team and with the wider community are achieved.

All staff that may come into contact with children who attend Liverpool Progressive School, including residential staff, are trained in PECS and continue this commitment throughout the 24-hour curriculum.

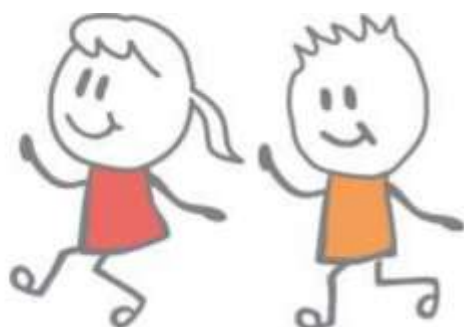
Staff also attend refresher / follow up sessions when necessary to keep up-to-date with recent research and findings, and to maintain their skills and knowledge. PECS training is also offered free to all parents and families of children at Liverpool Progressive School.

Mathematics/Numeracy

Liverpool Progressive School community understands Mathematics to be the science of number, quantity, shape, space and time, and believe that an understanding of the mathematical concepts enables pupils to manipulate and make sense of their world.

This subject will include:

- Helping pupils develop competencies and confidence with mathematical concepts and skills.
- Developing a positive attitude towards mathematics.
- Developing an appreciation of mathematics in society.
- Providing opportunities to work independently and competently.
- Helping pupils to understand and communicate mathematical ideas in a variety of ways.



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English/Literacy

Liverpool Progressive School Community understands language / communication to be the key to all learning and believe that any progression or competence in these skills can mean empowerment for the pupil, enabling him/her to lead an active, aware and accomplished life style. We believe that everyone in our School Community is a teacher for communication.

The subject will include:

- Developing a pupil's abilities in English with an integrated programme of speaking, listening, reading and writing.
- Developing a pupil's abilities to communicate effectively and confidently in speech and / or through signs, symbols and information technology.
- Providing opportunities for pupils to become enthusiastic, responsive and knowledgeable readers, writers and listeners.

"English is the language of the future, the language of the computer. English is the most important tool you'll ever need, no matter what career you choose – you have the right to English – make it your right!"

Benjamin Zephaniah
Poet, Writer, Actor, TV and Radio Presenter

Science

Liverpool Progressive School community understands Science to be a subject that investigates the universe and constantly strives to reach an understanding of it.

The subject includes:

- Stimulating enjoyment and interest in the subject by directing the pupils' natural curiosity.
- Teaching scientific knowledge, skills and terminology.
- Developing an understanding and awareness of environmental issues.

"Science is valuable because it meshes with all our lives and allows us to channel and use our spontaneous curiosity."

Professor Susan Greenfield
Director, Royal Institution

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Computing

Liverpool Progressive School community understands that Information Communication Technology is to be a tool for investigation and learning in all subjects, allowing pupils to become independent users of Information Communication Technology as a learning resource.

Computing aims to ensure that all pupils:

- Can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.
- Can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.
- Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- Are responsible, competent, confident and creative users of information and communication technology.

(Department for Education, 2013)

The subject will also include e-Safety.

Physical Education

Liverpool Progressive School community understands Physical Education to be about assisting the child physically, mentally, emotionally and socially.

This subject includes:

- Helping each pupil develop versatility and adaptability across a wide range of movement experiences.
- Promoting positive attitudes towards health, hygiene and fitness.
- Promoting self-esteem through the development of physical confidence.
- Developing pupils' co-operation and communication skills.

“Physical Education is about pupils learning about themselves: their capabilities, their potential and their limitations. It is the foundation of all sports participation. But it goes beyond the individual and understanding themselves – it’s learning how to work with and to respect others.”

Lucy Pearson
England Cricketer and Teacher

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Geography

Liverpool Progressive School community understands Geography to be about the study of places and the people who live in them.

The subject will include:

- Encouraging the growth of skills to help geographical enquiry in whatever learning approach suitable to the pupil's ability.
- Providing opportunities for pupils to work with geographical equipment and computer technology.
- Promoting the appreciation of the significance of people's beliefs, attitudes and values.

“Geography brings theory down to earth. And in a world where 80% of information is referenced to locations, it develops spatial awareness.”

Dr Rita Gardner
Director and Secretary
Royal Geographical Society

History

Liverpool Progressive School community understands History to be about the study of past lifestyles and events. We believe that it provides an insight into the way society developed, the reasons why significant events took place and how attitudes and values have changed through time.

This subject will include:

- Seeking to develop a pupil's interests and enthusiasm for historical knowledge.
- Helping pupils understand the development of their country and how it was influenced by the past.
- Raising awareness of a pupil's own environment and how it was influenced by the past.
- Developing knowledge of chronology.

“History adds colour to the curriculum. It tells you about how the princes and the people fit together – or fight. That's life itself. If you miss out on that, you miss out on some of the most exotic, colourful characters you'll have the chance to learn about at school.”

Brian Walden
Author and Television Presenter

Liverpool Progressive School Prospectus

Personal Health & Social Education

Liverpool Progressive School community understands Personal Health & Social Education to be learning based on the acquired skills, knowledge, values, attitudes, experiences and opportunities which takes into account pupils' needs and their stages of development.

This subject includes:

- Increasing pupils' self-awareness and respect of their own and others moral and religious values.
- Exploring the world of interpersonal relationships and fostering skills for developing and managing relationships.
- Helping pupils become more informed and responsible members of the school and their local community.
- Developing skills for independence and strategies for coping with change and transition.
- Empowering pupils to make informed educational, vocational and training choices.
- Acknowledging individual achievements.

Art

Liverpool Progressive School community understands Art to be the area of the curriculum in which pupils will use and manipulate different materials and mediums in order to express themselves and explore ideas.

This subject will include:

- Engaging with original works of Art, Craft and Design.
- Engaging with the process of Art, Craft and Design.
- Providing opportunities for experiences in the use of materials.
- Developing skills of contextualisation, personal response and partnership.

“Art and Design is not just a subject to learn, but an activity that you can practise: with your hands, your eyes, your whole personality.”

Quentin Blake
Children's Laureate



Liverpool Progressive School Prospectus

Music

Liverpool Progressive School community believe that pupils should have an understanding and develop enjoyment of music through performing, composing, listening and appraising.

This subject will include:

- A balanced programme of activities.
- A learning environment that stimulates and supports musical investigation.
- Helping pupils to use music to communicate in ways that words cannot.

“Music is our daily medicine which aids far better communication with others and ourselves.”

Evelyn Glennie, OBE
Percussionist

Design & Technology

Liverpool Progressive School community understands Design and Technology to be a way of working in which pupils investigate a need or respond to an opportunity to make or modify something.

This subject will include:

- Developing an understanding, knowledge and skill in Design and Technology.
- Encouraging pupils to consider the effects and implications of technology activity.
- Developing the pupil’s capabilities through activities which produce a range of contexts, materials and processes.
- Developing a pupil’s spatial awareness and visualisation skills.

“Tell me and I forget – show me and I may remember – let me do it and I learn. Learning through making works!”

Prue Leith
Leith’s School of Food and Wine

The Arts

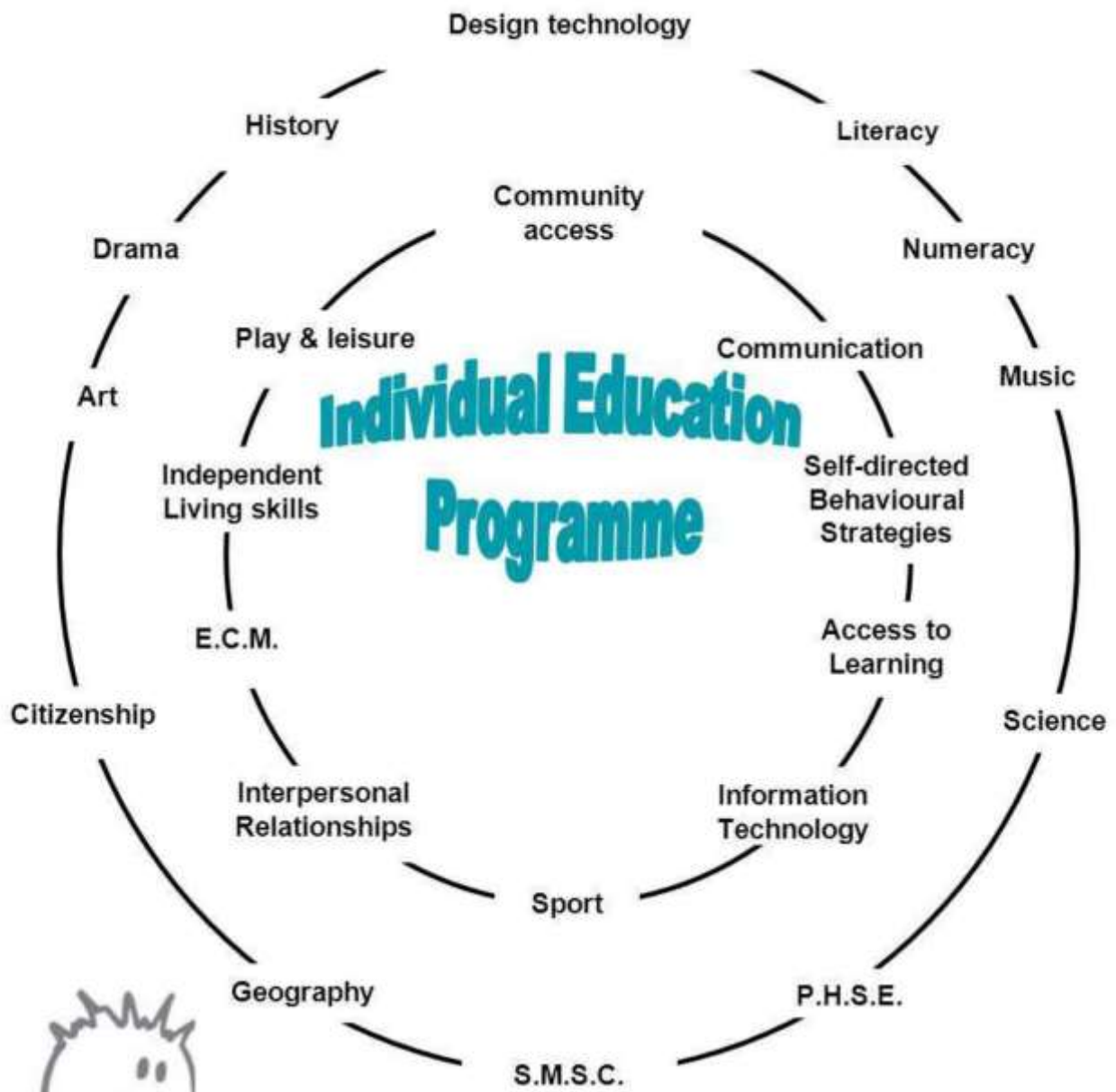
Liverpool Progressive School through the celebration of “The Arts” endeavours to broaden and enrich pupils’ experiences.

This subject includes:

- Developing the ability for creative thought and action.
- Providing opportunities for the exploration of values.
- Helping pupils understand cultural change and difference.
- Developing physical and perceptual skills.

Liverpool Progressive School Prospectus

Liverpool Progressive School Curriculum



Liverpool Progressive School Prospectus

General Information

Attendance

Liverpool Progressive School recognises the importance of pupils' regular attendance; however staff will deal sensitively with pupils and their families where non-attendance arises out of medical needs or personal difficulty.

It is important to notify the Head Teacher of any pupil absences, home visits, or holidays. Notification must be received from parents or carers, otherwise absence will be recorded as unauthorised.

Child Protection / Safeguarding Children

By law, and with local authority guidance, Liverpool Progressive School must respond to the suspected abuse of any child. The School has its own Child Protection Policy, which is available for inspection and/or discussion with the Head Teacher on request. The Head Teacher is the designated Child Protection Officer.

Communication with School

Parents and relevant agencies are given information regarding their child's progress through the Assessment Profile that is compiled for regular review meetings. Contact with the School and residential staff is encouraged. However, the Head Teacher will also make contact with Parents from time to time to relay information, celebrate particular achievements or discuss any concerns. School and residential staff will make home visits if necessary. Parents are encouraged to help with out-of-school activities such as swimming and outings.

Community Inclusion

A major emphasis of our work at Liverpool Progressive School is based on community inclusion. Educational visits are an integral component of the Individual Education and Skills Programme and can involve an individual or groups of pupils using the school or public transport to gain experiences in the local or wider community.

Examples of Educational visits arranged:

- | | |
|--|--|
| <input type="checkbox"/> Sports Centres | <input type="checkbox"/> Field Trips |
| <input type="checkbox"/> Albert Dock Nautical Museum | <input type="checkbox"/> Swimming Pools |
| <input type="checkbox"/> Community Access | <input type="checkbox"/> Local Shops |
| <input type="checkbox"/> Art Gallery | <input type="checkbox"/> Martin Mere |
| <input type="checkbox"/> Speke Hall | <input type="checkbox"/> Camelot |
| <input type="checkbox"/> Ice Rinks | <input type="checkbox"/> Garden Centre |
| <input type="checkbox"/> Port Sunlight | <input type="checkbox"/> Delamere Forest |

Public transport is also utilised as part of the pupils' daily programmes.

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Every effort is made, wherever appropriate, to forge links with mainstream schools and colleges. This will only happen with parental agreement.

Liverpool Progressive School strives to re-integrate pupils into mainstream schools wherever possible and will work very closely with parents and schools to support pupils through this process.

Home to School Diary

Home to school diaries can maintain contact with the pupils' education team. The frequency of communication through these diaries can be arranged on a personal basis to meet individual need.

Areas of Concern

Liverpool Progressive School has a procedure, which deals with expressions of compliments or dissatisfaction.

If there is a concern about any aspects of the service please note the following:

- Initial contact should be with the Principal, to arrange an appointment to discuss the matter or to address concerns by letter. A response is guaranteed within five working days.

A copy of the Complaints Procedure is available from the Principal, together with details of the number of complaints registered under the formal process during the last school year.

Emergencies

Occasionally we may need to contact you if for example your child has had an accident or is taken ill. An emergency contact information form is sent out each year.

Please ensure that it is returned to the school and kept up to date.

Equal Opportunities

Everybody at Liverpool Progressive School is equally valued and given equal opportunities in all aspects of school life regardless of background, gender, race, religious belief or disability.

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Health & Safety

The School has a Health and Safety Policy in line with the Keys Group PCE and Procedures. The School employs its own full time caretaker and additional external contractors as required to maintain a high standard of safety and presentation throughout the building. It is the Head Teacher's responsibility to ensure that the Policy is implemented, monitored and reviewed at regular intervals. A copy of this Policy is available for discussion / inspection with the Head Teacher's on request.

Medication

Only with the written consent of the G.P. and/or Consultant will the School Nurse administer any form of medication to a pupil. All medication to be administered should be clearly labelled with the exact dose, name of medication, and name of pupil. Liverpool Progressive School should be informed in writing if there is any change in medication for a pupil, and parents should always liaise directly with the School Nurse on specific issues. Medication is kept in a locked cupboard in the medical room.

The children will have medical examinations by the School's designated Paediatrician (Alder Hey Children's Hospital) at intervals identified at initial assessment, to which parents will be invited.

The School is also visited by a dentist.

Ofsted Inspections

School Uniform (optional)

Girls

Purple Polo Shirt
Purple Sweatshirt
Black/grey skirt/trousers/shorts

Boys

Purple Polo Shirt
Purple Sweatshirt
Black/grey trousers/shorts

Sweatshirts and Polo Shirts with logos can be bought via the school

Sex Education

Sex Education is taught as one aspect of the School's Personal, Social & Health Education Curriculum and is presented within the context of caring relationships and respect for others. We recognise and acknowledge that families have different views on sex education; therefore the context will be broadly based and will cover such things as the life cycle of families, relationships within them, body awareness and self-image. Individual sex education requirements for pupils will be discussed between parents and teaching staff prior to any delivery of the information.

Copies of the sex education policy are available for parents to discuss with the Head Teacher on request.

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Smoking

The school operates a no smoking policy and asks that visitors co-operate whilst on the school premises. There is an identified smoking area available at the rear of the site.

Bullying

Liverpool Progressive School is committed to providing a caring, friendly and safe environment for all of our pupils so they can have the opportunity to learn in a relaxed and secure atmosphere.

All incidents of bullying are carefully investigated by teachers, members of the Senior Leadership Team and the Head Teacher. Wherever necessary, parents are involved in the process.

Parents are actively encouraged to inform us of any concerns they may have regarding their child's happiness and safety in school. If you have any concerns or know of any incident which is causing your child unhappiness, please contact the Principal. A copy of the School's policy on bullying is available on request.

Therapy Services

Physiotherapy, speech and language therapy and occupational therapy services can be accessed in the school via the relevant agencies. Relevant staff, in consultation with the therapists, will agree half-termly therapy programmes so that optimum benefits can be obtained with as little disruption as possible to curriculum time.

Transitional Services

As pupils progress through the school towards adult life, our aim is to ensure that they are confident and looking forward to their change in status.

Pupils who may wish to consider further learning can have supported "taster" days at the local College / Centres, whilst those pupils who are interested in supported employment can also access those facilities.

Visitors

Visitors are asked to report to the reception office, situated at the front of the building. All visitors must sign the visitor's book and wear a visitor's badge, which indicates to all staff and pupils that their presence has been authorised and duly noted in the case of fire evacuation procedure.

Liverpool Progressive School Prospectus

Education Services Consent Form

Child Surname Forename

Other Name Date of Birth

Home Address

.....

.....

Post Code

Home Tel. No.

Statement from Parent / Guardian

I / We are happy for my child to take part in class/school outings.

Signature (Parent/Guardian)

Date

Thank you for returning this form

Liverpool Progressive School Prospectus

Media Consent Form

Dear Parent or Carer

I am writing to request your permission for photographs of your child to be taken during school activities. If photographs are taken, this would be for the purpose of educating students, promoting the company, or providing proof to Qualification awarding bodies. I am also seeking your permission for Keys Group PCE to publish photographs and/or samples of your child's work.

If you give your permission, the company may publish photographs of your child and/or samples of work done by your child in a variety of ways. The publications could include, but are not limited to, newsletters (online and in hard copy), Internet or intranet websites, annual magazines and local newspapers. If published, third parties would be able to view the photographs and work. If you sign the attached form it means that you agree to the following:

1. Keys Group PCE is able to publish photographs of your child and samples of your child's work as many times as it requires in the ways mentioned above.
2. Your child's photograph may be reproduced either in colour or in black and white.
3. Keys Group PCE will not use your child's photograph or samples of your child's work for any purpose other than for the education of students, or for the general promotion of the company.

Any photographs taken by Keys Group PCE will be kept for no longer than is necessary for the above-mentioned purposes and will be stored and disposed of securely.

Whilst every effort will be made to protect the identity of your child, Keys Group PCE cannot guarantee that your child will not be able to be identified from the photograph or work. If you agree to permit Keys Group PCE to take photographs of your child, and to publish photographs of your child, or samples of your child's work, in the manner detailed above, please complete the consent form and return it to the school.

Many thanks and best regards.

Principal



This consent, if signed, will remain effective until such time as you advise Keys Group PCE otherwise.

Consent Form for Publication of Students' Work or Photographs

I agree, subject to the conditions set out above, to the taking of photographs of my child during school activities, to be used by Keys Group PCE in educating students and promoting the company and public education. I also agree to the publication of photographs or samples of work of my child. I will notify the school if I decide to withdraw this consent.

Student's name: _____

Signature of parent/carer: _____ Date: _____






Liverpool Progressive School Prospectus

Liverpool Progressive School Terms and Holidays

SEPTEMBER 2017					OCTOBER 2017					NOVEMBER 2017								
S		3	10	17	24	S	1	8	15	22	29	S		5	12	19	26	
M		4	11	18	25	M	2	9	16	23	30	M		6	13	20	27	
T		5	12	19	26	T	3	10	17	24	31	T		7	14	21	28	
W		6	13	20	27	W	4	11	18	25		W	1	8	15	22	29	
T		7	14	21	28	T	5	12	19	26		T	2	9	16	23	30	
F	1	8	15	22	29	F	6	13	20	27		F	3	10	17	24		
S	2	9	16	23	30	S	7	14	21	28		S	4	11	18	25		
DECEMBER 2017					JANUARY 2018					FEBRUARY 2018								
S		3	10	17	24	31	S		7	14	21	28	S		4	11	18	25
M		4	11	18	25		M	1	8	15	22	29	M		5	12	19	26
T		5	12	19	26		T	2	9	16	23	30	T		6	13	20	27
W		6	13	20	27		W	3	10	17	24	31	W		7	14	21	28
T		7	14	21	28		T	4	11	18	25		T	1	8	15	22	
F	1	8	15	22	29		F	5	12	19	26		F	2	9	16	23	
S	2	9	16	23	30		S	6	13	20	27		S	3	10	17	24	
MARCH 2018					APRIL 2018					MAY 2018								
S		4	11	18	25	S	1	8	15	22	29	S		6	13	20	27	
M		5	12	19	26	M	2	9	16	23	30	M		7	14	21	28	
T		6	13	20	27	T	3	10	17	24		T	1	8	15	22	29	
W		7	14	21	28	W	4	11	18	25		W	2	9	16	23	30	
T	1	8	15	22	29	T	5	12	19	26		T	3	10	17	24	31	
F	2	9	16	23	30	F	6	13	20	27		F	4	11	18	25		
S	3	10	17	24	31	S	7	14	21	28		S	5	12	19	26		
JUNE 2018					JULY 2018					AUGUST 2018								
S		3	10	17	24	S	1	8	15	22	29	S		5	12	19	26	
M		4	11	18	25	M	2	9	16	23	30	M		6	13	20	27	
T		5	12	19	26	T	3	10	17	24	31	T		7	14	21	28	
W		6	13	20	27	W	4	11	18	25		W	1	8	15	22	29	
T		7	14	21	28	T	5	12	19	26		T	2	9	16	23	30	
F	1	8	15	22	29	F	6	13	20	27		F	3	10	17	24	31	
S	2	9	16	23	30	S	7	14	21	28		S	4	11	18	25		

Key:

	School Holiday
	Bank Holiday
	Term Time
	Inset Day

Term Date Summary:

Term 1:	4th September 2017 - 20th October 2017 (35 days)
Term 2:	30th October 2017 - 19th December 2017 (37 days)
Term 3:	3rd January 2018 - 9th February 2018 (28 days)
Term 4:	19th February 2018 - 23rd March 2018 (25 days)
Term 5:	9th April 2018 - 25th May 2018 (34 days)
Term 6:	4th June 2018 - 19th July 2018 (34 days)
Total 193 days	

Bank and Public Holidays 2017 - 2018

Christmas Day Bank Holiday	25th December 2017	May Day Bank Holiday	7th May 2018
Boxing Day Bank Holiday	26th December 2017	Spring Bank Holiday	28th May 2018
New Years Bank Holiday	1st January 2018	Summer Bank Holiday	27th August 2018
Good Friday	30th March 2018		
Easter Monday	2nd April 2018		

Liverpool Progressive School Prospectus

Staffing List



**Head Teacher
Maths**

Mrs Linda Dunbavand



**Assistant Head
Teacher**

Ms Claire Stretton



Oak Class Teacher

Ms Karen Aindow



**Assistant Head
Teacher**

Mr Craig Sinclair



Art & Design Teacher

Mr Jon Lunt



Autism Champion

Ms Kate Mulcahy



Enterprise & ASDAN

Mr Rafal Glowacki



**Physical Education &
Horticulture**

Mr Colin Jackson



Circle Time

Ms Sharon Kirby



Communication

Ms Donna Yuen



Communication

Mr Dave Scroggie

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Drama & 16-19 Coordinator
Ms Trish Schoefield



TLA
Mr Peter O'Neil



TLA
Ms Michelle Morgan



TLA
Mrs Jennie Cothliff



TLA
Ms Jasmine Morgan



TLA
Ms Sarah Corby



TLA
Ms Anna Hill



TLA
Mr Piotr Klos



TLA
Ms Lisa Bawley



Reading
Ms Lizzie Brown

Catering
Ms Leah Moorhead



TLA
Ms Kirsty Proctor

Liverpool Progressive School Prospectus



TLA
Mr Ian Pagan



TLA
Mr Noel Crichton



TLA
Mrs Tracy Sinclair

TLA
Mr Paul Shepherd



Nurse
Ms Deborah Garry



TLA
Mr Ryan Cadwallader



Receptionist/Administrator
Mrs Barbara Walsh

Liverpool Progressive School Prospectus



Catering Assistant
Ms Lynsey Alty



Catering Assistant
Ms Lee Hurtley



Catering Assistant
Mrs Sandra McVey



Domestic
Ms Tracy Elms



Catering Assistant
Ms Many Walsh



Domestic
Ms Susan Mouldsdale



Domestic
Ms Sue Calland



Catering Manager
Ms Jacqueline Walsh

Domestic
Ms Tina Prior



Maintenance
Mr David McNally

Details of staff and their qualifications are available on request

Liverpool Progressive School Prospectus

Futures 19-25

The Keys Group PCE Futures offers expert education, skills and social programmes for the high needs group: those with severe learning difficulties and complex needs, autism, mental and physical disability and behavioural issues.

Our person centred programmes are planned from a thorough initial assessment stage, informed by each individual's EHC plan. They will be flexible in design, rigorously assessed and evidence-based throughout. We look to tailor courses to individuals, to provide the best possible pathway to the most realistic and positive outcomes. Courses are facilitated by qualified teaching staff and accredited by recognised, national awarding bodies, including AQA and ASDAN.

We seek to offer flexible full-time and part-time services, running for up to 52 weeks per year. Aware as we are of the transport problems facing disabled young people wishing to attend services, we incorporate transport provision into our contracts to offer escorted journeys between each student's home and the Rice Lane campus.

We strongly believe in the benefits of the 24hr curriculum approach to special needs learning and personal development and we look to work closely with parents, supported living teams, transport staff and other professionally involved parties or individuals to create a truly holistic programme that promotes positivity and consistency during every hour of every day.

Liverpool Progressive School Prospectus

Residential Services

Keys Group PCE has a range of supported living options for children and young adults. These range from small residential homes to individuals being supported in their own tenancies. All the accommodation is in residential areas close to local amenities and we endeavour to offer services, which are inclusive and integrated within the local community.

Although Keys Group PCE provides the required support to each individual, the accommodation is usually supplied by local housing associations. This enables children and younger adults to maintain their tenancy and occupation of their property through various life transitions, making it a 'home for life'.

The support and accommodation provided is designed around the individual. As a result properties can be adapted and the staff team can offer support which meets each individual's assessed needs.

