



# **ERNEST COOKSON SCHOOL**

## ***B R O C H U R E***



**“Ernest Cookson School helps pupils with emotional, behavioural or social difficulties to gain the self-esteem, self-identity, independence and skills to lead successful lives.”**

<b>Address</b>	Ernest Cookson School Mill Lane West Derby Liverpool L12 7JA
<b>Type of School:</b>	Special EBSD Boys – KS2 and KS3 50 pupils
<b>Tel No:</b>	0151 235 1350
<b>E mail:</b>	<a href="mailto:j.paddock@ernestcookson.liverpool.sch.uk">j.paddock@ernestcookson.liverpool.sch.uk</a>
<b>Web Site:</b>	<a href="http://www.ernestcooksonschool.co.uk">www.ernestcooksonschool.co.uk</a>
<b>Headteacher</b>	Mr. S. W. Roberts
<b>Chair of Governors</b>	Mr D Smith
<b>School starts</b>	08.45 a.m.
<b>School finishes</b>	2.50 p.m.
<b>Inspector for Special</b>	Richard Woolford
<b>Education - Tel No:</b>	0151 233 8259

## STAFFING

<b>Headteacher</b>	-	Mr. S. W. Roberts
<b>Deputy Headteacher</b>	-	Mr. I. Moxham
<b>Teaching Staff :-</b>		Mr. P. Finnegan Mrs A. Marsh Mr. T. Mulcahy Mrs. M. Sikora Mr. I. White Mr. R Cully Mr. T. Dykes Miss G James Mr D Storey
<b>Learning Mentor</b>	-	Miss G Doyle
<b>Learning Support Assistants: -</b>		Mrs. J. Smith Mrs. J. Meighen Mr. A. Sefton Mrs. Y. Donovan Miss L. Guy Miss L. Davies Miss E Hodge
<b>School Admin Officer</b>	-	Mrs. J.C. Paddock
<b>Admin Assistant</b>	-	Mrs. E. Timmins
<b>Site Manager</b>	-	Mr. L. Edmondson

**Advisory Staff**

<b>School Medical Officer</b>	-	TBA
<b>School Nurse</b>	-	Tinu Odukogbe
<b>Education Psychologist</b>	-	Ms F Mayat
<b>Statementing Officer</b>	-	Mrs. C Sarath
<b>Education Welfare Officer</b>	-	Ms L. Spiteri

## **2010/2011 ACADEMIC YEAR**

### **AUTUMN TERM 2010**

Tuesday, 31st August - Friday, 17th December 2010      **74 days**

**Half Term** Monday, 25th October - Friday, 29th October

**Christmas Break** Monday, 20th December - Friday 31st December

**As New Years Day falls on a Saturday, Monday 3 January 2011 will be a Bank Holiday.**

**Schools will return on Tuesday 4th January 2011**

### **SPRING TERM 2011**

Tuesday, 4th January - Friday, 1st April 2011      **59 days**

**Half Term** Monday, 14th February - Friday, 18th February

**Spring Break** Monday, 4th April - Friday, 15th April

**Easter Weekend 2011 falls outside of 'Spring Break' therefore the bank holiday weekend will take place during the early part of the Summer Term.**

### **SUMMER TERM 2011**

Monday, 18th April - Friday, 22nd July      **62 days**

**Good Friday ( Bank Holiday )** Friday, 22nd April

**Easter Monday ( Bank Holiday )** Monday, 25th April

**May Day ( Bank Holiday )** Monday, 2nd May

**Half Term** Monday, 30th May - Friday, 3rd June

**Summer Break** Monday, 25th July - Friday 2nd September

**Total School Days** 195

There will be a further 5 In-Service Training Days to be allocated.

## **The School Day**

<b><u>Start</u></b>	<b><u>Finish</u></b>	
<b>8.40</b>	<b>8.55 a.m.</b>	Registration / Breakfast Club
<b>9:00</b>	<b>9.15 a.m.</b>	Assembly
<b>9:15</b>	<b>10.05 a.m.</b>	Lesson 1
<b>10.05</b>	<b>10.55 a.m.</b>	Lesson 2
<b>10.55</b>	<b>11.10 a.m.</b>	Break
<b>11.10</b>	<b>12.00 a.m.</b>	Lesson 3
<b>12.00</b>	<b>12.40 a.m.</b>	Lesson 4
<b>12.45</b>	<b>1.15 p.m.</b>	Lunch
<b>1.15</b>	<b>1.30 p.m.</b>	Reading
<b>1.30</b>	<b>2.20 p.m.</b>	Lesson 5
<b>2.20</b>	<b>2.50 p.m.</b>	Review and Option
<b>2.50 p.m.</b>		Dismissal Taxi/Bus

## **ADMISSIONS POLICY**

The Ernest Cookson School is a day school for boys in National Curriculum years 3 – 9. The school caters for pupils with a wide range of Emotional, Social and Behavioural Difficulties. The children who come to us have had a variety of difficulties in coping the mainstream environment. These difficulties range from quiet, withdrawn behaviours to hyperactive and aggressive behaviours. The children are referred to the school by a combination of people including the School Medical Officer, Educational Psychologist and the previous school. All admissions to Ernest Cookson School are directed by the L.E.A.

## **REVIEWS**

The aim of the school is to help both the child and his family come to terms with his problems and co-ordinate an effective and consistent education and behavioural plan in order to overcome his problems and return to mainstream education.

Your child's progress will be continually monitored on a weekly basis. Each year a formal review of his progress will be held, when all the staff involved in teaching your child will review his progress and set targets for the following year. You will be invited into the school to discuss the review and copies of all reports will be sent to you and the LEA.

## **METHODOLOGY**

The school uses a behaviour management and behaviour modification system and presents firm, consistent guidelines and expectations. We use a variety of techniques in order to change the behaviours that are causing difficulty and provide support to help our children come to terms with the emotional damage they have experienced. We use behavioural targeting, one to one and group counselling, interpretation and modelling. We teach our children that behaviours have consequences; we reward good behaviour and use a hierarchical system of consequences to manage and modify unacceptable behaviours.

## **PHILOSOPHY OF THE SCHOOL**

The Ernest Cookson School is a caring therapeutic environment. We believe the following aspects are essential to the therapeutic process and the successful progress of our children.

1. We value and accept the child as he is.
2. The school presents opportunities for making and strengthening relationships.
3. The school does not have punitive attitudes amongst staff and attempts to reinforce the good aspects of his behaviour so he can gain in confidence and feel good about himself thus improving self-esteem and self-image.

4. The school has positive and appropriate controls.
5. The school provides a broad and balanced curriculum where all pupils follow the National Curriculum.
6. We try to help the parents. They are often forgotten and have to live with the behaviour problem. We act as a resource and advice centre.
7. We provide opportunities for children to understand their behaviour and that of their classmates so that they can come to terms with themselves and their behaviour.
8. Communications between staff and pupils, staff and parents and interstaff must be good if manipulation, trust and misunderstandings are not to take place.

The factors outlined above are all essential parts of the education process and are all equally important to our children's well being.

## **TRANSPORT**

Junior aged children arrive at school by taxi, children who misbehave on transport to school will be returned home and parents will be expected to bring them to school. Similarly if a child misbehaves on the way home from school he will be returned to school to await collection.

Senior pupils are expected to travel on public transport and bus pass application forms are available from the secretary. Independent travel is encouraged as part of the pupils' social development.

**THE SCHOOL AND THE TAXI COMPANY'S HAVE TO DELIVER YOUR CHILD TO THEIR HOME ADDRESS UNLESS WE ARE INFORMED IN WRITING THAT ALTERNATIVE ARRANGEMENTS ARE REQUIRED.**

**WE CANNOT RELEASE CHILDREN TO RELATIVES, FRIENDS ETC. WITHOUT PRIOR PERMISSION FROM THE PARENT/GUARDIAN.**

This is to prevent unauthorised access or abduction.

If your child misbehaves while travelling to or from school on:

**(a) PUBLIC TRANSPORT**

This privilege will be removed and parents will be responsible for bringing him to and from school.

**(b) SPECIAL TRANSPORT**

He will be stopped from travelling in the Special School transport and the parents will be responsible for bringing him to and from school.

**SCHOOL UNIFORM**

**The school uniform is black shoes, black or dark grey trousers, and a school jumper (available from school office).**

Children are encouraged to wear their school uniform to show that they are part of this school community.

**SCHOOL PE KIT**

Juniors aged children are recommended to keep their kit in school all week and take it home on Friday for washing.

Senior aged children should bring in PE kit on the appropriate day. **ALL SCHOOL CLOTHING AND KIT SHOULD BE CLEARLY MARKED WITH YOUR CHILDS NAME.**

**N.B.**

The school **cannot** be responsible for any articles brought into school by pupils or left in school overnight.

## **CHARGING POLICY**

We do not make any charges for day educational visits. However we may request a nominal sum towards any residential activities and visits that the school may organise involving your child. These activities and visits are part of your child's educational entitlement and usually support class work.

## **PARENTAL VISITS**

Parents are welcome to visit the school at any time subject to appointment - please telephone 0151 235 1350 to make an appointment. Interest shown by parents in their child's work has an extremely beneficial effect and the encouragement they show is a major factor in the child's future development.

## **SCHOOL DINNERS**

Most children eat a school dinner, but are able to bring packed lunches to the school. The cost of a school meal is currently £1.80 per day for senior and junior aged boys. The lunch break is an extremely important time for us, when we teach our children to socialise and play together.

## **HOMEWORK**

Homework is given at the request of Parents/pupils.

## DISCIPLINE

### CODE OF CONDUCT - SCHOOL RULES

The following list of rules and their consequences was drawn up by the children at the school. Periodically the list is reviewed. Because the children and not the staff have drawn up the list, they OWN the rules and have a vested interest in making them work. Changes to this code of conduct can only take place with the agreement of the whole school.

The following Code of Conduct has been devised by the whole school population and agreed by the whole school.

<b>ACCIDENTAL DAMAGE</b>	-	No action
<b>DELIBERATE DAMAGE</b>	-	Restitution and letter to parents / possible fixed-term exclusion
<b>SPITTING</b>	-	Lines and clean it up
<b>ACCIDENTAL DAMAGE TO OTHERS BELONGINGS</b>	-	Repair or replace
<b>DELIBERATE DAMAGE TO OTHERS BELONGINGS</b>	-	Replace and letter to parents
<b>BULLYING / THUGGERY</b>	-	Letter to parents / fixed term exclusion / permanent exclusion
<b>PROVOCATION / NAME CALLING</b>	-	Lines, Assertive Discipline / Tracking Sheet
<b>RACIAL ABUSE</b>	-	Lines / letter to parents / fixed term exclusion / permanent exclusion / LEA Report completed
<b>NOT WORKING IN CLASS</b>	-	Complete work at break, dinner or after school

<b>REFUSAL TO WORK / DISRUPTIVE</b>	-	Assertive Discipline / Tracking Sheet, Complete work at break, dinner or after school
<b>CONTINUAL DISRUPTION OF CLASS</b>	-	Assertive Discipline / Tracking Sheet
<b>OUT OF BOUNDS</b>	-	Loss of following break, letter to Parents
<b>SMOKING</b>	-	Loss of following break, letter to Parents
<b>SWEARING IN CONTROL</b>	-	Lines
<b>SWEARING OUT OF CONTROL</b>	-	No action
<b>FIGHTING</b>	-	Refer to staff, possible fixed term exclusion or permanent exclusion
<b>LEAVING CLASS</b>	-	Assertive Discipline / Tracking Sheet
<b>NO SCHOOL UNIFORM</b>	-	Letter to parents, no option
<b>LEAVING SCHOOL PREMISES WITHOUT PERMISSION</b>	-	Fixed term exclusion

All pupils in the school are subject to behavioural policies which incorporate, assertive discipline, positive discipline, and behaviour targeting. Pupils who behave appropriately are recognised, praised and rewarded.

## **CURRICULUM**

We offer a broad and balanced curriculum in accordance with the requirements of the National Curriculum, as described in the Educational Reform Act 1988, which is designed to allow each pupil to achieve his potential.

The school curriculum is designed to ensure that all children have contact with nine areas of essential experience to the educational process. They are:-

**AESTHETIC/CREATIVE**  
**ETHICAL**  
**LINGUISTIC/COMMUNICATION**  
**MATHEMATICAL**  
**PHYSICAL**  
**SCIENTIFIC**  
**SOCIAL/POLITICAL**  
**SPIRITUAL**  
**TECHNOLOGICAL**

In our school a relevant curriculum is particularly important. In a society where there is high unemployment and the need for flexibility of training, it is important that, especially in the senior school, that the curriculum take account of the world of work and adult life. Consequently pupils are involved in college vocational courses.

In teaching of all subjects there should be:

- An element of discussion between the teacher and pupils.
- The opportunity for pupils to discuss in pairs and in groups.
- The opportunity for pupils to work in pairs and in groups.
- The opportunity for pupils to do research and present individual work.
- Explanation of why a particular task is being done with reference to its value.
- The recognition of the importance of process.

- Due recognition given to the importance of recording achievement in skills other than written skills.

Generally speaking the curriculum presented at Ernest Cookson is that dictated by the *individual needs* of the pupil - his ability, his interests and his learning difficulties. Each child has been statemented under the 1981 Education Act and progress is reviewed annually as required by the Act.

Most pupils need help with the basic skills in literacy and numeracy, without which all other subjects are going to present problems. Due emphasis therefore is placed on achieving a reasonable standard in reading, writing and arithmetic supported in the National Literacy and Numeracy initiatives.

There are four classes in the school, a junior department and three senior classes. The curriculum for each class is as follows:-

<b>CLASS 5</b>	(Years 3 – 5)	Key Stage 2
<b>CLASS 4</b>	(Year 6)	Key Stage 2
<b>CLASS 4</b>	(Year 7)	Key Stage 3
<b>CLASS 2</b>	(Year 8)	Key Stage 3
<b>CLASS 1</b>	(Year 9)	Key Stage 3

Where appropriate pupils will follow programmes of study from a previous Key Stage.

Reports are issued to coincide with annual reviews and parents are encouraged to visit the school to discuss their sons' progress and behaviour.

The subjects offered at Ernest Cookson are: Maths, English, Science, CDT, History, Geography, Food Technology, PE, PSE, Art, RE, and Music.

Trips out are also a regular feature of school life and provide an added stimulus as well as a valuable contribution to Leisure Activities.

In conclusion the ultimate goal of Ernest Cookson School is to provide a framework within which the children can be helped to overcome their emotional, social or psychological problems, together with the associated educational failure, so that they can recover their self esteem, grow in confidence, play a positive role in the life of the school and acquire skills that will prepare them for life after school.

## **RELIGIOUS EDUCATION**

Religious Education is taught throughout the Key Stages, although parents are reminded they can withdraw their child from all or part of religious education and assemblies if they so wish.

## **SUMMARY OF SEX EDUCATION POLICY**

Through our Sex Education Policy we aim to inform each child about the physical aspects of sex, and stress the value of relationships and encourage healthy choices.

## **SPORTING AIMS**

It is the aim of Ernest Cookson School to improve the health and well being of young people by creating positive attitudes towards physical activity through sporting challenges both competitive and non competitive.

## **SUMMARY OF GOVERNORS POLICY FOR SEN**

Through our SEN Policy we aim to provide an environment that is conducive to self-development and academic learning. All subjects of the National Curriculum are offered. High emphasis is placed on personal and social development.

All pupils have individual behavioural targets that are negotiated and constantly monitored. In support of pupil development, each child has an Individual Education Plan that also targets curriculum objectives.

Parents are welcome to make appointments at any time to come into school to discuss their child.

## **AUTHORISED AND UNAUTHORISED ATTENDANCES**

Rates of Authorised and Unauthorised Absence 2008 - 2009.

Attendance	Authorised Absence	Unauthorised Absence
<b>84.2%</b>	<b>10.7%</b>	<b>3.1%</b>

Rates of Authorised and Unauthorised Absence 2009 - 2010.

Attendance	Authorised Absence	Unauthorised Absence
<b>84.4%</b>	<b>13.7%</b>	<b>1.9%</b>

We request parents inform us in writing of the reasons for any absence from school and are committed to improving attendance. This will be achieved by:

- 1) Ringing absent pupil's parents on the first day of absence to find out why the pupil is absent.
- 2) Informing the Education Welfare Officer and requesting that a home visit is made if we are unable to contact parents by phone or are suspicious of the reasons for absence.
- 3) Providing a taxi to assist the pupil in travelling to school. (subject to LEA agreement)
- 4) Issuing certificates for 100% attendance and punctuality on a weekly basis.

## **COMPLAINTS**

Parents are requested to make an appointment with the Headteacher to discuss complaints arising from curriculum, school issues or behavioural matters.

## **CHILD PROTECTION**

The school will take any reasonable action to ensure the safety of its pupils. In cases where the school has reason to be concerned that a child may be subject to ill-treatment, neglect or other forms of abuse, staff have no alternative but to follow Liverpool Child Protection Manual procedures and inform Social Services of their concern.

Parents will **not** always be fully informed of concerns unless staff is certain that the safety of the child will not be prejudiced by their doing so.