

School Prospectus 2026 / 2027

Education

Therapy

Futures



Proprietor details

Witherslack Group

Lupton Tower

Lupton

Cumbria

LA6 2PR

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Email: admin@witherslackgroup.co.uk

Head Teacher's name and contact details

Mrs Vicky Prosser

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Holiday contact details

Senior School Administrator: Natalie Fieldsend

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School aims and vision statement

Hall Cliffe School **aims** to be recognised as:

- An outstanding school and a national centre of excellence in specialist provision for young people with a range of needs.
- A leading provider of school led professional development and training
- Hall Cliffe School exists to empower learners to thrive now and in the future

Vision: At Hall Cliffe School, we are committed to providing a holistic curriculum that nurtures the personal, social, and academic development of every pupil. Our curriculum is designed not only to support young people in fulfilling their academic potential but also to equip them with the essential skills and knowledge they need to thrive in their future careers and contribute positively to society

Details regarding admission process

We specialise in providing education for pupils between the ages of 8 and 17 who have complex learning difficulties, including those with diagnosis of Autism, ADHD, PDA, SEMH, Attachment Disorder or Speech, Language and Communication Difficulties.

Initial enquiries and informal visits are always welcome, but referrals will come to us directly from the pupil's local authority.

Applications are considered by our admissions panel and a non-prejudicial visit will then be arranged. Following this visit a place may be offered to pupils whose needs can be fully addressed by the school. Fees and National Association of Special Schools (NASS) approved contracts will then be agreed with local authorities.

There will be an assessment period followed by an interim review after 12 weeks.

Referrals can be made throughout the academic year.

If you wish to discuss making a referral, please contact Rachel Metherringham. (Local Authority Partnership Manager) by emailing

Rachel.Metherringham@witherslackgroup.co.uk

The school's Admissions Policy is available on request.

Details of approach to positive behaviour support, Exclusions, rewards and sanctions

“Pupils at Hall Cliffe benefit from positive relationships with staff. The school provides strong pastoral and clinical support meaning pupils are well cared for.” (Ofsted, 2025)

Hall Cliffe School aims to achieve high standards of positive behaviour through promoting self-esteem and self-discipline, encouraging positive attitudes and teaching respect. We have adopted the Positive Behaviour Support approach. We create and regularly review our positive behaviour support plans for every pupil and ensure that all staff understand the strategies that are effective in supporting positive choices. In addition, our staff teams meet regularly to discuss pupils and the best ways we can support them. Regular ‘Internal Team Around the Child’ (iTAC) meetings create a forum for this but our staff also have daily informal discussions which often include pupils themselves. Here they can discuss and develop the approach that provides the best support.

At times when children or young people are placing themselves or others at risk of harm, staff may need to use physical intervention to keep them safe. This is used within strict guidelines, only as a last resort, and staff are trained in using PRICE (Protecting Rights in a Caring Environment). Staff receive regular training in de-escalation strategies and Positive Behaviour Support (PBS) strategies. The school’s leadership team monitors any use of physical intervention through data on a day to day and monthly basis, which helps to identify any patterns of behaviour and develop any necessary intervention strategies to be put into place reduce its use.

The general school overview below outlines our basic structures. Our ‘Team Around the Child’ approach ensures that individual needs are taken into account.

We employ a number of clinicians and therapists within the school who will work with individual pupils as well as contributing to the iTAC process, ensuring that this clinical and therapeutic approach to learning runs throughout our school.

Where behaviour falls below expectation, we ask pupils to reflect upon their actions and understand that there are consequences to certain behaviours and that reparation needs to take place. This learning enables them to develop skills which helps them to self-regulate their emotions and behaviours. This work takes place throughout the school day. Restorative practice is an important element of this and pupils may be asked to give something back to the school community by completing building repairs or speaking to those who have been affected by their behaviour.

Exclusions

Exclusions are a last resort option and as such are used only in exceptional circumstances. Where necessary, we will seek to remove a pupil from their class for a brief period or for more serious issues we may establish a personalised timetable where a pupil is asked to work away from their class for a longer period of time with a key worker or an alternative group.

Ultimately, we want to support all pupils as they learn to manage their own behaviour. Our consistency in delivering rewards and sanctions will help to achieve this.

Rewards

We use a rewards system in school which allows pupils to earn points for appropriate behaviour and work. These points are converted into monetary value to spend on our online platform. Pupils are encouraged to work towards these rewards, with bespoke rewards systems supplementing the whole school systems, reflecting our Positive Behaviour Support ethos (PBS).

We have a very exciting curriculum which we continue to innovate, ensuring we reach our aim of producing employable young people who can become effective 21st century citizens.

“The school is determined to ensure that pupils are well prepared for life in modern Britain. Through the vocational offer, pupils have opportunities to undertake qualifications in, for example, motor vehicle maintenance or catering and hospitality. Pupils enjoy a range of educational visits. These contribute to developing social and teamwork skills. Pupils learn responsibility through sharing ideas on how to improve their classrooms and other spaces. This encourages respect for the school environment.” Ofsted 2025

Provision for EHC Plans

Every year we review each young person’s EHC plan to see how they are progressing towards achieving the outcomes specified on their previous plan. The thoughts of the young person, parents/carers and professionals are then discussed at the annual review meeting and updates to this plan agreed. It is another chance for the pupil’s voice to be heard and for everyone working with them to meet and discuss what changes might be needed to continue to support them in the best way possible.

Our iTAC meetings are the forum for staff to contribute to this process and is where the targets and plans we think appropriate to help the pupil achieve are set. Discussion at the meeting will allow everyone to talk about, agree or to challenge and change these targets.

Two weeks before the meeting the updated information and an invitation to attend is sent out to everyone involved. Should they wish to, pupils are also invited to attend all or part of the meeting as appropriate.

Within four weeks of this review meeting, the local authority must decide whether it proposes to keep the plan as it is, amend the plan, or cease to maintain the plan, then notify the young person's parent/carer and/or the young person.

If the local authority decides not to amend the plan or decides to cease to maintain it, they must notify the young person's parent/carer and/or the young person of their right to appeal that decision.

Details for consideration of pupils/ parents/carers whose first language is not English

On admission a child's need for additional support is identified. Appropriate provision is then established prior to the pupils start date.

Details of complaints procedure

In accordance with the Children's Act 1989, all children at Hall Cliffe School have access to a Complaints Procedure. Informal complaints or concerns will be addressed by the teaching assistant, tutor or a pupil's key worker. Formal complaints directly from the child or via a parent/carer or member of staff should be reported directly to Vicky Prosser (Head Teacher). Complaints or concerns arising from adults also follow set procedures. Firstly, the concern should be addressed informally with the school. The Complaints Policy is available upon request and also on the website.

Statement regarding accessing exam results

Our approach to preparing young people for the adult world is very individual. Initial assessments will identify academic levels and any barriers to learning. Early in a pupil's school career we will seek to identify and nurture their aspirations for the future.

The most appropriate accredited route for each individual will then be mapped based on all of these factors. In short we are answering these questions:

1. What academic level is an appropriate target for this pupil?
2. Do they have realistic aspirations that determine a particular route or qualification?

The answers to these two questions will determine what qualifications they pursue.

Currently, we offer:

- GCSE qualifications
- Arts Awards accreditation
- City & Guilds qualifications
- BTEC First qualifications
- IMI qualifications

- AQA Unit Award qualifications
- Duke of Edinburgh Award and a range of outdoor education qualifications
- Key Skills Qualifications L1-3
- Functional Skills Qualifications

At annual reviews we will look to discuss the most appropriate route for pupils with their parents/carers.

In 2025/2026 our pupils gained a range of qualifications ranging from GCSEs to entry level. These are the headlines from our school's results:

- 100% of pupils achieved qualifications
- 100% of pupils successfully obtained their chosen college or apprenticeship placement
- 89% of pupils achieved at least two Science GCSE qualification.
- 73% achieved a Mathematics GCSE
- 62% achieved an English GCSE qualification.
- 94% achieved Functional Skills, or Entry Levels Qualifications in English

Examination results can be accessed from the government website www.compare-schoolperformance.service.gov.uk.

Safeguarding Mission Statement

Hall Cliffe School is committed to safeguarding and promoting the welfare of our children and young people. We believe in the importance of working with partner agencies to ensure that children and young people are kept safe, happy and healthy. All staff working here are made aware of the need of protection and how to respond to these concerns.

Where we suspect that a child has been subjected to a safeguarding concern, we have a statutory duty to make a referral to relevant agencies. Where local procedures allow, we will inform the parents/carers of the referral. The school will share any information relevant to the referral with those agencies and will contribute to any assessments being undertaken.

We have a Safeguarding Policy and all staff are supported by our designated Safeguarding Lead – = Rebecca Wilkins (DSL) Tim Shearn DDSL with the support of Lee Taylor, Ailsa Stainthorpe, Oliver Johnson and Andrew Carter as deputy DSL's.

If you require further support on safeguarding matters you can contact: Mary Aurens - Witherslack Group, Safeguarding Lead: mary.aurens@witherslackgroup.co.uk. You can also contact Wakefield LADO on 01977 727032 or by emailing lado.referrals@wakefield.gcsx.gov.uk

Promoting General Welfare

Hall Cliffe School has a pastoral team of eight staff. Their role is to promote and support the general welfare and well-being of all pupils within the school. In collaboration with our Psychologist and the clinical team, they support pupils during key worker sessions which are held on a 1:1 basis for some young people.

In addition to addressing any welfare concerns, the pastoral staff have a pro-active role in delivering targeted support and advice to pupils in school. They assist pupils with the running of the school council, implementing anti-bullying strategies, as well as supporting other school staff on a daily basis and through iTAC meetings.

Regular contact with parents/carers happens via group tutors, teaching assistants and the pastoral team to ensure we are all working together for the benefit of the young people in our care.

Anti-Bullying

We pride ourselves on the warm and caring atmosphere at our school. All members of the school community are entitled to safety and protection and therefore bullying will not be tolerated. We have clear policies and guidelines raising awareness to staff and young people of the signs of bullying. Our anti-bullying coordinator ensures that all cases of bullying or suspected bullying are brought to the attention of all staff quickly and clear guidance on our zero-tolerance policy is followed.

The school's Anti-Bullying Policy is available on request.

Health and Sex Education

All our pupils will receive age and ability appropriate sex education on an annual basis.

Parents/carers are able to withdraw their children from these lessons, please contact the school to discuss.

Health and Safety

At Hall Cliffe School, Health and Safety is coordinated by our Site Manager. The whole site has internal health and safety checks in place for the maintenance staff to complete, with an action plan put in place to rectify any faults. The Witherslack Group's Management and Risk Assessment Teams visits and audits the school each term.

First Aid/Medical Care

The school has a medical room at both sites. As part of their induction training all staff complete a one day 'Basic First Aid' course for children's services. All first aid training is followed up with refresher training every three years.

The school is only allowed to administer prescribed medication, this is administered by our pastoral team led by Lee Taylor/Oliver Johnson. All medication is recorded and kept in a locked medical cupboard. Paracetamol and Calpol can only be administered with written parent or carer consent.

Details regarding staffing and recruitment

Head Teacher	1
Deputy Head Teacher/Assistant Head Teacher	4
Head of Pastoral/Deputy Head Pastoral	5
Designated Safeguarding Lead	2
Administrative Staff	4
Family Liaison Officer	1
Teachers / instructors	20
Teaching Assistants	23
HLTA	2
Pastoral Assistants	3
Head Cook	2
Assistant Cook	4
Occupational Therapists	2
Forensic Psychologist	1
Psychologist Assistant	2
Speech and Language Therapists	2
Music Therapist	0.6
Therapists	1.8

Hall Cliffe School follows a rigorous recruitment process in order that we recruit high quality staff and ensure that children and young people are kept safe. Senior leaders involved in the

recruitment process undertake safer recruitment training and all staff employed within the school are subject to an enhanced DBS check.

Attendance Data

2025/2026
Attendance and Authorised – 94.1%

Our School Day

Breakfast	08:45 – 09:00
Form Time	09:00 – 09:30
Lesson 1	09:30 -10:15
Lesson 2	10:15- 11:00
Break	11:00-11:15
Lesson 3	11:15- 12:00
Lesson 4	12:00-12:45
Lunch Time	12:45 – 13:05
Lunch Activities	13:05 – 13:25
Lesson 5	13.25 - 14.30
Form and Reflect	14:30 – 15:00

Our School Uniform

We provide each child with a uniform which includes two polo shirts and two jumpers. Parents/carers provide their child with smart dark grey/black trousers or dark grey/black skirts and dark coloured footwear. Pumps are also allowed and we are considerate of each young person's needs as stated within their EHCP plan. Personal items or money should not be brought into school unless it is by special request and lockers are provided for all other personal belongings.



Inclusivity Approach

All of our staff can be identified by their ID badges which are worn at all times. Staff wear diversity inclusion lanyards and support and promote the protected characteristics of each individual. Hall Cliffe School is working towards the Rainbow Award, the award focuses on positive LGBTQ+ inclusion and visibility. We support and celebrate all protected characteristics of all staff and young people to ensure an inclusive approach.

Food/Menus

We provide free meals for all children following national nutritional guidelines. We offer a wide variety of freshly produced meals within a warm and friendly environment where social skills are developed. Each day begins with a breakfast option, followed by a selection of fruit and snacks at break and a main meal at mid-day. Our menus are being continually evaluated and improved to provide children with a well-balanced but enjoyable diet. Pupil's views are sought in the evaluating and planning of the menus. Where possible the menu reflects the SMSC theme of the week and/or theme event.

Clinical Input

Essential to the Witherslack Group Therapeutic Model are our Clinical Services Team who work alongside the wider multidisciplinary team to provide an integrated provision of therapeutic intervention, care and education.

Each of the children's learning environments are supported by a designated and bespoke team of clinicians which may include: Therapists, Psychologists, Speech & Language Therapists, Occupational Therapists and Assistant Psychologists.

Our children, young people and the staff supporting them also have access to other specialist clinicians within the wider group including our Consultant Child & Adolescent Psychiatrist.

All of our practising clinicians are registered practitioners with The Health and Care Professions Council or their appropriate designated regulatory bodies such as The British Association of Counselling Psychotherapists, British Association of Play Therapists, and the United Kingdom Council for Psychotherapy, and all receive supervision from other senior clinicians within the group or from externally commissioned specialists within their field.

Line management for the clinicians is provided by senior clinical colleagues and the Regional Director Clinical, who in turn is line managed by the group's Clinical Director.

All clinicians are supported to maintain their registrations through Continuing Professional Development opportunities, many being supported by the group to develop specialisms such as Sensory Integration Therapy and Trauma Informed Communication Approaches.

Clinical Governance is the responsibility of the Clinical Director who chairs the quarterly Witherslack Group Clinical Governance Board; attended by external advisors and internal Directors.

Here at Hall Cliffe School our clinical team are fully embedded into the everyday running of the school. Being on-site, they have the unique opportunity to form and maintain trusting and positive therapeutic relationships with all the children and young people who live and learn with us. They offer support across all three Waves, from Wave 1 'universal support', including delivering high quality CPD training to education staff, right through to the direct work they do with the young people, in individuals and groups

