



# Brookland School

A Specialist School Helping Children  
Overcome Social and Emotional  
Barriers to Learning

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# Welcome To Our School

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Brookland School is situated in a grand 19th century Victorian house. The school is based in the centre of Milnrow a small village situated between Rochdale and Oldham. The property has had many uses since it was built by a mill owner, most recently it was a care home for the elderly. We have developed the building to provide facilities for both educational and vocational purposes

**All our learners are children who have experienced significant difficulties in mainstream schooling. We specialise in providing a stimulating, safe environment, which is combined with an engaging, varied, personalized and relevant curriculum. We offer a flexible and adaptive approach that is rooted in meeting the individual needs of each and every student.**

## School Aims

Our key aim is to enable our children to return to mainstream education, whether this is in the short term or a longer-term progression route, equipped with all the skills they need to achieve and maintain success and make progress in life.

## Celebrate Success

We nurture self-esteem through the celebration of children's efforts and achievements.

## Values Centred

Promote positive British values, and foster positive attitudes to all people, races, religions and ways of life.

## Dynamic & Innovative

Deliver a dynamic and innovative curriculum that challenges, excites and inspires children to achieve their best.

## Accountable At All Levels

Promote collective responsibility for raised standards and improved outcomes by ensuring that everyone understands their role in contributing to the success of the school.

## Learning Centred

Create an inclusive learning culture where children and others within the school are challenged in their thinking; strive for continuous improvement and are committed to life-long learning.

## Community Focus

Help children develop an understanding of citizenship and empower them to make valuable contributions locally and globally. Engage with the school and wider community to enrich and enhance children's achievement and personal development.

## High Expectations

Set high expectations to enable children to become effective, enthusiastic, independent learners.

## Inclusion

Treat children and others fairly, equitably, and with dignity and respect: to maintain our inclusive school culture.



## Our Vision and Ethos

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To ensure that every child is given the opportunity to fulfil their potential in a safe, secure and stimulating learning environment. To develop a group of people who are cohesive, aligned & passionate about changing children's lives.

### We want our children to:

- ii Be safe in the real and virtual world.
- ii Be healthy and happy.
- ii Enjoy learning.
- ii Achieve success and make academic progress in line with their peers.
- ii Contribute to the school and society.
- ii Be prepared for a fulfilling life in the 21<sup>st</sup> Century as valuable members of society.
- ii Become good British Citizens.

### We want our children to show:

#### Respect

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Develop self-respect, and respect for others. Promote inclusion, and appreciate and value the diversity of people's circumstances and backgrounds and respect the fact that we are British citizens, with the values that this entails.

#### Responsibility

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Take responsibility for the way we lead our lives and how we behave in different contexts: how we use our talents, rights and opportunities.

#### Perseverance

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Develop a 'will try hard' attitude and aspire to achieve goals.

#### Kindness

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Show care and concern, and exercise goodwill, tolerance and understanding towards others.



## Behaviour for Learning

At Brooklands School, we believe that positive (learning) behaviour is vital to success and achievement in the classroom. We support children with a range of severe Behavioural, Emotional and Social Difficulties that may have impacted negatively upon their attainment and achievement in the past.

Each child has a specific target for behaviour integrated into their Individual Support Plan which is promoted by all staff working with the child to ensure that the highest reasonable expectations are achieved. It is important that all our children understand, and are supported in the acquisition of positive behaviour skills that support their learning and progress. We understand that this may take some time for children new to the school and therefore clearly defined firm, fair and consistent boundaries are set in place from the very first day. Experience tells us that the children will thrive in such an environment as they feel safe, secure and valued. It is our aim to enable our children to succeed in mainstream schooling.

All children are expected to follow Brooklands School's Road to Success: On Track (our code of behaviour) and Classroom Routines, which were devised through consultations with the children. Behaviour for learning skills are consistently praised and reinforced, with classroom posters and reward points. We have a clearly defined rewards and sanctions policy.

## Safeguarding

*(including e-safety and keeping the children safe from radicalization)*

Keeping our children safe from all the inherent dangers of life in the 21<sup>st</sup> century is paramount. We wholly understand that the clear majority of our learners are considered vulnerable and therefore require a robust multi - faceted approach to securing an environment (both in and outside of the school parameters) that is consistently safe. This is well-managed and all staff have clear direction regarding the expectations of maintaining the safety of our children.

The Designated Safeguarding Leads in each school have received level 2 NSPCC training and we work closely with the local authority's Safeguarding and Prevent Teams.

Brooklands School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share in this commitment. Staff work hard to maintain an environment where children feel safe and secure. The curriculum is designed to ensure opportunities for children to develop the skills they need to recognise and stay safe from abuse. Children know that they can approach any of the adults in school if they are worried and that they will receive a consistent supportive response.

**In recognising our responsibilities for Safeguarding and Child Protection, as a school we:**

- ii Have clear staff recruitment and selection procedures, ensuring that all staff (including volunteers) who have unsupervised access to children have been appropriately checked for their suitability through the DBS procedure.
- ii Aim to raise awareness of child protection issues and equip children with the skills needed to keep them safe.
- ii Develop and implement procedures for identifying and reporting cases, or suspected cases of abuse.
- ii Support children who have been abused in accordance with his/her child protection plan.
- ii Establish a safe and nurturing environment free from discrimination or bullying where children can learn and develop happily.



## Anti-bullying

### We believe:

*Effective schools create a whole school environment that is conducive to good discipline rather than reacting to incidents... There is collaboration and co-operation at whole school level, the school is child oriented and focuses on the causes of indiscipline rather than the symptoms. Prevention rather than punishment is central.*

All staff act with strict accordance to the expectations of our Anti-Bullying policy. If bullying is identified staff are consistent in their response. There is a solid understanding that the victim and the bully may require additional support and/or intervention.

Staff are aware that bullying (in its myriad of forms), may be taking place. All staff act swiftly and sensitively to ensure that appropriate strategies are put in place to support all the children involved. Additional advice may be sought from the Head of Education (or external agencies as appropriate) to meet the individual needs of all concerned. Children's confidence will be nurtured and developed to challenge bullying in a positive and non-confrontational way.

### In achieving an environment in which it is safe to learn, we:

- ❖ Continue to implement procedures for identifying and reporting cases, or suspected cases, of abuse that will be in addition to, or consistent with, the established Timeout Care procedures for safeguarding children.
- ❖ Support any child who has been abused or suffered maltreatment in accordance with her or his agreed child protection plan for example, as well as any other supportive mechanisms.
- ❖ Establish a safe environment in which all children can learn and develop.
- ❖ Incorporate key safeguarding guidance, direction and advice to all children in lessons, about Personal, Social, Health and Citizenship Education (PSHE and SMSC), as well as opportunities for cross-curricular learning.
- ❖ Initiate and maintain appropriate training to ensure all staff can carry out their duty to safeguard all children at the school, including Prevent/ Wrap and Channel recommendations.
- ❖ Ensure that all staff adhere to mandatory whistle blowing obligations that relate directly to concerns raised in confidence inside and, where necessary, outside the school.
- ❖ Ensure that the appropriate outside professionals, such as Local Authority officers (Local Authority Designated Officer (LADO) for example) and agencies, such as the Police, are contacted in appropriate circumstances.
- ❖ Actively encourage all our staff to keep up-to-date with the most recent local and national safeguarding advice and guidance.
- ❖ The Lead Teacher and The Designated Safeguarding Lead will be used as a first point of contact for concerns and queries regarding safeguarding concern in our school.
- ❖ All school staff conducting interviews will be conversant with current practice relating to identifying potential safeguarding concerns during interviews. All school staff conducting interviews will have completed a Safeguarding: Safer Recruitment in Education course, or equivalent, to a satisfactory standard.



**All staff ensure that:**

- ii All members of our school community are aware that bullying, harassment and oppressive behaviour in any form is totally unacceptable and will not be tolerated.
- ii Bullying, harassment and oppressive behaviour will involve clear sanctions or consequences.
- ii Children will be involved in creating systems to support each other.
- ii Strategies such as Restorative Practice or “buddying” and “befriending” systems are adopted as appropriate.

**Equality**

At Brooklands School, we are committed to ensuring equality of education and opportunity for all children, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

We tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. As a school, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit us.

*Brookland School*



## Absence from School

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We require notification on the day of absence or lateness. Whilst we do try to avoid dental/medical/agency visits during the school day this occasionally does happen. We do classify un-notified absences as unauthorised absence.

## Mobile telephones

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Mobile telephones, smartphones and other electronic devices are not allowed in school. If they are used in the car on the way to school as a regulating device, they must then be locked in the school office until the end of the day.

## First Aid and Medication

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The school staff are qualified First Aiders. In the event of a minor accident or illness, children may be treated by one of these staff. In the event of a serious accident or suspected illness, children are always taken to the hospital and their parents/carers informed as soon as possible.

If a child requires medication either long-term or for short periods of time, it will be administered by one of the First Aiders. Parents/ carers must sign to give permission

N.B Asthmatic children must keep an inhaler in school always with their name on it. A spare inhaler is always on site in case of emergencies.

## Offsite Education

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All educational visits are part of the school curriculum unless parents/carers are specifically informed otherwise. As such all children, will go on the visits, subject to the appropriate risk assessments being in place as they are an integral part of the class work of the time.

## School Security and Safeguarding

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Security is always a concern for the school and as such no visitor can gain access to the school without being accompanied by a member of staff. All visitors are required to sign in and out of the Brooklands Visitors book.

No visitor will be admitted to the School without some valid form of identification.

## Exclusions

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Whilst we try not to exclude students from Brooklands School, through our effective behaviour management strategies, it is sometimes necessary to take this step for safeguarding reasons. Parents and carers will be informed by e mail or letter of an exclusion and work will be set. Before the student is reintegrated into school, a meeting with the Lead Teacher will take place to try to ensure that the circumstances that necessitated the exclusion are addressed and thus avoided in the future.





## Staff In Our School

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**Jonathan Broadbent:** Bsc (Hons) Sports and Exercise Sciences, PGCE Primary QTS.

Lead Teacher

Designated Safeguarding Lead

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Jonathan has worked in a variety of educational settings in both secondary and primary environments. He has a great passion for sports and has coached and participated at a high level in both rugby and fishing. Jonathan's aim is to give the children as many opportunities as possible that they wouldn't normally experience in everyday life and prepare the children for the future by providing the children with life skills.

While working in a Secondary environment, he has the position as a learning support assistant where he supported children with SEND needs and a young boy with muscular dystrophy and led many after school activities. At this school, he had the opportunity to teach in Uganda and Peru. This then led to him becoming a Learning Manager where he was responsible for teaching a variety of subjects across the National Curriculum which he led on the Duke of Edinburgh award.

Jonathan taught KS2 for a number of years in a main stream primary school. Within this role, he was responsible for Sport and PE and developed the overall quality and provision provided for the school.

**Amy Lewis:** Bsc (Hons) psychology, Primary PGCE QTS

Teacher

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Prior to joining Timeout, Amy worked as a teacher in mainstream primary schools. She has experience in building strong relationships with children and helping them to grow in confidence and self-esteem.

Amy enjoys cooking and has a passion for skiing.

**David Gibson:** BSc in Human Biology and Health Science (Hons), a PGCE in Secondary Science with QTS, NPQML, a PGDIP in Environmental and Public Health, and an MSc in Psychology.

Teacher

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I started teaching in mainstream schools, then dedicated myself to teaching pupils with semh/send so moved into specialist settings. I completed an NPQML and focused on improving outcomes in science. I have a number of years of experience working with pupils with SEND (Special Educational Needs) and SEMH (Social, Emotional, and Mental Health) challenges. My teaching career so far has provided me with valuable insights into addressing diverse learning needs.

My aspiration is to become an educational psychologist, driven by a deep commitment to helping students overcome challenges and thrive. Outside of my professional life, I enjoy pursuing archery as a hobby.



**Stevie Brooks:**

Teaching Assistant

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As teaching assistant my main job is Supporting within the classroom, I also teach Vocational subjects hairdressing and tailed intervention to provide extra support for individuals in different areas. I deal with challenging behaviours and ensure the child is accessing their education to the best of their ability. I may be required to scribe, re explain task or provide extension tasks for learners who have finished.

Within vocational I am required to work toward an AQA awarding body, plan prepare and deliver session to a high standard, Following national curriculum and scheme of work.

I may have to physically intervene with a child if they are escalating and becoming a danger to themselves or others.

I work with individual students and groups to give the extra support they are required to work at required level.

Within this job role, it is never a generic day and can bring anything we are trained to deal with any situation.

My prospectus is to eventually become a full-time teacher within my subject specialism and to help children gain valuable skills to be able i transition into a successful career.

**Natalie Lloyd: BSc (Hons) Sport and Exercise Science.**

Teaching Assistant

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Natalie has previously worked supervising in hospitality. Natalie has completed work experience in various schools assisting PE lessons and enjoys working with young people. She decided to become a teaching assistant to help more young people within a school setting.

Natalie enjoys going to the gym and going for walks in her free time.

**Ellenaor Goodwin:**

Teaching Assistant

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Prior to working at Brooklands Ellenor completed a 3 year apprenticeship in hairdressing for her level 2 and 3, cared for the elderly and worked in a nursery. Ellenor chose this job role to work with children who have a hard past and want to improve on their future. Ellenor has a son ages 3 so spends a lot of time going for walks and playing in parks.

Diallo Pringle Teaching Assistant

For six enriching years, I've proudly served as a Teaching Assistant, specialising in SEND children. This journey has been an incredible source of joy and fulfillment.

In the classroom, I've had the privilege of making a positive impact on the lives of these remarkable young learners. My role goes beyond teaching; it's about creating a nurturing environment where every child's unique potential can shine.

Outside of work, I find excitement in football is it's a way to unwind, compete, and share unforgettable moments with teammates. Socialising with friends is equally vital, providing laughter, camaraderie, and a vital balance to my professional life.

In essence, my six-year journey as a Teaching Assistant has been marked by dedication and joy, and my downtime activities allow me to recharge and create lasting memories with friends and on the football field.



**Lee Story:**  
Teaching Assistant

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Embracing the role of a teaching assistant, I arrive at the classroom with a deep reservoir of experience garnered from diverse and demanding educational settings. One might wonder what propels me on this path, and the answer lies in my profound connection with children and the profound impact they have on my life.

Having worked in various challenging schools before joining the remarkable community at Brookland School, I bring with me a wealth of knowledge and skills honed in the face of adversity. It's this background that drives me to excel in my role and contribute to the development of young minds.

What truly sets my heart aglow in the realm of education is my unwavering affection for working with children. There's a unique satisfaction in being part of their educational journey, offering support, guidance, and a safe space for them to explore, learn, and grow. I see myself not only as a teaching assistant but also as a beacon of inspiration, striving to be the best role model I can be for these young learners.

Moreover, being a part of Brookland School is an unparalleled opportunity for professional development. The school's commitment to excellence in education aligns seamlessly with my own dedication to continuous growth. The synergy between my passion for teaching and Brookland School's commitment to providing a nurturing learning environment makes this institution an ideal platform for personal and professional advancement.

In essence, my role as a teaching assistant is not merely a job; it's a calling that allows me to share my experiences from the trenches of education and positively impact the lives of the students I work with. As I journey through this fulfilling endeavor, I aspire to inspire, guide, and empower the future generations who pass through our halls at Brookland School.

**Vicky Vandeveld:**  
Family support manager

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Since starting at Timeout five years ago Vicky has progressed within the company from a Teaching Assistant to a Family Support Manager and has just completed her Children, Families and Young People in the Community qualification. Her role supports all three of our Timeout school provisions and has been pivotal in building home and school bridges with hard-to-reach families.

Her role works alongside other professionals offering a plethora of support including a parent's support group at our Brearley Hall site where parents and carers are offered peer to peer support in a fun and non-judgemental environment.

When not busy working, Vicky enjoys walks in the country with her family including her two cocker spaniels and can often be found enjoying tasty delights at local restaurants with Greek food being her favourite.



## Clinical

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The Secure Base Model and Dyadic Development Psychotherapy (DDP) are the main therapeutic frameworks used by the clinical team.

The central focus of the therapeutic approach is to provide sensitive caregiving that develops secure relationships attuned to the needs of the children we work with. These relationships help children to recover from previous harmful experiences in close relationships enabling them to feel competent to face future challenges successfully- as well as fulfilling their potential.

Resilience is associated with a sense of security, self-esteem, self-efficacy, a capacity to reflect feelings and hopefulness for the future- all key characteristics of secure attachment.

The clinical team has capacity to deliver a range of direct therapies proven by research to be effective for developmental, relational and complex trauma. The therapy team provide psychoanalytic and psychodynamic psychotherapy as well as talking therapies such as CBT or Trauma Focused CBT.

### **The Timeout Clinical Team currently offers:**

- Clinical Psychology
- Art Psychotherapy
- Dramatherapy
- Speech and Language Therapy
- Play Therapy

The clinical team works closely with each school and monitor practice via 1:1 consultancy with each therapeuticarer. They also provide a rolling programme of training across the organisation. For more information and prices please contact:



## Members of the team

### **Dr Nadia Khurram** BSc, Msc, C. Psychol Clinical Lead & Principal Clinical Psychologist

Nadia leads the clinical team at Timeout. She began her doctoral training at the University of Leeds in 2013 and began her career working with children and young people in medical settings. She relied upon systemic and CBT approaches to promote resilience and coping after diagnosis, medical intervention and adaptation to life with a chronic illness. It was here she gained insight into the impact of early trauma on relationships and saw how trauma can manifest itself somatically in young people. She moved on to develop her skills by working in specialist forensic fields in managing complex mental health presentation in adult and young people within the criminal justice system and medium secure hospitals.

Whilst working in specialist hospitals, she gained experience in using reliable and validated psychometric tools used in the diagnosis of mental health disorders and in assessing harmful risk behaviours. The focus of her work moved from early trauma and attachment to what can life look like post trauma. She has worked closely with therapeutic carers, support workers and allied health professionals in developing their psychological understanding of a person's presentation in the context of their experiences; with the aim to enable practitioners to reflect on their own practice and to develop increased sensitivity and effective therapeutic relationships. Which ultimately fosters an environment to enable positive change and growth. Nadia continues to work with the family courts in the UK to provide psychological assessments for children at the edge of care, where concerns are raised about their welfare. She is passionate about ensuring children have the best opportunities and care in life despite early adversity.

Nadia is trained to use neuropsychological assessments to assess cognitive functioning when considering the impact of neurodevelopmental trauma. She can conduct tests such as the WISC for IQ assessments and this can assist when understanding a child's overall cognitive ability in an educational context. She is a recognised supervisor by the University of Leeds and has supervised doctoral students and newly qualified clinical psychologists. She is trained in DDP and Therapeutic Life Story work.

### **Katie Benz** BSc Psychology Assistant Clinical Psychologist

Katie completed her Psychology BSc from Lancaster University in which she gained an understanding of psychological theories, conducted research projects and developed her knowledge on neurological processes. During her studies, Katie researched the underlying processes responsible for auditory sensory memory as she was interested in understanding how external stimulus is processed. Whilst completing her degree, Katie studied modules including; Clinical Psychology, personality and individual difference, and developmental psychology. Katie developed a passion for wanting to support individuals that were struggling with the mental health and/ or had been through adverse experiences during their life which impacted upon their day-to-day life and mental health in the present.

Katie has experience of working with individuals with a range of mental health difficulties and diagnosis's including personality disorder (EUPD/ BPD), Anxiety, depression, PTSD, and Psychotic disorders. Katie has supported and de-escalated individuals that are actively suicidal during her time as a crisis recovery worker, as well as those that are self-harming, experiencing hallucinations and having difficulty managing their emotions. Katie has delivered therapeutic interventions following formulating person-centred support plans collaboratively with service users and has trained staff to deliver these interventions and formulations during her role as a senior practitioner.

Katie is currently working as an assistant psychologist and teaching assistant at Timeout Children's homes. In this job role, Katie provides therapeutic support to children that have been through previous trauma, conducts psychometric and cognitive assessments and delivers group sessions to understand and cope with emotions. Katie's role is primarily focused on working with the children in Timeout Education in order to support teaching staff to maintain a trauma-informed school and provide both preventative and reactive support to emotional dysregulation and crisis.



**Demi Clutton** BSc Applied Psychology, MSc Forensic Psychology.  
Assistant Clinical Psychologist

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Demi completed an undergraduate degree in Applied Psychology at Liverpool John Moores University, whereby she gained an understanding of psychological theory and an understanding of how to apply this to a broad range of practical situations. Throughout her studies, she covered modules such as Developmental Psychology, Cognitive and Biological Psychology, and Forensic Psychology. During her studies Demi conducted a research project around public attitudes towards juvenile delinquency and found that the public have a lack of understanding around factors that influence youth criminal behaviour, which influenced her career pathway. Demi went on to complete a BPS accredited MSc in Forensic Psychology at Manchester Metropolitan University, which further enhanced her knowledge around assessment tools, formulations and report writing, as well as the overall role of psychology within forensic settings. Demi has experience of working as a residential care worker, caring for young people who have experienced childhood trauma and victimisation, who present with complex needs including emotional, cognitive, psychological, and emotional difficulties. Demi followed the strength-based rehabilitation Good Life Model to help support young people live happy and healthy lives. This experience enhanced Demi's passion to work therapeutically to support young people. Demi also has a level 1 qualification in DDP (Dyadic Developmental Psychotherapy).

Demi currently works as an Assistant Clinical Psychologist at Timeout Children's Homes. As part of her role, Demi contributes to the therapeutic support of children and young people who have experienced trauma through administering psychometrics, cognitive assessments, and formulations, as well as preparing reports. Demi is specifically assisting in bridging the gap between the clinical team and the children's home, and implementing DDP and PACE (playfulness, acceptance, curiosity, empathy) as a way of caring for the children to help them feel safe.

**Alexandra Bagust** BA (Hons); MA Art Psych; Dip (CPCAB); HCPC Registered  
Specialist Child & Adolescent Art Psychotherapist

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Lex is a certified Art Psychotherapist, registered with the Health and Care Professions Council (HCPC) and a full member of the British Association of Art Therapists. Lex began her training within Art Psychotherapy in 2013 and has gained a wealth of experience of working with children, young people and their families. She has experience and knowledge of supporting children who have experienced developmental trauma, attachment difficulties, child abuse and working with children and families within the care system. She has over 10 years' experience working within settings such as The Priory Group, CAMHS and specialist residential schools and alternative provisions such as Pupil Referral Units (PRU). She has a background of working within adult's mental health with service users with a diagnosis of Schizophrenia.

Lex further qualified as a Specialist Child and Adolescent Art Psychotherapist in 2018, undertaking additional accreditation in Dyadic Parent-Child Art Psychotherapy, Children's Accelerated Trauma Treatment (CATT) and Clinical Supervision. Lex's learning and therapeutic approach is underpinned by the principles of psychodynamic psychotherapy practice and is primarily informed by child development, attachment theory and trauma-informed practice. With experience of delivering 1-1 and group psychotherapy, and facilitating short and long-term interventions which are formulated in collaboration with children to best meet their needs.

Lex has an active role within the British Association of Art Therapists (BAAT) professional body as BAAT Social Media Officer; as the creative lead overseeing their online presence, campaigns and national and International conferences. She holds the position as a Peer Reviewer and the Photo Editor for the International Journal of Art Therapy (IJAT:Inscape) research publications, and has been the coordinator for the Lancashire and Greater Manchester regional group of Art Therapists for over 4 years. She is passionate about raising the profile of art therapy practice and in promoting the use of creativity as a means of resolving difficulties in life, personal development and being able to express oneself through engaging with creative processes.



### **Nathan Ellison** Counsellor

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Nathan found his feet working with children initially as a support worker supporting children with Learning Difficulties and ASD. Following graduating university studying BSc Psychology he chose to explore the world of counselling. Studying across multiple settings Nathan qualified as a Counsellor in 2019 with a PG Diploma in counselling & Psychotherapy and registered with BACP. Through his studies he built up experience working with Addiction and Trauma as well offering therapy to college students. Nathan primarily worked with adults therapeutically within his own private practice as well working with Survivors of sexual abuse and rape along with Employee Assistance Therapy. After being given an opportunity to work with teenagers this highlighted a desire to support young people beyond support work. The breadth of variety of clients Nathan supported highlighted the impact our early years influence our present and future. This is where Nathan decided to focus more on working with children.

Initially starting with agency therapy work in schools, Nathan earned the opportunity to work with Looked After Children with a foster agency. Through the lense of trauma-informed support and the PACE model, Nathan worked directly with LAC and carers. Liaising with other professionals, assessing therapeutic needs of children and further building his knowledge and skills as a counsellor. Nathan is very passionate about engaging the general public in conversations around mental health and looks to support awareness around the topic. Nathan has constructed and completed several Awareness Sessions given to the general public and local sports teams around different aspects of mental health including men's mental health and depression awareness.

Due to Nathan enjoying this role so much it prompted him to further develop his skills and expand his therapeutic approach to envelope aspects of Play Therapy. Nathan is currently training as a Play Therapist but has been able to adapt his current work style to incorporate aspects of therapeutic play to help engage children and help them process the difficulties they have faced. Nathan practices at Timeout as a School Counsellor working as a Integrative person-centred counsellor using the DDP model and tools taken from Play Therapy.

### **Kathy Riley** MSc Play Therapy and Therapeutic Play; intensive course Guernsey Model Filial Therapy; DPhil Social Anthropology Play and Filial Therapist

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Kathy completed her Masters in Play Therapy and Therapeutic Play at the University of Glamorgan in 2014, completing her placements in Bradford and Keighley CAMHS. Kathy is registered as a provider of Play Therapy, Filial Therapy and Therapeutic Parenting on the Mott Macdonald Adoption Support register. Kathy has worked as a Child Led Play Therapist at a Women's Refuge (2015 - 2017), at IntraQuest - Learning and Well-being service provider (2015 to date), in a variety of schools and directly for Bradford and Calderdale Social Services. She also runs training for school staff on running Child Led Messy Play Groups for child witnesses of Domestic Violence and Abuse.

In 2015 Kathy completed the Intensive Filial Training programme using the Guernsey method. Since then she has worked using the filial method with adoptive, foster and SGO families across the region. Kathy is also trained in the use of Experiential Therapeutic Life Story Work (2016, Tracie Faa Thompson), in which the child and therapist co-create the child's life story record using both recorded data and the child's memories and experiences.

Kathy has regular clinical supervision with Christine Taylor, Child Led Play Therapist and Guernsey Model Filial Therapist.



**Lorna Wilson** MClin Res, BSc (Hons) Psychology & Speech Pathology, PG Cert Speech Difficulties, RCSLT and HCPC registered

**Highly Specialist Speech & Language Therapist**

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Lorna qualified as a Speech and Language Therapist in 2008 from Manchester Metropolitan University. She has worked with children and young people in a variety of Speech and Language Therapy roles since this time including mainstream and special schools, early years, and community settings. Training for education and health care staff and parents was a major part of these roles and continues to be an important part of Lorna's provision. Lorna has completed post graduate training in clinical research and speech sound difficulties. Lorna's special interests and areas of skill include: Neurodiversity, Developmental Language Disorder, Speech Sound Disorders, Early Language & Communication, Down Syndrome and SEMH / Trauma. She has completed training in a variety of areas including Trauma and Attachment, Hanen, Picture Exchange Communication System (PECS), Signalong, AAC including device specific training, Word Aware, Sensory Integration and Speech and Language Therapy and mental health first aid. In addition, she is a qualified Elklan trainer allowing her to carry out accredited training in the care homes and schools. She has also just started training to become a qualified Sensory Integration Practitioner. Lorna is keen to work jointly with school staff and carers to promote the children and young people's ability to participate fully and successfully in all areas of their lives.

**Hannah Sivyour** BA (Hons) English Language and Linguistics

**Speech and Language Therapy Assistant**

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Hannah graduated from York St. John University in 2018 with a degree in English language and linguistics. Since then, she has had experience working with a range of client groups, including both adults and children with communication impairments, special needs and fluency difficulties. Hannah has volunteered in Autistic summer camps, primary schools, and pre-schools, and since has been lucky enough to work directly with the children of timeout as a teaching assistant.

Studying speech therapy as part of her degree, it has been a keen interest for Hannah, and something that she finds extremely rewarding. During this time, she was lucky to secure a place working for Glossa speech and language therapists in York. This was a highlight for Hannah, as it was when she realised just what a difference you can make to an individual's life, and how impactful good communication is.

From working with adults with brain injuries, to children with ASD, she has had a variety of experience, and is committed to carry on helping the young people of timeout, to ensure they fulfil their potential.





### Range of direct therapies offered

The clinical team, work with children and adolescents with a wide range of difficulties and can offer formulation, specialist assessment and psychological therapies to address the following concerns:

- Depression
- Anxiety
- Attachment difficulties
- Interpersonal and relationship difficulties
- Trauma/Post-Traumatic Stress Disorder (PTSD)
- Low self-esteem
- Self-harm
- Emotion regulation difficulties
- Therapeutic Life Story Work

Given the long-term and deep seated nature of developmental trauma, although children can benefit from therapy it is likely that they will continue to need support as they grow and develop, in order to prevent them 'reverting' or regressing to their previous coping strategies. The content and processes of these therapies may vary according to the child's chronological age, developmental age and type of trauma experienced. We believe that therapy as a standalone method is insufficient; therefore we use an integrated model of care to encompass attachment and security throughout the care, therapy and education relationship.

The psychological therapies we offer are:

## Clinical Psychology

Clinical Psychology includes the use of multi-eclectic approaches in therapy. This includes Cognitive Behavioural Therapy, Dialectical Behaviour Therapy and Dyadic Development Psychotherapy. The psychology team will conduct a detailed assessment before deciding which therapeutic approach will be most suitable for treatment. The team will be led by clinical interviews with the young person, their family and social worker but also by objective psychometric measures prior to formulation of difficulties. Formulation is a key aspect of therapy and involves using theory to make sense of a child's early adverse experiences on their psychopathology, relationships and their views about themselves.

## Drama therapy

Dramatherapy provides a non-invasive creative platform for children to express their feelings, problem solve, and achieve their therapeutic goals. It is a safe space for support, encouragement, playfulness and non-judgmental work. Some experiences are too painful to address through verbal dialogue alone and drama uses metaphors to express emotion, it is a natural fit for a therapeutic framework. In the context of this safe therapeutic relationship, built between child and therapist, dramatherapy allows a child to rely on both physical and verbal expression to work through difficult emotional issues. Traumas can be expressed can be explored creatively and symbolically through the art forms of drama. This means it is indirect, meaning difficulties are not usually directly addressed; rather introduced through specific materials that may offer metaphorical reference points for real-life experiences.



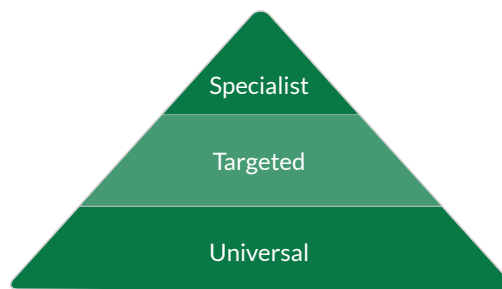
## Art Psychotherapy

Art Psychotherapy is an evidence-based therapy suitable for children of all ages. The therapist supports the child to express themselves using the medium of art. Some individuals who have experienced early life trauma can struggle to put words to their experiences and therefore the use of art can support them to be able to explore and process these memories without the need for words. The use of art can therefore be particularly helpful for children who have experienced early life trauma especially if they were pre-verbal when this occurred.

## Speech and Language Therapy

SALT provides assessment, therapy, support and care for children and young people with primary speech, language and communication difficulties. Difficulties surrounding SALT intervention are often common in children and young people with developmental delay, diagnoses such as ASD, social emotional and mental health needs and/or can be specific to a language difficulty (known as Developmental Language Disorder).

Speech and Language Therapy intervention in Timeout Educational facilities and homes can be divided into three tiers or levels:



**Universal:** supports the whole “population” (schools and homes). Enabling all children and young people to access optimal communication opportunities.

A whole setting approach encompassing a communication friendly environment and speech, language and communication development support and interventions for all.

Many children and young people’s Speech, Language and Communication Needs (SLCN) can be met universally.

**Targeted:** Targeted intervention provides specific help and activities for those children SLCN who require additional support.

This support may take the form of:

- Programmes of work and/or strategies written and monitored by the Speech and Language Therapist.
- Staff/carer training.
- Small group work, for example, narrative, lego based or social use of language groups.

Following targeted intervention, some children will return to the universal tier while other children may go on to have more specialist level needs identified.

**Specialist:** Specialist intervention is required for those children and young people with more complex communication needs who require a highly individualised programme of support. Specialist support is in addition to the universal and targeted interventions that will be essential to continue.

Interventions include:

- Highly specialised one to one and/or group therapy sessions run by the Speech and Language Therapist.
- Individually tailored training and support for staff and carers.



**To ensure a holistic and systemic approach is maintained;** our clinical department provide training on a variety of subjects to other departments (IE care and education), so they may develop the tools to ensure the best outcomes for the children and young people.

Our philosophy at Timeout is that if we are all learning and progressing, then this practice will thread itself into the lives of the children we care for. It is in this view that we have created resilient learners that can use the knowledge and experiences to improve their practice and achieve the goals set by themselves. It is important to all of us at Timeout that we continue to develop ourselves and push the boundaries of our knowledge and understanding.

We offer a broad range of Clinical Training which focuses on the impact of early trauma and abuse on the developing child, with particular reference to brain development, attachment theory & developmental trauma.

For further information and costings please contact:

**James Docherty**  
Head Of Education

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07880 357 448  
[james.docherty@timeouthomes.co.uk](mailto:james.docherty@timeouthomes.co.uk)



## Curriculum

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All students at Brookland School benefit from a curriculum that is well balanced and based around their specific needs. We aim to consistently promote and develop the life skills of individual students, through positive and creative interaction. We will ensure that every student is provided with a solid foundation to develop and maintain the knowledge, understanding and skills to take a valuable, confident, positive and active place in an ever-changing British society following the UNICEF Rights to Respect. We place a distinct emphasis on developing and maintaining key social and personal skills in a supportive and productive learning environment.

We aim to enable students to explore their cultural identity and study British Culture and traditions, so that they can become valuable members of our society. At Key Stages 3 and 4 we follow the National Curriculum to ensure that students follow a core curriculum, and this is adapted to meet varying needs. This includes all pupils studying a range of subjects such as French, Religious Studies, PSHE and Humanities helping develop their interests and experiences for the future.

At Key Stage 4, the core curriculum is based around: We have a pathway for each individual pupil in the core subjects. In English Maths and Science, we offer Entry Level, Functional Skills level 1 and 2 and/or GCSE (this is judged on pupils' abilities to try and ensure a qualification in each area). We also offer a range of subjects' areas that suit student interests, or talent, we will enable them to do an accredited qualification (this can be more than one if appropriate, for example, we currently run GCSE Food and nutrition, Sports and Coaching Principles Level 1 and 2 vocational award, Construction and the built environment Level 1 and 2 and Hair and Beauty). If necessary, specialist tutors are brought in to ensure that subject specialists deliver the lessons. We work closely with local colleges where children are more suited to more vocational courses and delivery. We aim to enable the students to plan and follow a distinct career pathway, whilst keeping their options open for the future. Students have access to a broad and balanced range of activities and experiences that have been designed to enable them to become successful young people and develop their SEMH needs. We meet our specific obligations to the core curriculum in the subjects of Literacy, Numeracy and Science, whilst recognizing the unquestionable importance of Information and Communication Technology (IT), Physical Education (PE), SMSC/ Citizenship and RE.

## Mathematical

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This area helps pupils to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics should be developed in a variety of ways, including practical activity, exploration and discussion. Mathematics is taught across all key stages with provisions to offer a BTEC in Engineering at KS4.

## Scientific

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This area is concerned with increasing pupils' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings. Science is taught in all Key Stages. Animal care and horticulture are taught as a vocational option at KS4.

## Technological skills

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This can include information and communication technology (ICT); developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products. Food Technology is taught as a weekly subject throughout all Key Stages. At KS4 pupils will have options to gain qualifications in food technology and/or hospitality.



## Human and Social

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This area is concerned with people and with their environment, and how human action, now and in the past, has influenced events and conditions. Humanities at KS2 and KS3 is taught. At KS4 pupils will have options to gain an Entry Level Qualification in History and Geography.

## Physical

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This area aims to develop the pupils; physical control and co-ordination as well as their tactical skills and imaginative responses, and to help them to evaluate and improve their performance. Pupils should also acquire knowledge and understanding of the basic principles of fitness and health. The school provides a range of activities both on and offsite. All pupils have regular opportunities throughout the week for physical exercise through walking and a two hours each week of Outdoor Education at KS2 Forest School is delivered. At KS4 pupils will have opportunity to complete a BTEC in Sports Studies.

## Aesthetic and Creative

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This area is concerned with the processes of making, composing and inventing. There are aesthetic and creating aspects of all subjects, but some make a particularly strong contribution, including ICT and the study of literature, because they call for personal, imaginative, and often practical, responses. Pupils are encouraged to demonstrate their learning in a variety of ways. Creative Arts is taught at Key Stage 2 and 3 with the option to undertake an Entry Level Qualification at KS4.

The timetable is constantly under review and is subject to changes in staff and in staff responsibility. The aims of our timetabling procedure are to ensure that every pupil has access to all areas of the timetable.

When allocating lesson times, we acknowledge current best practice for pupils within our age range. The time allocation for ICT is incorporated into the planning for other areas of the curriculum.

## Our Additional Curriculum

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Whilst we strive to ensure that the children follow the National Curriculum and make progress in line with National expectations, we also place a high value on other aspects of learning.

**Through our structured timetable, we enable students to:**

- Experience a wide range of outdoor activities, sports and experiences.
- Participate in community events and activities.
- Foster individual interests and hobbies.
- Try sports and activities that they might not have tried before.
- Complete AQA Awards in areas that interest and engage them.
- Compile a Progress File of Achievements that are academic, social and personal.



## School Day

### KS3 - Group 1

The day is devised to acknowledge the needs of the learners with which we work.

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
Registration	9.30			Registration		
1	9.30 - 9.45			Guided Reading		
2	9.45 - 10.00	Handwriting + Spelling	Wake up shake up	Handwriting + Spelling	Wake up shake up	Spelling test
3	10.00 - 10.15	Personalised learning - Social and emotional	RE	Personalised learning - Social and emotional	Computing	Personalised learning
4	10.15 - 10.40	Wake up shake up		Wake up shake up		Wake up shake up
Lesson Change	-			Lesson Change		
5	10.40 - 11.20			Maths		MFL
Break	11.20 - 11.40			Break		
6	11.40 - 12.20			English		History
Lesson Change	-			Lesson Change		
7	12.20 - 1.00	Science	PSHE/RSE	Science	Geography	Reward Activity
Daily Mile	1.00 - 1.15	Daily Mile		Daily Mile	Daily Mile	
Lunch	1.15 - 1.45		Lunch			
8	1.45 - 3.00	Design Rotation	PE	Whole school PE	Art	Assembly/ British Values

Times and lessons are flexible dependent on individual needs and interests.  
The timetable will change over the course of the academic year.



## School Day

### KS3 - Group 2

The day is devised to acknowledge the needs of the learners with which we work.

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
Registration	9.30			Registration		
1	9.30 - 9.45			Guided Reading		
2	9.45 - 10.00	Handwriting + Spelling	Wake up shake up	Handwriting + Spelling	Wake up shake up	Spelling test
3	10.00 - 10.15	Personalised learning - Social and emotional	Computing	Personalised learning - Social and emotional	RE	Personalised learning
4	10.15 - 10.40	Wake up shake up		Wake up shake up		Wake up shake up
Lesson Change	-			Lesson Change		
5	10.40 - 11.20	Science	PSHE/RSE	Science	Geography	History
Break	11.20 - 11.40			Break		
6	11.40 - 12.20			Maths		MFL
Lesson Change	-			Lesson Change		
7	12.20 - 1.00			English		Reward Activity
Daily Mile	1.00 - 1.15			Daily Mile		
Lunch	1.15 - 1.45			Lunch		
8	1.45 - 3.00	Art	PE	Whole school PE	Design	Assembly/ British Values

Times and lessons are flexible dependent on individual needs and interests.  
The timetable will change over the course of the academic year.



## School Day

### KS4

The day is devised to acknowledge the needs of the learners with which we work.

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
Registration	9.30			Registration		
1	9.30 – 9.45			Guided Reading		
2	9.45 – 10.00	Handwriting + Spelling	Wake up shake up	Handwriting + Spelling	Wake up shake up	Spelling test
3	10.00 – 10.15	Personalised learning - Social and emotional	PSHE/RSE	Personalised learning - Social and emotional	RE Short Course	Personalised learning
4	10.15 – 10.40	Wake up shake up		Wake up shake up		Independence
Lesson Change	-			Lesson Change		
5	10.40 – 11.20			English		Hair and Beauty/ Vocational studies
Break	11.20 – 11.40			Break		
6	11.40 – 12.20	Science GCSE and ELC	Art	Science GCSE and ELC	PE theory	Hair and Beauty/ Vocational studies
Lesson Change	-			Lesson Change		
7	12.20 – 1.00			Maths		Reward Activity
Daily Mile	1.00 – 1.15		Daily Mile		Daily Mile	
Lunch	1.15 – 1.45			Lunch		
8	1.45 – 3.00	John Muir Award	PE	PE	Engineering/ Food technology	Assembly/ British Values

Times and lessons are flexible dependent on individual needs and interests.  
The timetable will change over the course of the academic year.





## Term Dates

2022 / 2023	First day of term	Last day of term
Autumn term	4 <sup>th</sup> September 2023	27 <sup>th</sup> October 2023
Autumn term	6 <sup>th</sup> November 2023	22 <sup>nd</sup> December 2023
Spring term	8 <sup>th</sup> January 2024	9 <sup>th</sup> February 2024
Spring term	19 <sup>th</sup> February 2024	22 <sup>nd</sup> March 2024
Summer term	8 <sup>th</sup> April 2024	24 <sup>th</sup> May 2024
Summer term	3 <sup>rd</sup> June 2024	22 <sup>nd</sup> July 2024

School is closed to the pupils on the following days:

### Teachers training days

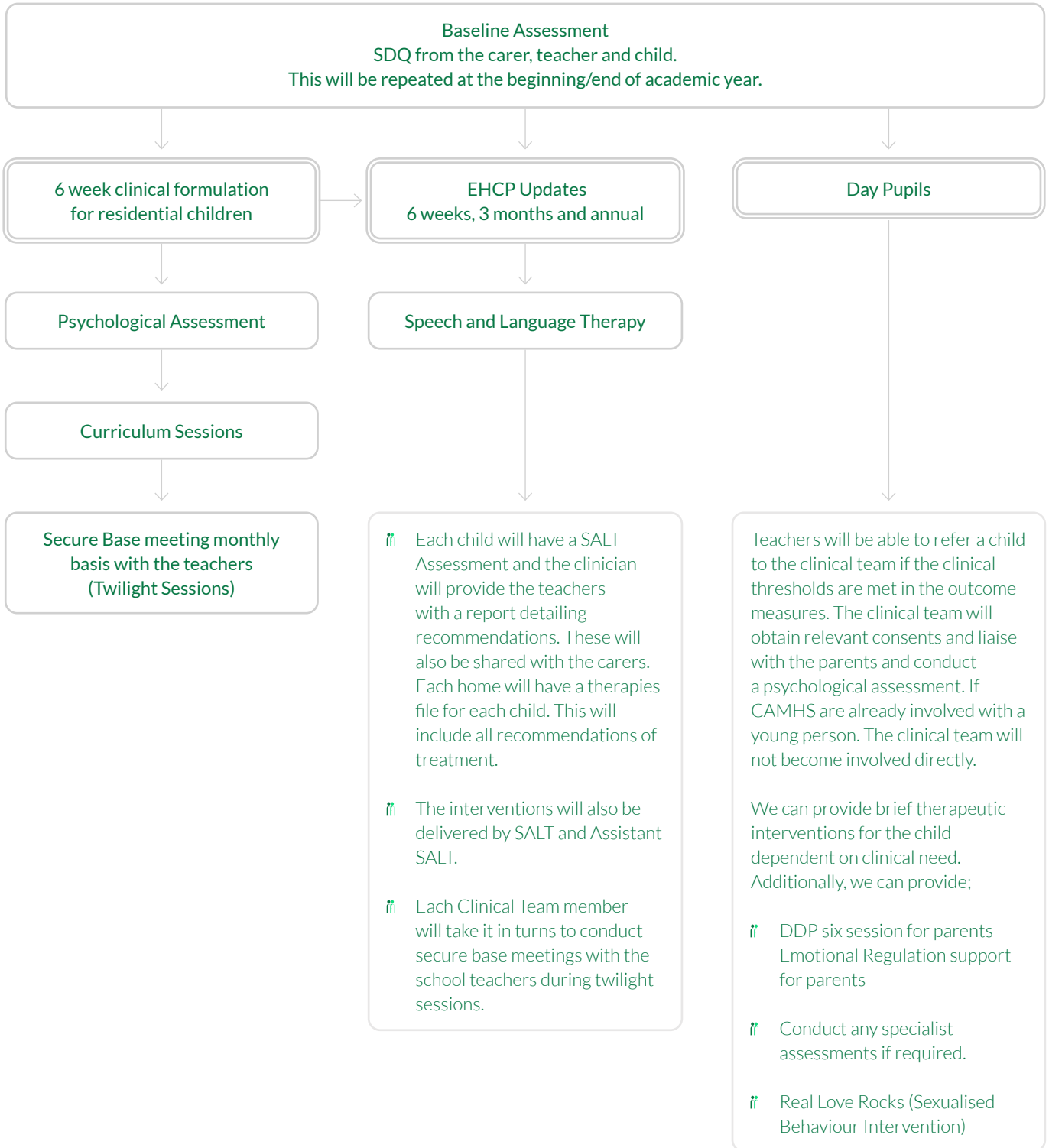
4<sup>th</sup> & 5<sup>th</sup> September 2023  
 6<sup>th</sup> November 2023  
 22<sup>nd</sup> December 2023  
 9<sup>th</sup> February 2024  
 22<sup>nd</sup> July 2024

### Bank Holidays

29<sup>th</sup> March 2024  
 2<sup>nd</sup> May 2024  
 6<sup>th</sup> November 2024



## Clinical Pathway for Education



# Making a Complaint

The following offers an overview of our comprehensive Complaints Policy and Procedures

## Our Aims and Objectives are to:

- Encourage the resolution of problems by informal means wherever possible
- Provide a transparent and informative service to all children, parents/carers and local residents
- Ensure that concerns are dealt with quickly, fully and fairly and within clearly defined time limits
- Provide effective responses and appropriate redress
- Promote and maintain good working relationships between all people involved with the school and the school community

## Complaints Procedures

This policy may be used by anyone who has a concern or complaint about any aspect of the school. In the main this will mean the parents/carers of the school's children, but may include neighbours of the School, or any other members of the local community.

## A Summary of Procedures

This policy sets out the procedures that we will follow whenever we receive a complaint for which there are not alternative statutory procedures.

There are four stages of action comprising an initial informal stage and three formal stages:

### Informal Stage

1. Informal discussion and resolution.

### Formal Stage

2. Investigation by the Head Teacher/Head of Education
3. Complaints committee review involving Head Office representatives of Northern Care/Senior Management Team (SMT)
4. Department of Education

Within the **Informal Stage** primary responsibility rests with staff.

**Formal Stage** responsibility rests with staff, the Lead Teacher, Timeout's SMT and where appropriate, Local Authority Officers.

Each of these stages will usually occur in order and there will usually be no return to previous stages (exceptions to this are noted within the procedure).

It is stressed that most complaints are resolved on an informal basis (Stage 1). Circumstances under which this procedure should not be used are as follows:

- Complaints about the National Curriculum
- Non-approved external qualifications or syllabuses
- Withdrawal of children from all or part of the National Curriculum
- Child admissions
- Child exclusions

If you would like any further information, please see our website at [www.timeouthomes.co.uk](http://www.timeouthomes.co.uk).



## Contacting Brooklands School

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We see parents, carers and the Local Authorities as an important part of the school and you are always welcome to discuss any aspect of your child's educational provision. Please feel free to contact the Lead Teacher to discuss any issues you may have.

**Lead Teacher email:** johnny.broadbent@timeouthomes.co.uk

**Head of Education:** james.docherty@timeouthomes.co.uk

For additional, detailed information regarding provision at our school the following policies are readily available upon request (as either paper copies or e-versions (PDFs):

- ff Health and Safety Policy
- ff Educational Visits Policy
- ff Safeguarding Policy, including Prevent guidance and policy
- ff Health and Safety Policy
- ff Anti-Bullying Policy and Procedures
- ff Behaviour/Sanctions and Rewards for Learning Policy and Procedures
- ff Examinations Policy and Procedures and Appeals
- ff Complaints Policy and Procedures – Whistle Blowing Policy
- ff Curriculum Policy
- ff Internet Usage policy: e safety
- ff Medical Conditions Support Policy
- ff Transition policy
- ff Children Learning English Policy (EAL)
- ff Recording, Monitoring, Reporting and Assessment Policy
- ff Admissions policy
- ff Discipline /Rewards and Sanctions policy
- ff SEND policy and EHCP plans
- ff Accessibility Policy
- ff Admissions Policy
- ff Smoking Policy
- ff Spiritual, Moral and Social and Culture
- ff Teaching and Learning Policy
- ff Risk Assessment Policy
- ff Results of public examinations
- ff Pupil Premium Spend

