



Elemore Hall School
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Elemore Hall School

Headteacher: Richard Royle

SCHOOL DETAILS - JUNE 2022

GENERAL

Elemore Hall has been a Durham County Council day and residential Special School for secondary aged pupils since 1959. The school occupies a former old country house, situated in East Durham between the villages of Pittington and Easington Lane.

The school has established good practice in meeting the needs of children with social, emotional and mental health difficulties. Inspections of both the classroom education and the residential aspects of the school by OFSTED have over many years described the school as good and improving. The most recent Section 5 inspection (April 2019) judged the school to be Good. Our annual residential inspections are invariably Good or Outstanding.

In September 2021, Elemore Hall expanded to include the former Windlestone School and Durham PACC (Personalised Alternative Curriculum Centre). The new school, over three sites will have a population of up to 186 pupils and over 100 staff, making it one of the largest SEMH schools in the country.

AIMS

The principal aim of the school is to assist pupils in developing the necessary skills, knowledge and self confidence to be INCLUDED in the mainstream of society. This aim is achieved through a number of routes including the following:-

- encouraging personal and social development by assisting pupils in the building of sound lasting relationships and the acquisition of the essential independence skills for adult life;
- rewarding effort, endeavour and learning;
- the setting and achievement of challenging, yet attainable educational goals to allow pupils to attain recognised qualifications at an appropriate level;
- supporting pupils in making realistic adjustments to meet the demands of society in general, and their home, school or work place in particular;
- encouraging pupils to take responsibility and ownership for their own learning, conduct and behaviour;
- development of sound working relationships with parents, carers and professionals;
- supporting pupils during their transition into education, employment or training post-16.

In order to enable the school to fulfil its aims a structure/regime has been established which gives support and enhances security while allowing sufficient flexibility for the development of the individual in his/her own right. Support strategies include individual programmes and target setting, close liaison with families and other agencies, behaviour

contracts, systems for positive reward for learning, achievement and effort and consequentiality for unacceptable behaviour, as well as individual and group counselling and meetings. All pupils have a Statutory Annual Review to examine whether their Education, Health and Care Plan is relevant or needs adjustment. Additionally, once a term pupils have individual meetings with their key staff (Teacher Tutor and Personal Tutor) and their Parents/Carers where progress and achievements made since the last meeting, particularly in the area of personal and social development, are discussed. At these meetings pupils are encouraged to set themselves realistic and relevant targets for the forthcoming term based upon the acquisition of Personal and Social Skills.

The school itself is internally inclusive in that pupils are actively included in the activities and programmes that are on offer in the school. The school also aims to assist pupils in being included in the wider world, this takes many forms and is based on the individual needs and skills of pupils, however it may include pupils attending part time college placements, pupils being reintegrated part-time or full time into mainstream schools, or pupils being supported in joining a club or activity in the evening time in their home area. Additionally all pupils are encouraged to represent the school in events, most frequently these are of a sporting nature, where the school has an excellent reputation for positive participation and success. Pupils are also encouraged to participate in the performing arts with music and drama productions.

PUPILS

The school's catchment area is the whole of County Durham (and some neighbouring authorities) and pupils come from a wide range of social and domestic situations presenting a diversity of educational, social and behavioural needs and challenges. Major common factors are general under functioning both socially and academically, immaturity and disruptive behaviour. All the children have experienced some failure and/or rejection in their previous schools and have damaged self-esteem, self-worth and self-confidence, many pupils have been permanently excluded from at least one previous school and all have an Education, Health and Care Plan. In addition to social, emotional, behavioural and mental health difficulties, many pupils have additional generalised or specific learning difficulties. The school has many pupils who have been diagnosed with a medical need or condition, these include, ADHD, Autism Spectrum Condition and Tourette's.

STAFFING

The school has a staff team consisting of Headteacher, Deputy, Assistant Heads, Head of Support Services, Teachers, LSAs, Care Staff, Administrative, Domestic and Kitchen staff.

An Educational Psychologist, an Educational Welfare Officer, a post16 transition advisor and a School Nurse are attached to the school on a part-time basis. The school also has frequent visits from other professionals.

Staff at Elemore Hall work as part of a team. Whilst everyone has their own role, we recognise that no-one can work effectively in isolation and that everyone contributes to the whole, therefore all staff are treated equally. This approach has very positive outcomes as it develops good working practice and relationships between staff that are then modelled to pupils. All Teaching and Child Care staff are involved in staff development days and activities and the school actively encourages staff to develop individually and pursue further qualifications, etc.

EDUCATION

The achievement of educational success is regarded as an integral part of each child's individual plan and is seen as a therapeutic tool in itself. Each Pupil has a Teacher Tutor and a Personal Tutor who are involved in the pastoral care of the children in their class group and are responsible for liaison with other Teachers and staff concerning educational progress of the group and individuals. The Personal Tutor also makes regular contact with parents/carers.

The organisation of education and the school curriculum is as follows: -

Classes are usually grouped according to age, and usually with no more than eight pupils in a group. Pupils are taught in this group across a broad range of curriculum subjects. In years 10 & 11, the school offers a range of accredited courses including GCSE, RockSchool and BTec. Staff are constantly reviewing and increasing the amount of accreditation that is offered in order to allow all pupils to achieve. All Key Stage 4 pupils also follow planned programmes in Outdoor Education/Pursuits.

Our school environment is very important in supporting the learning and development that takes place at Elemore. The buildings on the two main school sites are very different in appearance but we try to keep the inside of the building calm, welcoming and purposeful. Outside, both school sites have extensive grounds that are used for a variety of purposes including the farm on the Windlestone site and Forest Schools/Bushcraft on the Elemore site. Pupils are encouraged to participate in activities outside to develop an interest in nature, the environment, health and fitness, responsibility and community.

Learning Support Assistants give additional support to pupils across a range of curriculum areas and support most classes.

EXTENDED EVENING and RESIDENTIAL CARE

All pupils are encouraged to stay at the school beyond the teaching day to take part in activities – these might be up until tea time, after tea or both. Participation in evening activities helps to develop a pupil's personal and social skills, builds better relationships between the pupil and staff and reinforces personal and social development.

Resident pupils are accommodated on residential living units located in the main part of the Hall itself (at Elemore) or in a separate purpose built residential wing (at Windlestone). Each residential unit has a number of bedrooms, a kitchen/dining area, a common lounge area and toilet and shower facilities. Additionally there is a staff room and sleeping-in facilities for overnight staff

Child Care Officers (residential) aim to create an environment, which children are able to perceive as being consistent, caring and affording them security. A fine balance between the group living experience and individual programmes is aimed for. A living experience of this nature allows children who may be anxious, fearful, hostile or distrustful to thrive. They are encouraged to accept opportunities of participating in unfamiliar experiences, acquiring new skills and interests, involving themselves in a range of social relationships and developing personal and communal responsibility, competency and independence.

All Child Care Officers also act as "Personal Tutors" for a small group of pupils. Whilst their primary role as Personal Tutor is providing nurture for their particular group, they also work with families over problems and liaise between parents, teachers and other helping agencies and professionals in order to facilitate the child's individual Care Plan.

The residential and social provision is inspected annually by OFSTED. Elemore Hall School meets or exceeds all of the inspected standards and has been repeatedly judged to be Good or Outstanding for over 10 years.

TEAM WORK

Learning Support Assistants, Residential Child Care Staff and Teaching Staff are regarded as equal professionals at Elemore Hall and great emphasis is placed on teamwork, both internally and with other external agencies. The aim is for all groups to work together to contribute towards and facilitate the development and eventual reintegration of our pupils into the home setting and, where appropriate, mainstream school.

Importantly, whilst all Residential Child Care Officers work during the school day for part of the week, all classroom staff have the opportunity to work for some extra hours in the evening, social time of the day. This crossover of staff allows for continuity and consistency to be maintained, it is also crucial in developing good relationships between staff and between staff and pupils.

BUILDINGS & FACILITIES

Both school sites have a range of specialist and general teaching areas including classrooms for Art, Resistant Materials, Science, Food Studies, Music and ICT. The school has ICT facilities throughout the building to support learning and also administration. In addition to classrooms, the school has a number of small meeting rooms where staff can work more intensively with pupils on areas such as literacy, numeracy and personal development. The Windlestone site was a new build school in 2005, whilst Elemore is based in a Grade 1 listed country house that, in 2015, saw building work completed on a £3M extension to our teaching accommodation including a multi-purpose sports hall, performing arts suite and food technology facilities, workshop and spaces for environmental studies.

Communal

The school has a number of communal and recreation areas both inside and outside the buildings. The Dining Rooms are important places where both lunchtime and evening meals are served. We believe that it is very important that all pupils are well fed and that the mealtime is a positive time for the development of social skills and etiquette – staff often eat with the pupils to help develop these areas.

Administration

Each site has administrative offices and meeting rooms. There is a team of Administrative staff who support the smooth running of the school.

More information about the school can be found on our website:
www.elemorehallschool.com

Richard Royle
Headteacher
June 2022