

OUR MISSION



Our Vision

'To inspire and support our children and young people to overcome their barriers to learning, develop confidence, raise their self-esteem, realise their potential so they can make a positive contribution to society.'

Our Aims

'To provide a safe environment for all members of the Holly House Community where all our pupils have a voice.'

'To provide education and care for pupils with Social, Emotional and Mental Health needs, giving them the confidence and skills to return to mainstream education if and when appropriate.'

Our Ethos

- Safeguarding is our number one priority
- Everyday a new beginning
- We recognise the potential in every individual
- We can see the child behind the behaviours
- We celebrate the positives
- Social and Emotional development have equal importance with academic progress
- We develop and foster life-changing relationships
- We create a nurturing environment
- We reflect and learn to consistently improve our practice

Outcomes

To provide opportunities for pupils to:

- be the best they can be
- have fun and enjoy the Holly House experience
- have a positive self-image and outlook on life
- have good interpersonal skills and be able to form positive relationships
- be able to learn and work successfully both individually and with others
- be adaptable learners and thinkers
- achieve challenging targets across the curriculum
- be inspired to have goals to give them a sense of purpose and direction

- be tolerant and respectful of others, their beliefs, views, abilities and culture
- be informed of British Values and willing to make a positive contribution to society
- have the skills to solve a range of problems
- be self-reflective and adapt their behaviour accordingly
- be able to make healthy lifestyle choices
- be able to draw on a broad range of experiences introducing them to new possibilities and choices

This will be achieved through

- a broad, balanced and relevant curriculum
- teaching that inspires an independent approach, investigative thinking and reflective learning
- an enriching programme of visits and extra-curricular activities
- the provision of appropriate resources to support learning
- well planned lessons taking account of different learning styles, tailored to meet the needs of individual pupils
- our robust safeguarding policy and procedures which provide a stimulating, safe and secure environment where bullying and discrimination is rigorously challenged
- the opportunity for pupils to voice their opinions in decision making both on a personal and whole school level
- good relationships and partnerships centred around the child involving the school, parents/carers and other agencies
- an educational climate which promotes mutual respect, provides appropriate role models and opportunities for personal development.
- Unconditional Positive Regard

Our Profile

Holly House takes pupils with EHC plans whose Primary Need has been identified as SEMH where behaviour has been highlighted as the main concern. They may have other conditions such as Autism, but they do not have significant learning needs.