



HOLLY HOUSE SCHOOL RESIDENTIAL STATEMENT OF PURPOSE

SUMMARY

The Holly House Residential Unit is a Trauma Informed, Whole School Approach, Child Focused unit based upon providing residential care and after school activities around building positive relationships with young people.

Focussing on the 5 ways to Wellbeing and at all times supporting the mental health and wellbeing of our young people and their families, with a professional staff team delivering care packages and therapeutic support through specialised training that could be beneficial to the varying needs of our pupils accessing the unit.



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The setting for our school is stunning



Introduction

Holly House School is a local authority maintained mixed special school for children and young people aged 7 to 14 years with Social, Emotional and Mental Health (SEMH). Located in Old Whittington, approximately two miles from Chesterfield, the school is set within the Derbyshire countryside and provides a calm and supportive environment for learning and development.

The school offers up to 43 day placements, alongside an extended day provision that provides a range of enrichment and extracurricular activities designed to promote personal development, social skills and positive experiences. Holly House also provides residential accommodation for up to 8 children per night during term time.

The residential provision offers a safe, nurturing and homely environment where children are supported to develop confidence, independence and positive relationships. Working in close partnership with families, education staff and other professionals, the residential team promotes each child's wellbeing, personal growth and individual achievements through high-quality, child-centred care.

Residential pupils stay overnight as part of their agreed placement, while pupils attending extended day activities are supported to return home following the completion of their programme. The provision is committed to ensuring that all children feel safe, valued, respected and supported to reach their full potential.

Admission Process

The admission of residential pupils at Holly House is based on an assessment of individual need and is undertaken in partnership with the child, their family, school staff and relevant professionals.

All pupils at Holly House have an annual review of their Education, Health and Care Plan (EHCP), during which consideration is given to whether residential provision would support the outcomes identified within the plan. Where a residential placement is considered beneficial, a pupil may be offered up to four nights' residential provision per week. Residential placements are intended to support the development of social, emotional and independence skills, improve engagement with education, and contribute positively to attendance, behaviour and overall wellbeing.

Where a pupil expresses an interest in accessing residential provision outside of the annual review process, an individual assessment of need will be completed. This will involve consultation with the pupil, parents or carers, education staff and other relevant professionals. Pupils may initially be encouraged to access the extended day provision to help determine whether a residential placement would meet their needs.

A clear rationale for residential placement will be established, identifying the intended outcomes, benefits and support to be provided. Admissions decisions are made in the best interests of the child and are based on the provision's ability to meet the pupil's identified needs safely and effectively.

The residential team works closely with families and school staff to ensure that placements are appropriately planned, monitored and reviewed, enabling children to achieve positive outcomes and make progress towards their individual targets.



Accommodation

The residential provision consists of two dormitory areas, one upstairs and one downstairs, providing accommodation for up to eight boarders per night during term time. Each dormitory contains four single occupancy bedrooms. Whilst the larger bedroom on each landing contains two beds, only one bed is occupied at any one time.

Bedrooms have been individually themed and personalised with input from pupils to create a welcoming and homely environment. Themes include superheroes, dinosaurs, skateboarding and other interests identified by the children, helping them to feel comfortable, valued and involved in their living space.

Each dormitory has access to a lounge area where pupils can relax, socialise and participate in leisure activities. There are also kitchen and dining facilities where meals are prepared and shared, providing opportunities for pupils to develop independence, social and daily living skills.

The residential provision offers a range of facilities to support recreation, wellbeing and personal development, including a games room, technology room, Lego room and dedicated outdoor wellbeing and garden areas. These spaces provide opportunities for structured activities, relaxation and positive social interaction.

A dedicated sensory room is also available to support pupils' emotional wellbeing, sensory needs and self-regulation. This calming environment provides opportunities for relaxation, sensory exploration and therapeutic support, helping pupils to manage emotions, reduce anxiety and develop coping strategies within a safe and supportive setting.

All accommodation and facilities are regularly monitored and maintained to ensure they remain safe, comfortable and suitable for the needs of the children and young people who access the residential provision.

We offer a relaxed homely, family environment to nurture and learn our pupils to

“BE THE BEST YOU CAN BE”



ELSA Kitchen area upstairs

Downstairs Pirate themed Kitchen area



Selection of the Units themed bedrooms



What We Offer

Holly House Residential Provision offers a wide range of recreational, educational and therapeutic activities designed to promote wellbeing, independence, confidence and positive social experiences. Pupils are encouraged to participate in the planning of activities and are supported to make choices based on their interests, strengths and individual development needs.

Activities may include:

• Swimming • Arts and Crafts • Fishing • Football • Themed Cooking Evenings • Park Visits • Ice Skating and Rollerblading • Adventure and Outdoor Activities • Film and DVD Nights • Bowling • Board games, technology-based activities and creative projects

The residential team celebrates pupils' achievements through positive recognition, reward activities and special events. Children are supported to work towards personalised targets that reflect Holly House's core values of **Respect, Relationships and Responsibility**. Achievements and progress are recognised through meaningful rewards and opportunities chosen by the pupils themselves.

Alongside recreational activities, pupils have access to a range of therapeutic and wellbeing-focused opportunities designed to support emotional regulation, resilience, communication, teamwork and social development. These activities help children develop strategies to manage anxiety, build confidence and form positive relationships with others.

The residential provision makes extensive use of the school's outdoor learning and wellbeing areas. These spaces provide pupils with opportunities to engage in practical, hands-on learning experiences that may complement or provide an alternative to classroom-based learning. Activities within these areas



encourage teamwork, responsibility, problem-solving and the development of new skills while building on pupils' individual strengths and interests.

The outdoor learning area includes spaces for learning, recreation, social activities and environmental projects. Pupils are encouraged to contribute to the ongoing development of these areas, fostering a sense of ownership, achievement and belonging within the school community.

The school garden provides opportunities for children to learn about nurturing and caring for plants, sustainability, healthy living and food production. Through participation in gardening activities, pupils can develop patience, responsibility and an understanding of how healthy food is grown and maintained.

These facilities are also used during after school and residential sessions to support the development of practical life skills, independence and emotional wellbeing. The outdoor areas offer calm and reflective spaces where pupils can spend time with staff, access keyworker support and discuss any worries, concerns or achievements within a safe and supportive environment.



ACTIVITY / GARDEN AREAS

Health, Wellbeing and Support

Holly House Residential Provision is committed to promoting the health, wellbeing and emotional development of all pupils. Support is tailored to each child's individual needs and delivered through close collaboration between residential staff, education staff, families and relevant professionals.

Children have access to a range of therapeutic, pastoral and emotional wellbeing support provided by appropriately trained and experienced staff. The residential team works alongside school-based specialists to ensure a consistent approach between education and residential provision.

Where additional support is required, individual programmes may be developed in partnership with families and professionals. This can include home visits, family support and targeted interventions designed to strengthen communication, promote engagement with school and residential life, and support positive outcomes for the child.

Through a nurturing and relationship-based approach, Holly House aims to ensure that every child feels safe, listened to, valued and supported to achieve their full potential.



5 Ways to Wellbeing

At Holly House Residential Provision, the principles of the Five Ways to Wellbeing are embedded within daily residential life. Pupils are encouraged to build positive relationships, be active, learn new skills, take notice of the world around them and contribute to the residential community.

The residential team provides a welcoming and inclusive environment where children are supported to socialise, develop friendships and participate in new experiences without fear of judgement. Evening activities are centred on enjoyment, achievement and positive relationships, helping pupils to build confidence, resilience and a sense of belonging.

Through a varied programme of activities and opportunities, children are encouraged to develop their independence, celebrate successes and enhance their emotional wellbeing while feeling safe, valued and supported within the residential community.



ELSA, DDP, PACE and THRIVE Support

Holly House Residential Provision adopts a therapeutic, relationship-based approach to supporting pupils' emotional wellbeing and development. Staff utilise the principles of Dyadic Developmental Practice (DDP), PACE (Playfulness, Acceptance, Curiosity and Empathy) and the THRIVE Framework to help children feel safe, understood and supported.

In addition, pupils have access to Emotional Literacy Support Assistant (ELSA) interventions delivered through the school's pastoral support provision. ELSA support helps children to develop emotional literacy, self-awareness, social skills, emotional regulation and resilience. Sessions may focus on areas such as anxiety, self-esteem, friendships, managing emotions, loss and change, and developing positive coping strategies. These approaches enable staff to build positive and trusting relationships with pupils while promoting emotional regulation, resilience, self-esteem and social development. Through everyday interactions and planned support, children are encouraged to explore their feelings, develop coping strategies and strengthen their ability to form healthy relationships.

The residential and education teams work closely together to ensure a consistent approach across school and residential settings. Through nurturing relationships, targeted support and therapeutic interventions, pupils are supported to build confidence, strengthen emotional wellbeing and achieve positive outcomes both academically and personally.



Family and Carer Support

Holly House recognises the important role that families and carers play in achieving positive outcomes for children and young people. We are committed to working in partnership with parents and carers and offer guidance, support and opportunities for involvement throughout a child's placement.

Staff work closely with families to identify individual needs and provide appropriate support, advice and signposting. This may include regular communication, meetings, school visits and access to wellbeing-focused activities designed to strengthen relationships and promote positive outcomes for both children and their families.

Support opportunities may include:

- Wellbeing drop-in sessions
- Coffee mornings
- Parent and carer forums
- Guest speakers and workshops
- Mindfulness and wellbeing activities
- Online support opportunities

The school also benefits from a dedicated Wellbeing Garden, developed to provide a calm and welcoming environment for pupils, families and staff. This space promotes relaxation, reflection and positive wellbeing and can be used for informal meetings, therapeutic activities and wellbeing-focused sessions.



Meet The Team



Cheryl Gray (Head of Care)

NVQ Level 5 Residential Leadership and Management

NVQ 3 Health and Social Care

Mrs Gray began her professional career in the Army at the age of 16, developing the discipline, resilience and leadership skills that have supported her throughout her career. She moved into residential childcare in 2010 and now brings over 26 years of experience working with children and young people across a range of care and education settings.

Having previously worked at Holly House as a Residential Child Care Officer and most recently serving as Registered Manager of a residential children's home, Cheryl returned with extensive experience in residential leadership, safeguarding and therapeutic care.

Cheryl combines strong operational knowledge of regulatory compliance, trauma informed practice and safeguarding with expertise in care planning, behaviour support, multi-agency working and restorative supervision. Her therapeutic approach is underpinned by DDP and Theraplay principles, promoting secure relationships, emotional development and positive outcomes for children and young people.

As a strengths based and accountable leader, Cheryl is committed to creating a nurturing, ambitious and child-centred environment where pupils with SEMH, autism and complex needs feel safe, valued and supported to achieve their full potential. She places a strong emphasis on relational practice, staff development and continuous improvement across the residential provision.





Chris White (Deputy Head of Care)

NVQ 3 Health and Social care and Children Young Peoples Workforce

Mr White has recently returned to Holly House Residence as Deputy Head of Care. He brings extensive experience in residential care leadership and a proven ability to inspire and guide teams toward best practice.

Mr White is highly skilled in implementing positive behaviour support frameworks, driving continuous improvement, and fostering a culture of collaboration and accountability.

His leadership style prioritises staff development, trauma-informed approaches, and consistent safeguarding standards, ensuring that every young person receives holistic, high-quality care.

Mr White is committed to creating an environment where both pupils and staff can thrive, aligning his work with the school's ethos and long-term objectives.

Jacques Palmer (R.C.C.O)

NVQ level 3 Residential Childcare

Level 3 Diploma in Sport and Outdoor Adventure

BA Hons Degree in History (Level 6)

Level 6 Diploma in Careers Guidance and Development

Mr Palmer has 13 years' experience supporting children and young people in both SEND and mainstream school and residential settings. He began his career in the private sector before joining Holly House School, where he spent nine years working as a Teaching Assistant.

In 2021, he continued his professional development by training as a Careers Adviser, delivering careers information, advice and guidance to pupils across Derbyshire and Nottinghamshire. He retains a keen interest in preparing young people for their future aspirations and supporting the development of life and career management skills.

Since returning to Holly House in June 2024 as a Residential Child Care Officer, Mr Palmer has taken a lead role in supporting families, carers and pupil transitions. He works closely with parents, carers, education staff and external professionals to ensure pupils experience positive transitions and receive consistent support across home,



school and residential provision. His extensive experience and knowledge help strengthen relationships with families and contribute to positive outcomes for the children and young people at Holly House.

Lyndsey Hill (R.C.C.O)

NVQ 3 Health & Social Care in Children and Young people`s workforce

Level 3 in Mentoring

Level 2 in Counselling

Mrs Hill has worked within Children's Services for Derbyshire County Council for over 10 years. She has extensive experience supporting children and young people with Special Educational Needs and Disabilities (SEND), including those who are looked after, providing mentoring, wellbeing support and guidance to help them achieve positive outcomes.

Prior to joining Holly House, Mrs Hill worked in youth services across North East Derbyshire, supporting young people within their local communities before progressing into the education sector. She has worked as a Learning Support Assistant and Mentor, supporting students aged 14 to 19 years with their educational, social and emotional development.

Mrs Hill brings a wealth of knowledge and experience in building positive relationships with young people, promoting emotional wellbeing and supporting pupils to overcome barriers to learning. Her nurturing and child-centred approach enables her to support pupils in developing confidence, resilience and independence both within the residential provision and across the wider school community.



Charlotte Hoole (R.C.C.O)

BA Hons Degree (Level 6) Education with Psychology and Counselling

NVQ 3 Health & Social (Ongoing)

Miss Hoole has worked with children and young people since graduating from university in 2019, having completed a placement at Holly House during her studies. She began her career working within both mainstream and SEND educational settings, supporting children with their daily needs, learning and emotional wellbeing.



In 2022, she joined Derbyshire County Council Children's Services, where she worked with looked after children and their birth families, providing support around parenting skills and family relationships. She later progressed to supporting vulnerable children and young people aged 0-18 years to remain safely within their family homes and communities.

Since joining Holly House in 2025, Miss Hoole has continued to develop her knowledge and skills within residential childcare. She is currently in the final stages of completing her Level 3 Diploma for Residential Childcare and has become a valued member of the residential team. Her experience across education, family support and children's services enables her to build positive relationships with pupils and support their emotional wellbeing, development and independence.

First Steps, Transitions, Outreach and Careers Support

At Holly House, we recognise the importance of preparing pupils for future transitions and supporting them to achieve positive outcomes both during and beyond their time with us. Transition planning is led by the school's leadership team and is tailored to meet the individual needs of each pupil.

Within the residential provision, Mr Palmer leads on transitions, family support and outreach. He works closely with pupils, families, school staff and external professionals to support successful transitions within education and into future placements. He also utilises his experience and qualifications in careers guidance to help pupils begin exploring future aspirations, interests and opportunities, supporting the development of key life and employability skills.

The residential team provides outreach support to families where appropriate, maintaining positive relationships between home and school and offering guidance and support outside of school hours. Home visits and family engagement help ensure that pupils and carers feel well supported and connected to the wider Holly House community.

Pupils experiencing difficulties with attendance, anxiety or engagement with school are prioritised for additional support. Residential staff work alongside pupils, families and education staff to promote confidence, resilience and successful reintegration into school life, helping every child to feel safe, valued and able to achieve their potential.

