

The Hollies School



Learning to Flourish

School Prospectus



Socialisation, Communication, Interaction, and Play

School Information

Contact Information

The Hollies School
Brynheulog, Pentwyn, Cardiff, CF23 7XG
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Further information and updates can be found on our website: www.theholliesschool.com

Head Teacher: Lisa Marshall

Deputy Head Teacher: Chris Cummings

Assistant Head Teacher: Rachel O'Keefe



The Hollies Governing Body

Chair of Governors: Lisa Gerson

Deputy Chair of Governors: Lynda Harget

Head Teacher: Lisa Marshall

Teacher Governors: Mandy Rees
Rachel O'Keefe

Staff Governor: TBC

Community Governors: Valerie Marwick

LA Governors: Joel Williams
Sheila Davies

Parent Governors: Connie Saunders
Samantha Edwards
Lynda Harget

Clerk to the Governors: Rosalie Phillips



School Vision

“Learning to Flourish”

To provide personalised learning experiences so that every child can communicate, interact, grow and develop to the best of their ability. Together with families, we can ensure that our children have the skills and knowledge to manage everyday life as independently as they can and to lead happy and successful lives, through our values of SCIP:

Socialisation

Communication

Interaction

Play

The Hollies School Curriculum has been tailored to meet the individual needs of our pupils and is taught through a pupil-centred holistic approach. Our teachers are experienced at developing and delivering an individualised curriculum for pupils with Autism. Staff are experienced in implementing augmentative communication programmes to develop functional and meaningful communication skills for our children, through a total communication approach.

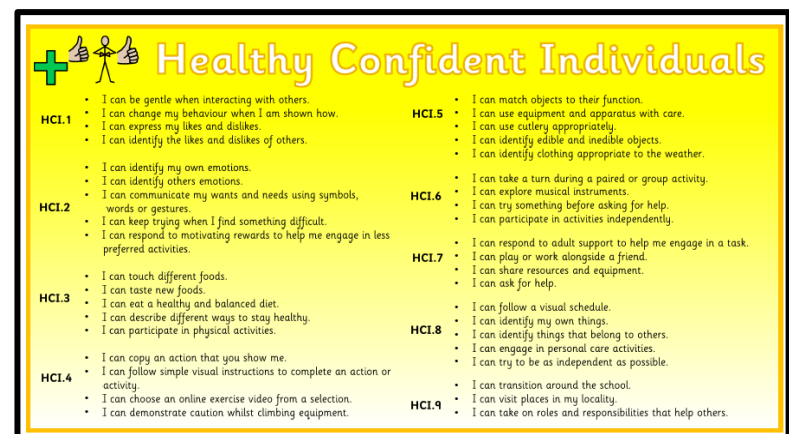
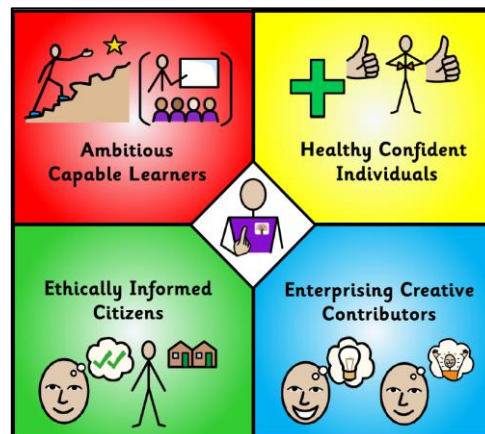


School Curriculum

At The Hollies we use our experience and expertise in working with children on the autistic spectrum to develop an engaging and inclusive curriculum for all our learners. We 'start with the child' focusing our pupils' strengths and encouraging them to learn and grow at a pace and rate that is appropriate for each individual learner.

Our assessment procedures have been designed to enhance our curriculum, ensuring a consistent and cohesive approach to pupil-centered teaching and learning practices.

Our thematic curriculum offers the breadth and balance of the Curriculum for Wales. Within each engaging theme, teachers plan exciting, interactive learning opportunities that help the children develop towards the four purposes:



The learning environment at The Hollies school is designed to prioritise 'communication', 'independence' and 'emotional literacy' skills; as these enable our pupils to access all other areas of their curriculum.

All our learners have the right to an education which tries to develop their personality and abilities as much as possible and encourages respect of other people's rights and values as well as respect for the environment (The United Convention on the Rights of the Child, Articles 27 and 28). Pupil well-being is our upmost priority and we strive every day to ensure that each and every pupil is 'learning to flourish'.

Example from The Hollies Curriculum Document

Year 1 - Spring Term




Raining

Rainbows

How's the weather?

Pa Lliw?

Land, sea and sky

This theme relates to the exploration of colour, weather and sensory experiences, which could include engaging with visually stimulating activities and/or how we experience the weather.

I will be an ambitious capable learner by commenting on something I see

I will be an ethically informed citizen explore cause and effect

I will be an enterprising creative contributor by trying to do something in a different way

I am a healthy confident individual by sharing resources with a friend or partner



Language, Literacy and Communication

Suggested Skills

This term our focus is on Reading

Statement of What Matters-
Literature fires imagination and inspires creativity: engaging as listeners, viewers, readers, narrators and creators. Insight into culture, people, history of Wales and the wider world

Pre Progression - Refer to Skills for Early Learning Guide
Progression step 1

- I can join in with familiar songs, rhymes, stories and poems.
- I am beginning to respond to literature I hear and view.

Progression step 2

- I can retell stories
- I can use my imagination to respond to literature
- I can respond to what I hear, read and view and express my opinion

Key Vocabulary/Welsh-
Story - **stori** poem - **cerdd** rhyme - **odl** what? - **beth?** who? - **pwyr?** where? - **ble?** colours - **lliwiau** hot - **poeth** cold - **oer** journey - **siwrnai** feel - **teimlo** look - **edrych** choose - **dewis** weather - **tywydd**

Example of how Cross Cutting Skills are embedded within The Hollies Curriculum

Cross Cutting Skills

For Skills relating to the cross cutting themes please see skills map for RSE/RVE and RD
[RSE RVE RanD Mapping.docx \(sharepoint.com\)](#)



RSE

This terms focus will be Empowerment, safety and respect. Pupils will focus on equality and respect, staying safe, personal boundaries and keeping safe online

[RSE Provision Map - CSCJES - Central South Consortium Joint Education Service](#) -



RVE

Human Rights and
Diversity

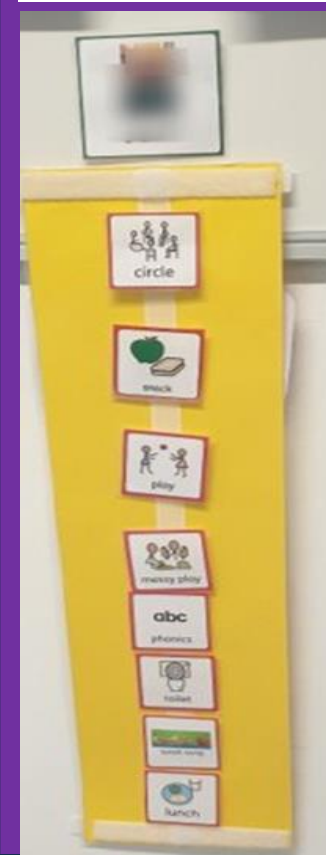
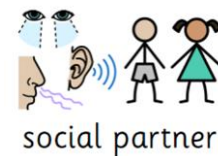
Through this topic I will learn about the importance of friendship and togetherness. Celebrating success and looking after our planet. I will learn about the faiths of Islam and Sikhism.

When embedding local, national and international contexts, practitioners should look for opportunities to support learners to:

- understand sustainable development, the challenges the environment and society face and how they can engage with and make a difference on these issues supporting sustainable citizenship
- Recognise and engage with factors, influences and impacts (including economic, social and environmental impacts) locally, nationally and internationally
- Develop an authentic sense of *cynefin*, building knowledge of different cultures and histories, allowing them to develop a strong sense of individual identity.



Strategies and Approaches



The Hollies staff are trained in using approaches that are designed specifically to support pupils with autism. Pupils benefit from learning opportunities based on approaches such as TEACCH, SCERTS, Early Reading Literacy and Numeracy programmes and Attention Autism. Staff are trained in using 'Team Teach' with a focus on de-escalation strategies in order to ensure the safety of all our pupils.

Our ASD pedagogy, total communication approach and SCERTS principles support our learners and 'ensure that our children have the skills and knowledge to manage everyday life as independently as they can and to lead happy and successful lives.' – our Hollies vision through the SCIP values.

To support our learners with individualised learning experiences throughout their journey at The Hollies, we have identified **three learning pathways** based on the SCERTS framework:

- ❖ **Social Partner Stage** where a child is using fewer than 3 words or phrases (which may be spoken, signed, involves pictures, written words or other symbolic system) referentially, regularly and with communicative intent.
- ❖ **Language Partner Stage** where a child uses more than 3 words or phrases (which may be spoken, signed, pictures, written words etc.) meaningfully, regularly and with communicative intent.
- ❖ **Conversational Partner Stage** where a child uses at least 100 words or phrases (which may be spoken, signed, involves pictures, written words etc.) meaningfully, regularly and with communicative intent and can use at least 20 different word combinations that are creative.

The aspiration is for the pupils to make progression in the SCERTS stages, supported by appropriate transactional supports.

Safeguarding

At The Hollies we take safeguarding and child protection practice and procedures very seriously and these underpin everything we do.

All staff and volunteers within the school are DBS checked. All visitors to the school are reminded of safeguarding procedures and e-safety when signing in to school using our secure electronic entry system. Staff all have an ID card showing their photo, name and position.

If you have any questions regarding safeguarding, please contact the main office or speak to the head teacher.

Any issues or concerns can be reported to our Designated Senior Persons, Lisa Marshall, Chris Cummings and Rachel O'Keefe. Our nominated Governor for Child Protection is Lisa Gerson.

**Speak out. Stay safe.**
Safeguarding is everyone's responsibility.

If a child tells you that they or another young person is being abused or neglected, you should:

- show the child that you've heard what they are saying, and that you take it seriously
- encourage the child to talk, but don't prompt or ask leading questions
- explain what actions you must take, in a way that is right for their age and understanding
- write down what you've been told, using the exact words if possible, as soon as you can
- make a note of the date, time, place and people who were present at the discussion.

You should not:

- interrupt when the child is telling you events
- make the child repeat it all again and again
- promise to keep it secret
- confront the alleged abuser.

Always discuss concerns with the designated safeguarding person (DSP) in your school.

Your DSP is:
Lisa Marshall (HT), Chris Cummings (DH) and Rachel O'Keefe (AH)



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Equal Opportunities

We are committed to ensuring that every individual is treated fairly and has access to equal opportunities. No one should experience discrimination in any form. We uphold the rights of all individuals, both pupils and staff, to be treated with dignity and respect, regardless of their sex, race, culture, gender, ability, disability, age, or religious beliefs. We strive to create an inclusive environment where diversity is valued and everyone feels safe, supported, and empowered to thrive.



Looked After Children

The school is dedicated to providing comprehensive support to looked after children. Each child will be supported according to their individual needs, with careful attention given to their educational progress, social development, and pastoral care.





**RIGHTS
RESPECTING
SCHOOLS**

At The Hollies School, we are excited to be working towards the **Rights Respecting Schools Silver Award**, which

recognises our commitment to embedding the values of the **UN**

Convention on the Rights of the Child into our school culture. This work supports our goal of creating a respectful, inclusive, and empowering environment where every pupil understands their rights and feels heard, safe, and valued.

We are also developing pupil voice questionnaires tailored to support learners at each stage of the SCERTS framework. These tools use preferred items, visuals, and written or spoken questions to ensure every child can express their views in a way that suits their individual communication style.

Together, these initiatives strengthen our commitment to pupil voice, inclusion, and rights-based education in our journey towards the Silver Award.



1
DEFINITION
OF A CHILD



2
NO DISCRIMINATION



3
BEST INTERESTS
OF THE CHILD



4
MAKING RIGHTS
REAL



5
FAMILY GUIDANCE
AS CHILDREN
DEVELOP



6
LIFE, SURVIVAL AND
DEVELOPMENT



7
NAME AND
NATIONALITY



Our School Structure

We have a school population of 155 pupils, divided into 19 classes.

H1 Lower Years	Class 11	Class 13
	Class 14	Class 15
	Class 16	Class 17
	Class 18	Class 19
H2 Upper Years	Class 1	Class 5
	Class 2	Class 6
	Class 3	Class 7
	Class 4	Class 8
	Class 9	Class 10
	Class 12	

School Attendance

The Hollies School, in partnership with families, the local authority and all relevant agencies, will work together to ensure that all pupils receive an appropriate education and to attend school regularly.

The school will provide a safe, happy and welcoming environment to encourage excellent attendance for all pupils.

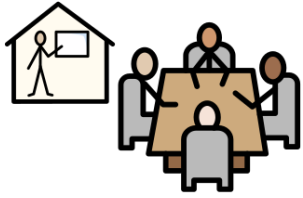
At The Hollies we endeavor to take account of all individual circumstances, working closely with families where school attendance becomes an issue. We recognise that a collaborative approach with families and stakeholders to improving attendance is in the best interest of the child.

To report a pupil absence, please contact the school on the morning of the first day of absence, or by sending a message to the class team on ClassDojo. Holidays should not be taken during term time.

~~We regularly monitor school attendance and will contact families if we have concerns about attendance.~~

Getting your child to school, on time, really matters. Did you know...

If your child's attendance:	Your child would have lost approximately:	If in a school year, your child is late every day by.....	Your child would have lost approximately.....
was 95%	9 days from school	5 minutes	3.5 days from school
was 90%	19 days from school	10 minutes	7 days from school
was 85%	29 days from school	15 minutes	10 days from school
was 80%	38 days from school	20 minutes	14.5 days from school
was 75%	48 days from school	30 minutes	22 days from school



School Council

The Hollies School has an active School Council who meet regularly. The school council works to represent the views of children across the school. They have been involved in developing class charters, holding school wide votes and supporting the community with initiatives such as harvest food collections. Last year, pupils voted to rename the school council to 'Change Makers' as they want to inspire change across the school and create a positive impact.



Eco Conscious School

The school is exceedingly proud of the two green flags it has been awarded. We have worked hard to ensure that the school continues to extend its efforts towards sustainable development and global citizenship.

We take the upmost care to reduce our waste; reusing and recycling wherever possible! Pupils and staff take responsibility for recycling products into communal areas within the school.



Healthy Schools

The Hollies School has achieved the Silver award and is working towards the Gold award for the Healthy Schools initiative. We promote a healthy lifestyle and do this by ensuring Health and Well-being is embedded throughout our curriculum. Children take part in a variety of sessions where nutrition is the focus including cookery sessions and using the Eatwell plate and Veg Power resources. In addition, through weekly Physical Education sessions, we encourage fitness. We also promote the Designed to Smile toothbrushing programme.

TiMe Afternoons – Supporting Every Child's Journey

We introduced our new focused TiMe afternoons '*This is Me*' as a dedicated part of our curriculum designed to nurture the social, emotional, and communication development of our pupils. Following a collaborative research project with staff exploring the best use of a school timetable, we have shaped these sessions to meet the diverse needs of our learners, ensuring they have the space and support to thrive.





TiMe afternoons focus on:

- **Social and life skills** development through structured activities and play
- **Communication games** to enhance expressive and receptive language
- **Individualised support** for pupils working towards their individual targets, including their IDP target
- **Play and exploration** to build self-awareness and emotional regulation.

These sessions have been an essential use of curriculum time, fully aligned with **The Four Purposes**. They help our pupils become:

- **Ambitious, capable learners** by building confidence and independence
- **Enterprising, creative contributors** through imaginative play and problem-solving
- **Ethical, informed citizens** by developing empathy, cooperation, and social understanding
- **Healthy, confident individuals** through emotional literacy and self-expression

TiMe afternoons celebrate each child's unique identity and provide a safe, supportive environment for them to grow, connect, and flourish.

Play at The Hollies

Play is a fundamental part of our school vision and this is reflected across our indoor and outdoor provisions. Staff consistently initiate, model and engage with play with pupils to support the development of their social and communication skills.

We understand that children learn best through play - when activities are fun and appealing they are motivated to participate and engage.

Each class has access to indoor and outdoor play boxes containing play materials and visuals to support learners at all SCERTS Stages.





Creative Corner



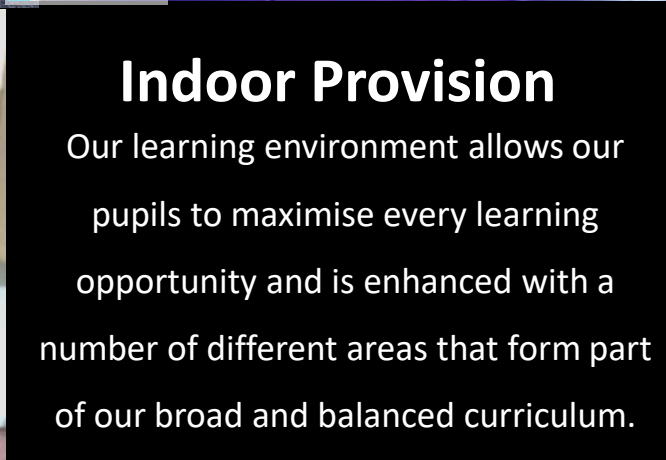
Class 3



Class 6

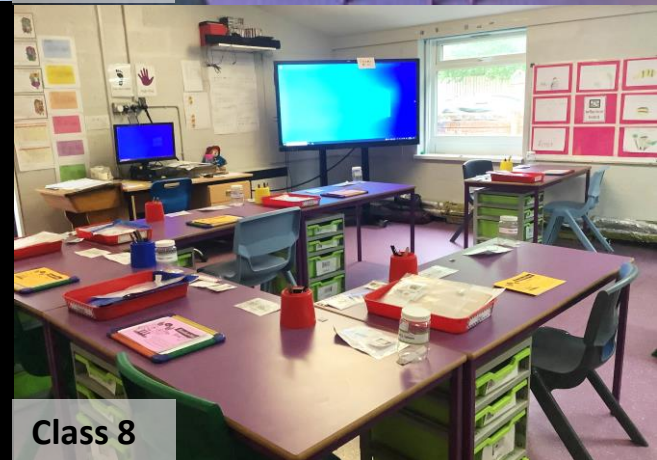


Sensory Integration

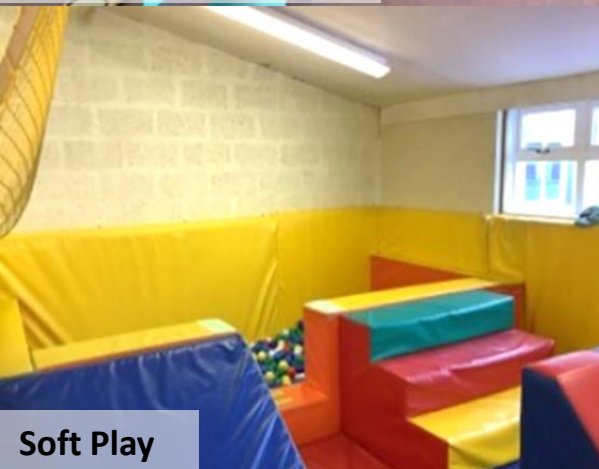


Indoor Provision

Our learning environment allows our pupils to maximise every learning opportunity and is enhanced with a number of different areas that form part of our broad and balanced curriculum.



Class 8



Soft Play



Class 16



Sensory Room



H1 Playground



H2 Playground



H2 Playground



Curiosity Courtyard

Outdoor Provision

We utilise our outdoor spaces to develop pupils' social, communication and play skills, as well as promoting outdoor learning opportunities.



Rainbow Playground



Trampoline



Forest School



Edible Playground



We are a Total Communication Approach School

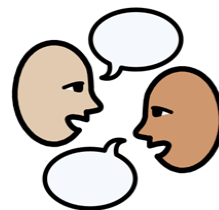
A Total Communication Approach involves using and accepting all types of communication, not just speech, equally.

This approach includes facial expression, body language, gesture, sign, sounds, symbols, written language, pictures, objects of reference and electronic aids.

An example of this might be a child using gestures to access a toy, using a sign to indicate that he or she needs to go to the toilet or exchanging a picture to ask for an activity.



Makaton



Family Partnerships

Home/School Communication

We use Class Dojo as a communication platform between teachers, students and their families. Every child/family will be given a code to access Dojo from the class teacher when they start at The Hollies School. Access to Class Dojo will ensure that families are kept up to date with important information.

A vertical poster for the PTFA (Parent Teacher and Family Association) of The Hollies Special School. At the top, there's a string of green and purple triangular bunting. Below that is a small circular logo featuring a tree. The main heading is 'THE PTFA NEEDS YOU!' in bold purple letters, followed by 'WHY JOIN THE HOLLIES SPECIAL SCHOOL PTFA?' in smaller black letters. The poster is divided into five horizontal sections with alternating green and purple backgrounds. Each section has a title in bold white letters and a short paragraph in smaller white text. The bottom section is green and contains the text 'READY TO SIGN UP?' followed by 'YOU CAN JOIN BY CONTACTING US ON PATEFRAS@OUTLOOK.COM' in white.

THE PTFA NEEDS YOU!
WHY JOIN THE HOLLIES SPECIAL SCHOOL PTFA?

CHILDREN BENEFIT
Your children will get to enjoy events such as Christmas parties, Summer fayres, Easter goodies, Trips & more

THE SCHOOL BENEFITS
The PTFA gives support to the school & teachers by helping with certain functions they may require.

FORM CONNECTIONS
Get to know the teachers & staff better, and make life long friends with parents at the school

ITS GOOD FOR YOU
Socialising with other parents and volunteering to do good for your child's school is fun, healthy & rewarding!

READY TO SIGN UP?
YOU CAN JOIN BY CONTACTING US ON
PATEFRAS@OUTLOOK.COM

The Hollies Fundraising Committee (PTFA)

We have a very active Fundraising Committee comprising of parents, family and friends who organise a variety of activities to raise funds to provide resources and activities for our children. All parents, carers and family are welcome to join their regular meetings to input new ideas for fundraising activities and to become part of the school community. For further information, please see the school website.



Family Forum and Engagement

A family forum provides opportunities for parents and carers to input into school life. The skills and strengths of the members of the forum are utilised to develop skills and provide positive experiences for children and the wider school community.



Investors in families

Investors in Families (IIF) is a quality mark that recognises the work that schools and other settings undertake with families to improve outcomes for children and young people.

The quality mark is awarded to schools and other settings that demonstrate a commitment to working with families and evidence of the activities that demonstrate close working with families.



The Hollies have achieved the Gold/Diamond award for the support we provide to families. We welcome families to join us at the school for training workshops, coffee mornings and celebrations throughout the year.

School Uniform

The Hollies School uniform consists of a jade polo-shirt, purple sweatshirt, purple cardigan, and a purple fleece jacket. It is optional to have the school logo embroidered on them. Dark plain colour trousers / joggers / leggings / shorts or skirts to be worn.

All uniform can be ordered via the following websites:

<https://www.uniform2go.co.uk/collections/the-hollies-school>

<https://www.safewearuk.com/index.php?route=product%2Fsearch&shop=1&search=the+hollies>

Before buying new items of uniform you may want to visit our school uniform bank where there are new and nearly new items of clothing. This includes outdoor weather gear and footwear. If you would like more information or to request items, please contact your child's class teacher.

We respect learner's rights to choose whether or not to wear uniform while at school. As such, wearing school uniform is optional.

Cardiff Council provide a Pupil Development Grant to assist families on low income to buy school uniform, PE Kit, school bags, stationery etc.

<https://www.cardiff.gov.uk/ENG/resident/Schools-and-learning/Financial-support/pupil-development-grant/Pages/default.aspx>





Learning can be messy!

I am learning to use cutlery and eat independently. Sometimes I get food on my clothes.



Exploring in a water tray is giving me lots of sensory, maths and scientific skills. Sometimes, I may come home with wet clothes.

The mud and grass stain on my clothes shows that I have been exploring my outdoor environment and beginning to understand the world around me.

I developing my creative skills and exploring lots of different ways of making amazing art. Sometimes I might get pen or paint on my clothes.

Getting messy is a really important part of learning. When I get messy, I have been showing curiosity, determination, persistence, imagination and confidence. My uniform getting dirty helps to show you all the things I have been learning!

Transport

Most of our children are brought to school by mini bus or taxi. Transport arrangements are made by the Education Offices and all enquiries about transport should be made to 02920 872808.

Children arrive at school between
8:45 -9:00am.

Children leave school between
2:45 – 3:00pm.



Break and Lunchtimes

Pupils have a 15 minute break during the morning and a lunch break made up of 30 minutes for food and 30 playtime.

We have two sittings for lunch, one for H1 (Hollies 1 younger years) and a second sitting for H2 (Hollies 2 older years). We encourage pupils to eat with their friends in the lunch hall and we have lunch sittings in class where necessary.

You can choose to provide your child with a packed lunch or they can receive free school meals. Lunch information and menus can be found here <https://www.cardiff.gov.uk/ENG/resident/Schools-and-learning/Schools/School-Catering-Services/Pages/default.aspx>

Example School Menu:

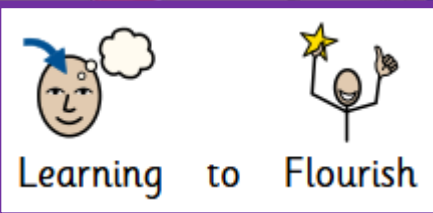
PRIMARY SCHOOL MENU					
SUMMER TERM 2025					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
DISH OF THE DAY	Cheese and Tomato Pizza 🍕	Chicken Korma and Naan Bread 🍛	Bolognese and Garlic Bread 🍝	Roast Pork and Beef Sausage and Gravy 🍖	Fish Fingers 🐟
VEGGIE-DISH OF DAY	No-Whey Cheese and Tomato Pizza 🍕	Vegetable Korma and Naan Bread 🍛	Veggie Bolognese and Garlic Slice 🍝	Plant Based Sausage and Gravy 🍖	Fishless Fingers 🐟
SNACK OF THE DAY	Tomato and Basil Pasta Pot with choice of cheese or vegan cheese 🍝	Filled Jacket Potato with choice of tuna mayo, cheese, baked beans or vegan cheese 🍟	Filled Jacket Potato with choice of tuna mayo, cheese, baked beans or vegan cheese 🍟	Tomato and Basil Pasta Pot with choice of cheese or vegan cheese 🍝	Tomato and Basil Pasta Pot with choice of cheese or vegan cheese 🍝
CARBOHYDRATE	Herby Diced Potatoes	Rice	Pasta	Mashed Potato	Chips
VEGETABLES	New Potatoes	Mixed Vegetables	Carrots	Carrots	New Potatoes
DESSERT	Sweetcorn	Cauliflower Salad	Peas	Peas	Baked Beans
	Peas	Jelly with Peach Slices	Chocolate Cookie	Chocolate Cookie	Peas
	Cheese and Crackers				Salad
					Apple Crumble and Custard
AVAILABLE DAILY: Fresh fruit, yoghurts, soya vanilla dessert					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
DISH OF THE DAY	Pasta Neapolitan Bake and Garlic Bread 🍕	Chicken Tikka and Naan Bread 🍛	Meatballs in a Tomato Sauce with Garlic Bread 🍝	Roast Chicken and Gravy 🍖	Fish Fingers 🐟
VEGGIE-DISH OF DAY	Pasta Neapolitan Bake and Garlic Slice 🍕	Vegetable Tikka and Naan Bread 🍛	Plantballs in a Tomato Sauce with Garlic Slice 🍝	Roast Plant Based Cutlet and Gravy 🍖	Vegetable Nuggets 🍗
SNACK OF THE DAY	Filled Jacket Potato with choice of tuna mayo, cheese, baked beans or vegan cheese 🍟	Tomato and Basil Pasta Pot with choice of cheese or vegan cheese 🍝	Filled Jacket Potato with choice of tuna mayo, cheese, baked beans or vegan cheese 🍟	Filled Jacket Potato with choice of tuna mayo, cheese, baked beans or vegan cheese 🍟	Tomato and Basil Pasta Pot with choice of cheese or vegan cheese 🍝
CARBOHYDRATE	Pasta	Rice	Pasta	Roast Potato	Chips
VEGETABLES	Sweetcorn	Mixed Vegetables	Sweetcorn	New Potatoes	New Potatoes
DESSERT	Peas	Broccoli	Carrots	Carrots	Baked Beans
	Salad	Salad	Broccoli	Broccoli	Peas
	Cheese and Crackers	Shortbread	Jelly with Mandarin	Salad	Raspberry Ripple Ice Cream Roll and Peach Slices
				Cornflake Crisp	
AVAILABLE DAILY: Fresh fruit, yoghurts, soya vanilla dessert					

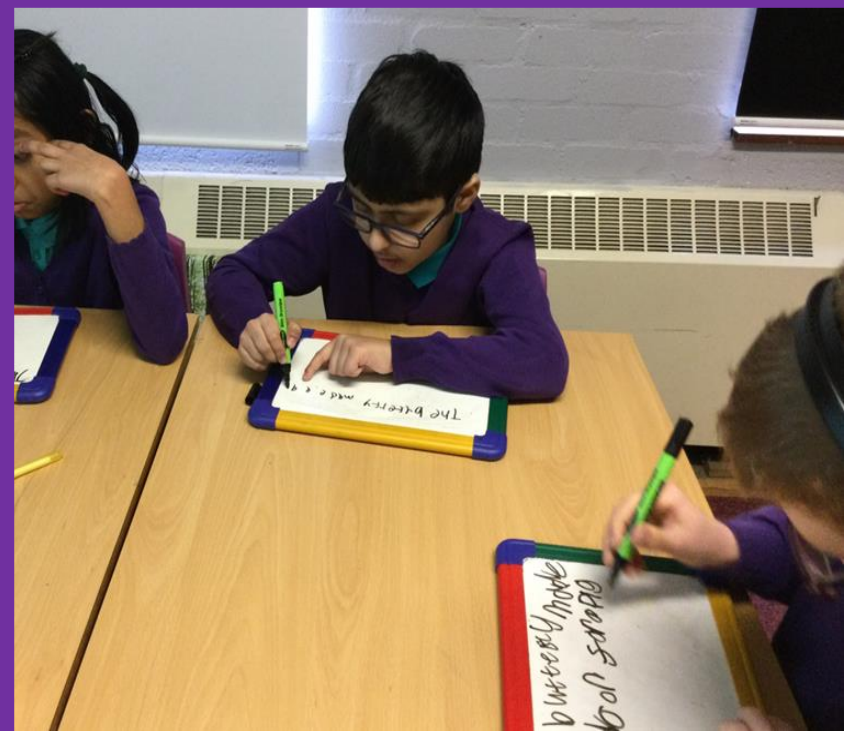
Scan for current lunch menu.



🍌 Suitable for vegetarians
🌱 Suitable for plant-based diets or can be made for a plant-based diet
🍌 Offered as a choice with Jacket Potato

FOODSERVICE SOLUTIONS QUORN
CERTIFIED SUSTAINABLE SALAD
This menu has been designed by the Welsh Local Government Association and is compliant to all food and nutritional standards contained in the Healthy Eating in Schools (National Standards and Requirements) (Welsh Regulations) 2013.





Thank you for taking time to read our School Prospectus.

We are very proud of our school and we welcome any questions or queries you may have. You can find further information on our school website: www.theholliesschool.com.

The Hollies School



Learning to Flourish

Socialisation, Communication, Interaction, and Play