

Highbury School Local Offer

School name	Highbury Special School
Headteacher	Debbie Sweet NLE
SENCo	All staff act in this role at Highbury School with the senior leadership team taking a lead on strategic issues
Governor with responsibility for SEN	Chair of Governors: Mr Stuart Henbest All governors act in this role and are required to have an excellent understanding of issues relating to pupils with SEN
Contact details: address	Lower Edge Road, Rastrick, Brighouse HD6 3LD
Email	admin@highbury.calderdale.sch.uk
Telephone	01484 716319
Age range	4-11 years
Funding	Community Primary Special School All children who attend Highbury have an EHC plan . Each child's needs are assessed and top up funding is allocated by the local authority according to needs. This can range from £3,500- £25,900.
How do we make sure all children reach their potential?	<ul style="list-style-type: none"> ❖ Children are in small needs-based classes, staffed with a teacher and a high ratio of support provided by highly skilled teaching assistants (TAs). ❖ The school have established satellite provision in two mainstream primary schools. There is a key stage one and two provision at Withinfields primary and a key stage two provision at Copley primary. The satellite provisions offer appropriate children the opportunity to be taught in small classes by specialists staff, following a highly personalised curriculum, whilst also accessing mainstream learning with typically developing peers. This is highly effective in ensuring all children reach their potential in both academic programmes of study and in their social communication and interaction. ❖ Classes are organised according to need and ability ❖ Personalised programmes secure engagement for all ❖ Highbury work towards a revised curriculum which supports pupils to follow an appropriate pathway matched to their needs ❖ Bespoke Pathways Curriculum to ensure personalisation ❖ Bouncing Bodies curriculum ❖ Fun with food curriculum ❖ Each child has access to a broad, balanced curriculum which is well differentiated and takes account of different learning styles and children's interests. ❖ The quality of teaching and learning is well monitored by experienced leaders. Teaching is deemed to be 'Outstanding' by OFSTED (July 2024). ❖ Termly data checks ensure progress is being made by all children. Aspirational targets are set for each child in core areas. ❖ Detailed programme of reviews with parents and professionals: 3 parents' evenings a year and comprehensive annual review for each child. Parents' and children's views are very important to us, and we work hard to find creative ways to demonstrate 'pupil voice' ❖ Topic plan sent home every half term with a family learning project

	<ul style="list-style-type: none"> ❖ Garden School offers opportunities for children to apply taught/learnt skills in a functional and engaging environment ❖ Specialist music teacher targets children with musical talent and potential to develop their skills (appointment pending) ❖ Play therapist works with children and families supporting children to be confident, calm and happy and therefore available for learning ❖ Lead practitioner for PE focuses on high quality PE teaching
<p>How do we support a child with physical needs?</p>	<ul style="list-style-type: none"> ❖ The school is on two levels. There is access to the upper site via an external route for children with mobility difficulties. There is a modular build outside, which is fully accessible to children and visitors with physical needs. Ramps provide access to the playground and upper part of garden school including the polytunnel. ❖ Dietician referral and support ❖ Referral to Continence Team ❖ Referrals to specialist dental service ❖ Physiotherapist support one day a week ❖ Occupational Therapy support one day a week ❖ Orthotics practitioners provide assessment and support in school ❖ The soft play room provides a safe environment for children to develop their physical and mobility skills ❖ The sensory room provides the children with opportunities to develop awareness and understanding of their senses in a safe environment ❖ Multi use games area with adapted bikes ❖ The hydrotherapy pool provides opportunities for children to enjoy freedom of movement, and develop independent swimming skills ❖ Physiotherapy and Occupational Therapy programmes are written by NHS professionals, and delivered by class staff and our Personal Care assistants. ❖ Variable height tables and chairs are available in most classes ❖ There is overhead tracking for hoists in the newer part of the school building, including in the large changing area and hydrotherapy pool. Portable hoists are available where necessary ❖ All class-based staff are trained in Moving and Handling procedures. Moving and Handling plans are written for individual children as necessary, and reviewed regularly. ❖ Highbury School employs a PE specialist who plans a range of targeted support and intervention ❖ The school works closing with a local branch of the RDA (riding for the disabled) to provide horse riding for children across the school ❖ The local large pool in Brighthouse is hired each week and all children attend swimming throughout Key Stage Two ❖ There are three trained moving and handling assessors on the school staff ❖ The school employs a lead practitioner of physical therapies who is a qualified physiotherapist. She works with commissioned physiotherapists and class teachers and staff to safely execute programmes for physical therapy
<p>How do we support a child with speech and language needs?</p>	<ul style="list-style-type: none"> ❖ Highbury School provides a 'Total Communication' environment. Visual timetables, switches, and clear and consistent labelling, are provided in each class ❖ All classes provide small-group and one-to-one speaking, listening and communication sessions ❖ Staff receive training in 'Sign Supported English', and use signing to support communication in classes ❖ Parents and carers are invited to weekly sign classes to enable them to use the same communication support at home ❖ Parents and carers have access to a range of sign films on the school's communication app 'Weduc' ❖ Picture Exchange Communication System (PECS) is used with individual children, to support them to request items as necessary. ❖ Staff receive training in PECS ❖ Staff receive training in the use of Augmented and Alternative Communication (AAC), to support individual children

	<ul style="list-style-type: none"> ❖ Referrals are made to the NHS Speech and Language Therapist (SALT) where necessary, and programmes are delivered by the therapist and class staff ❖ Highbury School employs a Lead practitioner for Communication and Language, and children access one-to-one sessions as necessary
How do we support a child with sensory impairment ?	<ul style="list-style-type: none"> ❖ Sensory integration lead practitioner and therapy space and equipment ❖ There are six trained sensory practitioners in school who support with assessment and programme design and delivery (sensory diets) ❖ The school employs a specialist integration occupational therapist who attends school once a month to support provision for children with complex SI needs ❖ Access to specialist inclusion team eg support teacher for VI ❖ Support with referrals and appointments to paediatric services eg CAMHS ❖ Toileting programme ❖ Children with sensory impairments access the curriculum in all classes. Staff ensure all children have full access to the curriculum by using a multi-sensory approach. ❖ Support and training is provided by the Specialist Inclusion Team as necessary. Staff have received training in multi-sensory impairments (MSI), hearing impairment and cochlear implant care, and in supporting children with visual impairments. ❖ Whole-school assemblies and singing sessions are signed to support children with hearing impairments. Older children are encouraged to join the signing choir. ❖ The school have four trained MSI intervenors on the support staff team ❖ The assistant head is an MSI intervenor and supports the team to plan and implement programmes as required
How do we support a child who has social and emotional difficulties ?	<ul style="list-style-type: none"> ❖ Pastoral support is a key element of every class at Highbury. Staff spend time supporting children and their families to minimise anxieties, and work hard to ensure that children are happy and ready to learn. ❖ Staff deliver an integrated curriculum, focusing on each child and their emotional and social development. ❖ A large proportion of the children at Highbury have Autistic Spectrum Disorder (ASD). Staff in all classes are knowledgeable and skilled in providing support for children with social and emotional difficulties ❖ The deputy head teacher manages the behaviour and well-being team which offers support for staff, children and their families and includes drop in support sessions for families and training for families on pertinent issues such as food aversion and transition ❖ The school have 2 trained sleep practitioners on the staff who can support families who are experiencing difficulties with their child's sleep ❖ The school employ a play therapist who works with children, staff and families ❖ The school have reinstated a family liaison officer (FLO) who works to support children and families with a wide range of issues ❖ The school work collegiately with learning disability nurses to support a joined up approach between home and school
How do we support a child with behavioural difficulties ?	<ul style="list-style-type: none"> ❖ There are clear rules and expectations for positive behaviour throughout school, outlined within a comprehensive behaviour and well-being policy ❖ All classes in Highbury have a member of staff who is trained in 'Team Teach', a behaviour management programme, which primarily focuses on de-escalation techniques, such as distraction, change of face, or 'time out' ❖ All staff have received training in proactive behaviour management, such as teaching children how to 'wait' for desired items, or supporting them with 'count down' charts to manage difficult transition times ❖ The emphasis on developing communication skills, and 'learning to learn' skills, is a key element of proactive behaviour management at Highbury ❖ Class teams work together to produce Behaviour Management Plans (BMPs) for individual children as necessary. These are shared regularly with parents. There is a whole-school behaviour policy and anti-bullying policy in place

	<ul style="list-style-type: none"> ❖ The Deputy Head teacher manages the behaviour and well-being team and works to support children both in school and at home, working with families where necessary to provide an holistic approach ❖ The school works closely with agencies to provide joined up support. An example of this is the learning disability nursing team ❖ The school record all incidents of challenging behaviour on it's electronic recording system (IRIS) and this allows the behaviour and well-being team to monitor incidents and pro-actively identify and address emerging themes
<p>How do we support a child who needs support with literacy?</p>	<ul style="list-style-type: none"> ❖ There is a phonics first approach to teaching reading, delivered via the Read, Write, Inc' phonics scheme. Most children receive small-group or individual teaching of phonics each day. For some children, the focus will be on developing listening and discriminating skills ❖ All staff are trained in phonological awareness and use phase one of letters and sounds to teach phonological awareness ❖ The school has its' own phonological awareness curriculum –'funky phonics' ❖ All staff are trained to deliver the 'see and learn' programme which supports the acquisition and development of vocabulary ❖ Children have access to high-quality books and audio books, in class, and in the school library ❖ Opportunities for 'shared, individual and guided' reading sessions ensure the development of early reading skills, and incorporate a range of genres, such as fiction, non-fiction, and poetry and rhymes ❖ Writing skills progress from mark making in tactile materials, to writing own names and sentences for some. ❖ A range of pencil grips are provided to support children in grasping pencils correctly. The NHS Occupational Therapist (OT) assists with programmes for development of fine motor skills, where necessary ❖ All staff at Highbury school receive regular training on the development of effective fine and gross motor skills to develop writing
<p>How do we support a child who needs support with numeracy?</p>	<ul style="list-style-type: none"> ❖ Numeracy takes many forms at Highbury. For children with most profound needs, programmes to develop their understanding of cause and effect are in place ❖ For children who are beginning to understand the number system, Numicon resources are provided to give visual and tactile support ❖ For children working at higher levels, the National Curriculum 'Programmes of Study' provide a framework to develop skills and confidence in number and calculation ❖ All teaching staff are trained in teaching number concepts ❖ The numeracy curriculum is constantly reviewed to ensure functionality to facilitate generalisation into 'real' situations
<p>How do we support a child who has medical needs?</p>	<ul style="list-style-type: none"> ❖ There is an NHS nurse and Health Care assistant on site at Highbury. The nursing team administer medications and gastrostomy feeds where necessary, and provide training for class teams, such as inhaler or epi-pen training. ❖ Staff at the school routinely undertake epilepsy training. ❖ All classes have a mobile phone and internal phone to contact the nurse in an emergency ❖ Staff work hard to accommodate other medical requests from parents, such as the need for some children to have a daily sleep in order to manage their medical conditions ❖ There are trained First Aiders throughout school, who provide support for children and staff. ❖ Every child in school (who needs one) has a medical needs plan ❖ All staff receive epilepsy training ❖ All staff receive epi-pen training ❖ The school have care plans that are updated at least annually and shared with parents and carers ❖ The school have a 'no nut ' policy which is enforced by all staff

<p>How do we support a child who has English as an Additional Language (EAL)?</p>	<ul style="list-style-type: none"> ❖ The 'Total Communication' approach at Highbury ensures that all children have access to a rich visual environment, where spoken language is reinforced with objects of reference, signing, PECS, symbols and photos ❖ All of our children are developing their receptive and expressive language skills, and individual and small-group structured teaching sessions support this ❖ Families with EAL can access support through the 'Interpreter Service' at Annual Reviews or other meetings, as necessary
<p>How do we support a child with complex and multiple needs?</p>	<ul style="list-style-type: none"> ❖ Highbury school provides a dedicated 'Butterflies' class for our children with profound and multiple learning difficulties. The children in this class all have sensory profiles in place ❖ Experienced staff work one-to-one with children to deliver a broad and relevant curriculum, using a multi-sensory approach ❖ Staff trained in 'Intensive Interaction' mirror the children's gestures and vocalisations, and encourage the children to lead and initiate interactions ❖ The Soft Play room at Highbury was fitted with an educational trampoline and all children access the 'Bouncy Bodies' programme ❖ The children have access to a hydrotherapy pool ❖ The children have access to adapted bikes ❖ The school have a bespoke class for children who are mobile and have complex learning needs. *This is a relatively new class and is the first of its' type in a maintained school in Calderdale
<p>Which specialist services do we access beyond the school?</p>	<ul style="list-style-type: none"> ❖ Physiotherapy, Occupational Therapy, Orthotics, Wheelchair Services, Speech and Language Therapist, Dietician, Behaviour Support Team, Sensory Support service, Educational Psychology service, Calderdale ASD team, Disabled Children's Team, Social Services, Team Teach Behaviour Support, Music Therapy service and Virtual School (educational support for children who are looked after) ❖ Close links to the Disabled Children's Team ❖ Part of a cluster of Specialist Schools in Calderdale working in partnership to secure school to school improvement and offer outreach, training and support to other schools and settings
<p>How will we include children in activities outside the classroom including school trips?</p>	<ul style="list-style-type: none"> ❖ Each class has a safe, gated area which is used as a teaching and learning area, and a play area ❖ In addition to the large playground, a sloped grassy area is available for the children to use at playtimes and two large slides which will accommodate all pupils at the school have been fitted. There is also a fully-accessible sensory garden at the back of the school ❖ Classes regularly make short trips into the community, such as visiting the local parks and shops ❖ During the year, classes also go on trips to places such as Eureka, Cannon Hall Farm, Tong Garden Centre, Keighley and Worth Valley Railway, Leeds Theatre, Yorkshire Wildlife Park. Detailed risk assessments are carried out for each trip ❖ The majority of our Key Stage Two children swim at Brighouse Pool each week ❖ There are many sporting links with other special schools, such as Disport and events at Ravenscliffe High School ❖ All children have access to our Garden School where there is a mud kitchen, water station, growing area, den making area and wildlife observation are ❖ The playground includes access to sloped grassed areas and slides which give children freedom to play on equipment which they may otherwise find difficult to access ❖ The school has its own mini bus to facilitate access to the local community ❖ The school has its own van with wheelchair provision ❖ The school take children horse riding and rock climbing each week to fit with their physical/sensory needs and targets
<p>How do we prepare and support a child for joining school</p>	<ul style="list-style-type: none"> ❖ For all children starting at Highbury, a detailed transition plan is put in place. Staff from the Early Years classes carry out visits to settings. Parents and children are encouraged to visit Highbury, and the children spend time in their new class

<p>and transferring to secondary school?</p>	<ul style="list-style-type: none"> ❖ A range of personalised transition materials are produced for each child, with photos of staff and children in their new class, and important areas in school, such as the dining hall, the sensory room and the swimming pool. Meetings are held with other professionals as necessary ❖ The majority of children at Highbury move on to Ravenscliffe High School at the end of Year 6. Transition visits usually begin in Year 5, with regular visits to use the bikes or other facilities at Ravenscliffe. Parents of Year 5 children are invited to open days at the secondary school of their choice. Staff from the relevant secondary schools are invited to visit Highbury during Year 6. Ravenscliffe staff visit the children at Highbury regularly throughout Year 6, and attend weekly from Easter onwards. This enables future staff to get to know children in their current setting. Staff from the secondary schools are invited to attend Annual Review meetings ❖ For all Year 6 children, there is a Calderdale ‘transition day’, where the children visit their new secondary schools. This day is also used for younger Highbury children to visit their next class, and meet their new teacher and class mates ❖ The school has a transition policy and a transition curriculum that supports children’s entry into and out of the school. This is implemented for all children at the start and the end of the academic year. This curriculum focuses on Relationships, Independence, Communication and Engagement (RICE)
<p>How will we meet a child’s personal care needs?</p>	<ul style="list-style-type: none"> ❖ There are two large changing areas, with screens and curtains to maintain privacy. Showering facilities are available in the swimming pool area ❖ Personal Care Plans are written for children who need full support with their personal care needs. An Intimate and Personal Care policy is in place ❖ Class staff continue to carry out toileting programmes with other children, most notably in Early Years classes, in order to develop independent toileting skills. Parents support school staff by providing spare clothes as necessary ❖ Children are taught to manage their personal care independently (where possible) through structured teaching programmes ❖ The school teach children about hygiene through its’ SRE policy
<p>How will we develop social skills throughout the school day, especially break times?</p>	<ul style="list-style-type: none"> ❖ The development of social skills is crucially important for our children. Social communication sessions are run in each class, practising the skills of good looking, good listening, waiting, turn-taking, requesting items, interpreting gestures, and understanding own and others’ emotions ❖ Staff support children to interact appropriately with their peers, both in class, and at playtimes ❖ Focused activities, such as ‘Peer Massage’, encourage children to give and receive gentle touch. Partner songs, such as ‘Row the boat’ are sung regularly ❖ Play leaders are in place at lunch times to ensure that learning continues during unstructured times, encouraging children to participate in group games and imaginary play ❖ The friends of Highbury group support the school and work in partnership to organise family social events such as craft fairs and discos. ‘Super Saturdays’ run once a month and provide an opportunity to open up the schools’ resources to children and their families at the weekend
<p>How do we allocate resources?</p>	<ul style="list-style-type: none"> ❖ All children receive a high-quality education at Highbury, in small, needs-based classes ❖ Decisions regarding additional resources are made in consultation with staff, the senior management team, and the governors, as appropriate ❖ The school makes planned use of its pupil premium funding and sports premium funding ❖ The school works with the LA SEN team to request additional resources as required depending on individual pupil need
<p>How do we ensure all staff are well trained?</p>	<ul style="list-style-type: none"> ❖ Staff training is integral to the success of Highbury School. There is a well-planned programme of Continuing Professional Development (CPD), accessing both external agencies and in-school expertise

	<ul style="list-style-type: none"> ❖ All class staff are trained in Team Teach behaviour management programme, and Moving and Handling procedures. Staff receive refresher training in both, every two years ❖ Other training is organised to support curriculum development, such as 'Read, Write, Inc' phonics training, and Numicon training. ❖ Training to meet the needs of specific groups of children is important. Staff have recently received Epilepsy Training, Fine Motor Skills, 'Intensive Interaction' training, tracheostomy training and visual impairment (VI) training ❖ The school's CPD programme was praised in its' Ofsted inspection ❖ Skills audits inform a comprehensive programme of CPD ❖ The Head teacher is a national leader in education and is an experienced trainer ❖ The Deputy Head and maths lead are both specialist leaders in education and are experienced trainers
<p>How do we raise awareness of special educational needs for parents and the wider community?</p>	<ul style="list-style-type: none"> ❖ Parents are welcomed to a weekly 'Star of the Week' assembly, and encouraged to attend the coffee morning afterwards, where they can meet with their child's teacher if required. Information and training sessions can be held at these times. These sessions are often led by external professionals ❖ The profile of Highbury School has been raised in the last few years. We have a very successful Friends of Highbury group who arrange fund raising events to enhance the school for the children. The school is also linked to various charities in the local area who have raised money to provide a Muga, a Rocktagon, and specialist bicycles ❖ Highbury staff offer outreach support to schools across Calderdale, to support them in improving provision for pupils with SEND in mainstream schools ❖ Highbury staff provide training and lecture at local universities to teaching students, and to newly-qualified students in the Local Authority. The Head teacher speaks at conferences ❖ The school is part of the Calderdale specialist provision cluster, providing training and support to mainstream schools across Calderdale ❖ The school are working in partnership with the university of Huddersfield to support a specialist route into teaching ❖ The school have a very successful social media presence ❖ The school work with agencies such as unique ways to advertise wider services and events ❖ The school hosts children from a mainstream primary school each week. The children use the school resources and integrate positively with children from across the school ❖ The school have specialist satellite classes within two mainstream primary schools. Part of this provision includes children with SEN accessing opportunities with their mainstream peers, promoting a positive awareness of diversity and difference ❖ We have a volunteer who works in school who is autistic ❖ The school are part of the 'lining schools programme' and undertake diversity and inclusion projects with Greetland mainstream primary every year ❖ The school accept opportunities to use national platforms and have recently taken part in a piece for 'Newsround' with a focus on ensuring the countryside is accessible for everyone
<p>Our teaching approaches for children with autism: Our position on ABA</p>	<ul style="list-style-type: none"> ❖ We are a learning school and we constantly seek to improve the way we teach all of our children who have a range of very complex needs. Our curriculum is highly personalised and reflects the need for us to teach children holistically and to place equal value on wider skills such as self- help and independence and to also teach the skills children need to access their learning. We place emphasis on building relationships that ensure that the children we teach develop trust and confidence ❖ Whilst we have had past experience of teaching a pure ABA approach this was in an exceptional and isolated circumstance for one pupil and was a very time limited intervention. Whilst we learnt a lot from the intervention, it is not one we have chosen to continue. The basis of the ABA approach is rote learning and repetition with an emphasis on compliance and eliminating 'problem' behaviours. It is our opinion based

on educational experience in the SEND sector, that this approach does not support children to generalise skills and therefore does not support them to achieve mastery.

- ❖ We have always used elements of a behavioural approach in our teaching. We do use extrinsic rewards systems to motivate children to 'keep going 'and to also support their understanding of the expectations within a task, so a child can see (for example), that they need to complete four steps before they have finished and can receive a motivator or reward. In time we would work to remove the reward and replace it with more natural social praise. We may also use a token economy system to reward good learning behaviour whilst we are teaching skills such as attention.
- ❖ We are committed to teaching skills in a range of ways and in different contexts and environments- that is why we have such an expansive range of provision both inside and outside of the school.
- ❖ We use multi-sensory approaches in order to make learning memorable and help it stick. We prioritise the skills of engagement over compliance and our curriculum works to achieving all aspects of engagement; initiation, persistence, exploration realisation and anticipation. This pedagogical approach also supports our assessment systems and the recommendations from the Rochford review.
- ❖ We respect the views of the autistic community in describing their experiences with ABA and we consider that in sharing those experiences they are advocating for those children who cannot speak for themselves. We agree with their view that ABA fails to validate the autistic experience and does not give individuals autonomy over their own bodies and experiences. For these reasons we do not include ABA within our school offer. If you would like more information on schools that do offer this approach we would encourage you to contact the Calderdale Sen team for further advice.
- ❖ This position is one which is supported by our governors and staff.