



Highbury School Local Offer

Welcome to Highbury School

At Highbury School, we believe that every child deserves an education that enables them to thrive, achieve and become the very best version of themselves. We provide specialist education for children aged 4-11 years who have an Education, Health and Care Plan (EHCP), offering highly personalised learning, specialist support and a nurturing environment where children can feel safe, valued and successful.

Our approach combines specialist teaching, therapeutic support, strong family partnerships and meaningful opportunities for inclusion, ensuring every child develops the knowledge, skills, confidence and independence needed for their next stage of education and life.

School Information

School: Highbury School

Headteacher: Debbie Sweet

Chair of Governors: Stuart Henbest

Age Range: 4-11 Years

Address:

Lower Edge Road
Rastrick
Brighouse
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Our Specialist Provision

Highbury School is a generic primary special school serving children with a wide range of special educational needs and disabilities, including:

- Autism Spectrum Disorder (ASD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulties (PMLD)
- Speech, Language and Communication Needs (SLCN)
- Sensory Processing and Sensory Integration Needs
- Physical and Medical Needs
- Multi-Sensory Impairment (MSI)
- Social, Emotional and Mental Health Needs (SEMH)

All pupils attending Highbury School have an Education, Health and Care Plan (EHCP). Funding and provision are determined by individual need, ensuring resources and support are carefully matched to each child's profile.

A Three-Site Specialist School

Highbury School operates across three locations, allowing us to offer a continuum of specialist provision that meets the diverse needs of our pupils.

Lower Edge Site

The Lower Edge site is the school's main specialist provision and supports children with the most complex needs.

This site includes:

- Hydrotherapy pool
- Soft play room
- Garden School
- Adapted outdoor learning spaces
- Specialist therapy areas
- Accessible changing facilities
- Specialist equipment for physical development
- Personal care facilities
- A range of calm, regulation spaces.

Children following the Early Years and Engagement Pathways are predominantly based at this site, where highly specialist provision supports communication, engagement, regulation and independence.

Highbury @ Field Lane

Highbury @ Field Lane is a co-located specialist provision based alongside Field Lane Primary School.

The provision enables children to benefit from:

- Specialist teaching in small classes
- Access to mainstream experiences where appropriate
- Opportunities to build friendships with mainstream peers
- Structured support for social communication and interaction
- Shared enrichment activities
- Greater opportunities for independence and inclusion
- Access to shared enrichment experiences

The Field Lane provision is particularly suited to pupils following the Semi-Formal and Formal Pathways who can benefit from learning alongside their mainstream peers while continuing to receive specialist support.

Highbury @ Copley

Highbury @ Copley is an established specialist hub located within Copley Primary School.

The hub provides:

- Specialist teaching and support
- Small class sizes
- Personalised curriculum delivery
- Access to mainstream learning opportunities
- Inclusion within the wider school community
- Strong emphasis on social communication and interaction

This model combines the strengths of specialist provision with carefully planned opportunities for inclusion and peer learning.

Our Curriculum

At Highbury School every child follows a curriculum pathway that is carefully matched to their individual needs, strengths and aspirations. Pathway placement is based upon detailed assessment and ongoing review.

We believe that children make the best progress when learning is personalised, meaningful and ambitious.

Early Years Pathway

The Early Years Pathway is based on the Early Years Foundation Stage curriculum and focuses on developing strong foundations for learning.

Children learn through:

- Play-based experiences
- Communication and language development
- Physical development
- Personal, social and emotional development
- Early reading, writing and mathematics
- Exploration and discovery
- Relationship building

Learning is highly engaging and carefully adapted to meet individual developmental needs.

Engagement Pathway

The Engagement Pathway is designed for children with the most complex learning needs.

Teaching focuses on the Engagement Model:

- Exploration
- Realisation
- Anticipation
- Persistence
- Initiation

Children learn through rich sensory experiences, communication opportunities, physical activity and highly personalised interactions.

Key priorities include:

- Communication
- Engagement
- Regulation
- Independence
- Physical development
- Sensory learning
- Social interaction

Semi-Formal Pathway

The Semi-Formal Pathway supports pupils who are beginning to engage in more structured learning.

The curriculum combines:

- Academic learning
- Communication skills
- Social development
- Emotional regulation
- Independence
- Functional life skills

Teaching is practical, engaging and relevant, enabling children to apply skills in real-life contexts.

Formal Pathway

The Formal Pathway is designed for pupils able to engage in subject-specific learning.

Children access:

- English
- Mathematics
- Science
- Computing
- Humanities
- Art and Design
- Design Technology
- PE
- Music

Alongside academic learning, there remains a strong focus on:

- Communication
- Personal development
- Independence
- Emotional wellbeing
- Social skills
- Preparation for secondary school

Many pupils in the Formal Pathway access learning opportunities at our co-located provisions at Field Lane and in the hub at Copley.

Our Multi-Disciplinary Team (MDT)

Highbury School benefits from access to a self-sourced Multi-Disciplinary Team (MDT) which works together to remove barriers to learning and ensure children receive coordinated support. The MDT regularly reviews children's needs, progress and provision to create the best possible outcomes.

The team includes:

Education Specialists

- Senior Leadership Team
- Family Liaison Officer
- Behaviour and Wellbeing Team
- Communication and Language Lead
- AAC Lead
- Physical Therapies Lead
- Sensory Integration Lead
- Curriculum Leaders
- Specialist Teachers

Therapeutic Specialists

- Speech and Language Therapist
- Physiotherapists
- Occupational Therapists (via school nurse)
- Specialist Sensory Integration Occupational Therapist
- Play Therapist
- Dietitians (via school nurse)
- Orthotics Practitioners (via school nurse)

Health and Community Professionals (*on a case/needs led basis via referral and commission)

- School Nursing Team
- *Learning Disability Nurses
- *Continence Team
- Wheelchair Services
- *Educational Psychologists
- *Visual Impairment Service
- *Hearing Impairment Service
- *Multi-Sensory Impairment Team
- *Disabled Children's Team

This collaborative approach ensures that strategies are implemented consistently across home, school and wider services.

Communication and Interaction

Highbury School is a Total Communication environment.

We recognise that every child communicates differently and we aim to ensure all children have an effective voice.

Support includes:

- Sign Supported English
- Visual timetables
- Symbols and photographs
- Objects of reference
- PECS
- AAC devices
- Communication boards
- Structured communication programmes
- Speech and Language Therapy support

Staff receive regular training to ensure communication remains at the centre of all teaching and learning. Highbury follows its' own core offer for communication and interaction which ensures consistency and wider impact.

Physical, Medical and Sensory Support

Children have access to an extensive range of specialist support and facilities, including:

- Hydrotherapy
- Physiotherapy programmes
- Occupational Therapy programmes
- Sensory Integration support
- Adapted bikes
- Specialist seating and equipment
- Moving and Handling support
- Medical care planning
- Personal care support for pupils and training for all staff
- Specialist sensory environments

We work closely with NHS professionals and specialist services to ensure that children's physical, medical and sensory needs are met effectively. There is a nurse and health care assistant at the Lower Edge site where the most complex pupils attend. There are trained first aiders at the Field Lane Copley sites all of whom are trained to respond to individual needs as described in pupil's medical risk reduction plans.

Personal Development, Behaviour and Wellbeing

Supporting children's wellbeing is central to everything we do.

We provide:

- Pastoral support
- Positive behaviour support
- Family support
- Play therapy
- Sleep support advice
- Transition support
- Emotional regulation programmes
- Behaviour intervention
- Family Liaison Officer support

Our aim is to help children develop confidence, resilience, self-regulation and positive relationships.

Enrichment and Wider Opportunities

All children have access to a wide range of enrichment opportunities that develop confidence, independence and life skills.

These may include:

- Garden School
- Outdoor learning
- Swimming
- Horse riding
- Rock climbing
- Music opportunities
- Community visits
- Sports competitions
- Educational visits
- Residential and adventure experiences where appropriate

We believe that rich life experiences are essential in preparing children for adulthood and promoting wellbeing.

Working in Partnership with Families

Parents and carers are central to our work.

We provide:

- Three parent consultation meetings each year
- Annual Review meetings
- Regular home-school communication
- Parent workshops and training
- Family support services
- Transition planning meetings
- Opportunities to contribute to pupil voice and future planning
- Annual 'It takes a village' conference

Supporting children in literacy and numeracy

Subject specific learning is an important part of the curriculum for formal and semi-formal learners and an aspiration for all children. There is an emphasis on functional skills in literacy and numeracy.

- 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 employs a phonics lead who supports the delivery of training and support and high quality intervention
- 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
- Transcription skills are prioritised and 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
- See and learn 'number' intervention to support early naming skills
- Use of numicon as a key concrete object
- Specific teaching of early number concepts and core vocabulary in numeracy

Preparing for the Future

From the moment a child joins Highbury School, we begin preparing them for their next stage of learning.

Our transition programme includes:

- Personalised transition plans
- Additional visits and familiarisation opportunities
- Transition resources and social stories
- Joint working with receiving schools, including sharing of information in a timely manner
- Family support throughout the process

We work closely with secondary schools and other providers to ensure every child experiences a positive and successful transition.

Resource allocation

- 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 completes annual benchmarking exercises to support the allocation of resources
- The school makes planned use of its pupil premium funding and tracks impact against pupil outcomes
- The school works with the LA SEN team to request additional resources as required depending on individual pupil need

Staff training

Staff training is integral to the success of the school.

We ensure that all staff:

- Receive robust induction training
- Safeguarding training that focuses on the unique nature of the school
- Annual training in commonly occurring health conditions including; asthma, epilepsy, allergies
- Paediatric first aid training that ensures all classes have a minimum of one trained member of staff
- Access a planned programme of CPD that links to pupil needs and school development priorities
- Access training every Friday as a whole school from 2.30-3.30
- Receive regular training based on evidence-based pedagogy that informs specialist teaching approaches

We are fully committed to ongoing professional development and the importance of high quality training.

Promoting diversity and difference

Highbury is committed to inclusion and demonstrate this commitment through a range of opportunities and events.

- Parents are welcomed to a weekly “showcase’ assembly at the Lower Edge and Field Lane sites
- We have a 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 school provides training and supervision to SEND leads from 50 schools across Calderdale on a half termly basis
- The school is part of the Calderdale specialist provision cluster, providing training and support to mainstream schools across Calderdale
- 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 have provision in 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
- The school accept opportunities to use national platforms and have taken part in media appearances on local and national news including a piece for ‘Newsround’ with a focus on ensuring the countryside is accessible for everyone
- The school is part of ‘the Linking schools programme’, which is a collaborative programme between schools aimed at developing relationships and understanding.
- The school host an annual conference and invite parents and professionals from across the borough to attend

The school's position on autism interventions

Highbury School Statement on Autism Interventions

At Highbury School, we are committed to providing support and educational approaches that are evidence-informed, ethical, and centred on the individual needs, rights, and wellbeing of each child. We do not endorse or promote autism interventions, therapies, or practices that lack a credible evidence base, are not supported by current research, or do not place the child's voice, dignity, and best interests at the centre of decision-making.

Our approach is guided by current professional guidance, neurodiversity-affirming principles, and a commitment to understanding and supporting each pupil as an individual. We prioritise interventions that promote communication, independence, inclusion, emotional wellbeing, and quality of life, whilst respecting children's autonomy, preferences, and unique strengths.

Where external interventions are proposed or discussed, Highbury School will carefully consider the available evidence, potential benefits and risks, and their suitability for the individual child. We remain committed to working collaboratively with families, health professionals, and other agencies to ensure that support provided is safe, effective, and in the best interests of the child.

Further Information

If you would like to know more about Highbury School or require information about specific aspects of our provision, please contact the school office who will be happy to help.

Telephone: 01484 716319

Email: admin@highbury.calderdale.sch.uk

Website: Highbury School, Rastrick, Calderdale.