



Welcome to
Highbury School

Highbury- Headlines

We currently have 154 children on roll

We are a generic specialist school which means we cater for children with a wide range of SEND

We are based on two sites at Lower Edge and Field Lane

We have one class based in satellite provision at Copley school

We employ over 120 staff

We have a stable leadership team all with over 10 years commitment to the school

We were rated outstanding for the second time in July 2024

We have a school nurse and health care assistant based at our main site

We work with a range of health partners

Our School Leadership Team

Mrs Debbie
Sweet
Head teacher



Mrs Sarah
Nelson
Deputy Head



Mrs Sarah
Gumbs
Assistant Head



Mrs Sarah
Knowles
Assistant Head



Contact:

01484 716 319

admin@highbury.calderdale.sch.uk

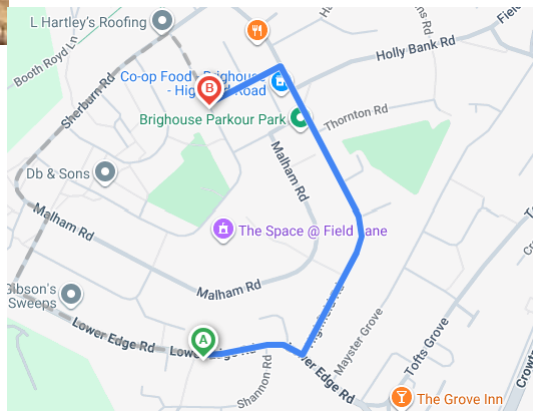


To arrange an appointment
please contact Nikki
Holroyd (PA)

A split site: Highbury @ Lower Edge and Highbury @ Field Lane



#1 2 minutes, 0.4 mi (0.7 km)



Field Lane Primary



Highbury@Lower edge

Children based at this site will have the following needs/profile in common:

- New to school (EYFS)
 - Profound and multiple learning needs
 - Severe learning disability requiring very small class size and high level of staff support
 - Access to wider range of therapeutic spaces to support regulation and access to learning, required throughout the day
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Highbury@ Field Lane site

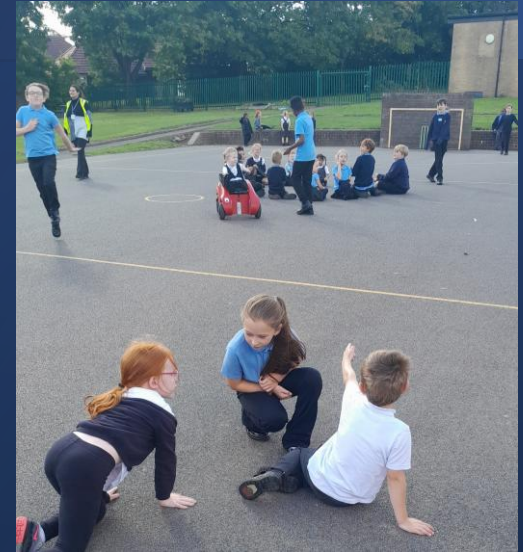
Children based at this site will have the following needs/profile in common:

- Awareness of peers and strengths and interest in social interaction
 - Some well developed learning behaviours that support regulation
 - Readiness to learn subject specific content
-

Developing social skills with peers at our Field Lane site who can act as positive role models for language and communication



Opportunities at our Field Lane site to access learning amongst peers in subjects/areas of strength and interest



Our offer at both sites



The school offer



Sports and PE
offer



Outdoor learning
offer



Community and
enrichment offer

How classes are organised

Early years

Pre-formal

Semi-formal

Formal



Learning in early years (an assessment year)

Learning in the early years is play based. Children are assessed in their first term and are then grouped according to the assessment information. The priorities in early years are to settle the children into school and teach them how to be part of a class. We spend a long time teaching social communication and independence skills.



One of the pre-formal classes following an engagement curriculum

In the pre-formal classes, children work towards securing engagement and developing effective learning behaviour. Engagement is fundamental to future success as a learner.



A semi-formal ASD class following a highly personalized curriculum with a blend of subject specific and skills teaching



A Semi-formal class following a story theme within a subject specific curriculum

Semi-formal classes follow subject specific programmes of work but also continue to develop key skills such as engagement, communication, self-help and independence and learning behaviour.



Formal classes follow a full timetable of subject specific teaching. They continue to access highly personliased provision and develop core skills specific to each child's needs.



Our curriculum (what we teach)

We have a bespoke curriculum where children will follow a pathway which depends on their needs. This pathway is not fixed and is designed to be personalised to every child.

We refer to these pathways as **pre-formal**, **semi-formal** and **formal**. These terms help teachers understand the approach and curriculum content they largely need to follow.

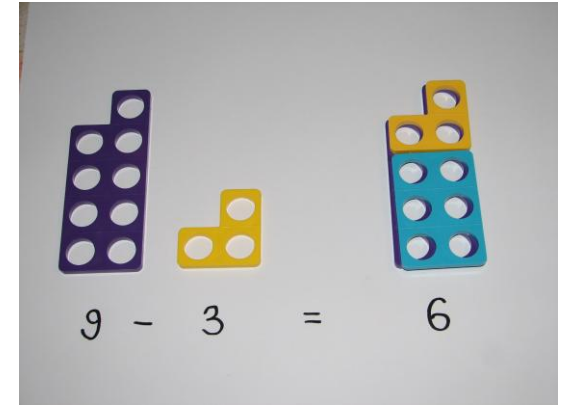
A broad,
holistic
curriculum.
Teaching
children to
'look'. (A
pre-formal
example)



A functional curriculum



An 'academic' curriculum



General Sound Discrimination

tuning in to sound

listening and remembering

talking about sound

Environmental
Sounds



Instrumental
Sounds



Body Percussion



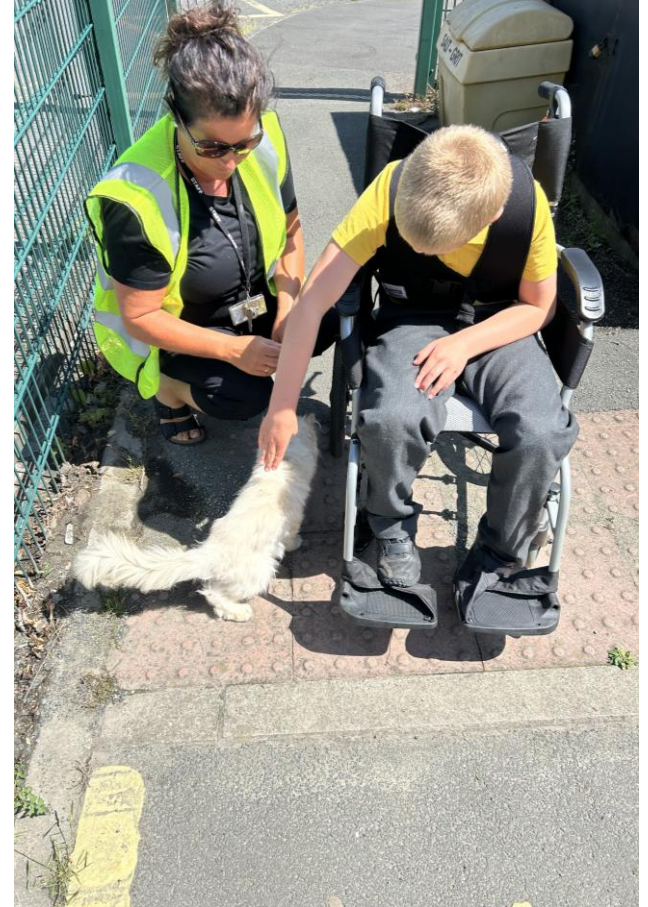
Our facilities and wider curriculum

Learning through a range of experiences is crucial to support children to generalise knowledge and skills.

All our areas across school have been carefully planned to support learning across the whole curriculum.



Our enrichment and community offer





Garden School

A cross curricular provision that is accessed by the whole school and is used to teach subject specific content and a range of skills.





Fun with food curriculum

How do we assess
children's progress at
Highbury?

Subject
specific

Spiky profile
Subject
specific &
engagement

Engagement





small
steps taken
every day
add up to
great
achievements

@toyoufromsteph

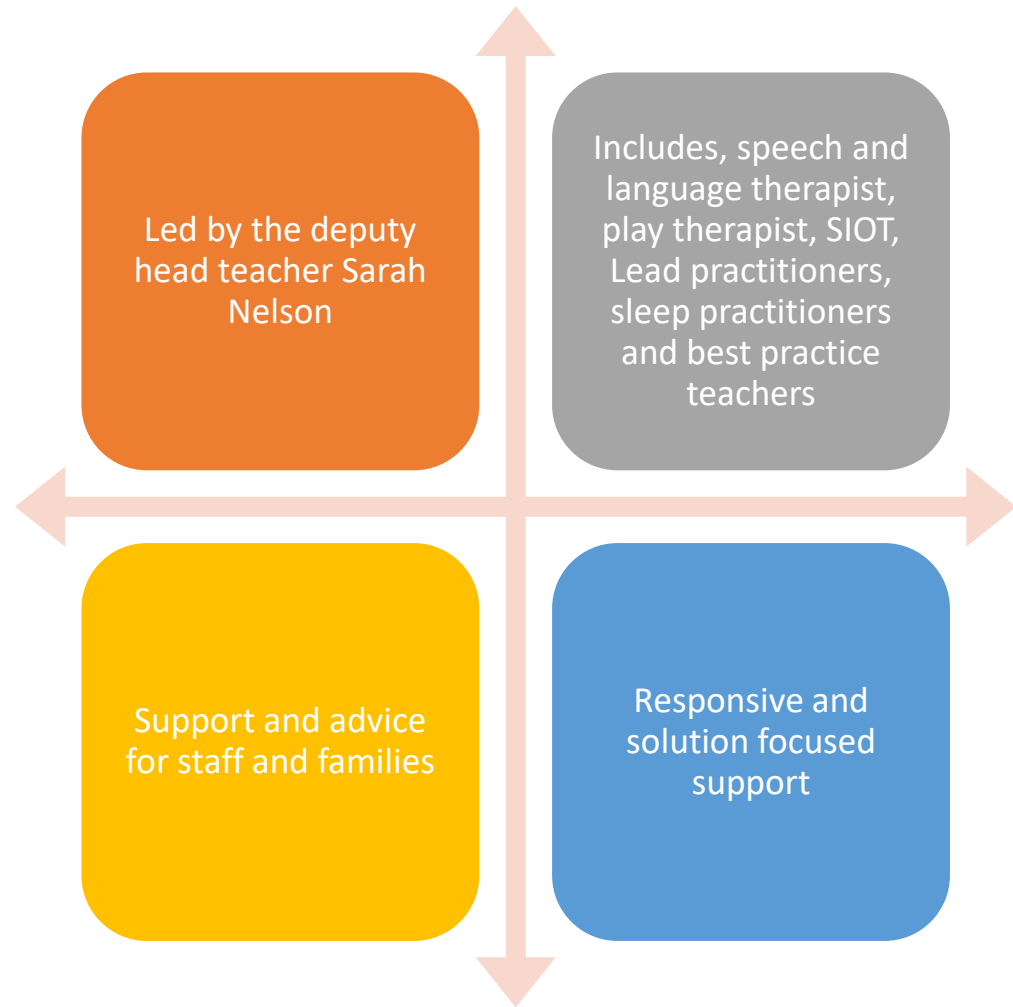
Highbury Specialist School

Satellite Provisions



- We have had a key stage 2 hub at Copley school since 2019
- The satellites are an extension of Highbury school and were established to offer choice to children who continue to require access to specialist teaching approaches, but would also benefit from access to mainstream inclusion opportunities.
- Admission to the hubs is via the usual consultation process

Multidisciplinary behaviour and well being team



Children do well if they can



Having a blood test

A blood test is when a small bit of blood is taken to find out

things about you and make you feel better.



This team work to train and support all staff across school to be successful in teaching and responding to behaviours which can be inappropriate and challenging. They take a proactive approach to supporting children based on the fundamental principle that 'children do well if they can.' Parents and families can make a referral to the team who will support them with behaviours they are finding difficult at home. This may include; sleep problems, continence, dangerous behaviours such as climbing, food aversion and self-injury.



"The more healthy relationships a child has, the more likely he will be to recover from trauma and thrive. Relationships are the agents of change and the most powerful therapy is human love." — Bruce D. Perry,

Supporting families beyond school



Helen Norris is our family liaison officer (FLO). Helen is a key contact in school for families who may need additional support outside of school.

Helen supports with a wide range of issues including; short breaks applications, DLA forms, referrals to services, funding applications, liaison with housing providers and contact with other partners. Helen is also a safeguarding lead and can support with organising early help pathways.

Other Services in school

- Many of the services involved in supporting your child will transfer to school.
- The services that visit school on a weekly basis are speech and language therapy, occupational therapy and physiotherapy . Orthotics visit every fortnight.
- We also have access to sensory integration occupational therapists and educational psychologists. These referrals are done on a needs basis.



Medical/Health needs

We have a school nursing team in school.

The team can monitor your child's weight and diet and can make referrals to the dietician who visits children at school.

The nurse is able to give pain relief if it is fully labelled from the pharmacy

Our nurse is able to act as link between you and other health professionals



If your child has any medical needs they will have a care plan that is stored in the nurses office and information which is kept in their pupil folder and is shared with class staff. This plan will be shared with parents and carers.



Medical Information for Class teachers and Support staff

STRICTLY PRIVATE AND CONFIDENTIAL- NOT TO BE REMOVED FROM SCHOOL

Child: Example Teacher in charge: Example

Medical condition(s): Asthma		Medical agencies involved: Paediatrician Dietician Ophthalmology Cochlear implant centre		
Aspect	Description and implications	Escalation indicators and strategies (in the event of deterioration)	Details of any medication required	Additional measures to manage risks
Asthma	Signs of increases in work of breathing, coughing, loss of energy, breathlessness, unable to finish sentences	First aider in attendance Inhaler required Call 999 if no change	2 - 4 puffs as required (6 max). <i>Good seal around mouth. 1 puff. Wait 10 seconds. Take inhaler out and shake. Repeat as required.</i>	All staff to receive regular training Extra caution if unwell (e.g. suffering from cold) or doing physical activity.

Date information collated: Jan 2020 (Transition meeting)

Date shared with parent/carer: Jan 2020 (Transition meeting)

Parent/Carer signature:



Our 'Friends' group is run by parents and carers.

Their main aim is to support the school by raising funds to support a wide range of opportunities, events and resources.

Across the year they support/provide:

- Super Saturdays (in warm weather)
- Birthday present and party for every child
- Mothers day and Fathers day shops
- Christmas shop
- Contributions to equipment and events
- Coffee mornings



Questions?

If you have any further questions please browse the website and feel free to contact the school office on admin@highbury.calderdale.sch.uk