



**An introduction to
Highbury School: A brief
overview of the provision
available at Highbury**

The School Leadership Team

Mrs Debbie
Sweet
Head teacher



Mrs Sarah
Nelson
Deputy Head



Mrs Sarah
Gumbs
Assistant Head



Rev. Charlotte
Cheshire
Chair of
Governors



Contact:
01484 716 319
admin@highbury.calderdale.sch.uk



To arrange an appointment
please contact Nikki
Holroyd (PA)

Medical/Health needs

- The school nurse is Louise
- She is supported in her role by our health care assistant Caz
- The nurse 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
- The 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). Good seal around mouth. 1 puff. Wait 10 seconds. Take inhaler out and shake. Repeat as required.	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:

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.





How are classes organised?

Whilst we know that every child is different and that children, we try to group children based on various factors such as:

- Their language and communication skills
- How well they can follow instructions and sit and attend to instructions and information
- Their sensory needs and whether they need access to multi-sensory learning
- Their early reading, writing and math skills
- We refer to the class groupings as; early years, pre-formal, semi-formal and formal

***These groupings change year on year because of the changing cohorts in school and the progress children make.**



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.



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



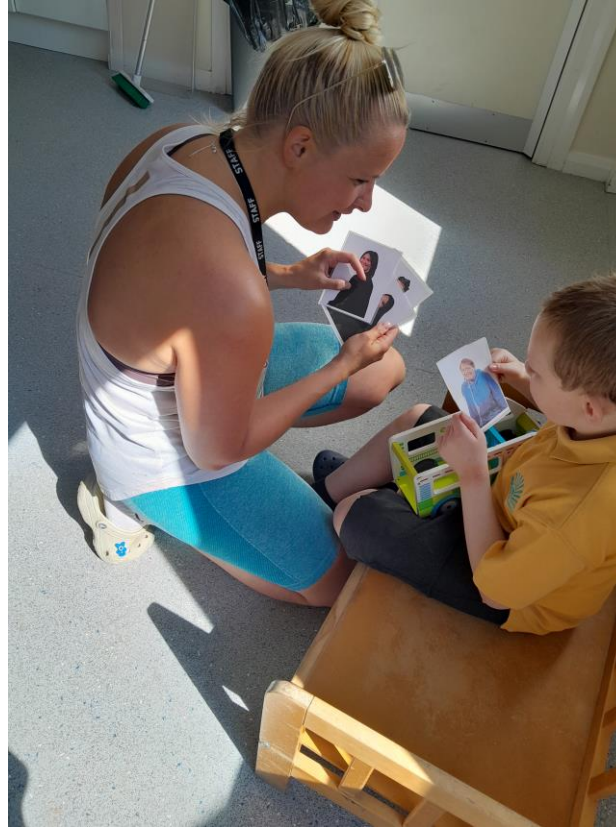
Semi-formal classes follow subject specific programmes of work but also continue to develop key skills such as engagement, communication, self-help and independence and learning behaviour.



A semi-formal ASD class following a highly
personalised curriculum

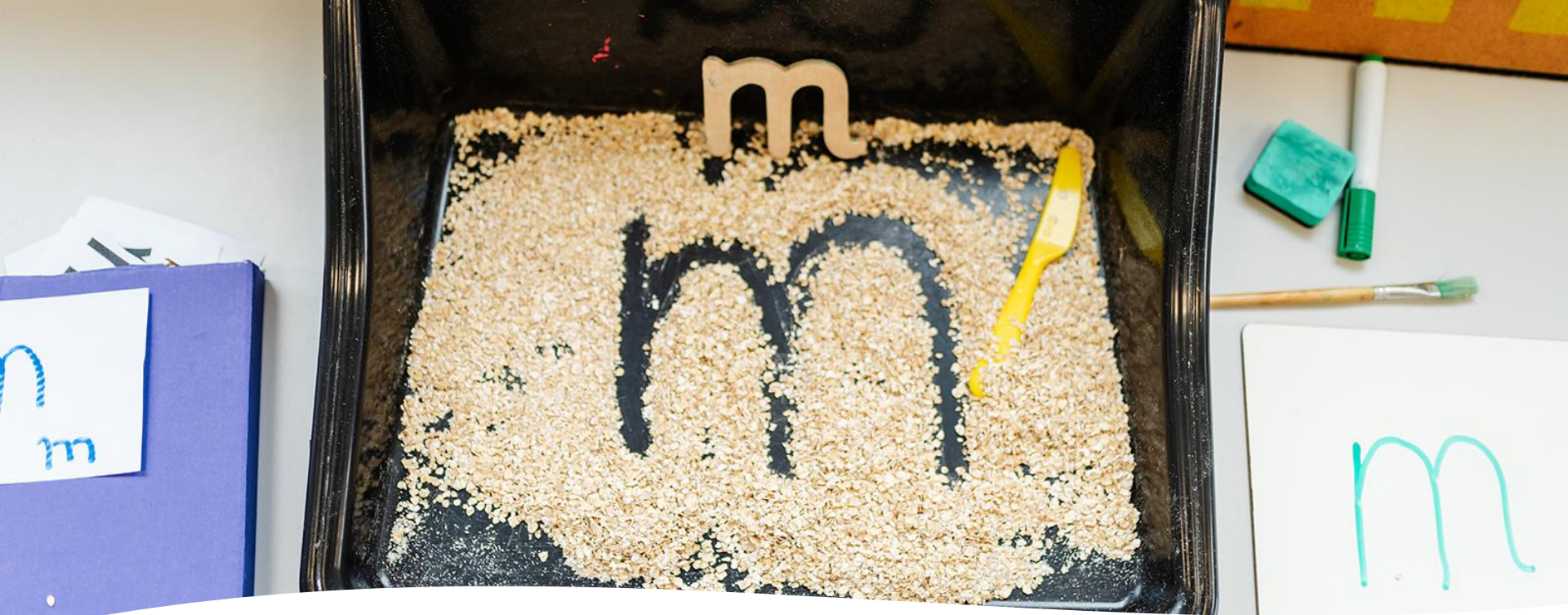


Formal classes follow a full timetable of subject specific teaching. They continue to access highly personliased provision and develop core skills specific to each child's needs.



Our alternative provision: The Bears class

Highly bespoke provision managed by skilled positive behaviour support assistants. Focused on supporting children with complex sensory and behavioural needs.



Our curriculum (what we teach)

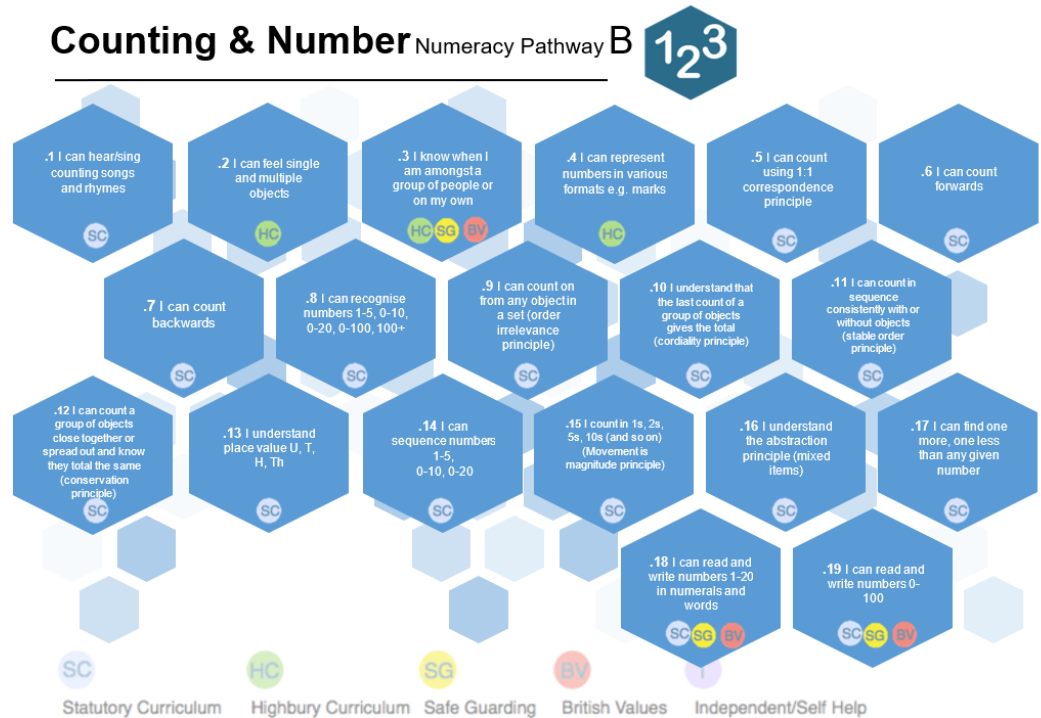
We have a bespoke curriculum where children will follow a pathway which depends on their needs. This pathway is not fixed and is designed to be personalised to every child.

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.

Pathways

An example of a numeracy pathway including:

- National curriculum content
- Functional skills application
- Highbury content
- Keeping safe
- Feeling part of a community



How do we assess
children's progress at
Highbury?

Subject
specific

Spiky profile
Subject
specific &
engagement

Engagement



An example of how we assess engagement

Engagement is the single best predictor of successful learning for children with learning disabilities (Lovannone et al, 2003). Without engagement, there is no deep learning (Hargreaves, 2006), effective teaching, meaningful outcome, real attainment or quality progress (Carpenter, 2010).



Connecting steps V4

Take the next step...

Cognition & Learning (Engagement); Anticipation - Engagement Step 2

Name:

Started:..... Completed:.....

Anticipation

<input type="checkbox"/> Dislikes an event consistently when involved in familiar routines	<input type="checkbox"/> Dislikes an object consistently when involved in familiar routines	<input type="checkbox"/> Reacts to the emotions in others' voices occasionally (responses may vary), e.g. smile, quieten, giggle, cry, etc.
<input type="checkbox"/> Likes an event consistently when involved in familiar routines	<input type="checkbox"/> Likes an object consistently when involved in familiar routines	<input type="checkbox"/> Anticipates being fed by opening their mouth when given familiar auditory cues
<input type="checkbox"/> Demonstrates an awareness of familiar through an intermittent heightened expressive response when interacting with a familiar person	<input type="checkbox"/> Maintains attention on certain events for five seconds when alert and ready	<input type="checkbox"/> Demonstrates a negative reaction when attention is withdrawn
<input type="checkbox"/> Demonstrates recognition of familiar by cessation of crying/agitation	<input type="checkbox"/> Maintains attention on certain objects for five seconds when alert and ready	<input type="checkbox"/> Demonstrates a negative reaction when food is withdrawn/finished
<input type="checkbox"/> Reacts to sounds with an intermittent heightened expressive response when hearing familiar noises, e.g. blinks at a musical toy	<input type="checkbox"/> Maintains attention on certain voices for five seconds when alert and ready	<input type="checkbox"/> Demonstrates a positive reaction to attention received
<input type="checkbox"/> Watches faces intermittently during interactions when a familiar person talks to them	<input type="checkbox"/> Reacts negatively when something unexpected happens	<input type="checkbox"/> Demonstrates a positive reaction to the appearance of food
<input type="checkbox"/> Dislikes an event consistently when involved in familiar routines	<input type="checkbox"/> Reacts to a familiar object with an intermittent heightened expressive response	<input type="checkbox"/> Indicates a preference by reacting positively to the start of favourite music
	<input type="checkbox"/> Reacts to repetition with an intermittent heightened expressive response when involved in familiar routines	<input type="checkbox"/> Stills to a familiar voice

Anticipation: Assessment of anticipation should demonstrate whether a pupil is able to predict, expect or associate a particular stimulus with an event. This is important for measuring a pupil's concept of cause and effect.

An example of subject specific assessment



English; Writing

Name: _____

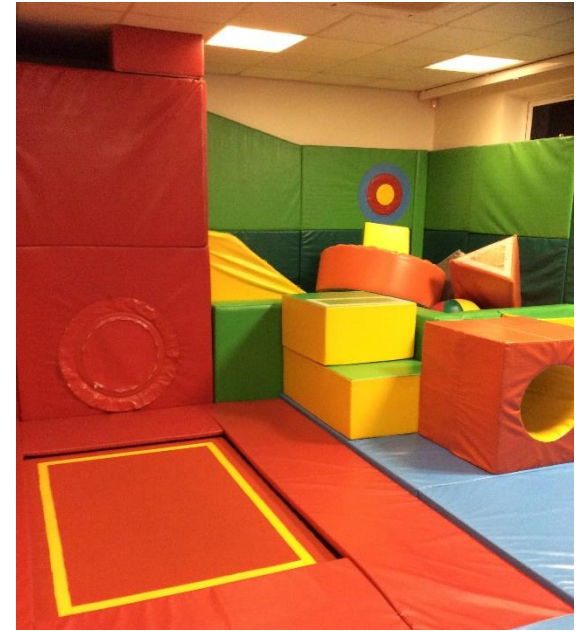
Started:..... Completed:.....

2MO

Composition				
real events, recording and clearly (PKSS)	<input type="checkbox"/>	Builds simple descriptions within their writing, e.g. of a character and setting in a story	<input type="checkbox"/>	Identifies a mis of their writing
, coherent narratives	<input type="checkbox"/>	Structures their writing with a clear beginning and ending	<input type="checkbox"/>	Checks verb cl showing time w editing
al experiences and those il or fictional) (PKSS)	<input type="checkbox"/>	Orally tells a story, e.g. from a simple story map	<input type="checkbox"/>	Checks for sen written when e
nces that are linked with meaning and purpose	<input type="checkbox"/>	Suggests simple improvements to their own and others' writing	<input type="checkbox"/>	Plans basic se
ppropriate punctuation and	<input type="checkbox"/>	Checks essential information is included in their non-fiction writing	<input type="checkbox"/>	Lists key words in their writing
oices when drafting and	<input type="checkbox"/>	Checks their layout is correct in their non-fiction writing	<input type="checkbox"/>	Plans their writ audience
y reading each sentence				
air information in an				
anner when writing non-				
eadings				
Vocabulary, Grammar & Punctuation				
most sentences in their	<input type="checkbox"/>	Writes using the past progressive tense to indicate continuing action in the past consistently, e.g. Ben was reading his book all day	<input type="checkbox"/>	Includes an ap common contra time
apital letters and full stops,	<input type="checkbox"/>	Writes simple expanded noun phrases to aid description or specification	<input type="checkbox"/>	Includes comm extended writin
stion marks correctly when	<input type="checkbox"/>	Writes simple sentences using different forms, e.g. questions, commands and statements	<input type="checkbox"/>	Gives familiar p letter
SS)	<input type="checkbox"/>	Includes possessive apostrophe in singular plurals correctly some of the time	<input type="checkbox"/>	Includes some marks in the co
sent and past tense mostly				
consistently (PKSS)				
and uses the grammatical				
ught at this level when				
eir writing				
ration (e.g. or / and / but)				
bordination (e.g. when / if /				
e) to join clauses (PKSS)				
Transcription: Spelling				
common exception words	<input type="checkbox"/>	Writes dictated sentences spelling common exception words and using punctuation mostly correctly	<input type="checkbox"/>	Distinguishes b common homo
SS)	<input type="checkbox"/>	Accesses a dictionary using their knowledge of the alphabet	<input type="checkbox"/>	homophones c their
oken words into phonemes	<input type="checkbox"/>	Matches words in word families	<input type="checkbox"/>	Spells some co contracted form
ts these by graphemes,	<input type="checkbox"/>	Creates plurals using -s and -es spelling some correctly	<input type="checkbox"/>	Adds suffixes v words, e.g. - fu
/ of these words correctly			<input type="checkbox"/>	Adds possessi singular posse
phonically-plausible				e.g. Jack's toy
thers (PKSS)				
Transcription: Handwriting & Presentation				
between words that	<input type="checkbox"/>	Adjusts the size and style of their writing according to purpose	<input type="checkbox"/>	Comments on different source
ize of the letters (PKSS)	<input type="checkbox"/>	Joins two letters within a word with some success	<input type="checkbox"/>	Forms capital l correct size, or to one another (PKSS)
a way a piece of work is				
g. suggests how the				
ke finding specific				
asier				

Our wider curriculum





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

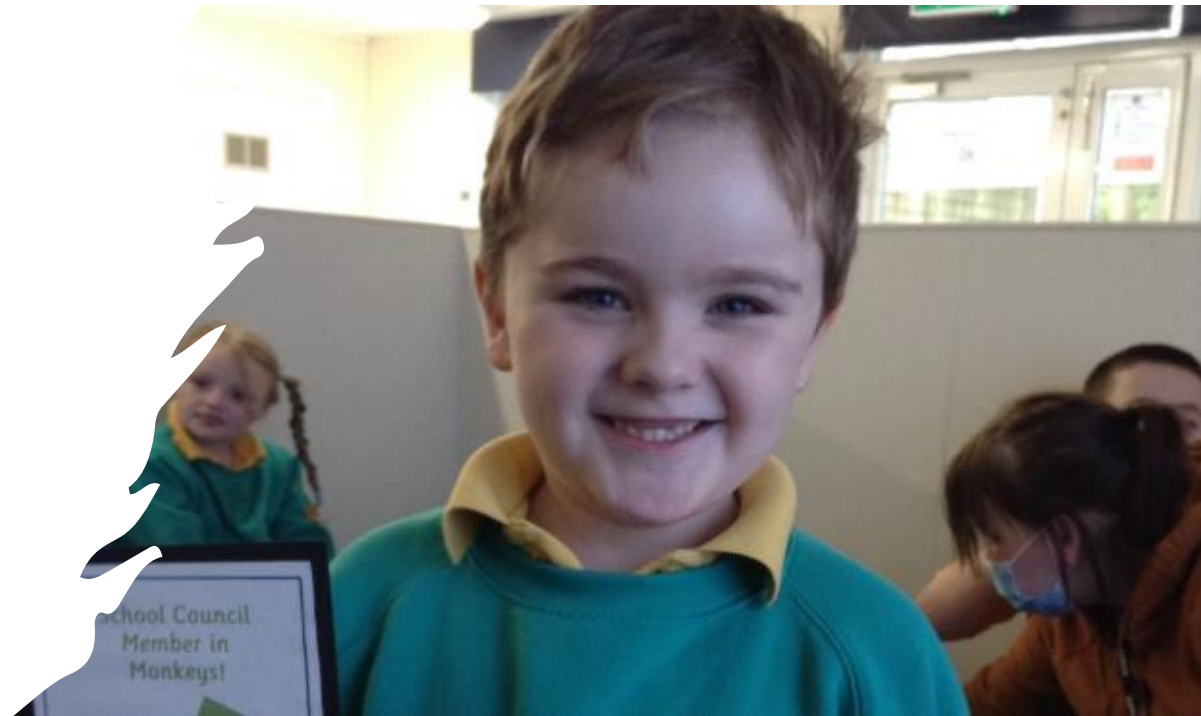
All our areas across school have been carefully planned to support learning across the whole curriculum.



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.

Pupil voice

Children are supported to make choices and communicate those choices to others. The school council are an important part of the children being involved in decision making.





The Hub@Copley: A Key stage 2 satellite provision

More about satellite provision

- From September 2023 we will have a key stage 1 & 2 hub based at Withinfields primary school in Southowram
- 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 (more detail can be found on the admission page on the school website)



Sarah Nelson
Team Leader



Pippa Miller
Play Therapist



Vicky Altham
Lead Practitioner



Michaela
Holroyde
Class teacher

Behaviour and well-being team

The behaviour and well-being team

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.

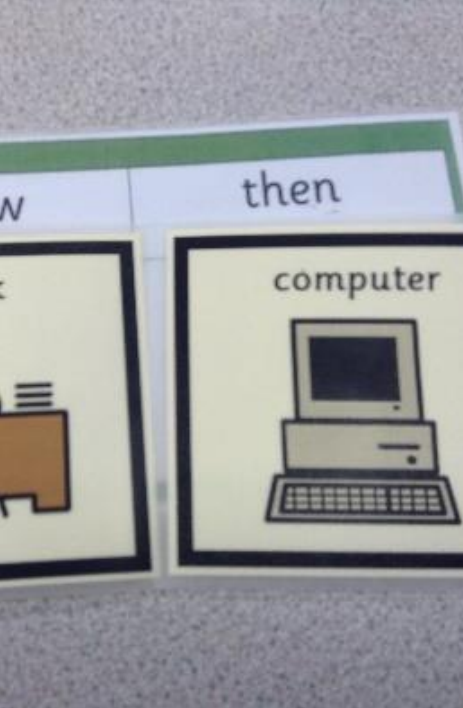
They take a proactive approach to supporting children based on the fundamental principle that 'children do well when they can.'

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,



Behaviour is a means of communication, and all behaviour has a functional element. 'Challenging' behaviour is often described as communicating unmet needs. People with complex needs have many unmet needs and often find it difficult to express them. Unexpressed needs can result in a person being perceived as having challenging behaviour.

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.

The role of the EHCP Coordinator

The EHCP Coordinator is Chris Graham.

She liaises with teachers, school staff and parent/carers in the preparation, review and amendments of EHCPs which are presented and discussed at the child's annual review meeting.

Pupil voice is an important part of the EHCP review process and the Coordinator ensures that meaningful opportunities evidencing the child's experience and participation in life at Highbury are shared.

The EHCP Coordinator also works with a wide variety of professionals (education, health and outside professional agencies), to promote improved outcomes for the children and their families.





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 morning each week



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