



Highbury Specialist Satellite Provisions

Highbury Hive @ Withinfields (KS1)

Highbury Hub @ Withinfields(KS2)

Highbury Hub @ Copley (KS2)

A partnership between Highbury Specialist School, Copley Primary School, Withinfields Primary School and Calderdale Council.



**WITHINFIELDS
PRIMARY SCHOOL**
LEARNING TOGETHER TO MAKE A BETTER FUTURE

**Calderdale
Council**

Information for parents / carers and professionals

The Highbury Satellite Provisions

The purpose of the Satellite Provisions is to provide another option for Key Stage 1 and 2 (KS1 and 2) children with significant special educational needs and disabilities (SEND) and an Education Health Care plan (EHC). They aim to ensure that all children have access to high-quality, personalised teaching and learning, as well as inclusion opportunities within the mainstream school environment. Whilst the Satellite Provisions are based within a mainstream setting, they are essentially an extension of Highbury Specialist School; Highbury are named on their EHC plan, and the provisions are run by Highbury staff. The leadership and governors of all schools work in partnership and are fully committed to the Satellite Provisions.

Highbury Specialist School



Highbury is an outstanding school providing specialist education for children between the ages of 4-11 with a wide range of complex special educational needs and disabilities. All of the children at Highbury have a unique set of needs, skills and talents. With the right knowledge, expertise and specialist approaches we carefully shape the learning experience of every child to ensure that they all reach their potential or as we like to describe it, they shine!

Staff at Highbury School receive additional training and professional development. This supports them to develop the skills they need to plan teaching and learning that results in outcomes for all children and removes barriers to learning for children with SEND.

Highbury School has a range of wider professionals working within the school, all of whom work across all sites. These include; a behaviour and well-being team, play therapists, sleep practitioners, family support, sensory practitioners, speech and language therapists, physiotherapists, occupational therapists and many more.

For more information visit www.highburyschool.co.uk

Copley Primary School



The Satellite Provision based at Copley opened in 2019. The Hub @ Copley caters for KS2 children. Copley School aims to provide a safe, happy and stimulating environment where children are inspired and individual achievements and efforts are celebrated. The school buildings and learning environments have been designed to take into consideration the impact of the environment on children's learning, engagement and self-regulation. The children have access to a nurture room, library, extensive outdoor space including MUGA and garden area, and a large Science / Cooking room. In 2024 Ofsted rated Copley as 'good' in all areas, reporting that the school is highly inclusive and staff have high expectations in regard to learning behaviours.

For more information visit www.copleynewroad.co.uk/

Withinfields Primary School



The Satellite Provisions based at Withinfields opened in 2023. The Hive @ Withinfields caters for KS1 children and The Hub is for KS2 children. Withinfields is a happy, inclusive school where inspiring teaching and learning supports all children in recognising and achieving their potential. The children have access to the full range of facilities available on-site including the large forest school area. In 2021 Ofsted rated Withinfields as 'good' in all areas.

There is a significant benefit of offering KS1 and KS2 provision on the same site as it means that in some cases where children join at KS1, they do not have to manage a further transition should they continue to need Satellite Provision into KS2.

For more information visit www.withinfields.calderdale.sch.uk/

Aims of the Satellite Provisions

- To provide highly personalised education which is planned according to the needs and priorities of individuals with SEND.
- To ensure that all children experience success in their learning and benefit from increased self-esteem and confidence.
- To prioritise functional skills that will ensure children's access to the wider world and their safety.
- To provide carefully planned, monitored and evaluated opportunities to attend lessons and activities in the wider school to ensure the Satellite Provisions offer genuine inclusion, integration and access to mainstream peer groups.
- To provide an environment where children can learn successfully at a pace and in a way which best suits their needs.
- To recognise and support the contribution of the wider family.
- To support children to develop effective learning behaviour leading to increased self-regulation and participation.
- To fully utilise the expertise of Satellite Provision staff in securing best possible outcomes for all children.

Teaching and Learning Approaches

Children in the Satellite Provisions are taught in small class groups of between 8-10 children. There is a Teacher in Charge and specialist support assistants (numbers may vary depending on class needs). Teaching styles are personalised and vary according to the needs of the children and the subject or skills being taught. The children will sometimes be taught as a whole class, in smaller groups or individually. Children learn in a multi-sensory way to support them to recall and apply their learning through concrete experiences and active approaches. The best research is utilised to ensure that children with specific learning difficulties will have access to evidenced-based approaches. The environment supports children to develop speech, language and communication, positive learning behaviours and meta-cognitive skills.



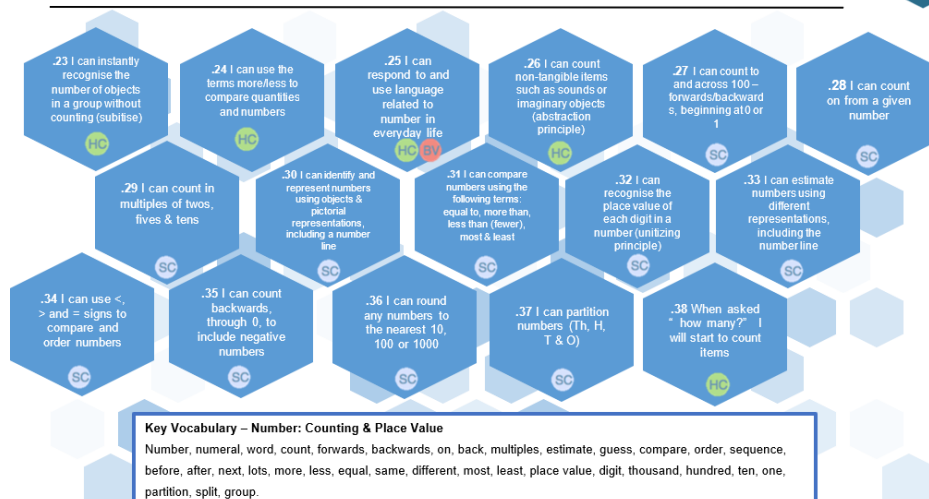
Pathways Curriculum

The children in the Satellite Provisions follow the Highbury Pathways curriculum. The Pathways are designed to be highly personalised to the needs of every child in school, whilst also maintaining high standards and ambition. There are pathways for all curriculum areas and many elements you would see in the National Curriculum are present in the Highbury Pathways. As a specialist school, we place great emphasis on the functional application of learning in preparation for their futures. This may involve making links to their 'real' lives (e.g. learning key times in their home routines) or accessing the community (e.g. visiting shops, road safety).

Below is an extract from the Highbury Numeracy pathway. For more information see the Highbury School website.

Number: Counting and Place Value Numeracy Pathway B

12³



English: Writing - Progression Step 6

Name: _____

Started: _____ Completed: _____

Composition		
<input type="checkbox"/> Writes about real events, recording these simply 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 misspelt word in the course of their writing
<input type="checkbox"/> Writes simple, coherent narratives about personal experiences and those of others (real or fictional) (PKSS)	<input type="checkbox"/> Structures their writing with a clear beginning and ending	<input type="checkbox"/> Checks verb choices are correct when showing time when evaluating and editing
<input type="checkbox"/> Writes sentences that are linked thematically, with meaning and purpose	<input type="checkbox"/> Orally tells a story, e.g. from a simple story map	<input type="checkbox"/> Checks for sense in what they have written when evaluating and editing
<input type="checkbox"/> Checks for appropriate punctuation and vocabulary choices when drafting and writing, e.g. by reading each sentence aloud	<input type="checkbox"/> Suggests simple improvements to their own and others' writing	<input type="checkbox"/> Plans basic sections
<input type="checkbox"/> Organises their information in an accessible manner when writing non-fiction, e.g. headings	<input type="checkbox"/> Checks essential information is included in their non-fiction writing	<input type="checkbox"/> Lists key words and phrases to include in their writing
	<input type="checkbox"/> Checks their layout is correct in their non-fiction writing	<input type="checkbox"/> Plans their writing to address the correct audience
Vocabulary, Grammar & Punctuation		
<input type="checkbox"/> Demarcates most sentences in their writing with capital letters and full stops, and uses question marks correctly when required (PKSS)	<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 apostrophe to mark common contracted forms most of the time
<input type="checkbox"/> Uses the present and past tense mostly correctly and consistently (PKSS)	<input type="checkbox"/> Writes simple expanded noun phrases to aid description or specification	<input type="checkbox"/> Includes commas in a list within their extended writing some of the time
<input type="checkbox"/> Understands and uses the grammatical vocabulary taught at this level when discussing their writing	<input type="checkbox"/> Writes simple sentences using different forms, e.g. questions, commands and statements	<input type="checkbox"/> Gives familiar people's names capital letter
<input type="checkbox"/> Uses co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses (PKSS)	<input type="checkbox"/> Includes possessive apostrophe in singular plurals correctly some of the time	<input type="checkbox"/> Includes some correct exclamation marks in the course of their writing
Transcription: Spelling		
<input type="checkbox"/> Spells many common exception words correctly (PKSS)	<input type="checkbox"/> Writes dictated sentences spelling common exception words and using punctuation mostly correctly	<input type="checkbox"/> Distinguishes between and spells some common homophones and near homophones correctly, e.g. there or their
<input type="checkbox"/> Segments spoken words into phonemes and represents these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others (PKSS)	<input type="checkbox"/> Accesses a dictionary using their knowledge of the alphabet	<input type="checkbox"/> Spells some common words with contracted forms correctly
	<input type="checkbox"/> Matches words in word families	<input type="checkbox"/> Adds suffixes when spelling longer words, e.g. -ful, -less, -ly, -ment
	<input type="checkbox"/> Creates plurals using -s and -es spelling some correctly	<input type="checkbox"/> Adds possessive apostrophe for singular possession mostly correctly, e.g. Jack's toy

Assessing Pupil Progress

The Satellite Provisions are monitored as part of Highbury School, and the children's progress is assessed in a way which best allows the demonstration of small steps of progress across the curriculum and towards their EHC outcomes.

Highbury School use progression steps by B-Squared (see example). As with all schools, Highbury must report on pupil progress to the Local Authority, governors and school inspectors.

As a member of a Satellite Provision the children will:

- Benefit from the rich array of experiences that are planned in the school curriculum, accessing learning within class, at Highbury, in the community and at their mainstream base school as appropriate.
- Have targets which link to the outcomes agreed in their EHC plan.
- Have annual targets that link to curriculum progress in Mathematics, English and Science. These targets are based on prior rates of progress and predicted achievement. Pupil progress meetings are held each term between the Teacher in Charge, the Headteacher and the Data Manager. Progress towards targets is tracked on individual pupil case studies.
- Have targets which link to areas of need specific to them. This may include communication targets, self-help and independence targets, learning behaviour targets etc.
- Be assessed towards their targets as part of daily assessment for learning. The Teacher in Charge will use this assessment to inform their planning.

Parent / carers will:

- Receive a class timetable, personalised inclusion timetable and topic overview each half term illustrating what learning will take place in class, as well as ideas to help develop skills at home.
- Be kept up to date with learning taking place in class via regular blog posts.
- Be invited to attend three parents' evenings each year where they are shown evidence of progress.
- Attend a review meeting of the EHC plan every year and invited to make a parental contribution.

Example class timetable

9:00	9:30	10:20	10:50	12:00	1:00	2:15	2:30	3:30
Monday	Literacy	Snack Play	Numeracy	Dinnertime	Adventure	Play	Target time	Home
Tuesday	Literacy	Snack Play	Numeracy	Dinnertime	Science	Play	Fine motor	Home
Wednesday	Literacy	Snack Play	Numeracy	Dinnertime	Art	Play	Gross motor	Home
Thursday	Literacy	Snack Play	Numeracy	Dinnertime	PE	Play	Communication	Home
Friday	Assembly / story	Snack Play	Reading together	Dinnertime	Music	Play	Golden time	Home

Example topic overview

Cognition and Learning- Literacy:

Holiday recant - share and tell, questioning, recall / memory

New Year resolutions - think about what we are good at and want to improve.

Putting and writing based on the senses

Listen to and discuss Circus themed poems (kiddie)

Alliteration (alphabet, letters sounds and names, using a dictionary, form alliteration phrases linked to name)

Similes and Rhyme

Write a simple poem based on their sensory circus experience

Object: Physics, sight reading, SPaG, vocabulary, sentence work, comprehension, 1:1 and whole class reading, focused communication support.

The Hub

Term 3

Roll up, Roll up!

Cognition and Learning- Numeracy:

Number

- Count forwards and backwards in multiples (1s, 2s, 10s etc)
- Continue a number sequence
- Estimate amounts before counting to find a total
- Read and write materials
- Read and spell number words
- Partition numbers according to their place value (HTU)
- Compare and order numbers
- State one more and one less than a number
- Use a range of methods / resources to add 2 numbers
- Use a range of methods / resources to subtract 2 numbers
- Solve word and practical problems
- Understand the concept of doubling and halving
- Recall / work out multiplication and division facts

Communication and Interaction:

A total communication approach is used throughout the school day (verbal, symbols and signs).

Focused communication sessions to develop key skills (linking and listening, memory, questioning, sentence structure, following instructions, language comprehension and conversation skills).

Opportunities for interactions with peers and adults across school throughout the day.

Cognition and Learning- Science:

How things work (forces)

Understand what a force is. Know that all forces are push and / or pull (e.g. twist, squash, press). Suggest and find everyday items that use a push and / or pull force.

Friction: Place a stop block on a trolley. Investigate the effect of friction on a moving object. Take accurate measurements when recording results.

Magnetism: State if something is magnetic or not. Begin to use the terms 'attract' and 'repel'. Make links between different materials and magnetism.

Sensory and Physical:

- PE (Core Skills) - moving and static balances, throwing and catching. All skills will be linked to our 'Circus training'. We will then use these skills learnt to create and perform a simple circus routine.
- Gross & fine motor skills
- Swimming & Adventure
- Fun with food - experience new tastes and textures, develop and master skills, communicate preferences, prepare food safely.
- Playtime games

Social, Emotional and Mental Health:

- Class / school behaviour and reward systems.
- Develop relationships with peers and adults across school.
- Learn to express, explain & manage our emotions.
- Focused communication sessions to develop key skills (listening, questioning, conversation, team work, play, turn taking, sharing, conflict resolution and understanding of social norms).
- Inclusion opportunities across school.

Self-help and Independence:

We encourage all children to be as independent as possible in all areas of school life.

- Adventure - keeping ourselves safe
- Selecting appropriate clothing for weather
- Self-care - dressing, washing and drying
- Using cutting at lunchtime
- Travelling around school safely

Evidencing Outcomes

Evidence towards progress is collected in a range of ways and will include; written work, photographs, videos, observations and teacher tracking and assessment. Evidence books are kept for Mathematics, English, Science and Foundation Subject work (e.g. Art, History etc). These are shared with parents / carers during parents' evening.

Wider Achievement and Access to Resources

In addition to the more 'traditional' tracking of progress, children in the Satellite Provisions will also be encouraged to recognise, celebrate and develop their wider skills and interests. As well as accessing the resources available at their mainstream base school, children in the Satellite Provisions will also utilise the many resources and activities available at Highbury School. They may access sensory regulation resources, swimming, rock climbing, horse riding, a music and PE specialist, learn about horticulture and how to care for the environment, and learn how to ride a two-wheel or adapted bike. Children will also have regular opportunities to learn in the community with planned educational trips and visits. The children will attend a weekly celebration where parents / carers and their families are invited to attend.



Opportunities for inclusion

Both Copley and Withinfields have a well-evidenced commitment to inclusion where children are taught to accept and celebrate difference and diversity. Whilst children may need to be taught mainly in the Satellite Provision, it is anticipated that there are a variety of opportunities for them to develop their social skills during playtimes, lunchtimes, assemblies, extra-curricular activities, as well as learning within a mainstream class. Additionally, some mainstream pupils may access some sessions within a Satellite Provision.

The Teacher in Charge will work alongside mainstream staff to identify lessons and activities where children can participate. This may be linked to a specific topic; for example, if a child has an interest in History they may join in with lessons on the Tudors, or if a child has an aptitude for sport, they could participate in the mainstream PE lessons. Children are linked up to a single class to allow opportunities to form friendships.

At all times, inclusion opportunities into the wider school are carefully planned, monitored and supported by staff to ensure that outcomes are achieved, and children feel confident and happy. It is important to offer children in the Satellite Provision the opportunity to experience larger class sizes with mainstream peers who provide excellent examples for language and learning behaviour. Parents / carers are kept fully informed of all inclusion across school and children's views are considered on a regular basis. When children from the Satellite Provision are working across school, they are supported by a member of staff. At times this may be very discreet support, and some children may progress to accessing the sessions independently.



Placement at the Satellite Provision

Places at the Satellite Provisions are decided by the Calderdale SEN Team in consultation with Highbury School and parents / carers. The process for admission to a Satellite Provision is the same as admission to Highbury. The current school needs to hold an annual or interim EHC review and are advised to ensure a member of the SEN attends. The review paperwork must document that the parents / carers, school and / or the Local Authority are recommending a change of placement (please note: the request does not need to be supported by all parties and may be a parental request only). It is also useful to include the reasons why the change of placement is being requested.

The request to consult with Highbury will be managed by the SEN team and we advise that an additional note is added if you wish the LA and the Headteacher at Highbury to consider a Satellite Provision as a possible placement. The SEN team will then send the EHC Plan and review documents to the Headteacher at Highbury asking whether a place at a Satellite Provision is appropriate and available.

Whilst there is no set criteria for whether a child is suitable or not, the following must apply:

- Children must have an EHC Plan which identifies complex and significant learning needs and be able to successfully work with a Satellite Provision environment.
- Children must be in KS1 or KS2 and require a personalised and specialist curriculum delivered alongside the National Curriculum, with appropriate differentiation and modification.
- Children must be able to access some inclusion opportunities within a mainstream setting.

All decisions on placement at the Satellite Provisions are made following consideration of both the EHC Plan and updated information from schools and other professionals with knowledge of the child. It is essential that the EHC review document is detailed and includes as much information about pupil progress and assessment as possible. The Teacher in Charge or a member of Highbury Senior Leadership Team (SLT) will observe the child in their current setting and may also arrange a discussion with key school staff. The parent view and the voice of the child is also a central element of the decision-making process.

Frequently asked questions

What is a Satellite Provision?

The term "Satellite Provision" refers to our specialist SEN classes which are based within a mainstream school. The classes are led by specialist staff employed by Highbury School.

What school roll are children in the Satellite Provision placed on?

Children are on the Highbury roll and Highbury School are named on their EHC plan. Placing children on the Highbury School roll allows them to follow a relevant curriculum with opportunities for over-learning, generalisation and consolidation. Children can also be easily disapplied from National end of Key Stage testing if required.

How could this approach benefit my child?

Children signposted for a Satellite Provision will have been identified as struggling to follow a mainstream curriculum in a busy class environment. Children in the Satellite Provision will have a significant learning need that requires them to work at a slower pace with overlearning and concrete opportunities to consolidate key skills. They are working below the level of their peers in most subject areas. Crucially, professionals working with the child will recognise the benefits of working in a small teaching group with specialist staff, and opportunities for regular access to mainstream peers who can provide good role models for learning, language and communication.

What uniform will my child wear?

In order to fully feel part of their base school, the children would wear the Copley or Withinfields uniform.

Will my child receive transport support?

Transport assistance is in line with the Calderdale home school transport policy.

Will my child still have access to specialist services?

Highbury staff are experienced in working with children with significant SEND. The referral process for specialist services would remain the same. Where appropriate, the Teacher in Charge can refer to services such as speech and language, Physiotherapy and Orthotics through the Highbury referral model. A range of specialist staff from Highbury also support children who attend the Satellite Provisions and their families; this includes (but is not limited to) NHS nursing staff, our FLO (family liaison officer), swimming teacher, play therapist and sleep practitioners.

Who will I liaise with if I have questions or concerns?

Each Satellite Provision is led by a Teacher in Charge employed by Highbury School. The Teacher in Charge is able to pick up on any concerns about your child. Parents / carers are invited to contact the Teacher in Charge via WeDuc (our home-school communication system) or contact the school office. The Satellite Provisions are overseen by a Satellite Provision Manager and Highbury leadership team.

Who will monitor my child's progress?

Your child's progress is assessed and reported in the same way as now, via termly parents' evenings and an annual EHC review. As your child are following the Highbury Pathways curriculum, their progress and targets are against our assessment tracker which is B-Squared.

Which mainstream lessons would my child attend and how would they be supported?

Each child has different strengths, talents and interests. Satellite Provision staff would look very carefully at each learner's profile and in consultation with parents / carers and mainstream staff, determine which lessons they would benefit from the most. The level of support a child may receive would differ according to need and subject. The aim would be to ensure that children maintain their independence as much as possible and are not over-supported by an adult. The aim of the mainstream experience is to support confidence and self-esteem so children would not be placed in lessons unless everyone involved felt it would be successful.

What transition support is available when my child is moving to a Satellite Provision?

- Once your child's place has been confirmed by the SEN team, parents/carers, existing school staff (e.g. teacher / SENCO) and any other specialists involved (e.g. SALT, Portage and Therapy services) will be invited to attend a transition meeting. Detailed notes are taken in order to inform your child's pupil profile.
- At this meeting parents/carers will receive an admissions pack. This will include key information, such as uniform expectations and term dates, as well as a variety of forms to complete and return to school (e.g. medical needs and consent forms).
- The Teacher in Charge will visit your child in their current setting to introduce themselves, offer transitional support (such as social stories, visual calendars, photos) and complete a comprehensive observation.
- Your child is invited to attend multiple transition events where they can access play and learning opportunities within their new class, meet their classmates and key staff.
- Each child will receive a personalised transition book to give them reassurance and familiarity in the leadup to moving to their new school. If any additional resources / support is required this is organised on an individual basis.

- At the end of the Summer term (July) and beginning of the Autumn term (September) all children will follow the Highbury transition curriculum (RICE). The focus is on Relationships, Independence, Communication and Engagement. During this time, all children are supported to manage their emotions, understand and cope with changes.
- The Highbury Family Liaison Officer (FLO) will contact parents/carers to arrange a home visit and offer any additional support.

What support is available for parents?

We recognise that being a parent of a child with additional needs can be challenging and at times isolating. It is important for all parents to have a strong support network, and school leaders, teaching and support staff, as well as other parents will hopefully form part of this. Highbury offer parent well-being and behaviour consultations, and access to training, our school nursing team, sleep support team, play therapist and Family Liaison Officer. As part of a Satellite Provision, you will also be welcomed into the mainstream base school community. All schools hold regular parent events.

What are the options in terms of transition to High School?

Each child is unique and as such will follow a different journey. The most suitable options are discussed during their Year 5 EHC review meeting and families are supported every step of the way. Currently, Ravenscliffe School is the only Secondary Specialist School run by Calderdale LA. Trinity Academy Grammar and Halifax Academy run Resourced Provisions for pupils with SEN. Depending on the needs of their child parents may be invited to look at mainstream and independent options, as well as schools in other Local Authorities (e.g. Kirklees, Bradford and Leeds). More information is available on the Calderdale Local Offer.

What do parents / carers say about the Satellite Provision?

- My child is happy, safe and learning. He loves coming to school and has made loads of progress.
- He is really really happy. It has brought out a different side to him. He gets up and is excited for school.
- The Hub is very supportive of every aspect of her school life, teachers are very kind and helpful.
- Communication is very good. The timetable sent home is really useful as I can prepare him for the day. He seems to do a wide range of activities.
- She enjoys going to The Hub. We can see changes in her behaviour and she is trying to do things independently.
- The Hub team are like a family to (pupil name). Without the nurturing support and consistent approach he would not be as successful.

What do the children say about the Satellite Provision?

- We go on an adventure. Sometimes we go to the woods and I like playing hide and seek. It's nice when it is sunny. I stop, look, listen and then cross the road. I like playing on the MUGA and making friends with Springwood and Akroyden.
- I love doing sentences in Literacy. I use the Magic 5 to make sure they are really good.
- Highbury Garden School is fun. We help Tim to plant flowers, grow vegetables and dig.
- I like helping people tidy up when free choice is finished. I want to be a teacher when I am a grown-up.

What do staff say about the Satellite Provision?

- The Hub is a superb asset to our school. Our children love interacting with both the staff and children. They help us to provide a wholesome and well-rounded learning experience (Copley Teacher).
- Copley children absolutely love The Hub children sharing the school, lessons and playground with them. They are a pleasure to be around (Copley Teaching Assistant).
- The Hub (staff and children) have been an amazing addition to our school. Our children love it when they join our lessons (Copley Teaching Assistant).
- It's wonderful to see the Hub children interact with the kids of Copley, it's like they have been here forever (Copley Teacher).
- The Hub children and staff are brilliant to work with, well-mannered and good as gold (Copley Teaching Assistant).
- The Hub is a lovely and positive environment to work in. The teaching approaches in class are active and fun, and the routines and expectations are always consistent (Hub TA).
- The children's vocabulary and social skills have developed so much through integrating with their mainstream peers. They all love joining different classes at playtime, lunchtime and for lessons (Hub TA).

How do I arrange a visit to the Satellite Provision?

Parents / carers are first invited to visit a Highbury Specialist School where they will have the opportunity to watch a presentation, tour the school and speak with members of the leadership team about their child. Highbury School hold regular open events for parents / carers. Please contact the Highbury school office for more information on [01484 716319](tel:01484716319).

Visit Highbury School website to watch a video (made by pupils from Copley Hub) about our Satellite Provisions.

For further information on the Satellite Provisions please contact:

Highbury Specialist School Email: admin@highbury.calderdale.sch.uk Telephone: 01484 716319
 Calderdale SEN team Email: sen.team@calderdale.gov.uk