

# Prospectus 2018/19



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*An Active Learning Trust School*

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## 1. ABOUT HIGHFIELD LITTLEPORT & ELY

Highfield Littleport & Ely Academies are area community special schools taking children from a wide catchment area around Littleport and Ely. Places are offered to both girls and boys within a 2-19 age range. All of our pupils have Education, Health and Care Plans (EHC Plans), which means each pupil has a significant and complex learning difficulty. Some may have associated behavioural problems, physical disabilities, sensory, communication or medical needs. Highfield Ely is an established school which enjoys a very good reputation in the county and places are in high demand. The suggested maximum role is 120 pupils. Highfield Littleport opened in September 2017 and has a maximum role of 110. Both schools are Academies with the Active Learning Trust. Highfield Ely and Highfield Littleport share many resources, and have some shared staff roles across the sites, for example in Team Teach training and specialist roles such as a Teaching Assistant with a focus on developing provision for pupils with Communication needs.

The school is situated on the edge of the fenland town in Littleport and shares the same campus as Littleport and East Cambridgeshire Academy (LECA) secondary school and sports centre. The school is able to share resources with LECA and has a shared curriculum offer for the students that is most appropriate for.

The school has accommodation that includes specialist teaching rooms: Hall/gymnasium, a fully equipped hydrotherapy pool, food technology, science/technology, art, music, library, ICT, multi-sensory, soft play, sound/light room and a life skills flat. Visiting therapists have their own suite including offices and therapy rooms. We share minibuses with Highfield Ely and Littleport and East Cambridgeshire Academy, which enable pupils to access educational visits to various places including the swimming pool, leisure centre, riding stables, work related learning placements and in the future, college courses at Cambridge Regional College. We also have a dedicated outdoor learning practitioner who is trained to Forest Schools Level 3.

The school will be organised into two departments when it is at capacity—lower and upper. Lower encompasses Early Years, Key Stage One and Lower Key Stage Two. Upper encompasses the top end of Key Stage Two, Three and Four. Classes are small, staffed by a teacher and sufficient teaching assistants to ensure a healthy staff to pupil ratio. Sharing facilities, resources and expertise with neighbouring schools means excellent education for all, meeting each individual's needs.

## 2. HIGHFIELD ACADEMY AIMS

We aim that our learners are confident, happy and achieve to the best of their ability. Working collaboratively with schools in the local area means shared resources and excellent education for all.

We are committed to continually improve the work of the school and welcome the support provided by parents, staff, governors and professionals within the wider Trust. Highfield Littleport as a brand new school is not due for an Ofsted inspection until the academic year 2019—2020.

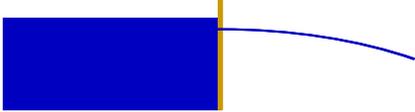
At Highfield we strive to provide a supportive, safe, nurturing and rich environment that ensures the best possible progress for all our learners. We celebrate the small and larger steps of progress our learners make. We continually review and develop our provision to meet the changing needs of our school population. Communication, social and emotional needs are central to providing an outstanding level of provision. We aim to provide a fun, child centred and flexible curriculum that teaches skills for life and sets learners up well for their future.

### **Highfield aims over the next three years to make its community one which:**

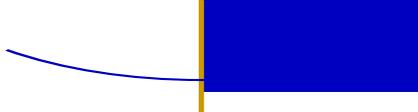
- Develop and consolidate the provision for pupils with the highest needs, including learners with Profound and Multiple Learning Difficulties
- Ensure that our learners are exceptionally well prepared for the next step in the learning or employment, focusing on the development of our work related learning opportunities in Key Stage 4 and Sixth Form, and extending our offer in KS4 to include Level One courses
- Continuing to track the progress of each pupil and groups of learners, working with the staff team to raise progress where it is not as good as it could be
- Amend assessment and monitoring systems to reflect the breadth of progress our pupils make, not just on curriculum subjects
- Have self-evaluation evidence that outlines clearly that provision for learners and their families is at least Good in all areas
- Use research to inform and develop our practice
- Develop a supported internship programme to fully equip our learners for the world of work
- Draw up an offer for KS4 and Sixth Form students that incorporates both Highfield sites.

### **3. The School Day**

The school day starts at 9.00 am and finishes at 3.15 pm. The lunchtime period is from 12.00 pm to 1.15 pm, with lower and upper lunch sittings being staggered. Morning or afternoon breaks are for 20 minutes. Staff are ready to receive pupils from their transport up to 15 minutes before 9.00 am and to supervise pupils getting onto transport for 15 minutes at the end of the day.



## **4. Admissions**



Places at Highfield are offered using the following criteria:

- The pupil has a statement of special educational needs, or and Education Health Care Plan or the process is underway.
- Paperwork is sent through the Statutory Assessment and Resources Team (START).
- Special school education rather than a mainstream setting can best meet the pupil's needs.
- Resources are available to meet the pupil's needs.
- The parents agree to the school's policies and/or its philosophy/ethos.
- The school offers a placement which is appropriate for the pupil and is the nearest available to their home.
- The placement has been agreed by the school and the Local Authority.
- If the pupil's medical needs cannot be met within existing resources the appropriate staffing is to be agreed and arranged within the appropriate authorities before the child is admitted.
- The school will be allowed full access to the pupil's medical, academic and social records where necessary to build up a complete picture of the child's needs as possible. This will ensure that any placement offered will be appropriate, both for the individual pupil and for other pupils already at the school.

Constraints on admissions:

- The pupil requires a residential placement.
- The pupil has communication/sensory/physical/social, emotional and/or behavioural difficulties but does not have learning difficulties.
- The pupil needs substantial and regular support from a teacher qualified in the teaching of the visually and/or hearing impaired.
- The pupil has other needs outlined in his/her statement that Highfield cannot accommodate.

## 6. ASSESSMENT, RECORDING AND REPORTING

**Pre-admission meetings** – This takes place shortly after a place has been offered, and is a time to gather some basic information about your child's needs in order that the transition into Highfield Littleport is as smooth as possible. Where appropriate we may also visit your child's existing setting to gather more information to assist transition.

**Assessment on entry** – On entry to the school, all children are assessed as to where their levels lie within each subject. Progress is measured from this point. Account is taken of previous assessment information from any previous setting through meetings if required with the feeder school. If required there will be an opportunity for home to school liaison.

**Annual reviews** – A meeting is held annually when each child's EHC Plan is reviewed, parents and professionals are invited. This is part of the statutory process for children who have an Education, Health and Care Plan.

A report of the pupil's achievements and progress is produced for this meeting against the EHCP Outcomes, and including progress data from individual assessment systems (up to the end of Key Stage 3) or qualifications (Key Stage 4 and Sixth Form).

**Individual Targets** - At the annual review the pupil's learning priorities are agreed in collaboration with the pupils parent/carer. These are used as a central source for teaching and learning to measure progress. Progress towards these targets is continually assessed in classes and are reviewed 6 months after they are set.

**Parents evenings** – We hold two parents evenings, one each in the Autumn and Summer terms. The focus for the Autumn evening is to discuss what we plan to work on through the year with your son or daughter. We will ask for your ideas! The Summer one is to feedback progress and discuss the next steps in your son or daughters learning.

## 7. BEHAVIOUR, SAFETY AND POSITIVE REWARD SYSTEM

One of the aims of the school is to help children to be aware of good behaviour and developing their strategies of self-control. Highfield Littleport provides a positive atmosphere in which pupils thrive. Individual members of staff deal initially with any difficulties but the Executive Headteacher has overall responsibility for any behaviour and safety issues. In some cases we work with outside agencies such as an Educational Psychologist or the Child and Adolescent Mental Health team (CAMH). We will always seek parental involvement and co-operation. Our behaviour approach is based on rewarding good behaviour, not punishing poor behaviour. All staff at the school are trained in positive handling techniques, Team Teach, and there are regular retraining programmes in place. In order to comply with this guidance parents may receive, at some stage, a letter informing them that their child needed to be held by a member of staff when all other intervention strategies have failed. Using safe holding techniques is always an absolute last resort, and pupils who present with challenging behaviour have Individual Behaviour Plans written and agreed with them and parents.

The school prides itself on valuing children's work and efforts. Each teacher has his/her own system for rewards in their class. Classes also have display boards inside and outside the classrooms so that pupil work can be celebrated. The Golden Book is a whole school method of reward; it is taken to the whole school assembly on Friday morning. Stickers and certificates are presented to children for very special achievements. Nominations for the Golden Book are written onto a special slip and handed in to the office on Thursday afternoon.

There is also a specially designed postcard, which can be sent from the head teacher directly to parents, when a pupil makes an exceptional achievement.

At the end of each year there are bronze, silver and gold medals awarded for outstanding achievement within each department.

Highfield  
High  
Five!



## **8. Child protection**

Highfield School fully recognises its responsibility to protect children and has arrangements in place to safeguard and promote their welfare. **Ofsted reported that ‘Safeguarding arrangements meet all requirements. ‘Under the Education Act 2002 (section 175), schools must make arrangements to safeguard and promote the welfare of children.**

Parents/carers should know that the law (Children Act 1989) requires all school staff to pass on information which gives rise to a concern about a child’s welfare, including risk from neglect, physical, emotional or sexual abuse. The staff will, in general, discuss any concerns with the parent/carer, and where possible seek their consent to a referral to Social Care. **This will only be done where such discussion will not place the child at increased risk of significant harm.** Schools will seek advice from Social Care when they have reasonable cause to suspect a child may be suffering or likely to suffer significant harm. Occasionally, concerns are passed on which are later shown to be unfounded. Highfield, as other area special schools in Cambs have specially trained ‘designated people’. They oversee child protection within Highfield and liaise with Social Care when necessary. Parents/carers will appreciate that the designated person for child protection was carrying out their responsibilities in accordance with the law and acting in the best interests of all children.

Through their day-to-day contact with pupils and direct work with families, staff at the school have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to the appropriate agency, normally the appropriate Child and Family Team (Social Care). Any concerns about a pupil’s well being will be reported straight away.

The Head of School is the lead Designated Teacher for Child Protection in the school. The Assistant Head is also trained as a designated teacher and will cover if the Head of School is absent. There is a school policy for child protection, which is updated annually. We have a designated governor for child protection at Highfield Ely.

### **Prevent Duty**

Highfield is fully committed to safeguarding and promoting the welfare of all its pupils. We recognise that safeguarding against radicalisation is no different from other safeguarding. The main aims of this statement are to ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen here and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.

## **9 Complaints Procedure**

Highfield Littleport works hard to minimise the causes for complaints. We hope that parents and carers will feel able to approach the school to discuss any aspect of their child’s education. Class teachers are the initial point of contact to discuss any concerns parents or carers may have, and are able to make an appointment with parents to talk about issues or difficulties upon request. It is hoped that most problems can be resolved this way but in the event of ongoing situations, parents can request an appointment with the head teacher. If matters are still unresolved parents may contact the governing body, via the school office or the Academy Trust if this in turn fails to answer your concern. Contact details can be obtained from the school office.

# Curriculum

## 10. SMSC

Our provision for the spiritual, moral, social and cultural development of our students is completely interwoven into our curriculum and takes many different forms to meet the varied needs of our young people. Our values are taught and modelled throughout every school day by every member of staff.

A class discussion on Sikhism which asks students to reflect on how Sikhs worship may have obvious spiritual and cultural aspects but our classroom expectations regarding taking turns in talking and listening to the views of others will also benefit pupils' social and moral progress.

All school assemblies at Highfield reinforce social development as we take turns in setting out and putting away chairs and also in presenting information. The topics of our assemblies will often cover a spiritual or cultural theme, from Ramadan to St. Georges Day. Each assembly also finishes on a celebration where we recognise and reinforce the positive achievements of students from across the school. Our students appreciate that achievement comes in many different forms and that it should all be recognised, no matter how small the increments of progress.

Highfield students enjoy many opportunities to learn outside of the classroom. These experiences range from walks to the local leisure centre café, to our annual visit to hear the Kings College Choir each Christmas to a summertime residential trip to Wales. All of these activities broaden and develop the spiritual, moral, social and cultural awareness of our students.

## LINC 19-25

LINC is a new provision specifically suited to meet the needs of young adults with PMLD. This provision will initially be based at Highfield Littleport Academy and will move to Highfield Ely Academy in 2020. LINC19-25 will offer specialist therapy services, such as Occupational Therapy and Physiotherapy and be able to meet the personal, daily and medical needs of young adults with PMLD.

We have a number of on-site facilities to support the learning and needs of our young adults:

- on-site hydrotherapy pool
- over-head tracking systems in all learning environments
- dedicated changing rooms
- access to specialist services such as Physiotherapy and Occupational Therapy
- sensory garden
- horticultural area
- adapted kitchen and flat for lifelong learning activities
- sports facilities

We will constantly track the progress of our young adults and offer accredited courses at LINC19-25. The exact program of study is mainly dependent on what has been studied prior to LINC 19-25. We can offer two accredited ASDAN courses: ASDAN Towards Independence and ASDAN Personal Progress.



**LITTLEPORT AND EAST CAMBS ACADEMY**  
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**Cambridge**  
Regional College  
first for training & skills

# Curriculum

Continued...

## Careers

At Highfield Ely we take careers education extremely seriously. We are using the Gatsby Charitable Foundation's benchmarks to develop and improve our provision. Our curriculum allows our students to gain a valuable understanding of the world of work and aims to help them overcome any barriers they may face when trying to enter the workplace. We measure the impact of our careers curriculum in a number of ways, from assessing pupils' understanding of theory work to how well they do in work experience placements. Wherever possible we also track our students' destinations post-Highfield to establish how many have entered the workplace.

We want to encourage as many of our students as possible to take up a work experience placement during Key Stages 4 and 5 when they reach this level of their education. We work in partnership with Ely's dedicated work experience coordinator to liaise with local businesses to source placements to benefit many of our young people. We are always looking for new providers so please do get in touch with Lisa on 01353 662085 or via [lgledson@highfield.cambs.sch.uk](mailto:lgledson@highfield.cambs.sch.uk) if you would like to work with us.

## EYFS & KS1 Curriculum Overview

Early Years education is considered to be the essential foundation upon which all pupils build the rest of their lives and is an education that encompasses all learning.

Early Years education is concerned with the physical, social, emotional, aesthetic and intellectual development of the individual child, with no one area standing in isolation from the others. We use the Early Years Foundation Curriculum as the basis for the curriculum in our first classes. It encompasses the transition from the Early Years Foundation Stage Curriculum through to Key Stage 1 and early Key Stage 2 where the National Curriculum is followed as a program of study. Staff are adept to the needs of the children and tailor the learning according to their needs and individual interests. We value contributions of learning from home and encourage parents to send in any 'WOW' learning moments that occur at home. Learning is a partnership between home and school.

Children learn skills and knowledge through topic based learning that ranges from animals to the weather. Some of our most recent topics include 'Spring has Sprung' and 'Tell Me a Story'. The children's learning is enriched by trips and visits, walks in the local community, visitors to the school and additional experiences and therapies. We have an onsite Music Therapist and work closely with Speech and Language Therapists, OT's and Physiotherapists.

In order to teach reading we use the government Letters and Sounds program. This is supported by the use of Jolly Phonics and Sound Write which are multi sensory approaches to teaching synthetic phonics. Children are also encouraged to take books home to share.

Each of the children's individual learning targets and next steps are taken into account through stimulating, fun activities. Combinations of different teaching styles are used to suit all pupils with learning taking place both indoors and outdoors. Each class has TEACCH stations set up in order to meet the needs of all pupils in the class.



**LITTLEPORT AND EAST CAMBS ACADEMY**

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# Curriculum Pathways

## Blue Pathway

Our Blue pathway is student centred and allows the complex needs of our students to be fully met. Our students usually have profound and multiple learning needs in addition to physical difficulties, complex medical conditions and/or sensory impairment. Our students operate within the early P scales (P1-P4) and often remain within this range throughout their time with us. Each student has individualised lesson outcomes for every lesson, based on their long term EHCP outcomes. The staff to student ratio is usually one to one, resulting in students' learning being constantly and consistently tracked while also providing a high level of personal care. Both teachers and teaching assistants have an in-depth knowledge of students' needs and intended learning outcomes and know how to encourage and support these students in the best ways.

Built into the Blue pathway are 5 core areas of learning which are implemented into our students' days. These are: My Body, My Thinking, My communication, My Independence and My Social Development. Our lessons take a sensory format, where we try to inspire as many of the senses as possible. This may be by using particular music to help students have an experience, it may be to use scents and tastes to aid exploration or it may be to offer particular textures.

We feel that for many of our learners a whole body awareness is a key priority, along with developing tools to aid communication such as making a choice or communicating a need. KS4/5 learners will also follow an accredited ASDAN program. We repeat lessons over at least one half-term to help our students anticipate what is happening and begin to initiate new ways to explore or play or move. By working collaboratively with our school therapy department, we ensure the physiotherapy needs of our students are met. Similarly, our liaison with other educational professionals and outside agencies help us to constantly review our working strategies and develop best practice.

We monitor the learning of our students lesson by lesson; this takes the form of observational notes and photographic evidence. Due to the nature of the complex learning needs these students have, linear level assessment does not always best show the steps of progress made. We therefore track student progress and assess against their EHCP outcomes as an ongoing process. We feel it is important to celebrate the steps of progress our students make and strive to communicate this regularly with our parents/carers. We highly value home school communication and welcome parents/carers contributing to the learning outcomes of our students.

## Green Pathway

At Highfield Littleport Academy we offer a specialised curriculum for students who require additional support with communication, coordination, self-help skills, and cognition. The focus of our Green pathway is to prepare our learners for their lives after leaving school including problem solving and independence skills. Our Green pathway focuses on the same five areas of learning as our Blue pathway:

**My Body:** Swimming, Rebound therapy (trampolining), sensory circuits, dance, physio programmes, yoga, massage, PE. **My Thinking:** TEACCH (including letter and number recognition), sensory stories, messy play investigation, parachute games, making choices, Art, attention building, Forest School. **My Communication:** AAC, PECS, intensive interaction, making choices, use of visual communication methods including objects of reference and visual timetables, independent and cooperative play. **My Independence:** Cooking, living skills, touch and taste sessions, learning opportunities during personal care and dressing, lunchtimes. **My Community:** Parallel play, Leisure Centre Café coffee morning, assemblies, shared activities with other classes, lunch and break times, school trips.

Our classes have a high ratio of staff to pupils, enabling a personalised curriculum and assessment system based on the pupils' EHCP outcomes. This allows for pupils' individual learning needs to be addressed in the most appropriate way, whilst providing a sense of belonging to a class group and creating a higher level of self esteem.

# Curriculum Pathways

## Yellow Pathway

In **Key Stage 2** the Yellow Pathway builds on the foundation years and works towards the greater diversity offered at Key Stages 3 and 4. The emphasis of the Yellow pathway is on developing key skills and knowledge whilst fostering a real love for learning, focusing on the core subjects of English, Maths, Computing, PSHE and Science.

The aim of giving these areas a more prominent role is to enable the children to develop skills that will allow them to access a more diverse curriculum when moving into Key Stage 3. A range of topics are studied within each of these curriculum areas which rotate over a two year long term plan. Examples of these include 'Stories from other cultures' in English and 'Time' and 'Money' in Maths. We recognise the need to utilise practical, multi- sensory activities and resources with our students, in particular those with additional sensory needs.

Phonics is taught using the 'Letters and Sounds' programme and the teaching of reading skills are approached in a developmentally incremental way. Our curriculum content is aligned with Littleport and East Cambridgeshire Academy to facilitate students studying lessons at different parts of the campus. The learning is then appropriately differentiated in order to ensure it is broad, balanced and accessible to each individual.

Alongside this emphasis on core skills is the recognition that children will thrive when given an opportunity to explore all areas of their creativity and abilities. We therefore include a wide variety of foundation subjects and 'special' curriculum areas that provide stimulation and help to meet the individual needs, including the physical needs, of the children. Opportunities available where appropriate include input from specialist sports coaches, music teachers and therapists and specialist TAs who lead on communication and structured teaching approaches. Where appropriate students have access to specialist literacy interventions which focus on promoting further progress in early phonic and reading skills. Progress within the P-levels and National Curriculum levels are monitored through class room observation, students work and contributions in lessons. This evidence is recorded through the use of 'Learning Journey' books which collate this evidence and progress is then tracked using our individual assessment tools. In **Key Stage 3** we build on prior attainment by ensuring a smooth transition through a progression in teaching and learning. We aim to deliver the Key Stage 3 National Curriculum but we will adapt this curriculum to the needs of every pupil ensuring that they can continue to develop skills previously taught, learn new and exciting skills and fulfil their potential.

The Key Stage 3 National Curriculum document provides the basis of topics taught. As the programmes of study for Key Stage 2 are not fully covered at Highfield in that Key Stage, we have incorporated some Key Stage 2 topics, especially in humanities, into our Key Stage 3 curriculum. The framework is a guide of what is to be taught during the three years that pupils spend in this Key Stage. We ensure a breadth and balance across each term, each year and the whole Key Stage to ensure appropriate coverage of the National Curriculum. The schemes of work are planned using additional advice and guidelines from the DCFS, QCA and Cambridgeshire Education Authority. In each of the Key Stage 3 classes Numeracy and Literacy skills are taught as outlined in the primary framework but all schemes of work address skills in Key Stage 1, 2 and P scales. Pupils are streamed according to ability for these subjects also and these core skills are reinforced throughout all areas of the curriculum whenever the opportunity arises.

Students from 14 to 19 will follow a curriculum that is designed to build on the learning they have done throughout the school and prepare them for life beyond Highfield. There is a balance between continuing to develop key skills and introducing a greater emphasis on work related learning and life skills. There are opportunities to follow foundation GCSE courses at LECA for some students where this is the most appropriate course of action. All students follow courses accredited by examining bodies - at present these are OCR Life and Living Skills and AQA Unit Award Scheme. These courses are based on work completed in school and involve a wide variety of relevant opportunities.

## **11. Equality at Highfield**

Through the Equality Policy, the school seeks to ensure that no member of the school community or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified. This covers race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependants, disability, sexual orientation, gender reassignment, age, trade union or political activities, socio economic background, where the person lives or spent convictions.

The principles of this policy apply to all members of the extended school community – pupils, staff, governors, parents and community members.

Equality at Highfield is based on the core values. All pupils in the school are entitled to learning experiences which will enable them to achieve their potential and enrich their lives. The management and Governors of the school are committed to ensuring high expectations of staff and pupils and providing a high quality learning environment within the limits of available resources. We place a high value on diversity in the school and treat every member of the school as an individual. The ethos of the school supports the development of self-respect and self-esteem in all pupils, staff and the community it serves. The school encourages pupils to become responsible and independent while preparing them for their role in a wider social context. This policy supports and reflects the objectives of the LA document '*Equality and Community Cohesion*'.

## **12. Family Liaison Worker**

Highfield Ely have a Family Liaison Worker who can act as a support to Highfield Littleport parents upon request. Family workers and support can be accessed through the Locality Team via school processing an Early Help Assessment which is forwarded on to the assessment team.

### 13. Health and Welfare

Contact is maintained with the Special School Nursing Service who also visits and works with class teams to meet any medical needs. It is paramount to maintain the safety and welfare of our pupils and this is the duty of all staff. A member of staff trained in first aid swiftly deals with any accidents, which occur during school hours. The accident is recorded in the Accident Book and parents informed by the class teacher. In the event of any serious accident or concern parents will be informed immediately.

If a child requires medication it is best administered at home, but if it is essential to give the drug during the school day a designated member of staff is able to give it provided a written consent form has been signed by the parent. The drugs must be clearly labelled with the child's name, the name of the drug and the dosage.

The administration of more complex medication will require a trained member of staff to administer it and only after a written agreement with the parents and either the Consultant Paediatrician or School Nurse.

### 14.



SOHLA (Supporters of Highfield Littleport Academy) is a group of friends, parents, carers and teaching staff who work together to organise fundraising and social events in support of Highfield Littleport Academy.

We raise money to benefit all children attending Highfield School and requests are made by students and teaching staff on specially-designed forms held in the school office. We are newly formed but have fundraising goals towards obtaining outside play equipment and to develop a sensory garden. Our popular events include an Easter Raffle and a Summer Fair.

If you would like to join us (please don't feel you are obliged to attend every meeting), or would simply like to find out more, please contact the school office or view the SOHLA pages on the Highfield Littleport Academy Website. For more information you can also email our chair on

[PTAchair@highfieldlittleport.org](mailto:PTAchair@highfieldlittleport.org)

## 15. Home-School Agreement and Communication

Parents are always welcomed to the school. The Headteacher and staff endeavour to foster and maintain close links with parents and are willing to discuss children's progress and concerns formally or informally at any convenient time, by appointment. A copy of the **Home-School Agreement** is below.

Regular meetings are planned to give parents the opportunity to consult staff about their child's progress. The annual review of the EHC Plan is an important meeting for staff, parents, pupils and other professionals when progress is assessed and new priorities are planned for the forthcoming year.

<p style="text-align: center;"><i>Highfield Littleport Academy</i></p> <p style="text-align: center;"><i>Home/School</i></p> <p style="text-align: center;"><i>Agreement</i></p> <p style="text-align: center;">Highfield School will:-</p> <p style="text-align: center;"><i>Be open and welcoming at all times</i></p> <p style="text-align: center;"><i>Care for your child's safety and happiness</i></p> <p style="text-align: center;"><i>Encourage each child to achieve their full potential</i></p> <p style="text-align: center;"><i>Provide a suitable curriculum to meet the needs of your child</i></p> <p style="text-align: center;">Inform parents promptly of any matters relating to your child</p> <p style="text-align: center;"><i>Report to parents about the progress of each child and general school matters</i></p> <p style="text-align: center;">Signed _____ Headteacher</p> <p style="text-align: center;">The Parents will:-</p> <p style="text-align: center;"><i>See that my child goes to school regularly</i></p> <p style="text-align: center;"><i>Inform the school by 'phone or letter if my child is absent</i></p> <p style="text-align: center;"><i>Tell the school of any concerns or problems that might affect my child</i></p> <p style="text-align: center;"><i>Attend the Annual Review Meetings to review my child's progress</i></p> <p style="text-align: center;"><i>Show an interest in my child's work at school and help them to achieve their best</i></p> <p style="text-align: center;"><i>See that my child is suitably dressed and equipped</i></p> <p style="text-align: center;">Child's Name _____</p> <p style="text-align: center;">Parent/Guardian Signed _____</p> <p style="text-align: center;">Date _____</p>
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Letters are sent home from school with the children to relay important news or information. Teachers also keep a home-school diary, which travels between home and school with the child; it is used by staff and parents to write down messages or news. Some students are expected and able to carry information to and from school independently. Teachers or office staff will also phone if a conversation is needed. Parents are asked to keep a good level of communication up with the school as well. Highfield has Parentmail, which is an email system for sending home letters and information from the office. Parents are encouraged to set this up when their child enters the school. Classes also use Class Dojo to share photos of learning throughout the day.

## 16. Leavers Destinations

Currently we have no Leavers

<b>ROUTES TAKEN BY LEARNERS WHEN LEAVING HIGHFIELD</b>
Impington Village College—IDEAL
Cottenham Village College and 6th Form
Cambridge Regional College
College of West Anglia
Other complex needs school
Huntingdon Regional College
Social Care and Enterprise
Not in Employment or Training (NEET)



## 17. Dogs on site

No dogs are allowed on site unless there are exceptional circumstances agreed with a Senior Leader. 'Dogs with jobs', i.e. Guide dogs for the blind and PAT dogs are allowed with the necessary risk assessment.

## 18. No Smoking Policy

Highfield School has an agreed no smoking policy, which advises all parents, staff, governors and visitors that smoking is not permitted in any part of the school premises.

## 19. Pupil Premium

We receive a certain amount of funding for pupils who are entitled to free school meals, are children with parents in the armed forces, adopted, or are in looked after care. We use this funding in a variety of ways specific to each individual and group to facilitate progress. We also use the funding for subsidising residential educational visits.

## 20. LINC 19—25

### Learning, Independence, Needs & Care



LINC19-25 is a new young adult provision specifically suited to meet the needs of young adults with PMLD. This provision will be initially based at Highfield Littleport Academy and will then move to Highfield Ely Academy in 2020.

LINC19-25 will offer specialist therapy services, such as Occupational Therapy and Physiotherapy and be able to meet the personal, daily and medical needs of young adults with PMLD.

We have number of on-site facilities to support the learning and needs of our young adults:

- on-site hydrotherapy pool
- over-head tracking systems in all learning environments
- dedicated changing rooms,
- access to specialist services such as Physiotherapy and Occupational Therapy,
- sensory garden
- horticultural area
- adapted kitchen and flat for lifelong learning activities
- sports facilities.

We will constantly track the progress of our young adults and offer accredited courses at LINC19-25. The exact program of study is mainly dependent on what has been studied prior to LINC 19-25. We can offer two accredited ASDAN courses: ASDAN Towards Independence and ASDAN Personal Progress.

*Specialist learning provision for young adults with PMLD*

## 21. Shadow Governing Body and Trust Board

The Shadow Governing Body have a role as being 'critical friends' of Highfield Littleport. This means that they provide support and challenge in order that the school provides the best it can for its pupils. The main aim of the governing body is to maintain and improve its school's standards of education. The responsibilities of the governing body are defined by legislation. A Guide to the Law for School Governors addresses governors' responsibilities in detail and can be accessed through the Department for Education website [www.education.gov.uk/schools/leadership/governance](http://www.education.gov.uk/schools/leadership/governance).

The work of a Shadow Governing Body can be divided into three key areas:

- Setting the school's vision and strategic aims, agreeing plans and policies, and making creative use of resources.
- Monitoring and evaluating performance, acting as a critical friend to the Headteacher to support and challenge them in managing the school.
- Ensuring that the school is accountable to the children and parents it serves, to its local community, to those who fund and maintain it, as well as to the staff it employs.

The Shadow Governing Body is made up of parents, staff Governors and Trust Governors. The Full Governing Body meets once every half term.

The Trust Board overarches all of the Active Learning Trust Schools. They are all non-paid volunteers with a strong interest in running successful schools for their pupils. More information can be found on the Active Learning Trust website at <http://www.activelearningtrust.org>

## **22. Pupil Progress and Key Stage Results**

### **How much progress do pupils make at Highfield School?**

All of our pupils have an Education, Health and Care Plan. Most of our pupils spend the majority of their time at Highfield School working below that which would be expected in mainstream settings. Our assessment systems are bespoke to the curriculum Pathway the pupil is on.

Our Assessment systems include:

- Closely matched targets based upon EHCP outcomes, which are regularly assessed and updated a minimum of twice yearly according to progress made.
- Progress meetings between the Key Stage Leader and Head of School half termly. Each pupil's progress is discussed, and any actions arising agreed and put into place.
- External accreditation for all pupils in our KS4 and Sixth Form (though currently we have no KS5 and Sixth Form aged students).
- Annual Reviews that are held for every pupil and student in partnership with parents/carers and appropriate agencies. A full report is made and a meeting is held to review the statement, discuss achievements and agree new IEP targets. A parents evening is held twice a year, one in the Autumn and one in the Summer term and individual meetings can be requested during the year.

## **23. Religious Education and Collective Worship**

Religious education is part of our regular curriculum for all pupils. The school uses the Cambridgeshire agreed syllabus for RE, which is modified for our pupils level of need and understanding. There are whole school and department assemblies each week. Some assemblies are lead by a visitors. If you wish to withdraw your child from Religious Education please contact the Head of School.

## **24. School Meals**

Our school meals are provided by an outside caterer. We believe that our school meals offer good quality, healthy choices that are freshly prepared each day. Pupils can choose to have a school dinner or bring a packed lunch from home each day. We provide fridges for packed lunch storage. If your child would like to have school dinners on some days each week this is fine. The menus are posted on our website. We try to accommodate each individuals needs with regards to dietary requirements however we do encourage pupils and parents to make healthy choices. Payment is via Parent Pay only as we are a cashless school.

### **Free school meals**

Check if you are eligible for free school meals by visiting Cambridgeshire County Council website at:

[http://www.cambridgeshire.gov.uk/info/20059/schools\\_and\\_learning/294/help\\_with\\_school\\_and\\_learning\\_costs/2](http://www.cambridgeshire.gov.uk/info/20059/schools_and_learning/294/help_with_school_and_learning_costs/2)

## **25. School Transport**

Most children are transported between home and school in taxis or mini-buses. However, if you live within a certain distance from school you may not eligible. Please use the following address for further information:

[http://www.cambridgeshire.gov.uk/info/20059/schools\\_and\\_learning/496/school\\_transport](http://www.cambridgeshire.gov.uk/info/20059/schools_and_learning/496/school_transport)



## **26. School Uniform and Dress Code and Mobile Phones**

School uniform is highly recommended as it is felt that this adds to the school's ethos and gives children a sense of belonging. All clothing needs to be clearly labelled with the child's name. There is no objection to small ear studs but not drop earrings and loops. In the interest of safety, damage or loss, avoid allowing children to wear any valuables such as jewellery or expensive watches. Earrings will be removed for P.E. lessons for safety. Extreme hair styles such as brightly dyed hair and Mohican- style haircuts are not accepted. The school has a uniform, which consists of a navy blue sweatshirt, white polo shirt and dark skirt or trousers. Students at KS4 have a black sweatshirt, and in the Sixth Form there is no uniform, but a dress code. Please see below for further details:

### **Girls**

Navy blue sweatshirt

White blouse / polo shirt with collar

Dark knee length skirt or dark trouser (elasticated or fixed waistband)

Sensible shoes or trainers

Hat for sun protection

Coat for sessions outside

In the summer,  $\frac{3}{4}$  length dark, plain trousers are acceptable

### **P.E.**

White T-shirt

Dark shorts

White socks

Trainers or plimsolls

One piece swimming costume and towel

Boots with definite heel for horse riding (if they access riding)

### **Boys**

Navy blue sweatshirt

White shirt / polo shirt with collar

Dark trousers with elasticated or fixed waistband

Dark shorts in summer up to year 6

Sensible shoes or trainers

Hat for sun protection

Coat for sessions outside

## **26. School Uniform, Dress Code and Mobile Phone**

### **P.E.**

As for girls

Plus swimming shorts or trunks and a towel

Boots with definite heel for horse riding (if they access riding)

### **Upper School**

As above but with black sweatshirt instead of blue

Sensible safe dress, discreet make up allowed

### **Sixth Form**

School uniform is not required, but clothes worn must not be any of the 'inappropriate items below'.

### **Inappropriate Dress**

- No jewellery, but pierced ears simple studs may be worn (one pair only)
- No jeans, tight leggings, crop tops, skimpy shorts, dresses or skirts, low cut tops or other dress that Senior and Middle Leaders think inappropriate for school.
- No high heeled shoes, mules or flip flops. We don't recommend open toed sandals due to the risk of injury from wheelchair users, trip hazards and outside play.
- No hair styles such as mohicans, tramlines or other shapes shaved into hair, or bright hair colours.

All clothing needs to be clearly labelled with the child's name to reduce the risk of it going missing in school.

### **Forest Schools (Primary)**

**For the cold weather (please bear in mind your child is likely to get muddy!):**

Hats and gloves  
Jumper or fleece  
Warm socks (plus spares!)  
Wellington boots  
Waterproof clothing  
Coat

**For the hot weather:**

Sun cream  
Sun hat (preferably one that offers protection for the back of the neck)  
Sensible, sturdy closed toe shoes  
Preferably covered legs (no shorts)  
Spare socks  
Wellington boots  
Waterproof clothing  
Jacket

## **Mobile Phones and Personal Possessions**

There are a number of potential problems with the use of mobile phones in school, including risks to the safety of our learners.

We ask that you discourage your child from bringing a mobile phone to school, as they are valuable and may be lost, damaged or stolen. The school accepts no responsibility for theft, loss, damage or health effects (potential or actual) relating to mobile phones, other digital equipment or any other personal items, and will not undertake any related investigation. It is the responsibility of parents and pupils to ensure mobile phones and other digital equipment are properly insured.

We do recognise, however, that for some learners, mobile phones may provide some entertainment on the journey to and from school.

### **Mobile Phone Rules**

1. Personal mobile phones and other digital equipment must not be used for any purpose while on school premises (e.g. phoning, texting, surfing the internet, listening to music, taking photos, taking videos). They must be switched off before exiting transport and remain off until safely seated in transport to go home.
2. Phones must always be switched off (not on silent mode) and handed to the class teacher on arrival at school.
3. Class teachers will lock mobile phones away.
4. If a pupil breaches these rules, the phone or device may be confiscated and will remain with a member of staff until the end of the day.
5. Pupils who refuse to give their phone to a staff member will be in breach of the behaviour policy and may be subject to sanctions.
6. Phones must not be taken into examinations.
7. Photos of learners and staff must not be taken (including transport staff).

### **Emergencies**

If parents need to contact children urgently they should phone the school office and a message will be relayed promptly.

## **27. Sex and Relationships Education**

Our school policy and agreed curriculum for sex education is delivered as a part of Personal, Social and Health Education. It is part of the governing body's responsibility to review this and parents' views are welcomed to support this process.

Parents have the right to withdraw their child from Sex and Relationships Education at any time but should first discuss this with the Head of School.



## **28. Swimming and Horse-riding**

We have a hydrotherapy pool on site which is used to deliver individual therapy programmes. Key Stage two students and up swim at the local pool in Ely. Horse riding is arranged and funded by the Riding for the Disabled Association at stables locally. Children are referred by the class teachers where they feel a pupil would benefit from the RDA sessions for reasons such as to enhance balance and co-ordination, self-esteem or communication.

## **29. Therapy Provision**

Physiotherapists spend regular time in school assessing and working with individual children and staff on physio programmes. The physio also helps to obtain specialist equipment when required.

Speech Therapists are also based on the school site and work with pupils who have identified speech and language needs. In the main they assess the pupil's individual needs and the class team then carry out a programme within the class timetable. For some pupils, their programme will mean sessions with the speech therapist on an individual or small group basis.

The occupational therapist works regularly with the children in the classroom and advises staff on suitable activities, equipment and seating, often liaising with parents and the other therapists.

A Music Therapist is employed by Highfield Ely of which we can access in certain cases. Inclusion into music therapy sessions is via teacher referral, and parents can put their child forward for this if they wish.

### **30. Use of Photography and Images**



During the school year there may be opportunities to publicise school activities which may involve the use of an image of your child. This could be a photograph, video or website image. The school also regularly uses images for pupil achievement records, these become the property of the pupils when they are completed.

The school has adopted certain safeguards in order to minimise any risk to your child

- We will avoid the publication of your child's full name with any image on any of our school material/website, etc.
- Only appropriate images will be taken - i.e. children will always be fully dressed and in designated areas
- Images will be kept securely
- Any external photographer will have the validity of their organisation checked
- Appropriate levels of supervision will be undertaken at all times

Please note that the school does not have control of how images taken by the media are published.

The school respectfully requests that parents are sensitive to child and staff privacy and do not publish images on any web pages, including personal social networking sites.

### **31. Volunteers, Work Experience and Students**

We are always pleased to welcome the help of volunteers who come to swimming or riding sessions, workshops and may help in the classroom. All volunteers are subject to the usual DBS and safety checks. A number of students from local secondary schools and local further education colleges spend time with us on work experience placements.