

CURRICULUM

- The school offers a **developmental, skills based, creative, sensory curriculum.**
- This **meets the statutory requirements** of the National Curriculum.
- It is supported by a range of additional published curricula to help with planning, target setting and assessment.

SEE ALSO ENRICHMENT CURRICULUM

PERSONALISED LEARNING

- The goals from the Statement or EHCP are broken down into targets on an **Individual Learning Plans** which are reviewed regularly with parents.
- A range of interventions can be used within the Learning Plan to support pupil progress. These include hydro, rebound, Intensive Interaction, aromatherapy, music therapy, sensory, play interventions, emotional, social and behavioural support through the HAVEN, food therapy, horticulture and a range of communication interventions. See also Communication Rich Environment, Environment and Specialist IT.

SPECIALIST IT PROVISION

- All pupils have access to
- a range of specialist software to support their learning.
 - Computers with touch screens
 - Laptops and notebooks
 - Ipad and support through Ipad Champions
 - Eyegaze equipment
 - interactive SMART boards
 - A Light and sound room
 - A SMART table
 - Sound beam equipment
 - An Interactive Floor
 - An Interactive Sensory Garden
 - The Interactive Road

FOR MORE INFORMATION CONTACT US

TELEPHONE: 01274 484242 FAX: 01274 484217

WEBSITE: www.chellowheightsschool.co.uk

GENERIC SCHOOL OFFER

- The school offers **educational provision for children with Special Educational Needs and Disabilities (SEND) aged 2 to 11 years.** This includes children who have severe and profound learning difficulties and complex needs including Autism and a range of syndromes.
- **The provision is across two sites.** Chellow West is in the BD9, Heaton district and Chellow South is in the BD6, Low Moor district.
- **Admission** to the school is through the Local Authority SEND placement panel that consult the school and decide the most appropriate placement. Pupils, at present, usually have a Statement of Educational Need (Statement) and in the future will have an Education, Health and Care Plan (EHCP) however; we do take some children on assessment placements.
- **Funding** is through the High Needs Block funding system where pupils are funded according to the council agreed levels for different needs.

STAFFING

- **Favourable pupil/staff ratios** supporting a child's needs identified through the high needs provision range
- **Teachers have experience in working with pupils with SEND** some have additional specialist qualifications for example, in autism, deafness, visual impairment, multisensory impairment, PECS, Talking Partners, Makaton, Rebound.
- All staff are **trained in Team Teach and Moving and Handling**
- All staff are trained in a **range of communication interventions**
- All staff have access to training through an **extensive continuing professional development and appraisal programme.**
- Staff **work alongside other professionals** to meet the needs of pupils.

MULTIPROFESSIONAL LINKS, SPECIALISTS & EQUIPMENT

- We work with a range of professionals to meet the learning, physical, sensory and behavioural, social and emotional needs of our pupils. These include: BDMC commissioned NHS staff Speech and language Therapists, Occupational and Physiotherapists, dentists other and groups for wheelchair services etc. CAMHS, Music Therapists, Local Authority Staff such as Educational Psychologists, Social Workers, specialist teachers for VI, HI, MSI,, Autism, specialist Training Agencies and sports coaches,. **We secure access to specialist equipment** through NHS, charities, the local council, and sponsorship from local companies.

ENVIRONMENT

BOTH SITES

Both schools are designed to support the needs of children with SEND. This includes

- Rooms with hoists
- Hygiene rooms
- Quiet working areas
- Access to Light and Sound
- Access to rebound
- Access to swimming/hydro
- Access to soft play
- Specialist evacuation procedures and equipment in event of emergencies.

CHELLOW WEST

- All the provision is on site except swimming which currently takes place at Hazelbeck Special School.
- In addition the grounds contain a wheelchair accessible 'fort' climbing and slide area, secure front play / maths outdoor learning space that also has a unique interactive road system with working traffic lights and pelican crossings to help children learn road safety and 'Bikeability' in a safe learning space.
- A sensory garden
- A multi use play area (MUPA)
- A large outside learning classroom
- Access to a forest school
- Shared grounds with Heaton Primary
- A quiet and secure courtyard

CHELLOW SOUTH

- Has access to all the 'both site' provision and aims to have a lot of the specialist provision on site as soon as possible after opening in September 2014.
- Some of the provision may be through portable units on opening in September 2014.

COMMUNICATION RICH ENVIRONMENT

- All forms of communication are valued and where possible we provide them as part of a pupils' day to day access to learning. Systems include: Makaton, Intensive Interaction, Objects of Reference, Symbols and Symbol Exchange, Real Objects, Photographs, high and low tech communication devices, eye-pointing (this is not an exhaustive list)

ACCESS ARRANGEMENTS

- Both sites are designed to meet the needs of people with disabilities who require supported access.
- We have high expectations for all pupils
- We deliver a Child Centred Curriculum which meets the range of pupil needs
- School based minibuses and drivers
- School website / Newsletters
- Prospective parent visit opportunities

(Access to Local authority transport and escorts is on the nearest available school basis through the Local Authority consultation process NOT through school.)

ENRICHMENT CURRICULUM

- Chellow West is co-located with Heaton Primary We join together for celebration and fundraising events throughout the year. We also have access to their Forest School by arrangement.
- Pupils have access to a range of community activities and visits using our school minibuses or hired specialist transport. These include donkey therapy; visits to cafes, supermarkets, parks and museums.
- Pupils have opportunities to represent the school at sporting events throughout their time in school or other activities such as music.
- Rewards and achievement schemes support pupils' motivation to learn and celebrate their successes.
- Pupils take part in celebration events throughout the year
- A range of play equipment including a wheelchair accessible castle, interactive road with working traffic lights, sensory garden help support learning and enrichment opportunities.

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PLANNING, ASSESSMENT & IMPACT

- We use a 2 year long term planning cycle which all year groups follow. This is based on a creative curriculum topic theme. Classes choose how to cover topics based on the needs and interests of pupils
- We assess pupil progress against and set targets using P levels and the Progression Guidance expectations from 2010. The school also can use CASPA, a commercial package to support this process. (To be reviewed September 2014)
- We monitor and evaluate the impact of our work in a range of ways including monitoring of assessment results for different groups of pupils including those entitled to Pupil Premium, auditing our provision maps, ILP achievements, planning and work scrutinies and curriculum coverage analysis.

STRATEGIES TO SUPPORT PERSONALISED LEARNING

- **Planning** is based on parent/school discussions to establish needs, priority goals and medium and long term targets recorded through:
 - Annual Reviews
 - Individual Learning Plans
 - Differentiated planning and resources
 - Differentiated Transition Plans
- **Additional Support** is provided for pupils identified as **underachieving** or as **gifted and talented** through our assessment and target setting work. A range of additional support measures are provided according to need **including but not exclusively**

CLL

- Specialist MSI/VI/HI programmes
- Symbols in print/ eyegaze/Clicker programmes
- Talking Partners/ PECs/ Call and Response
- Fine and gross motor skills programme
- See and Learn/ Read, Write Inc./ singing phonics
- Range of AAC programmes

Maths

- Community 'real' maths
- Cross curricula maths including food technology, soft play, sensory garden maths
- Formal maths intervention programmes

A range of support is also offered through specialist IT. Specific interventions to meet individual needs may be established through our **multi professional work** with **Educational Psychologists, Occupational and Physiotherapists, Speech and Language therapists.**

FAMILY ENGAGEMENT, SUPPORT, EXTENDED SCHOOLS AND CHELLOW HEARTS

- A family support worker/bilingual support worker are available to support families.
- The school operates a home/school diary system to share information in addition to the annual meetings and half termly ILP parents meetings
- 3 Parent Governors are in post.
- Support is available for transitions
- Text messaging service and email/ website links
- Newsletters
- Our weekly parents group offers social opportunities, training and information sessions including support for communication and behaviour
- Our parents group is also a registered charity ' Chellow Hearts'
- Chellow Hearts runs a range of fund raising events for school throughout the year.
- Afterschool club currently runs 2 x per week on Chellow West – Wednesdays and Thursdays.
- Alternate Saturdays we run family swim sessions in our hydro pool.
- Tuesday and Thursdays for the first four weeks of summer holidays we run Stay and Play Sessions.
- We work with health professionals to provide support for parents on a range of needs through reviews and specialist training sessions.

FOR MORE INFORMATION CONTACT US
 ADDRESS: CHELLOW HEIGHTS SCHOOL, THORN LANE,
 BINGLEY ROAD, BRADFORD, BD9 6AL