

Heltwate School



Prospectus/Parent Handbook

2018- 2019

Welcome

Heltwate school is a place where we are transforming the lives of the pupils we work with.

We are a happy and vibrant school with a dedicated staff team providing Very Good standards of teaching and excellent pastoral care.

Heltwate offers a safe and welcoming environment where pupils enjoy their learning.

Adam Brewster, Head Teacher.



At Heltwate we believe all of our young people have unique strengths and abilities. We provide a focused personalised curriculum which follows a modified national curriculum. We are proud of our partnership working with a range of external agencies and the close relationships we forge with our families.

Heltwate School provides a curriculum suitable for children and young people within the SLD/MLD cognitive range, their ability to make progress will be limited across all areas of development. They may have a lifelong learning disability which requires a multi-disciplinary service response. Children will have been assessed using standardised testing of cognitive functioning and will be performing below the 1st percentile. For primary age children, National Curriculum attainment levels will predominantly be in the range P6 to Year 1 primary curriculum. (principally in PSHE, English and Maths) All pupils will have an Education Care Plan.

Children, joining Heltwate, will be functioning at significantly below their chronological age, i.e. below half their chronological age in most areas of development. They may have an inconsistent development profile. A differentiated and personalised curriculum will be provided to meet their significant needs. The opportunities for independent learning and activities may be limited

“As you step through the doors you are aware that you are entering a very special caring and nurturing environment”.

“A place where special things happen and every person counts”



Our School;

Heltwate encourages pupils to do the best they can to achieve their potential in a safe, supportive and calm environment by a team who supports them throughout their time here.

We aim to:

- To provide a happy, stimulating, supportive, secure and positive environment which is high in expectation and which creates a strong feeling of community.
- To provide a broad and balanced education based on the National Curriculum.
- To ensure pupils in all key stages will receive age appropriate, relevant, curricular opportunities and experiences, which will reflect and respect differing developmental levels.
- To promote equality of opportunity to maximise pupil potential, academically, morally, socially and emotionally.
- To ensure personal and social needs are met.
- To stimulate in pupils a positive attitude to lifelong learning through a foundation of curiosity and interest in the world around them.
- To provide pupils with opportunities to develop active leisure interests which will enhance their adult lives.
- To promote continuity and progression through collaboration, joint planning and evaluation.
- To maintain efficient recording, assessment and reporting processes.
- To be active in its partnership with parents/carers and all other agencies.
- To ensure that all staff feel valued and able to contribute positively to the development of the school.
- To encourage and support the professional development of all staff thus promoting continual school development.
- To forge links with the community, its people, schools, business, social groups, and those training in the education and caring professions.
- To act as a base for local groups.



The School Day

School starts at 8.40 a.m. Pupils arrive on transport from 8.40 a.m. and come straight into activities in classrooms.

Morning break is from 10.30 a.m. to 10.50 a.m. for all pupils.

All pupils have an hour lunch break between 12 and 1.30pm.

Lunchtimes include some important learning times, both during mealtimes and afterwards.

The end of the day for pupils is 3.00 p.m.

All the transport has usually left by 3.10 p.m.



School Uniform

There is a school uniform.

A school sweatshirt in navy blue with the school logo is available from school. Polo shirts in navy or white should be worn under the sweatshirts.

In summer time the polo shirts can be worn without the sweatshirts. If girls prefer a blue and white dress may be worn.

For the cooler weather we have navy zip-up fleeces with or without a school logo.

Parents are also asked to send their children in grey, navy or black trousers, shorts or skirts and plain black shoes.

School T-shirts in team colours for PE are available from school.

All items of clothing should be named to avoid unnecessary confusion.

It is important that shorts, T-shirts, plimsolls or trainers and a towel, are provided for P.E. and games sessions.

It is expected that older pupils will take a shower after strenuous exercise.

We request parents/carers to keep children to a sensible dress code, wearing the school uniform, and without extreme hair colour or style, or body piercing.

Ear studs rather than earrings should be worn to minimise any risk of an accident.

Parents are asked to consider their child's ability to dress him/herself and to try to purchase clothing which does not have fastenings he or she cannot learn to manage.

Staffing.

There are over 15 groups, who all have their own teacher. Groups are identified by Colour. e.g. Blue Group. There are additional teachers including the Headteacher and Deputy Headteacher. and over 70 Teaching Assistants some of whom are specialist HLTA. Heltwate has over 168 contracted pupil places.

There are 5 Administrative staff as well as a Site Manager and several cleaners.

Support from other professionals

Pupils with additional needs have access to a wide range of specialist support. The pupil's Educational Health Care Plans make clear what support is needed. Any change of provision is discussed at the pupil's annual EHCP review. We work in connection and collaboration with other professionals such as Speech Therapists, Physiotherapists, Occupational Therapists, and the Sensory Impairment Service.

Music, Physio, OT and drama therapy are provided by qualified therapists and may be available to certain pupils. Music Therapy can benefit children who have severe communication difficulties and/or multiple learning difficulties

The Rainbow Rooms – a facility for pupils with additional high needs including Autistic.

These rooms provide specific provision for Key Stage 1 through to Key Stage 4 children who have high needs and usually a diagnosis of Autism. Each Rainbow room is staffed with one teacher and three / four teaching assistants trained to cater for pupils' needs.

The provision can offer: -

- experienced, trained staff
- individual learning programmes
- sensory integration
- work stations
- TEACCH and PECS approach
- visually mediated learning
- audio visual room
- ongoing individual assessments
- collaborative working with parents and other agencies
- use of social stories
- ultra violet area
- a child centred approach



Transport Arrangements

The majority of pupils who attend Heltwate School are provided with transport from the vicinity of home to school and back again.

This service is paid for and organised by Peterborough City Council Education Authority

They can be contacted on 01733 747474 – asking for passenger transport

Attendance

All children up to the age of 18 must, by law, attend school unless there are medical reasons for absence. We expect all pupils to attend. Attendance at Heltwate is above National Average for a special school. We will always work to maintain this level.

If a pupil has a morning appointment (at Hospital for example), please arrange for them to return to school after the appointment. Similarly, please pick your child up at lunchtime for an afternoon appointment whenever possible.

Pupils will not be authorised to take 'holidays' in term time except in exceptional circumstance. If overall attendance is less than 95% A breach of this condition may result in a Fixed Penalty Notice being issued resulting in a fine. This is in line with other schools in the Peterborough Local Authority.

Holiday request forms can be obtained from the school office, and must be filled in prior to a holiday being taken.

Parents must request permission from the Headteacher for any other absence



Sickness Absence

Parents are requested to telephone the school on the first day of a pupil's absence.

initially by a telephone call on the first day. Please send a letter with dates absent on your child's return. A minimum absence of 48-hours after a bout of sickness or diarrhoea is essential. Incidences of contagious diseases must be notified to school. It is important to inform school of the reason for any absence. Lateness or absence without good cause or permission is counted as unauthorised and will be recorded as such on your child's Annual Review and in the school figures.

School has a head-lice policy. NO pupil should come to school with live lice. A letter notifying school that treatment has been administered should be sent with the pupil on return to school.

Working with Parents / Carers

The school's relationship with parents/carers is a true partnership in the education and care of children.

Each pupil is a member of a group, identified by colours of the rainbow, with one or two teachers responsible for each group, supported by teaching assistants. The teachers have general pastoral responsibility for the pupils in their group, and will be the main link with parents/carers.

Parents are sent termly curriculum forecasts and are notified of targets in areas they might be able to contribute. Parents also receive information about how their child is progressing at school via telephone calls, home/school books where appropriate, whole school newsletters, website, reports, etc.

There are informal parent consultation evenings in the Autumn Term and the Spring Term. Each year every pupil's progress is formally reviewed through an "Annual Review" of EHC plan. Parents are invited to read, discuss and comment on the report. Other professionals may also need to be invited to the "Annual Review".

Parents are invited to many functions and activities. These would include such things as sports day, seasonal activities and special curriculum or activity weeks.



Safeguarding

Heltwate is committed to safeguarding and promoting the welfare of the children and young people in its care and expects all staff and volunteers to share this commitment. All staff at Heltwate have been DBS checked and Senior Leaders and Governors have received training in safer recruitment. Child Protection information network meetings are attended.

Mr Adam Brewster, Mrs Debbie Shaw and Mrs Alison Ashworth are the principal designated officers for Child Safeguarding. We have a range of school policies and good practice policies All our policies are available on the website or upon request.

The school follows the Peterborough Safeguarding Children Board procedures. The school will, in most circumstances, endeavour to discuss all concerns with parents about their child/ren. However, there may be exceptional circumstances when the school will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with Child Protection procedures). The school will, of course, always aim to maintain a positive relationship with all parents.

“Pupils say they feel safe and secure in school and this reflects the school’s good procedures for safeguarding.”

If you have ANY concerns about the safety and welfare of the children at our school, please speak to a member of the Safeguarding team



Safeguarding at Heltwate School



If you have **ANY** concerns about the safety and welfare of the children and young people at our school, please speak to a member of the Safeguarding Team

 <p>Adam Brewster Head Teacher (SLT)</p>	 <p>Alison Ashworth Deputy Head Teacher (SLT)</p>	 <p>Kim Phillips Assistant Head teacher (SLT) Main Site</p>
 <p>Kerry Cole KSS Lead (E)SLT St Georges Site</p>	 <p>Debbie Shaw Welfare Manager</p>	



Heltwate School
Bretton, Peterborough. PE3 8RL
Tel (01733) 262878
Email: office@heltwate.peterborough.sch.uk





Heltwate School Governors — The School Governing body is made up of individuals from the local authority, parents, staff and the community.

- Heather Mizen (Chair of Governors)
- Chris Marshall (Vice Chair of Governors)
- Mr Doug Green
- Mrs Debbie Shaw (Governor for Child Safeguarding and Attendance)
- Mrs Louise Goodlip
- Mr Guy Baxter
- Mr Andrew Murphy
- Mrs Sue Stepney

Associate Governors

- Mr Adam Brewster — Headteacher
- Mr Mike Nelson — School Business Manager

Governors can be contacted via the Clerk, Mrs Leigh Bowes, who is based at the school

Friends of Heltwate School

The school's Parents and Friends Association (PFA) contributes greatly to the life of the school, raising funds and organising social events for families.

The Heltwate PFA is a registered charity that has been in operation for many years, and its aims are to support the pupils attending the school. The committee does invaluable work by supporting pupils and their families in many ways, such as arranging social events for students and fundraising to provide facilities not normally provided by the Local Authority. Every parent/carer automatically becomes eligible to serve on the PFA committee when their child is admitted to the school and you will always be welcome at PFA meetings. Our school newsletter keeps you informed of their work. The members of the committee work hard during the course of the school year and your support will always be appreciated.



Our curriculum.

Heltwate Lower School

All Children access a modified national curriculum which is adapted to meet individual need. We use the Cornerstones Curriculum, a nationally recognised approach for delivering outstanding learning opportunities for children

What is the Cornerstones Curriculum?

The Cornerstones Curriculum is a creative and thematic approach to learning that is mapped to the 2014 Primary National Curriculum to ensure comprehensive coverage of national expectations. Our new curriculum is taught through Imaginative Projects which will provide a rich menu of exciting and motivating learning activities that make creative links between all aspects of our pupil's learning. This allows pupils to experience a new age related topic every term/half term in exciting and vibrant themed classrooms. Our curriculum provides lots of learning challenges throughout the academic year that will require pupils to solve problems, apply themselves creatively and express their knowledge and understanding effectively across the curriculum.

Pupils will progress through four stages of learning in each topic, Engage, Develop, Innovate and Express.

To find out more about these stages please see our Website.



Heltwate Upper School Curriculum

Within the secondary phase of the school, Heltwate School aims to equip pupils with the skills necessary to achieve as much independence as possible, both within school and on into adult life and as far as possible provide the experiences and challenges of their mainstream peers. Pupils are provided with planned and purposeful experiences as appropriate to their individual needs. They may visit playgrounds, cafes, shops, leisure centres and local attractions, either on foot, in the school minibus or by using public transport. Skills learned within the school environment can then be transferred to 'real life situations.



Typically, students leave Heltwate School with a number of qualifications that include functional skills, vocational experiences as well as Personal Social Development. The school aims to ensure all students leave with qualifications in English, maths and ICT as well as a PSD qualification. Students are encouraged to reach their full potential both in their personal social development as well as their academic achievements. We use a number of examination boards that include ASDAN and OCR. All accredited courses involve modules which are graded as 'Entry levels'. All students accumulate credits throughout KS4 and 5 and these can be converted to Awards, Certificates or Diplomas. Heltwate enjoys links with the local colleges and businesses and strives to provide relevant industrial visits and work experiences that prepare students for adult life. Students are encouraged to explore their local community and colleges and with support from parents/carers & guardians select a suitable Post-16 provision





Olympic College is Heltwate's Post 16 provision. A separate Post 16 prospectus is available on our website.



Olympic College caters for students who benefit from experiencing a range of skills for life and continued learning in a supported setting.

The richness of the 'Foundation Learning' curriculum and range of accredited courses offered as well as the development of social skills with fellow students and staff, community based opportunities such as work experience and collaborative learning experiences, spending time at other colleges, adult community groups, enterprise projects and careers development and many, many more provide a full and thorough preparation for adult life.



Careers; - Students are given opportunities and experiences to equip them for both adult life and life after school. The school works very closely with other agencies to investigate possible placement post 16 and 19. Transition work starts in year 10. Parents and carers are encouraged to be fully involved with this process.

Personal, Social, Health and Economic Education, including Citizenship; - From the earliest age opportunities are taken to deal with personal relationships and social skills in a natural way. The importance of consideration for others is stressed and the methods used modified, as the pupil gets older.

Sex Education is taught from KS1 – KS5. Personal, Social Health and Citizenship Education is an integrated part of the curriculum. With all aspects of this area of the curriculum, each topic covered is related very much to the lives of the pupils. Parental consent is sought before sex and relationships education commences, and parents are given information about what will be taught. Parents who have concerns about the teaching of sex and relationships education should contact the class teacher. Policies are available from the school office.

Preparing for independent life gains momentum as the pupils move through the school. Life skills and independence features in many aspects of work that pupils do, sometimes in a cross-curricular theme but also in its own right at appropriate levels in both teaching areas.

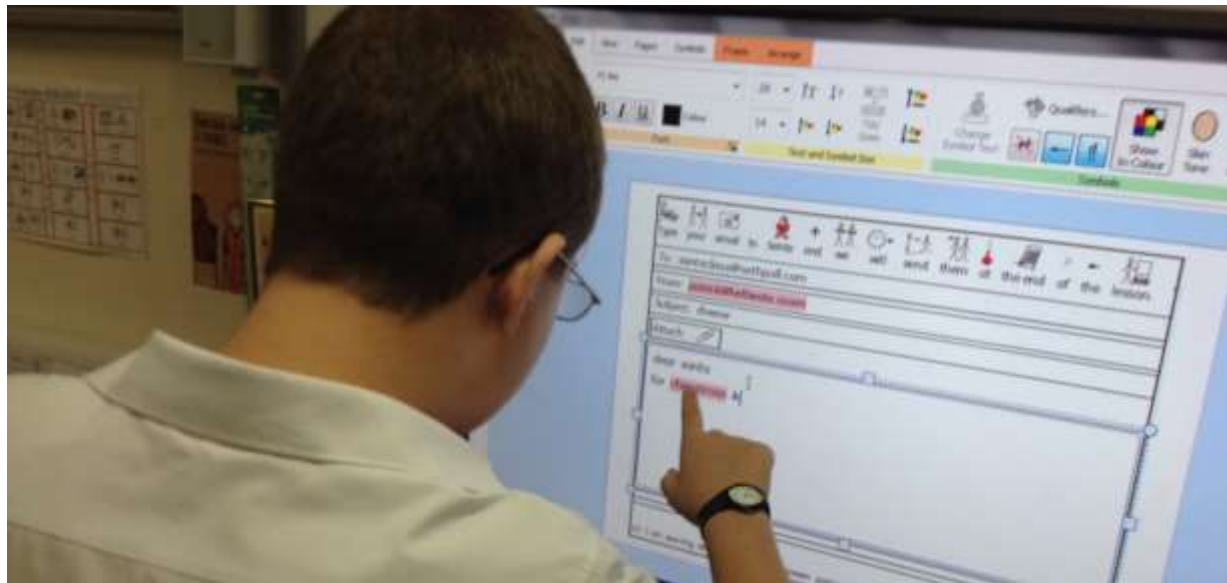
Religious Education and Spiritual and Moral Guidance; - It is the aim of the School to promote the spiritual and moral development of pupils who are from a variety of cultural and religious backgrounds. Religious Education aims to promote pupils' experiences, knowledge and understanding of religious and cultural traditions, and to help them make informed judgements concerning religious and spiritual issues and moral values from a religious perspective.

This subject is approached through R.E. curriculum days, timetabled lessons, cross- curricular activities and PSHE. The guidelines set out in the local authority's booklet on religious education and the school's policy documents are followed. This gives the subject more meaning and relevance to our pupils. There are also opportunities in story time for appropriate material to be used, for example, stories and poems.

An atmosphere of tolerance and respect is encouraged not only in R.E. lessons, but also throughout the whole school curriculum and the general life and ethos of the school.

Parents may, if they wish, withdraw their child from the whole or part of the syllabus, or from collective worship, on application to the Headteacher. An alternative learning opportunity will be offered in such cases.

Assembly and Collective Worship; - Whole school assemblies take place on a Monday and Friday morning. Mondays are themed each half term and every Friday we have a celebration of student work. Assemblies are broadly Christian in nature, whilst reflecting and celebrating multi-faith traditions of the school. On other days Upper and Lower School host year group assemblies often linked to Topic.



Use of Information Technology

The school has a large range of computers with Internet access. These computers are distributed around the school. They are used by pupils to access the broad curriculum and to develop Information and Communication Technology (I. C. T.) skills.

Each classroom has an interactive whiteboard for teachers and pupils to use to help access the curriculum motivate and inspire. All classes have access to laptops or iPads in the classrooms. For some pupils, especially those with physical difficulties, extra access to I.C.T. equipment may be necessary. The school also has a selection of peripheral equipment. These include Eye gaze technology, tracker balls, touch screens, and switches.

Internet Safety; - Part of our curriculum is to ensure students and staff remain safe on line. More information can be found on our website or at; <https://www.thinkuknow.co.uk/>



Extra Curricular, Trips and Visits

The school has four minibuses, which are important for supporting a wide range of school activities such as swimming and horse riding. They are also used widely to support and enhance curriculum experiences for the children.

Parents/carers are asked to sign to agree to their child taking part in these regular “out of school” activities when they fill out the Pupil Information” form.

Each year the school makes every effort to offer pupils the opportunity to make a residential visit. These visits are organised to take into account the special needs and maturity of pupils. Parents are asked only to contribute to the cost of “board and lodging”. We depend on parent’s contributions to keep these visits going. Our charging policy means we will not exclude pupils who cannot pay, but visits may be cancelled if insufficient payments are received. Please refer to school Charging and Remissions Policy.



Our students have the opportunity to take part in an exciting variety of extra curricular activities. From music, theatre, sports, outdoor pursuits, camping, volunteer work; there is something for everyone.



School Meals

High quality midday meals are cooked on the premises and are offered for a very reasonable price. Many different dietary needs are catered for including cultural diets.

The emphasis is on healthy eating for all. Pupils choose their own meal and are encouraged to try different dishes. There are always staff available to assist pupils in further developing their social, independence and feeding skills.

Lunch time is considered extremely important, as meal times involve pupils in many types of learning, both during the meal and afterwards.

There are a variety of clubs and supervised play on offer during the remainder of the lunch break.



Medication

There are times when pupils need to take medication; Some pupils may need it on a long term basis. The school is very happy to administer medication as long as information is provided by the medical profession, this needs updating termly to ensure that there can be no possibility of any mistakes. Termly requests for updated information are sent to parents by the school nurse.

Ideally medication should be prescribed in the morning, when children get home from school and then at night before bed, so the medication can be dealt with totally at home.

Snacks

Snack time is a popular time of day, just before or after morning break. Fruit and vegetables are greatly encouraged because of our emphasis on healthy food. Our youngest pupils are provided with free milk and fruit as part of the present Government's initiative. Further Key Stages request parents/carers to send snack money so that we can continue to provide healthy snacks

Joining us;

While we hope that this prospectus gives you a flavour of the rich and exciting experience that is Heltwate School, it really is no substitute for a visit.

If you would like to visit the school please ring: 01733 262878

We are happy to welcome prospective students and their carers during or after the school day and you can be sure of a warm and friendly welcome.





‘Heltwate encourages pupils to do the best they can to achieve their potential in a happy, safe, supportive and calm environment by a team who support them throughout their time



Heltwate School has comprehensive website where policies and detailed documentation may be found. please visit our website

<http://www.heltwate.co.uk/>

Further information is available from the school office.

The local offer is hosted by Peterborough City Council.

Contact us;

Heltwate School, Heltwate, North Bretton, Peterborough, PE38RL

Head Teacher — Mr. Adam Brewster

Deputy Head Teacher – Mrs. Alison Ashworth

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