



# Highfield Littleport Academy



*An Active Learning Trust School*

## • Overview

We value each and every one of our children as individuals. Everything we do is designed to lead to the best possible outcomes for each student. We teach our pupils to celebrate every success and foster a genuine love of learning and participation. British values are taught explicitly but, more importantly, they are modelled by each member of staff all day, every day.

This is a vibrant learning community which has its pupils at the centre of all that it does. We are one of Cambridgeshire's Area Special Schools, based near the centre of Littleport. Pupils benefit from having access to local facilities including our local church, co-location with the sports centre and access to The "Hive" Leisure Centre in Ely.

We have around 144 learners on roll from Early Years to Adulthood (2-19yrs). The school is in spacious accommodation that includes specialist teaching rooms: Dining hall, gymnasium, food technology, science laboratory, technology room, hydrotherapy pool, drama/music, multi-sensory and soft play rooms. Visiting therapists have their own suite including offices and therapy rooms. We have a minibus, which enable pupils to access educational visits to numerous places from the swimming pool and riding stables to work related learning placements, courses at local FE colleges and even the seaside on a sunny day.



Yvonne Skillern  
Headteacher

## • Curriculum

Our curriculum is divided into Blue, Yellow and Green “Pathways”. Each Pathway meets the specific needs of a group of students. Students are taught in Pathway groups to ensure that they make the best possible progress, whatever their needs. Where student’s needs fall across two Pathways they will attend classes across both Pathways. We also have an Orange phase which is our Early Years department. Students follow our pathways curriculum towards the end of Key Stage One when developmentally appropriate.

Our Blue Pathway allows the complex needs of our students to be fully met. They usually have profound and multiple learning needs in addition to physical difficulties, complex medical conditions and/or sensory impairment. Our students operate within early developmental stages and usually remain within this range throughout their time with us.

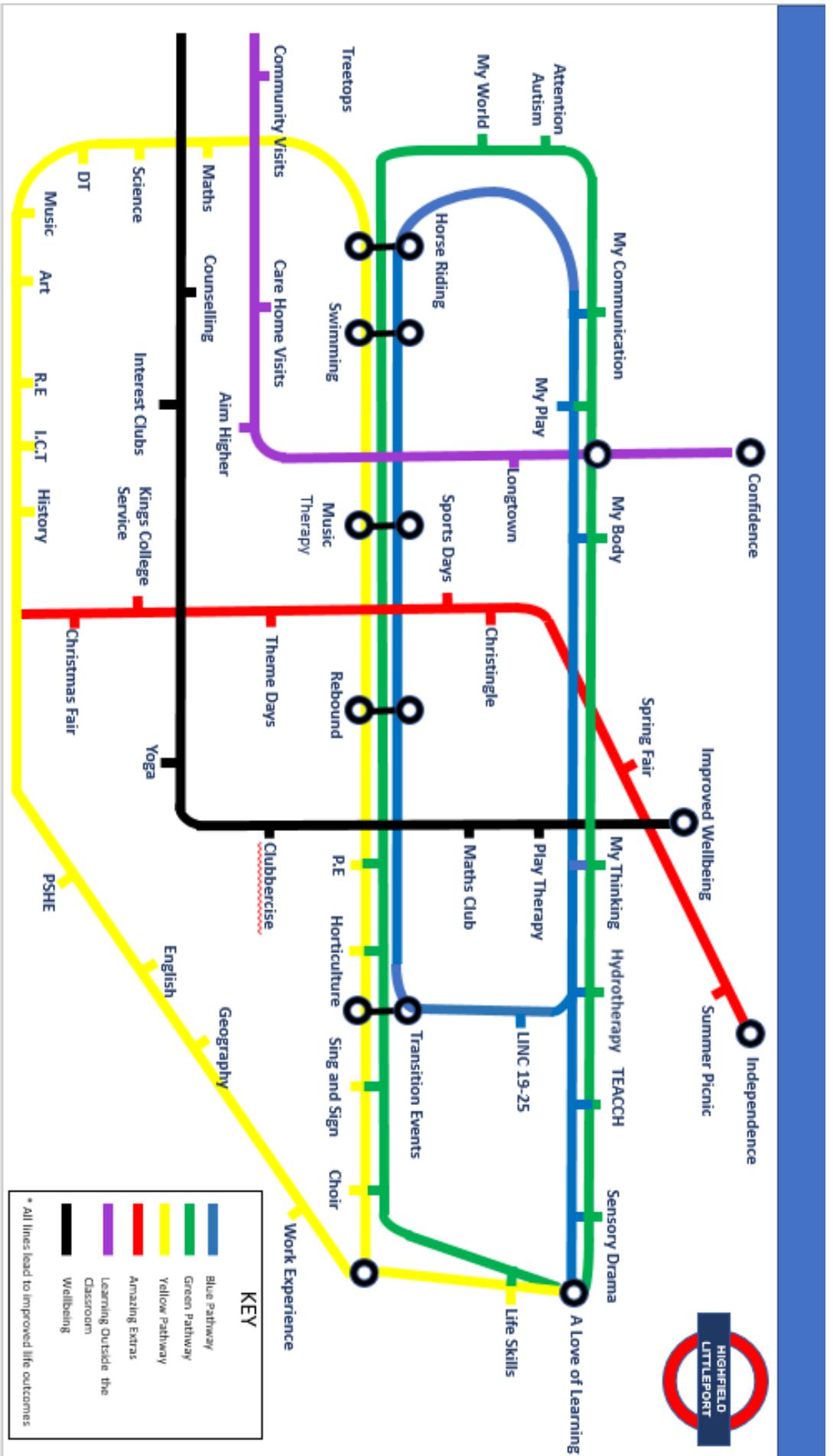
Students on the Yellow Pathway have moderate learning difficulties and follow a more traditional school curriculum. This is a broad, balanced curriculum that is designed to foster a real love of learning. There is a mixture of acquirement of both knowledge and skills. Most students will sit exams and study towards accredited qualifications with us once they reach Key Stage 4.

Green Pathway learners usually have severe learning difficulties and benefit from a semi-formal curriculum including problem solving and independence skills. Our Green Pathway focuses on the following areas of learning:

My Body; My Thinking; My Communication; My Independence; My World; My Play

More details about the content of our curriculum is available on our website. Additionally, any of our department leaders or the Headteacher will be happy to discuss this with you.

# Curriculum Map



## • Assessment

**Assessment on entry**—All children are assessed informally during their first few weeks with us. Progress is measured from this baseline point. Account is taken of previous assessments and information from any previous setting.

**Pathways**—Learners in the Blue Pathway are assessed solely against EHCP outcomes. Those in the Green and Yellow Pathways are additionally assessed against curriculum targets. Learners on the Blue pathway are observed closely and their progress tracked according to 5 areas of engagement.

**EHCP Outcomes**—At the annual review the pupil's learning and developmental priorities are agreed, forming their EHCP "Outcomes" (targets). Parents, learners, teachers and other professionals work together deciding what are the focus areas for the coming year, and forms the basis of addressing each child's additional needs.

**Homework and Marking**—Learners in the Yellow Pathway will receive a little homework each week. We do not prescribe how much should be set. For classwork and homework, teachers are expected to decide for themselves. which feedback method best suits their learners. In most cases verbal feedback is preferred to written as this is more meaningful for our students.

## • Reporting

**Parents Evenings** – We hold two parents evenings, one each in the Autumn and Spring terms. The focus for the Autumn evening is to discuss how your child is settling in and what we plan to work on through the year . The Spring one is to feedback progress and discuss the next steps in your son or daughters learning.

**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.

**Evidence for Learning**—this software allows us to regularly share your child's progress with you in real time. Once you have signed up you will receive a notification each time a piece of evidence is uploaded by the teacher.

## • The School Day

School opens	8.45am
School begins	9.00am
Morning Break & Snack	10.20am—11am
Lunchtime Sittings	12pm—1.15pm
End of Day	3.15pm

The school day starts at 9.00am and finishes at 3.15pm. The lunchtime period is from 12.00 pm to 1.15 pm, with primary and secondary lunch sittings being staggered. Morning or afternoon breaks are for 20 minutes.

## • School Meals

Our school meals are provided by CaterLink and 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 can provide fridges for packed lunch storage within each classroom. If your child would like to have school dinners on some days each week this is fine. Menus are posted on our website.

### Healthy School

We appreciate that our students' wide ranging needs mean that some of them will only eat a restricted diet. That said, please try to keep any snacks or packed lunches as healthy as possible.

### Allergies

We are a **nut free school**. Please check that **anything** you send in is nut free.

### Free school meals

Check if you are eligible for free school meals by visiting Cambridgeshire County Council website at: <https://www.cambridgeshire.gov.uk/> and searching "free school meals"

## • School Transport

Many of our children are transported between home and school in taxis or mini-buses. However, if you live within a certain distance from school or if we are not your nearest Special school, you may not be eligible. Please use the County Council website (address above) for further information. Search for "school transport" and then "Pre 16 year old children with special needs"

For those children that are transported to school by taxi, parents/carers should plan for alternative arrangements in the event that your child needs collecting from school early or in an emergency, for example, if they are unwell or have an accident.

## • Admissions

Highfield Academies are schools for complex special needs pupils and as such all admissions are co-ordinated and managed by the Local Authority; so the school is not in a position to directly offer parents or carers a place for their child. Requests for placement need to be agreed first by the Local Authority Placement and Provision Panel. Once this has been agreed paperwork requesting consideration of a placement has to be sent to us through the Statutory Assessment and Resources Team (SAT). We are able to work with different Local Authorities (LAs) even though we are based in Cambridgeshire.

Places at Highfield Littleport, Highfield Ely and LINC 19-25 are offered using the following information which is discussed at the Local Authority Placement and Provision Panel:

1. The young person has an Education, Health and Care Plan and this demonstrates a significant delay in attainment and complex learning needs. As a consequence they require significant modification to the curriculum and personalized learning approaches that cannot be achieved in a mainstream environment.
2. Resources are available to meet the young person's needs.
3. The young person wants to come to the school.
4. The parents agree to the school's policies and its philosophy and ethos
5. A place is available in the school.
6. The school offers a placement which is appropriate for the pupil and is the nearest available to their home.
7. The placement has been agreed by the school and the Local Authority.
8. If the young person'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.
9. The school will be allowed full access to the young person's medical, academic and social records where necessary to build up a 'pen-picture' of their needs. This will ensure that any placement offered will be appropriate, both for the individual and for other young people already at the school.

If the young person's individual needs cannot be met within the proposed resources offered in the placement request, this will need to be agreed and arranged with the appropriate LA before the placement is confirmed.

The Code of Practice, 2015 states 'The...school...should respond within 15 days.' We would expect to meet the young person before any offer is made, usually in a school tour, unless there are particular circumstances to stop this from happening.. We aim to make the transition from home to school as smooth as possible. You will be offered the opportunity to attend a Pre-admission meeting at which all of your child's particular needs can be shared and prepared for by the whole team.

### Admissions for those aged 16-19

The admissions procedure above also applies to those aged 16-19. Opportunities to view the Academy are invited when the SAT team submit a request for placement to the school. There is no priority to applications from pupils enrolled at particular schools.

Most young people are transported between home and school in taxis or mini-buses. The arrangements for this are made by: Social and Education Transport Team  
Email: [edtransport@cambridgeshire.gov.uk](mailto:edtransport@cambridgeshire.gov.uk) Telephone: 01223 706 123 you can also contact the Statutory Assessment Team General Enquiries: 01480 372600 or [start@cambridgeshire.gov.uk](mailto:start@cambridgeshire.gov.uk)

## • School Uniform

School uniform is available to purchase online via our website (<https://www.totalclothingshop.co.uk/hla>). All clothing needs to be clearly labelled with the child's name. There is no objection to small ear studs but no drop earrings and loops please. In the interest of safety, damage or loss, please do not send your child into school wearing any valuable jewellery or expensive watches. Earrings may be removed for P.E. lessons for safety. Extreme hair styles such as brightly dyed hair and Mohican style haircuts are strongly discouraged. We ask that parents and carers work with us to make the focus on learning rather than appearance.

The school has a uniform, which consists of a dark 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:

Dark blue sweatshirt

White blouse / polo shirt with collar

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

Dark, closed toed shoes or trainers

Hat for sun protection

Coat for sessions outside

In the summer,  $\frac{3}{4}$  length dark, plain trousers are acceptable and shorts to the knee for pupils up to year 6.



### **P.E.**

White T-shirt

Dark shorts

White socks

Trainers or plimsolls

One piece swimming costume or swimming trunks and towel

Boots with heel for Horse Riding (if they access riding)

Wellingtons and waterproofs for Forest School



## • **Mobile Phones , Smartwatches and Electronic Devices**

Devices include, but are not limited to: 'phones, mobile gaming equipment, tablets, smart watches'.

Devices that can **only** be used as watches or fitness trackers can be worn during the school day, but rule 6 below will still apply.

1. Personal devices that are internet enabled must not be used for any purpose while on school premises. This includes, but is not limited to, making and receiving calls, messaging, accessing the internet, listening to music, taking photos and videos. The school Wi-Fi system is not accessible for personal device use. Devices must be switched off before entering school grounds and remain off until the child has left site.
2. Devices must be handed to the class team on arrival at school.
3. Class teams will check devices are switched off, and lock them away.
4. If a pupil breaches these rules, the device may be confiscated and will remain locked away until the end of the day.
5. Pupils who refuse to give their device to a staff member may be subject to sanctions.
6. Devices must not be taken into examinations.
7. Photos of school site, learners and staff must not be taken (including transport staff).
8. Devices with broken screens must not be brought into school, as they pose a safety risk.

### **Emergencies**

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

- **Family & Student Support Worker**

Our Family & Student Support Worker is available to help support families in a wide range of areas. This may include signposting towards services, offering support for you to access services or simply being a first point of contact at school. We also arrange regular opportunities to meet other parents/carers and various training opportunities or workshops.

- **Work Experience, Exams & Transition Coordinator**

Our Transition Advisor has a deep understanding of what is on offer for our learners after they have left Highfield. We ensure that parents/carers and students understand their options and that transitions are well informed and carefully overseen. We keep in touch with Highfield alumni for years after they have left and they often join us at special events.

- **Medical, Health & Moving and Handling Coordinator**

Our Medical coordinator is the first point of contact with regards to coordination of medicines in school and also appropriate emergency protocols. Trained in Moving and Handling they are also able to train our staff in house to support our students with any moving and handling needs. This person also acts as an essential link between physio and OT services to follow through support at school.



## • **Safeguarding and Child Protection**

We recognise that our young people are among the most vulnerable and, as such, take their safeguarding and protection extremely seriously. Students are supervised throughout the day to ensure their safety, this includes during taxi times, play times and lunch time as well as in the classrooms and when travelling around the school.

We have 4 “Designated people” (DP’s) for Safeguarding in school. These are the Department Leaders, Assistant Head of School and Headteacher. All staff are regularly trained in Child Protection procedures and we have an ethos of “it could happen here” so that nobody becomes complacent.

Our Health and Safety committee meets regularly to ensure that the school environment remains a safe, pleasant place to be.

Our Headteacher is also our named Prevent Lead. We have a responsibility to be alert to the signs and signals of radicalisation and how to respond appropriately.

Please do not hesitate to contact the Headteacher if you have any concerns around safeguarding.

## • **Equalities**

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 groups which cannot be shown to be justified. This covers all of the protected characteristics within the Equalities Act.

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



## • Bullying

Highfield schools take bullying very seriously. Through our RSE and PSHE curriculum we develop our students' awareness of bullying, give them the skills to be able to manage relationships and seek support should they need it. We have procedures in place in order to manage incidents should they occur.

In order to manage incidents of bullying appropriately we take a personalised and individual approach. Where pupils have special needs that make it difficult to raise their concerns or fears, staff are vigilant to ensure their safety and observe and explore any changes in their behaviour that may result from being bullied. For verbal pupils, our staff listen empathetically to them – if a child thinks a matter is important, it is important.

In the event of a complaint of bullying, we will carry out an investigation into the allegation in collaboration with all parties involved. The parents of all pupils involved will discuss the allegation and feedback will be given to all parties once the investigations are complete. We apply a restorative approach here at Highfield schools with a focus of repairing harm and relationships for all concerned. As our students have varying needs and abilities we recognise the need to ensure that learners are aware of their actions and their consequences at a level appropriate to them.



## • Health and Welfare

**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** spend regular time at school 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, staff and other therapists.

We employ a **Music therapist** one day per week. Inclusion into music therapy sessions is via teacher referral, and parents can put their child forward for this if they wish.

Our **Play based Therapy trained staff** work in school with younger children where there is an identified need. Referrals are made by teachers.

Contact/referral details for our therapists are available from the school office.

## • Home/School Communication

Parents and carers are always very welcome in our school. We maintain close links and are willing to discuss children's progress and any concerns formally or informally at any mutually convenient time. We have a communication protocol which helps guide parents and carers as to the correct person to contact in the respective situation.

Regular meetings are planned to give parents and carers 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.

We use Class Dojo for sending home letters and information from the office. Parents are encouraged to set this up when their child joins the school. Teachers or office staff will also phone if a conversation is ever needed. Parents are encouraged to keep up a good level of communication with the school.

For day to day home/school communication we use either 'Class Dojo' or a traditional diary system, dependent on the class. This allows parents and carers see what we've been doing in school and to pass on important information.

Evidence for Learning can also be used to communicate students progress at home as well as school. Parents will be invited to access this upon entry to the school.

We value good communication, along with this prospectus a copy of our communication protocol is available.



**EVIDENCE**  
FOR LEARNING

## • **Developing Positive Behaviours**

One of the key aims of our school is to help our children to grow into positive, fully involved members of society. As such, they need to understand what constitutes appropriate behaviour and sometimes to develop their self-control strategies. Much of the curriculum, in every Pathway will focus on this area of development.

We provide a happy, positive atmosphere in which our pupils thrive. Our behaviour approaches are focused on modelling and praising good behaviour rather than punishing poor behaviour. All staff at the school are trained in positive communication and handling techniques. We have a therapeutic approach to our behaviour and aim to support students understanding the roots to their behaviour.

There may be occasions where a young person goes into crisis. In order to keep them and those around them safe, we may have to use safe restrictive physical intervention (holding) techniques. Any staff who hold a child will have received comprehensive training in how to do so safely. If this is necessary with your child you will be contacted by phone by a member of staff who knows your child. We are also required to send you a more formal notification email or letter, informing you that your child needed to be held. Holding only takes place 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/carers.

The school has a very strong track record of working to successful outcomes with pupils with significant behavioural needs linked to their learning difficulties.



- **Supporters of Highfield Littleport Academy (SOHLA)**

SOHLA is a group of friends, parents, carers and teaching staff who work together to organise fundraising and social events in support of the school.

We raise money to benefit all children attending Highfield Littleport Academy. We have supported the purchase of outdoor play equipment; a Christmas gift for each child; children's entertainers; class days out; parties for students and their siblings, and year group activities. Our popular events include an Easter Egg Raffle, a Summer Fair and a Summer Picnic.

We meet termly at the school and alternate times of meetings to accommodate as many people as possible. An agenda is distributed in advance to parents and carers via email and we have a distribution list for members to receive minutes and information. We offer an opportunity for people to become involved with the school mission, and to meet other parents, carers and school staff in a relaxed and positive way. We try to make the meetings fun by providing refreshments and leaving some time to chat. We appreciate that attendance at our meetings is often difficult and we receive a great deal of support from parents, carers and teaching staff who contribute in valuable ways by attending our events and donating prizes for our raffles.

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 school website.



## • Site Rules

### **Smoking/Vaping**

Highfield has a no smoking/no vaping policy, which advises all parents, staff, governors and visitors that smoking, including vaping, is not permitted in any part of the school premises. This includes anybody within vehicles on site.

### **Dogs**

Only Guide dogs or Therapy dogs are permitted on the school site.

### **Visitors**

You are very welcome to visit us! When doing so, please ensure that you sign in at reception and do not use your mobile phone in any areas where students may enter.

### **Complaints Procedure**

We work hard to minimise the causes for complaints. We hope to be approachable to discuss any part of your child's education. Class teachers are the initial point of contact and we have a Communications Protocol (available on request) to detail who to speak to and when.



### **And finally...**

We love our school and we're all very proud of it. We are continually working to make it better and better and would welcome any feedback or ideas you may have. If you have any questions, please do not hesitate to contact the school office who will direct you to the person best placed to help you.



Highfield Littleport Academy

Elmside

Littleport

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[www.highfieldlittleport.org](http://www.highfieldlittleport.org)