

PROSPECTUS
2020



EMPOWER &
enable



Core Purpose

We believe that the core purpose of Percy Hedley School is to engage, enable and empower every pupil to optimise their future life chances by unlocking individual potential and maximising their progress and attainment.

We do this by working together in trans-disciplinary teams and engaging with parents and stakeholders, to share knowledge, skills and develop a shared understanding of each pupil, their needs and collectively how we can optimise outcomes.

There are four main strands to how we do this. Each strand interacts with the others to ensure that pupils make excellent progress within the context of their significant and complex special educational needs and disabilities.

Strand 1	Key Drivers
Strand 2	The Curriculum
Strand 3	Assessment
Strand 4	Trans-disciplinary Teams

Strand 1 - Key Drivers

The Key Drivers define the areas of development we believe are critical to our core purpose:

Communication

Wellbeing

Functionality & Independence

By optimizing Communication, we empower children to have a voice, express their thoughts, desires and wishes and be heard. We believe that communication is vital for thought, enables literacy, which in turn unlocks access to all other subject areas.

By optimizing Wellbeing, we enable children to live healthier lives, make sensible choices and enhance their physical and mental health, leading to lower demand for medical services.

Wellbeing underpins quality of life and engagement, leading to improved attendance, attitudes to learning, progress and less time

lost from learning opportunities.

Finally, we believe that learning must be purposeful and pupils should be enabled to apply their learning in functional, 'real world' contexts wherever possible

Functionality and Independence stresses that depth of learning and teaching for understanding are critically important and this leads to pupils who are able to apply their knowledge across different contexts and time.

This together with life skills and personal independence are critical to adult life.

Strand 2 - The Curriculum

The curriculum at Percy Hedley has been created within the context of our Core Purpose and the Key Drivers. Our curriculum is built upon a modified National Curriculum and utilises the assessment framework iASEND. Pupils follow a curriculum appropriate to their Key Stage and stage of attainment (A, S, E, N or D). The method of delivery is appropriate to their Special Educational Needs – cerebral palsy (CP) or speech and language difficulties (S&L).

Pupils with CP are taught in lessons that follow the principles of Conductive Education. Pupils with S&L follow the 'Experiential Language Topic Based Approach' (ELTBA), designed specifically to meet the wide spectrum of needs of children with speech, language and communication needs.

The curriculum content and delivery is modified according to individual need, age, stage and attainment. The curriculum concentrates on teaching for understanding and to ensure our pupils develop the functionality and independence they will need in adult life. Every opportunity is seized to help pupils make sense of their world, develop knowledge, skills and understanding relevant to their lived experiences and to support their communication, physical and mental wellbeing.



Strand 3 - Assessment

In addition to therapeutic assessments relevant to the needs of each pupil, ongoing assessment is key to their attainment and progress. Finely tuned, sharp and reliable assessment ensures that learning opportunities are targeted at next steps.

iASEND is the assessment, tracking and target setting system that provides the information staff need to ensure all pupils experience learning opportunities that optimize their learning, attainment and progress and supports them to increase their depth of learning.

Our assessment procedures support joint professional practice by increasing understanding of pupils' learning journeys leading to learning opportunities that are effectively and accurately differentiated and focused.

Strand 4 - Trans-Disciplinary Teams



At Percy Hedley School staff work in 'trans-disciplinary teams.' This means that therapists, teachers and support staff work closely together to meet the needs of the pupils in their class. Staff discuss, plan, assess and deliver sessions jointly and share their professional knowledge and expertise, not only to support outstanding and holistic progress, enhance communication and wellbeing, but to support staff development, build and develop professional knowledge.

Pupils with Speech, language and communication difficulties

Pupils at Percy Hedley School present with a range of significant and severe speech, language and communication difficulties.

To meet these communication needs we have an integrated approach to teaching and therapy. Speech and language therapists, occupational therapists, physiotherapists and teachers work together with skilled support staff, using a range of recognised strategies, to address pupils' highly specific and individual needs. Additional staff, such as Teachers of the Hearing or Visually Impaired are part of the wider school team and are involved as needed.



Therapists may work with pupils individually, in pairs or small groups or lead whole class sessions supported by teaching staff. Therapy objectives and targets are seen as an integral part of curriculum delivery and are embedded within the daily programme for each pupil. This joint responsibility and collaborative way of working allows for each pupil to receive an individualised approach to their learning which can be immediately responsive to their changing needs.

Pupils with Speech, language and communication difficulties. Approaches...

- Structured work on unders vocabulary development.
- Use of other means of communication if symbols and communication aids.
- Structured and visual programmes to build reading and spelling.
- Social Stories and social communication strategies to develop friendship and relationship skills.
- Sensory Integration programmes.
- Fine motor skill programmes to develop independence skills.
- Work in the community to promote independence and personal safety.
- 'Growing-up' groups to support pupils through puberty.
- Specific activities to develop physical skills such as balance, coordination, strength and stamina in order to access and promote independence.
- Group Pilates work to develop physical skills and strategies for relaxation and well-being.

High levels of visual structure are used to support the pupils' learning such as timelines and class rules, jobs lists etc. The learning environment is calm, ordered and uncluttered to promote concentration and there are clear reward systems in place. This ensures that all pupils understand what is expected of them and can work within a class group where they can be challenged in their learning yet still feel secure and supported.

Pupils with Cerebral Palsy and motor disorders

Percy Hedley School caters for pupils with cerebral palsy and other motor disorders. The school approach follows the principles of Conductive Education as developed in the Peto Institute, Budapest. This holistic approach works on the development of the whole child integrating education, therapy and care. The main aim of the approach is to develop the whole personality of the child and focuses on a "can do" attitude, striving for independence at every- level.

Within the lower school setting pupils complete task series motor programmes on a daily basis working on the development of normal motor patterns through task led activities in different places and positions. Throughout the daily routine opportunities are provided to enable pupils to develop their independence through all activities. Specialist teachers, conductor/teachers, physiotherapists, occupational therapists, speech and language therapists and special support assistants create the transdisciplinary team working around the child. Pupils work on the Early Years foundation stage curriculum and our specialist key stage one or two curriculum as appropriate. Therapy is integrated into the classroom in addition to pupils receiving individual or small group therapy.

At the upper school pupils continue to follow the principles of Conductive Education however the frequency of task series is reduced as the demands of the curriculum increase. Pupils follow the specialist key stage three, four and post 16 curriculum as necessary.



Pupils with Cerebral Palsy and motor disorders

Percy Hedley school has a number of pupils with more complex needs operating at levels which mean they are unable to access a formalised curriculum or assessment model. These pupils are throughout the school from early years through to post 16.

The curriculum we offer for these pupils focuses on developing and assessing their engagement rather than assessing attainment. We recognise that these learners are not yet ready to learn, and our work in school must focus on preparing them to be able to learn to the best of their ability. If learners are unable to engage with learning, then they will never be able to make concrete attainments. Due to the complex nature of these pupils this process can be prolonged.



Speech and Language Therapy

The Speech and Language Therapy (SLT) department consists of a team of specialist therapists each of whom work into specific areas of the Foundation.

Within the Percy Hedley Schools there is a team of therapists who work across the school. There are highly experienced Lead Therapists who offer clinical support and guidance to the department. Each class in school has a designated therapist as part of the staff team. Therapists' caseloads allow for intensive input and high levels of in-class working.

All of the speech and language therapy team are skilled in the assessment, diagnosis and management of complex communication disorders. These can be associated with cerebral palsy or with developmental speech and language disorders.

Communication disorders associated with Autistic Spectrum Disorder also form part of the departments' expertise.

At Percy Hedley School, the Speech and Language Team team work collaboratively with all other staff to maintain and improve practice and raise pupil achievement. There is a strong ethos of joint planning with teaching staff to implement high quality teaching of literacy, social communication and thinking skills – areas which often are particularly difficult for our pupils.

A small number of therapists are also qualified as teachers and may hold post graduate qualifications in the management of specific literacy difficulties such as dyslexia. Others have additional qualifications in the management of dysphagia – the eating, drinking and swallowing difficulties experienced by many of our pupils.

Physiotherapy

The Physiotherapy Department is staffed by a team of specialist physiotherapists, who are responsible for the planning, delivery and evaluation of high quality programmes to promote the physical management of pupils and to ensure that all pupils reach their physical potential. This may be through assessment, group work, physical education, hydrotherapy and individual therapy using mainly a neuro-developmental approach. The physiotherapists collaborate with all other disciplines in the school to improve practice and raise pupil achievement.

The physiotherapist supports the team, gives advice on good facilitation of movement and on safe moving and handling techniques. All physiotherapists are trained as trainers of Moving and Handling Techniques and provide all staff with initial training and on going updates. This ensures that staff work in the best possible way, are aware of their own spinal posture and are able to physically manage the needs of the pupils.



Occupational Therapy

In the Conductive Education Department occupational therapists (OTs) work as an integral part of the class team and see students Individually, in small groups, within Task Series and the classroom setting.

This could be to provide input in any of the following areas:

Wheelchair mobility, Seating and 24 hour posture. Personal care. Fine motor and hand skills. Access to the curriculum via the use of specialist technologies. The remediation of any visual perceptual difficulties.

As students mature the therapist will implement strategies and carry out assessments for specialist equipment to promote and develop skills relating to:

Household management, Community skills. Study and Work related skills

Occupational therapists use standardised assessments to record achievement and to set meaningful targets that are incorporated into the child's Individual Education Plan.

These targets are worked on in all environments, at school, at home and if the student has a residential placement, within the residential facility, supervised by care staff and monitored by the therapist. As such our therapists regularly carry out home visits to build and maintain strong links and to ensure that the student, their family and the therapist are all working closely together to facilitate the child's maximum progress throughout the school year.

Students with speech, language and communication disorders often present with other challenges such as difficulties with motor coordination (Developmental Coordination Disorder – DCD), organisational and perceptual problems. Sometimes students present with Sensory Processing Difficulties which can lead to problems with keeping themselves at the right level of alertness throughout the day. They may be overactive, particularly sensitive to certain sensory inputs (for example dislike being touched) or conversely they may be under-active and seem unaware of the sensory world around them.



Conductive Education

Conductive Education (CE) is an educational approach which was developed in Hungary to meet the needs of children with neurological and motor disorders. At Percy Hedley School we have adapted the principles of pure Conductive Education and integrated them with the requirements of the British educational system and National Curriculum. All students with neurological disorders participate in the traditional task series and work to practise and generalise the motor skills they have learnt during daily targeted activities

Where possible students actively transfer between sessions and all situations are used as learning opportunities as students walk to the toilet or stretch their arms for a piece of equipment. The language and rhythm of Conductive Education are unique tools, which facilitate children to successfully execute movements. This language is used throughout the day to help students internalise the movements they are completing through all sessions. All learning activities provide opportunities to practise sitting, standing and walking skills and to work on head control or fine motor skills.

Conductive Education is a child centred, holistic methodology based on developing a problem solving personality and maximising independence. At Percy Hedley we have successfully applied these methods to students with a range of physical and cognitive abilities.



Admission & Assessment

Parents of prospective pupils are always welcome to visit school. Visits can be arranged by contacting the Associate Director or a member of the senior management team directly. If parents feel that Percy Hedley might be the right school to meet their child's needs, they can request that their local authority approaches school to arrange an assessment. Parents are also able to may make a direct referral for an assessment and we are happy to discuss this process with them.

Referrals normally involve sharing educational, therapeutic and medical reports with senior managers. These reports are considered and any pupil who we feel might benefit from our approach and we believe we can meet their needs will be offered up to four days assessment. We will always contact the local authority to inform them of parental assessment requests in order to gather all the information available on the child and their needs.

The twelve North East local authorities (NE12) have cooperated to develop a pupil placement procurement procedure. Currently this process runs in parallel to our well established assessment service.

Assessment Service

Percy Hedley School provides a free assessment service to local authorities and parents. We can support decisions on provision for pupils with complex special educational needs through clear, detailed assessments of their strengths and areas for development. Assessments are carried out by our experienced team of teachers, therapists and Educational Psychologist.

Parents play a very important part in the multi-professional assessment process. The outcome of the week long assessment is presented to the local authority and parents in the form of a detailed report. Support for parents is made available throughout the whole assessment and admissions process.

Our objective is to ensure that every child gets the best possible support to fully meet their needs. Our reports enable parents and their local authority to have an informed discussion based on an independent assessment of the child's needs in order to best determine future provision and placement.

If you are interested in an assessment for your child please contact:
Carla Maley on 0191 216 1811

Many Thanks for showing an interest in our school.
For more information please go to our website at
phs.percyhedley.org.uk



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 **Hedleys**
Percy Hedley School