



Prospect House

PRIMARY SPECIALIST SUPPORT SCHOOL



PROSPECTUS

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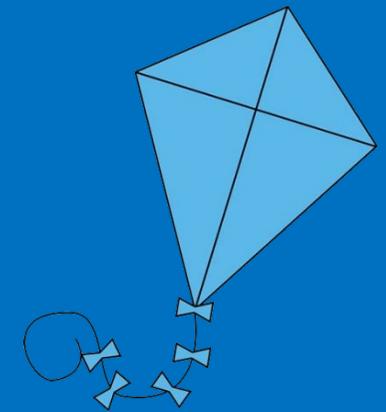


Welcome

Prospect House is a primary specialist support school offering places for children with Profound and Multiple Learning Difficulties (PMLD), Severe Learning Difficulties (SLD) and Autistic Spectrum Disorders (ASD) aged 3 – 11 years old.

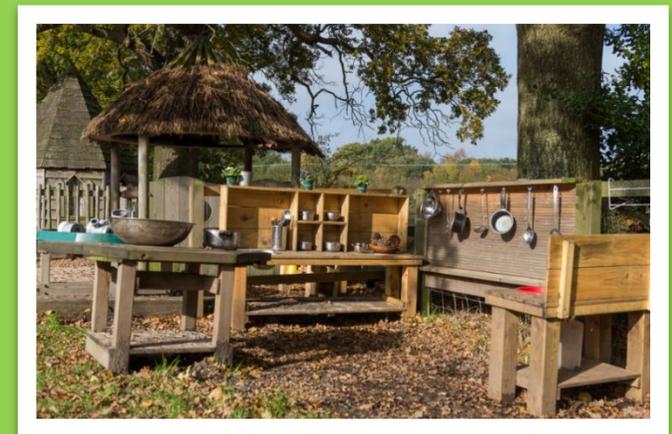
Prospect House will have communication and skills for life and learning focus including a strong focus on literacy, numeracy and developing personal independence skills.

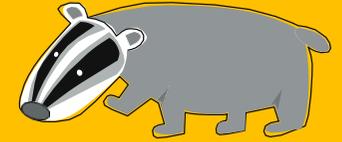
We will provide exceptional education for children from any background so that they become happy, confident adults with excellent life chances, and they develop to their maximum potential.



Our Aims

- ★ To promote the spiritual, moral, cultural development of children, providing an “I can do” culture that gives opportunities and experiences whilst encouraging lifelong learning.
- ★ To promote confidence, responsibility, success and a positive attitude whilst developing life skills and opportunities for living a full life in the wider community.
- ★ To provide a suitable, happy and secure work and play environment in which children develop their abilities and make progress according to their individual needs.
- ★ To acknowledge the uniqueness and intrinsic value of all children and staff in school.
- ★ To forge positive working relationships with parents and carers and encourage a partnership between home and school, involving parents and carers in all aspects and stages of school life.
- ★ To encourage children to pursue personal interests, to make their own choices and decisions so they can contribute positively to society, and have their skills and talents utilised in the community.
- ★ To develop skills and knowledge that would support children in lifelong learning.
- ★ To promote equal opportunities, embracing everybody regardless of disability, gender, race, age or sexuality.
- ★ To promote fundamental British Values as part of SMSC, PSHE and Citizenship.





Admissions

Prospect House is a primary specialist support school offering places for children with Profound and Multiple Learning Difficulties (PMLD), Severe Learning Difficulties (SLD) and Autistic Spectrum Disorders (ASD) aged 3 – 11 years old.

Admissions are controlled by Manchester Local Education Authority, and a student entering Prospect House will normally have an Education Health Care Plan. Anyone wishing for admission for their child will have to go through the SEN Department of Manchester LA. Admissions cannot take place without consultations with the local authority.

Transitions into School

For children with significant learning disabilities supported transition will be key to a successful transition both in to the school, and then subsequently beyond.

Children's needs will be carefully considered to ensure that Prospect House can indeed provide the right educational environment to meet individual student needs. EHC Plans will be carefully considered (taking in to account both prior levels of attainment if the child were to join during the school year and additional needs); as well as making opportunities to observe the children in their prior settings, and meetings with parents and existing teachers / other professionals.

Once it has been agreed that the school can provide the right educational experience for an individual, a transition program will be put in place to allow visits to Prospect House and where possible supported by staff from their existing placement (if they are currently attending one). New children to the school will be assessed to establish a baseline to ensure that all work is levelled appropriately and maximum targeted progress is achieved.

Transitions within School

It is equally important that student needs at the time of transition between Key Stages are taken into account. Thus starting in KS1, transition planning will be an integral part of the Annual Review process, where individuals needs will be discussed with children, their parents / carers and other professionals. Similarly, children will be supported when they move up from KS2 into secondary provision.

Transitions leaving School

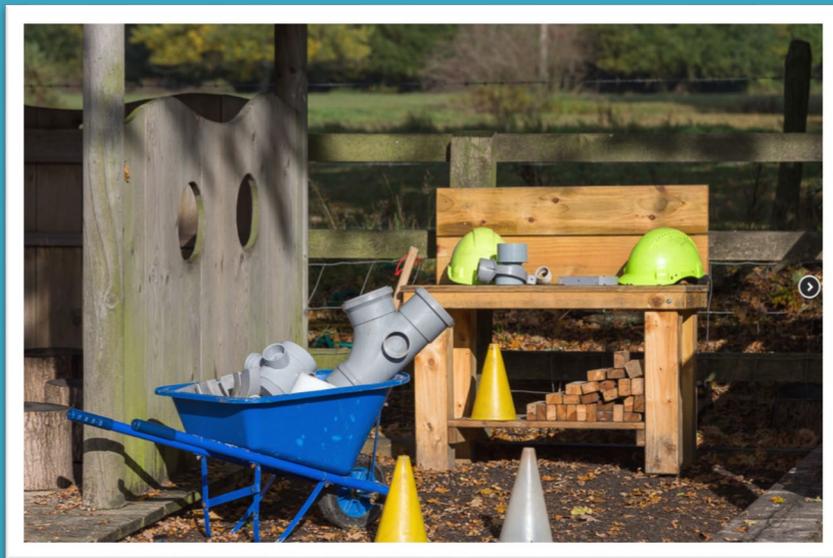
The transition to secondary school will be well planned and structured, ensuring a seamless step towards the next chapter of learning. With our outstanding links with a range of schools within the city and Salford, the most suitable provision will be found.

The opportunity of transition within the trust would provide a unique pathway for our children, supporting a smooth and efficient move to their next stage of their learning and development. Relevant staff from High schools will be invited to attend year 5 EHCP reviews. In addition, all parents are invited, during the year 5 review to visit their high school. The visits are an opportunity for parents to get a view of the school and provide opportunities for discussion.

In the summer term, during year 6, children undertake a transition programme with a series of visits with staff to their new setting, meeting other children and staff who will be with them in Y7 and getting to know the school facilities. For some pupils individual transition is arranged over longer periods.



The School Day



KEY STAGE 1 (5-7 years)		KEY STAGE 2 (7 -11 years)	
9.00 – 9.20 a.m. 20 minutes	Settling in time / Brain Gym session	9.00 – 9.20 a.m. 20 minutes	Registration Maths / literacy focus groups
9.20 – 10:20 a.m. 60 minutes	Morning session 1	9.20 – 10:20 a.m. 60 minutes	Morning session 1
10:20–10:35 a.m. 15 minutes	Break time	10:20–10:35 a.m. 15 minutes	Break time
10.35 – 11.20am 45 minutes	Morning Session 2	10.35 – 11.20am 45 minutes	Morning Session 2
11.20 – 12.05pm 45 minutes	Morning session 3	11.20 – 12.15pm 55 minutes	Morning session 3
12:05 – 1:00 p.m. 55 minutes	Lunch Break	12:05 – 1:00 p.m. 55 minutes	Lunch Break
1:00 – 1:30 p.m. 30 minutes	Collective Worship and School Improvement Focus		
1:30 – 2:15 p.m. 45 minutes	Afternoon Session 1	1:30 – 3:20 p.m. 1hour 50 minutes	Afternoon Session (with break if necessary)
2:15 – 2:30 p.m. 15 minutes	Break time		Break time (if necessary)
2:30 – 3:15 p.m. 45 minutes	Afternoon Session 2		Afternoon Session
3.15 - 3:30 p.m. 15 minutes	End of School Day preparation	3.20 - 3:30 p.m. 10 minutes	End of School Day preparation

Communication at Prospect House

We aim for our children to be able to express themselves creatively and imaginatively, and to communicate effectively both verbally and non-verbally with others in a range of social situations, appropriate to their levels and needs.

How do we nurture and develop communication!

- ★ Time for communication is built in to all learning opportunities and it forms a key part of all pupils' daily experiences in school.
- ★ Working collaboratively and in partnership with Speech and language therapists to ensure all pupils have personalised communication target.
- ★ Elklan training for all teaching staff to learn new approaches and strategies to help maximise speech, language and communication potential for all our children
- ★ All staff within school to gain the 'Prospect House 50 first signs certificate' to support spoken language across school. Signing is immersed within our culture at the school to support both understanding and expressive language.
- ★ Signs of the week to promote consistent whole school themed focus for total communication!
- ★ PODD book training for all staff, with PODD book champions in each class.
- ★ A robust and innovative communication action plan, driving new communication initiatives forward.
- ★ Lego therapy training for all staff, to ensure children experience inspiring verbal and non-verbal communication, Joint attention, focus, Sharing and turn-taking and collaborative problem-solving.
- ★ The use of colourful semantics to help children develop language and vocabulary in addition to grammatical structure.
- ★ SULP (Social Use of Language Programme) training for all to ensure a cohesive framework to enhance personal, emotional and social development from a communication and thinking skills perspective.
- ★ Inventive use of intensive interaction to enable meaningful 2-way communication through shared, meaningful and enjoyable activities to support our children participating in a shared world.
- ★ Our innovative ILE - Our state of the art sensory room using technology to encourage and demand interaction.
- ★ Using Communication Technology, across the school, to support learning within a range of multi-sensory environments.
- ★ TEACCH schedules with symbols used, where appropriate, promoting organisation and independence.
- ★ The use of Alternative and Augmentative Communication (AAC) systems will run side by side with spoken communication and multi-sensory learning for the children that need them.
- ★ Personalised 'communication profiles' for the older children transitioning to secondary school.

We aim to enable our children to have developed as far as possible the skills, knowledge and understanding that will enable them to play an active part in their community and have skills for lifelong learning.

Early Years Foundation Stage (EYFS)

The Early Years Foundation Stage curriculum creates a structure that enables children to work through the various strands at an individual pace. The curriculum is structured into a two-year rolling programme of topics, delivering creative and inspiring themes through Nursery and Reception. It is supported by a wide range of enrichment activities including off site visits, and possible visits to the school by a variety of organisations e.g. drama groups, visiting artists. We will make use of the local community facilities and the facilities within the City to enrich the curriculum offer. This will include using local sporting venues and leisure centres; the parks and visiting galleries and theatres, visiting sports coaches and competition events.

Children aged between 3 and 5 are placed in the EYFS, or those children in need of continued access to this curriculum, will follow the EYFS Curriculum, the statutory framework, as outlined in the 'ages and stages' towards achieving the Early Learning Goals.

Our EYFS Experience

Children will follow a play- based, structured curriculum which offers a blend of purposeful play, self-initiated and adult- led activities, all of which provide intellectual stimulus and challenge - both inside and outside of the classroom.

Through purposeful play, children will have regular opportunities to explore, learn and make sense of the world. They practice and build up ideas, develop self-control, build social skills and understand the need for rules. There will be well organised classrooms with clear routines and structures creating a safe and secure environment in which children grow in confidence to become independent learners.

Being active and healthy are important goals within our setting, so children are encouraged to participate in physical activities everyday such as cycling, climbing, taking part in co-operative parachute play and playing ball games.

Directed activities are linked to themes and topics and throughout the day, children are grouped for direct teaching sessions, either as a whole class, individually or in groups, for English, maths and phonics.



Curriculum Overview – Key Stage 1 & 2

We have high aspirations for all of the children and their progress will be assessed and tracked every half term. Challenging individual targets will be set based on previous progress and expectations outlined within Classroom Monitor. The curriculum will be matched to children's individual needs. A flexible approach to the curriculum and the learning environments available will allow access to the most suitable groups.

For any children being considered as gifted and talented, in particular areas of learning, they will be provided with extended, personalised opportunities to suit their unique learning needs. If children are exceeding outstanding progress in 2 or more areas of English or Maths, they would have personalised work planned to stretch and challenge them. (For more specific information on data please refer to D2). Children, who have been identified, within the specific Maths and English strands, would then be targeted and have pupil progress targets set to maintain this ABOVE AVERAGE progress.

We will ensure that an emphasis will be placed upon developing communication and confidence, personal/social development and building self-esteem, self-confidence and promoting independence. We will develop the children's play and co-operation skills; play being viewed as a vehicle for learning for all children.

In Key stages 1+2, the children will begin to follow one of the 3 pathways:

- ★ The Experiential Curriculum: Connecting and Responding - PMLD: Assessment Levels 1-3
- ★ The Structured Curriculum: A Life-Skills Based Curriculum - SLD: Assessment Levels 3-6
- ★ The Independent Curriculum: An adapted National Curriculum, which emphasises life need - SLD: Assessment Levels 6+

Each child will have an individual support plan showing the areas of need, the support and resources given and level of professional support.



Access Groups

Experiential Learners Curriculum

These children will be taught in smaller groups with consistent staffing. We have a range of specialist teaching environments to support learning for this group, including specially designed sensory resource bases. The children will have access to all areas of the EYFS or National Curriculum and to our individual teaching rooms – where Maths, English, Computing and Science will be taught, following each child's individual target. These sessions will be engaging, challenging and flexible enough to differentiate for all the individual needs, whilst ensuring the children have fun and are motivated to try again.

Structured Learners Curriculum

Those children working within the Structured Curriculum pathway have additional social communication difficulties; they need a distraction free learning environment which takes account of their need for structure and clarity. The majority of children are taught core skills (English, Mathematics, Science, ICT and PSHE), within an integrated lesson on four sessions over the week, using structured teaching approaches with an emphasis on independent working. Where appropriate, some children follow an individual timetable, using structured teaching. The children work in small groups for foundation subjects and their weekly timetable offers many opportunities for physical activity, including sensory integration sessions. Through the provision of a balanced curriculum within a secure, structured learning environment we seek to provide our children with the social and communication support to maximise their learning.

Independent Learners Curriculum

Independent learners follow the programmes of study outlined in the new national curriculum at all Key Stages. All national curriculum subjects are taught to all pupils aimed specifically at their individual needs; each child receives a broad, balanced, relevant and differentiated curriculum. Children in these groups are likely to work in larger groups. They will have consistent staffing. The student groupings within each lesson are carefully planned to ensure access to appropriate resources and level of challenge.

Home Learning and the Role of Parents

We believe that for many children a small amount of homework helps to reinforce their memory and prevent a loss of skills. To accelerate the progress across school, homework will be available and encouraged for all children. For the children working at Levels 1- 3, the unit of work will be based on our SKILL curriculum. The targets that are set to be worked on in and outside of school, to help the children to develop the skills necessary to learn.

This unit of work will last for one term and will develop pupil's skills in one of the areas of:

- ★ Curiosity
- ★ Control
- ★ Working together

For children working at Level 4+ a booklet will be provided with ideas at the child's appropriate level to support their numeracy and literacy skills, to support transferring these skills to areas outside of the classroom.

Additional to these activities the child's class teacher will provide worksheets to be completed alongside these activities, to further accelerate learning where appropriate.

Complaints Procedure

The Education Reform Act (1988) requires the Learning Trust to have arrangements for receiving, investigating and resolving complaints about the school curriculum, religious worship and other matters.

The first stage in any complaint is an informal discussion with the Head Teacher at the School. Full details of the complaints procedure are available from the School.

As a Parent or Guardian, you have the right of access to all documentation relating to your child, this includes the following documents:

- ⇒ School Curriculum Documents
- ⇒ National Curriculum Guidance
- ⇒ Any published reports by OFSTED or HMI which refer to the School
- ⇒ The arrangement for the consideration of complaints about the school curriculum
- ⇒ The Governors' Annual Report
- ⇒ School policies on Religious Education and Sex Education

If you wish to see any or all of the above, please contact the Head Teacher.

Safeguarding

Schools have an important part to play in the detection and prevention of child abuse. Prospect House will have rigorous safeguarding procedures and all causes for concern will be acted upon immediately. Staff will receive regular training and updates on child protection protocol. All staff in school will have received clearance from an enhanced DBS check.

All visitors to school will be asked to sign at reception, to wear a visitor's badge, and to read the safeguarding leaflet.

All policies and procedures will be detailed in our Child Protection Policy, which will be made available on the school website.



The new build



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