



SCHOOL PROSPECTUS 2018/19

Information relating to individual schools published in accordance with the Education Act 1996 and by Kingston upon Hull City Council and on behalf of the Governors of Aided Schools in Kingston upon Hull for admissions from September 2006.

**Tweedykes School
Midmere Learning Village
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Leads Road
KINGSTON UPON HULL
HU7 4PW**

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1 HEADTEACHER

Mrs B Moorcroft

2 CHAIR OF GOVERNORS

Mr M Pinchbeck

3 NUMBER ON ROLL

149

4 **SCHOOL CLASSIFICATION**

County Day, Co-located Special School.
School moved into new building September 2011
School became an academy in May 2013

Tweendykes achieved Outstanding at OFSTED April 2010 and December 2012 and May 2016

5 **ADMISSIONS/ VISITING ARRANGEMENTS**

If you wish to look around the school, and speak to the Headteacher about your child attending, then please ring to make an appointment. For children coming to the school who are under five years of age, the school is flexible and patterns of part-time attendance can be agreed. All admissions to the school are finalised by the Local Authority (LA).

Parents are very welcome to visit the school at any time to see the school at work, however if you would like a lengthy chat with your child's teacher we ask that you make a prior appointment

6 **TWEENDYKES SCHOOL AIMS**

Communicate, Achieve, Respect, Excel

To develop each pupils ability to communicate to the highest standard possible.

To provide a stimulating, enriching, challenging, varied and rewarding learning environment within a happy and purposeful atmosphere.

To provide a broad, balanced and relevant curriculum appropriate to the needs of each pupil and taught and assessed through individual learning programmes.

To implement the National Curriculum as appropriate to the needs of each pupil.

To develop each pupils individual potential.

To provide a system of care that encourages and maintains appropriate standards of behaviour so that each pupil can develop the social skills necessary for life after school in their local community.

To develop the self esteem, self awareness and confidence of each pupil.

To provide an environment where the needs of each pupil are met by a team of adults working together in a positive and mutually supportive way.

To provide pupils, where appropriate, with curricular and social opportunities for contact with their mainstream peers.

To provide an environment that reflects equality of opportunity and values each individual's contribution to the school community regardless of ability, race or sex.

To ensure successful partnerships between School, Parents and Carers.

7 **SCHOOL CURRICULUM**

Tweendykes School aims to provide a stimulating, challenging and enjoyable educational environment. Each pupil is encouraged to develop the knowledge, skills, attitudes, confidence and self-esteem necessary to meet the challenge of adult life. This is achieved through a curriculum that is both balanced and relevant to the needs of the individual pupil experiencing a wide range of learning difficulties.

We are fortunate to have excellent resources within our new school building. Each classroom is spacious and has direct access to outside play.

We have our own hydrotherapy pool, sensory rooms, sports hall, soft play, ICT suite, library and music and drama room, as well as benefitting from shared resources with the co-located secondary school.

The curriculum aims to prepare pupils for life after school and therefore it will, in part, focus on activities outside of school and relationships with the local community. By providing appropriate curricular and social opportunities in the wider community it is intended that a positive profile will be developed both for pupils and the school.

Curriculum

At Tweendykes School the National Curriculum enables pupils to have the experience of a much broader curriculum giving them many more opportunities to learn. Part of the National Curriculum is the testing that takes place at the end of each Key Stage. These tests are not appropriate for our pupils to take as they are well beyond the capabilities of the pupils. For this reason all pupils at Tweendykes are exempt from taking these tests and this will appear on every child's Education and Health Care Plan.

At Tweendykes School the children are tested by means of the B squared assessment, or IMPACTs which provides a baseline for assessment and the means to regularly review achievement.

There are many areas that the National Curriculum does not cover that are particularly important for pupils with learning difficulties eg sensory learning, hydrotherapy, rebound therapy, life and community skills. At Tweendykes we aim to make sure that every pupil receives a relevant education according to their needs. This will be a combination of National Curriculum and other subject areas.

English and Communication

'English and Communication' is an important area of the school curriculum. It is composed of several different areas: receptive and expressive communication skills, reading and writing. We have a team of highly skilled and trained staff who support pupils throughout the school with complex communication difficulties.

Pupils are assessed and have tailor made communication programmes and support implemented. We have adopted an assessment framework based on the SCERTs model which stands for Social Communication Emotional Regulation and Transactional Support. The ethos behind this model is to ensure all pupils particularly those on the autistic spectrum are fully supported to develop their communication and social skills to the highest standard possible. To achieve this we have a curriculum focus on communication and a team of staff who support pupils across the school with their communication development. We use PECs, TEACCH , Intensive interaction, Makaton signing symbols and communication aids for eg LAMP to support our pupils communication.

We also use symbols around the school to help pupils to their timetables and simple instructions.

Pupils also take part in regular literacy session. These sessions prove to be a very useful tool for raising literacy standards and the school now has more pupils reading than ever before. The ability to read will enhance a pupil's potential for independence. Pupils are taught pre and early reading skills and. As reading skills become established pupils are encouraged to use these skills to seek information and to read for pleasure. Pupils are taught social sight vocabulary, important words used in the community. Alongside the development of language and reading skills pupils will be encouraged to develop writing skills, both in terms of hand writing but also word processing.

Drama has something to offer to pupils of all ages and abilities. A specialist dance and drama teacher spends one day a week at the school throughout the year and works with all pupils. The work he does is closely linked to current school themes so that it is relevant to the pupils and can easily be continued the rest of the week.

Drama can assist in improving skills in communication, listening, concentration and problem solving and can lead to enhanced self esteem and greater personal confidence. Pupils really enjoy these sessions and have a great deal of fun as well as learning.

Mathematics

The approach to mathematics is through flexible programmes of work which are matched to meet each pupils level of ability. Many early skills eg sorting, matching and naming of shapes and colours, need to be learnt before they move on to work with numbers.

When pupils are ready they will be taught basic addition and subtraction, measurement, time and the recognition and use of money.

We try to provide as many opportunities as possible for the pupils to use their skills both in and out of school.

Out in the community, when pupils are ready, they are encouraged to enter shops with a shopping list to purchase goods. Some pupils do this under close supervision but as they become more confident and able, the supervision is slowly withdrawn so that the pupil can feel that they are completing the task on their own.

Science

Pupils are encouraged to discover things for themselves by handling materials and equipment. We aim to try and develop pupils curiosity, observation skills and an understanding of themselves and the world around them. Pupils are encouraged to try simple experiments and to try to predict what the outcome might be.

Our senior pupils access the science teaching spaces in the secondary school, and develop their skills of scientific enquiry.

For our PMLD (Profound and Multiple Learning Difficulties) pupils, their Science work is very important to them. They have access to our sensory curriculum, which covers the development of all five senses and bodily movement and the integration of all these senses to form a multi sensory approach to learning. We try to stimulate and 'awaken' the child's senses so that they can begin to make sense of the outside world and begin to learn in a constructive way.

We have two sensory rooms which are used by many of the pupils throughout the School.

Personal, Social and Health Education (PSHE)

There are opportunities throughout each school day for every pupil to foster their personal and social development both in and out of the classroom. The PSHE curriculum is designed to prepare young people for the opportunities, responsibilities and experiences of adult life.

Through the development of independence skills pupils are taught to prepare simple snacks, meals and drinks and to use a variety of common domestic appliances such as cooker, microwave and washing machine. Learning about safety plays an important part in all these lessons.

All pupils are encouraged through self help skills to be as independent as possible in looking after their own personal needs from knowing which are their own coats, to putting their coat on, to tying shoe laces, to going to the toilet by themselves or learning to drink using a cup.

The development of positive and happy relationships with other pupils and staff is encouraged and to respect the property of others and to care for those less able than them.

The school has been awarded the Positive Health in Schools Award.

Sex education

A basic programme of Sex education is offered to all pupils through the schools PSHE curriculum. Where the school feels that an individual pupil requires further information and support parents will be contacted and an individual programme agreed - this is often delivered by one of the community nurses.

Music

Music is an important area of the curriculum which can be both enjoyable and influential in a child's development. We have a part time music teacher who delivers music across the school to small groups of pupils.

Our PMLD pupils enjoy music; they experience vibrations and sounds as well as recorded music. Making music can be very difficult, but with help they can use a variety of instruments.

All pupils enjoy regular visits from professional musicians.

Information Technology

We are fortunate that there are interactive white boards , computers and I pads in every class at Tweendykes as well as a dedicated computer suite. This means that every pupil has easy access to a computer. Interactive white boards , and I pads have proved a huge motivator for pupils to engage in learning.

Pupils have access to a wide range of software programmes that enable enrichment to curricular opportunities, to develop and extend their skills in mathematics, English, art and many other areas. Where pupils are capable, simple word processing skills are taught.

PMLD pupils can gain great benefits from working with computers but they have major problems accessing the technology. To enable them to have this access specialist switches are available including concept keyboards and a touch screen which run with special software.

We also teach pupils how to keep safe when on –line , and can run short courses for parents in this area.

8 **SEN POLICY**

The school has a Special Educational Needs Policy and copies are available on request from the School Office. All resources allocated to the school are used to provide educational resources for the pupils in the school.

9 **PUPIL PREMIUM**

Pupil premium money is used to provide additional support to pupil in the following areas- enhanced curriculum provision for eg rebound therapy, music therapy; additional literacy and ICT resources, and support for work experience programmes.

10 **RELIGIOUS EDUCATION POLICY**

Moral attitudes embracing themes of kindness, friendship, helpfulness, etc are taught as opportunities arise during each day as part of general programmes for all children.

Assemblies are held once a week in departments with classes taking turns to be responsible for one of these each week. On other days small groups meet together in their different areas.

We have links with St James Church in Sutton and attend their for special services at harvest

The school will make arrangements for parents to exercise their statutory right of withdrawal of their children from religious education at their request.

11 **THE ORGANISATION OF EDUCATION**

The school day starts at 9.00 am and finishes at 3.15 pm. During a normal school week a total of 24 hours is spent on teaching in the classroom and a further 8 ½ hours on other activities both in and out of school.

Transport is provided by the LA for all pupils. Initial queries regarding transport should be directed to the school who will know who to contact.

There are many visiting professionals including speech therapists and physiotherapists who come to the school on a regular basis.

We also have a fully qualified nurse at the school who administers medication and deals with any specialised treatments for the children.

At present there are sixteen class groups which are divided into the following units within the school:

PMLD
Early Years Foundation Stage
Primary
Senior
Sixth form

We have one primary class off site -Little Stars at Dorchester Annexe - which is a short walk from the main site.

PMLD

There are two classes in this area providing education for those children with complex difficulties who cannot be totally integrated into class groups in the main school. Younger children up to the age of eleven are in one class, the other class teaching the older children up to the age of nineteen. (For students aged 16-19 some time is spent in lessons with sixth form)

There are regular meetings with all the different agencies involved with a child to share information. This will ensure that each child is receiving the correct support from each agency. Additionally, the children receive regular physiotherapy and a speech therapist contributes to the implementation of the communication and feeding programmes.

The IMPACTs curriculum and assessment package is followed and each pupil has an educational programme individually designed to encourage the maximum use of the child's strengths as well as providing a range of stimulating learning experiences.

Where appropriate and with guidance from the physiotherapist, pupils are encouraged to develop their individual mobility skills.

Pupils get the opportunity to join in with class activities in other parts of the school and to experience social contact with other children during assemblies, concerts and other whole school activities.

Early Years Foundation stage (EYFS) and Primary

Many children come to Tweendykes before their fifth birthday so that their education can begin as early as possible. The design of the EYFS class reflects the need to make special provisions for very young children.

Play forms an important part of their education and is carefully structured alongside more formal sessions of teaching.

There are three primary classes. Pupils are introduced to the early stages of numeracy and literacy when appropriate. Individual programmes of work are written by the class teacher and shared with parents. Each class teacher is supported by teaching assistants

Seniors

This area comprises of five classes each with a teacher and teaching assistants. Staff seek to consolidate and extend the early learning experiences of pupils by providing a wide range of activities which take place both in school and in the community.

Senior pupils access learning resources within the mainstream secondary school including specialist science , design technology and sports rooms.

Students also study different accreditation pathways and undertake link training courses at local colleges.

Sixth Form

The Sixth Form offers provision for pupils between the ages of 16 and 19. It seeks to establish a different atmosphere to that of the main school – a more mature and independent atmosphere – whilst still retaining and promoting the core ethos and aims of the main school.

The Sixth Form sees its role as preparing students for their ‘next step’ when they leave Tweendykes. Students are encouraged to develop their life skills in a number of different ways. One of the main ways this is done is through the use of the Sixth Form flat where students get the opportunity to experience, in practical terms, the reality of independent living and self-help.

Work experience is available for those pupils who are able. Their future after leaving school, is discussed at an early stage with the schools lead SENPA and local colleges and a variety of work placements are used regularly to develop skills related to work.

Fun is very important as well though. There are a range of leisure opportunities afforded to the students, as well as social time where they can simply ‘chill’ and be with their friends.

12 NATIONAL CURRICULUM TESTING

All pupils at the school are disapplied from taking the tests and the teacher assessments. The tests are wholly inappropriate for our pupils and the school uses continuous assessment by the teachers to assess the level each pupil is working at. If you would like further information on your child's assessment and progress then please arrange an appointment with your child's class teacher

13 **SCHOOL TERM DATES 2018-2019**

Autumn Term 2019			
Open	Close	Open	Close
Wednesday 4 th September	Friday 25 th October	Monday 4 th November	Friday 20 th December

Spring Term 2020			
Open	Close	Open	Close
Tuesday 7 th January	Friday 14 th February	Monday 24 th February	Friday 3 rd April

Summer Term 2020				
Open	Close (May Day)	Close	Open	Close
Tuesday 21 st April	Monday 4 th May	Friday 22 nd May	Monday 1 st June	Friday 17 th July

Staff Training – Monday 2nd September, Tuesday 3rd September, Monday 6th January and Monday 20th April

Disaggregated Training – Monday 20th July.

14 **ATTENDANCE**

In comparison to other similar special schools Tweendykes has high levels of pupil attendance. **2017-2018 92.03 %**

UNAUTHORISED ABSENCE

Summer Term 2018 - 0.01%
Spring Term 2018 - 0.01%
Autumn Term 2017 - 0.12%

AUTHORISED ABSENCE

Summer Term 2018 – 6.91%
Spring Term 2018 - 8.85%
Autumn Term 2017 - 6.68%

15 **BEHAVIOUR POLICY**

At Tweendykes our aim is to encourage good behaviour and help pupils to take responsibility for their own actions. We aim to encourage good standards of behaviour between pupils by creating an ethos in the school that reflects the values of all members of the community. Regular opportunities, both formally and informally are created to give pupils recognition for their behaviour, efforts and achievements.

As a school we believe in restorative principles of behaviour management. Our ethos is underpinned by the slogan “ **Respond, Respect, and Restore**”. This guides how the school staff respond to pupils when managing their behaviour.

Respond - Calmly respond to the problem and make the situation safe

Respect - Respect the difficulties the child has, listen to the child.

Restore - Work with the child to put the situation right.

For pupils on the autism spectrum behaviour difficulties are usually a result of the pupils sensory or communication difficulties. Using the SCERTS model we assess the pupils accurately and ensure that an effective learning support programme is in place to reduce the pupils anxiety and assist them to communicate more effectively. For many of our pupils it is not that their behaviour is bad but that they are struggling to understand the world and need the care and skills of staff to ensure they are supported effectively.

There are occasions where pupils’ behaviour becomes unacceptable and we need to work with pupils to ensure that they understand why it is unacceptable. This can be a long process in some cases and we need the co-operation of parents in every case to ensure a successful outcome.

Sometimes it is necessary to have written agreements so that all parties know what they are expected to do and who is responsible at different stages of the programme. This ensures that everyone knows what is happening, why and when. We call these programmes Behaviour Support Plans (BSP). As far as possible we would try to meet with parents to write these plans. Parents receive a copy of the plans and the BSP are regularly reviewed.

Where we feel that additional help is required an Educational Psychologist may be called in to offer advice and we will speak to parents about any programme of work before it is implemented.

School staff have been trained in the use of Team Teach which is approved by the LA. Team Teach provides guidelines in the use of positive handling. However the schools mantra is “HANDS OFF UNLESS DANGER” therefore physical intervention is only used as when all other supports have failed and to keep either the child or others safe.

All incidents of physical restraint are recorded and parents informed.

16 **SAFEGUARDING CHILDREN**

The school is fully committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The school’s Child Protection policy is available from the office on request. All school staff are trained in level 1 safeguarding.

The school has adopted DfES guidelines on safer recruitment and selection.

17 **UNIFORM**

The school encourages all pupils to wear the school uniform of gold polo shirt and royal blue sweatshirts. These can be ordered through the school office.

18 **CAREERS GUIDANCE**

When students are in Year 9 we hold a Person Centred Transition planning meeting. The schools Senior Personal Advisor attends these meetings and along with parents, the student and staff of the school future opportunities are discussed.

19 **CHARGING FOR SCHOOL ACTIVITIES**

No charge will be made for the normal activities of the school which take pupils out into the community. For whole day trips out parents may be asked to make a small voluntary contribution, no child will be excluded from an activity based on parents inability to pay. Parents are also requested to contribute to snack money and special activities in school.

20 **ROAD SAFETY EDUCATION**

Pupils make regular visits into the community and, where appropriate, opportunities are taken to provide pupils with the practice of crossing roads under close supervision at all times. Pupil also have the opportunity to undertake cycling proficiency courses.

21 **SPORT**

For all pupils this can be a stimulating and fun area of the curriculum. There are a wide range of activities offered to pupils including football, short tennis, indoor hockey as well as track events.

We have a hydrotherapy pool and swimming pool on site and all pupils take part in a weekly swimming session.

Many pupils regularly take part in lunch-time sports clubs - typical activities include hockey, tennis, rounders, football, and boccia.

We are very proud that for a number of years pupils at the School have had great success at regional athletics competitions for special needs pupils. All the pupils taking part have enjoyed the experience and quite a number have won gold, silver or bronze medals.

22 **COMPLAINTS**

We would welcome parents arranging to visit the school if they are unhappy about anything , so that we can try and resolve any problems or difficulties as swiftly as possible. However If a parent feels they cannot do this, or that

following such meeting they are still not satisfied by the outcome. Then we have a formal complaint procedure. Copies of this can be obtained either from the schools web-site or school office.

If parents wish to see any other school documentation they are welcome to come to the school to read them, or refer to school web-site which has links to most school policies and procedures.

23 **DISCLAIMER**

The information given in this prospectus was valid in the Autumn term of 2016. It is possible that there could be changes affecting either the arrangements generally described in this document or any particular part before the start of the school year 2018-19 or in the subsequent years. Parents wishing to contact the individual members of staff or governors named in this prospectus are advised to check the details with the school for any changes beforehand.

24 **DATE OF ISSUE**

September 2018.