

Hayfield School



Prospectus

*Learning to Live
&
Love Life Together*



**Hayfield School is a
Rights Respecting School.**

Article 23: Children with a disability have the right to a full and decent life in conditions that promote dignity, independence and an active role in the community.

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SENIOR STAFF AND GOVERNORS

THE GOVERNING BODY

CHAIR

Mr J Weise

VICE CHAIR: Mrs J Ebbs

HEAD TEACHER GOVERNOR

Mr L Comber

PARENT GOVERNOR

Mrs H Rice

CO-OPTED GOVERNORS

Mrs J Ebbs

Mrs E Shutt

Mrs S Drake

Mrs V Walsham

Mr C Mervyn

L.A GOVERNOR

Mr J Weise

STAFF GOVERNOR

Mrs J Tordoff

Mrs Sam Marsh

CLERK TO GOVERNORS

Mr N Saunders

STAFF

HEADTEACHER

Mr L Comber

DEPUTY HEADTEACHER

Miss S Wilson

ASSISTANT HEADTEACHER

Mrs A Light

SENIOR TEACHERS: Miss C Murphy Miss L Foulkes Mrs R Attwood Mrs A Hammond
Miss E Johnson Miss H Warburton

ADMINISTRATION TEAM:

Mrs J Barnes - School Business Manager

Mrs J Wylde - Office Manager

Mrs L Lee - Finance & Admin Officer

Miss R Cleverley-Admin Officer

Hayfield School

Learning to Live
&
Love Life Together

Happy & safe environment

Achieving our goals together

You can do it!

Flexible in our thinking

Independent and Healthy

Engaging in new experiences

Living in harmony with each other

Developing positive relationships

ETHOS AND VALUES

HAYFIELD SCHOOL

Our Goals for all of our children are that they leave Hayfield School:

- 1. Confident and as independent as they are able to be;*
- 2. Having developed the life skills necessary to be able to fulfil their full potential;*
- 3. With respect for themselves and able to demonstrate tolerance towards others;*
- 4. Able to apply their thinking skills appropriately in order to make good choices.*

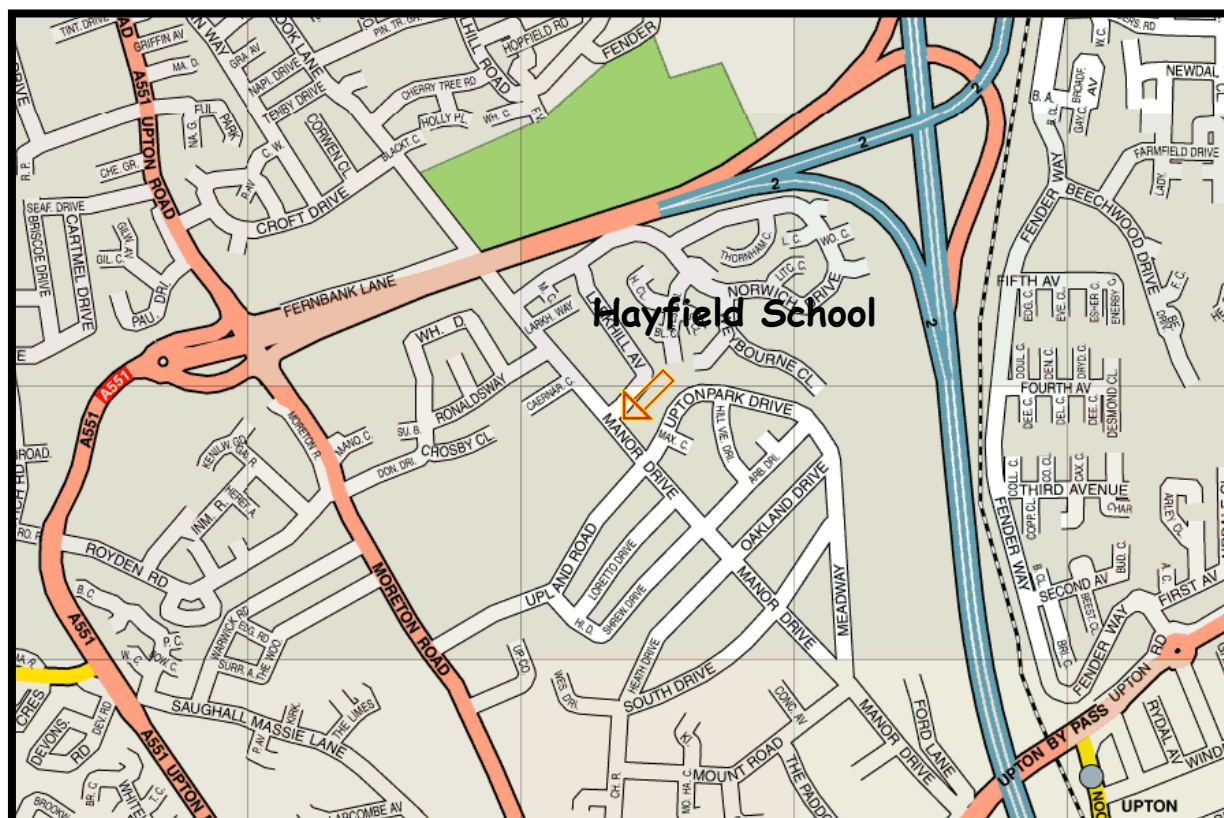


Number of children on roll January 2025—167

Headteacher: Mr L Comber

Chair of Governors: Mr J Weise

Hayfield School is a local authority, co-educational, day special school accredited by the National Autistic Society. In addition to pupils who experience difficulties in Social Communication / Autism, we also provide for children with moderate learning difficulties and additional needs. Hayfield is for children aged 4 -11 years and is located on Manor Drive, Upton.



ADMISSIONS

All children at Hayfield have an Education Health and Care Plan. The Local Authority make placement decisions based on this.

Parents and carers are invited to join an informal group visit to the school in order that an impression of the school, its philosophy and approaches might be gained before the final decision about a placement is made.

On entering the school parents are asked to complete an admissions pack which includes requests for permission to have their child attended to in medical emergencies, take part in trips outside school, display any photographs taken of them in connection with the school and for their child to be seen by other professionals in the school, i.e. speech therapists, for assessment purposes, if necessary. This also includes a sensory assessment and the chance to tell us your child's needs and preferences.



THE SCHOOL WEEK

Government recommendations are that children aged 5 - 7 years are taught for 21.5 hours a week and those aged 8 - 11 are taught for 23.5 hours a week. (Circular 7/90)

Hayfield's school week comprises 22.5 hours for our younger children and 23.75 hours for the older children.

The remaining time goes towards breaks, assemblies and lunch-times. Religious education is included in the curriculum and the pupils and staff take part in collective worship.

Younger pupils have a 15 minutes playtime in the afternoon. Some class groups within the school are designated as 'younger' because of the developmental needs of the pupils.



THE SCHOOL DAY

The Local Education Authority provide transport for the pupils (within distance guidelines) who arrive between 8:45 am and 9.15 am.

Breakfast club is available from 8:30 am.

For the younger children.

9.00am Classes start

10.30am - 10.45am Break

11.50 Lunch break and playtime

12.50pm Afternoon classes start

2.15pm—2.30pm Afternoon break.

3.00/3.30 Departure split into 3 groups



For the older children.

9.00am Classes start

11.00am—11.15am Break

12.25pm Lunch break and playtime

1.25pm Afternoon classes start

3:00/3.30pm Departure split into 3 groups



FOREST SCHOOL

Each class has half a day of Forest School each week using the extensive Forest School area on our site with its own Forest School Hut.

This is lead by our trained Forest School Leaders; Mrs D Rutland and Mrs M Stevenson. Children are asked to come to school in suitable clothing on the day that they have Forest School.



SCHOOL CLOTHING

School uniform is optional, we understand that some of our pupils may have sensory issues and a uniform may cause them discomfort.

The school does not stock uniforms and we recommend that parents purchase this from Birkenhead Uniform Shop or other suitable suppliers.

- Navy blue sweatshirt or cardigan with school logo

Parents/carers are asked to provide the following for PE: Pumps or trainers, shorts/leggings and a top.

You can order uniform online from myclothing.com or wirraluniforms.com who also have a shop at 2A Princes Pavement Birkenhead CH41 2XY or call 0151 647 9588



PASTORAL CARE AND DISCIPLINE.

Hayfield believes it is vital to work in partnership with the families and carers of pupils. Parents/Carers are encouraged to contact the school about any concerns.

We also work closely with a range of other agencies, such as speech therapy, occupational therapy, social services and child and family service. Regular meetings are held in order to ensure the best support possible for all pupils.

Our bus escorts provide an invaluable link between home and school. Parents will appreciate the importance of placing their children on the bus in the mornings and being there to meet them on their return.

Where behaviour causes concern either in school or at home, Hayfield always endeavours to work closely with parents. If a formal behaviour support plan is required, parents are consulted and the plan is shared with them.

Article 19: "Governments must do all that they can to ensure that children are protected from all sorts of violence, abuse, neglect and mistreatment".

Child Protection

On occasion information will come to us regarding the safety and well being of children. Parents/carers do need to be aware that whilst we deal with such information with sensitivity and care, we are **legally required to report actual allegations to Social Services or police**, and there are procedures, which we are expected to follow if suspicions are passed to us. All of us as adults have to accept that it is the protection of the child who may be at some kind of risk, which is most important.

A copy of the safeguarding policy is available at the school.



PARENTAL INVOLVEMENT

The school has a "Parents, Teachers and Friends Association" (P.T.F.A.) Parents and carers are encouraged to take part as either committee members helping organise social and fund raising events, or to come along and support such events. All events are organised and run by staff and parents together.

Those parents who wish to work in school in a voluntary capacity, are supported and encouraged to do so. (Subject to police checks.)

Parents are frequently invited into school for events such as the Christmas Show, or other whole school celebrations, in addition to more formal meetings to discuss children's progress.

We run family workshops through out the year on topics such as; sensory, behaviour support, mental health, continence and curriculum information. Our youngest classes have a stay and play session each term.

We feel it is important that pupils have an opportunity to help others in need, so take part in a number of charity and fundraising events.

Communication is kept up with parents through the school newsletter, Dojo's (online communication) bus escorts, telephone calls, letters, emails, arranged meetings and home school books where appropriate. Parents are always welcome to get in touch over any issues.

A further important matter is sharing and updating information and knowledge. We try to hold coffee mornings, and information sessions, where both professionals and parents can work together.

Parent workshop



Stay and play session

Teaching organisation and the curriculum.

The school currently has sixteen classes providing for children from age four to age eleven.

As children move through the school they are carefully and sensitively grouped depending on ability and developmental levels. Class sizes are varied depending on the level of need of the children and degree of support they require. There are 3 curriculum pathways; pre-formal, semi-formal and formal which have a curriculum and delivery suitable for those children.

All children have an Individual Support Plan (ISP) which is reviewed and evaluated throughout the year. When appropriate an Individual Behaviour Plan (IBP) is designed to support the child.

The children follow a 'broad and balanced curriculum' including the National curriculum, adapted to their specialist needs.

The Curriculum

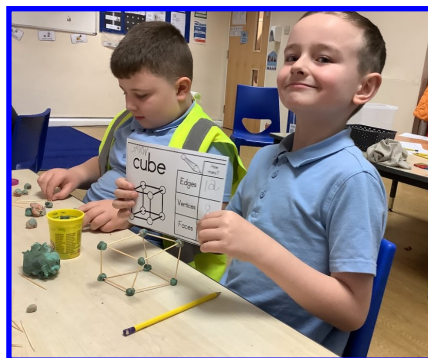
Key Stage One classes (age 4-7) concentrate primarily on language and communication, play skills, and the areas of the foundation curriculum, including: Mathematics, English, Science, Knowledge and understanding of the world, Physical development, Personal and social education and Creativity.

As they progress through to Key stage two, subjects are taught through whole school topics. Whilst there is an emphasis on communication and English, Mathematics, Personal, Social & Health Education, the following subjects are all covered:

Computing
Science
Geography
Physical Education
Music
Religious Education

Art
History
Geography
Drama
Design Technology

The school has been awarded the Government's Basic Skills Quality Mark which ensures that basic English and Maths skills are taught effectively.



Religious Education

Religious education is taught as a distinct subject and follows Wirral's SACRE agreed syllabus. In accordance with Government legislation it is in the main broadly Christian but will, *"seek to ensure that it promotes respect, understanding and tolerance for those who adhere to different faiths"*. (DfES Circular 3/89) Parents may withdraw their children from Religious Education or elect to:

- ◆ Supervise them at home (or off school premises) while Religious education is taking place.
- ◆ Ask for them to be supervised by a member of staff in school.
- ◆ Ask the Headteacher to make informal parallel provisions for those of a different faith.

The Health and Relationships aspect of PSHE (Personal, social and health education) are now compulsory in all Primary Schools. The Department for Education outlines what schools should cover:

"It should ensure that every child is guaranteed a PSHE education that covers mental health and wellbeing, physical health (including healthy lifestyles and first aid) and learning about safe, healthy relationships, including understanding consent and negotiating life online."

Sex Education takes place as part of the RSE curriculum for Year 6 pupils. Parents are invited to view and discuss the programme and its contents before the work takes place. Parents are free to withdraw their children from these classes after discussion with the Headteacher.

Inclusion

The school runs an inclusion programme with other mainstream primary schools. Children are often included in social inclusion, with some children for whom it is appropriate undertaking individual inclusion programmes. Hayfield also offers training and advice to colleagues in other schools. Some children are also supported through Leisure Links to attend activities in their home area.

School Council

Every year, each class elects a child to represent their class on our School Council. This role is important in hearing pupil voice and helping make decisions that impact on the children at Hayfield. School council members meet at least once a term and alongside being active fundraisers they are also represent school at events and special projects.



Special Curriculum Arrangements and Special Educational Needs.

The school's special needs policy outlines admissions, external support, and curriculum and assessment arrangements. The head teacher is the school's SEN Co-ordinator, and any queries relating to the children's special needs should in the first instance be referred to them.

The school is accredited by the National Autistic Society, this is a rigorous assessment undertaken regularly and ensures that curriculum and provision is effective, and based on well researched best practice.

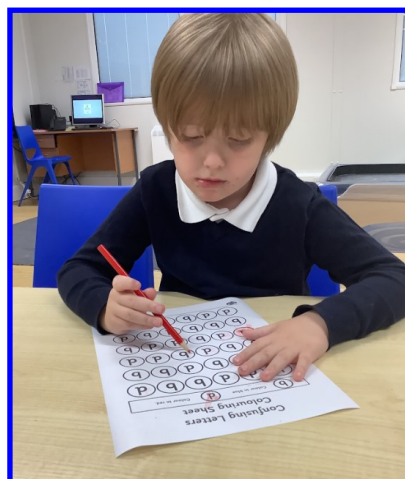
Some of our children require extra input, e.g. speech therapy, or advice from a range of other support services such as Hearing and Visual Support Services or Occupational Therapy.

We have some sensory equipment which helps facilitate additional curriculum requirements.

Homework

The types of homework set will vary depending on the needs and abilities of the different children throughout the school. However during their time at Hayfield School, children will experience a wide range of tasks including:

- Games and turn taking activities;
- Relating school learning to their own life and the wider world
- Writing tasks;
- Reading;
- Learning - for example: facts, vocabulary, spellings;
- Research, drawing or design work;
- Preparing for discussions or presentations;
- On-line learning, answering questions, completing worksheets;



Complaints about the curriculum.

In accordance with Section 409 of the 1996 Education Act, the Authority has adopted a procedure to deal with complaints about the curriculum. Most complaints are settled quickly and informally at school level. The complaints procedure exists for those parents who also wish to pursue a complaint through more formal channels. A copy of the complaints procedure is available from the school or directly from the Education Department, Public Libraries and Public Information Offices.

Complaints about other aspects of the school

It is recognised that at some time parents may not be happy with other aspects of the school. If the complaint is in relation to a pupil's work or relates to something which has happened during the school day, the first point of contact should be the classroom staff. If a parent is not happy with the response they have received or the complaint is more significant they can then ask to see or speak to the Headteacher or in the absence of the Head, the Deputy Headteacher. Parents may also contact parent Governors at any time with any issues of concern.



Collective Worship

The school has whole school collective worship each week and KS1 and KS2 music session. Classes take turns to lead the assemblies .



Sporting Achievements.

The school has its own playing fields, which incorporate a football pitch, and space for athletics and outdoor activities. The school hall doubles as a gymnasium, equipped with apparatus and soft play mats allowing opportunity for creative and formal games, gymnastics and dance lessons. Each day a sensory circuit is available for pupils to access.

All areas of National Curriculum P.E. are catered for at Key Stage 1 and 2, where children receive a weekly lesson. Children in KS2 have the opportunity to take part in swimming lessons. When there are opportunities the school takes part in competitions such as football, Boccia, dance festivals and cricket.

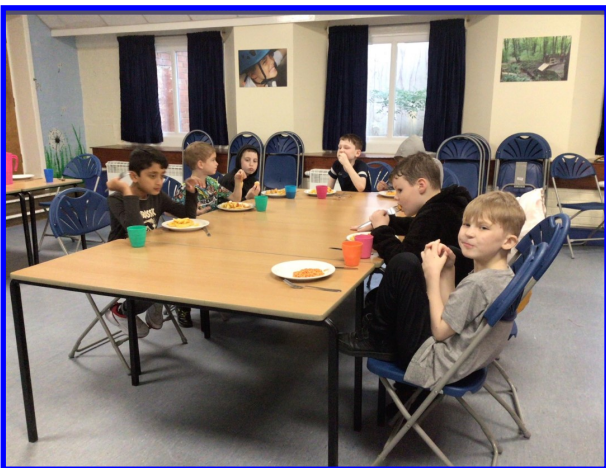


RESIDENTIALS



It is the policy of the school to offer every pupil a residential educational experience by the end of KS2.

Such experiences are valuable for our pupils. For many of our pupils it will be the first time away from home.



The programme develops the pupils confidence self esteem and independence. The activities carried out on the trips are dependent on the pupils' abilities and level of development.



Further documentation and information

Parents are able to consult the school or Public Libraries about the following:

- ◆ Charging for activities
- ◆ National Curriculum and details relating to Education Legislation
- ◆ Full details relating to complaints about the curriculum.
- ◆ Any published OFSTED reports on the school.

Valuable Items

Pupils are not to bring items of value into school—i.e. valued at more than £10 — within the context of school life it is not possible to guarantee the security of valuable items.

No Mobile phones allowed at school.

We are now a cashless school and use the online payment system school money



schoolmoney

Attendance

Our school has an attendance officer, Mrs Jo Wylde. Together with our Deputy Head Teacher Miss Sue Wilson, Mrs Wylde works closely with parents to ensure that our pupils attend school regularly. Parents are encouraged to speak to her if they have any concerns regarding their child's attendance.



Charges for school activities

The school cannot charge for activities specifically during the school day (e.g. museum visits, boat trips, etc.). However parents will be asked for a contribution towards such activities.

With regard to residential visits the school will ask for a contribution equalling the cost of a place. Parents are given the opportunity to pay on an instalment basis of their choosing. If a parent is unable to pay the whole or any of the cost individual arrangements can be made. The school maintains a policy that no pupil should be excluded from taking part because of finances. However it should be noted that if there were insufficient funds to cover costs the activities may be cancelled.

Any activities seen as optional extras, (i.e. activities provided mainly outside school hours), will be charged for.



Secondary Schooling

The pupils transfer to an appropriate secondary school and these may include Clare Mount School, Foxfield School and Meadowside School. Some pupils may move to secondary school with support for special needs, such as Hilbre High School, Bebington High School or Woodchurch High school.

Parents are consulted by the L.A early in year 6 about future placements and the school liaises closely with all the secondary schools involved to ensure a smooth transition for the pupils. This includes visits to the schools for parents and pupils.

School life

We are a Zones of Regulation School and use this curriculum to teach the children to identify their emotions, communicate them and learn tools to help them self-regulate.

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
sad tired	happy calm	frustrated worried	angry terrified
sick bored	feeling ok ready to learn	silly excited	yelling hitting
I can try... stretch	I can try... drink water	I can try... deep breaths	I can try... take a break

We have a Total Communication Approach and value all methods of communication. Most of our pupils benefit from using visuals to support the spoken word and you will see symbols around the environment, on visual timetables and staff using them with pupils.

playground chat board									

Morning meeting	
English	
Maths	
RWI	
PE	



Medical and additional Needs

In order to ensure the best support possible for all pupils there is a multi disciplinary meeting held every term. This usually consists of — Ms Wilson, relevant teaching staff, Dr Breen (community paediatrician) , a representative from CAMHS and the locality social worker.

If your child needs to take medication in school (short term or long term) you need to complete the forms in the admissions pack and hand it over to their bus escort/school staff.

Special Educational Needs

Guiding principles:

- ❖ All children referred to Hayfield School will receive individually tailored education support plans.
- ❖ Children's needs will be continually assessed and monitored and the school will provide comprehensive reports to parents and relevant parties regarding children's progress and the school will actively promote the principle of partnership with parents.
- ❖ All children will have entitlement to the National Curriculum in the context of the broad and balanced curriculum.
- ❖ That the Headteacher will determine the optimum size of groups according to agreed criteria (this will be related to national and LA criteria) and will deploy staff in a way that best meets the children's needs.
- ❖ The school will liaise effectively with a range of support agencies and will seek to forge links with other schools in furtherance of the principle of inclusion.
- ❖ The Head and Governors will seek to employ staff that have a background of special educational needs.
- ❖ The Headteacher will ensure that all teaching and non-teaching staff have access to relevant and suitable INSET programmes in line with the School Development Plan.
- ❖ The Headteacher and Governors will work towards the staffing levels as outlined in the government Circular 11/90.

Food

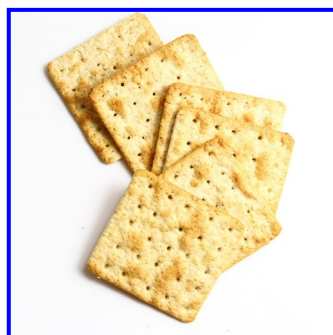
There is always a choice of healthy options at lunchtime, including a hot dinner, deli option and a variety of salads. Children are helped with their choices in the classroom each morning. Some children also bring a packed lunch. Key stage one pupils will be eligible for a government funded meal. Some of the younger children eat in their classrooms, the older children use the dining room and hall. Many of our pupils have restricted diets and the kitchen staff work with us to support them.



Snacks

We ask parents/carers to make a contribution towards snacks in school. These consist of Morning snack for all children when children are offered water or milk and a piece of fruit.

In the afternoon younger children have an afternoon snack which comprises of "healthier" options; crackers, breadsticks, cereal etc.



Privacy Notice- General Data Protection Regulation (GDPR)

This Privacy Notice has been written to inform parents and pupils of Hayfield School about what we do with your personal information. This Notice may be subject to change as the Data Protection Bill progresses.

Who are we?

Hayfield School is a 'Data Controller' as defined by Article 4 (7) of GDPR. This means that we determine the purposes for which, and the manner in which, your personal data is processed. We have a responsibility to you and your personal data and will only collect and use this in ways which are compliant with data protection legislation.

The school has appointed Veritau Ltd to be its Data Protection Officer (DPO). The role of the DPO is to ensure that the school is compliant with GDPR and to oversee data protection procedures. Veritau's contact details are:

Information Governance
Veritau Ltd
County Hall
Racecourse Lane
Northallerton
DL7 8AL



schoolsDPO@veritau.co.uk
01609 53 2526

What information do we collect?

The categories of information that we collect, hold and share include the following:

- Personal information of pupils and their family members e.g. name, pupil number, DOB and address
- Educational attainment
- Free school meal eligibility
- Attendance information
- Assessment information
- Behavioural information
- Safeguarding information

We will also process certain 'special category' data about our pupils including:

- Relevant medical information- please note that where the pupil has a severe allergy or is thought to be at risk of needing emergency care for a medical issue then this will be shared with all the staff. We may do this in the form of photo identification in the staff room to ensure that all staff are aware of the issues should an emergency situation arise
- Special Educational Needs and Disabilities information
- Race, ethnicity and religion

Why do we collect your personal data?

We use the information we collect:

- to support pupil learning
- to monitor and report on pupil progress
- to provide appropriate pastoral care
- to assess the quality of our services

Any personal data that we process about our pupils and parents is done so in accordance with Article 6 and Article 9 of GDPR:

Our legal basis for processing your personal data, in line with Article 6(1)(c) include:

- Education Act 1944, 1996, 2002
 - Education and Adoption Act 2016
 - Education (Information About Individual Pupils) (England) Regulations 2013
 - Education (Pupil Information) (England) Regulations 2005
 - Education and Skills Act 2008
 - Children Act 1989, 2004
 - Children and Families Act 2014
 - Equality Act 2010
- Education (Special Educational Needs) Regulations 2001

We also process information in accordance with Article 6(e) and Article 9(2)(g) as part of the official authority vested in us as Data Controller and for reasons of substantial public interest. Such processing, which is not mandatory but is considered to be in our pupils' interests, include:

- School trips
- Extra curricular activities

Whilst the majority of pupil information you provide to us is mandatory, some of it is provided to us on a voluntary basis. When we do process this additional information we will ensure that we ask for your consent to process this.

Who do we obtain your information from?

Much of the information we process will be obtained directly from you (pupils and parents). We will also process information received from:

- Department for Education (DfE)
 - Local Education Authority
- Previous schools attended

Who do we share your personal data with?

We routinely share pupil information with:

schools that the pupils attend after leaving us
our Local Education Authority Wirral
the Department for Education (DfE)
National Health Service bodies

For more information on information sharing with the DfE (including the National Pupil Database and Census) please go to: <https://www.gov.uk/government/publications/national-pupil-database-user-guide-and-supporting-information>

We will not share any information about you outside the school without your consent unless we have a lawful basis for doing so.

How long do we keep your personal data for?

Hayfield School will keep your data in line with our Information Policy. Most of the information we process about you will be retained as determined by statutory obligations. Any personal information which we are not required by law to retain will only be kept for as long as is necessary to fulfil our organisational needs.

What rights do you have over your data?

Under GDPR parents and pupils have the following rights in relation to the processing of their personal data:

- to be informed about how we process your personal data. This notice fulfils this obligation
- to request access to your personal data that we hold, and be provided with a copy of it
- to request that your personal data is amended if inaccurate or incomplete
- to request that your personal data is erased where there is no compelling reason for its continued processing
- to request that the processing of your personal data is restricted
- to object to your personal data being processed

If you have any concerns about the way we have handled your personal data or would like any further information, then please contact our DPO on the address provided above.

If we cannot resolve your concerns you may also complain to the Information Commissioner's Office (the Data Protection Regulator) about the way in which the school has handled your personal data. You can do so by contacting:

First Contact Team
Information Commissioner's Office
Wycliffe House
Water Lane
Wilmslow Cheshire
SK9 5AF
casework@ico.gsi.gov.uk // 03031 231113

Equality Statement:

Please see copy of the Equality statement on the school website.

This is an area of school life that we take very seriously.

The disability equality duty:

The duty requires schools, when carrying out their functions to have due regard to the need to:

- promote equality of opportunity between disabled people and other people;
- eliminate discrimination that is unlawful under the Disability Discrimination Act;
- eliminate harassment of disabled people that is related to their disability;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life;
- take steps to meet disabled people's needs, even if this requires more favourable treatment.

Security

In order to increase the security and safety of the pupils, staff, visitors and the school building CCTV equipment with built-in recording facility is installed on the school premises.

The equipment is for in-house security purposes only and the data cannot be viewed from any exterior sources.



Glossary of terms used in this document:

HSDW	Home/School Development Worker
ASPM	Active School Playground Manager
ICT	Information Computer Technology
ISP	Individual Support Plan
IBP	Individual Behaviour Plan
PE	Physical Education
DT	Design Technology
MFL	Modern Foreign Language
PSHE	Personal Social & Health Education
RE	Religious Education
LA	Local Authority
Sacre	Standing Advisory Council on Religious Education
DFES	Department for Education and Skills
SEN	Special Educational Needs
Ofsted	Office for Standards in Education
SATs	Standard Assessment Tests/Tasks
Inset	Inservice Training
PTFA	Parent, Teacher and Friends Association