



Newall Green The Hive Prospectus 2024-2025



Aiming high to reach our goals

Dear Parents and Children,

Welcome to The Hive at Newall Green Primary School. I hope the information contained in this booklet will be helpful and give you some idea of the educational opportunities we can offer your children. Education is a partnership linking parents, children and the school staff. By working closely together we hope to give your children the best possible start to their school life.

Throughout your child's time at The Hive, staff will make considerable efforts to actively involve you in all that is going on.

I look forward to meeting you.

Yours sincerely,

Mrs Sarah Rudd, Executive Headteacher.



The Hive

The Hive provision was established in 2019 and links with Manchester City Council's Bridgelea Primary School, a specialist provision for social, emotional and mental health (SEMH) difficulties. Children who attend the Hive provision have a personalised curriculum that meets their SEMH needs. Places are allocated within the provision through 2 streams — APEX places via the Bridgelea for those at risk of permanent exclusion or directly from schools for pupils who need time out of their school and require a short-term holistic intervention to develop skills to access a mainstream class to help improve behavior.



The Hive Mission Statement

At the Hive our mission is to support children with their Social, Emotional and Mental Health (SEMH) Needs, and may therefore be at risk of exclusion due to this leading to challenging behaviour. We aim to support them to become more engaged with education, develop a positive attitude to learning, increase their time in the classroom and increase their self-belief, confidence and resilience. Our main objective is to support the children to re-integrate in to mainstream provision. Depending on each child's circumstances, this could be by increasing the time that they are in school, to assess what support is needed for each pupil and support schools to put this in to place, or trialing mainstream classes in our school as well as teaching them skills to put in to place at unstructured times such as break times and lunch times in a busy mainstream playground. At the beginning of each placement we clearly define through the admissions paperwork and meetings with the placing school what the outcomes that they would like to achieve through the placement e.g. to use Zones of Regulation to express their emotions appropriately.

Curriculum

Rationale

The Hive long-term plan for the semi-formal curriculum has been designed to allow the acquisition of knowledge and understanding, with a coherent learning sequence having been developed to ensure that knowledge is built cumulatively over time that matches the National Curriculum they would access in a mainstream class. The semi-formal curriculum deliberately allows for over learning, repetition and consolidation, and lessons are taught in smaller 'chunks' - all vital in the development of children with SEMH and/or learning needs. As children progress, teachers will plan to give them opportunities to activate and build on prior knowledge, drawing this from their long term memory, to apply learning, generalise and work independently. Children with SEMH and/or learning needs need to be able to communicate, have control over their lives and have the belief that they can succeed. Ultimately, we aim to build confidence, cultural capacity and raise aspirations for their future life.

Intent

The intent of the semi-formal curriculum for pupils is:

- To communicate with familiar and unfamiliar adults and peers;
- To equip children with the knowledge they need in the world beyond the academy;
- To have confidence and independence;
- To value each other and act in a responsible and ethical way;
- To have a sense of self so they can become engaged citizens;
- To build their confidence so they feel ready to engage in a mainstream class;
- To make good personal progress in all subject areas; and
- To develop holistically with access to a range of therapeutic approaches.

Teaching and Learning

Pupils access a structured classroom routine with a multi-sensory approach to learning. A range of approaches are utilised, with one to one and small group teaching being the main routes to learning. Subject specific learning takes place within the core areas on an individual and very small group basis. Pupil's smaller working memory means repetition of skills and over learning is essential for developing fluency. Opportunities for pupils to think and problem solve as independently as possible are provided. Alongside this, pupils have access to area provision designed to develop key social, emotional and communication skills and independence. Pupils are supported to develop key life skills. Pupils may (but not always) move into a more structured teaching and learning environment still with a focus on multi-sensory learning.

For further information please see our 'Hive Curriculum' document.

Religious Education and Acts of Collective Worship

The school has no affiliation with any particular religious denomination but collective acts of worship are mainly Christian in content although knowledge of and respect for other faiths is an intrinsic part of education at Newall Green Primary School. This is reflected by the Peace Mala an accreditation we hold as a Peace Mala school. There is usually a daily assembly for all children, but arrangements can be made by parents to withdraw their child from all or part of Religious Education and Collective Worship. The supervision of these children will be discussed with the parents when they make the request.

Religious Education at Newall Green Primary School is based on the LA Agreed Syllabus. The school has a strong Personal, Health, Social and Moral Education policy, which is integrated into its organisation and teaching structure wherever possible.



Peace Mala™



Peace Mala
Accredited School



We understand that for some children in the Hive, attending whole school assemblies can be a time of anxiety, so will lonely attend these where this has been agreed as suitable for the pupil and with reasonable adaptations being made (e.g. ear defenders.)

Sex Education

The Governors, in consultation with parents and teachers, have decided that Sex Education will be taught as part of the Personal, Social, Moral and Health teaching throughout the school. You are asked to consult the Headteacher if you have any queries or problems concerning the Sex Education programme at Newall Green Primary School.

A typical day in the Hive

The Hive's hours are from 8:45am until 2pm. However, where a child has been on a part-time timetable, we may start them on the same hours as they were previously, with the aim of increasing their hours to the above.

8:45am- Arrival and Check-in

Children enter our Hive 3 classroom from the Key Stage 1 playground—this is so that there are less children and adults around so that it is less daunting for them to come in to school. Parents are able to talk to staff about any issues and staff can check-in with children as they arrive.

9:00am - 9:20am - Breakfast and Social Time

Children sit together to have a nurture breakfast, where they will have a health meal, engage in social activities such as playing games or group discussions such as 'Would you rather...' questions and ensure that they are ready and prepared for the day ahead.



9:20am - 10am- Core subjects (Maths, Reading and Writing)

Lessons in the Hive are based around the mainstream curriculum with adaptations for the children's needs—for example some lessons are much shorter, with choosing time after to keep the children engaged and support with attention difficulties. Some lessons may be more practical and less reliant on writing as this can be a trigger for some children—although there will also be some element of writing to ensure that they are learning the skills they need to improve this area of the curriculum. If a child has an EHC or an Individual Learning Plan, then they will also work on their individual targets as part of this core subject time.

10:00am - 10:30am - Interventions

As part of their placement they will take part in a number of SEMH interventions to support them with their areas of need. And improve their well-being These may be:

Socially Speaking - Socially speaking offers a social skills programme for pupils in the Hive. Social interaction is one of the most delicate times during a child's education and for the majority of children in the Hive struggle in this area.

Boxall Profile - An evidence based tool supporting a whole school approach to assessing and addressing children and young people's social, emotional and behavioural development to positively impact learning, behaviour, attendance and wellbeing .

Zones of Regulation - A complete social-emotional learning curriculum, created to teach children self-regulation and emotional control.

Lego Therapy - An evidence based approach that aims to develop social communication skills in children, such as sharing, turn-taking, following rules, using names and problem-solving.



10:30am - 10:45am - Structured break time

Break times are often a difficult time for children with SEMH needs. As part of the Hive provision, they will have their break times in a smaller area with activities outside as well as a high adult to pupil ratio. The staff will work with the children to teach them how to play appropriately.

10:45am - 11:25am - Core Subjects (Maths, Reading and Writing)

11:25am - 12:05pm - Non-Core Subjects (Music, RE, History, Geography, PSHE, Art, DT and PE), Science and computing

Children will continue to cover the non-core subjects suitable for their stage. These will be completed in a way that engages and supports their development, as well as meeting their individual needs. They are often more practical and will be focused on ensuring that they gain a love of education and learning.



12:05pm - 12:50pm - Lunch

Children eat their lunch together in the Hive classrooms and then use the outdoor space as outlined in the structured break section.



12:50pm - 13:30pm - Non-Core Subjects (Music, RE, History, Geography, PSHE, Art, DT and PE), Science and computing

On some days, our non-core subjects may make way for other activities such as yoga, cooking or outdoor learning .

13:30pm - 13:50pm - Choosing time

This time is used to reward children for making the right choices in the day. If they haven't completed work they may be asked as a natural, logical consequence to use this time to complete the work so that they can start a fresh the following day. This time is also used to reflect on what difficulties they may have had that day, and how we can best support them the next day.

13:50pm - 14:00pm - Story time

Many of the children in the Hive struggle with reading - but we want to instil in them a love of reading and to see the enjoyment that reading can bring.

14:00pm - Dismissal & Parental Catch-Up

Staff will discuss your child's day with you and any way we are able to support and work together to ensure your child meets their targets for their time in the Hive. If you are ever running late, please do contact the school so we can prepare your child for this, as for some children this can be a trigger.

We have 3 dedicated classrooms for the Hive as well as our own outdoor area. Within the Hive, we also have our Rainbow Room for children with high SEN needs.



Hive 1



Hive 2



Hive 3



Outdoor Area

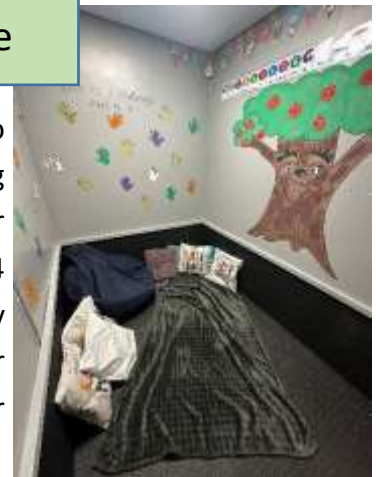
In addition we also have other spaces that children can use to support their SEMH needs.

Sensory Room



The Zone

Safe Space



Calming Spaces

When dysregulated, we teach the children to use a number of strategies to support them with their emotions. One strategy is to use a safe/calming space to remove them selves from a situation, distract them selves or engage in activities that will help them away from their triggers. We have 4 spaces in the Hive that children can use to do this - these are: The Sensory Room; The Safe Space; The Zone and the outside area. For further information on the use of Calming Spaces in the school, please see our 'Calming Space Policy'.

Staff within the Hive

The provision is split across three classrooms and staffed with one level 4 teaching assistants, two level 3 teaching assistant and three level 2 teaching assistants – overseen by our Deputy Headteacher Mr Smith. We also have a school counsellor who sees the children each week.



Miss Debbie Ankers
Hive 1 Lead TA3



Mr Alec Smith
Deputy Headteacher



Miss Emma Webb
Hive 3 Lead TA4



Miss Elaine Smith
Hive 1 TA2



Mr Konner Robinson
Hive 2 Lead TA3



Miss Sally Steenson
Hive 2 TA2



Miss Freyha Whigfield
Hive 3 TA2



Amanda Jackson
School Counsellor

School Dress

At Newall Green Primary School all children are expected to wear school uniform. However we fully understand that as children are on a placement here for a short while, we will endeavour to support you in this and will discuss how we can help when you first visit.

Newall Green' Primary School uniform is:

- Black, Navy or Grey school trousers (long or short) / Black, Navy or Grey school skirt
- Plain white or blue shirt, or plain white or blue polo shirt or school polo shirt
- School Sweatshirt, Navy blue Cardigan or Fleece
- Black school shoes or black trainers
- In the summer girls may wear a blue checked school summer dress.
Any other clothing falls outside our school uniform policy and so is unacceptable for school.



Uniform can be purchased online:

SCHOOL TRENDS: <http://www.schooltrendsonline.com/schools/>

Or from: Debonair The School Shop, Unit 2B, Haletop East, Civic Centre, Wythenshawe M22 5RN. Tel: 0161 498 0200

We also have a uniform swap shop which can be utilised to ensure that we are being environmentally friendly and reduce waste if you are only at the Hive for a short amount of time.

P.E. Kit

The children need a plain white T. Shirt and a pair of black or blue shorts for P.E. lessons. For outside P.E. and games lessons the children need a pair of trainers. Obviously all P.E. kit should be clearly labelled with your child's name. The children are welcome to come to school in their PE kits on the days that they do PE.

Lost Property

Anything that the children lose will be kept in the Hive. Items that are properly named are returned to the owner immediately. Anything that is not named will be kept until the next holiday when it will be disposed of. Please ask at the staff if your child has lost anything and we will do our best to find it. However, we cannot be held responsible for any item that is lost or stolen.

Jewellery

The children may only wear single stud earrings and a watch to school. This is for all of the children's safety and also the security of any jewellery. No other jewellery is acceptable and your child will be asked to remove it. Jewellery **MUST NOT** be worn for P.E.

Behaviour

One of the objectives of the Hive is to support children with behaviour that they find challenging.. Swearing, fighting or physical assault is not and when this happens children will speak to our Deputy Headteacher about their behaviour and appropriate support and consequences put in place. We believe in the Hive that consequences or children's actions should be timely (i.e not carried over to the next day and logical (e.g. if they have made a mess, they will tidy it up, or if they refuse to complete an activity, they will have to complete it in their own time such as in choosing time.) For more details, please refer to the Hive Behaviour Policy.

Child Protection

Schools have an important part to play in the detection and protection of child abuse. Parents should be aware that where it appears to a member of staff that a child has or is being abused, the school is required to report the matter to the appropriate authorities immediately. Consequently, in such situations it is likely that a social worker will contact the parents, not the school.

This requirement forms part of the local authorities procedures for dealing with child abuse, and is not a matter for the discretion of individual Headteachers, nor members of the school staff.



Tom Rudd
Designated Person
Safeguarding Lead



Sarah Rudd
Designated Person
Executive Head

Deputy Safeguarding Leads



Elizabeth
Pattenden



Kirstie
McKenzie



Lisa
Redford



Evelyn
Uche



Sarah
Burton



Adam
Pattenden



Alec
Smith



Sophie
Tait



Cat
Campbell



Helen
Ackerley



Emma
Webb

Accidents and Emergencies

Occasionally accidents occur or children feel ill. It is vital that we are able to contact you in an emergency and we must therefore have an emergency telephone number or address where you can be contacted during the school day. Please ensure that you have completed our Emergency Contact Form and returned it to the School Office.

In the unlikely event of an accident or emergency at school we will immediately try to contact you using the information, which you give us on your completed contact form. If this is not possible the Headteacher or his delegate will assume parental responsibility and will act as any caring parent would under the circumstances. If you do not wish the Headteacher to assume this responsibility, e.g. in the case of medical treatment, please make this clear on the contact form and also bring it to the attention of the Headteacher or Deputy Headteacher.

It is vital that contact forms are brought up to date whenever there is a change of circumstance and you are asked to contact us immediately if there are any changes to these details.

Medical Conditions

The School Health Service and the Dental Service carry out routine screening of pupils' physical and dental health. We urge you to encourage your child to adopt healthy habits in all aspects of their development, for example, cleanliness, dress, hygiene, footwear, nutrition. The school nurse is always willing to discuss any aspect of your child's health on a one-to-one basis, during their weekly visit. Please inform us if your child has any medical condition such as asthma or epilepsy, so that we can write a medical health plan which will help us to act effectively in an emergency.

First Aid

Some members of teaching and non-teaching staff are qualified in first aid a list can be found at the school office.

Medicines and Pills (please see school medicine policy)

The school cannot accept responsibility for the administering of drugs and medicines except where a child has a recurring medical condition, such as asthma, respiratory problems, or epilepsy, which need continual medication. In such cases, the school will do everything possible to help. Such medicines must be handed in to the office and not given to the class teacher. If children need to be given other medicines during the day we request that this be done at home.

Equal Opportunities

It is the school's policy that all children and their parents/carers be treated equally, regardless of gender, religion, race, nationality, social background or disability. Every child is encouraged to take part in all activities that form the school curriculum.

All children at the school have equal right of access across the whole school curriculum.

Smoking

We are a smoke free site and consequently **ALL** adults are asked not to smoke cigarettes, pipes or e-cigarettes within the buildings or school grounds.

Dogs on School Premises

School recognise that dogs are an important part of life for some of our families and, as such, are often included in their day to day activities. We are concerned that even well-behaved dogs can behave unpredictably when in a busier, noisier, crowded school environment. Children also can behave unpredictably when in the presence of dogs or when in contact with them and this could potentially lead to a child being bitten. Therefore, with the exception of guide / hearing / mobility dogs, dogs are not permitted on all areas of the grounds and buildings and at all times of the day, all year round. We also kindly request that dogs are not tied up and left unattended at the school gates or carried on to school grounds.

School Governors

School Governors are like the Board of Directors and make decisions about how the school is run. They meet at least once a term at school for a full committee meeting. They also have sub-committees for Finance, Staffing, Premises and Curriculum, which also meet regularly.

Governors are appointed to help:

- Decide what is taught
- Set standards of behaviour
- Interview and select staff
- Decide on the priorities for spending the School Budget
- Monitor the spending of the Budget.

School Governors have legal duties, powers and responsibilities. They act together to monitor and evaluate the effectiveness of the school.

School Governors are:

- Parents
- Staff at the School
- Local Authority Representatives
- Community Representatives

There are Parent Governors on the Governing Body and you will be notified of the procedure for the election of these Governors as positions become vacant. The parents of the school vote to select the Parent Governors, who must have a child at school. Parent Governors bring the views of parents to the Governing Body, but they speak and act as individuals. They can also make sure that all communications with parents are informative, easy to read and avoid the use of jargon.

Complaints Procedure

We aim to always do our best in every aspect of your child's education. However if we do fall short of your expectation and you are dissatisfied, respond to your complaint.

The majority of complaints can be dealt with by discussing the matter with the class teacher or Head Teacher. If you want to take the matter further a copy of our Complaints Procedure is available from the School Office.

Should the complaint be of a very serious nature, the matter will be referred to the Governing Body who will set up a Complaints Committee to respond to the problem. More details about Newall Green Primary School's policies, detailed curriculum plans, individual records etc., are available from the school office or on our website <http://newallgreen.manchester.sch.uk/school-policies>

