

Welcome to

Great Howarth School

Young Lives,
Bright Futures.

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Young Lives, Bright Futures

We understand that choosing the right education provider for any child is vitally important. Parents and carers want high-quality education for their child, but they also want them to be happy, safe and secure and to make progress. At Horizon, we believe we offer all these things and much more.

Horizon specialist education services are well known for supporting learners to secure sound educational outcomes and have the skills and resilience to succeed in life beyond school. Our personalised, inclusive, and stimulating programmes of learning are delivered by experienced, suitably qualified teams of staff who are passionate about making a difference to the lives of young people.

At Horizon, we believe education is key to improving life chances, wellbeing, and individual development. With our broad and balanced curriculum across all Key Stages, we enable pupils to pursue both academic and vocational paths to help them grow and achieve.

Across our schools, we embrace our core values of being compassionate, inspiring, dependable, and collaborative, and aim to develop a sense of community where adults and young people work together and support each other to flourish.

Our high expectations and standards of education are a credit to the hard work of both our staff and pupils. We value positive and collaborative relationships with commissioners and the communities where our schools are located and believe that relationships with parents and carers is key to our young people's success. We believe that our pupils time in school should be rewarding and fulfilling and that they should make progress that will benefit them in their next stages of education or employment. Should you choose to send your child to one of our schools or alternative provision, we are confident that you will have made the right decision.

We look forward to meeting you soon and if you have any queries or concerns, please contact us at any time.

Andrew Kitterick
Managing Director Education Services



Great Howarth School

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educationreferrals@horizoncare.co.uk

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Our Values

Across all of our schools, homes and supported accommodation settings, we fully embrace and embody our group's core values:



Compassionate

We listen, care and support with sincerity, empathy and kindness.



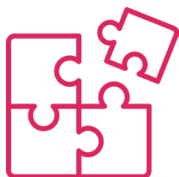
Inspiring

We promote a culture which is high in expectation, enabling our young people and colleagues to achieve their potential.



Dependable

We are reliable and trustworthy, creating safe environments where young people can flourish and colleagues can grow, and we always keep our word.



Collaborative

We value our partnerships and work together to create innovative and sustainable solutions for young people.

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Our Mission

A nurturing environment that aims to educate, motivate, and re-engage pupils in a creative curriculum that meets their needs. At Great Howarth School we believe every child has an entitlement to education and to be able to access a varied and creative curriculum based around their learning style. 

The learning environment should support their needs and provide a nurture-based approach to collaborative education. A tailored programme will be planned with the student to ensure the learner is not just interested and engaged in their chosen learning programme, but that it also encourages increased confidence and aspirations. This will allow them the motivation to strive for higher goals and transition through to further education, training, or employment.

Great Howarth works with a set of core principles that inform all we do. These principles mean that we:

- Value the individual
- Provide a safe environment
- Work to pupils' strengths
- Encourage confidence and improved self-esteem
- Value creativity
- Have high expectations of ourselves and others

All school policies are available on request from the Headteacher, School Office and on our website www.horizoncare.co.uk.



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Curriculum

Our students have been unable to engage with the standard curriculum delivered by mainstream schools. Our curriculum is designed to meet their complex needs by engaging them in academic learning and developing their life skills. We are an inclusive school and all our teaching focuses on providing intensive support for students as young people who have individual strengths and weaknesses. 

We offer a range of qualifications and bespoke educational programmes that give every student the opportunity to attain. One-to-one support is provided when appropriate, and we are always flexible. We also try to have fun. At the heart of our work, we adopt the concept of nurture.

From birth, children seek to attach themselves to their carers. If they are to develop healthily, they need reliable and affectionate care. To enable our learners to make progress, they need to be exposed to therapeutic care and learning experiences to feel that the world is safe and friendly.

We aim to put our young people at the centre of their own learning and place great emphasis on nurturing skills and attitudes such as resourcefulness, resilience, and cooperation.

At Great Howarth School we offer a broad and balanced curriculum adapted to the needs of each individual pupil. Our curriculum is based on the National Curriculum, and the delivery of core curriculum subjects gives our young people the opportunity to improve their skills, particularly where they have gaps or difficulty with learning new skills or concepts.

Our bespoke curriculum focus on engaging young people in exciting projects to re-ignite their interest in learning and develop creativity, innovation, critical thinking, and life skills. In addition to compulsory subjects, we deliver subjects which include, cookery, art & design, physical education, forest school and vocational skills. This is a reactive curriculum which is constantly tailored to our pupil's needs and interests.



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Curriculum (Cont.)

We deliver a progressive curriculum, with careful reference to both local and national research and development. It not only meets the immediate needs of our pupils, but also provides the necessary tools to access further education, training, and employment in the future. We have high expectations and are committed to raising attainment and achievement.

Great Howarth has the capacity to offer 5 GCSE equivalents according to individual attainment and interest.

Accreditation Routes

Years 7 & 8: Entry Level

Year 9: Functional Skills Level 1

Years 10 & 11: Functional Skills Levels 1, 2 & 3, GCSE or equivalent.

Gateway Qualifications are used to accredit at Level 1, 2 and 3 in all areas for those who find it difficult to access the GCSE curriculum. All qualifications are on the qualification framework.

Years 12 & 13: Functional Skills Levels 1, 2 & 3, GCSE or equivalent

Primary education is offered from Year 4 in separate part of the school. The curriculum is based on the National Curriculum with a creative and multi-sensory approach to help engage and stimulate learning.

Learning journeys are personalised for each individual and Pupil Learning Plans are in place for all. These summarise assessments, needs, interventions and targets. These are shared termly at progress afternoons and in an end of year report.



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Individual Education and Behaviour Planning

Individual education and behaviour planning work is carefully differentiated to meet the individual needs of children, and regular assessment ensures continuity and progression.

Each young person has individually tailored positive expectations for achievement recorded in a Pupil Learning Plan. All young people will complete a baseline assessment for numeracy and literacy. This ensures they are stretched and challenged appropriately and experience success frequently.

Targets for literacy and numeracy skills are set through educational reviews and the Pupil Learning Plan. Progress is assessed carefully and frequently with pupils setting regular goals and targets for social and academic achievements.

The remediation of learning difficulties, whatever the cause, is facilitated by a supportive educational programme and intensive individual help. Assessments are thorough and highlight the learning and emotional needs of each pupil. Individual behavioural targets are discussed with the young person, and are monitored, reviewed, and recorded daily. All pupils have annual reviews where a detailed report is produced assessing attitude, attainment, and progress.

SENCO

The school SENCO is a designated teacher for looked after children and coordinates the information needed by each local authority to support the PEP process termly.

The school is aware of the issues that children who are looked after are particularly vulnerable to. We are committed to 'bridging the gap' to help support these individuals to achieve at a similar level to their peers and continue positive journeys to further education, training or work.



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Education and Health Care Plans

Our objectives and principles in making provision for children with special educational needs are as follows:

- Each child is given a broad, balanced and relevant curriculum.
- The special needs of each young person, as identified in their EHCP, are addressed, with statutory reviews held regularly and completed in a thorough manner.
- A behaviour management programme is in place and is continually reviewed. We provide continuous professional development and training for staff in the management of young people with SEMH.

The school has a team approach - Teachers, teaching assistants, therapists, social workers, parents, and other professionals are all involved in monitoring pupil progress using individual Education, Health and Care plans supervised by the school SENCO.



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Integrated Therapeutic Services in Education

Our qualified and experienced Therapeutic Services team provide outstanding levels of integrated therapeutic support across Horizon, to enable every young person to achieve social, emotional and academic success.

Our unique SHINE (Supporting Healing In Nurturing Environments) Therapeutic Model allows our Therapeutic Services team to practice using a psychologically informed, and trauma responsive approach to care, support and education. SHINE brings together up-to-date research and approaches which have been found to be essential when supporting young people who have experienced trauma and adversity.

Dyadic Developmental Psychotherapy, an evidence-based attachment-focused approach for working with young people incorporating Playfulness, Acceptance, Curiosity and Empathy (PACE), underpins our SHINE model. In addition, we also draw from current neuropsychological evidence, notably the work of Bruce Perry, Daniel Siegel and Bessel van der Kolk.

Our Therapeutic Services team is led by the Group Director of Therapeutic Services/Consultant Forensic Psychologist, with support from two Therapeutic Services Managers, a Principal Forensic Psychologist and Education Therapy Lead/Occupational Therapist.

We also have Senior Forensic, Clinical and Counselling Psychologists, Forensic Psychologists in Training, Occupational Therapists (OTs), Speech and Language Therapists (SALTs) and Psychotherapists.



Supporting



Healing



Nurturing



Environments

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The Horizon logo features the word "horizon" in a lowercase, white, sans-serif font. A small white heart is positioned above the letter "i".
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Admissions

Our specialist independent schools offer unrivalled opportunities, securing sound educational outcomes with personalised, inclusive, and stimulating programmes of learning.

If you wish to discuss making a referral, please contact **Jacqui Smith** for further support. Initial enquiries are always welcome, and we are committed to supporting our pupils, parents, carers and local authorities throughout the admission process.

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