

Welcome to

Great Howarth School



Head Teacher's Welcome

Welcome to Great Howarth, we are a co-educational school catering for pupils aged 7-18 with a range of complex needs including; ADHD, autism, speech, language & communication difficulties and Social, Emotional and Mental Health (SEMH). Additionally, many of our pupils have complex social issues and experience of trauma, resulting in multifaceted emotional difficulties.

All pupils attending Great Howarth School have individual needs that have proved too complex to be addressed within a mainstream or other independent school setting. At Great Howarth we provide effective support and a suitably differentiated curriculum and environment, enabling them to progress and succeed to the best of their ability. We do this by inspiring and motivating young people to engage with the curriculum and their immediate environment. We identify, highlight and strive towards achieving each young person's Education, Health and Care Plan (EHCP) outcomes.

The aims and values of the school emphasise a commitment to provide a high-quality provision for all our pupils.

We believe that a nurture focused approach to learning allows those that have previously struggled to engage to make progress and achieve. This is based on setting high standards and encouraging aspiration within a curriculum and therapeutic provision that meets the students' needs.

Great Howarth is committed to providing a safe and enjoyable environment where students can learn a range of knowledge and skills. Our aim is to provide the social emotional and behavioural skills to enter the world of further education or employment. Our commitment is to ensure that the pupils feel safe and secure in school, and they are well supported by specialist trained staff.

The aim of Great Howarth is to provide an education to all our students that supports their needs and changes their lives and the lives of those who care for them to make a brighter future.

Tracey Porter
Head Teacher



Young Lives, Bright Futures

We understand that choosing the right school for any child is vitally important. Most parents and carers want a high-quality education for their child, but they also want them to be happy and to feel safe and secure. 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. At Horizon, we know that education matters. It is crucial to individual development, well-being and improving life chances.

We pride ourselves on the broad, balanced, and personalised education we provide across all Key Stages, and the high standards of education are a credit to the hard work of both our staff and pupils. We are equally proud of the atmosphere of friendliness and co-operation which is always evident. Visitors to our schools' comment on the warm welcome they receive, and we have established positive relationships in the communities where our schools lie.

We value our pupils, and we believe that their time in school should be rewarding and fulfilling. Should you choose to send your child to one of our schools, 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 the school at any time.

Managing Director of Education

Horizon Care and Education

Mission Statement

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 individual to ensure the learner is not just interested and engaged in their chosen learning programme, but that it also encourages them to raise their 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's staff team 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/improved self-esteem**
- **Value creativity**
- **Have high expectations of ourselves and others**
- **Value integrity, courtesy, trust, and care in every aspect of school life.**

All school policies are available on request from the Head Teacher or School Office.

“We didn't think that could make such good progress in a school setting. Your staff are brilliant at what they do and have made such a difference to confidence”

**Carer/Parent
Autumn 2019 Progress Afternoon**



Curriculum

Our students have failed 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 individuals 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'. They are ready to relate but if they are to develop healthily, they need reliable and affectionate care so that as they grow, they increasingly experience the world as an interesting place which is safe for them to explore. If they lack adequate care, they will not experience the world as safe, will not learn that adults can be trusted, and that other children can be friends. They will have taken in a view of a hostile and uncaring world and when entering school for the first time will be bewildered, frightened and may use aggression to protect themselves from hurt. It is likely too that they will be behind in their language skills and lack the necessary knowledge of their surroundings that a 'good enough' parent provides. If our learners are to make progress, they need to be exposed to therapeutic learning experiences they have missed. If this is achieved the children will begin to feel that the world is safe and friendly and learning can take place.

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 co-operation.

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 skills or concepts.

Our bespoke curricula 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.

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 for our pupils 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 pupil 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.

Therapeutic Interventions

Due to the complex needs and adverse life experiences of our student cohort, we are aware that they may need additional support in emotional processing and social and communication skills.

We have a visiting Speech and Language Therapist and Art Therapist who conduct assessments and formulate a therapeutic plan to meet our student's individual needs. This may include 1:1 or group sessions.

We also facilitate therapeutic interventions such as: Forest School, Cognitive Behavioural Therapy based programmes and Lego-Based Therapy.

Our teaching and learning team include qualified Counsellors and a qualified Play Therapist so that our therapeutic awareness is woven through our approach to learning.

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 child/ young person has individually tailored positive expectations for achievement recorded in a pupil learning plan. All pupils 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 and progress is assessed carefully and frequently with pupils making 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 child/young person, and monitored, reviewed, and recorded daily. All pupils have annual reviews where a detailed report is produced assessing attitude, attainment, and progress.

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 based and relevant curriculum.

The special needs of each child, as identified in his/her EHCP are addressed and statutory reviews are held regularly and completed in a thorough manner.

A behaviour management programme is in place and is continually reviewed; staff training in the management of children/ young people with SEMH is ongoing.

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 SENDCO.

Children that are looked after

The SENDCO is also the 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 that are looked after are particularly vulnerable to and 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 or work/ training





Great Howarth School

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