



# Holly Grove Primary School



*Together We Learn, Together We Achieve*



# Message from the Head



A warm welcome to our wonderful school!

Holly Grove is a primary special school that provides a specialist learning environment for pupils with a wide range of learning difficulties including moderate and severe learning difficulties, complex needs and autism.

Within our specialist learning environment, we are committed to providing:

- high-quality education for all our pupils
- access to inclusive learning opportunities with our co-located mainstream partners
- access to a range of state-of-the-art facilities including a hydrotherapy pool, sensory studio and soft play room
- input from an experienced multi-agency team of therapists

Our Mission Statement 'Together we Learn, Together we Achieve' and our 10 Golden Rules reflect the ethos of our school which values every child as an individual.



Karen Alty  
Headteacher





# ***Vision and Aims***

The school aims to:

- Provide an atmosphere where our pupils feel safe and secure
- Provide a curriculum which has the child at the centre, offering them a broad and balanced curriculum tailored to their specific individual needs,
- Provide a learning environment that is motivating, exciting and caring.
- Encourage children to positively manage their own behaviour and difficulties.
- Recognise and develop each pupil's strengths and talents.
- Promote a healthy lifestyle
- Celebrate individual successes.
- Promote partnership between the school, parents, partners on the campus, other schools and the community.



*“Holly Grove School is full of joy. Pupils arrive each day full of smiles and excitement for the day ahead. They are greeted warmly by the kind, caring staff. Exceptionally close, friendly relationships between staff, pupils and their parents and carers mean that this is a happy place to be. Pupils said that they feel safe and loved.” Ofsted 2023*



# Our Curriculum

Holly Grove School's curriculum is broad and balanced taking into account our children's specific and individual needs.

We have high expectations and communication, physical well-being, positive mental health and cultural capital are given high priority within our curriculum.

Our curriculum is split into four different pathways, these being: the EYFS Curriculum, the Sensory Curriculum, the Semi-Formal Curriculum and the Formal Curriculum.

All pupils, regardless of which curriculum they follow, are entitled to inclusive learning opportunities with their peers, alongside smaller ability-based groups or 1:1 teaching opportunities, where appropriate. Work Related Pathways will be followed to ensure a clear progression of skills across the key stages.



*"Leaders have put in place an ambitious and engaging curriculum. This meets the varied needs of pupils very well... Starting from the early years, through to the end of Year 6, pupils build their learning in well-ordered, small steps."*  
Ofsted 2023





# EYFS Curriculum

Our EYFS department is co-located with Reedley Hallows Nursery & Twinkle Tots, providing an inclusive learning environment and state of the art facilities. Our Reception class has access to its own sensory studio.

All pupils in Reception, Year 1 and in some cases where applicable, Year 2, access the 2024 Statutory EYFS Framework, with pupils working towards the Early Learning Goals (ELGs). Learning is child-led with experienced adults shaping the learning by using the child's unique interests to engage them. Particular emphasis is put on supporting pupils with their communication and language, physical development and personal, social and emotional development, as well as developing their early reading, writing and maths skills, and understanding of the world around them. Opportunities are provided throughout the EYFS curriculum for indoor and outdoor learning to help pupils work towards the Early Learning Goals in small, achievable steps.

Our EYFS Team and Family Support Team work closely with parents and carers to make the transition into school as smooth as possible and support is provided through home visits or visits to the child's current setting and transition sessions within school.

*'When pupils start at the school, staff spend plenty of time getting to know them and their families. This ensures that pupils settle quickly...:*

*'Leaders have placed developing pupils' reading and communication skills at the heart of the curriculum. Starting from the early years, teachers make sure that story time is fun. The vast majority of pupils develop effective reading and communication skills. Many become confident, fluent readers.'*  
*Ofsted 2023*





# ***Sensory Curriculum***

Pupils with profound and multiple learning difficulties have complex learning needs. In addition to severe learning difficulties, pupils may also have physical disabilities, sensory impairment or a complex medical condition. The sensory curriculum aims to encourage and promote learning and development through the stimulation of all the senses and is based on the five main areas of the Education, Health and Care Plan (EHCP): Communication and Interaction, Cognition and Learning, Personal, Social, Emotional and Mental Health and Self-Help and Independence.

Pupils are taught, in mixed ability classes to ensure an inclusive learning environment where they can work towards their individual targets and personalised plans, alongside their peers. Opportunities are also provided throughout the day for 1:1 or small group sessions in quieter environments with experienced staff and therapists e.g. Eye Gaze, Hydrotherapy etc.

*'Skilled staff ensure that pupils' varying special educational needs and/or disabilities are well catered for...Leaders work closely with a range of professionals to ensure that pupils' full range of needs are met. For example, occupational therapists, specialist teachers and physiotherapists work with school staff to provide support precisely matched to pupils' needs.'* Ofsted 2023





# *Semi-Formal Curriculum*

The semi-formal curriculum is designed for our pupils with severe learning difficulties/complex Autism who require experiences and opportunities which promote the development of functional skills, communication, emotional well-being, confidence and independence. It is important for these pupils that achievable aspirations for transitioning to their adult lives remain at the heart of our curriculum and time is dedicated to ensuring a progression of skills throughout school.

Pupils accessing the semi-formal curriculum develop a progression of skills in 10 areas: Communication & Interaction, Emotional Understanding and Self-Awareness, Social Understanding and Relationships, Learning and Engagement, Sensory Processing, Healthy Living, Interests, Routines and Processing, Independence and Community Participation, Functional English and Functional Maths.





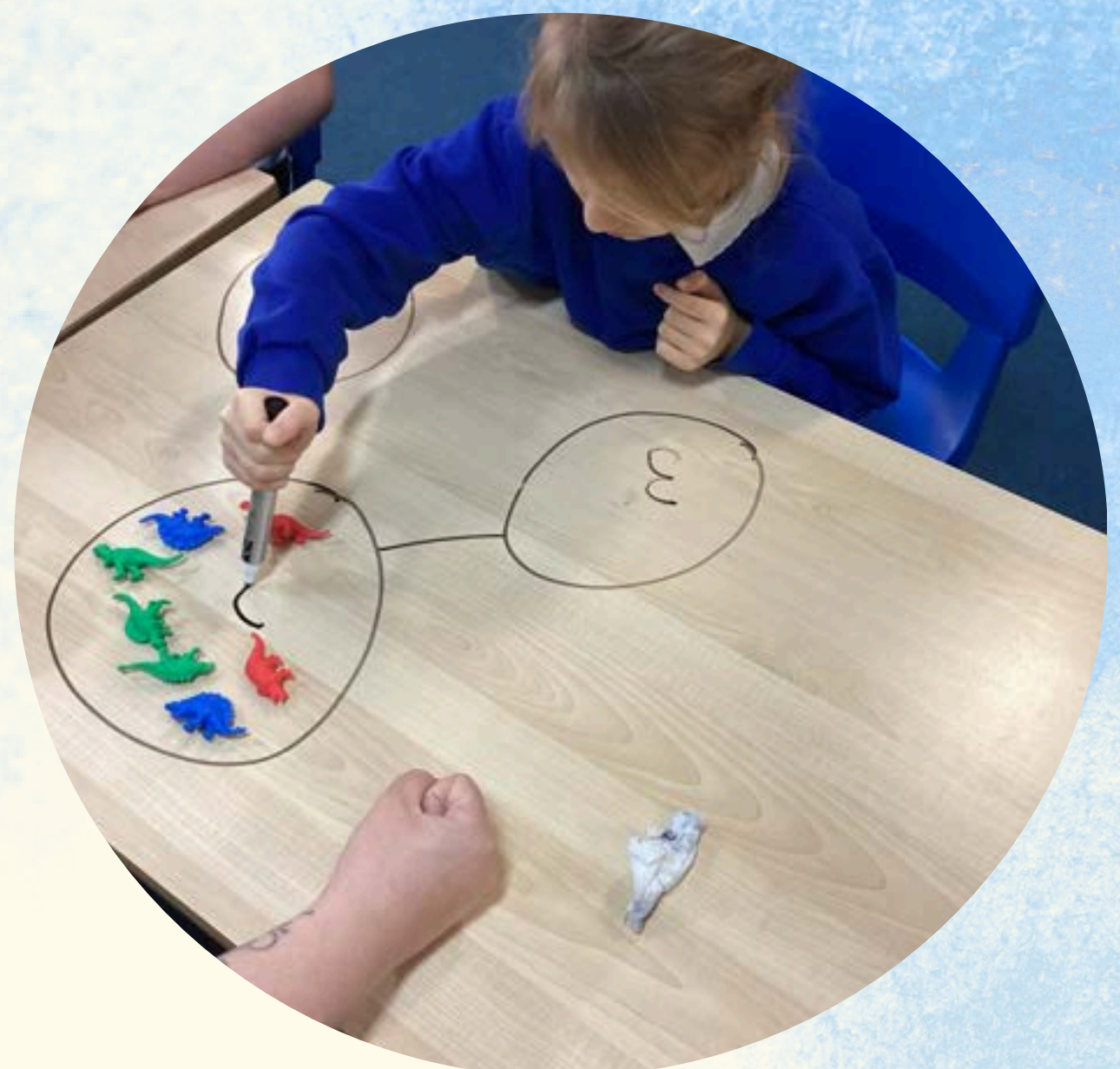
# Formal Curriculum

Holly Grove's formal curriculum is based on the National Curriculum and is designed for pupils who are working below age-related expectations but are developmentally and cognitively able to access subject specific learning. Pupils are taught English, Maths, Science, Computing, Physical Education, PSHE, Religious Education, Geography, History, Art, Design Technology (including Food Technology), Music and in KS2, Modern Foreign Languages.

Where appropriate, pupils will be entered into age-appropriate national testing e.g. Year 1/2 Phonics Screening, Year 6 SATs etc.

Pupils in KS1 are taught in their class bases with their peers, with learning that has been adapted to meet their individual needs and learning styles. Once in KS2, pupils are placed into ability groups for Maths and English to enable them to work with other pupils of a similar ability to them, to develop collaborative learning.

*'Teachers personalise curriculum plans to account for pupils' specific learning needs... In lessons, teachers make careful adaptations to enable pupils to learn successfully. For example, in mathematics, pupils use plenty of practical equipment to strengthen their understanding.'*  
Ofsted 2023





# Broader Curriculum

At Holly Grove School we understand the importance of a broad and balanced curriculum and offer our pupils lots of opportunities to explore the wider world and develop their skills in other areas such as sports, drama, music, arts, gardening, cooking etc.

We work closely with a range of local community organisations including Burnley Youth Theatre, Burnley Sports Partnership, Burnley Library, Little Voices, More Music, Burnley FC in the Community, local artists and places of worship. Pupils also take part in linked events with other special schools such as music showcases, football, dance and athletics.

We offer two residential trips for pupils, once in lower school and once in upper school. Pupils in Year 3 have a 2 night holiday in Blackpool and pupils in Year 6 have 2 nights at Bendrigg Lodge, taking part in outdoor, adventurous activities such as caving, canoeing etc.

*Leaders' efforts to support pupils beyond the curriculum are exemplary...Pupils benefit from a wealth of opportunities to develop their independence, confidence and self-esteem. For example, pupils in key stage 1 and 2 spoke with pleasure about their residential trips. (Ofsted 2023)*





# *Therapies*

## Sensory Processing Rooms (Recharge Rooms)

The school has two sensory processing/recharge rooms, one in lower school and one in upper school. These were designed with the support of Julia Dyer (Sensory Integration Specialist) These provide safe spaces where pupils can emotionally regulate, recharge, and follow individualised sensory processing plans.

Each class also has a 'recharge area' that pupils can access as and when they need to, to retreat or access movement breaks to help them re-engage with learning. Active learning is provided throughout the curriculum.



## Sensory Studios

Holly Grove has two state of the art sensory studios, one in our EYFS department and one in main school. We are also in the process of building an immersive room that will help the pupils fully immerse themselves in their learning and deepen their understanding of the world around them.





# *Therapies*

## Hydrotherapy Pool

Our heated hydrotherapy pool is located on-site and is used to support our pupils with complex needs to access hydrotherapy and work towards their physical targets with school staff. This is overseen by our Physical Wellbeing Leader and physiotherapist.



## Rebound Therapy Room

Holly Grove School has a sunken trampoline that is available to support a wide range of pupils with their emotional regulation and their physical development. Staff are fully trained in delivering rebound therapy.





# *People Who Support Us*

As well as our experienced staff team of teachers and teaching assistants, we also have a range of professionals who support our children in school.

**Family Support Team**  
**School Nurses**  
**Physical Wellbeing Leader**  
**Communication & Intervention Leader**  
**Speech and Language Therapists**  
**Physiotherapists**  
**Occupational Therapists**  
**Sensory Integration Specialists**  
**Specialist Teacher Support (Teacher of the Deaf, Visual Impairment Teacher)**





# ***Merry Berries***

Merry Berries is our after school tea time club.

It runs each Monday, Tuesday and Thursday from 3.30pm until 5.30pm and is co-funded from charity grants and parental contributions.

We can cater for up to 20 children per session, our staff are members of the Holly Grove staff team and therefore they are aware of the wide range of needs the children have.

Children are allocated key workers and each key group concentrates on life skills to promote independence and being MERRY!

The groups may cover such things as:

- Cooking: helping our chef to prepare the balanced tea for the group
- Plant to plate: Planting, caring for and harvesting fruit, vegetables and herbs to eat.
- Taking photos and videos of the activities and putting them on the website.
- Setting tables: children set the tables with cutlery, plates, cups etc for the whole group.
- Etiquette/communication group: Children concentrate on sitting at the table, using their preferred method of communication and eating in a socially acceptable manner.
- Washing up group: Children wash up/stack the dishwasher, dry up and tidy the kitchen.
- Children are encouraged generally to tidy up after themselves and to help each other during each session.

If there is any time left after tea and clearing up, the children can 'let off steam' before being picked up at 5.30pm.





# Contact Us

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Deputy Headteacher: Ms Eve Taylor

Chair of Governors: Nicola Whyte

