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I would fully  
recommend  
Calthorpe Academy  
to any parent  
looking for an all  
round educational  
experience that helps  
prepare their child for  
adulthood

Parent of  
former student



**CALTHORPE  
ACADEMY**  
Skills for the life we want



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Skills for the life we want

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# Welcome to Calthorpe Academy

## Admissions

We are a large SEN school in Birmingham and we provide education for approximately 370 pupils. Pupils from across the authority are referred to the Academy through the Special Educational Needs Assessment and Review Service (SENAR); we do also accept children and young people from 'out of authority', where a placement may be required. We welcome visits throughout the year for anyone interested in joining us – so please feel free to contact us!

## Parents & Carers

We know how important it is to communicate and form close partnerships with parents and carers of our pupils after all, you know your child best! This partnership is key to

understanding the child's needs and aspirations; throughout the year, we offer an extensive range of parental workshops that include:

- Picture Exchange Communication System (PECS)
- Positive Behaviour Support
- Autism Awareness
- Social Coffee Mornings

We have a designated Family Liaison Officer whose primary role is to support families and ensure that prompt and appropriate help is provided when needed. There are further opportunities for families to engage with the Academy through parent's evenings, school performances and celebration days.



# Curriculum

Consistent with our Mission Statement, we aspire for our pupils to learn “the skills for life they want” in line with their Educational, Health & Care Plans, dreams and aspirations. We feel everybody has the right to reach their potential. Our curriculum is continuously evolving as the needs of our pupils change and each pupil is able to move across curriculum strands as and when appropriate to do so.

This model lends itself to making effective connections across skill and subject boundaries. We create meaningful, real-life opportunities to emphasise key elements of learning and development that many of our students need over time i.e. developing consistent communication strategies, social, emotional, fine and gross motor skills. Embedded throughout our planning is a focus on communication, independence, life and social skills and a capacity for critical thinking which should support our students to play a full and active role in the world; living as independently as possible and enabling choice making that is essential in their adult lives.

We seek to provide equal opportunities to allow experience of a curriculum which is broad, balanced, relevant, and reflects cultural diversity. The curriculum and creative means of delivery reflects our commitment to access and inclusion for all of our students.

## Creative/Independent Curriculum

The Academy has a dedicated Art room, Dance Drama Studio and an Independent Living Skills Centre. Children from across the school have access to specialist lessons led by curriculum specialists to inspire and enable children to develop their creative and expressive skills. The curriculum is further enriched through opportunities to access external creative experiences such as Art galleries, musical productions and theatre.

Where appropriate, learners take part in a travel training programme run by specialist Travel Trainers. The carefully structured programme which begins with workshops, allows children to be assessed according to their independence and social awareness skills. Over the year this develops, for some children, into individual travel training opportunities with one trainer. This programme prepares children for independent travel and is beginning to enable a number of young people access to their wider community.



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**The new curriculum is helping teachers to plan more appropriate and meaningful learning activities for these pupils. There is a greater focus on making sure that each individual's needs are met, while also making sure that pupils are having more chances to work together**

Ofsted – June, 2017



## Personalised Teaching Strategies

We aim to develop skills in order that our pupils will be able to function as independently as possible and not always rely upon others to organise and direct them. It is therefore essential that we establish and maintain ways of working, as early as possible, which enables the pupil to be able to organise themselves (over time) and gives meaning and understanding to their world. In order to do this, we use;

- Visual timetables
- Separate work areas and individual workstations
- Individual daily schedules with a defined start and finish
- Makaton and PECS, Communication In Print
- Short, structured group introductions (where appropriate)
- Visual aids for pupils to respond appropriately in terms of understanding
- Social understanding
- Visual aids to introduce and model activity
- Highlighted key vocabulary
- Adaptations e.g. -software, hearing devices, magnifiers
- Programmes of work based on TEACCH learning principles
- Social stories - to promote understanding and improved behaviour/social skill
- Sensory Stories
- Intensive interaction
- Motivators and incentives
- Movement programmes
- Headsprout (Literacy), Mathletics, Ten-ID & Numicon (Numeracy)

## Complex/PMLD

We have a specialist curriculum for learners within the Complex Department that focuses on three specific skill areas, Sensory & Physical Needs, Cognition & Learning and Social Emotional Wellbeing; Communication & Interaction is embedded throughout each and every session. Our curriculum is designed around meeting the needs of our learners who have sensory impairments and are developmentally working at a level where they are acquiring early communication and learning skills.

Our curriculum is enriched with therapeutic services including:

- Physiotherapy
- Speech & Language Therapy
- Sherborne Developmental Movement
- Rebound Therapy
- Hydrotherapy
- Jabadao

# Primary

We believe teaching children **how** to learn and play is fundamental during EYFS and Primary. The curriculum contains different subject areas but is encouraged to be taught in a way that is interactive, play-based, academically progressive and exciting.

Within the Primary department we aim to lay down the foundations for all future learning. We do this through planning learning outcomes that build on each child's past knowledge and understanding, fully encouraging each child to find out and explore his/her world.

Children in EYFS have access to a large and extensive free-flow play area with an attached outdoor learning area; our Primary playground is nationally regarded as one of the best SEN outdoor play areas and the majority of the play-equipment is wheelchair accessible.



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The free-flow outdoor area is large and bright, and has a variety of outdoor activities for pupils to enjoy. It is accessible for all pupils and enables those who use wheelchairs or walking frames and those who are able to move independently to play together

Ofsted – June, 2017



## Secondary

Our Secondary department aims to provide our pupils with a broad, balanced and coherent curriculum personalised to meet individual needs. We want our pupils to be fully engaged in their learning and to develop the skills to enable them to become independent thinkers and learners.

We want all our pupils to reach their full potential, build on previous learning and leave the secondary department fully prepared for the next stage in their journey through our school and beyond. Learners have access to a wide range of facilities and resources that include:

- External swimming baths
- Fitness suite
- A wide range of enterprise and enrichment experiences
- An extensive outdoor area

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The playground for the older pupils is now divided into ‘zones’. Many play football, dance to loud music or play games such as skittles with staff and each other in the large playground. Others choose to spend time by themselves or do quieter activities such as playing with bubbles in another area. A new outdoor activity area where pupils build Lego models is very popular

Ofsted – June, 2017

## Autistic Spectrum

We place great emphasis on communication as well as the development of functional and social skills. We use creative, structured and personalised approaches to enhance pupils' personal educational objectives and help them to meet their aspirations and develop the life skills and problem solving abilities they will need for life after school.

A fundamental aspect of our curriculum is that learners feel safe and valued and are actively engaged in enjoyable learning processes underpinned by the learners' special interests. Pupils are taught how to develop their emotional regulation skills, independent living skills, social awareness as well as their creativity and capacity to make choices to enable them to lead a happy and healthy lifestyle.

# Post-16

Learners in post-16 follow a bespoke curriculum that has been designed with the needs of individual students central to everything we do. We are proud to be in the position to provide a broad and balanced vocational and life skills curriculum, ensuring that previous learning is consolidated and built upon in a way that is functional, vocational and promotes further independence for every learner. Learning is supported by accreditation when appropriate.

We place a strong emphasis on preparation for adult life emphasising the development of life and work related skills that enable students to continue their learning in a safe, familiar and secure environment.

Our brand new £1.4 million purpose built facility provides exceptional facilities that enable all learners within post 16 the opportunity to access opportunities and

environments that may have otherwise been out of reach.

Facilities include:

- Beauty box Hair salon and Nail bar
- Professional Catering facilities
- Business zone ICT suite
- Creativity Zone Art and design studio
- Urban Roots Horticulture area
- The workshop - car valeting and site maintenance skills
- An open but secure site with shared spaces that enables our young people to move around freely, developing independence and integrating with peers.





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I have noticed  
a remarkable  
improvement  
with my child and  
how Calthorpe  
are consistent  
with his learning

Parent Quote

# Facilities & Specialist Support

At our school we are lucky to have our own minibuses which are used regularly to transport pupils to enrichment activities including; swimming, donkey riding, sailing and residential trips. All our classrooms are well resourced with computers and interactive white boards. Our children and young people have full access to a fully inclusive, state of the art library. We have also invested heavily in iPads for pupil use and these are used extensively as part of the pupil's curriculum and reward strategy.

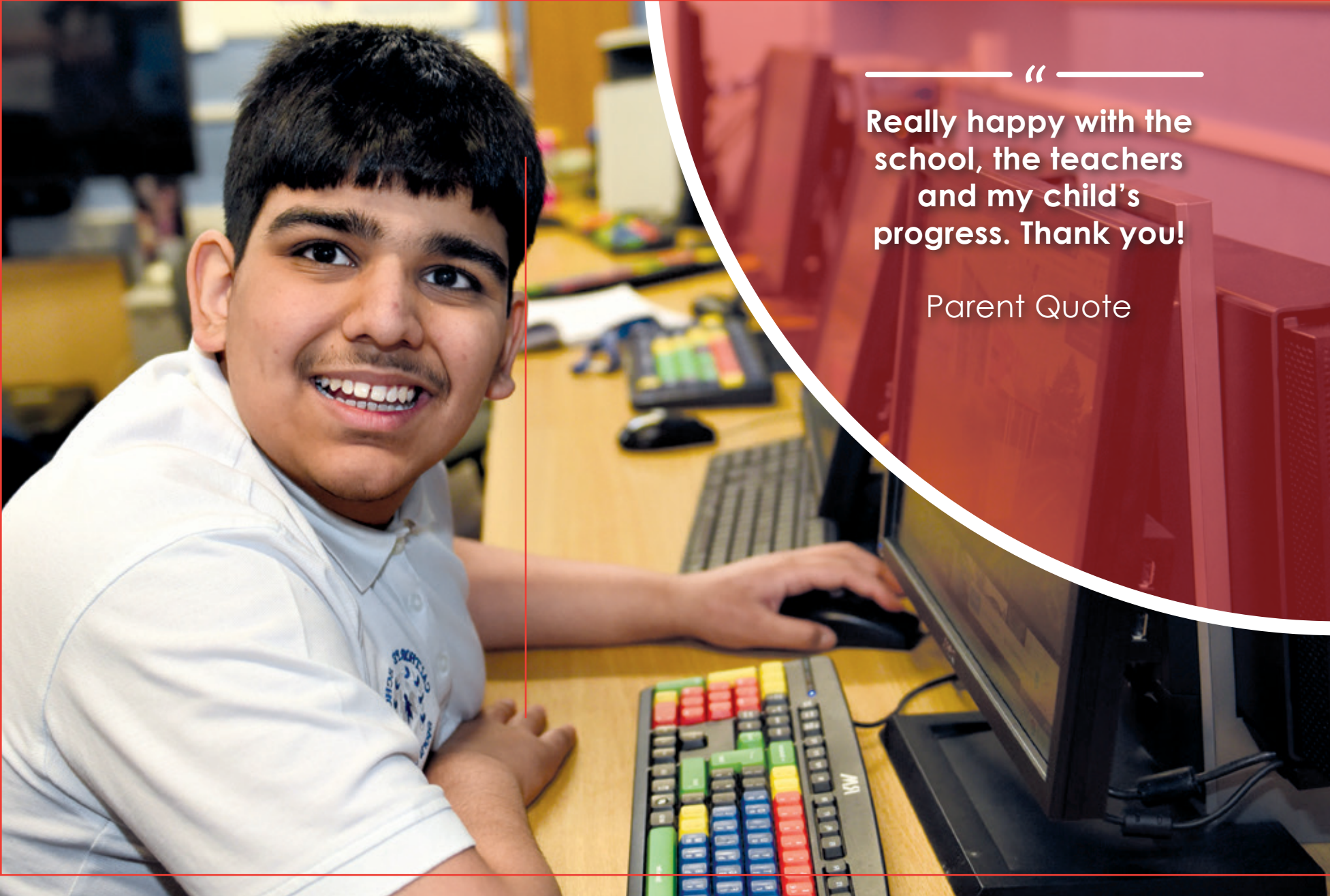
There is a spacious hall which is used for assemblies, physical education and where pupils eat their meals. Lunch is freshly prepared in our school kitchen by our own catering team led by a professional chef.

We have our own on-site medical team including a GP, nurses and complex care

assistants. We have a team of therapists who support us in ensuring the needs of children are met, these include;

- Physiotherapists
- Sensory Integration Therapist/Occupational Therapist
- Speech & Language Therapist
- Music Therapist
- Visual Impairment/Hearing Impairment Specialist
- Jabadao
- Sherborne Developmental Movement
- Rebound Therapy
- Sounds of Intent





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Really happy with the  
school, the teachers  
and my child's  
progress. Thank you!

Parent Quote



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I feel that all the team  
looking after my child are  
excellent and we as parents  
could not be more grateful

Parent Quote



cutaway

cutaway

