



Heronsbridge School Prospectus





Contact us

Heron's Bridge School
Ewenny Road
Bridgend
CF31 3HT

Tel: 01656 815725

Email:
admin@heronsbridge.bridgend.cymru

Website: www.heron'sbridge.co.uk



Headteacher: Mr J Evans
Deputy Head: Mrs L James-Smith
Assistant Head: Dr S Fowler
Assistant Head: Mrs A Harries

Chair of Governors: Mari Major MBE
Vice Chair: Mrs M Nash
The Governing Body can be contacted through the school

Child Protection Officer:
Mr J Evans





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WELCOME TO HERONSBRIDGE

It gives me great pleasure to welcome you to Heronsbridge, a school which caters for pupils from 3 to 19 years with a range of severe, profound and complex learning difficulties, including those with Autistic Spectrum Conditions.

Heronsbridge is located at the heart of Bridgend town in a stately building surrounded by magnificent grounds. Heronsbridge has always been at the heart of special education in South Wales and it has a long-standing reputation as a school which opens its doors to share ideas and learn from others.

It is one of the largest schools of its kind in Wales and provides an excellent education for over 250 young people, from Bridgend and its neighbouring authorities, who have statements of Special Educational Needs. The school also has two residential houses on site providing term time residency for individuals during the school week.

We have a large team of dedicated professionals, who never cease to amaze me with their commitment and passion in 'going the extra mile' for our pupils, enabling them to reach their potential and beyond.

Our motto is 'Together We Can' and when you visit us you will see this in the actions of staff, pupils, parents, governors and community members alike. It is often commented on that we are a school that 'lives its values'

We never stand still, and continuously strive to develop our team through a comprehensive range of professional learning opportunities. We are firmly committed to the belief that Heronsbridge is a learning organisation for everyone.

Our sole purpose at Heronsbridge is to prepare our pupils for their next chapter in life, whenever and wherever that may be. We are a happy school, where everyone is valued and inspired to give of their best and whether you are a parent, friend or visitor please feel free to contact the school for more information.

I hope you enjoy our prospectus. For the latest school news please visit our website: www.héronsbridge.co.uk or follow us on Twitter @HeronsbridgeSch



Jeremy Evans

Headteacher



INDEPENDENCE



WELLBEING



OPPORTUNITY



SUSTAINABILITY



OUR VALUES

Heronsbridge School aspires to be:

- A pioneer in special education, with high expectations for all.
- At the heart of our community, working in partnership to provide a welcoming and motivating learning experience for all.
- A provider of an engaging, relevant curriculum where everyone is supported, challenged and inspired to flourish.

Heronsbridge Values:

- **Independence**
- **Wellbeing**
- **Opportunity**
- **Sustainability**

Our aims for our learners are that they;

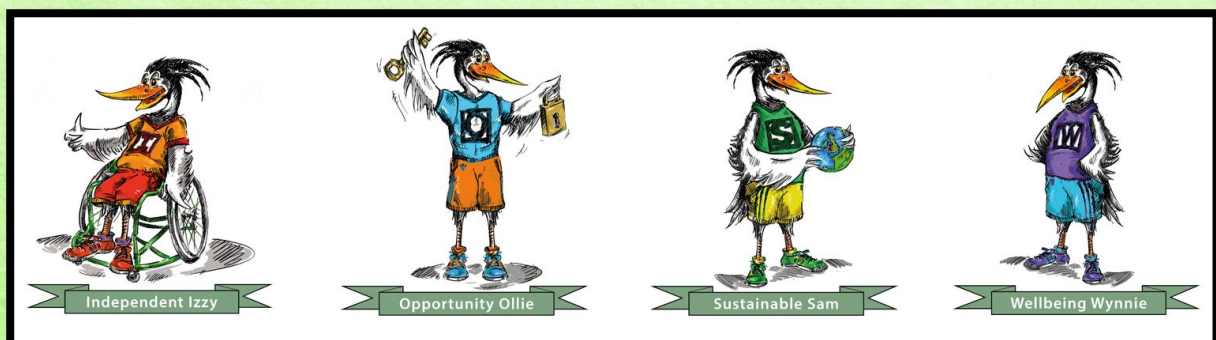
- Develop a strong sense of who they are and that they are proud of their Welsh identity
- Show a curiosity and concern for the environment and recognise their responsibilities as global citizens
- Show resilience, independent thinking skills and creativity and have the confidence to explore their world and try things out
- Have a growing ability to respond to a changing world and are equipped for developments in literacy, numeracy and technology

Our school ethos is one that:

- Promotes respect, tolerance, empathy and teamwork
- Models high standards and sets high expectations of learning, teaching and behaviour
- Values each individual, nurturing growth and development.
- Creates a safe and caring environment, where everyone is included

Our non-negotiable aspiration is that:

- Heronsbridge is a happy school where everyone is valued and inspired to give of their best



WHAT PEOPLE HAVE SAID ABOUT US

'Together we can is our mantra, the values are really strongly prompted through our work.'

'This is what work should be like, like a family. The values are really important. The Herons are promoted in a big way.'

'This is an amazing school, I wouldn't work anywhere else, there is nowhere else like this, I've been to other schools and I would never leave here.'

'The SLT are really passionate, they believe what they're saying, and it comes across so people will always get a buzz from that.'

'There's an atmosphere here, everybody talks about it, everyone just wants to do their best every day, it sounds like a cliché but it's true.'

Investors in People

'Heronsbridge has a strongly inclusive ethos which was palpable in all areas of the school throughout the visit.'

'In a conversation with the children about diversity and inclusion, one of the pupils asserted very clearly, "we are all special, but we are all different"'

'Mutual respect was clearly evident in all relationships and interactions seen during the visit and is, evidently, fundamental to the ethos and culture of the school.'

RRS Gold Award Report

"Considerable emphasis is given to the training and continuous professional development of all staff. This training develops expertise to support the diverse range of pupil needs in Heronsbridge School and leads to teaching methods that are current and apposite."

National Quality Award

"The encouragement, stimulation and outstanding support X has received has been amazing"

"X has come on leaps and bounds and I am amazed at what she can do for herself, which I am sure is down to the amazing help and time you have spent with X"

"We are truly amazed with the progress he has made under your care. 'Together We can' - there couldn't be a more appropriate motto"

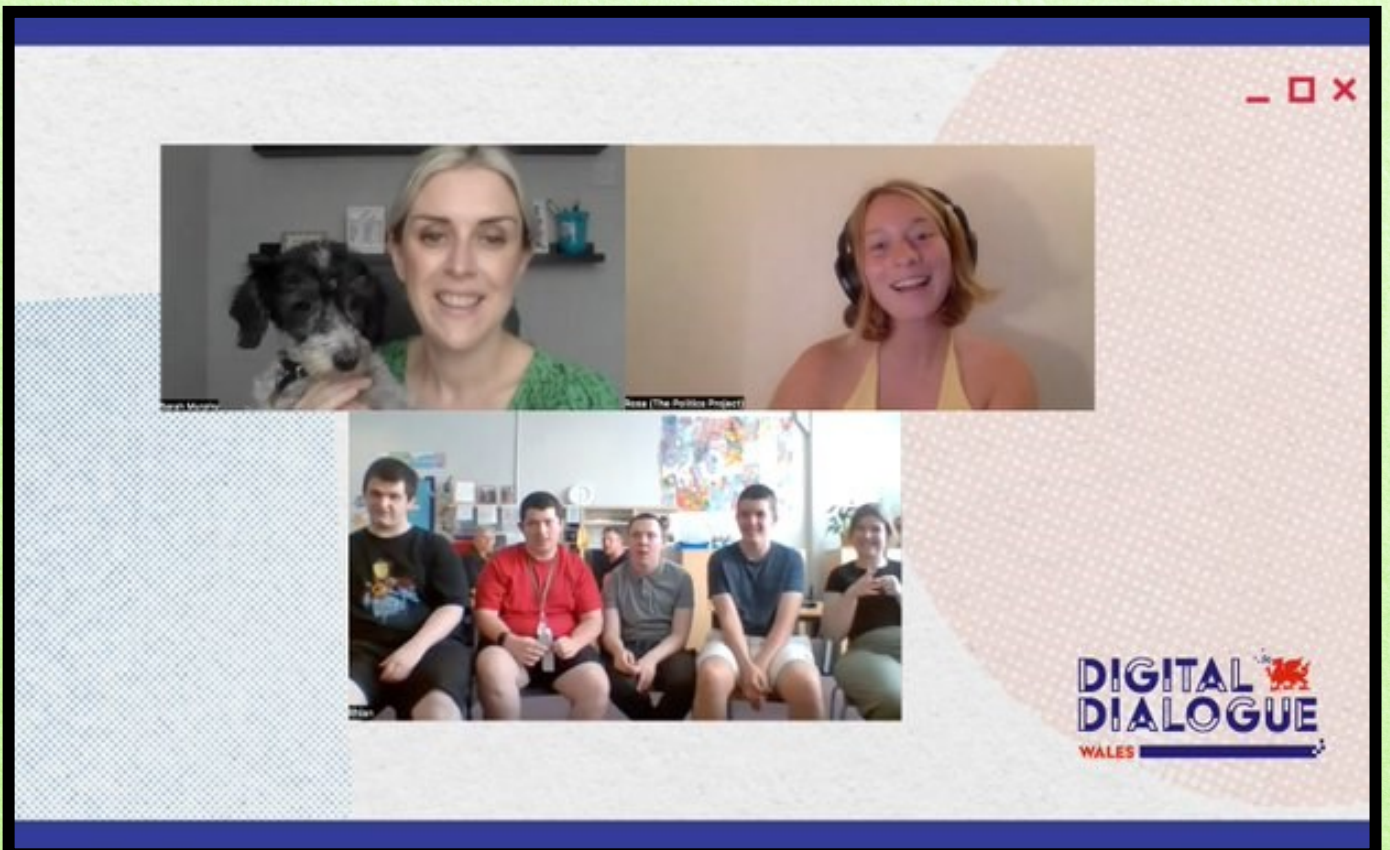
Family members of pupils



Pan fyddw
ddwr, gof

- A yw'n lle diog
- achubwr bywy
- Pa mor ddwfn
- Pa beryglon all
- Ar y traeth, ydy
- achubwyr bywyd

ARHOS
CH



DIGITAL
DIALOGUE
WALES



HOW THE SCHOOL IS ORGANISED

We are an all age Special School that caters for a wide range of Learning Needs. The school has four departments: Primary, Secondary, Post 16 (Leavers) and the Centre for Autism. Some classes are located in 'R block' in our neighbouring college campus. We have two houses for residential pupils onsite, although the majority of our pupils are day pupils.

Our pupils are taught within small year group classes with staffing ratios that relate to their specific needs. Pupils are placed within their year groups and key stages. There may be exceptions based on individual needs. Every attempt is made to ensure that correct key stages are observed.

Our multi-professional team includes Speech and Language Therapists, Paediatrician, School Nurse, Physiotherapists, Occupational Therapist, Music Therapist, School Counsellor, psychology students on placement, ELSAs, Teacher of the visually impaired and our therapy dogs! In addition we have input from the Hearing Impaired and Advisory Services.

Working together we address the learning needs of the whole child to promote all round development.

SCHOOL HOURS

Pupils arrive at Heronsbridge on County transport by 8.50am, each morning. They are collected from designated areas by their class staff. This procedure is reversed at the end of the school day when they are collected by the transport escorts from designated areas at 3.20pm.

ATTENDANCE

We believe that it is vital each and every child has the opportunity to reach their full potential through coming to school every day. If your child is absent for any reason, please let the school office know, as soon as possible, by phoning 01656 815725. Our half termly attendance figures can be found on our school newsletter or on our website.

TERM DATES

	Term Begins	Mid term holiday		Term Ends	
		Begins	Ends		
2022 - 2023	Autumn Term 2022	Mon 5th September	Mon 31st October	Fri 4th November	Fri 23rd December
	Spring Term 2023	Mon 9th January	Mon 20th February	Fri 24th February	Fri 31st March
	Summer Term 2023	Mon 17th April	Mon 29th May	Fri 2nd June	Mon 24th July

	Term Begins	Mid term holiday		Term Ends	
		Begins	Ends		
2023 - 2024	Autumn Term 2023	Mon 4th September	Mon 30th October	Fri 3rd November	Fri 22nd December
	Spring Term 2024	Mon 8th January	Mon 12th February	Fri 16th February	Fri 22nd March
	Summer Term 2024	Mon 8th April	Mon 27th May	Fri 31st May	Fri 24th July

	Term Begins	Mid term holiday		Term Ends	
		Begins	Ends		
2024 - 2025	Autumn Term 2024	Mon 2nd September	Mon 28th October	Fri 1st November	Fri 20th December
	Spring Term 2025	Mon 6th January	Mon 24th February	Fri 28th February	Fri 11th April
	Summer Term 2025	Mon 28th April	Mon 26th May	Fri 30th May	Mon 21st July

Inset days will be taken at the discretion of the school.



THE CURRICULUM

Our vision is to secure learning and teaching that offers appropriate progression, which considers each learner's individual needs, to realise the four purposes. Our key aim is to prepare our pupils for life after Heronsbridge so that they are ready for their next steps. To be ready for life or ready for work, to be the best that they can be.

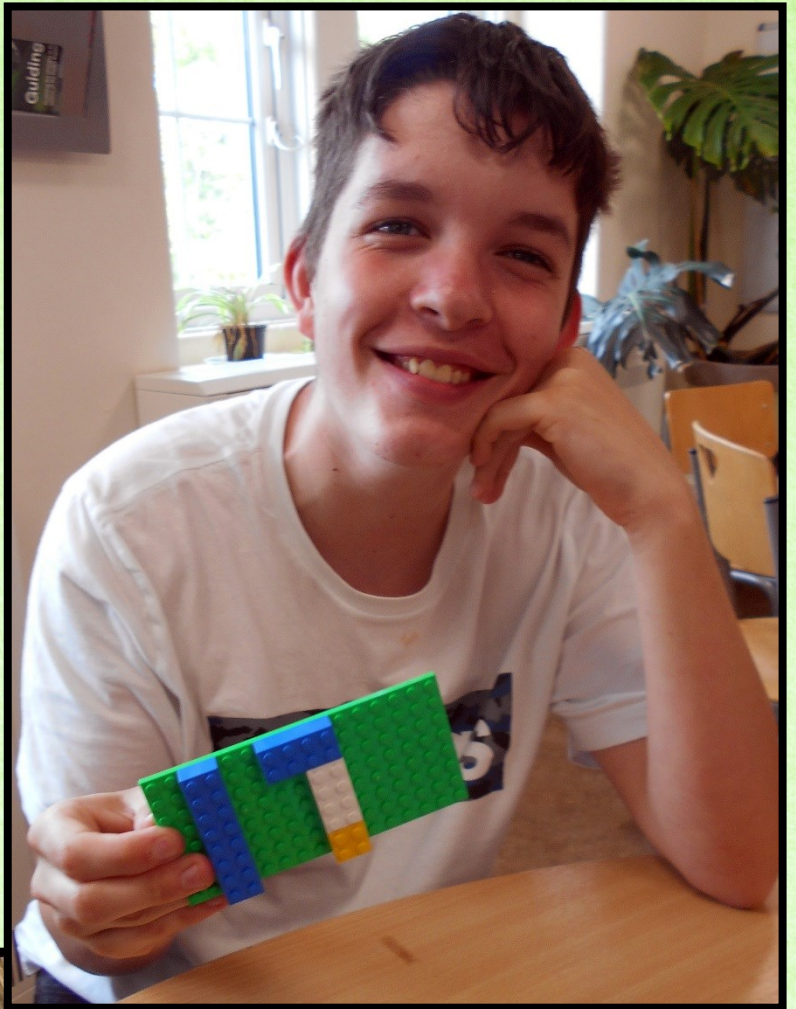
Our curriculum has been developed on a 4-year cycle of themes, highlighting the Area of Learning Experience focus and Statements of What Matters to ensure a breadth and depth of coverage. We have redesigned our planning so that there is whole school consistency, which highlights the Progression Steps made within each AOLE, the mandatory Literacy and Numeracy and Digital Competence frameworks along with the cross curricular themes.

HOW DO WE TEACH OUR PUPILS?

Heronbridge school believes that the well-being of pupils [and staff] is paramount to reducing barriers to learning in addition to enabling pupils develop their social and emotional skills. Pupils access a multisensory curriculum which is based on a holistic approach, combining therapeutic support with education.

Integrating the health needs of pupils with education is essential in ensuring that a pupil is in the 'just right state for learning'. This is achieved through a highly skilled and trained school staff that are able to recognise and implement strategies and programs to support the physical, sensory and medical needs of pupils.

As a school we adopt a total communication approach which is about finding the communication method and style which suits the individual learner. This may include a combination of methods, which reinforce each other and strengthen meaning for the individual. For our pupils to be able to communicate is key.





PLANNING & EVALUATING

Learners are challenged through our Assessment In Learning strategy of Brilliant Blue and On the Way Orange, with a support ladder if required. This allows practitioners to assess learning throughout the day to ensure the highest level of progression for each individual. During our Person Centred Planning meetings we endeavour to keep our learners at the very heart, developing the young person in a holistic way. Learning Journeys, Annual Reports and annual assessment of learning evidence the progress made and informs future learning in a highly bespoke way. We plan for individualised progression using an experiences, skills and knowledge model.

We believe progression and assessment is fundamental to ensuring we achieve our school vision. Our curriculum is underpinned by the mandatory principles of progression, describing what it means for our learners to progress, regardless of stage of development. Our assessments are informed by these principles of progression. We use a variety of evidence informed assessment strategies to enable each individual learner to make progress at an appropriate pace. We ensure our processes identify learners who require further support or challenge and provide rich qualitative intelligence for us to inform next steps in learning.

Learning through an 'Enabling Pathways Approach', places an emphasis on progression in early development areas such as self-regulation, motor function, proprioception, concept development and symbolic representation. Following the guidance we adopt the four pedagogical principles of play and playful learning, being outdoors, assessment in learning (observation) and authentic and purposeful learning. This builds the strong foundations for life-long learning and realising the four purposes.

14-19 Accreditation provides a carefully mapped out pathway for students to best meet their individual needs, providing them with the breadth, depth and a range of opportunities for progression whilst also ensuring they are gaining nationally recognised qualifications that are beneficial to their future pathways.

Our oldest learners link with Bridgend College to access all of the preparatory and transitional opportunities available to them.

At Heronsbridge we follow all Welsh Government statutory priorities such as the 'Literacy and Numeracy Framework', 'Careers and Work Related Experience', 'Relationships and Sexuality Education' and the 'Digital Competence Framework'.

RIGHTS RESPECTING SCHOOL

In Heronsbridge we believe we have a Rights Respecting ethos– for this reason we decided to become a Rights Respecting School (RRS); a RRS is based on the principles of equality, dignity, respect, non-discrimination and participation. Heronsbridge aims to put the UN Convention on the Rights of the Child at the heart of our school’s ethos and culture to improve well-being and develop every child’s talents and abilities to their full potential.

A Rights Respecting School is a community where children’s rights are learned, taught, practised, respected, protected and promoted.

Our school leads the way with Super Ambassadors working closely with the Children’s commissioner for Wales to support rights respecting attitudes. Pupil voice is a key element in developing our school and the school council play a pivotal role attending well-being meetings as well as governor meetings to update us all in their work. We map the Human Rights cross curricular theme across our whole school long term planning and celebrate each year with a focused week, which always brings great fun and deepens understanding. Assemblies, display boards and lessons highlight children’s rights to ensure a consistent approach. We believe pupils understanding their rights and the rights of others better enables them to be ethical, informed citizens and is a key factor in our safeguarding ethos.

All staff and pupils are delighted to continue to be a “Gold “ Rights Respecting School.



Héronsbridge School Charter

We **ALL** have the right to...

Article 29

I have the right to an education which develops my personality, respect for others' rights and the environment.



Article 15

I have the right to meet with friends and to join groups



Article 12

I have the right to be listened to, and taken seriously



Article 24

I have the right to good quality health care, to clean water and good food.



Article 23

If I have a disability, I have the right to special care and education.



Article 31

I have a right to relax and play.



The School Council voted upon the following articles as being important to our school life at Heronsbridge.

Article 2 states, "All children have these rights no matter what!"

Signed: *Mr Evans* Mr Evans, Head Teacher

School Council Members

Signed: *school council*



PRIMARY DEPARTMENT

The primary department is made up of 8 classes ranging from 4-11 years and is warm, friendly and inclusive catering for pupils with a wide range of additional needs. Classes are arranged by age with mixed abilities using a thematic approach. Our school values are at the heart of everything we do, and underpin our teaching and learning providing an environment which is happy, safe and nurturing. We follow a pupil centred approach, valuing each and every pupil and finding out what is important to them and how they learn best. Our ultimate goal, at all times, is to provide our pupils with 'an irresistible invitation to learn'.

All learners are encouraged to celebrate their own and other's achievements while striving to try their best and trying again and again until they succeed. Through the Incredible Years positive behaviour management programme, the emphasis is placed on catching them doing something good and recognising all achievements no matter how small. Communication is developed through speech, sign, PECS, E-tran, Eye Gaze and switches so that independence is fostered according to individual need.

We provide a wide range of activities across the department, offering exciting and challenging learning opportunities. These include DYB, which offers a multi-sensory curriculum through sessions such as Touch Trust and Dramarama. Within our classrooms, activities are planned to encourage our learners to think for themselves, be the best they can be and have their own ideas and voice, which is supported through a range of communication systems and AAC. Learners are encouraged to try different and new things supported by staff who know them well

To support our learners in becoming healthy, confident individuals, we offer a range of multi sensory approaches. Swimming and hydrotherapy, in addition to class based sessions such as story massage and sensory stories, supports learners to enjoy their learning in order to reach their full potential. These cross curricular sessions allow us to understand our learners further, by giving them the opportunity to show preferences, which then informs our future planning. It is important to us that every child is greeted by name every day so that they feel valued. We want every child to be happy in class, as a happy child is a child that is ready to learn.

As a Rights Respecting School, you will see that all learners have the right to learn, play, be listened to, have friends, relax and be as healthy as possible. Our learners develop an understanding of these by being kind and learning to play together using first hand experience. We instil a sense of awe and wonder for learning through weekly sessions that encourage attention, engagement, turn taking and independence. Outdoor learning is promoted as much as possible





SECONDARY DEPARTMENT

In the Secondary Department we pride ourselves on being a pivotal part of our pupils' journey through education and life. We hope to inspire and motivate our learners to develop their skills, find their voices and own their learning. With nurture and support we watch as the children that enter from the Primary Department develop into the emerging young adults that are ready for their next step in to Leavers.

Key Stage 3 Curriculum

The pathway up the stairs from the Primary to the Secondary Department is an exciting journey that sees progression and maturity. In Key Stage 3 the pupils get the most effective learning via ability setting for Literacy and Numeracy lessons and enjoy the other curriculum areas of learning on the Secondary Carousel. The pupils quickly get use to transitioning in the afternoons to different classrooms and having lessons delivered by passionate subject specific teachers. Excellent, nourishing opportunities are offered to our pupils such as Llangrannog, Forest Schools, Horse Riding and many sports related off site competitions. In three short years the pupils' learning journey continues along the corridor to Key Stage 4.

Key Stage 4 Curriculum

In Key Stage 4 our pupils are encouraged to make more choices and take more responsibility for their own learning. With support, if needed, we ask our pupils to choose their Vocational and Work-Based Learning options. We follow WJEC accredited courses for most lessons and pupils love to see the nationally recognised acknowledgment of their hard work and newly acquired skills.

It is always a massive thrill when their certificates are handed out at the Record of Achievement afternoon. Many of the courses offered have a life skills element in preparation for our young people's next part of their journey into the Leavers Department. Again, every enrichment opportunity is maximised and our pupils enjoy Welsh National Opera, Strictly Cymru, community art projects and much more

*Together we Learn, Together We Grow,
Together We Achieve, Together We Can!*

POST 16

Our aim in the Leavers Department is to continue to develop and build upon the skills and experiences that our students have gained throughout their journey in school and also to give pupils the new experiences, skills and information to support and prepare them for a successful transition to life beyond Heronsbridge. This is underpinned by our school values and the Four Purposes set out in the Curriculum for Wales.

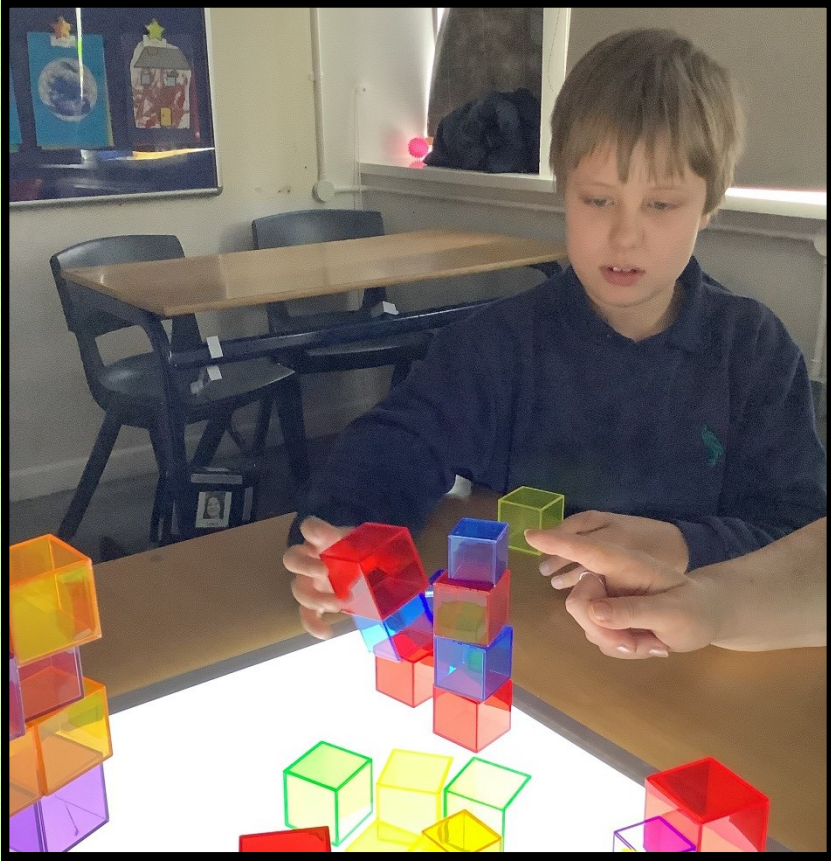
Our vision is that we develop independent, confident young people through offering a wide range of opportunities and that this is sustainable throughout their life. We also ensure that pupil well-being is a priority and offer an array of support in this area including the Pupil Support Team and many enrichment opportunities including sport and music. As part of our curriculum students follow a 3 year rolling programme which covers the core subjects and pupils will gain accreditation in Careers, PSE and an individual learning pathway match to their ability and interests. We offer a wide range of accredited modules differentiated from Pre-Entry Level through to Entry Level 3 and these form qualifications within the Agored Cymru and Asdan awarding bodies.

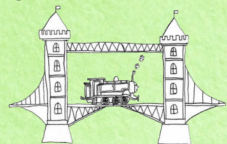
Each student has an individualised curriculum designed to meet their personal needs and this is delivered through a range of challenging and exciting opportunities both within and outside of school. We have successful links with Bridgend College which offers our students taster sessions throughout their time in the Leavers Department in the areas of Performing Arts, Catering, Horticulture, Land based studies and Music. This gives students opportunities to try out different vocational pathways before deciding on the avenue to pursue when they leave Heronsbridge.

Students participate in a careers education and guidance programme and have the support of a specialist careers advisor from Careers Wales. Students have the opportunity to take part in work focused experiences as part of the transition programme and gain valuable experience in work skills. Our work based learning programme gives our young people experience of the world of work without leaving the safety of the school site, via a number of enterprise opportunities, including car valeting, catering in our school coffee shop, horticulture business and recycling workshop. External work placements are also sought where appropriate.

An enrichment programme including the Duke of Edinburgh's Bronze Award, Young Enterprise, residential holidays, visits to museums, theatres, leisure centres and cinemas provides non-formal and informal learning opportunities.







CENTRE FOR AUTISM

The Centre for Autism caters for pupils between the ages 3 and 19 with a diagnosis of autism or autistic spectrum disorder, as well as associated communication and learning difficulties. The Centre has nine classes and pupils are placed in classes according to their age and learning ability where possible. A high staff ratio and small class sizes ensures that pupils receive excellent support and quality individual attention, and this is reflected in the whole ethos of the Centre.

The Curriculum

Our pupils follow the new Curriculum for Wales underpinned by our school values; Independence, Well-being, Opportunity and Sustainability. We have always taught with a thematic approach which now also enables us to deliver the Areas of Learning and Cross-Curricular skills. Our aims are for our pupils to develop communication, interaction, self help, own behaviour management, leisure and social skills that will enhance their education and life long learning skills.

We aspire for all pupils to have full access to a personal means of communication and to facilitate their transition into adult life beyond Heronsbridge School. This curriculum is very much a 'Towards Independence' curriculum. We strive to promote family-school partnerships to enhance communication and consistency across the home and school.

Speech and Language Therapy

Many young children enter school without speech or difficulties with communication. The input of the speech therapist is vital. There is a strong emphasis on functional communication and our Speech and Language Therapist works alongside classroom staff in naturally occurring situations which offer maximum opportunities for the teaching of communication skills. It is recognised that staff also need to learn how a pupil communicates and to learn and use the pupil's own 'language' to establish themselves as effective communication partners. We use a range of communication strategies with our pupils including PECS, Skills for Early Reading, Colourful Semantics and Signalong.

Positive Behaviour Management

Heronsbridge School has adopted the PROACT-SCIPr-UK© System of behaviour management and there are 4 trained Instructors within the centre to implement training of staff. Staff are taught to assess and address an individual's needs to create a positive and nurturing environment which reduces barriers to learning and allows an individual to access their learning more effectively.

CYMRAEG—WELSH

Heronbridge develops a sense of Welsh identity, for all pupils, through the teaching of Welsh as a second language, Curriculum Cymreig and our bilingualism policy.

Welsh culture is promoted and celebrated across the school involving pupils in the learning of Welsh songs, poetry, stories and the complete breadth of Welsh heritage. Our aim is to integrate Welsh subtly across the school and to promote a sense of *hiraeth*.

RELIGIOUS EDUCATION

Religion, Values and Ethics Education is, by law, a compulsory element of the curriculum and is taught in accordance with the relevant policies. Different spiritual, moral, social and cultural aspects of the subject are taught with a multi-sensory approach in line with the Locally Agreed Syllabus.

There are daily acts of collective worship in the school, which represent Christianity, other main world religions and non-religious philosophical convictions held in Wales. As a school we celebrate many religious festivals e.g. Diwali, Eid, Hanukkah, Christmas.

RVE is a mandatory subject that we deliver with a whole school approach. Although not mandatory for Post 16 pupils we include them in this whole school approach as we value the wider and real-life opportunities it brings. However, post 16 pupils may withdraw in writing should they wish to do so

RELATIONSHIP & SEXUALITY EDUCATION

RSE is taught in accordance with the school policies and our continuum of RSE progression was developed in line with the Welsh Government statutory guidance and pupil and parent collaboration.

RSE is positive, protective and preventative and enables Children's Rights. Learners are able to explore issues, helping them to develop the foundational skills for healthy relationships, respect and understanding of others and to recognise healthy and harmful behaviours. Helping learners to form and maintain a range of relationships, all based on mutual trust and respect is the foundation of RSE. These relationships are critical to the development of emotional well-being, resilience, and empathy.

RSE at Heronsbridge is taught discretely for stage, not age, ensuring the learners are ready for the topic at hand. The whole school approach involves recurring themes and topics which reinforce and build on the learners' developing understanding and changing needs. With the use of the Drama Circle and highly trained staff we ensure our learners feel safe and supported throughout. We endeavour to deliver RSE in an objective and pluralistic way with both respect and sensitivity.





FAMILY ENGAGEMENT

At Heronsbridge, we believe that we share the responsibility of education with the parents of our children. If the school and home work together to help meet the children's specific needs then there will be a far greater chance of a successful outcome. Our commitment to positive family links is strengthened by our full-time Family Engagement Officer.

We have an open-door policy at Heronsbridge and encourage the parents to contact the school if they have any worries or concerns. Parents can simply telephone the school to arrange a mutually convenient time to visit. Home/school diaries are used on a daily basis where information is passed between school staff and parents.

An annual review of each pupil's progress is held at the school and these are attended by the parents along with social workers, the school psychologist and the school medical officer.

At the end of the Summer Term two events are held. Firstly, the annual report evening, where parents visit the classrooms to look at their child's work and receive a written account of their child's progress. Secondly, for those pupils who are Years 6, 11 and 14, there is a ceremony at which their Progress File is presented to them as a record of their achievements. Parents also attend events such as Christmas concerts, coffee mornings, curriculum information events and training such as Early Bird intervention, Incredible Years and Signalong.

The school provides a number of different support strategies for families such as Parent Drop In sessions and Family Matters group meetings with relevant speakers on a range of subjects. Our Family Information Day in the Autumn and Spring terms, whereby we have over 25 organisations offering advice and support to parents. Training opportunities are available to parents in a range of skills including Autism, Digital, Communication and Behaviour Management.

During the school year, school will pass on information from relevant outside agencies and voluntary networks. The school is not able to endorse any specific service, appropriateness for all external provision lies upon each individual family.

SPORTS ACTIVITIES

Physical Education, sport and recreational activities occupy a special place within the whole curriculum of the school serving to develop in our pupils:

- Increased levels of physical activity leading to improved skill levels and physical well-being
- Positive attitudes to health and exercise
- The development of self-confidence and self-esteem
- Broadening of experience within and beyond school

The range of activities include: football, netball, athletics, swimming, gymnastics, cricket, yoga, rebound, creative dance, boccia, surfing, horse vaulting, basketball and many adapted games.

Héronsbridge runs a successful after school Football Club (Bridgend Herons). Pupils train for matches and tournaments with other special schools. Every year pupils represent the Wales and England Mencap squad at international level in the European Championships. Several pupils have gone on to play football for local clubs after leaving school.

CHARGING AND REMISSIONS

Educational visits/activities covering all aspects of the curriculum are organised to take place largely during school hours and involve all pupils at different times of the year. However, there are some residential opportunities that are organised in different key stages, ensuring pupils have a range of opportunities throughout their time in Heronsbridge.

Events will sometimes be dependent on the schools' ability to attract adequate voluntary contributions to fund such projects. No child will be excluded from an activity simply on the basis of a non-contribution.





SOMETHING FOR EVERYONE

We are very proud of our facilities and environment here at Heronsbridge. You would expect a school like ours, for pupils with complex learning needs, to have excellent facilities to meet the needs of the pupils. However, we have worked hard to 'go that extra mile' in order to offer our pupils unique experiences.

Our rebound room and hydrotherapy pool enable staff to work with pupils alongside other health professionals such as occupational therapists and physiotherapists. This multi-professional approach is key to our motto "Together we can".

Heronsbridge School's complimentary therapy team run a variety of multi sensory sessions in 'Dosbarth Y Bont', our sensory resource room. These include Touch Trust, Dramarama, Shine programme, multisensory massage, DIR Floortime therapy, Massage In Schools Programme and Attention Autism. All sessions are adapted to individual pupil needs and are pupil-led.

A central resource room provides staff and pupils with a wide range of books, communication devices and other resources for all topics and Areas of Learning. There is a strong emphasis on literacy and numeracy and staff based in the resource room ensure that these skills are integrated across the school.

The school boasts an excellent range of ICT resources and communication aids. Computers, iPads, interactive screens, eye gaze, VR headsets and switches are used across the school to enhance teaching and learning. The school continues to embrace appropriate emerging technologies.

The school is very proud of its provision for well-being. We have a Pupil Support Team which provides additional support to those pupils who are having specific or general difficulties in their lives. Well-being is one of our school values, it is our intention to invest in the well-being of all our pupils to help them develop resilience with the skills to adapt to situations that life presents. Among the support offered is: ELSA, psychology support, counselling, music therapy, dog therapy and DIR® Floortime.

SOMETHING FOR EVERYONE

Our school has outstanding grounds, including an orchard, kitchen garden and eco area. Outdoor learning forms a significant part of the pupils' school lives whilst at Heronsbridge. The apples from our orchard, are harvested every year for pupils to use in projects such as our Cafe, cider making and apple juice pressing. The orchard boasts our RHS winning 'Bodger's Garden' show garden, which was created by green-fingered pupils with the help of horticulturist Anthea Guthrie. Our eco-cabin, Heron Lodge, was funded by The Friends of Heronsbridge and was officially opened in October 2013 by Paralympic champion Simon Richardson MBE.

The school has fairtrade status and has achieved the platinum flag within the Eco Schools scheme. We have also been re-awarded the 'Welsh Network of Healthy Schools Scheme' status, promoting our health and wellbeing values, in May 2023. In January 2021, we were awarded the 'Investors in Families Lockdown Award' for supporting children and families throughout the home learning period. We were also proud to achieve the 'Investors in People Platinum Award', also in January 2021. This was a culmination of our 25 year engagement with Investors in People standards, helping to drive our commitment of a highly skilled workforce to support the learning experiences of children in our school—bringing knowledge, skills and fun into daily life. In May 2021, we also achieved the 'Diamond Standard Award' following re-accreditation with Investors in Families.

Since 2006 we have been linked with partner schools in Botswana and Tanzania through the Connecting classrooms project BOTAWA. There have been several teacher exchanges looking at curriculum, culture and traditions, horticulture and the SEN issues of inclusion in sport, communication and technology. We are very proud to have been recognised for our international work and being awarded the 'British Council International School Award' for 'outstanding development of the international dimension in the curriculum' in January 2021.

The school's work based learning project 'Blas Da' has proven to be a big success. Pupils from the post 16 department, run our coffee shop for staff and visitors, as well as catering for events held in school. The market garden was set up in 2018 to enable students to take in a work based horticultural environment. The polytunnels enable learners to grow plants all year round. Car Valeting allows students to develop skills in a real life workplace and experience working as part of a team. The experiences that students gain through all of the work based learning projects enable them to utilise the skills they have gained and give them a better chance of gaining some type of employment.



UNIQUE YOU



Changing lives one picture at a time

