

Lisburne School



Prospectus

*Unique, courageous,
creative*



Tel: 0161 483 5045

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Welcome

Dear Parents and Carers,

I have the great pleasure of welcoming you and your family to Lisburne Primary School. I hope that you find this prospectus useful in making that important decision as to where your child starts their educational journey. Please look at our website for more information and feel free to contact us if you have any questions or would like to come for a visit.

Lisburne is a special setting, in more ways than one. We are passionate about ensuring that each one of our unique children has the opportunity to develop a love for creative learning and a courageous self-confidence. We encourage all our children to reach their full potential through the spectrum of experiences and life-skills that we offer.

From the moment your child becomes part of the Lisburne community, we like to get to know them and their families and welcome you to join in with every aspect of school life. We keep you informed about your child through our various communication platforms and our staff are happy to talk to you about how they are getting on. We have regular meetings with parents and carers and we run workshops to help you keep up with what they are learning in school and how we can support you at home.

Lisburne is a community built around the ideal that every child has the right to an inclusive and engaging learning experience. I hope that we can welcome you into our community very soon.



Mrs Samantha Benson, Headteacher



About Lisburne



Lisburne is a specialist Primary School supporting children with a range of complex learning needs. Our aim is to provide quality inclusive education for all our children and access the full range of National Curriculum subjects in a safe, caring environment where all achievement is valued and celebrated.

Growing as individuals, learning together.

Our children have access to stimulating, challenging and varied experiences, which promote communication, self-esteem, responsibility and independence. We have a caring team of highly trained staff who are experienced in dealing with a wide range of learning and behaviour challenges. We offer our children small class or group sizes based on need, high levels of adult support and a specialised environment where we can offer a range of appropriate strategies to meet the complex needs of the children.

Lisburne benefits from being part of the Four Rivers Trust, a multi-academy trust made up of a group of schools who work together to provide children with the best possible start in life within our schools, inspiring them to develop a lifelong love of learning in warm and welcoming environments. For further information visit [Four Rivers Trust website](#).



Our Curriculum

At Lisburne we understand that every child is unique, and their learning journey will be as individual as they are. We plan our curriculum to be engaging, sensory and flexible to meet the needs of every child. We use a range of sensory strategies to engage children and encourage investigative skills.



Every child at Lisburne has an EHCP, these documents are used to inform the individuals learning plan to ensure the appropriate levels of support are in place.



We have specialist peripatetic teachers who work with all classes for PE, dance and music. We also enjoy exploring our environment at Forest School. Each term we introduce a school-wide theme to the children, which links in with all areas of our learning.



Early Years



Creative, explorative, child-led

Our Early Years phase offers the children immersive learning within our modern and well-resourced areas. The classrooms are bright and engaging, with plenty of space for children to learn through play and interaction. They have outdoor areas which allow the children to be outside whatever the weather.

Our EYFS curriculum, which follows Development Matters and Birth to 5 Matters, is carefully designed around the individual's needs and interests. Our curriculum is delivered through continuous provision and engaging hands on activities. There is regular contact with parents through the use of the online platform Class Dojo which allows parents to see what their child has been up to while in school.

We pride ourselves on our extensive work with families and feeder nurseries, to ensure smooth transitions in to Lisburne, enabling confident and happy children.

The areas of learning that we focus on are:

- Personal, Social and Emotional Development – Making relationships, self-confidence and self-awareness, managing feelings and behaviours.
- Communication and Language – Listening and attention, understanding and speaking.
- Physical Development – Moving and handling, health and self-care.
- Literacy – Reading and writing.
- Numeracy – Numbers, shapes, space and measures.
- Understanding the World – People and communities, the world, technology.
- Expressive Arts and Design – Exploring and using materials, being imaginative.

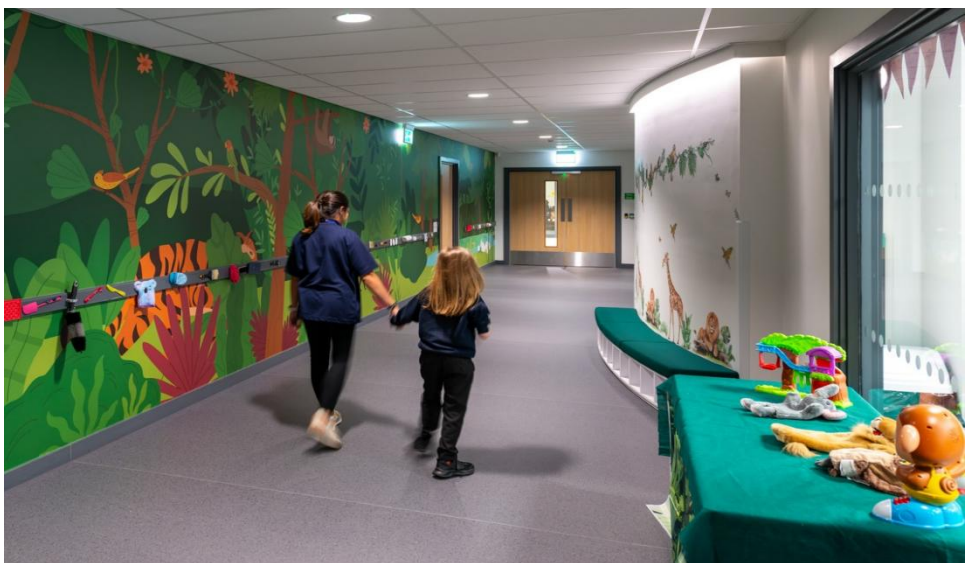
After a year in our Early Years provision, the children will move in to one of our learning pathways.

Learning Pathways

Pre-Formal Pathway

Experience, engage, participate

The Pre-Formal pathway focuses on the early communication, social and emotional and cognitive skills that are the foundation of learning. Some classes within the Pre-Formal Pathway will focus on the Engagement Curriculum which has been designed to meet the needs of those pupils who have profound difficulties in communication and need specialist additional support to access their curriculum.



Pre-Formal learners require a higher level of adult support, both for their learning needs and their personal care, and are likely to need sensory stimulation with their curriculum broken down into small steps.

For our Pre-Formal learners may not follow a straight, linear pathway because of their individual needs and strengths. The school ensures that there is fluidity between pathways, allowing our learners to benefit from approaches from other pathways.

Engagement lies at the center of our curriculum offer and we strive to stimulate our pupils to respond to classroom activities by ensuring these are creative and fun and to understand the role of their voice.

Formal Pathway

Cooperation, real life, multisensory



Our formal pathway is working towards a cooperative approach where children are building the skills to work together. Children in this pathway will be starting the building blocks to small shared learning opportunities.

National curriculum subjects are taught through an adapted and bespoke approach through multisensory and practical learning opportunities. A range of communication functions are worked on through this pathway.

Structured Formal Pathway

Structure, generalisation, communication

Our structured formal pathway is a bespoke approach to learning, centered around short targeted sessions working on generalising skills across a range of contexts.

Children in this pathway may have a range of complex communication difficulties and require integrated emotional regulation throughout the



school day. Functional and core communication skills are at the centre of learning. National curriculum subjects are taught through a bespoke, practical and sensory approach.



Extended Formal Pathway

Problem solving, independence, collaboration

Our extended formal pathway is a collaborative approach to learning, working to develop problem solving, cooperation and sustained learning



opportunities. Children in this pathway will reach some areas closely linked to the National Curriculum. Challenging themes and topics are at the center of learning.

School Council

Our School Council is an elected group of children who represent each class and pathway in the school. The school council is split into the various learning pathways, with each pathway having its own area of focus.

- Pre-formal – Pupil voice
- Formal pathway - Community
- Structured Formal – Environment
- Extended Formal – Leadership

Regular meetings are conducted through restorative circles, ensuring every member has an equal voice. Together with members of staff, they discuss important issues affecting our school and then feedback to their classes.

Pupil Voice

We use verbal communication alongside a range of AAC strategies, as part of our total communication approach, developing and enriching our pupils receptive and expressive language skills.



Communication with Families

We use Class DOJO as our parent engagement platforms to share information, observations and photographs with parents and carers.



Parents and carers will receive regular notifications and photographs on their mobile devices. We also communicate regularly with families through phone calls and face-to-face meetings.

E-safety



The children have access to a range of hardware and software to support and enhance their learning.



We have apps available to support all areas of the curriculum, as well as to support the children's communication needs.

In addition, each classroom has an interactive whiteboard and access to class banks of iPads. The school has a suite of touch- screen computers and a variety of cause and effect and switch toys.

E-safety is taught discretely throughout our computing curriculum, to ensure our children are safe and supported while accessing on-line content.

The school also offers opportunities to support parents and carers with the use of technology in the home and understanding how to keep children safe while on-line.

Safeguarding

Safety of children is our number one priority, from security of the site to the welfare of each individual. We have very clear guidelines in place to ensure our safeguarding is robust. We ensure that all staff and volunteers have current DBS checks before working with children.

Our Priorities:

- The welfare of children, and their wishes and feelings are afforded consideration when developing and carrying out school activities.
- All children have equal rights to support and protection irrespective of their race, age, ability, gender, language, religion, sexual orientation and culture.
- All staff and volunteers have a professional role to identify and respond to the needs of children and report any concerns immediately.





Friends of Lisburne

'Friends of Lisburne' is a charitable trust set up by teachers and support staff at school to help raise funds to improve and provide new resources and extracurricular activities for the children at Lisburne. The trust also provides funds to help improve the school building by enhancing playgrounds and providing specialist equipment for the ever-changing needs of our pupils.

The fund-raising committee meets regularly to plan fundraising events and is open to all parents and carers. We are always looking for fresh new ideas and welcome new members to our charity.

Family Liaison Co-Ordinator's

Our Family Liaison Co-Ordinator's (FLCs) provide support and information to all our families, along with assistance at home for communication, behaviour and parenting strategies. They support the transition process for new children and families as they become part of Lisburne School, and for Years 5 and 6, as these children prepare to continue their journey in education elsewhere.



Karen



Linzi



Jess

Learning and Leisure



Every Wednesday we hold our after-school club for Year 1 to Year 6, the school organises a wide range of fun activities, such as arts and crafts, cookery, computing and dance.

During the school holidays (with the exception of Whit and Christmas) we also offer a playscheme, run by Lisburne staff.

Each year our older children take part in a residential visit in the summer term. We use two different venues to meet the specific needs of children, Petty Pool in Northwich and Mountain View Holiday Lodge on Anglesey.

The school owns two minibuses which enables travel to local activities such as Wythenshawe Wheelers, Jump Space, hydrotherapy, local parks and the swimming baths.

The children also take part in life-skills visits to local shops, parks and cafes where they practice turn-taking, waiting and communication skills.

Additional Services

Many of our children have a range of learning needs that also require the input of therapy services. Therapists are based on site each week, this includes speech therapists, occupational therapists and physiotherapists; they work with our



children and staff to implement appropriate therapy programmes in the classroom and at home.

Therapy programmes are reviewed regularly with input from parents, school staff and therapy teams. The support of an Educational Psychologist is available when required. HYMS, a consultant Paediatrician, school nurse, continence clinic, Hearing and Vision Specialist Services, optometrist and dietician also liaise with school and parents.



Useful Phone Numbers

- Transport— 0161 474 2504/2508
- Stockport SEN Department — 0161 474 2525
- School Nurse - 0161 467 5719



What people say about us...

“Pupils are exceptionally happy at Lisburne school, where they flourish” ~ Ofsted—June 2023

“As soon as children start in the Reception class, they learn how to express themselves and manage their emotions and feelings” ~ Ofsted—June 2023

“Pupils shine in their various leadership roles” ~ Ofsted—June 2023

“A Jewel of a School!” - Lisburne Parent

For further information about our very special school, please visit our website:

www.lisburneschool.stockport.sch.uk



