53 Bewick Road
Gateshead
NE8 4DR

0191 477 2998

School Prospectus



Haskel
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Table of contents

01 Welcome from the Headteacher

02 Information about Haskel

03 Our Aims

04 Curriculum

05 The School Day

06 Attendance and Medications

07 Food and Uniform

08 Safeguarding

09 Home / School Links

10 Complaints

11 General Information

12 Policies

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01 Welcome from the Headteacher

Welcome to Haskel.

I look forward to working together with you to ensure the very best school experience for your precious one.

I have a great team of staff who all put their heart and soul into enabling our pupils to achieve and enjoy their learning. We are committed to ensuring that every child is happy within our care.

Haskel is a school where everyone is respected and valued for their contribution – pupils, parent/carers, staff and visitors.

I feel very privileged to lead a very special school.

Please do not hesitate to contact me if you require any further information about Haskel.

I look forward to working with you in the future

Mrs S Sugarman

02 Information about Haskel

Haskel is a school situated within the Jewish Community of Gateshead. Haskel is committed to Torah, Avodah (religious service) and Gemilus Chasodim (kindness) as a way of life. The school endeavours to instil in its pupils a practical knowledge and understanding of Torah Mitzvos (religious commandments), Yiras Hashem (fear of G-d) and good Middos (character traits) in order to equip them to become true Bnei Yisroel (Jewish people), and to take their place in British society becoming responsible and contributing adults.

Haskel caters for children aged 5 – 19 who have special educational needs. Haskel is split over two sites and pupils move between the two schools to access the facilities appropriate to their needs and interests. Haskel has a large outdoor area where pupils are able to access exercise, Outdoor Learning experiences, Horticulture as well as social times of the day such as playtime and lunchtime.

Pupils on roll all have an EHCP from the appropriate issuing local authority. Haskel caters for pupils with a wide range of needs, such as Autism Spectrum Disorder, Speech and Language difficulties, Physical difficulties, Social, Emotional and Mental Health needs and Learning difficulties.

Pupils in Haskel are offered a bespoke curriculum where their individual needs are catered for. They are offered a broad curriculum carefully tailored to their needs, developmental level and interests. Some teaching is delivered on a 1:1 basis, whilst other subjects are offered within small groups.

Haskel also provides a drop in provision for pupils within the local community who benefit from 1:1 teaching for English, Maths as well as supporting social, emotional and mental health needs.

Haskel has a team of dedicated Governors and staff who do their utmost to provide each individual pupil with an education which helps them to prepare for adulthood and employment. Staff work closely with other agencies such as Social Care, CYPS, NHS Therapists, MSI teams and Psychologists to ensure that the pupils are receiving the support most appropriate to them.

Haskel employs independent Speech and Language, Occupational Therapists and Physiotherapists who work closely with pupils. They are able to provide staff with a programme of work which is regularly reviewed and updated. Haskel outsources support from Counsellors / Therapists where pupils need a high level of support with regard their social, emotional and mental health needs.

Haskel is an Autism accredited school. We are supported by Mrs Hayley Orshansky from Shine Consultants who monitors our ASD provision, offering advice and guidance to staff.

03 Our Aims

- To provide a welcoming, safe and happy environment where pupils make progress
- To ensure pupils feel valued
- To ensure that health and wellbeing are promoted
- To provide an appropriate curriculum where all pupils are able to make progress

- To ensure pupils develop a sense of place within the Jewish community
- To provide opportunities for an enhanced curriculum, through visits to the local community and visitors into school
- To work in partnership with parents
- To ensure that we promote respect, tolerance and understanding for all
- To develop a sense of justice and fairness within pupils
- To work in partnership with other agencies in the best interests of the pupils

04 Curriculum

Pupils within Haskel fall into a range of ‘Pathways’ which are used as a focus for learning and assessment. Pupils can move between pathways depending on age / need / progress. They may be working across two different pathways for different aspects of their learning experiences.

PATHWAY 1

Discovery Pathway

Pathway 1 has been developed for those pupils who are broadly working within P1-P3. The curriculum and learning environment caters for each individual child considering their engagement levels and their personal motivators. The curriculum is largely therapy based which runs through other key areas of learning, including: communication, cognition, social and emotional, independence and creativity. There is a strong thread of sensory input throughout this curriculum in all aspects of learning.

PATHWAY 2

Learning for Life Pathway

Pathway 2 is for those learners who require a greater focus on skills and knowledge which is relevant for their future – for adulthood and employment. English and Maths skills are taught and consolidated through real life experiences.

PATHWAY 3

Formal Curriculum

Pupils within Pathway 3 follow a more subject specific education with a focus on developing skills and knowledge based on the National Curriculum. These pupils are likely to be working within around 2 years of their academic age in English / Maths. Some subjects may be taught as part of an inclusion programme.

PATHWAY 4

Post 16

Pupils within Pathway 4 follow similar curriculum opportunities as Pathways 2 and 3, depending on their individual levels of ability. Alongside these opportunities, there is a strong focus on preparation for adulthood and employment. For some pupils, it may be appropriate to develop 'independence / work based skills' through an internal curriculum, whilst for others it may be appropriate for them to engage in work experience placements. Some pupils are able to access courses through Gateshead College to supplement their skills as well as increasing their social opportunities.

Monitoring progress

Pupils are continually monitored and assessed in their journey through Haskel in all aspects of their development. Some examples of these are;

- Long term and short term outcomes in EHCP
- Termly targets across all four areas of need as well as 'Preparation for Adulthood and Careers'
- SALT / OT / Physio targets
- Tracking systems including Vineland, SCERTS and Boxall if appropriate

Accreditations

We aim to celebrate the success of all our pupils through formal accreditations. Some examples of these are:

AQA Unit Awards

Entry Level English and Maths

Functional Skills English and Maths

GCSE subjects such as English Language, Maths, Business Studies, Geography, Modern Hebrew

PSHE / RSE

Pupils up to the age of 16 all access a PSHE curriculum and some continue beyond this. An RSE programme of learning has been created. Consultations are done with parents on an annual basis and parents consider which parts of the curriculum (other than those statutory parts) are developmentally appropriate for their child.

05 The School Day

9.00am	Start of the school day
12.30-1.30	Lunch (some pupils eat on site, others within their mainstream setting, other pupils go home)
4.00pm	End of the school day

(School days may vary for individual pupils depending on their inclusion programmes / School times may differ according to different Jewish festivals)

06 Attendance and Medications

It is the parents/carer's responsibility to ensure that their child attends school regularly so that pupils are able to achieve their potential.

The DfE are encouraging schools to only allow a pupil to be absent in very exceptional circumstances. If you feel that your child needs to be absent from school for a reason other than illness, please put this in writing to the Headteacher. Mrs Sugarman will then decide whether to grant permission for the absence. (Please see Attendance Policy)

If a child is unwell then they must not attend school and should remain at home for an appropriate amount of time. Parents should always inform the school to let them know the reason a pupil is absent and when they might return.

In the case of sickness or diarrhoea the child should be kept away from school until at least 48 hours after the last episode.

If your child is diagnosed with any contagious conditions, we ask that you alert school as soon as possible.

Medications

Sometimes it is appropriate for a member of the SLT or a named person to administer medication in school. Parents / carers must contact Mrs Sugarman, Mrs Hall or Rabbi Schauder to discuss this. (Please see Medications Policy)

07 Food and Uniform

Food

Light snacks may be brought into school for break times. Staff encourage ‘healthy snacks’ such as fruit, vegetable sticks and crackers. Sugary snacks and fizzy drinks are not allowed. Pupils will be provided with water.

Uniform

Pupils are expected to wear a uniform appropriate to their mainstream setting. Parents are asked to ensure all uniform is clearly labelled.

Parents are asked to provide pupils with appropriate clothing for sports / exercise, including footwear.

For some of our pupils, outdoor learning is an integral part of their school day. Haskel provides pupils with waterproof clothing and wellies.

08 Safeguarding

Safeguarding is the action we take to promote the safety and welfare of the pupils within our setting and to protect them from harm.

This is the process of protecting children who may be suffering from, or at risk of, significant harm. This includes physical abuse, sexual abuse, emotional abuse and neglect. Haskel has named Designated Safeguarding Leads (Mrs Sugarman, Rabbi Schauder, Mrs Hall and Mr Spitzer) who are responsible for working closely with parents if concerns arise, as well as making appropriate referrals to Social Care Services, with or without parent's permission.

09 Home / School Links

School staff work closely with parents to ensure that their child is able to reach their full potential. Parents are welcome to contact school to speak to a member of staff or to make an appointment to meet with them.

All parents will be invited to attend termly reviews, this includes a formal annual review of the pupil's EHCP. Other professionals will be invited to these meetings and will attend where possible.

Parents may request a daily link book is used as a means to communicate between parents and staff. Staff will write in relevant information on a daily basis and parents are requested to share. Parents may request a weekly newsletter showing the range of learning opportunities the pupils have been involved in.

All pupils receive an Annual Report in the Summer Term.

10 Complaints

In the event that you have a complaint about any aspect of Haskel, you should, in the first instance contact Mrs Sugarman. If you do not feel that this is appropriate, you

may contact Mr Wittler, Governor, through the school office.

You may request a copy of the complaints policy from the school office.

11 General Information

Name of School:	Haskel
Address:	53 Bewick Road, Gateshead, NE8 4DR
Telephone:	0191 4772998
Email address:	admin@haskel.org.uk

Governing Body

Rabbi A Sugarman	Proprietor / Chair of Governors
Rabbi A Oppenheimer	
Mr S Wittler	Safeguarding Governor

Leadership Team

Mrs S Sugarman	Headteacher, DSL
Mrs J Hall	Curriculum & Assessment Lead, SENCO, DSL
Rabbi G Schauder	Senior Leader / DSL
Mrs J Salzer	Head of Hebrew Studies

12 Policies

All school policies are reviewed and updated on a regular basis. However, should you wish to see a copy of a policy, please contact the school office. Some of the policies available are:

- Accessibility Policy
- Anti-Bullying Policy

- Attendance Policy
- Positive Behaviour Policy
- Complaints Policy
- Equality and Diversity Policy
- Health and Safety Policy
- Online Safety Policy
- RSE Policy
- PSHE Policy
- Safeguarding Policy
- SEND Information Report
- SEND Policy