



PROVIDING YOUR CHILD
WITH THE EDUCATIONAL SUPPORT THEY NEED



MANOR GREEN SCHOOL
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MANOR GREEN HIVE



Home
Integrated
and Varied
Education

Manor Green HIVE



SHELLEY THOMAS

ASSISTANT HEAD TEACHER
AT MANOR GREEN SCHOOL

HEAD OF
HIVE AND THERAPIES

I have had the pleasure of working at Manor Green since 2009 and I am honoured to be one of the school's Assistant Head Teachers.

I began my teaching career in our Early Years developing the EYFS curriculum within the Nursery and Reception classes going on to become Leader of First School.

Access to therapies is vital to the education, health and wellbeing of a number of our students and I am now Head of Therapies and of the **HIVE** provision.

THE HIVE

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Every child of school age has a statutory right to attend school to receive an education. It is our firm belief that children and young people who are unable to attend school due to physical disability, medical or other health reasons should have access to that education in their own home.

The HIVE provision exists as an extension of Manor Green School and all it has to offer. We strive to minimize disruption to learning by providing one to one educational support at home for children and young people with severe medical needs who live within the Royal Borough of Windsor and Maidenhead and also for those living within other Local Authorities.

We recognise the importance of offering a broad, balanced and differentiated curriculum underpinned by our shared school vision, *Manor Green School, Choose to Nurture Enterprise.*

We aim to:

- ◆ Place our students at the centre of all our curriculum decisions
- ◆ Create a curriculum that is fit for purpose, providing learning that is personalized, differentiated and meets the needs of our students
- ◆ Nurture students and celebrate their success
- ◆ Be committed to our motto of Excellence for All

THE HIVE



To be eligible for home education a student must be able to meet the following criteria:

- ◆ Be of compulsory school age
- ◆ Be subject to an NHS medical care plan
- ◆ Expected to be absent from school due to high medical needs that cannot be met in the school environment

Children with health needs should have a provision equivalent to the education they would normally receive in school, although full-time is not defined by law. However, if a child is receiving one to one tuition, the hours will be fewer as the provision is more concentrated.

Students in The HIVE are offered up to a maximum of five sessions per week and this can be up to three hours per session.

This is very intensive and in many instances children who are very young or have high medical needs cannot access sessions of this length. The number, frequency and length of sessions will be determined at a planning meeting and reviewed thereafter during termly reviews

Contact for admission and communication is Miss Shelley Thomas.
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IS YOUR CHILD ELIGIBLE FOR A PLACE IN THE HIVE?





MEET THE HIVE TEAM

BENCE KUN—HIVE LEAD TEACHER

I graduated as a Conductive Educator Teacher in Budapest, Hungary in 2008. Since I arrived in the UK I have worked in a variety of education settings either as a therapist or a teacher. In 2016 I joined Manor Green as an SEN Class Teacher latterly working mainly with students with high sensory needs.



ABI PULLIN—SENIOR HLTA

I qualified in working with Children and Young People in 2006 and worked in the NHS for nineteen years supporting families on post-natal and children's wards. I worked for two years as an SSA at Manor Green before joining The HIVE as a Senior HLTA.



KATIE AXFORD—SENIOR HLTA

I have worked with children and young adults with special needs in both education and community settings. I returned to Manor Green in 2020 and recently completed an Intervenor course to enable me to support and promote communication for students with multi-sensory impairment.



DEBBIE HARRIS—SENIOR HLTA

Having worked originally in a mainstream setting I joined Manor Green in 2014 as a Specialist Support Assistant working in all areas of the school. Before joining The HIVE team I worked predominately with children who had visual and hearing impairments. I have completed the Intervenor course and hold an NVQ3 Children and Young People qualification.

THE HIVE

OUR CURRICULUM

The four main areas of our curriculum are:

- * Communication and Interaction
- * Cognition and Learning
- * Social, Emotional and Mental Health
- * Sensory and Physical (to include the delivery of Therapy programmes)

From Year 9 the curriculum extends to include Independence Skills in preparation for adulthood



Our students' individual and personally tailored needs are described in their Education, Health and Care Plan under these four main areas. As our students are often in their early learning stages, our focus is on improving their learning skills rather than providing a more academic (English, Mathematics, Science) approach.

Our curriculum uses a sensory based approach to promote the academic, personal, social, physical and cultural development of our students.

By breaking our curriculum down into small steps we can lead our students to explore the world around them through sensory based activities, enabling them to improve their early learning and communication skills. Using a range of age appropriate activities and a variety of stories, we can support our students to experience our topics through stimulating activities, such as Soundabout and Tac Pac.

Our curriculum framework consists of a three year rolling programme based on topics that enable our students to explore the world of their close environment and extend to discover the wider community.

THE HIVE

COMMUNICATION AND INTERACTION

Each student has their own speech, language and communication needs (SLCN) that may change over time.

They may have difficulty with one, some or all of the different aspects of speech, language and/or social communication.

Beginning with object permanence, we focus on improving their communication skills to navigate within categories on an eye-gaze computer.

The aim is to enable the student to express their needs and opinions in a more precise way and to make their voice heard during social interactions.



THE HIVE

SOCIAL EMOTIONAL AND MENTAL HEALTH

Largely due to their medical conditions, our students may have a very limited social life beyond their family, carers and nurses.

With Social, Emotional and Mental Health in mind, our HIVE team work towards enabling students to initiate, engage and take part in extended social interactions and to show their preferences throughout.

We also recognize that being able to express their feelings, both joys and worries, can have a huge impact on a student's wellbeing.



COGNITION AND LEARNING

Our medically extremely vulnerable students (PMLD) are likely to have severe and complex learning difficulties, as well as physical disability and / or sensory impairment.

Some students are still in the early stages of their learning where the classical curricular subjects such as Maths, English and Science are not necessarily teachable.

Our focus would be to improve their basic learning skills, such as turn taking, choice making etc., using a pre-formal, multi sensory curriculum.



SENSORY AND PHYSICAL

Our **HIVE** staff work closely with therapy providers such as CYPIT and THE SENSORY CONSORTIUM, and are trained to deliver student physiotherapy, occupational therapy and VI programmes.

These therapy programmes can be integrated into the lesson plan for sensory stories or other activities.

We have high expectations for our students who are encouraged to be as independent as possible during these sessions.