



The Star

Peasedown St John Primary School

In the right environment we shine.

THE STAR

The Star is a resource base for primary school children with a diagnosis of Autism Spectrum Condition. It is a calm and neutral space of two classrooms and a sensory room which has been designed to meet the needs of children who find a busy school environment overwhelming. Set in the quietest part of the school but with direct access to the main building it is a connected and integral part of Peasedown St John School.

OUR VISION

At The Star, we hope every child will feel a sense of belonging in a small and nurturing base with a high level of adult support. Equally, we hope that they will also see themselves as a Peasedown St John Primary child and part of the larger school community. With a blended approach to their learning, children will be able to enjoy learning in a calm and quiet setting, as well as joining classes in the main school.

Our aim is to provide a happy environment where every child will be given the best possible opportunities to achieve their full potential. The educational programme will be bespoke to the needs of the individual children but also reflect the National Curriculum. Each child will have their own timetable with specific therapies and time to work on their targets, as outlined in their EHCP, as well as times they may join with other classes.

We hope to encourage a shared commitment to the success of our children where parents have a positive role in complementing and supporting the work of The Star and the school.

STAFFING

The Star is staffed by two teachers, HLTA and two LSAs (Learning Support Assistants). All staff have experience of working with children with autism, including supporting children in a resource base and in Special Education settings, and have undergone a range of specialised training. Staffing levels are reviewed in line with pupil numbers and ratios as per our Service Level Agreement.

OUR CURRICULUM

The Star Curriculum Intent

Addressing individual pupil's needs

Our Aspirational Curriculum:

- Is personalised, creative and based on a thorough understanding of Autism and of individual pupils
- Meticulously identifies and responds to priorities indicated by a pupils' strengths and needs
- Provides challenging academic outcomes based on the National Curriculum
- Consistently assesses a pupil's progress in a holistic framework
- Methodically links to a pupil's EHCP
- Incorporates specialised and therapeutic programmes
- Has a strong sensory base
- Incorporates learning through play and opportunities for exploration and discovery

Personal Learning Intention Maps

In The Star, each pupil has a Personal Learning Intention Map (PLIM). We use their EHCP and a summary of their strengths and needs to identify key areas of development. Each learning intention has five coverage statements that we will work on through the year.

The areas that are covered are:

My Thinking

My Emotions

My Communication

My Play

My Friendships

My Community

My Independence

My Physical and Sensory development

About PLIMS

Each year, the pupils' individual strengths and needs will be reassessed and new PLIMs developed, which are reflective of each student's current needs.

Each pupil will have one learning intention per priority area per year. In order to indicate continuous progress towards achievement of each learning intention, 3 'Coverage statements' outline significant phases in relation to it.

Each Learning Intention, which is aspirational and highly personal, is aimed to be completed within an Academic Year (September- July).

Each of the coverage statements is equivalent to a third of the overall Learning Intention. Progress can therefore be recorded numerically as a fraction.

Progress against Learning Intentions and coverage statements is reviewed, monitored and moderated throughout the school year. We record and evidence progress using the app 'Evidence for Learning'. Evidence is collected in the form of photographs, videos and staff comments. Evidence should clearly demonstrate that a pupil has mastered a coverage statement.

Our approach to learning

Star pupils are able to access learning in The Star where they are taught by specialist staff. Lessons are tailored to both the group and individual needs. Learning is designed to be engaging, and with limited teacher talk, to allow time for exploration with practical activities in order to embed concepts. There are opportunities to both encourage participation in a small group shared lesson or activity, as well as to complete tasks and reinforce skills and knowledge on an individual basis. The high ratio of staff to children means that there is plenty of opportunity to reteach concepts and skills and offer lots of practice and repetition or to challenge and extend children. We can also be flexible in teaching styles and adapt to the needs of individual children. Staff constantly feed key concepts and vocabulary from children's learning into every situation throughout the day - snack, 'free choice', therapy and play times are all opportunities for learning.

All Star pupils will access part of their timetable in the main school with their age-related year group. They are encouraged and supported to attend mainstream lessons with a level of support based on their need. Our aim is to ensure that pupils are able to attend mainstream lessons as independently as possible. Children are fully integrated into the lesson and class with the staff member supporting not only them but other children in the class too. Likewise, the teacher and Learning Support Assistant in the class will engage with children from The Star.

Children in The Star have regular individual sessions with a Speech and Language Therapist, as outlined in their EHCP. There are weekly Music and Art Therapy sessions with a Creative Therapist who works with all children on a 1:1 and small group basis.

The curriculum has also been devised to offer pupils a breadth of holistic learning experiences such as Forest School and wider whole school events and activities. The curriculum offer is reviewed annually to ensure that it meets the needs of the cohort and reflects their aspirations as learners.

The Wider Curriculum

The following areas will be covered in addition to a revised national curriculum

Communication and Language

Listening, Attention & Understanding

Personal, Social and Emotional Development

Self-Regulation

Building Relationships

Physical Development

Aspects of the wider curriculum, drawing from the PSJ KS1 and LKS2 curriculum maps and the National Curriculum, will be covered through the year. This will include learning from Science, History, Geography, Art, Design Technology, Personal Social Health Education (PSHE), REWV (Religion and World Views), Music and PE.

Topics will be covered with lots of opportunities for sensory, movement and expressive opportunities. We will also link and adapt our teaching around specific interests of the children in the group and aim to cover topics that will be both useful and relevant to the group. We operate Continuous Provision throughout the day, where enticing, sensory based activities, linked to learning and designed to build on children's skills, are offered.

We aim to cover as wide a breadth of the national curriculum as possible and key skills and fundamental knowledge will be recalled each year in order for children to build on their learning. We employ the same strategies used in all classes, of embedding the key concepts and skills unique to each curriculum subject. These concepts and skills will be developed to ensure we provide a progressive and aspirational curriculum for all children.

The curriculum is linked to key Whole School events throughout the year and there are opportunities for The Star children to join with their year groups in programmes of personal development, including performances, visitors to the school and outings.

While some wider curriculum subjects are taught in The Star, most children will attend wider curriculum lessons in their year groups with each child having an individualised timetable.

Core Curriculum

Maths

Reading (and phonics)

Writing

These will be linked to the National Curriculum and tailored to the children's individual level of learning.

Core subjects of English and Maths follow the National Curriculum and PSJ's progression framework for these subjects. We teach lessons to link with what classes are doing in year groups so that children in The Star can work in either The Star or a year group class. They are offered the flexibility of spending all, or most, of the lesson in year group classes.

Therapeutic Experiences

These are chosen according to the needs of the group as well as individual pupils as per their EHCP.

Each week we will have at least one session of

Attention Autism (or Bucket) - an activity which focuses on early fundamentals of language including awareness of others, attention, listening, shared attention, switching attention and turn-taking.

Tac Pac - a structured session between an adult and pupil bringing together music and movement to develop sensory communication and perception.

Music Therapy - whole class and individual sessions with a Creative Art Therapist.

Speech and Language Therapy - individual sessions with our Speech and Language Therapist, Daisy Capon as well as some small group session time.

Brick building (Lego) Therapy - a social interaction and language therapy for three children for each session. The sessions build social communication, turn taking, and listening and attention skills.

Fun is Food - a sensory and playful exploration of food with the ultimate goal of broadening food choices,

Sensory Stories - exploring a well known story with linked objects and materials to explore.

Emotion coaching - activities designed to explore emotions - the labelling and expressing of emotions. This is done through games, puppet play, small world imaginative play, picture cards and stories.

Interaction and communication building - a variety of games and shared activities are played with the specific goal of practising turn taking, sharing and acknowledging and responding to the needs and views of others.

Sensory integration - a range of sensory play activities are put out every week for children to engage in play through the use of their senses for children who are sensory seeking as well as to build tolerance of sensory input.

Routines and Transitions

All pupils are supported to manage the routines and transitions within the school day through the use of visual timetables, Now and Next boards, social stories and pictorial, and actual, time devices to signal the start and end of activities. Individual strategies can be decreased or

withdrawn as children become more independent in managing transitions.

Sensory Circuits - A sequence of physical activities which are activating, organising and calming, and help prepare pupils to be ready to learn. These are done before morning and afternoon learning sessions. These can also be done on an individual basis to support children throughout the day.

Movement breaks - A short break of dancing, stretching and moving including yoga, bouncing on equipment or a short walk are taken throughout the day. These can also be done to break up desk work on an individual basis.

Calming and regulating activities

Children in The Star learn about the 'zones of regulation' where they begin to identify their state of emotional regulation and are taught and practise various techniques, such as breathing exercises or physical moves to help restore a state of calm and readiness to learn.

All of these strategies and tools that children are equipped with, help to ease the demands and transitions of the school day.

Break and lunch times

Morning break is in the big playground, where The Star children have the opportunity to mix with children from their year groups, and is supervised by The Star staff. There is, however, the opportunity to have a break in a smaller, enclosed outdoor space with only the Star children, should this be more appropriate at times.

Lunch is eaten in a smaller hall, supervised by both the Star Staff and lunchtime support staff, with children from The Star as well a small group of children who benefit from a quieter environment.

The Star children are supervised and supported in their play in either the Rainbow Room (our Nurture room for children who require a less busy play environment) or the outdoor areas where they can enjoy all the activities of Opal Play. At the beginning of the year, The Star children begin playing in the enclosed outdoor space until they are ready to explore a wider space with more children. A member of the lunchtime support staff helps with the transition of lunch time back to The Star base and lessons, by staying with the class for the first half an hour of the afternoon. the small outdoor learning area.

A Day in the Star

8.45am Register and Greeting with Zones of Regulation check in

9.00 am Sensory circuit

9:10am Reading lesson in the Star or main school

9.50am Short movement break

10.00am Writing lesson in the Star or main school

10.30 Snack and Break

11.00 Maths lesson in Star or main school

12.00pm Lunch time

1:00pm Register, Zones of Regulation and Sensory circuit as well as as calming well-being activity

1:10pm Curriculum work - in The Star or main school (pupils may begin in their year group and complete work in The Star)

2.00pm Therapeutic interventions - Shared activities for relationship building - Free Play and time to work on individual targets

2.30 pm Snack time (including food tasting sessions)

2.45pm Story Time

3.00 Home time

While every day in The Star is carefully planned there is always flexibility to allow for children's specific needs on the day.

Parent/Carers

We recognise the vital importance of parents and carers in a child's development. As a primary care provider they are the child's first educators and we greatly value any input, opinions and information they can share with us about their child's learning and progress. We recognise for many parents the journey with their child to the point of beginning at The Star may have been a long and involved one, and we appreciate the unique challenges and successes of every child and family.

We use an electronic 'Learning Diary' within the classroom called EFL that records your child's learning and achievements during school. Any information or notes that we need to send home can be sent via this app. Likewise, parents can share any news or information that will be helpful for us to know.

We provide many other opportunities for parents and carers to take an active part in their child's education.

These include:

1:1 Introductory Session

Parents Evenings

Newsletters

Website

Achievers Assemblies

Library Visits

OPAL Stay and Play

Christmas and Harvest Events

Summer Fayre

Sports Day

Progression of children at The Star

It is our aim that by the time children come to the end of their time at The Star they

- ☐ have made marked progress in the core subjects of Reading, Writing and Maths
- ☐ are able to spend approximately 60% of their lessons with their year group
- ☐ are working at an age related expectation, or above, or have made progress in closing the gaps
- ☐ are confidently mixing with a range of peers both within The Star and their year groups
- ☐ have established trusted relationships with a number of adults that support them
- ☐ can express both their needs and emotions
- ☐ can self regulate, using a range of practised strategies, and identify when they feel their emotions
- ☐ can process sensory information and have developed an understanding of their sensory likes and dislikes as well as ways to cope with sensory overload
- ☐ can enjoy meaningful and reciprocal communication with others
- ☐ have developed an enjoyment of learning and a work ethic in order to apply what has been learnt
- ☐ have a positive self esteem and a sense of belonging

A proposed pathway is outlined in the  The Star Pathway .pptx