

HELTWATE SCHOOL



*Welcome to
Lower School and
Rainbow Rooms*

September 2017

Contents Page

Page	Content
Page 2	Welcome to Lower School
Page 3-7	The Curriculum
Page 8-9	Autism Provision (Rainbow Rooms)
Page 10-11	Curriculum plan
Page 12	Extra-Curricular
Page 13	EHCP
Page 14-17	Our staff team



Welcome to Lower School

Welcome to Lower school. We have approximately 115 pupils within the lower school working within Key Stage 1, 2, 3. All of the classes follow the Cornerstones thematic curriculum which is adapted to suit the needs of the individual pupils in each class/Key stage.

There are 5 classes in Key Stage 1 and 2 (Violet, Blue, Pink, Purple and Jade) and 3 classes in Key Stage 3 (Coral, Yellow and Green). Within lower school we have 4 classes that are Autism Specific (Rainbow 1, 2, 3, 4). These rooms are for pupils that have a high level of needs and benefit for further structure and routine and enhanced communication methods.

All of the students are encouraged to reach their full potential and be the best that they can be. Support is given by our dedicated team to ensure that they reach their full potential in their personal and social development as well as their academic ability.

The lower school curriculum



We aim to provide the children with a curriculum which is broad, well balanced and above all stimulates the children to learn through practical hands on activities.

Our curriculum, which is based on that of 'Cornerstones Education', it is a nationally recognised approach for delivering outstanding learning opportunities for children which is mapped to the new 2014 National Curriculum objectives. Classes in lower school are predominantly working on EYFS and end of Key Stage 1 objectives. Our curriculum is delivered through Imaginative Learning Projects (ILPs), which will provide a rich menu of exciting and motivating learning activities that make creative links between all aspects of our pupils' learning. This allows pupils to experience an age appropriate new topic every term/half term, in exciting and vibrant themed classrooms.

It is founded on a philosophy which promotes four key 'cornerstones' of learning, giving our learners the opportunity to;

'ENGAGE', 'DEVELOP', 'INNOVATE' and 'EXPRESS'.



THE FOUR-STAGE PHILOSOPHY:

ENGAGE

At the 'Engage' stage, children:

- *gain memorable first-hand experiences, such as going on a visit or inviting a special visitor into school i.e. visit to the seaside.*
- *enjoy 'WOW' experiences.*
- *get an exciting introduction to a topic or theme.*
- *begin researching and setting enquiry questions*
- *get lots of opportunities to make observations.*
- *develop spoken language skills.*
- *take part in sensory activities.*
- *have lots of fun to fully 'engage' with their new topic.*

DEVELOP

At the 'Develop' stage, children:

- *improve their knowledge and understanding of the topic.*
- *develop and practice their new skills.*
- *compose, make, do, build, investigate, explore, write for different purposes and read across the curriculum.*
- *research their own questions and those set by others.*
- *follow new pathways of enquiry based on their interests.*
- *complete homework activities that support their learning which are detailed in the classes curriculum forecasts.*

INNOVATE

At the 'Innovate' stage, children:

- *apply skills, knowledge and understanding in real-life contexts.*
- *solve real or imagined problems using everything they've learnt.*
- *get inspired by imaginative and creative opportunities.*
- *revisit anything not fully grasped at the 'Develop' stage.*

EXPRESS

At the 'Express' stage, children:

- *become the performers, experts and informers.*
- *share their achievements with parents, classmates and the community.*
- *evaluate finished products and processes.*
- *link what they have learnt to where they started.*
- *celebrate their achievements!*

To find out more about these stages please click on the link through to Cornerstones website:

<http://www.cornerstoneseducation.co.uk/Learning-Philosophy.aspx>



Within lower school classes deliver discreet Numeracy and Literacy sessions which are linked where possible to the themed topic at that time. These lessons follow the National Curriculum end of key stage objectives, as appropriate for each group. Weekly phonics lessons are taught which focus on the 6 phases of phonetical development.

In addition, all classes either have a session of sign language or French (depending on ability group), where key words are taught to the students. Physical Education (PE), is taught weekly, and lessons are taught by either Youth Dreams or class teachers.

The teaching of Religious Education is statutory in all schools. This subject is outside the National Curriculum but follows the Peterborough Agreed Syllabus through 3 themed days throughout the academic year, whole school assemblies have an RE theme and special events and celebrations are observed by all.*

We adapt our curriculum and ensure that it is differentiated for each group and child where necessary. This is to ensure that our curriculum meets the individual learning needs and levels of the children. Lessons are supported with the use of symbols, (Communication in Print) and ICT software and other communication methods, this is to ensure that all children can access the lesson content regardless of needs. Our students are unique and require a specialist approach for them to excel, taking into account their personal special needs and adapting our approaches and teaching styles to meet those needs.

Social, Emotional Skills and Target Setting

At Heltwate School, we aim to help the children to grow in confidence and maturity so that they can enter into adulthood with the ability to be confident. As a lower school, we ensure that we give each of our students the opportunities to develop their social and emotional skills which will allow them to be better prepared for society. We do this through;

- *social experience sessions. All of the classes have access to the school minibus once each week, (twice a week for the Rainbow classes). This is an opportunity for teachers to plan themed visits in advance that are linked to their topic lessons and/or life skills session. This valuable time allows the children to develop important social skills and to learn how to function appropriately within society, develop language and be a part of the community.*
- *Individual Education Plans (IEPs). Targets are set directly from the students' EHCPs, alongside targets that are based upon their academic next steps and social skills. These targets are identified via assessments. These are worked upon daily and weekly with members of staff on a 1:1 basis, as well as embedded into daily teaching.*
- *We also have in place assessment and target setting of Social, Emotional skills through SCERTS (Social Communication, Emotional Regulation, Transitional Support) for key pupils.*
- *Stand alone life skills lessons. These can include teaching students about manners, turn taking, personal hygiene, waiting, helping others and what to expect when they visit somewhere new e.g. the dentist, doctors etc. All children partake in lessons where we help to teach the students how to make a simple snack following pictorial instructions.*

We help to support them using the washing machine, dryer and ensure that they have experience of washing dishes, drying and folding and putting away clothing.

Planning and Assessment

The planning of topics is based around a two year rolling program, (6 year rolling program in Rainbow Rooms), and is mapped to ensure coverage of the National Curriculum by all children who progress through the Lower School and Rainbow Rooms.

Teachers analyse pupils' progress during each lesson which then informs their planning for future lesson content. Children are involved in their own self-assessment of lessons and also take part in peer assessment of others' work.

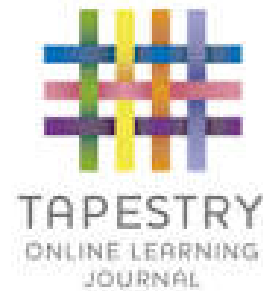
Effort grades are given to children at the end of each lesson on a scale of 1 - 5, (5 being outstanding, 1 needing improvement). This allows us to feedback to the children about how engaged they are in their learning and how hard they are trying. This is recorded by the class teacher and then reported home to parents/carers termly.

Formal assessments are undertaken on a termly basis, using evidence from the students' work and 'Tapestry' observations of learners engaging with activities and peers. This is then measured and tracked seamlessly in a years and months format from 0 - 12 years of age, in two month intervals. New students to Heltwate are assessed on entry into Heltwate School by their class teacher. This will identify the level that students are currently working at in all National Curriculum areas e.g. In Art they are working at 6years and 4months.

Autism Provision (Rainbow Rooms)

As a school, we can then track at an individual, group, class, year group, key stage and whole school level. This information is also used to identify pupils who need to be targeted for intervention and additional support.

As a school, we use 'Tapestry' as an evidencing collection tool for children engaging in learning and social activities. This software is designed so that we can capture the students taking part in practical activities within their current topic and then show evidence to parents through online access and end of year reports.



Within lower school we have 4 Autism specific provisions, (Rainbow 1, 2, 3, 4). These classes are for students who have an EHCP/Statement of Autism and are deemed to require a more structured approach to their teaching and daily routine. These classrooms have been specifically designed so that TEACCH is used as the primary structure of these rooms, with each student having their own individual workstation area and timetable that they are taught to take responsibility for. We work on developing the students' social, emotional and self-regulation skills by equipping them with strategies needed to engage with the teaching, and opportunities offered, to learn and develop to the best of their abilities. Staff provide opportunities within the curriculum for students to develop social understanding by taking the children to visit places in the community, creating opportunity to engage with members of the public in places such as libraries, shops and museums. The children learn how

to conduct themselves in these public places, which also supports students developing their communication.

Further communication work is undertaken through assessing and target setting using the SCERTS framework, if appropriate. Calm spaces are provided for the students to use, as and when required, to enable them to self-regulate.

Communication emphasis is an integral component in these classrooms; we work on the Picture Exchange Communication System (PECs), and we teach the children how they can use this as their communication method. We ensure that verbal language is kept to a minimum to avoid sensory and language processing issues, so language is supported with symbols, (Communication in Print), to fully meet with the needs of our Rainbow Rooms' students.

In the Rainbow Rooms, the classes follow the Cornerstones topics in the same way that our other Lower School Classes do. Practical, hands on academic activities as well as formal written activities are provided for the children. When the children are in Rainbow 4, (year 9 onwards), they start to work towards qualifications. We provide the two courses for our students;

- ASDAN Life Skills Challenges, Entry level 1*
- OCR Life and Living Skills, Entry level 1*

Lower School topic rolling Curriculum

Below is the rolling programme of topics taught within Lower School classes.

	Violet & Rainbow 1	Pink, Purple & Rainbow 2	Blue and Jade	Yellow, Green & Coral
Year 1 Term 1	Why do you love me so much?	Do you want to be friends?	Moon Zoom!	Towers, Tunnels and turrets.
	Why do leaves go crispy?	Why do squirrels hide their nuts?	Moon Zoom!	Towers, Tunnels and turrets.
Year 1 Term 2	How does that building stay up?	What happens when I fall asleep?	Bright lights, big city	Wriggle and Crawl.
	Are eggs alive?	Why do ladybirds have spots?	Bright lights, big city	Wriggle and Crawl.
Year 1 Term 3	What is a shadow?	Why are carrots orange?	The Enchanted Woodland	Land Ahoy.
	How many pebbles on the beach?	Who lives in a rock pool?	The Enchanted Woodland	Land Ahoy.
Year 2 Term 1	Why can't I have chocolate for breakfast?	What's that sound?	Dinosaur Planet	Street Detectives
	Where does snow go?	Will you read me a story?	Dinosaur Planet	Street Detectives
Year 2 Term 2	How many colours in a rainbow?	Can I switch it on?	Rio de Vida	Muck, mess and mixtures.
	Did dragons exist?	Why do zebras have stripes?	Rio de Vida	Muck, mess and mixtures.
Year 2 Term 3	Can we explore it?	Are we there yet?	Superheroes	Beachcombers
	How high can I jump?	Do cows drink milk?	Superheroes	Beachcombers

Lower School topic rolling Curriculum

Term	Rainbow 3 and 4 Topic Theme
Year 1 Term 1	Muck, Mess and Mixtures
Year 1 Term 2	Heroes and Villains
Year 1 Term 3	Splendid Skies
Year 2 Term 1	Scrumdiddlyumptious
Year 2 Term 2	Moon Zoom
Year 2 Term 3	Street Detectives
Year 3 Term 1	Flow
Year 3 Term 2	Blue Abyss
Year 3 Term 3	Rio De Vida
Year 4 Term 1	Gods and Mortals
Year 4 Term 2	Paws, Claws and Whiskers
Year 4 Term 3	Beachcombers
Year 5 Term 1	Superheroes
Year 5 Term 2	Tremors
Year 5 Term 3	The Scented Garden
Year 6 Term 1	Potions
Year 6 Term 2	Beat, Band Boogie
Year 6 Term 3	Dinosaur Planet



Extra-Curricular Activities

At Heltwate School, we also seek to create opportunities for children to experience and excel in a range of activities. These activities enhance and extend our students' life skills and experiences that also fulfill some of our learners' sensory needs. Children in the Lower School have the opportunity to go horse riding at a locally registered Riding for the Disabled (RDA) center and have swimming sessions at local swimming pools for a half term/term during the academic year.



The older children within Lower School are given the opportunity to go on a residential trip for up to a week with their class during the spring/summer term. This gives the children the chance to become more independent and confident. It's a time to strengthen their friendships with their peer groups.

All classes organise day trips; these are linked to each class' themed topic, or specific time of year, and have included trips to Cadbury's World, Hunstanton seaside, National Space Centre, a visit to the big city of London, Gulliver's Land for a magical Christmas trip, the London's West End to see theatre productions such as The Lion King, Shrek and Charlie and the Chocolate Factory.



Education Health Care Plans (EHCP)

Education Health Care Plans, (EHCP), are replacing Statements of Special Educational Needs. The plans are for children and young people aged between 0 and 25 years of age who have a special educational need. Peterborough City Council, in conjunction with SCOPE, provide support for people and families who are going through, or want to go through, the Education Health Care Plan process. They will provide independent support and advice throughout the process.

All students at Heltwate School have a EHCP/Statement of Educational needs in line with the local authority strategy. The school will ensure that teachers monitor and review the pupils' progress during the course of a year. Formal reviews of the EHCP will take place at least annually. If a pupil's SEND change, the local authority will be informed and will arrange to hold a review as soon as possible, to ensure that provision specified in the EHCP is appropriate.

Currently the SEND officers at Peterborough City Council help coordinate the EHCP timetable, alongside the school. Relevant persons are notified within good time of the proposed meeting date. Parents/carers of students undergoing an EHCP will also receive information about the EHCP process from the SEND team. Meetings are held at the school and will be run by either an SEND Officer, or the Classroom teacher who acts as the SENDCo for their individual class. These reports are then typed and processed within two weeks and passed onto the SEND team for checking and approving.

Our staff team

We have a very experienced and dedicated team that work within Lower School.

Head of Lower School: Mrs Alison Ashworth

Rainbow 1 Class (ASC provision Key stage 1 & 2)

Teacher

Miss Stephanie Ryan

Teaching Assistants

Philippa, Sarah, Tracey

Rainbow 2 Class (ASC provision Key stage 2)

Teacher

Mrs Helet Steenberg

Teaching Assistants

Nancy, Latifa, Donna

Rainbow 3 Class (ASC provision Key stage 3)

Teacher

Miss Emma Elvin

Teaching Assistants

Rebecca, Emma, Darren

Rainbow 4 Class (ASC provision Key stage 4)

Teacher

Mrs Kim Phillips

Teaching Assistants

Samantha, Emma, Sophie

Violet Class (Key stage 1 & 2)

Teacher

Mrs Emily Woolley

Teaching Assistants

Louise, Meena, Jade, Connor

Pink Class (Key stage 2)

Teacher

Miss Shannen Campbell

Teaching Assistants

Jenine, Stephanie, Debra

Purple Class (Key stage 2)

Teacher

Mr Brian Thompson

Teaching Assistants

Heather, Felicity, Sonia

Blue Class (Key stage 2)

Teacher

Mrs Amanda Anderson

Teaching Assistants

Sarah, Nicky

Jade Class (Key stage 2)

Teacher

Miss Michelle Bull

Teaching Assistants

Rebecca, Christine, Martin

Yellow Class (Key stage 3)

Teacher

Mrs Sarah Beasley

Teaching Assistants

Amy, Nicola, Magda

Coral Class (Key stage 3)

Teacher

Mrs Stella Shannon

Teaching Assistants

Kate, Robert

Green Class (Key stage 3)

Teacher

Mr Barry Leslie

Teaching Assistants

Alison, Claire

