

Hoyland Springwood Primary School



Resource Provision



Both the Every Child Matters Trust (ECM) and the Resource Provision here at Hoyland Springwood School understand that children with additional needs may see and understand the world differently to others.

The Resource Provision has the philosophy that all children should be given the support to help them develop confidence within themselves and their own abilities, which will then develop a confidence to learn in their own style.

We ensure that the children who attend the RP are given a holistic education. We will provide them with learning opportunities, which target their specific individual educational needs. We will help them identify and focus on their social, academic and personal successes and importantly, we will teach them how to conduct themselves in a positive manner. Developing young people who will be resilient when accessing the wider world.



Our key aims

- Provide a safe, secure, positive and supportive environment that is caring, consistent and fair- irrespective of gender, disability and background.
- Develop the child's self-respect, self-confidence and self-reliance with an emphasis on loyalty and honesty.
- Nurture the child's capability to form positive personal relationships in order to live and work with sensitivity and mutual respect.
- Equip children with the knowledge, skills and understanding needed to live a balanced and healthy adult life, leading to employment and further educational opportunities.



Who are we

Hoyland Springwood Resource Provision is a 15 place specialist provision which caters for pupils who's primary needs is Communication and interaction difficulties with Autism., between 4-11 years old, who have an EHCP in place. Each child who attends our provision is included as part of the mainstream class activities when in the best interests of the learner. We have a separate classroom which offers a low sensory stimulus space which aids concentration, a higher level of intensive support and an opportunity for learning to be at the pace of each learner.

What we do

We aim to deliver learning at the child's level, at a pace comfortable for them and adapt it to ways in which they find conducive to learning. Our children who attend the provision attend mainstream learning when they are able to do so. This takes the form of many different pathways which you can find out more about when speaking to the teacher of provisions or

SENCO.



Learning in the Resource Provision

Our classroom is part of the main school building. It has a formal learning space with desks and chairs, with smaller group tables and a reading / sensory area for breaks if things get too much.

The learning pathway for each child is individual and this can be tailored for within the provision. Learning is taught in small manageable parts, supported with physical application and at a slower pace than that of a mainstream class. It allows pupils to explore the concept being taught at a learning level suitable to their ability. When children are able to , they will access mainstream education with support form a highly qualified team, whilst promoting independence skills.

When in class resource provision staff are present in the mainstream classroom but do not provide 1:1 support. We encourage all children to work in a variety of settings individually, co-operatively in small groups

‘The school are determined to provide an inclusive learning environment and to raise pupils’ aspirations for their future’ Ofsted
September 2019

The Curriculum in Resource Provision

We follow the National curriculum, tailored to each child's level to increase accessibility and provide a program of learning appropriate to their own abilities.

We strive to introduce pupils to a wide range of knowledge, skills and experience. Our Curriculum will reinforce our desire for RP children to acquire basic skills in both literacy and numeracy, with schemes of work carefully planned to ensure full coverage of the National Curriculum at a level appropriate to each individual child's ability. Their work is always carefully differentiated to meet individual need.

Regular assessment and target setting for all subjects ensures both continuity and progression. We have positive and ambitious expectations that are tailored to each child's gifts and talents. We want them to not only achieve, but to be challenged and succeed.

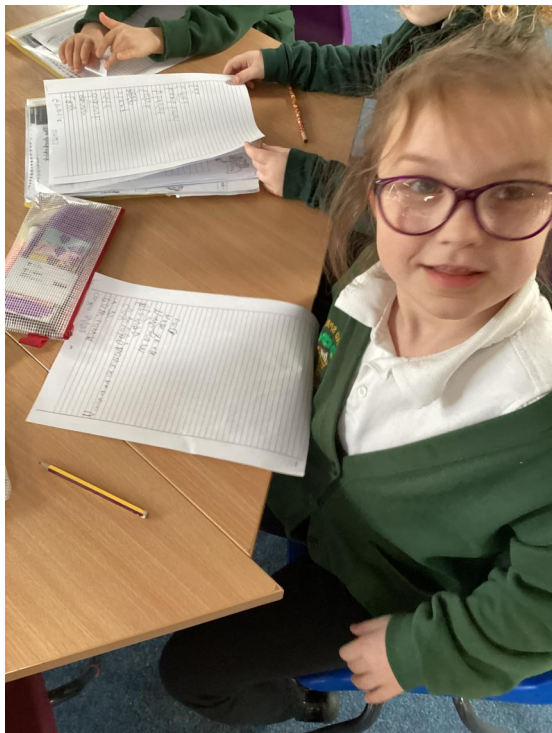
We access the local community through a range of life skills activities which includes using local transport, taking part in local walks to explore road safety, using local amenities to learn how to behave in public places and how to use money.

Centre of Excellence IQM report May 2023

The wellbeing of each child is paramount, and they work in partnership with outside agencies and the school community to remove barriers to learning and ensure each child has the opportunity to meet their potential.

How we assess our progress

Our assessment tracker that we use to both assess and inform future planning is B Squared. Each child has there own individual portfolio which staff update regularly to ensure all progress is documented and evidenced.



Our curriculum subjects:

Art and design	IT	Educational visits	Literacy
Read Write Ink	Food Technology	Geography	
RE	History	Life Skills and Social skills	Maths
Music	PE	PSHE	Religious Education
Science			
Sensory Play	Outdoor and Environmental exploration		

What is life skills and social skills?

We aim to offer our pupils a rounded curriculum so they can achieve high levels of success, irrespective of academic ability.

We encourage a wide-variety of practical learning in our life skills and social skills lessons. Alternative curriculum activities enable pupils to develop new physical skills, often in a practical and hands-on way. They will develop trust in themselves and others, form positive relationships with their peers and adults, whilst building resilience when dealing with new situations.

These activities will be customized to the needs of individual children but may include trying new and different foods, road safety, communication skills and experiences within the local community.

Social skills sessions focus on our children being able to accept when they don't win, not being first, being able to wait to take turns and when things change when they don't go as planned.





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