



**WELCOME TO
HOYLAND SPRINGWOOD
PRIMARY SCHOOL**

**RESOURCED PROVISION
PROSPECTUS 2020-2021**

Together we Shine



Statement of Purpose

Pupils with Autism Spectrum Disorder (ASD) needs are not 'weird.'

Pupils with ASD view the world in their own way. They may find conventional structures of school difficult and this in turn can exacerbate their problems.

Pupils with ASD often struggle in mainstream school as a uniform approach does not suit their way of learning. Their behaviour often leads to them being singled out as being 'different' at school and isolated from their peer group.

Pupils with ASD are often the children who need to be listened to the most carefully and when we listen and adapt our approach to their individual needs, we begin a pathway to a more successful experience in school.

Both the Every Child Matters Trust (ECM) and the Resourced Provision (RP) here at Springwood Primary School believe that these children are often confused and may not understand why they see the world differently to others.

Here, their behaviours are not viewed as avoidance, attention seeking or naughty. Their behaviour is an indicator to find the root of their issues and slowly, gently and with care, nurture that child to be the best that they can be.

The Resourced Provision at Hoyland Springwood Primary School has the philosophy that all children should be helped and supported to feel positive about themselves. Only in raising self-esteem will we be able to make fundamental changes in behaviour, reactions and eventually an attitude to learning. Only then will any progress in education be possible.

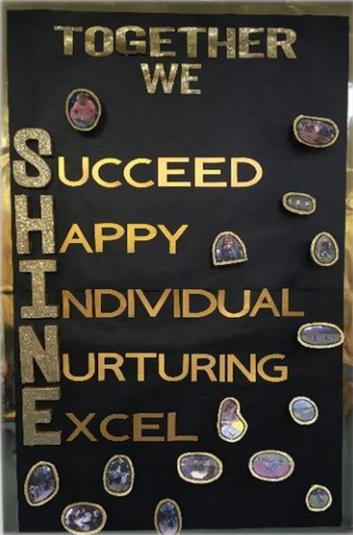
We ensure that the children and young people who attend Hoyland Springwood Primary School are given a holistic education – we will provide them with learning opportunities, which target their specific individual education needs. We will help them identify and focus on their social, academic and personal successes and importantly, we will teach them how to conduct themselves in a positive manner, so that they may relate to others in a socially acceptable way.

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 education opportunities.



Introduction



Hoyland Springwood Resourced Provision (RP) is a small specialist provision which caters for pupils with Autism Spectrum Disorder and communication interaction challenges.

Our RP children are a part of the mainstream classroom but with increased access to a separate RP classroom. This allows specialist staff to reduce learning pace, breakdown learning into small manageable chunks and tailor activities to the needs of each individual. This in turn provides a more structured and accessible educational placement so that our RP children can develop their true potential. Currently Springwood can provide RP placements for 15 children aged between 4 and 11 years old.

The current provision is set within Hoyland Springwood Primary School and is part of the main building ensuring children can mix with other peers within school.

The school is relatively small in number, which enables a quiet and nurturing environment to be created.

A nurturing and inclusive school community. Pupils behave well, feel safe and are valued as individuals.

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We love to take the children outside to learn in the natural environment, to experience the outside classroom and embed all the skills that have been learned indoors.

RP within a Mainstream School

There is a bright inviting atmosphere to the school. All classrooms are equipped with multi-sensory equipment and resources and feature displays made up of an imaginative and interesting use of our children's work.

Our school introduces students to a wide range of knowledge, skills and experiences. There is a very holistic approach to learning and children will experience subjects in a literary, mathematical, scientific, technological, moral, physical, creative and social way. Our school has clear, positive expectations for behaviour by using well-established and successful positive reinforcement strategies that are regularly reviewed.

The Resourced Provision Class

The school are determined to provide an inclusive learning environment and to raise pupils' aspirations for their future.'

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The RP class is can consists of up to 15 children, all of whom will have a diagnosis of ASD **and** an Educational Health Care Plan in place.

Our RP children will also access their mainstream

classroom with support from the RP team. However, we aim to promote the child's independence as much as possible, so that they can take part in mainstream learning with confidence and enthusiasm. All children will follow the National Curriculum. However, this will be differentiated for each RP child to increase accessibility and provide a programme of learning appropriate to their own abilities.

Resourced Provision staff are often present in the mainstream classrooms to help meet the diverse needs of the RP children, but they do not provided 1:1 support. We encourage all children to work in a variety of settings; individually, co-operatively in pairs and small groups, to reinforce the development of social skills and independent work strategies. These are vital life-skills that we introduce, support and encourage throughout school.



The Curriculum

Our Curriculum is broad-based ensuring that each pupil takes part in the full National Curriculum - differentiated to meet individual needs.

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 literacy and numeracy 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.

The school provides strong support for vulnerable pupils and families, making effective links with external agencies when necessary

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Our curriculum currently includes:

Art and Design ♦ Computing ♦ Educational Visits

English ♦ Food Technology ♦ Humanities

Life Skills and Social Skills

Maths ♦ Music ♦ Physical Education ♦ PSHE

Religious Education ♦ Science ♦ Topic

Life-Skills and Social-Skills



We aim to offer all pupils a rounded curriculum so that 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 and build resilience when dealing with new situations. These activities will be customised to the needs of individual children but may include trying new and different foods, road safety, communication skills and experiences within the local community.

Sensory Room

We are extremely lucky at Hoyland Springwood Primary School, to have our own sensory room within the school building. This room provides both SEND children and



mainstream pupils with an inviting comfortable space to relax. The room is specially designed with features to provide a calm and tranquil setting. There are soothing lights and music, a fibre optic curtain which encourages calm when their daily routine becomes too much, a swing seat which children enjoy as it envelops them in a cosy, enclosed space or a comfy, squashy bed in the tent - if they just need to withdraw into their own space.



This room was purpose built to provide reassurance and comfort to help calm our children before they reach a crisis point. Children can control their own level of stimulus, opting to use as much or as little of the equipment as they choose. We will encourage the children to find their own level of comfort - building resilience so they can manage their own coping mechanisms.

Provision for Children with Special Educational Needs

Our objectives and principles in making provision for children with special educational needs are as follows:

- ☀ Each child is given a broad based and relevant curriculum.
- ☀ The special needs of each child, as identified in his/her EHCP are addressed and statutory review meetings are held regularly and completed in a thorough manner.
- ☀ The school has a team approach. Teachers, Teaching Assistants, Parents, Residential Carers, Social Workers and other professionals are all involved in monitoring pupil progress using individual education and behaviour plans.

Support for pupils who have SEN and/or disabilities is very effective'

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If you have any questions please do not hesitate to get in
contact with
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or
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