

Beeston Hill St Luke's Church of England
Primary School Resourced Provision
Handbook

Contents Page

Mission Statement	Page 3
Welcome	Page 4
Members of Staff	Pages 5-7
Admissions Criteria	Page 8
Our Provision	Pages 9-17
The Curriculum	Page 18
How Do We Track Your Child's Progress?	Page 19
Transition Plan	Page 20
Daily Routines	Pages 21 - 23
General Information	Pages 24-28
How we will communicate with you?	Page 29
Transport	Page 30

Mission Statement

We believe in God the father and salvation through our Lord Jesus Christ.

We thank God for his unconditional love towards us and attempt to reflect such love and kindness throughout our school.

We seek to go 'the extra mile' with our children, our families, our staff and our community. (Matthew 5:41)

We are committed to achieving academic excellence with all our children and to removing any barriers to learning.

We ask for God's guidance and protection, protection and blessing on this place and give him the glory for all the wonders he performs here.





Welcome to Beeston Hill St Luke's Resourced Provision Base.

The base is situated in a separate building on site that is currently under construction. The building will comprise of two floors. Year 5/6 classrooms, for pupils from the mainstream part of school, will be located upstairs. The ground floor is a dedicated space for pupils attending the resource provision.

Entry to the building can be found around the back of the school site and will be accessed via Cambrian Terrace. This is the only access to the building for visitors and pupils attending the base. There will be a small car park which will provide a turn around for larger vehicles such as transport buses and there will be spaces for staff and visitors' vehicles. There will also be a disability parking space.

Access to the classroom is through a security gate at the right hand side of the building. The door leads straight into the cloakroom area which includes two toilets, a hygiene suite, lockers, pegs and an interactive sensory room. In this area there is also the Safe and Calm Space (Breakout room on the plans).



Members of Staff

The curriculum is designed and led by the SENCo, supported by the Assistant to the SENCo. There are currently four Learning Support Assistants known as Learning Guides. The Learning Guides will be assigned two or three key children for whom they will deliver individual interventions and support during 1:1 and small group work. Learning Guides will also be a key point of contact for parents at the beginning and the end of the day.

We are very lucky to have a large staff team at St Luke's, below are some photographs of the adults that you and your staff will get to know.



Headteacher
Mrs Louise Booth



SENCo/Resourced Provision Manager
Mrs Michelle Palmer



Assistant to the SENCo/Resourced Provision
Lead Learning Guide
Miss Sarah Riley

The Complex Needs Team

Resourced Provision Staff



Mrs Gill Shelton
Learning Guide



Miss Steffanie Walker
Learning Guide



Mrs Caroline Hintze
Learning Guide



Miss Rachael Carter
Learning Guide

Mainstream staff



Mrs Laura Gardner
Learning Guide



Mrs Linda Brown
Learning Guide



Mrs Rachel Bulloch
Learning Guide



Mrs Caroline Honeybourne
Learning Guide



Miss Charlotte Walters
Learning Guide



Mrs Sabahi Soud
Learning Guide



Mrs Eva Romero
Learning Guide



Miss Amie Belton
Learning Guide

Admissions Criteria

The Resourced Provision is intended for up to 10 pupils who present with social and communication difficulties associated with Autism.

The admission criteria is as follows:

- The child has an Educational and Health Care Plan.
- Children must be able to access the provision with an ideal ratio of 1:2 adult to children. Children who may require 1:1 support will be considered at the discretion of the SENCo and the access to additional funding.
- Evidence is required which supports that the child is operating below national curriculum levels and experiencing significant barriers to learning.

There is evidence that pupils would benefit from a resourced provision attached to a main school and need access to;

- Staff experienced working with the needs of children with ASD.
- Individualised programmes of learning in small groups with a curriculum designed to meet individual complex needs.
- A specifically designed low arousal classroom environment.
- Play based learning that meets the early stages of development.
- Specialised resources such as a sensory room and a safe, low stimulus area.
- Sensory sessions in order to reduce anxiety levels.

Pupils admitted will be additional to the school roll but will have links to their chronological year group where this is appropriate e.g. they may attend school trips or practical lessons such as PE. It is the expectation that pupils will spend the majority or all of the school day in the Resourced Provision. The appropriateness of the provision will be considered at each annual review of the child's EHCP.

Transition programmes will be put in place prior to admission and once a placement has been confirmed. This is best organised between the SENCo/Manager of the Provision and appropriate professionals who know the child well. Parents/carers will also be included in these arrangements.



Our Provision

The Environment

The whole environment has been designed with the needs of children with Autism in mind. Its aim is to provide a calm, low arousal environment created by muted and neutral colours and specialised lighting. The blinds can be adjusted at all windows.

The interior surfaces such as windows, doors and ceilings have been designed to provide good acoustics and sound insulation from noise upstairs and outside. All doors leading to and from the classroom will be electronically secure with raised handles for child safety. The classroom leads to a small outside area which is secured by a fence and electronic gates.

Please see plan on page 10.



The classroom

The provision in the classroom is based around the learning needs of a pupil cohort who still require a need for play-based learning. Pupils will have access to a high level of continuous play provision throughout the school day and will include 1:1 and small structured group sessions tailored to meet individual learning needs. Resources will be set out in a manner that provides visual clarity with visually defined learning areas. Unfortunately, as the building is still under construction, we are unable to show images of this area. We will continue to update parents with new images as the classroom takes shape.

Designated teaching zones

- Welcome Wall
 - Talk Time Zone
- A large group structured teaching area with a horse shoe shaped desk, chairs and an interactive screen
- Maths Zone
 - Literacy Zone
 - Creative Zone
 - Reading Zone
 - Small Construction Zone
 - Individual Workstation
 - Role Play Zone (to be completed at a later date)

Here are some photographs from our Reception class to give you an idea of what our play provision may look like.

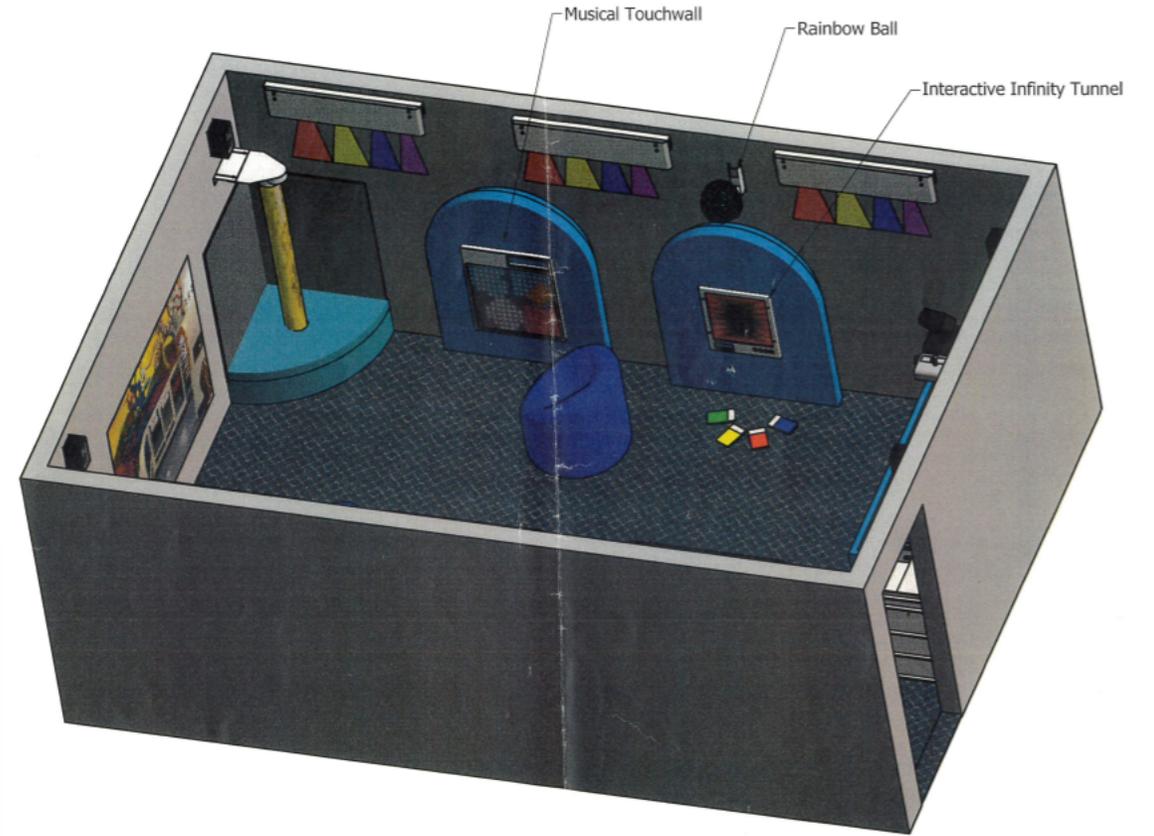
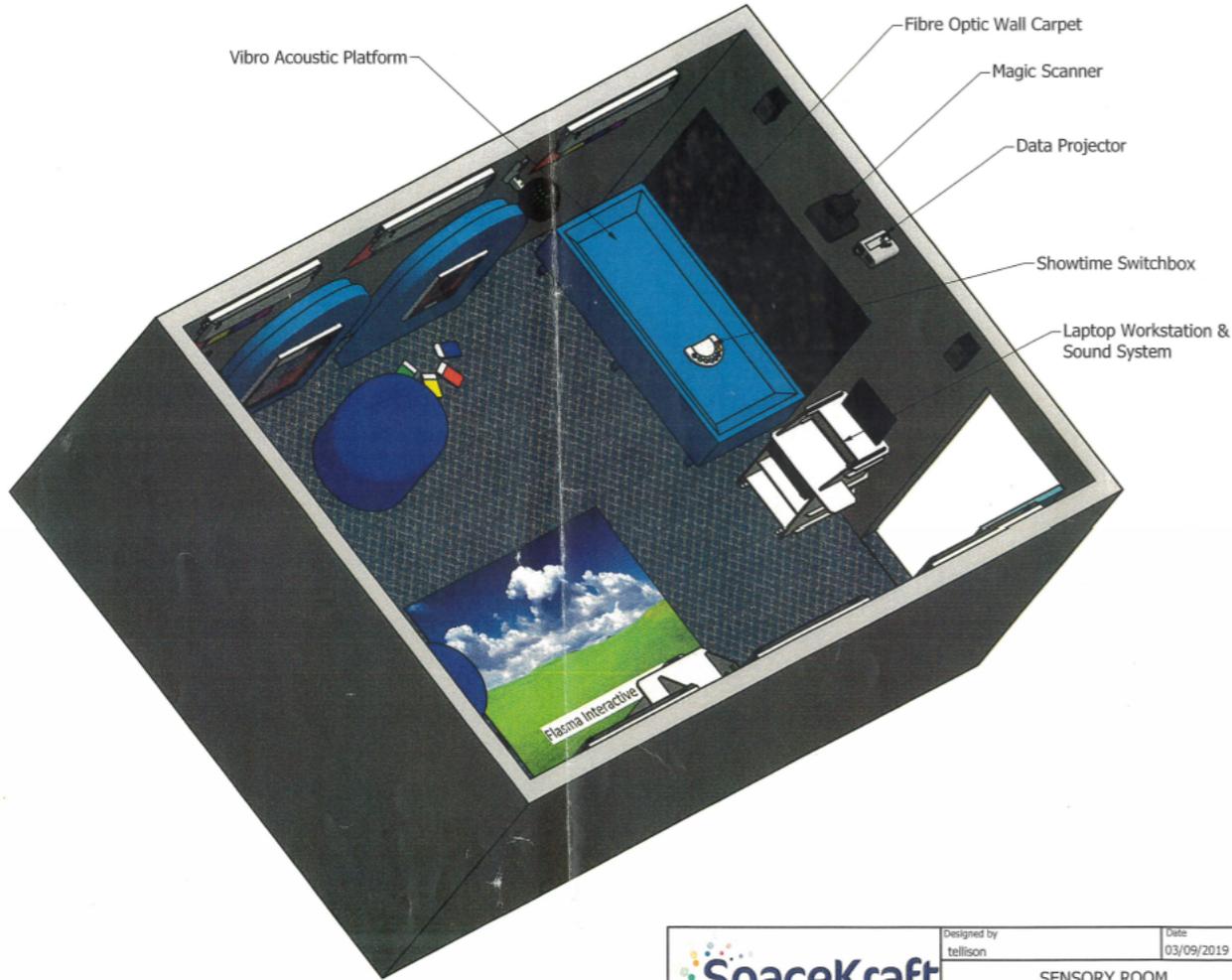


2x 1.5m Bubble Tube	A stimulating visual effect
Interactive Image Interactive Floor System	The system projects an image onto the floor which can be interacted with using motion and play.
Fibre Optic Wall Carpet	A wall mounted black carpet with colour changing fibre optics.
LED Interactive Infinity Panels	The infinity tunnel offers users control over a never ending tunnel of changing coloured LED lights.
Musical Touch Wall	A wall panel which lights up with an ever changing coloured LED lights. Brushing your hand over the wall produces a rainbow wash of colour and an auditory reward.
Rainbow Ball	A dome shaped light fitted with lenses to provide narrow shafts of prismatic illumination.
Magic Scanner	A high brightness light which can be focussed to project a variety of stunning effects.
Soft Play	Soft floor padding will be provided as demonstrated on the design and soft play bean bags will provide the seating.
Musical	Music Creation – Auditor addition of musical sounds. Vibro Acoustic Soft Play Plinth with HiFi - This soft play plinth incorporates an inbuilt speaker which emits vibrations that can be felt through the unit. Ideal for relaxing muscles, stimulating circulation and aids in the development of sensory awareness.
Projection and Lighting	LED Colour wall wash – LED lighting that influences the atmosphere and mood of a room. Data Projector – Large images can be projected onto the wall allowing themes

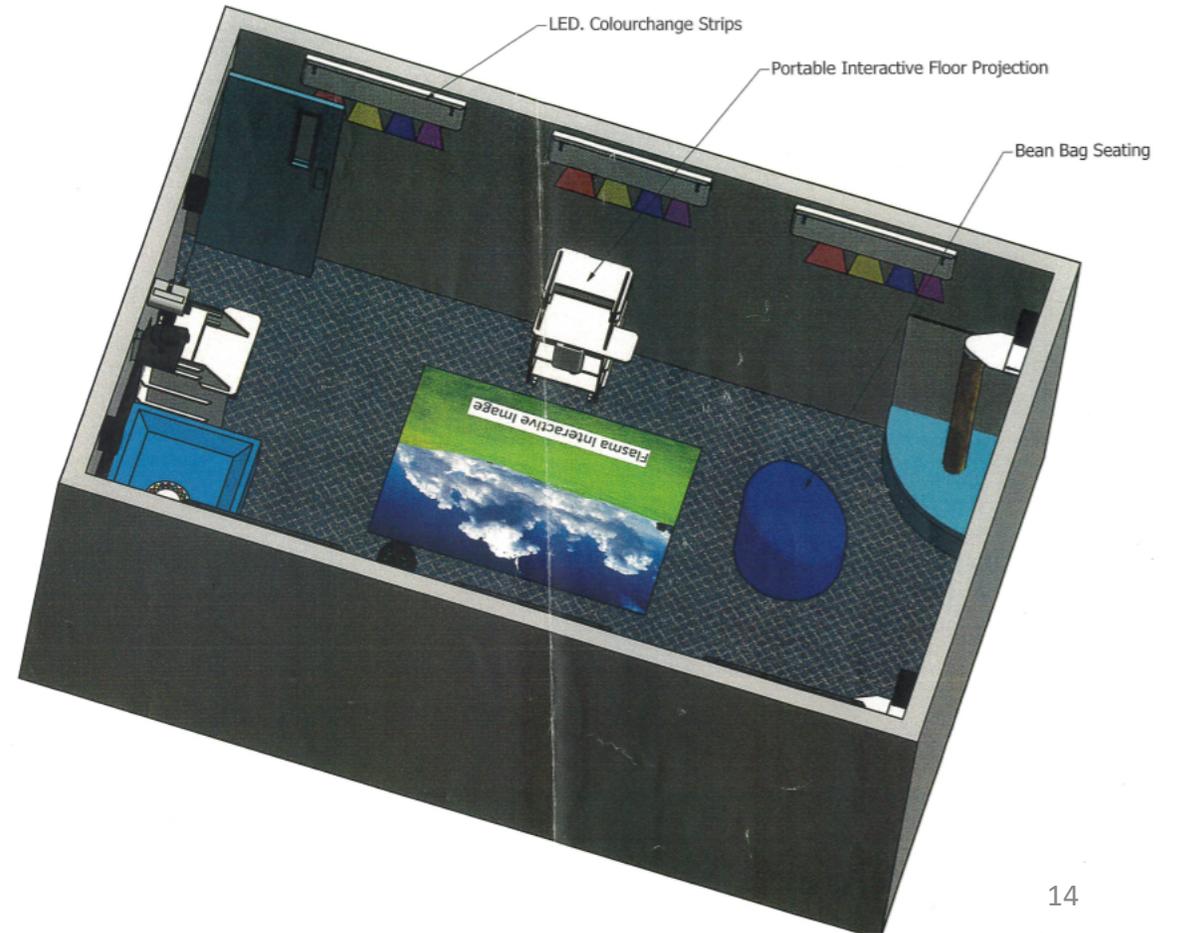
The Interactive Sensory Room

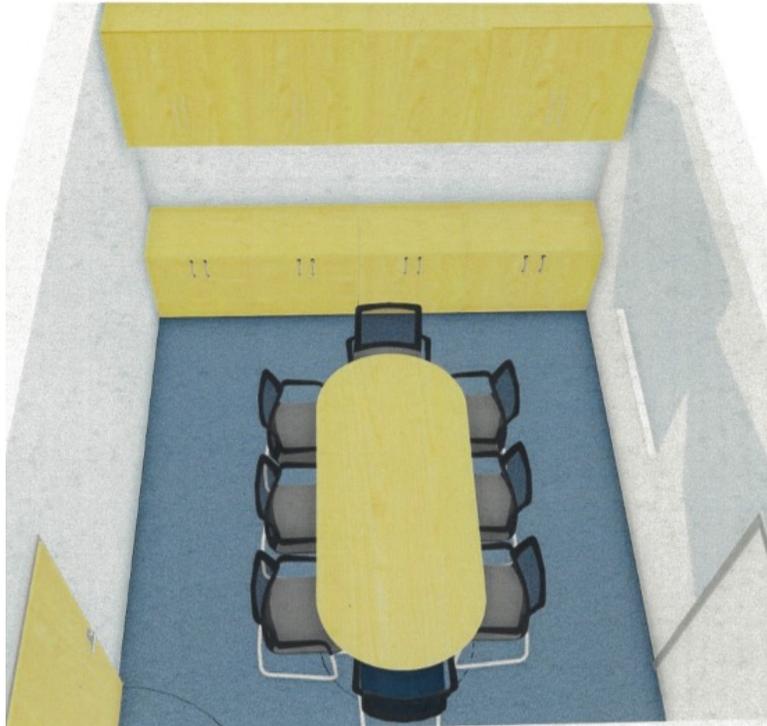
The sensory room will incorporate sensory showtime software, along with key pieces of lighting and sound equipment which will allow users to interact with their environment through cause and effect.

Please see 3D designs on pages 13 and 14.



	Designed by	Date
	tellison	03/09/2019
SENSORY ROOM ..		
<small>SpaceKraft Ltd 01794 681103</small>		





Safe and Calm Space (Listed on the plan as 'Breakout room')

The Safe and Calm Space is a small, low arousal room dedicated to help children who are experiencing high levels of anxiety to be able to de-regulate in a safe and calm environment. Pupils using this space will be monitored through a viewing window at all times and will never be left unattended. Adults will stay with children inside the room should the child find this has a calming effect. (No image available as yet) The Safe and Calm space will include padding around the lower half of the walls; it is our priority to ensure pupil safety whilst they are experiencing high levels of distress, which is why we have made the decision to include this. The room will also be comfortably furnished with cushions, soft toys and other items individual pupils may find have a calming effect.

If you require further information about this space please don't hesitate to contact the school.

The Group Room

This room will mainly be used for adult meetings but will also be used for individual or small group work with pupils.

The Outside Area

The outside area has been specifically designed to meet children's sensory and developmental needs. During continuous play, pupils will have access to the outside provision. Please see the 3D design on page 17. Provision outside includes the following;

The Sheltered Area	Sand and water zone Water wall and damming play equipment Sand nesting tables and equipment
The Soft Surface Play Zone	Large construction zone – Tyres, crates, blocks etc. Soft surface play zone Log and net climber Sensory circuits, heavy walk swing
The Oasis	This will be a quiet space situated under the trees and will be sheltered by a pergola. Pupils will be able to climb into a hanging cocoon experiencing calming sound effects and the feeling of relaxation in a dark, cosy and enclosed space.



Beeston Hill St Luke's Church of England Primary School

New Provision



Exact positioning to
Refer to Quora for full product
The graphics in this presentation are for illustrative purposes

The Curriculum

St Luke's base is a resourced provision attached to a mainstream primary school. It will provide support and education for 10 pupils who present with complex communication and learning difficulties. The curriculum will be designed to meet the needs of primary aged children who will require a significantly differentiated curriculum.

It is the school's vision that pupils attending the base will be a part of a thriving school community whilst receiving specialist support. We aim to enable each child to reach their full potential through the learning opportunities provided. We want our children to have an 'I can do' attitude, to feel safe, secure, have clear aspirations, feel supported and experience success.

The curriculum in the Resourced Provision will cover 7 areas of learning:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language
- Literacy
- Mathematics
- Understanding the World (Science)
- Expressive Arts and Design

Range of approaches

- Intensive interaction
- PECS
- Visual timetables
- Scheduled sessions in the sensory room
- TEAACH
- High level of visual structure during individual and group work, according to the needs of the child.
- Sensory circuits
- Rhythm time
- Social groups

How do we track your child's progress?

The Connecting Steps Framework is a detailed assessment tool that designed to identify and record the achievements of pupils who are working below age-related expectations in some or all areas of their development. Assessment points are broken down into 3 levels of achievement. All pupils are baselined upon entry and then allocated an assessment pathway Engagement or Primary Steps.

Engagement	Continuous physical, verbal or gestural adult support to complete the skill.
Gaining skills and understanding	Intermittent adult support required. Tasks can be completed but not always accurately.
Mastered	Tasks are completed independently, smoothly, swiftly and accurately, reliably demonstrated across different contexts.

Engagement Steps – This is an alternative to P Levels and used with pupils who are not yet engaged in subject specific learning (below Reception age). This covers the following development areas;

Cognition and Learning

Communication and Interaction

Social, Emotional and Mental Health

Sensory and Physical

Primary Steps – For pupils engaged in subject specific learning (Reception age and above).

English – Reading, Writing and Spoken Language

Mathematics – Number, Shape, Space and Measure

Children may also be tracked using the Autism Progression tool. This covers the following areas;

Communication

Social Interaction

Flexibility of Thought

Emotional Regulation

Transition Plan

The current plan is for the Resourced Provision to open to pupils on Monday 21st September 2020, however, this may change if there are further delays in the construction of the building or further Government restrictions relating to COVID-19. We will endeavour to keep parents updated throughout the summer. Parents will be contacted on an individual basis to confirm their child's admission date. To ensure pupils have a successful and robust transition, pupils will make short visits which will be gradually increased to a full day. Transitions will be discussed with parents and key staff in the pupils current provision with the aim of being flexible around pupil's individual needs to minimise any anxieties and disruption to the pupil's education.

The school follows a range of strategies

- Face to face meetings with staff from your child's current setting, parents and outside agencies to discuss the child's needs. (Not currently possible due to COVID-19)
- A short film of the environment will be sent to parents through a secure YouTube link. Parents will be able to share this with their child before they start at the provision.
- A short film clip of the staff who will be working in the Provision will also be shared through a secure YouTube link.
- It is usual practice for a programme of visits to the child's current setting, however, this is not currently possible due to COVID-19.
- A staged transition for each child. We will aim for the child to attend the provision for a morning, then lunch, gradually building up to a full day.
- Home/school links will be provided either electronically or paper based for example a home/school diary.

Transitioning to other settings

When children are transitioning to other settings e.g. secondary schools, we will send the new setting an 'All About Me' film clip about the individual child. The pupils will be filmed participating in their special interests and the clip will also include the children using any strategies which are specific to them e.g. PECS and visual timetables.

We will ensure an individually planned transition programme is designed with the child's secondary placement to ensure a robust transition.

Daily Routines

The Morning Routine

The doors will open to pupils at 8:50am with an aim for all pupils to arrive by 9:10am. Each pupil will have an allocated locker to place their belongings. Once they have changed into their pumps they can self-register at the 'Welcome Wall' in the classroom. Pupils will be encouraged to find their name card and attach it to the wall. Pupils who are able to make a mark or write their name on their card will be able to do so. Pupils can then engage without delay in their preferred activity. Staff will wait at the entrance to greet children when they arrive.

As we are a new provision, we may need to consider tweaks and changes to our timetable as we move through the first term and as the daily routines become more established. We understand that consistency is key for our pupils therefore we will endeavour to minimise change as much as possible.

Please see the timetable on page 22.



Beeston Hill St Luke's Primary Resourced Provision Timetable

	8:50 - 9:30	9:30 - 10:00	10:00 - 11:00	11:00 - 11:15	11:15 - 12:15	11:45 - 12:30	12:30 - 1:45	1:45 - 2:10	2:10 - 2:30	2:30 - 3:00	
			Continuous play based learning zones of provision								
Monday	Zones of provision	Registration/ Talk time	Early phonics 1:1/Small group work	Milk and fruit	Early Literacy/Maths 1:1/Small group work	Large Group Sensory circuit/Rhythm time	Dinner time	Reward time	Magic bag Social groups X3	Safe and calm time/ Collective worship Structured teaching area	
			Zones of provision		Zones of provision					Reverse registration interactive board as pupils leave	
Tuesday	Zones of provision	Registration/ Talk time	As above	Milk and fruit	As above	Group time in Interactive sensory room/ zones of provision		Reward time	RE primary steps pupils	As above	
Wednesday	Zones of provision	Registration/ Talk time	PE studio	Milk and fruit	As above	Rhythm time / sensory circuit		Reward time	Social groups X3	As above	
Thursday	Zones of provision	Registration/ Talk time	Early phonics + Small group work Immersive ICT with M. Livesey sensory room	Milk and fruit	Early Literacy/Maths 1:1/Small group work	Rhythm time/ sensory circuit.		Reward time	Library	As above	Extra PE Key stage 2 pupils 3-4pm
			Zones of provision		Zones of provision						
Friday	Zones of provision	Registration/ Talk time	Science	Milk and fruit	Science	Rhythm time /Sensory circuit		Reward time	Social groups X3	As above	

The safe and calm space , sensory room and outside area are available to pupils to support regulation after the morning transition from home. *The studio is in use all day Tuesday for Mr Duffy's music groups.

Milk and fruit

- All children are provided with milk, free of charge, until the half term after their 5th Birthday. Once you are required to pay for it, the cost is £5.00 per half term. If your child does not drink milk, please let us know.
- The children are encouraged to eat a piece of fruit, provided by school, at milk and fruit time.

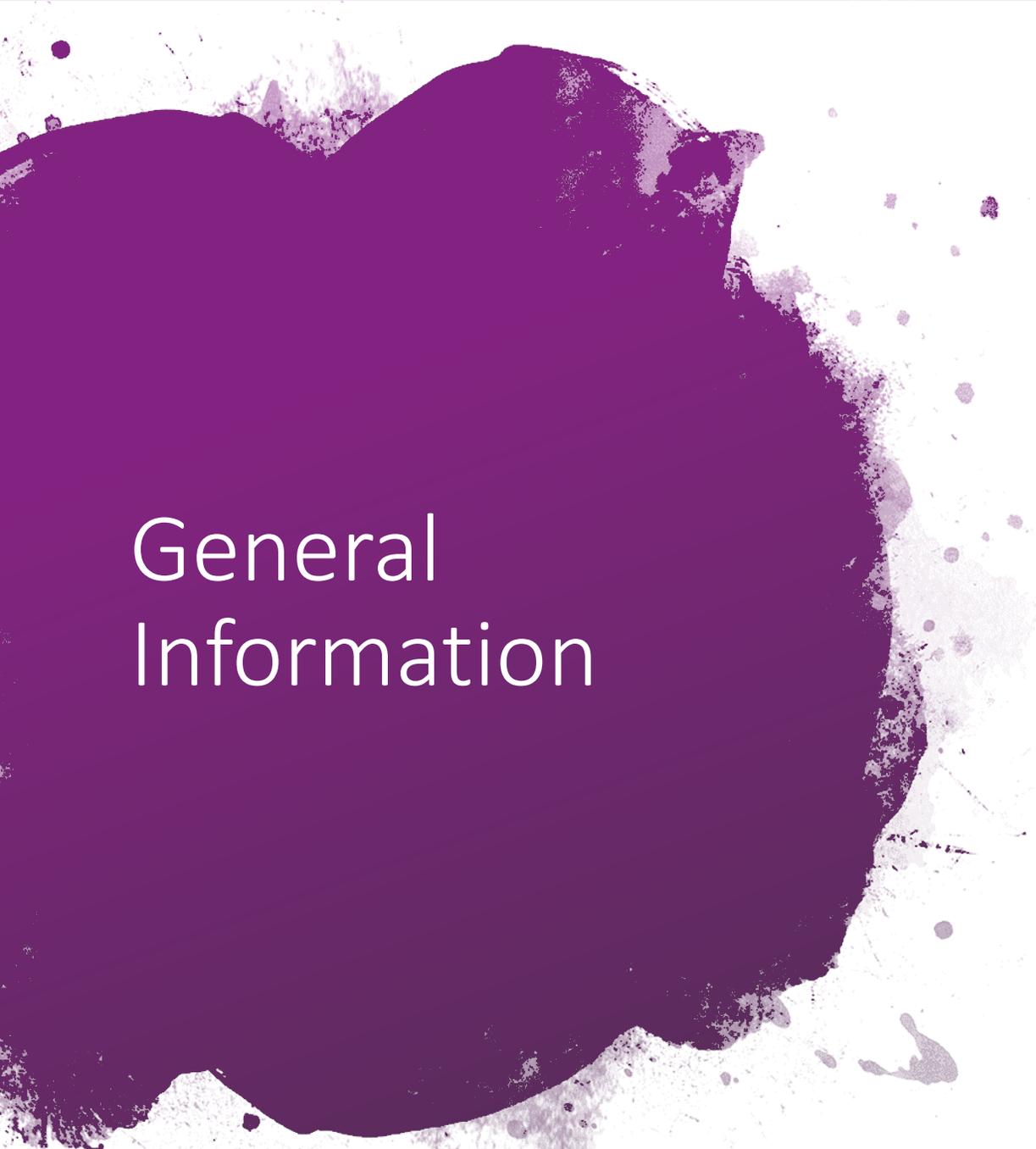


Dinner Time Arrangements

There is a healthy choice of school dinners cooked in the main building or parents may choose to provide a packed lunch. It will always be our aim to work towards children eating in the main dining hall, however, we do understand that for some children eating in the main hall can be a daunting experience and they may find the transition to another building very difficult. For the first term, lunch will take place in the Resourced Provision building with a gradual transition to the main hall depending on pupils' individual needs. Lunchtime supervision will be covered by the Resourced Provision staff and sometimes we may have different staff from the Complex Needs Team.

The school dinner menu rotates on a four weekly basis. The menus are available to view on the school website. If your child has a limited diet or other eating issues this will be discussed with you prior to entry. If your child has a food allergy, their medical information will be shared with the School Cook, Mrs Lyons.





General Information

Allergies and Medical Information

If your child has any allergies or medical conditions, please inform your child's class teacher and Mrs Schorah, in the school office. If your child requires medication, you will need to complete a consent form and hand the medication in at the school office.

We are happy to administer Calpol and other non-prescribed medication for minor illnesses such as headaches, toothache and common colds. Again, a consent form would need to be completed.

If your child has complex medical needs, please inform us and we will arrange to meet with you to create a Care Plan.

Intimate Care

The Intimate Care Plan and Intimate Care Plan policy can be found on our school website. Intimate care needs will be discussed with parents and the current provision prior to entry.

<http://www.bsl.leeds.sch.uk/>



Attendance

At St. Luke's we expect your child to attend school every day. We understand that this is not always possible as children can fall ill or there can be emergencies within the family home. If your child is going to be absent from school, please telephone the office before 9.30am. Miss Lane monitors the school's attendance and if she has any concerns regarding your child's attendance she will contact you for a discussion.

Holidays in term time are not allowed. If you are planning to take your child out of school for a holiday, you must speak to Mrs Booth or Miss Lane prior to booking. On rare occasions, it may be approved as family circumstances. If you take your child on holiday you could incur a fixed penalty notice of £60 per parent, per child.

Where possible, please try to book medical appointments out of school hours. If you do need to take your child out of school for an appointment, please speak to Mrs Palmer.

We put all our training days together for an extra week off in June – this is an ideal opportunity to grab a cheaper holiday!

School Uniform

Below is our school's uniform. Please ensure your child wears the correct school uniform every day.

Navy sweatshirt or cardigan



Boys



Trousers and shorts
NAVY, GREY or BLACK.

White or pale blue shirt or polo shirt
(with a collar)



Tights



Grey, black, navy or white tights. No patterned or colourful tights. Socks can be any colour/pattern.

Girls



Skirts, trousers and pinafores can be

NAVY, GREY or BLACK.

School uniform continued

It will be helpful if your child can wear velcro or easy fastening shoes so we can encourage them to change them independently throughout the day. Below is our PE uniform. The children can wear any combination of the clothing below. We will always do PE indoors until the summer term so shorts and t-shirt are the easiest and cheapest option. In order to consider children's sensory needs, children will be given the option to do PE in bare feet or trainers

If you would like to purchase school uniform with the embroidered school logo, please visit <http://www.designschooluniform.co.uk/>

Indoor Pumps



Black school pumps, they can be slip-on or velcro fastening.

Outdoor Shoes



Trainers or shoes can be worn and wellies in wet weather. No sandals.

PE KIT



Round neck t-shirt. Navy blue or black leggings, jogging bottoms or shorts.

Rewards

Every class at St Luke's has a reward system. In the Resourced Provision, we have 'smiley faces' for the younger children and 'links' for the older children. Each child has a smiley face or link chart; they receive smiley faces or links for trying their best, following the classroom rules and personal achievements. When they achieve 10 they are allowed to go in the 'thank you box' for a prize or go to the 'link shop' on a Friday. Each child has their own chart so that they are not in competition with anyone else. This system is very successful and the children love it – it also helps to develop their counting skills. Reward charts can be individualised to children's interests. We understand that some children have difficulties with praise and rewards so we will be flexible around children's needs.





How we will communicate with you?

The general system for school

- School Text System – you will receive text messages to remind you about any upcoming events, to invite you to parents' prayer meetings and to let you know if you are due to pay for milk etc.
- Website – on our school's website you will find more information about the school. You can also view some of our policies on the website. www.bsl.leeds.sch.uk
- Twitter – We use the Twitter page, www.twitter.com/bslprimary, to share some of the lovely things that happen in our school. If you do not want your child to appear on Twitter, please speak to Miss Lane.
- Newsletters – Two newsletters are sent home at the end of each half term. One provides with you with an update of what has happened during the half term and any future dates for your diaries. The other is a Curriculum Newsletter, this lets you know what your child is going to be learning during the next half term.

Individual communication to parents in the resourced provision

- We will be trialling a new web based software called Evisense, this will capture photos and video evidence of your child's learning such as observational assessments, it will demonstrate progress and can be shared securely with parents. Parents will be able to comment on evidence or even add their own evidence to demonstrate their child's achievements at home. This may also be used in a home/school diary format so we can relay daily information to parents of children who have limited face to face contact with staff.

Transport



SOME PUPILS MAY TRAVEL TO AND FROM SCHOOL ON TRANSPORT PROVIDED BY LEEDS CITY COUNCIL. THE TYPE OF TRANSPORT OR ASSISTANCE WILL BE DETERMINED BY THE COUNCIL AS TO WHAT BEST MEETS THE NEEDS OF THE CHILD. THIS IS REVIEWED ON AN ANNUAL BASIS.



FURTHER INFORMATION INCLUDING THE 'TRAVEL READY APPLICATION FORM' CAN BE FOUND ON OUR SCHOOL WEBSITE WWW.BSL.LEEDS.SCH.UK OR THE LEEDS CHILDREN'S SERVICES TRANSPORT POLICY (2018).