

Welcome to Pear Base

Dave Burgess - Assistant Headteacher/DSL
(Pear Base)



Westfield School

Nurturing Individuality & Progress

Welcome

- ▶ Westfield - How the school is setup and why?
- ▶ Pear Base - Pear 1/2/3, staff, day to day, timetables
- ▶ Communication
- ▶ EHCP - Annual Review process
- ▶ Looking ahead - Parent workshops, Parents into school

Westfield

- ▶ Westfield School is a Primary age special school which caters for children experiencing Communication and Interaction difficulties
- ▶ The majority of pupils have a diagnosis of ASD alongside other difficulties such as Global Developmental Delay, anxiety, sensory processing, ADHD and dyspraxia and or a speech, language and communication difficulty



Westfield School

Nurturing Individuality & Progress

The three learning bases of Westfield School

- ▶ Apple Tree Base: *EYFS and Key Stage 1*
 - ▶ Pear Tree Base: *Key Stage 1/ Lower KS2*
 - ▶ Cherry Tree Base: *Key Stage 2*
- Children don't automatically transition from Apple 1 to Apple 2, Pear 1, 2, 3 etc.
 - Children are grouped by need and the provision planned for that classroom.



▶ **Apple Base**

The delivery of the curriculum is based around learning through play to engage children with active learning, exploration.

- ▶ Linked to intentions in the EHCP to ensure that learning is relevant and personalised.

► Pear Base

Delivery of the curriculum takes place through a structured and timetabled classroom environment, that blends learning through play and exploration with a transition towards a more formal learning environment.

► Cherry Base

Delivery of the curriculum takes place through a structured and timetabled classroom environment

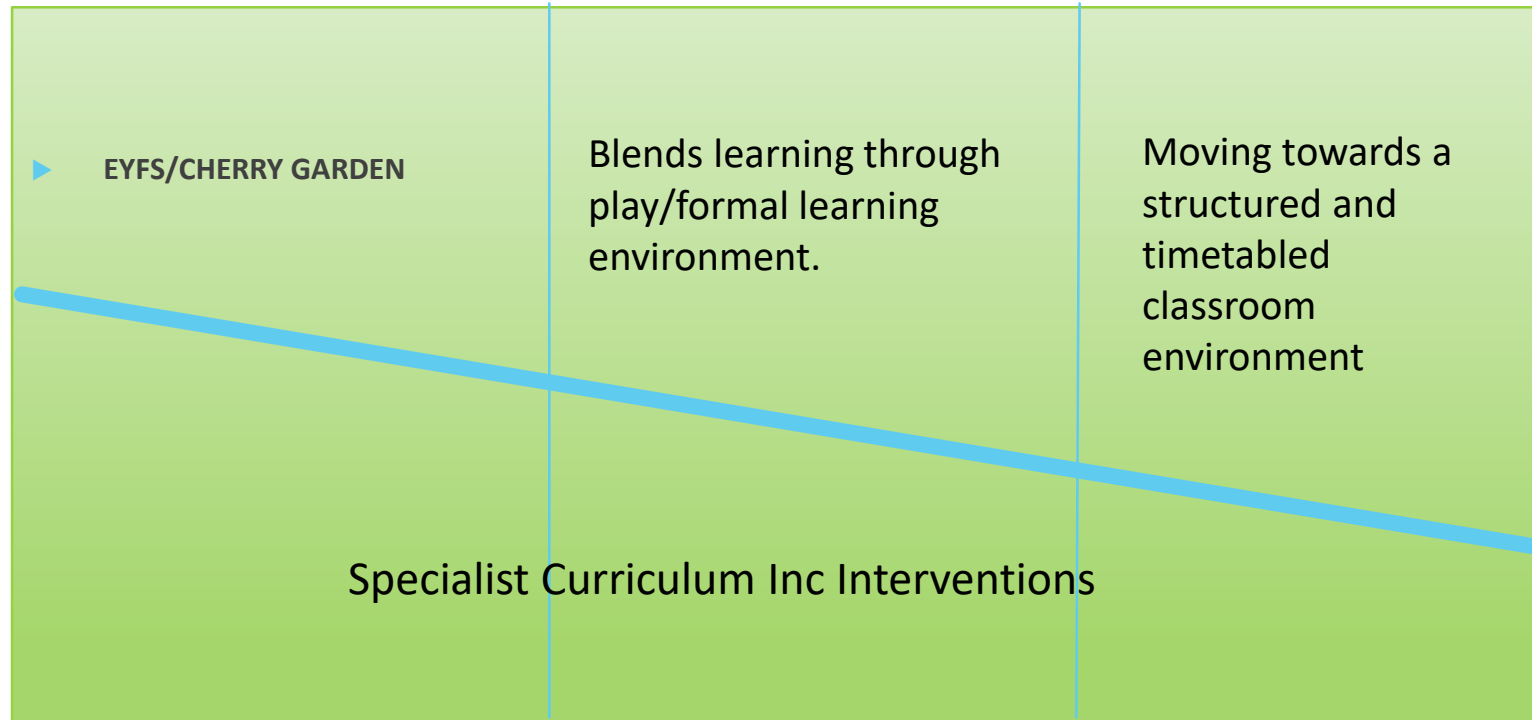
Targeted interventions related to each child's academic needs

Whole School

Apple Tree Base

Pear Tree Base

Cherry Tree Base



National Curriculum

Apple



Pear



Cherry

Westfield School Curriculum



What does the school do well and what does it need to do better?

- ▶ Over recent years, there has been a notable shift in the needs of the pupils who attend the school. Due to this, the school has had to prioritise which changes to make first to the school's curriculum. Most subjects taught at the school, especially the core curriculum areas, form a well-sequenced and ambitious curriculum. In these subject areas, the school has defined the order of the knowledge pupils will learn. For those at the very earliest stages of development, the focus is on the key early literacy and numeracy knowledge pupils will need to be ready for learning higher up in the school.
- ▶ In a small number of subjects, leaders have not completed their work on mapping out the knowledge that pupils need to learn. Consequently, in these subjects, pupils do not learn as well as they could. However, through most of the school's curriculum, pupils do achieve well and are being well prepared for their next steps.

A day in Pear Tree base:

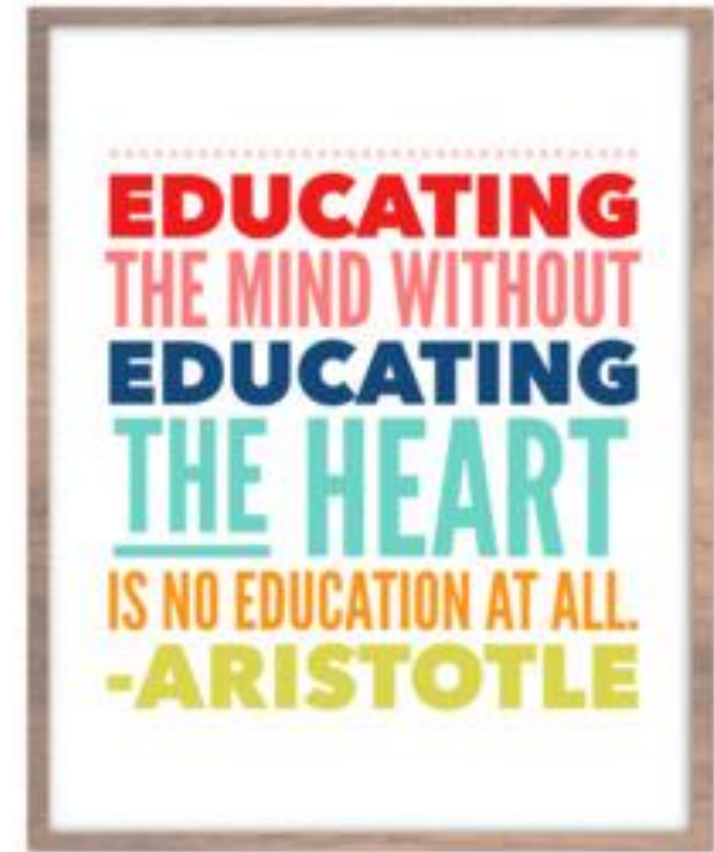
	9:00-9:15	9:15-10:15	10:15-10:45	10:45-11:00	11:00-11:15	11:15-12:00	12:00-12:30	12:30-1:00		1:00-1:15	1:15-2:15	2:15-2:45	2:45-3:10
Mon	Gross motor OT	Phonics	Phonics	Playtime	Snack/ social interaction time	Living in the world	Lunch	Playtime		Fine motor OT	Maths	Specialist curriculum	Golden time
Tue	Gross motor OT	Phonics Writing Reading	Phonics and reading	Playtime	Snack/ social interaction time	Living in the world	Lunch	Playtime		Fine motor OT	Maths	Sensory circuits OT	Golden time
Wed	Gross motor OT	Phonics and reading	Phonics and reading	Playtime	Snack/ social interaction time	Living in the world	Lunch	Playtime		Fine motor OT	I am a clever writer	Interception OT	Golden time
												Science	
												Writing	

- Sensory Circuits in the PE hall: Tuesday pm
- Curly Kath - Monday PM - Spring
- Swimming - Pear will be SPRING
- Forest School: P1/Thur P2 /Wed P3 /Tue
- PE coach: Thursdays
- Food group with OTs



Aristotle

- ▶ The world is bigger than literacy and maths



A day in Pear Tree base:

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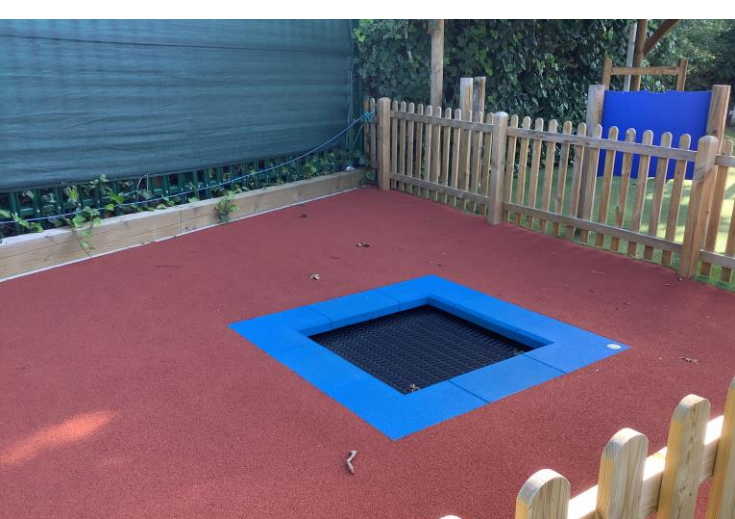


PRIORITIES

1
2
3

Importance of Play





Pear Base





Pear 1

Mrs Moore

Mr Kyazze

Miss Hook

Agency/Vacancy

Therapists attached to Pear Base:

SSW: Mrs Thomas/Mrs Schurer

SALT: Glynis Haines

OT: Nicci Paine



Pear 2

Mrs Andrews

Mrs Shead

Mrs Chakrabarti

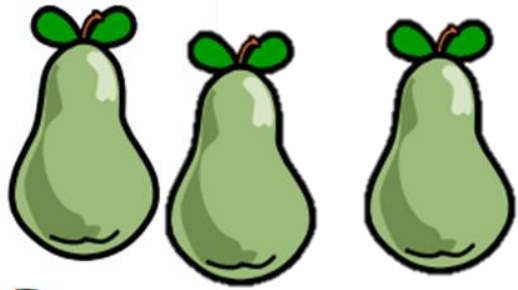
Miss Light

Therapists attached to Pear Base:

SSW: Mrs Thomas/Mrs Schurer

SALT: Glynis Haines

OT: Nicci Paine



Pear

3

Mrs Kruger

Mrs Sucksmith

Miss Prendergast

Therapists attached to Pear Base:

SSW: Mrs Thomas/Mrs Schurer

SALT: Glynis Haines

OT: Nicci Paine

Staff:

▶ Therapies

- ▶ Mrs Haines Miss Rose
- ▶ Speech and Language Therapy



Miss Hart

Miss Murray

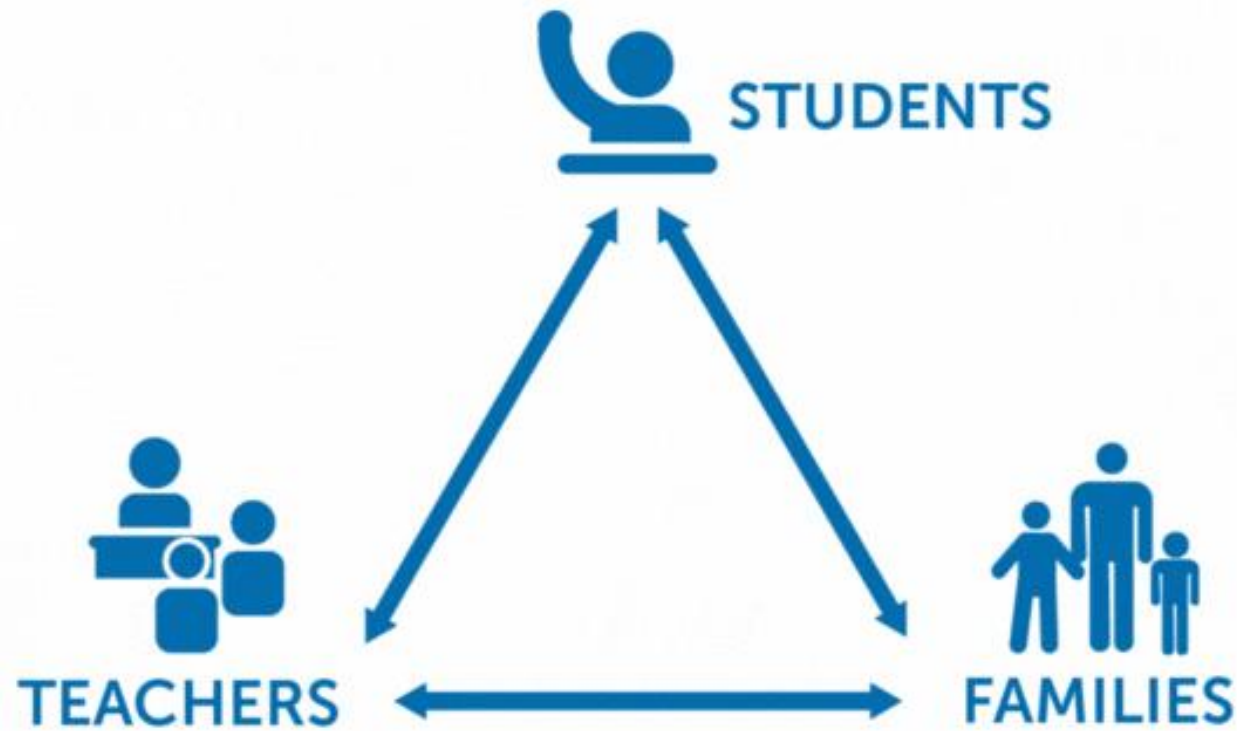
Mrs Paine

Occupational Therapy

HOW PROVISION/INTERVENTIONS WORK AT WESTFIELD

- ▶ We offer discreet and embedded provision across the school day.
- ▶ Our interventions are put in place by external professionals (i.e. Speech and Language Therapists, and Occupational Therapists)
- ▶ At Westfield, we have Speech and Language Therapists and Occupational Therapists on site.
- ▶ Our therapists are part of our school team and work with the children inside the classroom as well as individually or in small groups.
- ▶ The majority of our interventions and provision are embedded across the school day, put in place by the class staff in consultation with the therapists/ specialists. Research shows that for children to make real, long-term progress, an intervention should be embedded in the classroom environment and part of the daily life of the children so that skills and progress are generalised by the child.
- ▶ Some children will still have targeted/specialist provision by either a therapist, or one of our Specialist Support Workers who work under the therapists, to put a specific intervention in place; they may work with the therapies team on their own or in a small group.

Communication/Working together



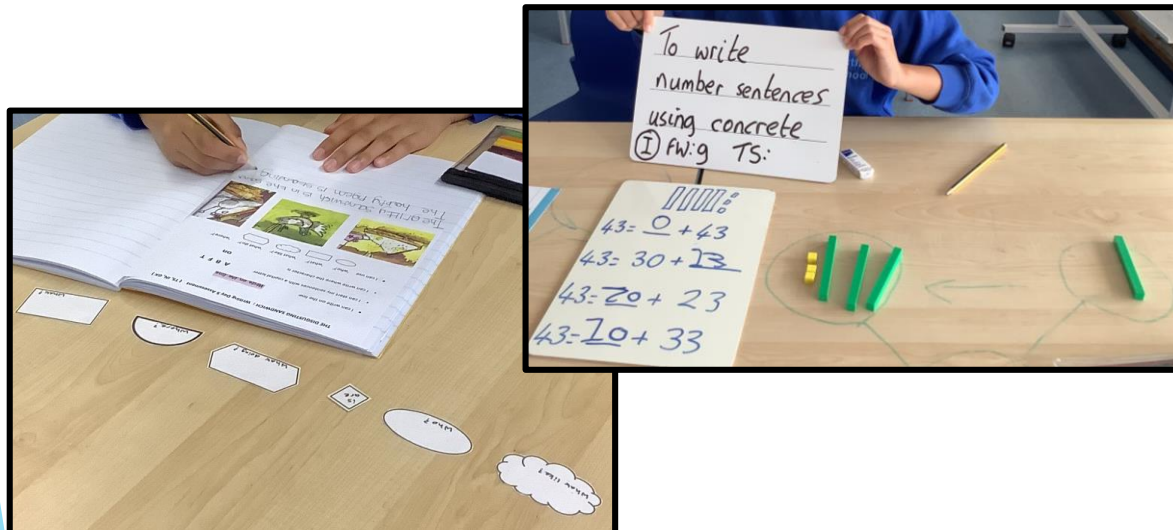
Communication:

By email or phone to office	Class staff via SEESAW App
From Parents • Absences • Medical updates • Events at home which may affect the child's day at school • Change in drop off or collection arrangements • Taxi issues • Payments • Uniform • Queries about EHCP and provision • Queries or concerns for attention of Assistant Heads From School • Information and consent for trips and events • Whole school newsletter and information • Statutory reports for Annual Reviews of the EHCP and Annual Academic Reports • Time allocations and invitations to meetings and workshops • Electronic surveys and consultations Website • Copies of newsletters, accounts of enrichment days and letters recently sent out • Policies • Term Dates and diary of events • Uniform List	From Staff • Progress and developmental steps reached during the week • Updates on day's or week's events in class • Reminders about upcoming events/trips • Reporting incidents and accidents if you cannot be reached by phone • In the event of remote learning, learning tasks and links. From Parents • Lost/forgotten property • Developmental "firsts" that happen at home

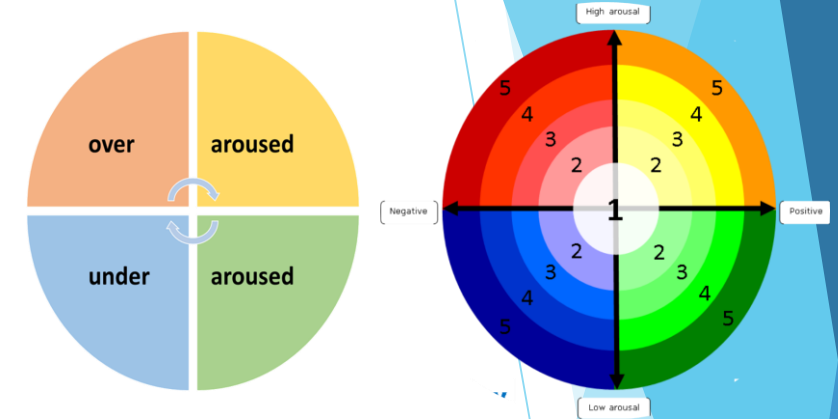


Visuals

Visuals to support Learning

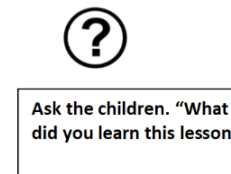
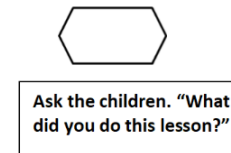


Visuals to support regulation



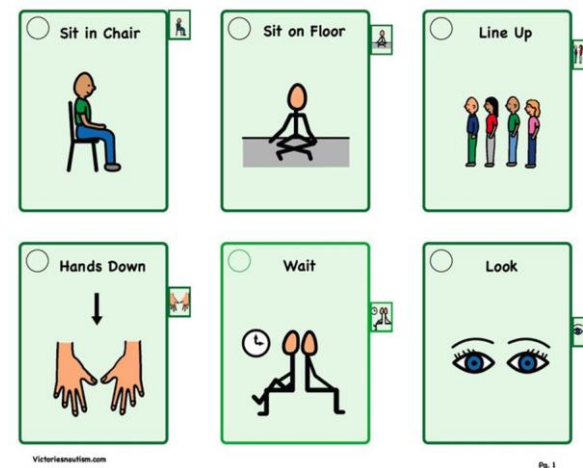
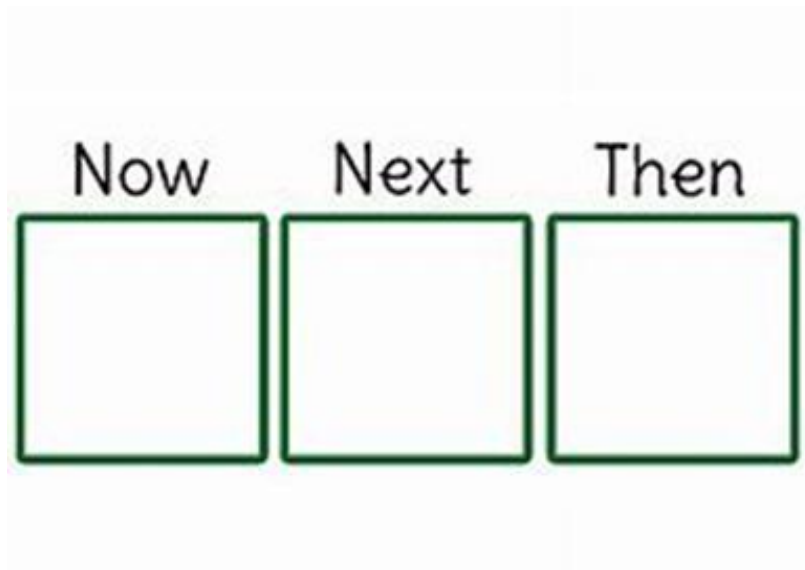
Visuals to support self assessment

Plenary/Assessment



What do?	
✓	The child knows what they did this lesson to support their learning and can explain the activity
—	The children recognised some of the elements of the activity.
•	The child cannot explain what they did during this activity.
What learn?	
✓	The child knows and can explain what they have learnt. Use key words from the learning objective and distinguish between what they did and what they learnt.
—	The child can explain elements of the learning.
•	The child cannot explain what they have learnt or distinguish between what they did and their learning.

Using visuals to support learning



EHCP Annual Review

- ▶ The meeting itself:
 - We will review the child’s contribution (teachers and parents can contribute if needed)
 - We will discuss your contribution
 - We will then review the reports
 - I will discuss the changes we would like to make for your approval

- ▶ After the meeting, I will write up the changes and send them off to county and to you to review. Please check that you are happy with the changes

E2	By the end of the EYFS: i. Ch should be able to attend to a range of activities, including some that are adult directed. ii. Ch will engage in mark-making. iii. Ch will listen to short stories. By the end of Key Stage 2: Ch will be able to notice information to cue into learning and maintain focus with gaining independence.	• An intensive interaction approach will develop Ch's interest in a broader range of activities. This means that adults will initially engage in whatever Ch is doing, e.g. by copying him and matching their actions to him. As he starts to notice them and adapt his play accordingly, they can introduce new elements to the game. • Ch will have short bursts of highly structured adult led activities that are motivating for him. • Visual cues will be used to support Ch's engagement, e.g. using Now and Next boards, Makaton signing. • Ch will be encouraged to use big body movements and sensory materials to mark make, e.g. writing in shaving foam, sand, glitter gel. He may enjoy using a stylus on the iPad and there are apps on the iPad that encourage drawing with his finger, e.g. gravitarium. • Story books will be simple and follow familiar routines. They may include stories about his family members, using photographs. • Adult directed work with key worker. • Focussed 1-1 small group learning times on a daily basis in a quiet learning environment. • Time to process information and to interpret what is happening around him • Opportunities to learn by repetition and consolidation • Support to facilitate access to learning and play activities with a directed and planned approach on a daily basis. • Adults will need to engage Ch in highly motivating and well-structured activities to encourage the development of his joint attention skills. • Interspersing movement activities with periods of more focused attention and frequent changes of activity. • Using high interest activities to gain and maintain his attention. • Visual Daily Timetable • Routine explicit, with expectations of learning made clear before starting the activity	Education sta
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APDRs *Assess-Plan-Do-Review*

- ▶ APDRs are short termed targets set against EHCP outcomes
- ▶ The targets are written by classroom staff, therapists, and senior leadership as applicable
- ▶ We take the first half term after a child starts to write appropriate targets. You will receive the targets before October half-term.
- ▶ You will then receive progress comments in February and July

2021-2022

-----'s targets: Assess-Plan-do-Review

Term: Autumn

Relevant EHCP outcome	Target(s)	Universal Provision	Relevant Targeted Provision	Relevant Specialist Provision	Date and Review December 2021
E2	---- will spontaneously request continuation of activity by saying/signing "more" and "go" and naming the activity (e.g., more bubbles)	Photos of resources placed around the classroom to encourage 'choosing' Ready, Steady, <u>Go</u> games planned throughout the week and as part of PE Makaton sign of the week timetabled Makaton signing to support key words used in class and learning	Visual aids/Makaton signs for 'more', 'go' and 'finished' Photos of objects Makaton signing to support key words when communicating with Jude	SALT in class 0.5 days a week Speech Support Worker (SSW) 1.5 days a week	• Generalised mastery • Mastered within intervention • <u>Gaining skills and understanding</u> • Engaged and participating • No progress - rejected provision Review ----- can request 'more' independently. With adult support he will name the object (e.g., bubbles). His next step is to say the 2 words together (e.g., more bubble) when modelled by an adult and then progressing onto constructing the sentence independently.



Year 5 transfer review:

- Year 4/beginning of Year 5: start your research!
- Year 5 Annual review: Summer term of Year 5. State your preference
- County updates the EHCP
- Paperwork goes for consultation to Secondary Schools, Autumn of Year 6
- You hear the results and receive a final EHCP, February of Year 6
- Westfield begins transition plans with Secondary schools, new school to attend Annual Review in Summer of Year 6

Information about the schools available within Buckinghamshire is available here:

<https://familyinfo.buckinghamshire.gov.uk/send/education-and-send/education-options-children-and-young-people-send/#special-schools>

If you are from another local authority, please look at your Local Authority's 'local offer' page.

Looking ahead

- ▶ 21st and 23rd October 3.30pm-6:00pm

Meet the Teacher sessions (TEAMS or Face to Face in school)

- ▶ Parent Workshops (all face to face at school) 1:15pm-2.30pm

- ▶ 21st Oct - FOREST SCHOOL

- ▶ 11th Nov: Transition to Secondary school for parents of Year 5 pupils (What is the process, what is expected of parents)

- ▶ 18th Nov - **LIVING IN THE WORLD CURRICULUM** - What it is and why we teach it?

- ▶ 11th Dec - New Assessment platform

- ▶ Parents into school sessions: Timings to be confirmed

- ▶ Autumn Term - Christmas craft activity in class with your child (19th Dec)

- ▶ Spring Term - Music performance with Curly Kath (31st March)

- ▶ Summer Term - Join in with a Forest School session (w/c 14/7)



Uniform

- ▶ Please can you remember to make sure your child's uniform is named clearly.
- ▶ All children do leave clothes in odd places or pick up the nearest jumper to put on and it becomes very difficult for staff to match up clothing to the right child if clothing is not named.
- ▶ PE Kits - Not a requirement to take part but we will encourage chn to wear

Celebrating Birthdays

At Westfield, we do love a birthday to celebrate and celebrating other people's birthdays is an important part of social development for our children to master.

It is lovely that parents want to send in goodies for their child to share with others.

However, there is a wide variety of allergies and dietary intolerances within our children at Westfield. Please do not send in cakes and goodies to celebrate a birthday in school.

Some parents have come up with the brilliant idea of sending in little party bags of a little balloon or party bag toy instead. If this is something that you want to do for your child's birthday, please can you let the class staff know via SeeSaw.

Questions

