



Integrated Resource Parent Booklet



What is our Vision?

At Stannington Infant School we recognise that all pupils are individuals and ensure that our curriculum is adaptable to enable all learners to practice skills and acquire knowledge in an environment that is friendly, creative and inclusive to ensure that all pupils make outstanding progress from their different starting points, regardless of their barriers to learning.

Our passion and dedication in supporting our children with Special Educational Needs has been recognised by both Ofsted and the Local Authority and has resulted in our additional Local Authority provision called 'The Rainbow Room'. It provides a bespoke, multi-sensory learning environment for pupils with significant barriers to learning relating to Speech, Language and Communication and Cognition and Learning.

Who attends Stannington Infant School Integrated Resource?

Stannington Infant School is a ten place funded Local Authority Integrated Resource for children who have an Educational Health Care Plan (EHCP). The places in our integrated resource are allocated by the Local Authority in consultation with the Head teacher and Integrated Resource Leader. The integrated resource caters for children with a primary need of Communication and Interaction on the Sheffield Support Grid (1a) including pupils with Autism (Sheffield Support Grid 1b) and a secondary need of Cognition and Learning. (Sheffield Support Grid 2a/b)

The integrated resource caters for Infant aged pupils aged 4-7 years with every child in the Integrated Resource having a place in a mainstream classroom. We talk to the children about having two homes at Stannington Infant School with their mainstream class being one home and the integrated resource their second home.

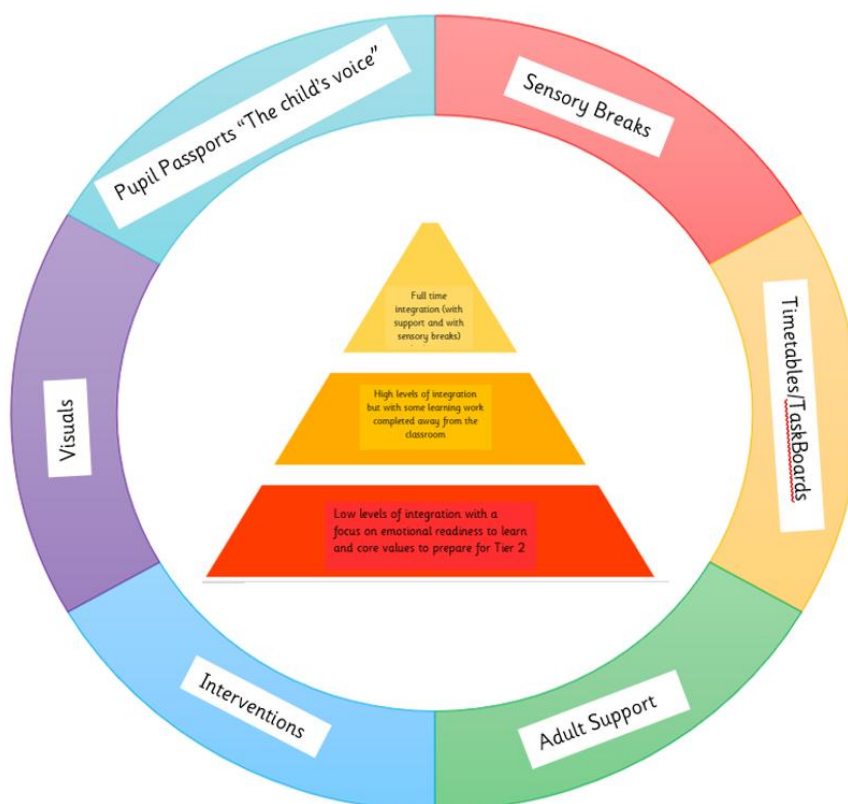
How does integration work at Stannington Infant School?

At Stannington Infant School we have a flexible and adaptable approach to integration; we do not try and make one size fit all. We understand that every child needs a personalised way to approach integration. The aim is to increase integration over time. However, if we experience times where learning anxiety is higher, then we can reduce integration. Below is our 'Integration Triangle', a 3-step approach to integration. Finding ways to integrate can often start small, such as being present for the register, participating in a favorite lesson or joining an assembly, but over time, with adult support the aim is to integrate for a lesson, or in some cases, whole days.

The Integration Triangle has an emphasis on flexibility not rigidity. To put this into context, an example may be, when a child transits from a nursery or pre-school setting they will need time to settle and we will need time to identify triggers and strategies that best support the child. They may begin on a reduced timetable in order to support them to build positive and secure relationships with staff and begin to understand the school routine before increasing

their time in school in consultation with parents. Within this time, they may not be ready to access their classroom but over time we will help them to begin to access areas of learning this are able to engage with adult support. When strategies and routines are implemented we may then be able to move up the integration triangle. Another example could be, if a pupil is integrating well but circumstances change at home or if they have been absent from school due to illness their anxiety may increase and we may need to decrease time within the classroom to lower anxiety, as the anxiety may impact on the child's engagement.

The Integration Triangle – the three tiers of integration and The six approaches of support



Within integration, it is important that we build in what is needed to help children to be ready to learn emotionally, the six approaches of support help us move up the tiers of integration. We can adapt where necessary and implement the school's curriculum via the 3 tiers of integration. Tier 1 is often where our pupils start, we focus on them beginning to develop focus, attention, listening and emotional readiness to learn. When children begin to follow the daily routine in the Rainbow Room and have their readiness for learning embedded we can begin to move up the integration triangle.

Adult Support

Our children work on a 1:3 or 1:4 adult to child ratio. We try and pair children based on their year group. Occasionally we will pair pupils together based on learning ability, so that children can follow a bespoke timetable together or access a developmentally appropriate curriculum with adult support and adaptations. Support is fluid and timetabling is based upon need. There may be occasions when a child is unsupported (building resilience and independence) but may receive some 1:1 intense support at another point within the day, e.g. to develop social skills or work towards their speech and language therapy targets outlined in their EHCP. It is important to realise that timetables of support are not an easy jigsaw that always fit together neatly. Throughout the year, we often have to adapt and edit timetables. Every child works with all staff teaching in the integrated resource and they are responsible for assessing children's progress towards their Special Educational Needs Support Plan targets which are set for the child based upon their Education and Health Care Plan (EHCP). We assess progress using the Autism Education Trust Framework, B Squared assessment tool or Birmingham toolkit and document their learning through a Learning Journey updated with observations and progress. Where children are able to access their mainstream classroom and an adapted curriculum for much of their day their learning will be documented in a Writing, Math's and Knowledge and Understanding of the World book to reflect the learning in areas of the curriculum.

We believe it is important that a child does not always work with the same staff member each day as, if the staff member is absent, this can heighten anxiety for a child. We try to promote the concept that the Integrated Resource is a team and all of the staff are here to help each pupil.

We try and keep the timetable of support consistent, where possible and a booklet is issued to parents about the Rainbow Room daily routine and the theory and practice to explain the teaching and learning for their child. Where children integrate, parents are given a weekly visual timetable to communicate with their child at home and share with them each day as children thrive on predictable structures and routines. Where there are changes to the timetable staff will inform parents and children in advance as change can be a trigger for some children, heightening their anxiety and emotions.

A Communication Passport

Upon entry into the Integrated Resource a communication passport is created with parents. The communication passport is an incredibly useful document that gives us an insight into both the parent and child's voice and ways we can help the child. It also helps us to understand behaviour and respond appropriately. There is a shared understanding in the Integrated Resource and across school that all behaviour is communication and we want to ensure that all staff working within both the integrated resource and the mainstream class have a shared understanding of the strategies and support that a child may require to ensure a consistent approach.

		Things I like - Order and routine - Sensory play - Physical activities - Spelling on my AAC - Problem solving and maths	Things I Don't Like - Change to routine - Disruptions to play/order - Busy/hoity settings - Sharing	My Communication information I am a gestalt language processor and learn language in single words and gestalts. I use more language in low arousal settings and when it is quiet Al uses his AAC device to comment/describe and impart his knowledge of interests A uses gestures to support his learning of language
My Medical information ADD KEY MEDICAL INFORMATION HERE SO PROMINENT	My Sensory information- Approaches and Resources			
Medical Plan: NP Behaviour Plan: NO Individual Risk Assessment: NO	I love to run, spin and dance I am a risk taker who loves to jump and challenge myself to climb and balance I am a sensory seeker around water but am not aware of the dangers of it I often chew on my t-shirts and bite myself and others if I am triggered.			
I am happy when I... When I am calm, I love physical activities, outdoors, sensory play, spell words, problem solve, I love order and routine.	I am becoming dysregulated when I... I struggle to communicate I find it difficult to take turns and share I struggle to control my environment or routine	I am dysregulated when I... Adults do not understand what I want or need Much/noise is too loud My routine or play is disrupted.		
You can support me by... Lots of opportunities for outdoor and sensory play. A range of maths and problem solving and spelling activities. Providing a structured and predictable daily routine, my special interests, sharing on my AAC device.	You can support me by... Distract and redirect to a different activity. Reduce noise and visual stimulation. Validate my feelings e.g. I am feeling angry Use my AAC device to help me regulate and communicate	You can support me by... Use my AAC device to help me regulate and communicate Provide me with a quiet space to calm down away from music and noise Go outside to run around if it is safe for me		
	My Self Care Information		Toileting I am not yet toilet trained and am in nappies. I have toddler diarrhoea sometimes	
	Dressing I can dress and undress myself on my terms but am unmotivated to do this in my daily routine. I need adult support for every aspect of my personal care		Eating I eat independently and use a fork and a spoon. I can request food items to be opened. I need reminding to have a drink at school.	

Timetables

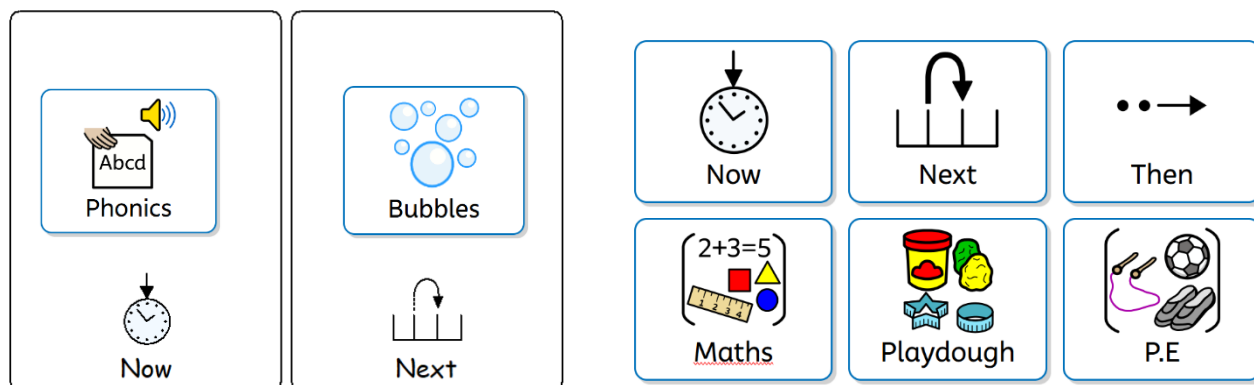
Every child who integrated into a mainstream class will have their own timetable. For each pupil the timetable provides clarity and consistency which ensures that each child is clear about what they are learning each day. Also, any adult working with a child is clear about how that pupil's day is structured. The timetable may be similar for groups of children who are working together in class or within the Rainbow room.

Below is an example of a weekly timetable

	9.00-9.30	9.30-10.15	10.15-10.30	10.30-10.50	11.00-12.00		1.00-1.15	1.15-2.15	2.15-2.30	2.30-3.00
Mon	Phonics	Rainbow room		Snack	Rainbow room	Lunchtime	Maths	Geography		Shared Reading
Tues	Phonics	Maths		Snack	PE Target games		Maths	Computing		Shared Reading
Wed	Phonics	Maths	3-2-1 Outdoor playtime	Snack	Rainbow room		Shared Reading	Art	3-2-1 Outdoor playtime	P.E
Thu	Phonics	Rainbow room		Snack	Rainbow room		Maths	Geography		Shared Reading
Fri	Phonics	Rainbow room		Snack	Rainbow room		Maths	PSHE		Golden time

The next step, after a weekly timetable, is that every individual session is broken down for the child using either, whiteboards or 'Now and Next' or 'Now, Next, Then' boards. These are extremely useful resources to help children with Autism Spectrum Disorder (ASD). The resource provides structure, routine and clear expectations. For demand avoidant children, it often gives the illusion that the board is providing the demand and not the adult. These instructions can be written or represented visually, depending on what the child responds to best. It is important that now and next boards do not become too rigid, so flexibility is important and also that after an adult directed task there is an activity that the child enjoys. Staff are well trained to identify high points of anxiety which can lead to refusals. Staff present 'now and next' boards at the start of the day and working with the child, identify any sessions or tasks that can raise anxiety. These can then be adjusted if necessary.

Below are some examples



Sensory breaks

After all tasks, we provide choose time for children through play to help them to regulate. Sometimes children, whilst completing the task, will need to take breaks and regulate through play. A sensory break can be vital in meeting a child's sensory needs. Sensory breaks can happen in the classroom, outside the classroom, in the Integrated Resource or outside. Many of our children are sensory seeking so it is important we provide times to meet sensory needs. For example, some of our children may have a chew toy or use a wobble cushion; they may need to jump on a trampette or climb on the balance beams. Some other ways that we provide sensory breaks include: running outside, playing with a ball, playing in the water tray, calm relax time, tents, sand, play dough.

A Total Communication Approach

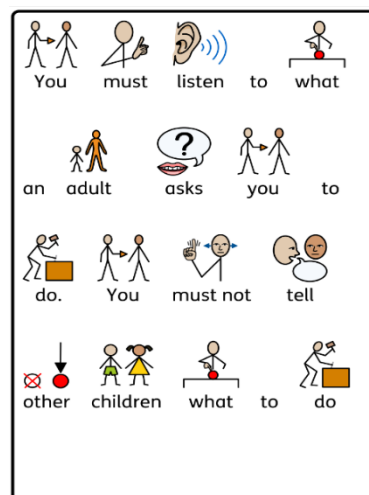
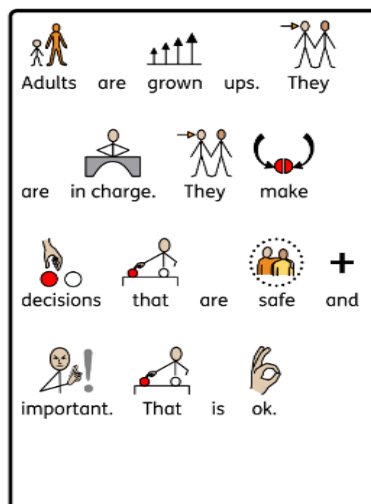
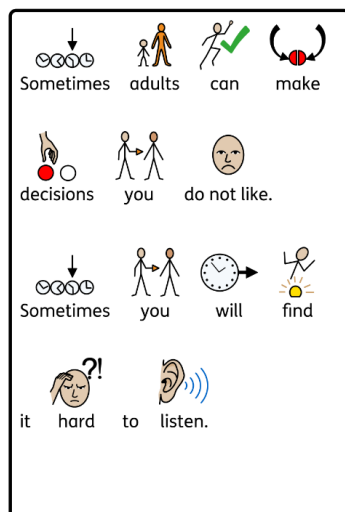
All staff are trained in using a Total Communication Approach to support children to develop their speech, language and communication skills. This means that staff will use widget signs to offer visual support, use Makaton signing, gestures and non-verbal communication e.g pointing, modeling and use objects of reference to enhance communication. They provide children with speech, language and communication needs with an alternative mode of communication. A Total Communication Approach helps to provide structure and routine, improve understanding, avoid frustration and offer opportunities to interact with others.

Our use of language is important and we try to adapt this to what the child needs at a given time. For example, if they are angry we will use less language or single words or short phrases. We have close links with The Autism Social Communication and Education Team (ASCETS) and The Rowan Outreach support who both help to support us in developing personalised visuals and approaches to support children's language and communication.

We often use social stories as a way of explaining or a way of providing information to a child who may be struggling to understand. For example, if a child is breaking toys, drawing on the

walls or hurting a peer. We use a program called Communicate In Print to help create personalised stories and visuals to share with a child.

Examples of visuals and a social story



Interventions

To help target EHCP outcomes more effectively, we use a variety of interventions. These can be group interventions or 1:1 intervention. These depend on staffing and time limitations.

Some examples are

- ❖ Speech and Language interventions
- ❖ Leap and VIP Language Programmes
- ❖ Attention Autism
- ❖ Lego therapy
- ❖ Zones of regulation
- ❖ Baking
- ❖ Stories for Talking
- ❖ Communication Box
- ❖ Curiosity Programme



What curriculum do we follow within the Integrated Resource and how is it taught?

Within the Integrated Resource the timetable your child follows depends on their need. This refers back to our 3 tiered approach to integration (please refer back to the diagram on page 3). We are aspirational and want to aim high for our children. We make an ongoing informed decision about timetables and consider what is appropriate for our children and what they can and cannot access. We think about their emotional and social interaction needs and how we can help them make progress. During the morning, some children may be able to integrate into their class for phonics, Literacy and math's with adult support and adaptive teaching or they may work in a small group outside the classroom working on the Foundation Stage or National Curriculum that is developmentally appropriate to their level of learning. The Integrated Resource lead, class teachers and the Integrated Resource Teaching Assistants are responsible for the planning of these sessions. Some children may be taught a bespoke curriculum to develop their focus, attention, vocabulary and foundational mathematical and Literacy skills through Stories for Talking, songs, rhymes, start and finish box activities and 1:1 programmes including Communication box time, choose jars and The Curiosity Programme to support them in developing their readiness for learning. The level of time spent in class or small groups and where learning is accessed will be different for every child.

Life Skills

An important element of our curriculum is life skills and the development of independence. We want our children to develop their independence and life skills through a practical approach. A huge part of this is understanding of emotions. We teach life skills in a variety of ways such as Zones of Regulation, small group social skill groups, bespoke emotional literacy, baking, how to use a knife and fork at meal times, learning to zip up their coat and hang it onto their peg and through educational visits.

The Zones of Regulation is a systematic, cognitive-behavioral approach used to teach us how to regulate our feelings, energy and sensory needs in order to meet the demands of the situation around us and be successful socially. We teach emotional literacy with each child every day through use of mirrors, songs and rhymes, multi -sensory trays to draw our emotions and sentence stems e.g. I feel....Children reflect on emotions and explore different emotions, learning to communicate through a Total Communication approach of signs, symbols, objects of reference and non-verbal gestures e.g. pointing.



We bake with every child once a week. The children really enjoy these sessions and benefit from developing valuable learning such as, turn taking, sensory input, weighing and

measuring. Snack and lunch times provide an invaluable teaching opportunity to help children to develop their independence in making requests for help e.g. opening a packet of crisps. We teach children how to feed themselves using a knife and fork and at playtimes we teach children how to zip up their coats and place them onto their named peg.

EHCP Outcomes

A child's EHCP outcomes are a fundamental part of our assessment. The outcomes from their EHCPs are broken down into smaller targets on a Special Educational Needs Support Plan. We make sure children's timetables create opportunities for them to work on these targets. We take all professional advice and also use this to influence timetables and teaching and learning. Every year the child has an Annual Review and two interim SEND reviews to discuss progress against their Special Educational Needs Support Plan and EHCP outcomes. When a child has met their Special Educational Needs targets, new ones linked to their EHCP outcomes will be created. When their EHCP outcomes have been met, we will work with professionals to create new ones. If we feel any outcome is not suitable or appropriate, we will do the same. Every half term, the Integrated Resource team and classroom teachers review children's Special Education Needs targets; this is then used to document progress by the Integrated Resource lead at the reviews. Having the half termly meeting about Special Education Plan targets keeps staff informed and vigilant in monitoring the progress of these targets. It is a whole team approach.

Stannington Infant School Integrated Resource

Within the Integrated Resource, practice, curriculum, approaches and assessment have to be flexible, adaptable, bespoke and practical in order to meet the needs of our children. We believe in two-way integration with mainstream and believe in always promoting integration using our three-tiered approach. Where children are not yet ready to integrate into their mainstream class we have a reverse integration programme where children from the mainstream class come into the integrated resource to experience a short teaching session. This helps children to build relationships with the pupils in the integrated resource and support the development of inclusion. Pupils from the mainstream classes also volunteer at lunch times to support the children through play-based activities. We are one school and it is important that we always recognise we are part of a mainstream school, that we cannot offer the same environment as a special school but that we can be the step between. We are always aiming high by trying to increase pupils' access to integration and the mainstream curriculum to ensure that they receive a broad and balanced curriculum to support them to achieve their potential.

Who can I speak to if I have any further questions?

Mrs. Elizabeth Harris (Head of School)

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Mrs. Rachel Billingsley (Assistant Head Teacher/SEND/Integrated Resource Leader)

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We have an established SEND parent group and we meet half termly for an informal coffee morning and to offer training and support for parents through workshops including Total Communication Approach, Supporting Anxiety, developing structures and routines for children and other parent influenced workshops. We believe that parental voice is important in continuing to provide the highest level of support and education for our children and at the end of each academic year a questionnaire is sent to parents to help support the development of the Integrated Resource further.

We hope that your child will enjoy their educational journey with us at Stannington Infant School and we look forward to working in partnership with parents to ensure that your child reaches their potential during their time with us.