

The Pines School



Our vision is to create a safe and happy environment for our children to develop life-long communication skills to become a valued member of modern day society.

- Protect** *We endeavour to create an atmosphere where our pupils feel safe.*
- Inspire** *We inspire our children to be the best they can.*
- Nurture** *We nurture our children's individuality.*
- Embrace** *We celebrate our differences and give everyone a chance.
Everyone is precious and included in our school.*
- Succeed** *We celebrate all achievements, no matter how big or small!*

What kinds of Special Educational Needs does the school make provision for?

The Pines is an all age special school with a Nursery class educating pupils with a diagnosis of Autistic Spectrum Condition (ASC) and associated learning and communication and interaction difficulties. Autism is the primary area of need. All students have a diagnosis of Autism Spectrum Condition; all have a Statement of Special Educational Needs and an Education, Health and Care Plan (EHCP).

The Pines is part of the Birmingham Special Schools Co-operative Trust and a Foundation School.

EXTENDED AND MAIN CLASS RATIONALE

The curriculum at The Pines School is founded on two distinct pathways extended and main. Whilst we recognise that pupils may make progress at a different rate, we still maintain high expectations and aspirations for all pupils. Opportunities for classes to join together are catered for where appropriate. The pupils in the Extended stream have a greater complexity of need and need a clearly differentiated approach to teaching and learning. As our most complex learners they are in a smaller group (maximum of 8 pupils) with 3 members of staff. Our main class pupils still require a specific approach to teaching and learning, however they are more-able to access whole group sessions and can access learning in a slightly larger group of 12 pupils with 3 adults.

Extended curriculum class:

- The majority of the pupils will be working within the P levels with some accessing the bridging the gap level.
- Pupils will have significantly limited functional language and communication.
- Pupils engagement is emerging or fleeting, they require a higher level of staffing to ensure progression in learning.
- Repetitive verbal and physical behaviours are frequent requiring a high level of support to regulate their emotions.
- Sensory differences impact on learning on a daily basis. Planned breaks for rewarding activities or activities to address sensory differences are planned for.
- Sensory processing and modulation leads to heightened anxiety levels.
- There are significant difficulties with short and long term memory, sequential memory and have limited working memory
- Curriculum requires very specific and individualised differentiation, adaptation and modifications to account for difficulties pupils encounter in accessing learning
- Pupils have bespoke learning plans that often incorporate therapeutic support and intervention such as structured and frequent learning breaks. The curriculum is based largely around physical and sensory learning activities that build on prior understanding and learning.

Main curriculum class:

- Pupils work through the P levels and over time are able to access National Curriculum expectations over time.
- Pupils will have limited functional language or communication, pupils use communication intentionally and seeks interaction although not always appropriately.
- Pupils engage for short periods of time on learning tasks with differing levels of support
- Pupils need clearly defined roles and expected behaviour as they may lack understanding of classroom conventions.
- A higher level of support for emotional regulation and sensory needs at times.
- Curriculum requires very significant differentiation, adaptation and individualisation to account for difficulties pupils encounter in accessing learning.
- Pupils will make progress at a good rate from their starting point.
- Pupils will need to access an environment that is sympathetic to their needs, incorporating visual cues to enable them to make sense of the world around them and the expectations in place.

Provision to facilitate and support access to the curriculum and preparation for adulthood (currently 244 pupils)

Staffing	Approaches to teaching and Learning	Resources.
<ul style="list-style-type: none"> ✓ Teacher and at least 2 TAs per class ✓ Range of CPD opportunities for staff ✓ Mental health mentor 3 days per week ✓ Occupational therapist 3 days per week ✓ SALT provision 5 days per week ✓ 6 trained DSL ✓ Home school liaison teacher and assistant ✓ Music therapist 2 days per week ✓ Links with Forward Thinking Birmingham ✓ Support from the Birmingham Special schools cooperative trust ✓ Service from Birmingham Ed Psychologist ✓ 2 forest school trained members of staff ✓ 3 Mental health first aiders ✓ Support staff <p>As a Special School all staff are aware of the requirements to meet the needs of children and young people with SEN. We can be contacted via the school office on 0121 464 6136 or via email on enquiry@pines.bham.sch.uk.</p>	<ul style="list-style-type: none"> ➤ Use of visual timetables/ choice boards /task structure ➤ Emotion symbols to support emotional well-being ➤ Personalised learning support e.g. work stations; some 1:1; small groups ➤ Personalised level of prompting and rewards ➤ Elements of Teacch Programme (work boxes / finished trays / work schedules) ➤ Intensive interaction ➤ Sensory approaches to learning ➤ Carefully scheduled break times ➤ Assessment of sensory differences and implementation of relevant activities ➤ Picture Exchange Communication System (PECS) ➤ Wide use of symbols including Communicate in Print ➤ Use of Makaton ➤ Personalised targets ➤ Parent workshops ➤ Emotion coaching Trained staff 	<ul style="list-style-type: none"> ✓ Communication co-ordinator. ✓ GCSE, Functional Skills ✓ ASDAN qualifications ✓ Broad and balanced curriculum ✓ School allotment ✓ Therapy breaks as required ✓ Forest Schools ✓ Safe spaces around school ✓ Sensory room for EYFS and primary ✓ Sensory circuit room for primary and secondary ✓ School hall ✓ School radio room ✓ Dining room ✓ Performance hall ✓ Outdoor areas ✓ Key stage libraries ✓ Each key stage has a food tech room ✓ Subject specific rooms for secondary <ul style="list-style-type: none"> ➤ Art / DT ➤ Food Tech <ul style="list-style-type: none"> ➤ ICT ➤ Science lab <p>We use ICT Technology such as iPads, Fully interactive screens Communication apps Specialist designed programmes e.g. Communication in Print that Laptops</p>

Strategies to support and develop literacy & numeracy:	Strategies to support and develop social and communication skills:	Strategies to enhance self-esteem and promote emotional wellbeing:
<ul style="list-style-type: none"> ➤ Read, Write Inc ➤ Sensory phonics ➤ Knowledge of the individual ➤ Individual Communication ➤ Multi-sensory approaches ➤ Numicon and maths programmes 	<ul style="list-style-type: none"> ➤ Access to SALT ➤ School Council ➤ Access to structured break times ➤ Use of PECS, Makaton, social stories and comic strip conversations ➤ Regular charity and fundraising events 	<ul style="list-style-type: none"> ➤ Our ethos recognises the value of the individual. Pupil achievements are celebrated. ➤ Residential visits ➤ Developing Work experience and volunteering opportunities

Assessment and behaviour		
Assessment	Arrangements to promote Access: (Building, Curriculum, Information)	Behaviour
<ul style="list-style-type: none"> ✓ Modified and adapted sensory /thematic curriculum ✓ 1 page pupil profiles ✓ Annual Reviews for EHC plans ✓ Positive Handling Plans ✓ Individual risk assessments ✓ Transition Plans ✓ Personalised accreditation pathways ✓ We have robust systems in place for baseline assessments, recording data, target setting and tracking of progress. ✓ regular lesson observations, ✓ learning walks, ✓ scrutiny of lesson plans and children's work. Data analysis (pupil progress) ✓ Regular parent's evenings ✓ review of Individual Pupil Profiles (IPPs) Parents/carers are also able to arrange meetings at other times to discuss progress. 	<p>We comply with the general and specific duties of the Equality Act (2010)</p> <p>In accordance with the duty we publish information that demonstrates that we have due regard to the need to:</p> <ul style="list-style-type: none"> ✓ Eliminate unlawful discrimination. ✓ Advance equality of opportunity. ✓ Foster good relations <ul style="list-style-type: none"> • Our building is accessible to all • Arrangements are in place to support pupils access 	<ul style="list-style-type: none"> • We recognise that there is an underlying reason for all behaviour and this may be communication • We will make our expectations with all pupils. • Staff are trained in de-escalation and positive handling. Pupils have individual positive handling plans where necessary. • Some pupils have behaviour support plans in place. • We have a named Behaviour Lead in school • We support parents in managing behaviours • High expectations in place that allow pupils to achieve and modify behaviours • Use of communication strategies • Praise and celebration. • Positive re-enforcement.

Engagement and support

Engagement with families	Links with professionals	Medical support
<p>We are committed to developing positive partnerships with parents and carers and welcome their views and contributions. They know their children far better than any professional We communicate regularly via:</p> <ul style="list-style-type: none"> • DOJO • Phone calls home • Regular letters from the Head Teacher • Regular Parents Evenings • Website • Annual review process • Open door policy • Parents coffee morning / support sessions • Home school team • Staff are able to speak a range of languages. 	<p>We work closely with many professionals from health and social care coordinating all our efforts to best support our pupils:</p> <ul style="list-style-type: none"> • Education Psychologist • Forward Thinking Birmingham • Occupational Therapy (onsite) • SALT (onsite) • Music therapist (onsite) • Visiting school nurse • Visiting school paediatrician 	<p>We recognise that many of our pupils have medical conditions.</p> <p>We offer:</p> <ul style="list-style-type: none"> • Health checks with a visiting school nurse • Staff trained in administration of medication • Epi pen trained staff • Visiting Consultant Health Professionals health clinics by appointment • Epilepsy trained staff • Trained first aiders • Trained youth mental health first aiders

What extra-curricular activities can a pupil with Special Educational Needs access at School?

We run a variety of extra-curricular/enrichment activities for our pupils during lunchtimes given the constraints of transport. Pupils can access a residential trip in year 5/6 and year 9/10. Within the curriculum we try to ensure that there are a range of opportunities to bring learning to life, including community visits, theatre trips, trips to local places of interest (museums, libraries, exhibitions)

Transition

We know that transition for our students is a very complex area. There are 4 main elements to our transition work:

Transition to Foundation Stage – This usually includes a visit to school by parents, an observation at the child’s current setting where possible, and a visit to the home to gather information from the family and to share pictorial material which will support the child.

Transition during the school year – Arrangements for pupils who are admitted at other times of the year are made on an individual basis. If a pupil is coming to us from a different school, we will always visit them in their current setting and if possible attend their final review. A series of short visits into school then supports them in making a smooth transition into our setting.

Transition within school – Pupils are given several varied opportunities towards the end of the summer term to experience time in their new classroom with their new staff and pictorial material to support their understanding where appropriate

Transition from school – Parent/carers of Pupils in Year 5 have discussions about their future hopes and aspirations for their child. This is replicated in year 11. They are given advice and guidance by school staff and there are opportunities to visit appropriate provision during the summer term of Year 5 and year 10. Once a child has been allocated a secondary place, or a college place we liaise with the new school to arrange for them to visit The Pines, for the child to have a series of supported visits to the new school and for staff to prepare handover materials around pupils' learning styles and abilities prior to their secondary transfer. Visual materials are also provided for the child to enable them to understand and participate in the process.

What is the admissions procedure?

The Pines follows the Birmingham Cooperative Trust Admissions Policy for Special Schools. We do not directly admit pupils to school. Places at The Pines are allocated by the Birmingham SENAR Services. They allocate places based on being assessed as having an Autism Spectrum Condition, usually with additional complex learning difficulties and additional social and emotional difficulties. They will also all have a Statement of Special Educational Needs and an Educational Health Care Plan, prior to joining the school. Places are usually allocated as part of the Educational Health Care Plan process and within Band A3 and A4 funding provision.

We welcome prospective parents and carers to come and look around the provision, however, you will need to work with the placement team in Birmingham SENAR Services to secure a place; this cannot be done directly with the school.

How can parents find the Birmingham Local Authority's Local Offer?

Birmingham Local Offer: <https://www.birmingham.gov.uk/localoffer>

E. Pearce

October 2021

Next review date: October 2021.