

# **Stamford Green Primary School and Nursery**



## **Internal Alternative Provision**

*“The journey of a thousand miles begins with one step.”*

Lao Tzu

## **What is our internal alternative provision?**

Our internal alternative provision (Club Room) is in place of mainstream classroom provision and has been designed to support our most vulnerable pupils who are struggling significantly in a traditional classroom. This may be because of learning and/or social challenges and/or social, emotional and mental health needs. It also provides a soft start to school at 8.15am to help children regulate before the start of the school day and giving staff the opportunity to do well-being check ins before the day starts.

## **What is the vision for the internal alternative provision at Stamford Green?**

It is our vision that our children:

- Can learn in a space that is safe and respectful.
- Can learn to regulate, build resilience and that their social, emotional and mental health is prioritised.
- Make progress academically.
- Are prepared for learning in class and for their next step (e.g. Y7) alongside working with other children and adults.
- Learn to embody our school behaviour code: Be ready, be safe, be respectful.
- Learn to live and demonstrate the eight selected school's values of:
  - Good manners
  - Resilience
  - Effort
  - Self-belief
  - Friendship
  - Making good choices
  - Forgiveness
  - Co-operation.

## **How does our internal alternative provision fit alongside and integrate with our mainstream provision?**

Three distinct phases connect our internal alternative provision to our mainstream classroom provision and a flexible bespoke bridge to each is designed to meet each child's individual needs.

Phase 1 - Using the Club Room (internal alternative provision) with its bespoke curriculum and timetable.

Phase 2 – Whilst still attending the Club Room, opportunities for a child to integrate back into class, for mainstream learning, will be sought so that they will succeed academically and socially and emotionally.

Phase 3 - Reintegration into more mainstream lessons in class will happen through a bespoke timetable, which is adjusted weekly and builds according to individual need. Outreach support from the Club Room staff will also be considered on a needs basis. For any number of reasons, a reintegration may suffer a setback. In response to this, we can extend their time in the right phase to support them. The key is to ensure that we remove barriers to learning and equip them with the skills they need to resume their journey.

## **Aims for the Internal Alternative Provision curriculum and learning:**

To ensure that the children have a secure foundational knowledge to give them the best chance of success with a curriculum that builds each year.

This will be achieved by planning and delivering the following:

- English every day with a focus on embedding vocabulary and language structures using the ShREC approach – Please refer to the English Compendium.
- Maths every day – Please refer to the English Compendium.
- Personal development – Please refer to the PSHE Compendium.
- Opportunities and Thrive Experiences – Please refer to the Opportunities and Thrive Experiences Compendium.
- Our school values.
- Daily Collective Worship.
- Enjoyment of reading.
- PE.
- EYFS characteristics of learning.
- Preparation for life projects centred around:
  - Incentivisation and making learning irresistible
  - How to learn
  - Life skills:
    - Money.
    - Society and democracy.
    - Community engagement (Whanau – Part of our Collective Worship).
    - Self-development using the National Trust's 50 Things to do before you are 11 ¾ through our Forest School provision.
    - Well-being through physical activity (Golden Run) and mental health through MindUp.
    - Club Room Values focus and project related learning.

## **Our Internal Alternative Provision curriculum is brought to life by our seven commitments:**

### **HAPPINESS**

We aim for all our children to have a happy time whilst at school, as we know that happy children are more likely to learn. We strive to ensure all children are happy to come to school; happy to engage in lessons and do not feel disadvantaged. We promote personal development and well-being where happiness and welfare are prioritised. We will provide children with additional needs access to all aspects of school life, making reasonable adjustments, as

necessary, so that they can fully engage and participate in learning alongside their peers.

## **INSPIRING**

We inspire our children to want to learn and be the best they can. We recognise that each child has their own individual starting point and it is upon this that we build and target every child to make progress.

Our Internal alternative provision curriculum has been designed to engage the children through projects that make learning irresistible and engaging with a focus on how to learn, life skills and intrinsic and extrinsic incentives.

## **LEARNING**

Our Internal alternative provision curriculum has been designed to ensure that the children have a secure foundational knowledge to give them the best chance of success with a curriculum that builds each year. This is bespoke and suited to each individual's learning and development needs to ensure they achieve success.

See English, Maths, PSHE and Opportunities and Thrive Experiences Compendiums for more detail.

## **TOGETHERNESS**

We believe that a strong relationship between home and school is key to successful learning and, we will seek to understand and learn about a child from a family perspective to help meet their needs.

We will work together with parents/carers closely to identify a child with SEND. We will communicate with children and parents/carers and involve them in target setting, and decisions about support. Regular contact with class teachers will be planned termly through Parent Carer Teacher Consultations (PCTCs) and also through termly SEND PCTCs. These meetings will happen on alternate half terms, to ensure current progress and information is shared. The SENDCo will also attend the majority of the SEND PCTCs to provide continuity, oversight, advice and additional strategies. Signposting additional resources and support will also form part of these discussions.

In addition, families of children with SEND, will be invited to half termly coffee mornings to share ideas and signpost support. Any support from outside agencies will be co-ordinated by school and parents/ carers will be kept informed.

## **VALUES**

We model and explicitly teach children to demonstrate our eight Club Room values throughout our curriculum. Maintaining resilience and learning to be resilient can be particularly challenging for children with SEND especially if they compare themselves with their peers. To develop resilience, we have created an ambitious curriculum that has opportunities within it and our approach to learning supports having a go and breaking a task down so it can be achieved. We will work on building confidence, resilience and self-esteem to enable them to tackle more challenging tasks, lessons, subjects and new skills. To support this, we have created rewards that focus on children's effort rather than just their attainment.

We focus our efforts so that our children feel safe and valued. They know that they can approach staff and that their opinions and any concerns are valued.

We have high expectations of our children and teach them to have high expectations for themselves. We look for the talent in every child and for example, a child with ADHD who struggles to maintain focus in lessons, may excel in sports and be an ambassador when representing the school in a tournament.

We want all our children to all feel part of the Stamford Green family, whatever their additional need might be.

### AMBITION

We want each child to be ambitious and feel positive about their efforts.

Our ambition is for every child to become a confident individual, living fulfilling lives. Teachers set high expectations for all children, whatever their prior attainment. We want each child to achieve their best and learn strategies to be independent and successful.

Our curriculum has been created to encourage children to be curious and ask questions. We will learn life skills and debate/discuss the world around us allowing us to learn and grow.

We are ambitious for our staff by ensuring that their Continuing Professional Development and Learning (CPDL) continues to evolve to ensure that all teaching staff are knowledgeable and confident in supporting the needs of all learners that they work with.

### ACHIEVEMENT

Children will know about the resilience that is needed on the journey to meet goals and that steps to success may be required.

We are committed to offering all pupils the chance to thrive and fulfil their aspirations and potential. We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life. This can take the form of various reasonable adjustments or strategies being deployed. One strategy we use is scaffolding. Scaffolding provides simple strategies such as task boards to break down a task to manageable tasks so a child can complete the task independently. The aim is that once a strategy is taught and practised, a child will be able to use the strategy independently – I do, we do, you do.

We will continually assess the children's achievement to ensure that we are identifying and prioritising and meeting individual need effectively.

## By the end of Year 6 at Stamford Green, our children will...

<b>Behaviours</b>	Be independent and demonstrate strategies that they have learnt during their academic journey to manage their emotions and needs. Children will recognise how to behave in different situations and recognise the expectations of behaviour and use taught strategies to self-regulate.
<b>Attitudes</b>	Have a positive attitude to learning. They will have a growth mind set and demonstrate resilience when they find something difficult.

<b>Skills</b>	Be intrinsically motivated to engage with learning and develop skills to resolve conflict and support others. They will have strategies to support their difficulties e.g. using a task board to be independent. Children will develop strong characteristics of effective learning (see EYFS Compendium) so that they are willing to have a go at new things, and they learn through play and exploring.
<b>Knowledge</b>	<p>Find interests and opportunities in different curriculum subjects through a carefully constructed bespoke curriculum and have secure foundational knowledge to give them the best chance of success and build each year.</p> <p>The children will understand the importance of keeping themselves healthy. They will know what constitutes a healthy lifestyle and keeping themselves active through taking part in the Golden Run. Through studying mindfulness and using elements of the MindUp curriculum, the children will demonstrate the understanding and knowledge about how their brain works and will be able to recognise and deal with a range of emotions. They will develop and learn coping strategies.</p>
<b>Experiences</b>	<p>Join in the many thrive experiences that we offer including after school clubs, residential and day trips. They will have knowledge and acceptance of our multi-cultural society. They will have the opportunity to represent the school in sporting activities either competitively or in friendly games.</p> <p>In addition to learning about the wider world and the role they play in it, children will have experienced coming together as a school community to discuss important issues.</p>
<b>Technology</b>	Be able to use technology as an effective tool to help their learning e.g. iPads and Chrome books. Children will know how to use the resources independently to best support their own learning and recognise potential dangers and the importance of 'live real, play virtual'.
<b>Sustained</b>	<p>Be familiar with a range of strategies to scaffold their learning so they can reach their potential and make a successful transition to secondary school and beyond.</p> <p>The children will be encouraged to use the skills and attitudes to keep themselves safe, particularly as they get older and have more responsibility. Children will develop high aspirations for themselves; will set achievable goals and will begin to consider potential careers for the future.</p>

## **British Values and Spiritual, Moral, Social and Cultural Learning:**

**British Values:** Through the use of 'Jigsaw' British Values are promoted in every PSHE lesson. Children are encouraged to work together to create a safe learning environment, where all ideas are valued. Children are taught about their rights as a child, including those from The United Nations Convention on the Rights of the Child (UNCRC). Children are taught about equality and their rights, to understand how both they should be treated, and how they should treat others. Children are taught to have respectful conversations about thought provoking and sometimes sensitive subjects.

**Spiritual:** Through high quality interactions and discussions within lessons, links are made to their morals and values. Teachers help children to be able to reflect upon important concepts, experiences and beliefs through lessons, assemblies and visitors. Spiritual development is encouraged by engaging children with a range of mindfulness activities.

**Moral:** Through the PSHE curriculum, children learn about different cultures and how these can assist them to understand and develop their own morals. This allows the children to accept and embrace differences. Children will be taught to be tolerant and understanding of different people.

**Social:** Children are provided with opportunities to discuss their views knowing that they are in a safe environment. Children are encouraged to listen and allow others to have their own opinions.

**Cultural:** The PSHE curriculum supports cultural development by exposing them to a wide range of experiences and situations, exploring them from other people's point of view. Children will learn to be open and respectful.

Please see the PSHE Compendium for more information.