

A large white scalloped-edged shape, resembling a shell or a decorative seal, is centered on a blue background. The text 'OYSTERS SRP' is written across it in orange.

OYSTERS SRP

2016-2017



OYSTERS SRP
COFFEE
MORNING
18.11.16

Opportunity to
discuss:

Changes in the SRP

What is the same?

What is new?

Integration

Individual provision

Interventions

Question and Answer

Look at our work

MOVING FORWARD

2016-2017

CHANGES IN THE SRP

- New members of staff have joined the team; Mrs Dowling, Mrs Stafford, Mrs Wilson and Miss Salter
- Mrs Crocombe on maternity leave
- Increased opportunities for integration
- Individual provision plans and timetables in addition to EHCP
- New ASD parent support groups
- Open afternoons
- More opportunities to explore/develop life skills

WHAT HAS STAYED THE SAME

- All children are treated as individuals
- All children are grouped to meet academic, social and emotional needs
- Continued support from qualified class teachers
- Experienced support staff
- Interventions available
- Individual workstations/visual timetables
- High expectations
- Structure and routines

Integration

A fundamental principle of Oysters SRP is that every child has the potential to be included in a number of mainstream classes for part of their learning. We believe children with autism should have frequent opportunities to develop their social skills by learning together with their peers.

Consideration is given to:

- Social/emotional needs
 - Academic ability
 - Age/peer group
- Activities throughout school suited to individuals
 - Timings
- Suitability of classes/activities
 - Pupil voice



Pupil voice

“I want to integrate more to make friends and integrate for PE.”



“When I’m struggling with my work, the other children motivate me.”

“I would like to integrate more because I like it so much. I would like to do more maths.”

“They (children) do painting with me.”

“They (children) help me feel comfortable when I am there.”

“I like that it gets me out and about but not for too long.”



Joy Lane Primary School

EHCP overview

Name of child:

Year group:

Teacher:

Date set up:
September 2016

Date for review:
December 2016

Outcome:

What I need to achieve by the next review:

Extra support I need and who will provide it:

How well did it work?

Outcome 1:

Outcome 2:

Outcome 3:

Outcome 4:

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9-9.15	Tray work in group rooms during registration	Tray work in group rooms during registration	Tray work in group rooms during registration	Tray work in group rooms during registration	Tray work in group rooms during registration
9.20-10.15	English M/S with Miss Porter OS Mrs Rainsbury	English M/S with Miss Porter OS Mrs Rainsbury	English M/S with Miss Porter OS Mrs Rainsbury	English M/S with Miss Porter OS Mrs Rainsbury	English M/S with Miss Porter OS Mrs Rainsbury
10.15-10.30	Assembly	Assembly	Assembly	Assembly	Assembly
10.30-10.50	Break	Break	Break	Break	Break
10.50-11.45	Maths	Maths	Maths	Maths	Maths
11.45-11.55	Transition time	Transition time	Transition time	Transition time	Transition time
12-12.20	Lunch	Lunch	Lunch	Lunch	Lunch
12.20-12.30	Music chill out	Music chill out	Music chill out	Music chill out	Music chill out
12.30-1 15mins in/out	Lunch play	Lunch play	Lunch play	Lunch play	Lunch play
1	Afternoon registration in shared area	Afternoon registration in shared area	Afternoon registration in shared area	Afternoon registration in shared area	Afternoon registration in shared area
1.05-1.30	Phonics/Guided reading	Phonics/Guided reading	Phonics/Guided reading	Phonics/Guided reading	Phonics/Guided reading



Joy Lane Primary School

Provision Mapping

	Name of child:	Year group:	Teacher:	Date set up:	Date for review:
Quality First Teaching	Cognition and Learning			Communication and Interaction	
<p>All lessons are carefully planned and prepared to ensure all children's needs are met.</p> <p>Children are grouped and taught in groups as appropriate to ensure differentiated and targeted learning.</p> <p>Learning Intentions, Success criteria and Steps to success are shared with the children during every lesson.</p> <p>Differentiated success criteria and steps to success are used.</p> <p>Differentiated writing ladders are used to ensure consistency in writing across the curriculum.</p>	<p>Name to access English Intervention group supported by adult.</p> <p>Name to access Phonics Intervention group supported by adult.</p> <p>Name to access Maths intervention groups supported by adult.</p> <p>Name to use alternative methods of recording to support learning.</p> <p>Access to an individual table, use of screen or space outside the classroom to help name concentrate.</p> <p>Provision of self check lists for different times of the day, such as transitions and home-time.</p> <p>Individual timetables and task planners enable name to learn with increasing independence.</p>			<p>Indoor and outdoor sanctuaries to support name during unstructured times. Throughout these sessions, social skills are reinforced and embedded to promote successful play.</p> <p>1-1/group speech support offered weekly with adult.</p> <p>1-1/group language support offered weekly with adult.</p> <p>Use of alternative communication aid.</p> <p>Gardening therapy to support social and communication skills through team work and participation.</p>	
<p>Assessment for Learning is an integral part of all teaching to ensure pitch and pace of lessons is appropriate.</p> <p>Practical resources including working walls and use of ICT are available and used to support learning.</p> <p>Different teaching styles are employed in order to meet all children's needs.</p> <p>All children's learning is marked following the school marking policy. This is displayed and referred to regularly.</p> <p>Work is celebrated through displays in all classrooms and in shared areas of the school.</p>	Social, Emotional and Mental Health Development			Sensory and or Physical	
	<p>A 'Managing Feelings' group to support name in identifying and understanding their emotions and those of others.</p> <p>Gardening therapy to support social and communication skills through team work and participation.</p> <p>Pastoral Support Plan to address and support name's emotional and behavioural needs. These are created and reviewed with class teachers, name and parents/carers.</p> <p>Name may be given a 'Time out' pass for quiet time in designated area.</p> <p>Play therapy is offered where appropriate to individual children.</p> <p>Counselling can be offered to individual children where appropriate and recommended.</p> <p>Early support meetings are held to support children and their families.</p>			<p>Sensory circuits to address and target sensory needs of name resulting in a calmer start to their day.</p> <p>Provision is made to address sensory needs with the use of ear defenders and fiddle toys.</p> <p>Use of colour overlay where school screening identifies a need.</p> <p>Specialist equipment example allowing name to be more independent.</p> <p>Use of ICT to support name in accessing the curriculum.</p> <p>Name to follow the Fizzy program developing gross motor skills.</p> <p>Name to follow the clever hands/fingers program developing fine motor skills.</p> <p>Name to follow the Write-Dance program to develop handwriting coordination and skills.</p>	

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Primary School



ANY
QUESTIONS?

