

Public Consultation

Stargazers Additionally Resourced Provision (ARP)

Belmont School



Stargazers Review – Our First Year















- Stargazers is an additionally resourced **provision** – it is there to support the whole school as well as provide outstanding additional support for children with special educational needs and disabilities (SEND).
- The term '**provision**' is an important one – Stargazers is not a **unit** which provides a child's whole school experience. The children move in and out of the provision when it benefits them to do so. They are members of their mainstream class **first**, with additional provision provided by Stargazers. This emphasis on terminology needs to be embedded across the whole school culture, including parents and carers.
- The provision provided enhances each child's mainstream education – movement between the mainstream classroom and ARP is very fluid and completely personalised to each child's learning profile at the time.
- All children who access Stargazers have an Education and Health Care Plan (EHCP) with a primary need of Severe Learning difficulties – this makes us unique in the borough of Harrow.
- A team of 8 staff within the provision also support across the school and local authority. These include:
 - **Alex Revens** – Specialist Leader of Education (Autism) – Harrow Borough
 - **Laura Brown** – SEN Teacher
 - **Denise Moore** – HLTA responsible for overseeing SALT intervention across the school
 - **Rowena Sowell** – HLTA responsible for overseeing OT and Sensory Intervention across the school



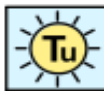







Once the specialist team was created, it was important to create a vision which we shared for what the provision would represent. The vision below was generated as a team when we first discussed our aims for the children. It was shared with parents and carers who also contributed:

"Stargazers is a central element of Belmont School Life. In Stargazers, we encourage and celebrate the moments of wonder in all children, regardless of their individual needs. Children feel happy, safe and secure and therefore are able to become more independent learners. Through fun, multisensory and personalised teaching, each small step of progress is celebrated and all children's strengths are recognised and valued. As a result of this, every child is able to fulfil their potential."

A Typical Stargazers Day

The Stargazers timetable reflects a balance between providing a wide a rich curriculum and a significant amount of time for personalised intervention, work towards specific EHCP targets and a focus on early developmental skills and play.

9:00 - 9:10	9:10 - 9:20	9:20 - 10:30		
 Register	 Circle Time	 Choosing	 Work with Adult	
	 Bucket / Sensory Circuit 			
10:30 - 10:45	10:45 - 11:00	11:00 - 11:15	11:15 - 11:45	11:45 - 12:45
 Snack Time	 Playtime	 Funky Fingers	 Choosing  Work with adult	 Lunch
		 Bucket / SALT 		

 Monday	 Forest School
 Tuesday	 PE
 Wednesday	 Music  Story Time
 Thursday	 Cooking
 Friday	 Sensory Time  Art

Sensory and Soft Play Rooms

- These spaces support children with sensory needs to regulate and be ready to learn.
- Used for specific interventions, e.g. communication and intensive interaction.
- Provide calming spaces for children who are in meltdown.
- Very motivating reward for some children once they have finished their learning.



Outdoor Provision

- Built during Summer 2020, so that the Stargazers children had a dedicated space once the school reopened following the COVID19 Pandemic.
- Designed by the Stargazers team, focused on sensory integration and sensory learning, including coloured panels, musical instruments and mark making opportunities.
- Used as an outdoor learning space daily for interventions, social skills and structured group activities.
- Additional space also created to form a core aspect of the forest school curriculum, which will involve planting our own allotment of vegetables and fruit and helping them grow.



TEACCH Approach

The primary aim of the TEACCH approach is to help prepare people with autism and other disabilities to live or work more effectively at home, at school and in the community.

The TEACCH provides visual information, structure and predictability and capitalises on many children's strengths in visual skills and adherence to routine in order to develop skills and minimise difficulties (Schopler and Mesibov, 1995).

Key Principles:

- Use of visual supports– object, pictorial or written
- Use of colours to clarify order sequence
- Reduced language – visual is your voice
- Tasks given in manageable chunks
- Consistent and clear organization



Attention Autism

Developing attention and listening skills is crucial for children with Autism. We use the Gina Davis Attention Autism approach and other sensory exploration activities to develop these skills in a fun and exciting way.

We use the Attention Autism approach to:

- Always create an irresistible desire to communicate.
- Create low risk speaking situations.
- Capitalise on the visual learning style of children on the Autism spectrum.
- Model appropriate attention skills.



Sensory Circuits

Sensory circuit aims to develop the sensory processing skills of children with sensory processing difficulties through three stages:

- 1 Alerting section:** prepares the brain for learning and for the demands of the school environment.
- 2 Organising section:** includes activities that require multi-sensory processing and balance. This helps each child to organise their body, plan their approach and do more than one thing at a time in a set sequential order.
- 3 Calming section:** provides input to ensure that as children leave the circuit they are calm, centred and as ready for the day as possible. Activities include heavy muscle work and/or deep pressure to the body.

Speech and Language & Occupational Therapy

Where stated on their EHCP, each child will have a SALT (Speech and Language Therapy) and/or OT (Occupational Therapy) plan.

SALT and OT sessions are run by our team with advice and training from the therapists who we work very closely with.

Each child will have at least three sessions of 1:1 SALT per week with one of the teachers or HTLAs.

Sensory diets are also created with advice from the OT and implemented on a daily basis.

Forest School

Once a week, children have the opportunity to attend a forest school session run by the Stargazers team.

Currently this session takes place on the school site and involving learning and play through nature.

In the future, it will include:

- Planting and gardening
- Developing our own allotment on the school site
- Potential off site forest school trips where appropriate



Art

Art in Stargazers is focused on process and producing collaborative pieces of Artwork based on the themes being explored throughout the week.

All children are able to access in different ways and contribute to the final piece.



Cooking

All children take part in a weekly Cooking session which aims to:

- Develop cutlery skills.
- Increase vocabulary knowledge of food and everyday equipment.
- Increase range of food each child is willing to explore.
- Develop concept of sequence in recipes.
- Encourage independence as the children mature into young adults.

Cooking lessons also provide an opportunity for children to work on their EHCP targets in Communication and Interaction, uses PECS to communicate.

In the future, the aim is to have a working kitchen oven within Stargazers, so that as they grow older, the students can prepare and cook their own lunches and increase their potential to live independently following education.



Read 2 Dogs

We are very fortunate to have access to an accredited therapy dog through Pets As Therapy.

Sessions will consist of a story time alongside the dog, encouraging children to interact with her as they listen to the story. These sessions will take place fortnightly.

Why?

- “PAT Dogs provide comfort, encourage positive social behaviours, enhance self-esteem, motivate speech and inspire young people to have fun.” (Pets as Therapy, 2020)
- “Dogs’ highly anticipatory, unhurried, structurally simple and easy to interpret social actions ...are easily realized by children with autism...” (Solomon, 2010)
- “The allure of pet animals, and dogs especially, is that they are able to interact with humans in an entirely embodied way, without any need for spoken language,” (Solomon, 2010)

Celebrating Achievement and Progress

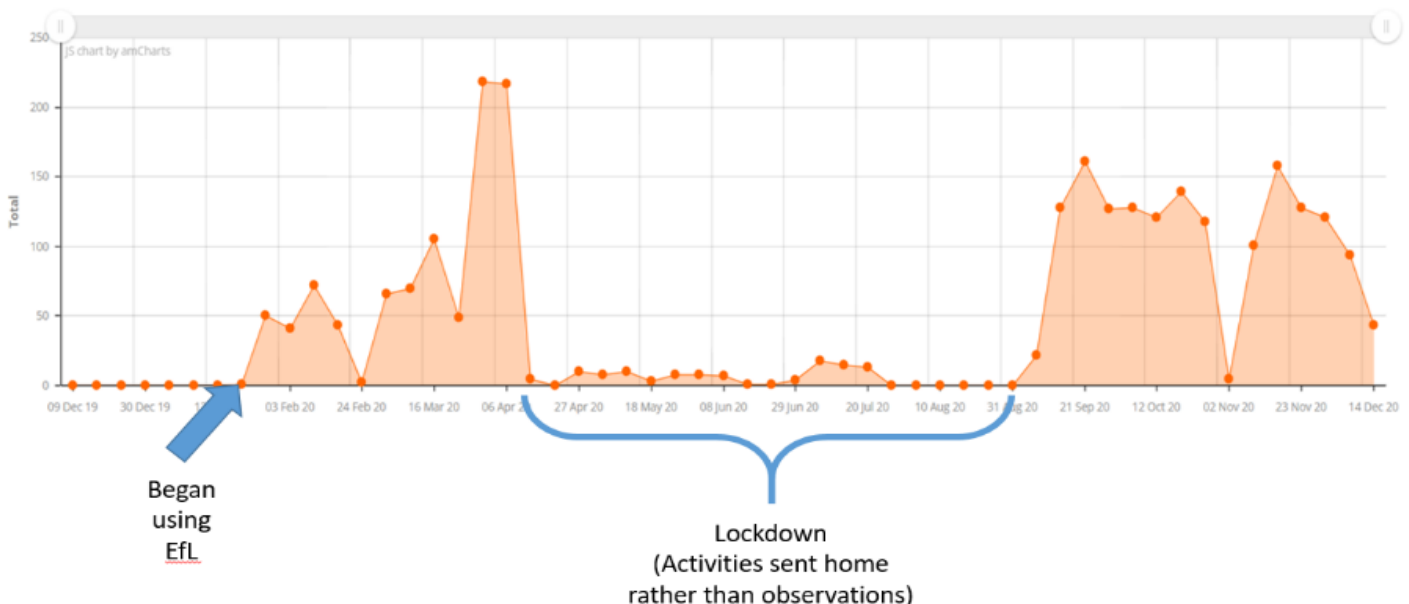
Progress for children with severe learning difficulties is much harder to capture. Progress in most children is often not linear, however this is especially so for children with SLD.

Since opening, Stargazers has used ‘Evidence for Learning’ to capture progress and celebrate every small step each child makes. This app is used in Specialist schools nationwide. The app allows staff to record videos and photos of the children’s learning experiences and upload personalised targets, based on each child’s support plans. Support plan targets are reviewed half termly using the app, and each target is reviewed using a competency scale as well as a scale of the level of support.

Children who are non-subject specific learners, learning at what would have been P1-4 in the old P Scales, are assessed using the Engagement Model (DfE, 2021).

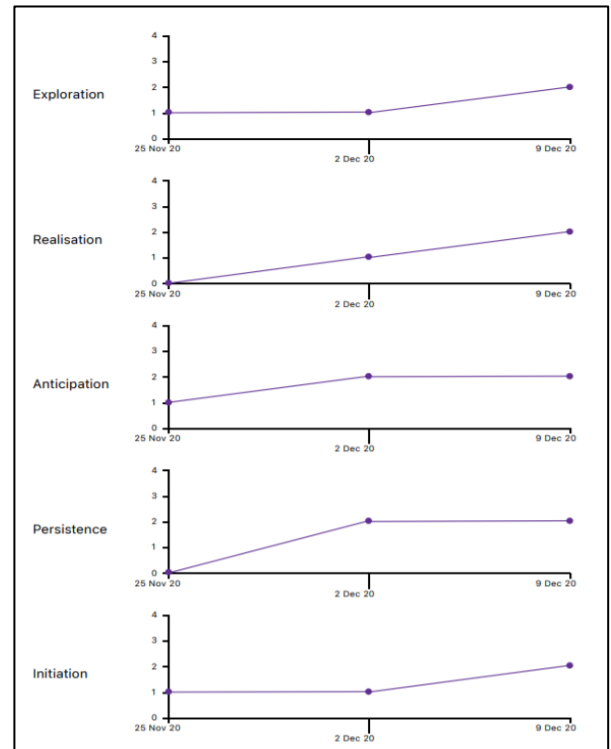
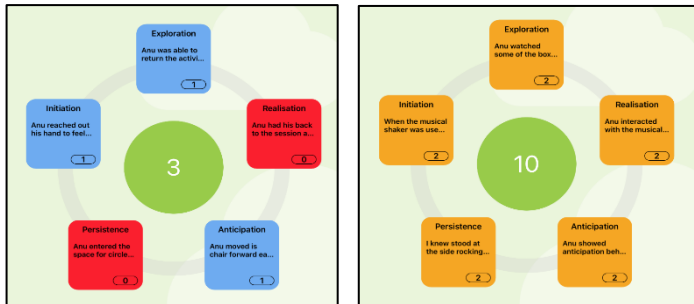
Parents are also involved in the celebration of learning and progress; they can log into the parent portal, see learning which is taking place at school and upload experiences from home so that assessment reflects the whole child, not just their school presentation.

Over 1500 observations during Autumn Term 2020-21



Capturing Engagement using the Engagement Model

With the new assessment framework for Engagement becoming statutory in Sept 2021, we have been piloting how to capture engagement and monitor progress for learning working between the old P1-4.



Capturing Progress

Pupil progress is captured through their support plans, which are based on their EHCP targets and academic teacher based assessments. Support plans are reviewed half termly, with parent contributions. Assessment also takes the level of support into account.

Reviewed support plans are then sent home to parents digitally via the Evidence for Learning parent portal. Assessment also involves other professionals including the speech and language and occupational therapist.

The screenshot shows a digital assessment tool with two main sections: Communication And Interaction and Cognition And Learning. Each section lists targets and includes a target evaluation scale from 1 to 10. A level of support dropdown menu is also visible, with options: ER, SE, PH, GH, SH, NH. The PH option is selected. A legend indicates that a yellow dot represents the baseline. Buttons for Reset, 6 Evidence, Historical, and Record are at the bottom.

It is hard to capture and sum up progress for a group of children with such individual needs and personalised curriculums. Every child within Stargazers has made at least 2 steps of progress in 70% of more of their targets on their support plans. Every child within Stargazers is accessing school full time, compared with 40% of the cohort when Stargazers opened in January.

The pandemic has paused the ability for pupils to access mainstream classes due to risk assessments and separate “bubble” arrangements. However before COVID19, every child was accessing their mainstream classroom at least once per day, with 25% of the children accessing mainstream Maths and Phonics.

In the Engagement Pilot, conducted in the Autumn term, every child involved showed greater levels of engagement across at least 80% of the aspects from baseline to week 4.

Remote Learning


When pupils were unable to attend Stargazers for periods of time during lockdowns, every child had a personalised risk assessment and support plan in place. The Stargazers team provided a creative, engaging curriculum for the children to access at home, via the Evidence for Learning Parent Portal.

Parents were sent:

- Daily activities planned by the specialist SEND teachers.
- Daily story times, filmed by a member of the Stargazers team.
- Social stories and resources to support anxiety during the pandemic.
- Explanations of the interventions used in Stargazers and training on how to use them at home.
- Personalised resources created in response to conversations which took place over the phone.
- Training in Makaton Sign Language for parents and children to do together.

Throughout the first lockdown, over 250 activities were sent home to parents. We initially had a 30% uptake, however by the end of the lockdown we had a 70% uptake by families.

Families were contacted twice a week by a member of the Stargazers team, to support parents with their own mental health and offer practical advice for how to support their child at home.



Example Child
Belmont School

HomeActivitiesReportsJournalFeedbackUpload

NotificationsChange PasswordLogout

Welcome

Welcome to the secure online parent portal for Belmont School.

The **Activities** page is now open.

All activities, stories and strategies can now be found in the Activities section rather than the Journal section. If you want to find a specific activity, you can search for it using the 'Search' bar at the top of the activities page.

We hope you find them useful!

During this challenging time, there are lots of resources which are available to use online.

Click [here](#) to see the governments list of recommended online resources. There is a section specifically for children with SEND.

You can also find the Harrow Local Offer [here](#). This outlines services Harrow can provide for children and young people with SEND.

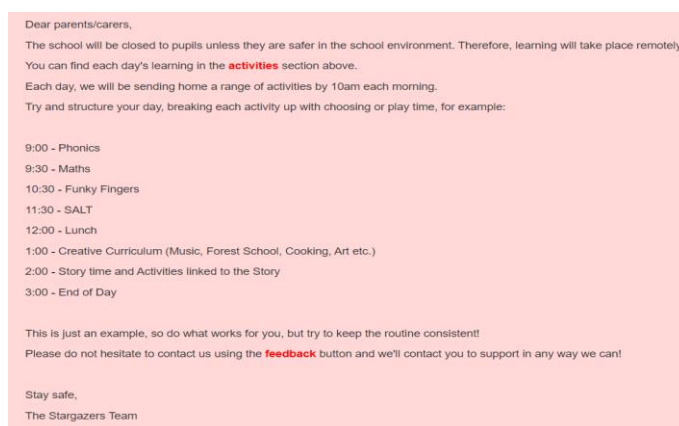
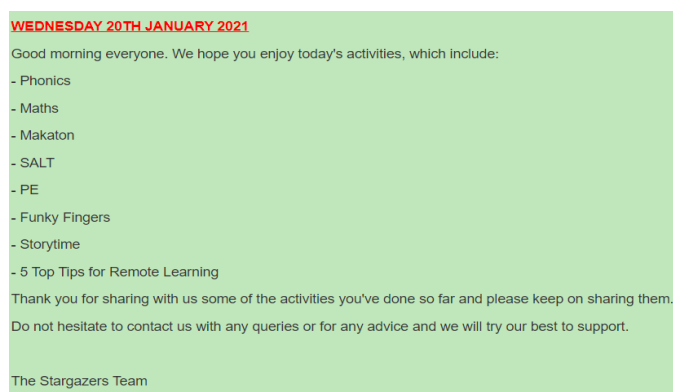
We hope it's useful!

Welcome to the Home Page for the parent portal for Belmont School's Evidence for Learning.

During this challenging time, we will be uploading lots of activities and resources to help you work at home with your child. You will be able to find these in the 'Activities' section. We upload new ideas every day so make sure you check this regularly!

Please continue to upload moments of wonder from home using the 'Upload' section, we love to see how the children are doing! If you have any questions for us, please feel free to ask using the 'Feedback' section and one of the teachers will answer and try and help in any way they can.

More recently our remote learning has become even more personalised and linked to what would be being taught at school. *Figure above: The Evidence for Learning Parent Portal* includes daily phonics, Maths and SALT \ and twice a week to support them and additional resources are then produced and sent home in response to parent requests. During the first month of this lockdown, parental engagement in the activities at 91%, significantly higher than at the start of the previous lockdown.



Parent Views

Parents were recently asked for their views on the success of the first year of Stargazers. Here is a selection of the responses:

- The support from the Stargazers team has been wonderful. They helped my son settle in quickly, and he is always happy to go to school. The team have excellent SEN experience, and really understand my son and his needs.
- They supported him really well, however I could see that the gap was already widening between him and his peers, and he would always be playing 'catch-up'. Stargazers came at the perfect time for us in our son's education. It has given him a place where he can focus on what he needs to progress with more targeted learning, set at a pace that is right for him. He is now in a similar peer group, both age and ability wise and it gives us comfort that they will be with him as he moves up the school. This friendship group is key for our children and is really important for us. Stargazers has given us the best of both worlds - the teaching aspect of a SEN school along with the opportunities of being in a mainstream class for areas our child is able to access.
- Having Stargazers means that we aren't having to send our child on transport every day, I can drop and collect him myself and have the chance to speak to his teachers on a regular basis, As I have

another child at Belmont, it means I can now send them to school together and they don't need to be spilt up. We have had excellent support from the Stargazers team. Each of the staff members take it in turns to video themselves reading a story. This was important as it meant our children could still see their teachers on a regularly basis.

- During lockdown, we have had daily activities that we can engage our children with at home, and more targeted learning so we can still ensure they are meeting their individual learning targets. The resources and ideas are easy to use, and the teachers take time to show us how we can use these. In fact it's given me a chance to be part of his learning and for him to generalise skills learnt at school to home. In particular I've really enjoyed working through 'Colourful Semantics' with my son, and I can see how much he engages with this. We are also able to share what we have been doing at home, and the regular feedback we get from the team is fantastic. I haven't felt alone in this time, and always feel that there is support from the team.
- My child always likes going to school and it seems to me that he is feeling happy being there and enjoys his stay in the stargazers. We also have noticed new vocabulary he has learned in the school.
- My child's education at Stargazer gives us a satisfaction that he is always in the eyes of specialist people, who are well trained to bring positive changes in his overall persona.
- Remote learning has been very challenging for all of us, but the stargazer team supported us very well with videos, websites, Worksheets, ideas and lots of feedback on how to work with our child. The teachers are always there to guide us.

Next Steps

Whilst we are incredibly proud of the successes over the past twelve months, we are aware that there are many ways in which we would like to develop our provision, including:

- Improving staff confidence in using the Engagement scale to assess high needs learners.
- Working with other professionals to develop our own academic assessment framework for core subjects (Maths, Reading, Writing).
- Developing our allotment, providing rich and meaningful life skills education.
- When appropriate, develop off-site provision, including regular educational visits and life skills opportunities in the community.
- When appropriate, develop mainstream class links so that **every** child has regular time spent in their mainstream classroom.

