

Croeso i Pembroke Primary School ALC.



Information Booklet 2020 - 2021



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GENERAL INFORMATION

Welcome to the Additional Learning Centre (ALC) at Pembroke Primary School. We are a specialist provision for Monmouthshire LEA with school placements for children in the South of the county.

We support individuals aged 4-11 years with Profound and Multiple Learning Difficulties (PMLD), Severe Learning Difficulties (SLD), Moderate Learning Difficulties (MLD) and Autistic Spectrum Disorders (ASD). Ours is a 20 place centre with high levels of staffing and specialist resources.

At Pembroke ALC we believe each child is unique and should be nurtured using the principles of "Person Centred Planning" in order for their potential to be reached.

This term, once the children have settled, we will invite you to a parent / teacher meeting to talk about your child's progress and targets for this year. There will also be an opportunity to find out the methods we use to encourage exploration and learning, develop reading and writing and about specific numeracy strategies taught. These are opportunities for parents and carers to see how we use resources and how we develop learners in the ALC. This will support you in your role, reinforcing concepts and strategies taught in school. We would like to have a family member to represent every child. It is also another opportunity for you to talk to your child's class teacher.





At present we have 3 classes. Pupils progress through the centre based on a number of factors including age, ability and their individualised plan. Movement to a different class usually occurs at the beginning of the school year but may vary depending on the child's need.

In ALC 1 the children work within the new Foundation Phase curriculum. This is adapted to meet the needs of each individual child and incorporates specialist therapies within their daily routines. Whilst in ALC 1 the children will develop their independent learning skills and also be taught any approaches required to maximise their potential.

ALC 2 is a mixture of Foundation Phase and some Key Stage 2 children. Although the children follow the National Curriculum, time is given to extending the child's abilities to learn and develop their skills in specialist approaches i.e. signing.

ALC 3 has predominantly Key stage 2 children. When the children reach this stage in their journey through the ALC we encourage a more academic route. The pupils follow the National Curriculum which is skills based and has been adapted to the needs of the children. We now expect the children to have a more functional use of the specialist approaches they have learnt.

We believe that children with learning difficulties also need to develop their Key Skills e.g. Communication, Problem Solving etc. Our curriculum is designed to allow pupils to gain skills and knowledge in these areas and use them in a range of contexts.

Situation specific learning in the form of community visits is also important. This allows children to have concrete learning experiences and use the skills they have learnt in a functional way.

Learning and Progress

Pembroke ALC has a holistic approach to assessment and monitoring progress. Individual development plans focus on barriers to learning and these are reviewed on a regular basis to ensure they remain relevant. Every child is given a profile with an individualised target for each Key Skill area as well as an Individual Development Plan to inform their pathway through the ALC. Academic progress is monitored through a specialist assessment tool to allow accurate tracking of pupil's achievements. Achievement for our pupils is constantly celebrated. We hope to increase each child's self-esteem and identify the positive things they have achieved.

We are committed to working in partnership with outside agencies and deliver individual therapy programmes including Speech, Occupational and Physiotherapy.

Specialised Provision

Rebound Therapy



Rebound Therapy is used at Pembroke ALC for several reasons. It can be used to facilitate movement, promote balance, promote an increase or decrease in muscle tone in children with physical disabilities. For children with Global Delay or Autistic Spectrum Disorders it can promote relaxation, sensory integration and be used to improve communication skills.

Community Visits



Staff at Pembroke ALC know that children with learning difficulties struggle to generalise skills and transfer them to different environments. We believe strongly that there is no substitute for concrete experiences and learning in real situations. Therefore, as soon as the children are ready we run a weekly trip to teach our termly topic in the community. Weekly trips to the local shops to purchase healthy foods for their daily snack encourage and promote independence and life skills.

Technology



New technology is vital to further children's educational experiences and give them access to the world around them. We have a range of computers and touch screens with specialised software that engages and enhances learning. We also have a range of I Pads that can be used as a learning tool or communication device.

Outside Area

Over the past years we have redeveloped this area of the ALC to include:

- A sensory zone where children can relax and explore
- A learning area with raised beds for science and other curriculum subjects
 - A play zone with role play house and bikes

Cookery



Each class has a cookery/food exploration session on a weekly basis. The children can explore the use of their senses and try new foods whilst learning about their topic. Children will be taught basic cookery skills including washing, cutting and mixing ingredients. They are encouraged to plan future session around the topics. Children also develop their literacy, numeracy and Key skills through these sessions by playing, handling ingredients, completing recipes and shopping for ingredients. We use our refitted teaching kitchen for the cookery sessions.

Resource Centre

At Pembroke ALC we have developed our resource centre to include:

- Adapted reading materials and books using Communicate InPrint
 - Computers to allow independent research
 - Skill packs for children to work on specific targets
- Sensory stories, puppets and story sacks
- A range of Fiction/ Non Fiction books for extending literacy skills
 - Audio stories

Soft Play



The soft play area has been specially designed to encourage children to exercise all parts of their bodies. There is a hoist that can be used to aid children with movement difficulties access all areas within the soft play room. The room includes a slide, mirrored corner with lights, a ball pit and a small trampoline. Children are able to receive their individual physiotherapy sessions in this area.

Sensory Room

We are very lucky to have a well-equipped sensory room. This includes, bubble tubes, fibre optic lights, UV lights, shape projector, LED spots and a projector wheel. The children are able to change the colours of the lights by either using a large switch or by rolling the coloured cube. The sensory room is used regularly to deliver Touch Trust, a variety of lessons and individual Tac Pac sessions. The sensory room is also used to relax, children are encouraged to lie still and listen to music.

Integration

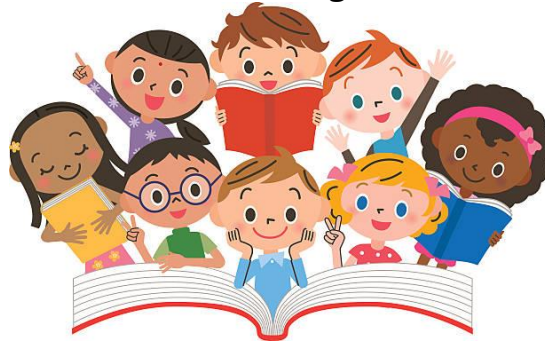
Throughout the day children have opportunities to integrate with mainstream classes. This is done through formal lessons, assemblies play times and lunchtime. Children are able to access mainstream sessions where appropriate, these are reviewed regularly by both mainstream and ALC staff.

Touch Trust



Touch Trust delivers a unique therapy programme for individuals and groups with complex needs. There are proven changes, socially and emotionally. This program increases happiness through developing communication and social skills, relaxation and wellbeing, circulation and health. Parents will regularly be invited in to discuss this therapy program and the value of each part of the sessions.

Reading



Your child will be encouraged to listen to stories and when ready read books daily. Books will be sent home for you to share with your child. It may be that they can read it themselves easily, need you to help them to read it or need you to read it to them. This allows you to share and enjoy a book with your child. The reading books will be accompanied by a reading record with a comments section for you to complete.

We use POPAT to help your child develop their phonic knowledge.

Reading Strategies

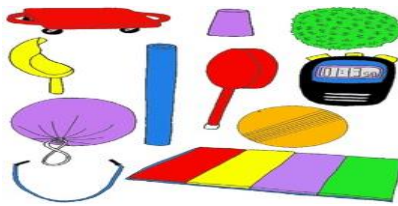
Here are some guidelines for different reading strategies which may help you support your child:

- 1 Pictorial - use the picture to help you work out what might be happening
- 2 Sound it out - use the initial sounds and phonics knowledge to work out unknown words
- 3 Segment word - break the word into sections, for example im - port - ant
- 4 Reread a sentence - go back to the beginning of the sentence to help decode words.
- 5 Read past a word - miss the word out and read to the end looking at initial sound

It is important that the book makes sense and has meaning to your child. You can help by asking questions about the text, discussing the character, making predictions about what will happen and discussing the words and punctuation chosen by the author.

We also have weekly Pets as Therapy sessions where children are given the opportunity to choose a book and share with Leila our pet therapy dog.

Physical Development



PD occurs weekly and aims to develop PE skills, teamwork and an awareness of the importance and effect of exercise. T-shirts and shorts are ideal for gym and dance. Other activities incorporate physical skills and teamwork alongside problem solving skills. Jewellery should not be worn on PD days which are usually Wednesdays/ Thursdays.

Outdoors and Forest School



We hope to use the outdoors and forest school regularly to enhance lessons and to act as a stimulus. For example, using the outdoors is beneficial to consolidate length and symmetry work in mathematics

Celebration of success.



We believe that celebrating success is important, within the ALC we have a Kindness Tree and each class displays children's successes. We have recently introduced Marvellous Mistakes to help children understand that mistakes are ok and are part of the learning journey. Every child in the class will have an opportunity to bring home the class mascot for the weekend.

Topic overview

Our topics this year are

Autumn term

Winter

Spring term

Dinosaurs

Summer term

My body and me.

School times- school doors open at 8.50am to start at 9.00am.

The official end of the day is 3.15, to ease the transition home at the end of the day children will have a staggered dismissal.

If you need to collect your child during the school day you will need to sign your child out at the office.



School Rules

Children are expected to follow the School Golden Rules:

- ✓ we are honest
- ✓ we care for each other and each other's property
- ✓ we act safely and sensibly
- ✓ we speak politely
- ✓ we listen
- ✓ we work to the best of our ability
- ✓ keep hands, feet and hurtful words to ourselves

Positive behaviour is rewarded in several ways: praise, stickers, certificates, stars on chart and Golden Book Award.

Each class decide on their class rules at the start of the school year and update throughout the year.

School Trips

School trips are planned to coincide with our topics. Information of trips will be sent out during the year.

We hope this clarifies any points you may have had. Of course, if anything is unclear please contact us. In addition, should you have any queries or worries about your child please contact us so we can work together to sort it out.

We look forward to working with your children this year.

Mrs J Carpenter, Mrs N Tyson and Miss H Williams
Class Teachers



ALC Staff



Mrs Carpenter
Lead Teacher



Mrs Tyson
Teacher



Miss Williams
Teacher



Mrs Slade
HLTA



Miss Nock
TA



Mr Sibley
TA



Miss Bennett
TA



Mrs Stait
TA/lunchtime
supervisor



Mrs Mackie
TA