



Keelmans Way School



At Keelman's Way School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their future lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.





Keelman's Way School

- Children from Keelman's way unit access the same facilities as the children from the school. Children within the main school usually have additional learning difficulties or complex needs.
- Staff are trained in the specific needs of pupils that have an Autistic Spectrum Disorder diagnosis



Our School Day

- Pupils are welcomed at the beginning of the school day by their school staff team.
- The school transport arrives between 8.45 and 9.00.
- Lunchtime is 11.45.
- Our school day finishes at 3.15.
- Parents can collect their own child or may use Local Authority transport.
- We have a simple school uniform.





Our Education Plans

My profile

Name: Child B

DOB: _____

Class: Sunshine Class NC year: Reception

- I have a diagnosis of Autism.
- I am really good at feeding myself; I am starting to try new foods.
- I love numeracy, especially numbers I will try to find numbers in the environment putting them together to form larger numbers and adding them up.
- I love to play in the hall, here I can run around and make loud noises.
- I get upset by loud noises such as sirens; if I hear this I will cover my ears and cry.
- I am fully toilet trained, I use the toilet without being reminded.

| Routes/ pivats target | I will learn how to | How will I know I have been successful | Who will help and what I might need |
|----------------------------|--|--|--|
| Literacy/ communication | Continue a rhyming string. | I will be able to hear the given word and think of another word which rhymes with it. E.g Cat, hat. | Sunshine class staff. Lots of opportunities to practise. |
| Maths/ cognition | Use mathematical names and terms for 3D shapes. | I will be able to identify a given 3D shape, I will then be able to say how many faces that shape has. | Sunshine class staff. Lots of opportunities to practise. |
| ICT | Complete a simple programme on the computer or IPad. | I will be able to complete a given programme on the computer. | Sunshine class staff. Lots of opportunities to practise. |
| PSD/ independence | Take turns with my friends. | I will be able to take turns with my friends and wait when they are having their turn. | Sunshine class staff. Lots of opportunities to practise. |
| Motor Skills/physical | Travel with confidence through balancing and climbing equipment. | I will be confident crawling through apparatus and using climbing equipment. | Sunshine class staff. Lots of opportunities to practise. |

People who care for me and help me stay Fit and Healthy: My family, Sunshine class staff.

How they do that: Provide stimulating activities. Look after my personal and emotional, physical and health needs. Watch me carefully, observe and communicate any changes in my health or behaviour between school and family.

The next important steps for me will be: Moving up to Year 1 in September 2015.

I will need help from: People who can communicate my likes, dislikes, learning preferences and communication strategies to my new class.



SCERTS

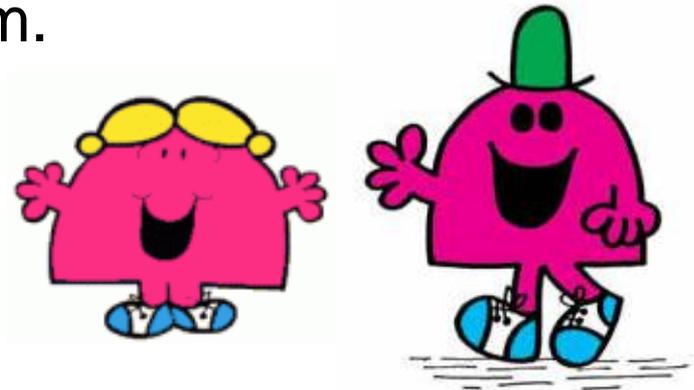
Using a SCERTS approach we focus on building the children's competence in social communication, their emotional regulation and supporting them with dealing with emotions during unstructured times, such as transitioning from one activity to another.





Little Chatterboxes

Little Chatterboxes is aimed at children at the primary part of the school. The aim of the group is to help the children enjoy and participate in small groups, and to be able to develop an understanding and expression of simple language including Makaton signs. Strategies and activities are also modelled to staff within the school and also the unit so this is continued in the classroom.



Home school links

- ▶ We have a daily communication book for routine information to be shared
 - ▶ Urgent contact by phone
 - ▶ Training sessions for parents e.g. sensory strategies, Makaton
 - ▶ Phone access
 - ▶ Medical support
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Communication Passports

- This is a simple guide that tells people how to communicate with your child and how to hear your child's voice and share meaningful interactions with them.
- It provides useful information on your child's communicative strengths and needs.
- It enables your child's needs to be met if they are not fully able to express them themselves and provides valuable information such as communication and medical needs and emergency contacts.
- It is a snapshot of your child's everyday needs and aims to build better relationships between your child and significant people in their lives.
- Every child in our school has a communication passport which is updated annually. They have one in school as well as one in their bags. Everyone from school staff to escorts are made aware of these.

•I like filling containers and looking at books.

•I like to eat sausage rolls, tomato soup and Wotsits.

•When I am sad I sometimes need help to calm down.

•When I am happy I will give lots of cuddles and be very kind to my friends.

•I like numeracy and counting numbers.

•I like to eat Quavers (88's), noodles and rice pudding.

•When I am sad I will put myself in time out to calm down as I am very vocal.

•When I am happy I will be full of laughter and smiles.

•I like playing with the Lego and the Mobilo.

•I like to eat sandwiches, cheese, yoghurts and monster munch.

•When I am sad I am quiet and shy.

•When I am happy I will be very vocal and smiley.



Our Learning Journey

- All of the children's learning is linked to Development matters – the Early Years curriculum.
- It is set out in a very clear format which anybody would be able to pick up and understand with photographs to show what the child was doing at the time of the observation.
- The format for the learning journey is; the date, observation, what it links to and finally the next steps.
- They are split into six sections which are as follows; Personal social and emotional development, communication language and literacy, physical development, mathematics, understanding the world, expressive arts and design.

- ▶ Anything else you would like to know?
 - ▶ Please call us 0191 4897 480
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