



Nether Green Junior School

Integrated Resource



For Children with
Significant Learning
Difficulties & Complex
Needs

An introduction to our Integrated Resource

Nether Green Junior School Integrated Resource offers specialist provision for children in Y3 to Y6 with special educational needs. It is funded by the Local Authority who decide which children are allocated a place. All of the children in the resource have an EHCP. Our children mostly come from the southwest of the city. Pupils can start in the resource at any time during Key Stage Two (age 7 – 11), although most of our children start in



Year 3. Pupils may be entitled to transport by the Local Authority. Our staff are trained to meet the needs of children with a variety of complex learning needs, and in the past we have worked with pupils with moderate/severe learning difficulties, Downs Syndrome, autism, dyspraxia, Prader-Willi Syndrome, Tourettes and Smith-Magenis Syndrome. Our pupils go on to the secondary schools appropriate to their needs, either to a mainstream secondary school, to an integrated resource in a mainstream school or to a special school. The resource is staffed with a high ratio of staff to children (approximately 1:3).

Our Aim

Our aim is to offer a flexible curriculum and programme to meet the social, emotional, physical and academic needs of all of our individual children. During their time spent in the IR, we



aim to allow pupils to have the opportunity to work (with a high level of trained adult support) on individual programmes of learning and to focus on speech and language skills, independence skills and life skills. We aim to enable children to integrate into mainstream school life as fully as possible both in the classroom and wider mainstream activities. Most importantly, the children have time to build their self-esteem in a nurturing environment, to give them the confidence to reach their potential.



Who attends our IR?

As its name suggests, the Integrated Resource offers specialist provision within a mainstream school setting. It benefits those children who have a relatively high level of need, but also need access to a mainstream setting. We can offer specific programmes, a high ratio of adult support, specialist staff and also access to mainstream activities. We cater for children whose EHCP indicates significant learning difficulties. The children usually have additional needs, which may include speech and language difficulties, autism spectrum disorder or dyspraxia. Our children need small group work, one to one support and intensive programmes. They are children who benefit from life skills work and who are usually working at a very early academic level. They are children who may not yet be able to read and write. Most importantly, the children in our resource benefit from being in a mainstream setting, with access to mainstream lessons, environment and friends.



Staffing

One of the main advantages of the Integrated Resource is the level of staffing available for the children. The ratio is roughly one member of staff to 3 children, although we do have some children who require 1:1 support. The way this is managed is varied, to give children support when they need it. Children are supported (as appropriate to their needs) within the mainstream environment and



additional support is available at lunchtime. The children's programmes of work are planned and managed by the Leader of the Integrated Resource, who closely tracks and monitors the children's progress using the Birmingham Toolkit. Appropriate work is overseen and delivered by the Leader and other members of the team. All the staff have specific training in areas of special educational needs.

Our IR Team:

Miss C Bamford – Leader of the Integrated Resource

Mrs L Alger – Higher Level Teaching Assistant

Miss H Glossop - Teaching Assistant

Mrs K White - Teaching Assistant

Mr Wright – Teaching Assistant

Mrs C Feliu – Teaching Assistant

Mrs S Akhtar – Teaching Assistant

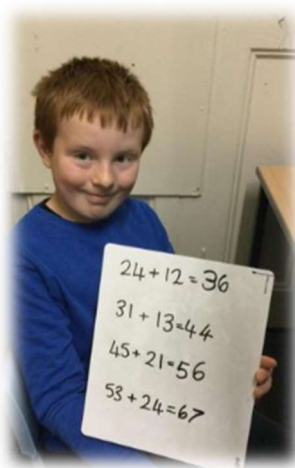
Miss M Gray – Teaching Assistant



Our school day

Our days are extremely predictable and usually follow a very similar setup. The resource is split across two classrooms; one which is used for English and Maths, and the other that is used for EHCP targets and interventions. The children and staff are split between the two classrooms throughout the morning.

The setup of our school day changes with each cohort of children. It can also change frequently to meet children's needs or it can adapt to link with or accommodate events which are happening either in the IR or the mainstream class.



Each child is also linked to a mainstream class and will join his or her mainstream class as much or as little as is appropriate, according to his or her individual needs at the time. IR pupils mostly work in the IR in the mornings and join their mainstream class in the afternoons, if and when appropriate. IR staff liaise closely with their mainstream teachers at the beginning of each week and again each morning, to “fine tune” the level of integration for each child. In mainstream, pupils may have 1:1 support or shared support. On occasions, pupils may join their mainstream class unsupported, for

example, when building up a level of independence, particularly in Y6. The above description gives a general overview of how the IR works but it can be very different for each individual child. Personalised programmes and timetables are put in place to ensure that we meet the needs of each individual child.



We aim for the children to be as independent as possible at playtimes and lunch times. The children eat their lunch in the dining hall with their mainstream peers. They are always supported by our support staff. As appropriate children have additional support at break times, on the playground or at lunchtime clubs in the hope that they will learn to become independent. Our lunchtime supervisors know the children and their needs well. Part of the children's curriculum teaches them how to play and be friends.

Parents/carers



We value a close relationship with parents/carers. IR staff are available to talk to parents/carers both in the morning and at the end of the day. We encourage parents to communicate with us using Take Home Books/the IR email address and we send home personalised weekly newsletters to update with progress for that week.

Summary

Life in the IR at Nether Green Junior School is never dull! We pride ourselves on having a totally flexible, nurturing approach and we are always on the lookout for opportunities to include our children in as many mainstream experiences as possible. Every child certainly matters in our IR.

For further details please contact:

Miss Charlotte Bamford – Leader of the Integrated Resource

Mr Will Allen – Head Teacher

Nether Green Junior School

Fulwood Road

Sheffield

S10 3QA

Tel: 01142302461

Email: enquiries@nethergreen-jun.sheffield.sch.uk