

Clydeview School

General Information



Clydeview
School

Clydeview School is a welcoming school that supports primary age pupils who have a wide variety of additional support needs. We are currently situated in North Motherwell on a shared campus with St Bernadettes Primary School. We are a small nurturing school, each of our 5 classes is supported by a strong team comprising a class teacher and 2-3 additional support needs assistants. The team in Clydeview have planned and resourced the learning environments to support the individual needs of the learners in the class to provide them with rich and varied learning experiences.












Clydeview School

Magna Street

Motherwell

ML1 3QZ

01698 274985

8:50 - 9:30 Block 1	9:30 - 10:30 Block 2	10:30 - 10:45 playtime	10:45 - 11:15 Block 3	11:15 - 12:00 Block 4	12:00 - 1:00 Lunch & Playtime	1:00- 1:45 Block 5	1:45 - 2:30 Block 6	2:30 - 3:00 Transition Ready for home
								

Our busy day

8:50 - 9:00	Pupils arrive in school via school transport and are met by the Clydeview team at the gate to be supported safely into class. Staff support independence skills and encourage the pupils to take responsibility for their own belongings.
9:00 - 9:30	Block 1 - Classes have well established morning routines that are planned to meet the learners individual needs and abilities. We provide our pupils with a calm and structured start to the day to ensure they are settled and ready to engage in their learning activities. Pupils have the opportunity to develop their communication skills during morning group where they can make choices and explore their day ahead.
9:30 - 10:30	Block 2 - Classes participate in a variety of learning experiences that vary from sensory exploration to active literacy and numeracy tasks. Classes all have a sit down group snack where they are supported to make choices and develop their eating and drinking skills.
10:30 - 10:45	Playtime - Our learners are supported to explore their outdoor learning environment. Staff support the development of social and play skills. The children have opportunities to develop their gross motor skills and enjoy the outdoors.
10:45 - 11:15	Block 3 - Learning experiences are designed to meet individual learners needs and abilities. Activities are target led from the Foundation Milestones, Pre-Early Level Benchmarks and A Curriculum for Excellence. A variety of individual, group and whole class experiences are provided both within and outwith the classroom environment.
11:15 - 12:00	Block 4 - Classes have access to a variety of learning areas, pupils can visit the sensory room, the mini gym, the mud kitchen and the gym hall. These areas are timetabled, classes all have their own slots so everyone has the opportunity to explore them.
12:00 - 1:00	Lunch & Playtime - A hot lunch is prepared on site by our catering staff. Every pupil can choose a hot or cold lunch. During this time we encourage our pupils to make choices and to explore new foods. All individual dietary requirements can be catered for, however, pupils are also free to bring their own packed lunch should they wish to.
1:00 - 1:45	Block 5 - Some classes use this block for a quiet sensory time. Here we explore mindfulness and a time for staff to build positive relationships with the pupils through a variety of relaxation experiences such as hand & foot massage.
1:45 - 2:30	Block 6 - Learners have the opportunity to be creative and explore music and art based activities.
2:30 - 3:00	Home transition - Pupils come together as a group at the end of each day to provide a structured end to each day. This calm end to the school day may include storytelling, sensory story. Independent dressing skills are promoted.

Total Communication is part of our Core Curriculum in Clydeview School, It is about building relationships and self-esteem. Total Communication lies at the heart of our ethos in creating a culture where language and communication is accessible to all. It includes all the ways we communicate and all the strategies and resources that we use consistently to promote, support and encourage positive communication.

All children and young people have the right to have their voice heard, this includes all our learners in Clydeview School who may experience challenges with their speech, language and/or communication, who use Augmentative and Alternative Communication (AAC) and those whose social, emotional and behavioural needs are a barrier to their communication.



Objects of Reference - we use these to support communication, i.e jackets to communicate time to go out to play, plate to represent lunch time.



PECS - functional communication system to develop early communication skills. Symbols are used to share observations, feelings and make their needs and wants known.



Makaton - language programme using hand signs used alongside verbal communication to support understanding.



Intensive Interaction - used to support early development communication skills such as eye contact, facial expressions, turn-taking and emotional engagement.



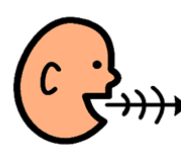
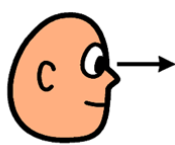
Symbolised Environment - used to support pupils awareness of their environment, routines. All signage incorporates Boardmaker symbols to make them accessible to everyone in Clydeview School.

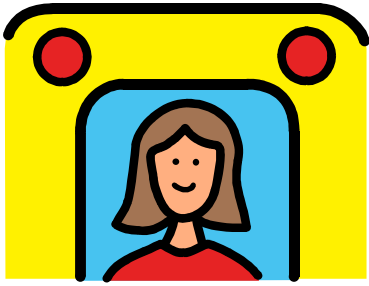


Talking Mats - a symbolised activity used for pupils to share their likes/dislikes and to share their thoughts on specific subjects.



Social Stories - visual stories that support pupils understanding and ease anxieties around social situations like going to the hairdresser, fire drill etc.





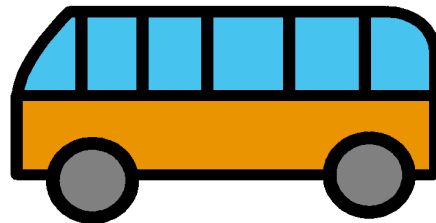
School Transport

All the pupils who attend Clydeview School are provided with transport either via taxi or mini bus.

Process

- ◆ Once pupils placement in Clydeview has been finalised the school will submit a transport request on your behalf.
- ◆ Depending on your child's needs, locality etc. they will be assigned school transport by
- ◆ The taxi driver and escort are awarded yearly contracts, they will be in touch with you directly during the summer holidays to introduce themselves and arrange for an in person visit.

Parents/Carers can transport their child to school however we do advise that school transport is used to support the pupils independence and transition skills.



All children's learning experiences are provided by guidelines set out by the Scottish Government under "Curriculum for Excellence."

There are eight curriculum areas:



Literacy & English



Numeracy & Mathematics



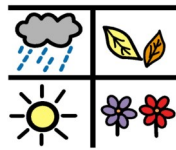
Health & Wellbeing



Expressive Arts



Religious & Moral Education



Sciences



Social Studies



Technologies

Literacy, Numeracy and Health & Wellbeing are given added importance because these skills are so vital in everyday life. All teachers have responsibility to teach these 3 core areas. Within the schools vision and values, communication, independence and social skill development are extremely important and as such the school provides a wide range of experiences for pupils in their immediate, local and wider communities. This is enhanced through our total communication environment and our core curriculum. Where appropriate, published literacy and numeracy schemes are used such as Oxford Reading Tree and North Lanarkshire Active Literacy Programme and SEAL. These are supplemented by a resources which teachers have developed to cater for the specific needs of our pupils.

Our pupils learn in different ways, through listening, watching and doing. Teachers prepare their lessons so that children have the opportunity to experience all ways of learning in the different areas of the curriculum. Our teaching and learning is focussed and the school has an active learning approach. In the early years children will have a range of learning experiences that include planned and purposeful play and stimulating learning which engages and challenges children's thinking using real life and imaginary situations. As children progress through school they continue to be involved in active learning experiences which are engaging and give them ownership of their own leaning. These become increasingly linked to providing pupils with opportunities to make choices and develop the skills necessary for interdependent and independent learning.



Partnership Working

Many of the children who attend Clydeview receive direct and indirect multi-agency support. We have strong working relationships with all our multi-agency partners, they are valued members of our wider Clydeview community. Each pupil will have their own network of support and this outlined in their personal profile within the school and will form the basis of their GIRFEC planning and creation of their GIRFMe plan. Not every pupil will require multi-agency support, their involvement will be on an individual basis. We have long established working relationships with our partners and should there be an additional need for support a request of assistance can be made to them after discussion with parent/carers.

Some of our multi-agency partners include;

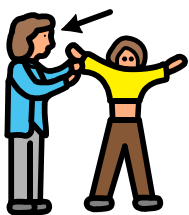


Speech and Language
Therapist

Additional Needs
School Nurse

Specialist Nursing
Team— Epilepsy, Dia-
betes, Respiratory

Physiotherapist

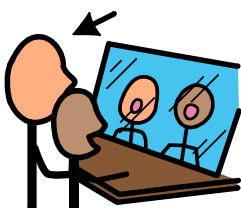
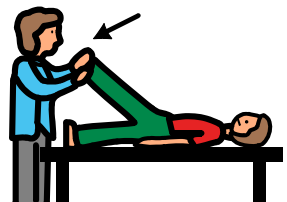


Educational
Psychologist

Visual Impairment
Teacher

CAMHS

Hearing Impairment
Teacher

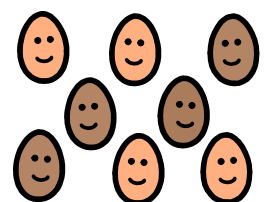


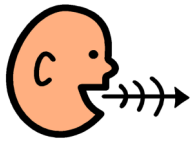
Community
Paediatrician

Occupational
Therapist

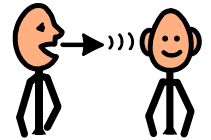
Dietician

Child Smile Team





Home School Communication



We are very proud of our learners achievements and all the hard work that they do. We want to celebrate this with parents, carers and our wider school community in as many accessible ways as possible. We value the information that you as parents/carers share with us also, it enables our staff to best meet the needs of the pupils. Small changes can have a large impact on their wellbeing at school, for example, medication given prior to coming to school, any changes to home routines/sleep patterns etc. This information can be sent to class teachers via the private message feature on ClassDojo.



ClassDojo

This is a fabulous free app that you can download onto your smartphone (available on Apple and Android devices) or access via www.classdojo.com. Class teachers use this to communicate with parents and share photos of pupils learning and achievements. As a school we use this to share important information about school events and important dates for your diary. This is a private communication tool that will only be available to parents/carers, each pupil will have their own unique code that will be sent to you by their class teacher.

Every pupil has a talkie tin on which the class teacher will record a positive message about their busy day at school, what activities they have participated in and what they had for lunch that day. This will be sent home for your child to share with you. We would encourage all parents/carers to record a short positive message onto the tin in reply of what your child did at home, this can include what they had for dinner, if they played games, went to clubs, had a bath etc. Your child can then share this during their morning communication group the next day with their peers. This provides us in class with an excellent opportunity to promote talking and listening skills.



Talkie Tin

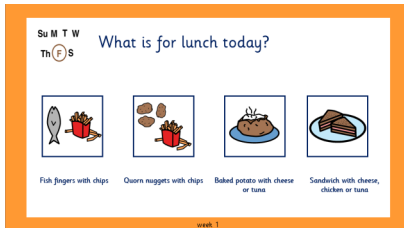
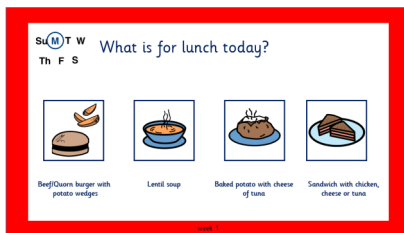


Follow Us On
twitter

We have a school Twitter account **@ClydeviewPS**. Our Twitter account is public to maximise the people we can share our exciting news with. As a Rights Respecting School we value our pupils right to privacy (UNCRC Article 16), please let us know if you do not wish for your child to feature on any of the schools Tweets. We also have a school Twitter policy that you can request to see.



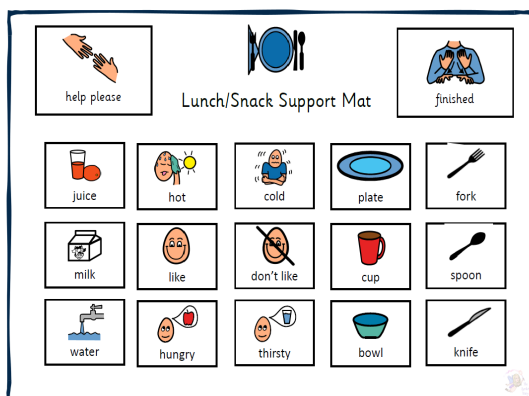
Eating & Drinking



School lunches are prepared by our school catering staff. Every day there are 2 choices, one of which is vegetarian. Our catering staff work closely with ourselves and parent/carers to meet any dietary requirements. We encourage all our pupils to try a school lunch however parents/carers can send in a ready to eat packed lunch for their child if they would prefer. The school staff do not have kitchen facilities within their classrooms so they are unable to prepare or reheat food from home. You can access the NLC Lunch menus and subscribe to email alerts by scanning the QR code. Many of our parents message the class teachers at the start of the week with suggestions of suitable options.

Each class has a healthy morning snack before playtime. Every class completes an order form to be delivered or collected. This provides an excellent opportunity for the pupils to practice their choice making and communication skills. Many of the classes use this teaching and learning time to introduce or consolidate social eating skills.

Yellow Team Snack Order	
	apple <input type="checkbox"/>
	banana <input type="checkbox"/>
	orange <input type="checkbox"/>
	grapes <input type="checkbox"/>
	yoghurt <input type="checkbox"/>
	Friday toast <input type="checkbox"/>



Pupils may have specific safe eating & drinking plans written by their Speech and Language Therapist. Staff are kept up to date on any requirements or adjustments that pupils may need and full training is given by the SaLT and School Nurse. Staff are experienced in supporting pupils who received fluids and feeds via PEG feeding tubes.

Planning to meet individual needs - GIRFMe



Getting it Right for Me

Name:	Clyde View
Stage:	P2
Date plan made:	August 2021
Review date:	October 2021
Teacher:	Mrs Graham (Class Teacher)
Named Person:	Mrs Webster (Lead Teacher)

Term 1 review date:	January 2022
Term 2 review date:	April 2022
Term 3 review date:	June 2022

Staged Intervention level:	Level 1	Level 2	Level 3	Level 4
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CONFIDENTIAL

Every pupil in Clydeview School has an individual Getting It Right For ME plan that are regularly updated to include their individual learning targets set by their class teachers and also targets set by multi-agency partners. Each pupils plan includes all the important information on strategies and resources that they need to support them to make progress. These plans are shared with parents/carers at the start of term, parents meeting and annual reviews.

Every child is an individual with their own like and dislikes, their own methods of communication and the things that they may find challenging. Every child in Clydeview has a GIRFEC folder that contains all the relevant and important information that will keep them safe, healthy and help them achieve. The folders are kept securely in the classrooms for the staff to access and they are kept regularly updated.

Examples of some of the documents—

Communication Passport

Pupil Name	Clyde View	Date Completed	10.09.2022
Completed By	Mrs Graham	Year Group	P2

How I indicate my choice:

- ☐ Rejection
- ☒ Acceptance/enjoyment
- ☐ Real objects
- ☐ Photos
- ☒ Symbols
- ☐ Unsupported
- ☐ Can use iPad for choice making
- ☒ Own PECS book

Additional Comments:
Needs encouragement to use his PECS book, ensure it is with him at all times.

What I need to support my communication:

- ☒ First & Then Board
- ☐ Individual timetable (visual)
- ☐ TA/CAPAC
- ☐ Objects of Reference
- ☒ Social Stories
- ☐ Intensive Interaction

Additional Comments:
Social stories should be accessible in school at all times. These can be kept within Clyde's PECS folder (pouch on the back).

What I need to help me understand:

- ☐ Objects
- ☐ Photos
- ☒ Symbols
- ☒ Desires
- ☐ Signing
- ☐ Use key words only
- ☒ Increased thinking time
- ☐ Full sentences

Additional Comments:
Always give time to gather his thoughts, ask once, don't repeat the question/request over and over this will make him anxious.

Multi-Agency Support for communication:

- ☒ Speech & Language Therapy
- ☐ Occupational Therapy
- ☒ Physiotherapy

Additional Comments:

Makaton

- ☒ Benefits from use (adult signing)
- ☐ Uses signs in limitation
- ☐ Uses signs spontaneously
- ☐ Uses own signs (requires sign dictionary)

Additional Comments:
Always accompany verbal communication with 1 or 2 core Makaton signs.

Communication Passport

All About Me...

Hello, my name is Clyde View, I am 8 years old! I am in Primary 3 at Clydeview School. I live at home with my Mum, Dad, and my big brother Joe. Here I have lots of information about me but if you need more I have a GIRFMe Plan that my teacher will be able to share with you.

Communication
I communicate my needs and wants through vocalisations & facial expressions to let you know if I am happy or upset.
If I need/want something I will point it out to you.
I am working on PECS Phase 4/5 multi word sentence.

Eating & Drinking
I have a restricted diet, in school I usually choose a cheese sandwich for lunch and drink milk. I do like puff pastry, garlic bread, graham and pizza as well.
At home I like pasta sauce, McDonalds chips and Kinder Eggs.

Things I don't like...
I don't really like loud noises, screaming and raised voices.
I enjoy twirling material however this can cause me to be overstimulated.
I don't really like stopping when I am having fun.

Things I like...
In class I like exploring different textures and sensory play. I enjoy games on the Smartboard and just now anything yellow!
At home I like to play on my iPad, my hot tub. I like playing with my games & yellow cans and bubbles.

Safety
I have no awareness of road safety to please hold my hand when we are out and about.
I have a risk assessment.
If I am upset I may grab your arm or pull hair, please give me lots of space to calm down with calm verbal support.

I work best...
I work best in a small group with symbols/mak to help with transitions.
Help me understand by using symbols and Makaton signing whenever possible.
Keep my resources simple and uncluttered so I can clearly see what I have to do.

Personal Care
I need support to help me remove and put on my jacket.
I have Proton medication and cream in school for when my feet get itchy.

All About Me

BEHAVIOUR	AMBIER - ESCALATING	CRISIS
<p>Behaviour: Things I do to show you I am calm.</p> <p>I will smile and make eye contact with my L1 ADNA/Teacher.</p> <p>I will show an interest in what my peers and doing and choose to sit beside them.</p> <p>I will use my symbols to make requests and verbalise single words calmly in my quiet voice.</p> <p>I will calmly complete my work tasks from my work box and join in with group activities for short periods of time with L1 support (15mins).</p> <p>Support Strategies: Things you can do to help me remain calm.</p> <p>Speak to me in a calm clear voice.</p> <p>Don't place too many direct demands on me at the one time.</p> <p>Use my first and then board to prepare me for upcoming transitions.</p> <p>Have all my resources prepared for me to complete my task or support me with visual prompts of the resources I need to collect.</p> <p>Tell me at the start of my work tasks exactly what activities I need to complete and what will happen when I do (forward).</p>	<p>Behaviour: Things I do to show you I am unsettled.</p> <p>I may raise my voice.</p> <p>I will only sit with my peers for a few minutes before asking to go somewhere else.</p> <p>I will show no interest in my work box tasks and slide off my chair.</p> <p>I may start to giggle loudly and try to sit on your knee.</p> <p>I may try to lie on the floor and not respond to any communication from my supporting adult.</p> <p>I may wander around the classroom picking up and object and bringing them over to the corner.</p> <p>Support Strategies: Things you can do to help me return to calm.</p> <p>Remind me of good sitting and quiet voice if in the classroom.</p> <p>Use my first and then board to keep me focused on what I am doing now and what I will do next. It might be necessary to shorten the length of my current activity.</p> <p>Ask me calmly and sign "What do you want?" if I tell you and it is possible then add it to my first and then board for after I complete my current task.</p> <p>Tell me calmly (verbally & sign) Time for... Keep all other verbal dialogue till later when I am calm.</p>	<p>Behaviour: Things I do when I am in crisis.</p> <p>I may shout loudly.</p> <p>I may arch my back backwards either standing or when lying on the floor.</p> <p>I may bang my head on the floor or table.</p> <p>I may start to cry.</p> <p>I may try to bite, scratch or hit my peers and adults. I am more likely to run towards adults than my peers.</p> <p>I may run out of the classroom/floor exit.</p> <p>I may throw objects and resources.</p> <p>Support Strategies: Things to do to help me and others safe.</p> <p>If safe to do so allow me to leave the classroom to go to the sensory room or outdoor area. If not then remove my peers from the classroom to give me some quiet space to calm down.</p> <p>Keep verbal communication to a minimum. Ask me only "What do you want?" and use my first and then board with a maximum 2 symbols to reinforce what I have to do followed by a positive reinforcement.</p> <p>2 adults should support me when I am upset but do not overwork me, give me space to calm down and recommence interaction only when I am calm and isolate it with you first.</p>

Positive Relationship Plan

School Uniform

We have a school uniform that we encourage all pupils to wear. Our school colours are burgundy, sky blue and grey. If you wish to purchase uniforms with the school badge you can do so online via the Brigade website www.brigade.uk.com and searching for Clydeview School or scanning the QR code below to take you to our page. All orders placed via the website will be delivered to your home address.



Personal Care



We respect the dignity of our pupils and promote independence throughout the school day. Currently in Clydeview we have both toilets and changing facilities where the pupils are supported with their intimate and personal care needs by our Additional Support Needs Assistants. Every pupil has a personal care box within the changing facilities, parents are asked to provide wipes and pads for their child, these can be sent in daily or a bag/packet at a time and staff will notify you when they are running low.



We ask that all pupils have a spare pair of clothes/underwear that can be kept in their box in case these need to be changed.

Medication

All medication is kept locked in the Head Teachers Office during the school day. Any medication that your child requires must be in the original packaging and be clearly labelled by the pharmacist with the child's name and how it is to be administered. In addition to this parents/carers must complete a medication consent form. The school will not be able to administer medication without these safety precautions.

