



Clydeview School

Information Booklet

Session 2023-24

Clydeview Primary is a welcoming school which supports Primary aged pupils with a wide range of additional support needs (ASN). The school has recently relocated to a shared campus with Firpark Primary (ASN) and Cathedral Primary School, in the centre of Motherwell. The school has 6 classes, hall area, sensory room and pupils access a number of shared areas across the campus. Class teams comprise of a class teacher and 2/3 addi-

Clydeview School

Our Vision
 (as created and agreed by staff, parents and our partners)
 'To Get It Right for Every Child'

We are committed to building strong partnerships with parents/carers and our partners to support our learners develop their strengths, skills and talents to the full. We will provide our learners a nurturing and safe learning environment where high quality learning and teaching opportunities will develop their independence, social and communication skills.

Aims:
 Professional Development
 Effective Contributors
 Responsible Citizens
 Confident Individuals
 Successful Learners


















Values:
 Positive working relationships
 Rights Respecting
 Openness & Honesty
 Everyone Included
 Celebrate Success

Clydeview Primary School

Cassels Street

Motherwell

ML1 1DX

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 & Play-time  	1:00 - 1:45 Block 5  	1:45 - 2:30 Block 6  	2:30 - 3:00 Transition Ready for  
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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 Primary. 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 learners in Clydeview Primary, who may experience



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 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.



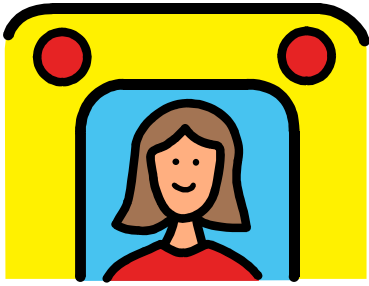
Symbolised Environment - used to support pupils' awareness of their environment and routines. All signage incorporates Boardmaker symbols to make them accessible to everyone in the school.



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' understand-

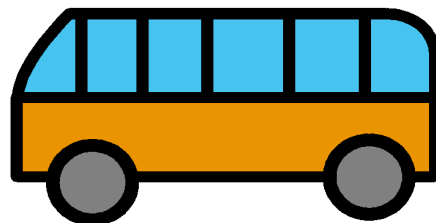


School Transport

All the pupils who attend Clydeview Primary School are entitled to and provided with transport, usually an NLC bus or a taxi. Parents are able to claim pa-

Process

- ◆ Once a pupil's 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— usually a bus or a taxi.
- ◆ The allocated transport provider will be in touch with you directly, usually at the end of the summer holidays to introduce themselves and arrange pick up / drop off times.



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



Literacy & English



Numeracy & Mathematics



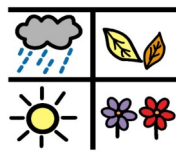
Health & Wellbeing



Expressive Arts



Religious & Moral Education



Sciences



Social Studies



Technologies

There are eight curriculum areas:

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 school's Vision and Values Statement, 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 a Total Communication environment and 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 resources which teachers have developed to cater for the specific pupil needs.

Pupils learn in different ways, through listening, watching and doing. Teachers plan and prepare lessons so that children have the opportunity to experience a variety of learning styles across the curriculum. Teaching and Learning is focussed and the school has an active learn-

In Clydeview Primary the children and young people are learning and developing essential communication and life skills as soon as they arrive in school. They learn not only through planned learning experiences but also through daily interactions, routines and regular activities.

Skills developed through the Core Curriculum framework link entirely to wellbeing needs through the GIRFEC agenda and promote dignity for our young people. Skills are clearly linked to Curriculum for Excellence Experience and Outcomes, across all curricular areas but particularly in the core areas of Literacy & English, Numeracy & Mathematics and Health & Wellbeing and also the Foundation Milestones.

In line with the school's Vision, Values and Aims, all staff in Clydeview Primary have a shared responsibility for developing communications,



morning & home routines



snack & lunch routines



accessing the community



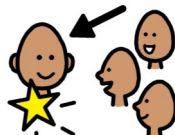
managing myself



play & leisure



personal & intimate care routines



celebrating my learning



citizenship



digital literacy



learning for sustainability

functional independence and

social skills through the Core Curriculum framework.



Partnership Working

Many of the children who attend Clydeview Primary receive direct and indirect multi-agency support. There are strong working relationships with all multi-agency partners, who are valued members of the wider Clydeview community. Each pupil has their own network of support which is outlined in their Personal Profile within the school and forms the basis of GIRFEC planning and the creation of individual GIRFMe Plans. Not every pupil requires multi-agency support, some pupils may have single agency involvement which is reflected in the planning. There are established working relationships with partner agencies, however should an additional need for support arise



Speech and Language Therapist

Additional Needs

School Nurse

Specialist Nursing Team— Epilepsy, Diabetes, Respiratory

Physiotherapist



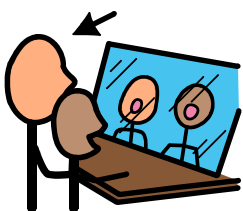
Educational Psychologist

Visual Impairment Teacher

CAMHS

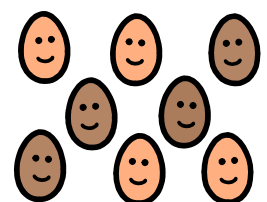
Hearing Impairment Teacher

CLD Worker



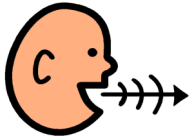
Community Paediatrician

Occupational Therapist

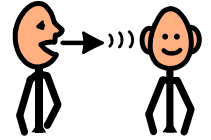


Dietician

Child Smile Team



Home School Communication



Learners Achievements are extremely important and need to be shared and celebrated with parents, carers and the wider school community in as many accessible ways as possible. Good parental links are vital to ensure progress is shared while also enabling staff to best meet the needs of the pupils. Small changes can have a large impact on pupil



ClassDo-

Class Dojo is a fabulous free app that can be download onto a smartphone (available on Apple and Android devices) or accessed via www.classdojo.com. Class Teachers' use this to communicate with parents and share photos of pupils learning and achievements. As a school this is used to share important information about

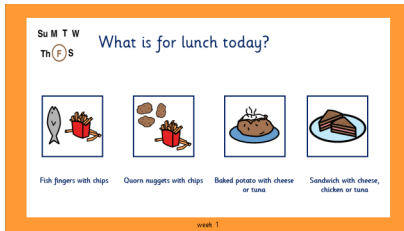
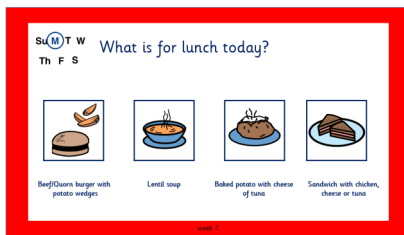


Follow Us On
twitter

The school has a Twitter account [@ClydeviewPS](https://twitter.com/ClydeviewPS). The account is public to maximise the people who can share in the school's exciting news. As a Rights Respecting School, pupils' right to privacy (UNCRC Article 16) are valued. Please let the school know if you do not wish your child to feature on any of the schools Tweets.



Eating & Drinking



School lunches are prepared by the catering staff. Every day there are 2 choices, one of which is vegetarian. Catering staff work closely with school and parent/carers to meet any dietary requirements. All pupils are encouraged 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 classrooms so they are unable to prepare or reheat food from home. NLC Lunch menus can

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

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"/>


help please

Lunch/ Snack Support Mat

finished

 juice	 hot	 cold	 plate	 fork
 milk	 like	 don't like	 cup	 spoon
 water	 hungry	 thirsty	 bowl	 knife

Pupils may have specific safe eating & drinking plans written by a Specialist 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



Getting it Right for Me

Name:	Clyde View
Stage:	P3
Date plan made:	August 2021
Review date:	October 2021
Teacher:	Neil 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 Primary School has an individual Getting It Right For Me Plan. These are regularly updated to include individual learning targets set by class teachers and for some pupils, targets set by multi-agency partners. Each plan includes all the important information on strategies and resources required to support pupils to make

Every child is an individual with their own preferences, methods of communication and challenges. Every child in Clydeview Primary has a GIRFEC folder which contains all the relevant and important information required to keep them safe, healthy and help them achieve. The folders are kept securely in classrooms for staff to access and are regularly

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

How I indicate my choice:

- Refusal
- 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)
- TACFAC
- 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
- Gestures
- 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.

PECS, I am working at:

- Not Applicable
- Phase 1
- Phase 2
- Phase 3a
- Phase 3b
- Phase 4
- Phase 5
- Initiates independently from own book

Additional Comments:

Multi-Agency Support for communication:

- Speech & Language Therapy
- Occupation Therapy
- Physiotherapy

Additional Comments:

Makaton

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

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

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 is lots of information about me but if you need more I have a GIRFEC 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, yoghurt and pizza as well. At home I like pasta, Mc Donalds chips and Kinder Eggs.

Things I don't like...

I don't really like loud noises, screaming and raised voices. and I can then become very upset. 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 genes & yellow cars 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 Pigeon medication and cream in school for when my feet get itchy.

All About Me

GREEN - CALM	YELLOW - ESCALATING	RED - CRISIS
<p>Behaviour: Things I do to show you I am calm.</p> <p>Support Strategies: Things you can do to help me remain calm.</p> <p>I will smile and make eye contact with my L1 ADNA/Teacher. I will show an interest in what my peers and doing and choose to sit beside them. I will use my symbols to make requests and verbalise single words calmly in my quiet voice. 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>I will be at the start of my work tasks exactly what activities I need to complete and what will happen when I do (reward).</p>	<p>Behaviour: Things I do to show you I am unsettled.</p> <p>Support Strategies: Things you can do to help me return to calm.</p> <p>I may raise my voice. I will only sit with my peers for a few minutes before asking to go somewhere else. I will show no interest in my work box tasks and slide off my chair. I may start to giggle loudly and try to sit on your knee. I may try to lie on the floor and not respond to any communication from my supporting adult. I may wander around the classroom picking up and object and bringing them over to the corner.</p> <p>Speak to me in a calm clear voice. Don't place too many direct demands on me at the one time. Use my first and then board to prepare me for upcoming transitions. Have all my resources prepared for me to complete my task or support me with visual prompts of the work tasks I need to collect. Tell me at the start of my work tasks exactly what activities I need to complete and what will happen when I do (reward).</p>	<p>Behaviour: Things I do when I am in crisis.</p> <p>Support Strategies: Things to do to keep me and others safe.</p> <p>I may shout loudly. I may arch my back backwards either standing or when lying on the floor. I may bang my head on the floor or table. I may start to cry. I may try to bite, scratch or hit my peers and adults. I am more likely to run towards adults than my peers. I may run out of the classroom/leave exit. I may throw objects and resources.</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. 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. 2 adults should support me when I am upset but do not over crowd me, give me space to calm down and recommence interaction only when I am calm and initiate it with you first.</p>

School Uniform

All pupils are encouraged to wear school uniform and school colours are burgundy, sky blue and grey. Uniforms with the school badge can be purchased online via the Brigade website www.brigade.uk.com and by searching for Clydeview School or scanning the QR code below to



Personal Care



Pupil respect, dignity and independence are promoted throughout the school day. Currently in Clydeview Primary, both toilets and changing facilities are available where pupils are supported as required, with all aspects of personal care needs by Additional Support Needs Assistants. Each pupil has a personal care box within the changing facilities, parents are asked to provide wipes and pads for their child which can be sent in daily or a bag/packet at a time. Staff will notify parents when supplies are running



Medication

All medication is kept locked in the Head Teacher's Office during the school day. Any medication required by a pupil 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, parents/carers must complete a

