

# TRUST Primary Learning Support Centre



## Prospectus

## Introduction

TRUST Primary Learning Support Centre is a provision for primary-aged children who need additional support to overcome barriers to their learning, operated by the North West Area Inclusion Partnership. We are based at the West Leeds Activity Centre, set on 17 acres of land and use this as a learning tool as part of our curriculum. The curriculum we offer is holistic and personalised to the children's needs and abilities, with a strong focus on the development of the social and emotional aspects of their learning. We aim to promote independence of thought, resilience, acceptance and a sense of pride in the children who access the provision.

During a visit by Ofsted inspectors in July 2022, they commented:

*...the provision at the Trust Primary Support Centre for pupils from the school is of a high quality. Pupils attend this provision for a variety of both short and long-term placements. Those pupils benefit from a personalised curriculum and pastoral care that allows them to succeed in education. They are safe and well supported.*

Ofsted (July 2022)

## Staff Team

Staff Name	Staff Role
Mr P Robertson	Head Teacher of managing school
Mr I St Rose	NW AIP Project Director
Mr S Selkirk	Leader of Learning   First Aider Deputy Designated Safeguarding Lead
Miss M Patel	Teacher   First Aider
Mrs S Othick-Jones	Family Outreach Worker   First Aider Designated Safeguarding Lead
Miss S Maynard	HLTA: Speech, Language and Communication Lead First Aider
Mr N Morgan	Inclusion Support Worker   First Aider
Mr J Dunwell	Inclusion Support Worker   First Aider
Miss R Jackson	Inclusion Support Worker   First Aider
Mrs L Dawkins	Inclusion Outreach Worker   First Aider
Miss S Rea	Inclusion Outreach Worker   First Aider
Miss K Brown	Administrator   First Aider

## **Referrals**

Schools contact Ian St. Rose (North West Area Inclusion Partnership Project Director) or Simon Selkirk (Leader of Learning at TRUST) if they are considering making a referral for placement at the Centre. Referrals are formally made using the e-passport system which can be accessed by emailing Ian St Rose on [ian.strose@nwaip.com](mailto:ian.strose@nwaip.com) or Pauline Loftus (NWAIP Inclusion Manager) on [pauline.loftus@nwaip.com](mailto:pauline.loftus@nwaip.com), to set up a user account.

On receipt of a referral, a member of the team will arrange an observation of the pupil in class at their school and discuss the referral further with school staff to gain any more information required. We will then arrange a time for a member of school staff, the child and their parents/carers to look around the provision. An admission meeting will then usually be held at the same time to complete the paperwork and set a start date.

## **Placements:**

Placements at TRUST usually last for up to two terms. This is to help ensure there is adequate time for the skills that each child needs to work on to be identified and strategies developed to address these skills. Additionally, it provides the referring school with sufficient time for any Education, Health and Care Plan application to be submitted and assessed.

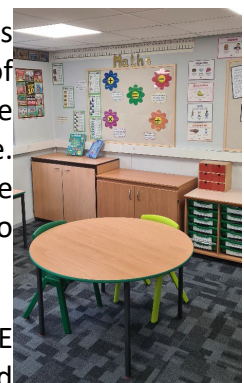
For the duration of every child's placement, a member of staff from their school visits each week to maintain contact with them and to discuss and observe the strategies that adults at TRUST use with the child. This has been found to be very beneficial for when children begin their reintegration back to their school. Occasionally, a member of staff from a child's school will accompany the child to support them while they are at TRUST; this is something that will be discussed on an individual basis.

## **Learning at TRUST Primary**



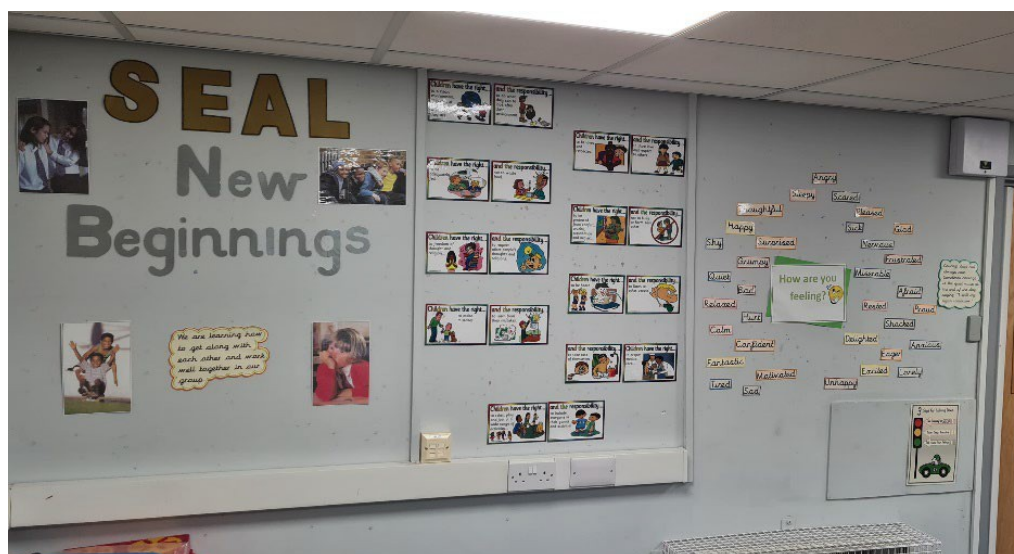
Learning at TRUST is personalised to each child and their own needs, with each day split into ten sessions. The curriculum is underpinned by a focus on developing the social and emotional skills that children require in order for them to grow up and lead happy and fulfilling lives. As such, we incorporate different approaches to each lesson, including using physical activities, discussion, critical thinking and problem solving, with sessions tailored to children's individual needs.

English and maths are delivered with a focus on skills development, with opportunities created to apply these skills in other areas of the curriculum. Topic-based learning is used to incorporate other subjects of the curriculum such as art, geography, history, food technology and science. Children are also assigned a key worker who helps them to think about the things they are doing well and the areas of their development that they need to focus on.



An important part of the learning that takes place at TRUST is through PSHCE (Personal, Social, Health and Citizenship Education) and SEAL (Social and

Emotional Aspects of Learning). These are not only delivered as discrete subjects, but also throughout the ethos of the provision as part of the hidden curriculum. As such, the mixture of different activities that take place all help to feed in to the development of children's social and emotional skills.



### **Learning Behaviour Policy**

Positive relationships between staff and pupils is the foundation on which progress and achievement are based at TRUST Primary Learning Support Centre. Our ultimate aim is for children to develop self-awareness and self-discipline in order for them to be able to regulate and manage their own feelings. We aim to achieve this by creating a positive atmosphere where resilience, effort and a sense of pride are recognised in our children.

Through splitting the day into ten sessions, this encourages children to see each session as a fresh start if something has gone wrong for them in the previous lesson. They earn points (up to a maximum of three) in each session depending on how many of their personal targets they have met for that session. These points accumulate and at the end of each morning, children will earn reward time if they have achieved the minimum amount of points required for this. The points then reset for the afternoon and the same principles apply for these sessions. Children can also earn *T-Tokens* throughout the day for using good manners, trying hard in sessions and meeting their targets, amongst other things. Once they have completed their *T-Token* sheet, they can choose a prize from the treasure chest.

In instances of negative behaviors, these are addressed through having conversations with the children. During sessions, they will be given reminders and opportunities to correct any negative behaviour, with their choices reflected in whether or not they have met their individual targets at the end of each session. For some incidents of negative behaviour, a restorative conversation may be required with the child. This helps them to reflect on the consequences of their choices and the affects these had on other people. It also helps to instil a sense of ownership and responsibility for their actions. The outcomes of these conversations will be recorded by the adult who spoke to the child so these can be monitored to assess the impact they have.

### **Dress Code/Uniform**

All children are expected to wear school uniform at TRUST. Each child will be given a TRUST jumper for them to wear during their time at the Centre:

- White shirt or polo shirt, or the polo shirt they wear at their referring school.
- Black, grey or dark blue trousers or skirt with black, grey or dark blue tights.
- Black school shoes or plain black trainers.
- If earrings are worn, these should only be small stud earrings. No other jewellery is permitted.
- Outdoor shoes should be removed on arrival and soft sole slippers/socks are to be worn inside.

### **Personal Possessions**

We encourage pupils not to bring personal possessions, including money and mobile phones, to the provision. If they do bring anything, this should be by prior arrangement with TRUST staff and children will be expected to adhere to the following if items are brought in:

- Any valuables must be handed in to the main office where they will be safely kept until the end of the day.
- Any personal possessions are brought in at the child's and their parents/carers own risk.
- TRUST staff will not be able to take any responsibility for personal possessions that have not been handed in.

### **Safeguarding**

The safeguarding of all children at TRUST Primary is everybody's concern. All staff have had relevant training and act in accordance with the principles of this training. All visitors to TRUST Primary are expected to follow safeguarding protocols, as set out in the Safeguarding Policy. The Designated Safeguarding Lead at TRUST Primary is Sue Othick-Jones, and any concerns relating to safeguarding should be raised with her.

### **Physical Intervention**

The safety of every child is of the utmost importance to all staff at TRUST Primary. As such, there may be occasions where physical intervention is required if a child is dysregulated and behaving in a manner that puts their safety and/or that of others at risk, interferes with the learning of others or if they are damaging property. All staff have received *Team Teach* training which, along with our own philosophy of working, determines that we will always use de-escalation methods and restrictive physical intervention will always be the last resort. If restrictive physical intervention is required, staff will debrief after an incident to discuss ways of supporting the child going forward in order to further reduce the possibility of needing to use this intervention again.

Parents/carers will always be informed if restrictive physical intervention has been used.

### **School Lunches**

We aim to provide a healthy, balanced choice of lunches at TRUST Primary, offering a varied menu for the children that helps to promote a healthy lifestyle. All our students are encouraged to enjoy the lunches on offer with their peers and staff. Lunches are provided by Kirkstall Valley Primary School (the managing school of TRUST).

### **Medical Information and Allergies**

Parents and carers are required to inform staff of any medical conditions or allergies that their child may have. Prescribed medicines cannot be administered by staff. If a child is currently taking medication, this needs to be discussed with the Leader of Learning.

### **Home-School-TRUST Partnership**

The best way for any child to be successful and happy is for all the adults involved in their life to work together to help them overcome any barriers they may have to their learning. It is very important that staff at TRUST can work cooperatively with each child's parents/carers and the staff from their school. With this in mind, parents and staff from the child's school are required to visit the site to complete the following documentation before any placement begins:

- ✓ Home-School-TRUST Agreement
- ✓ Safer Use Policy
- ✓ Photography policy

### **Reintegration**

The primary aim of a child's placement is for them to work on and develop the skills they need to be able to make a successful reintegration back into their school. Part of this successful reintegration may involve applying for an EHCP, something that should be discussed before a child commences their placement at TRUST.

Throughout their time at TRUST, each child will be visited by a member of staff from their school every week so they can keep in contact with what is going on at school. This also provides an opportunity for school staff to observe strategies used with the child and also discuss anything they feel they need to talk about.

Once each child begins spending some time back at their school (in accordance with the timetable drawn up prior to their placement commencing), some of this time will be supported by a member of TRUST staff attending the child's school with them for some of the time they are there. This helps strategies to be modelled and discussed with school staff, and also provides them with the opportunity to ask any questions they have.

## **Attendance**

Attendance is monitored through CLM (Collaborative Learning Manager) and shared with the referring school. If a child is ill, parents/carers are asked to call the Centre office as soon as possible on 0113 378 4201 or Sue Othick-Jones on 07595 210 144. The child's school will then be notified of any absence so they can record this.

## **TRUST Primary Outreach Team**

The TRUST Primary Outreach team are able to support pupils with SEMH needs within their own school setting. Following a similar referral process to the one for a placement at TRUST, one of the team will visit the school to meet staff and gain a better understanding of the pupil's needs. After a period of work with a child and a review with staff at their school, the outreach team may recommend a referral for placement at TRUST be made as part of the graduated response to the child's needs. The outreach team can offer sessions within a child's school that may include:

- Intensive nurture sessions
- Stay & Play
- Sensory Circuits
- 1-2-1 support
- Therapeutic-based sand play
- Lego therapy
- Group work
- Therapeutic Story Writing
- Parent consultation/support
- Home visits
- Advice and signposting

Initial requests for outreach support should be made via Ian St. Rose or Pauline Loftus.

## **Referral Process**

To see an overview of the NWAIP referral process, please visit <http://www.nwaip.com/our-process/>

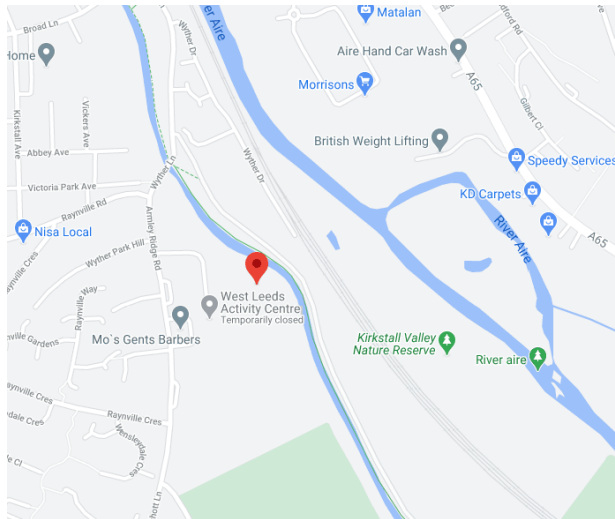
**Example timetable for the school day**

Children start their school day at 09:00 and finish at 14:30 each day (Monday-Thursday). On Fridays, children start at 09:00 and finish at 14:00.

<b>Time/Day</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>09:00</b>	Breakfast and settling activity	Breakfast and settling activity	Breakfast and settling activity	Breakfast and settling activity	Breakfast and settling activity
<b>09:15</b>	English/skills work	English/skills work	SEAL	English/skills work	English/skills work
<b>10:00</b> <b>10:15</b> <b>10:25</b>	Break time Social game Fruit/water	Break time Social game Fruit/water	Break time Social game Fruit/water	Break time Social game Fruit/water	Break time Social game Fruit/water
<b>10:30</b>	Maths	Maths	SEAL	Maths	Maths
<b>10:55</b>	Outdoor learning/walk	Outdoor learning/walk	Outdoor learning/walk	Outdoor learning/walk	Outdoor learning/walk
<b>11:20</b>	Sensory Circuits	Physical Activity	Skills for life	Physical Activity	Sensory Circuits
<b>11:40</b> <b>11:45</b> <b>11:50</b>	Cool Down Targets review Reward time	Cool Down Targets review Reward time	Cool Down Targets review Reward time	Cool Down Targets review Reward time	Cool Down Targets review Reward time
<b>12:10</b>	Lunch time	Lunch time	Lunch time	Lunch time	Lunch time
<b>13:00</b>	Food Technology	Art	ICT	Topic	Praise Assembly
<b>13:30</b>	Food Technology	Art	Key worker time	Topic	<b>13:15:</b> 1-1/small group work
<b>14:00</b>	Targets review	Targets review	Targets review	Targets review	<b>13:35:</b> Targets review <b>13:40:</b> Reward time
<b>14:05</b>	Reward time	Reward time	Reward time	Reward time	



## Where to find us



TRUST Primary Learning Support Centre  
Based at West Leeds Activity Centre  
Lenhurst Avenue  
Leeds  
LS12 2RE

Telephone: Office - 0113 378 4201      Leader of Learning - 07880 777 034