

CROYLAND PRIMARY SCHOOL



Willow Room

The Willow Room is a LA C & L Specialist Provision for children in Reception through to Year 2

WILLOW ROOM STAFF

SENco: Denise Horton

Class Teacher: Gill Lister

Class Teacher: Claudia Marshall

Teaching Assistants:

Niki Kale, Toni Lawrence, Hannah Greig



WHAT IS OUR WILLOW ROOM?

Our Willow Room is a Local Authority Classroom. Croyland Primary School is the host venue for the unit, with Croyland Leaders holding accountability for the unit's ethos, teaching, learning, safeguarding, and statutory requirements of each child's EHCP. Admission into the classroom is a decision made solely by North Northants Local Authority.

The success of the unit to date is based upon a deep-rooted understanding by leaders and all school staff, of inclusion, equality and fairness.

At Croyland Primary School we pride ourselves on doing what is within our realm, to provide each child with what they need, which may or may not be the same for all learners. By focusing on fairness, we can wholeheartedly celebrate our commitment to inclusive practices.

Our Willow Classroom is a superb example of an inclusive classroom. Our unit's way of working ensures all our children are provided with the appropriate level and type of support and challenge they need to grow and thrive.

Understanding and implementing the difference between fair and equal is embedded into our ethos. By focusing on fair rather than equal provision, we hope our children achieve their full potential but ultimately enjoy coming to school.

Headteacher: Lucy Deakin



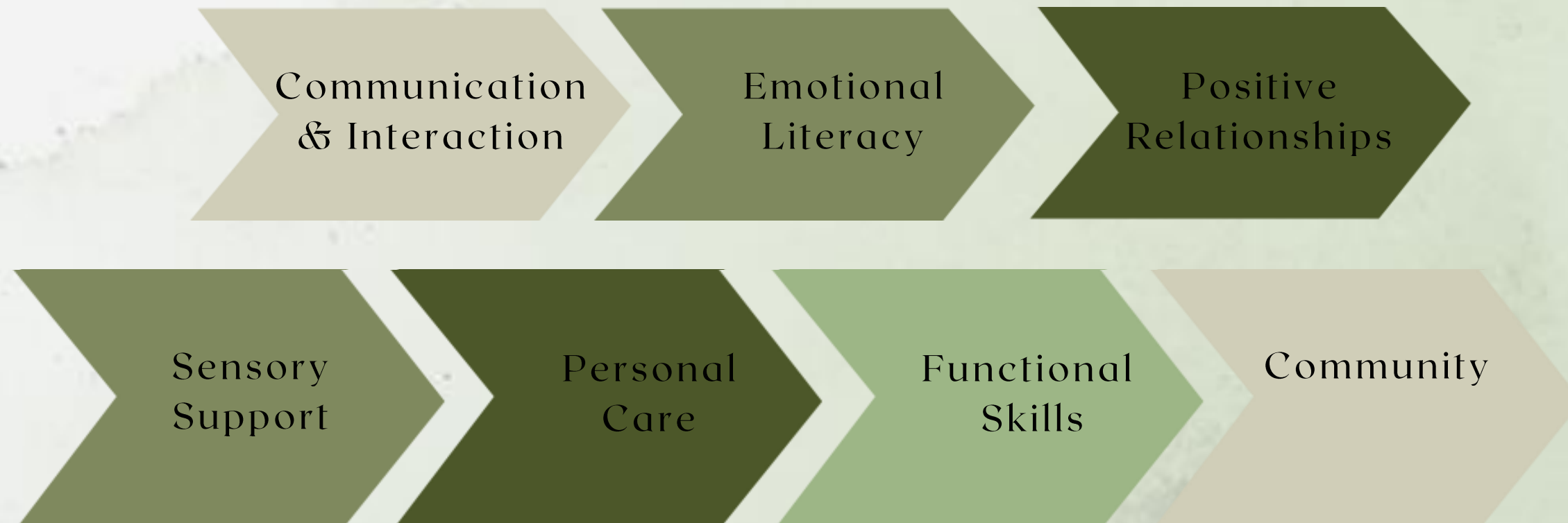
OUR INTENT

It is our intent that those who are taught in the Willow Classroom:

- are given the tools to communicate their needs and wishes and in turn self advocate.
- are supported to recognise their own emotions and learn strategies to help keep regulated.
- form positive and appropriate relationships.
- learn how to respond and manage their own sensory needs.
- are able to manage aspects of their personal care and hygiene independently or with appropriate support.
- are exposed to a positive environment that equips them with functional skills and knowledge to support them in the wider world.
- are, along with their families and carers, made to feel part of the Croyland family.

THE WILLOW WAY

Our Willow Class provision is driven by 7 foci.



THE WILLOW WAY

Our provision has been developed with a deep understanding of communication differences. It responds to the unique characteristics and ever-changing needs of the cohorts of children who join our provision. Our aim is for the holistic growth of our children; this growth is not solely academic but supports their development into young people who can function safely and with greater ease in a world that poses many challenges to them.

We offer a broad and balanced curriculum which typically uses story as a motivator and context for learning. Our chosen pedagogy ensures equity for all.

[Willow Room Curriculum Intent and Curriculum Plan.](#)



Communication and Interaction

All children are given the tools to communicate their needs and wishes and in turn self advocate.

Sensory stories
Attention Autism (Bucket)
Intensive interaction
Songs and rhymes
Communication boards
Makaton
Objects of reference
Visual prompts
SALT support
Colourful semantics
AAC Devices

Visual timetables / now and next boards

Emotional Literacy

All children are supported to recognise their own emotions and learn how to regulate and manage them

Zones of regulation
Sensory strategies
Explicit teaching
Team Teach approach
De-escalation/distraction
Social stories
Visuals

Positive Relationships

All children are taught how to form positive and appropriate relationships.

Activities which promote joint attention

Turn taking games

Joint play

Roleplay

Sharing meal times

Communal times

Building partnerships with parents and carers

Sharing joyful experiences

Sensory Support

All children learn how to respond and manage their own sensory need.

Sensory assessments and diets

Sensory tools

Sensory rooms

Sensory play

Weekly PE lesson

Outdoor play

Sensory stories

Sensory tent

Sensory circuits

Personal Care

All children are supported in managing their personal care and hygiene giving them dignity and independence.

Designated area for personal care
Intimate care plans
Handwashing routines
Visuals to support hygiene routines
Learning to express consent

Functional Skills

All children are exposed to a positive environment that equips them with the functional skills and knowledge to support them out of the school environment .

Opportunities to develop life skills and independence
Explicit teaching of skills
Real life experiences
Enriching experiences
Visits around the local community

Community

*Parents and Carers are part of our
community of support.*

Annual Reviews

SENCO support

Class Stay and Play

Communication books

Teacher Email

Working with Children's services as required

Assessment for All termly reports

Daily interactions at drop off and pick up

Regular phone updates

All will support in achieving the outcomes of EHCP



TYPICAL PROVISION

AM

**Mini Me play activities (1:1 sensory circuits),
Hello Song, Sensory Story Zones of
Regulation, Attention Autism Teacch Tasks,
Phonics and Early reading, Structured play –
focus on social skills, Snack Time Outside
Play, Maths**

PM

**Lunch, Attention Autism, Teacch Tasks,
Structured Play, Pre-writing/fine motor
skills/gross motor skills, Craft, Music, Life Skill,
Snack time, Outside Play, Story, Hometime**

WILLOW ROOM IMPACT

Children are formally assessed using Assessment for All. This is completed whole termly and a individual report is sent home to parents commenting on steps of progress and next steps for our children.

Assessment for All is an effective tool for making summative judgements for all pupils working below the National Standard at KS1. Assessment for All is designed to ensure we are measuring the progress of each pupil, reflecting their own learning journey. The information captured using their assessment can also be used to inform planning; ensuring it is purposeful, meaningful, memorable and helping to shape the progress pupils make.

What our Parents & Carers receive from us:

Day to Day

Daily Communication Books
Drop off and pick up communication
Telephone calls
Weekly classroom updates
Parent community
Stay and Play dates

Over time

AFA termly reports
EHCP Annual Reviews
Parent consultations 2x
a year
SALT referrals
AAC Device Support
Outside Agency support