

# THE HOLLIES



Learn to Flourish

“All learners have a right to an education which tries to develop their personality and abilities as much as possible and encourages respect of other people’s rights and values as well as respect for the environment”, The United Convention on the Rights of the Child, Articles 27 & 28.

Explore and Discover  
Play and Interact  
Engage and Learn

As a primary provision for children who have autism and additional learning needs, our curriculum is designed to empower our Hollies learners with the knowledge, skills, and experiences to enable them to make smooth and successful transitions to secondary school provision.

Our thematic curriculum offers the breadth and balance of the *New Draft Curriculum for Wales*, with engaging themes that provide a framework from within which teachers can plan exciting, interactive learning opportunities.

The format and design of our curriculum is pupil-centred, 'starting with the child', so that our pupils can engage with learning themes at any level and be encouraged to learn and grow at a pace and rate that is suitable for the individual learner.

There is a four-year rolling programme of topics designed with all learners in mind, regardless of verbal ability, cognitive ability, socio-economic or ethnic background.

Our assessment procedures have been designed alongside our curriculum to ensure a consistent and cohesive approach to pupil-centred teaching and learning practices.

Our curriculum reflects priorities for learning identified by staff, pupils, families, governors, and other stakeholders.

Learn to Flourish

## Termly Topics

ACTIVITIES TO SUPPORT OUR TERMLY TOPICS ARE DESIGNED BY OUR STAFF AND BY OUR LEARNERS



	Autumn			Spring			Summer		
Year 1	Back to the Future			Raining rainbows			We are the champions		
	<i>a long time ago</i>	<i>yesterday</i>	<i>tomorrow</i>	<i>colour clash</i>	<i>whatever the weather</i>	<i>glowing glitter</i>	<i>Superheroes</i>	<i>local heroes</i>	<i>adventure heroes</i>
Year 2	Make it Bake it Taste it			Creature Features			Summer Celebrations		
	<i>source it</i>	<i>what's on the menu?</i>	<i>global gourmet</i>	<i>crawly creatures</i>	<i>feathers, fleece and fur</i>	<i>where the wild things are</i>	<i>going on a summer holiday</i>	<i>feasts and festivals</i>	<i>summer safety</i>
Year 3	Knowing Me Knowing You			Techtastic			Water Worlds		
	<i>me, myself and I</i>	<i>family album</i>	<i>pen pals</i>	<i>ticket to ...</i>	<i>let me entertain you</i>	<i>how does it work?</i>	<i>splish, splash, splosh</i>	<i>go with the flow</i>	<i>water warriors</i>
Year 4	Curious Creations			Out of this world			`Dirty Fingers, Muddy Toes		
	<i>gadgets and gizmos</i>	<i>express yourself</i>	<i>I spy</i>	<i>when I close my eyes</i>	<i>54321 Blast Off!</i>	<i>blue planet</i>	<i>whizz, pop, bang!</i>	<i>materials and messy mixtures</i>	<i>arty party</i>

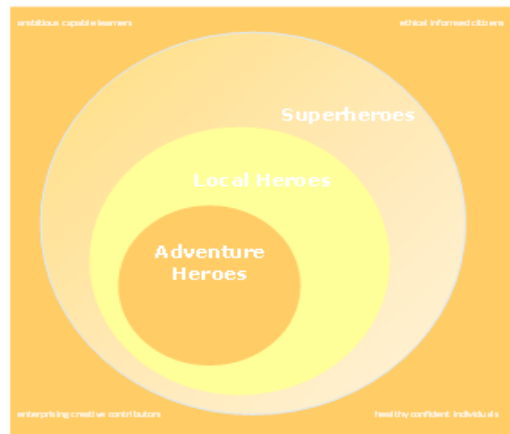
### Raining Rainbows

This theme relates to the exploration of colour, weather and sensory experiences, which could include engaging with visually stimulating activities and/or how we experience the weather. Skills facilitated are likely to be: Shape, space and measure, colour, pattern, sequence and sensory integration; as well as geographic skills; relating to environmental issues, for example.



### We are the Champions

This theme relates to the challenges that humanity face and the 'adventure heroes' we can be. It provides opportunities for us to celebrate achievement and recognise people who help us, as well as exceptional performers in sport or art for example. Skills facilitated are likely to be: physical, social and emotional development, ethical awareness and developing an appreciation of different cultures and lifestyles.



## Health and Well-being



Physical Space- inside or outside

Resources-  
 Summer clothes  
 Summer hat  
 Summer toys  
 Beach tuff spot (sand, shells etc.)  
 Summer songs

LO- Summer safety.  
 Description- Role play/dressing up to reflect the summer weather. Children can get dressed into the clothes. This would also be sensory experience with a 'beach' tuff spot for the children to explore.

Vocabulary-

Sun, sun lotion, sun hat, sunglasses, sun umbrella, shade, sun safety, skin, beach

Extended activities-

Summer shop- role play  
 Applying sun lotion to themselves  
 Sorting activities of seasonal clothes  
 Building shelter  
 Cutting and sticking activities

## Classroom and School Environment

THE DESIGN OF THE CLASSROOM IS CRUCIAL TO MEETING THE INDIVIDUAL NEEDS OF OUR HOLLIES LEARNERS. CLASS TEAMS CAREFULLY CONSIDER THE LAYOUT OF THE CLASSROOM IN ORDER TO CREATE AN ENVIRONMENT THAT IS OPTIMUM TO SUPPORTING THE NEEDS OF A LEARNER WITH AUTISM.

Designated areas of the classroom are likely to include:

- Individual work stations
- Paired and group work areas
- Whole group social areas
- Areas for 1:1 focus tasks/adult initiated tasks
- Continuous and enhanced provision areas (inside and outside) i.e. child-initiated learning
- Sensory areas for sensory stimulation and sensory integration activities
- Low arousal spaces to allow times for withdrawal
- Attention Autism
- Gross Motor areas (inside and outside)

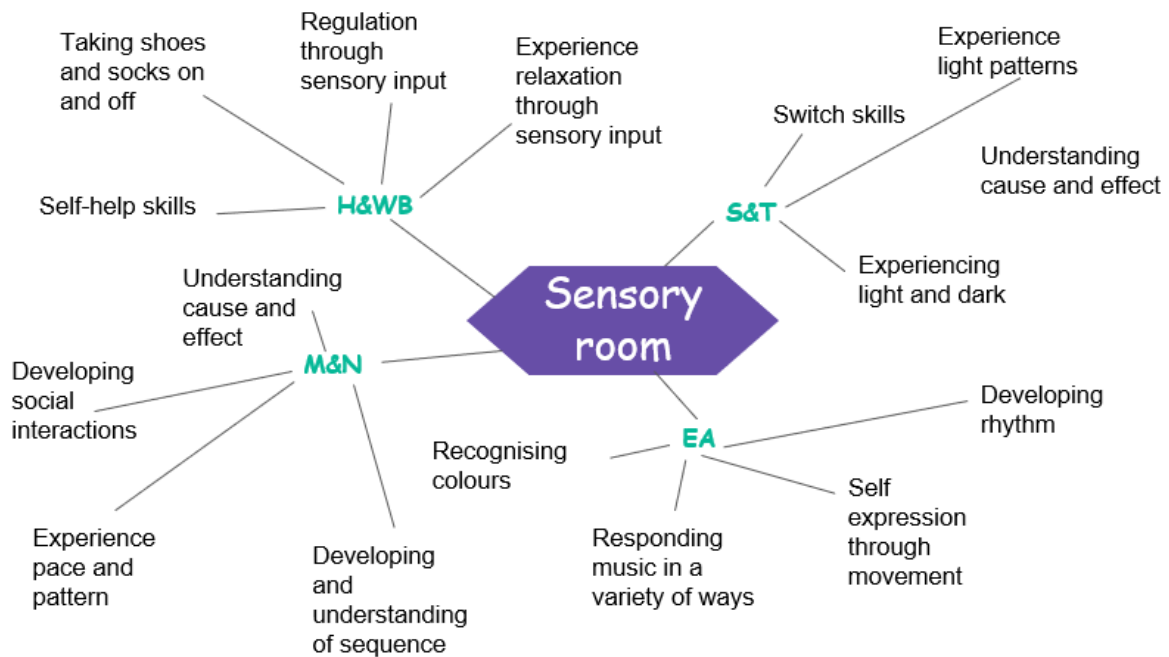
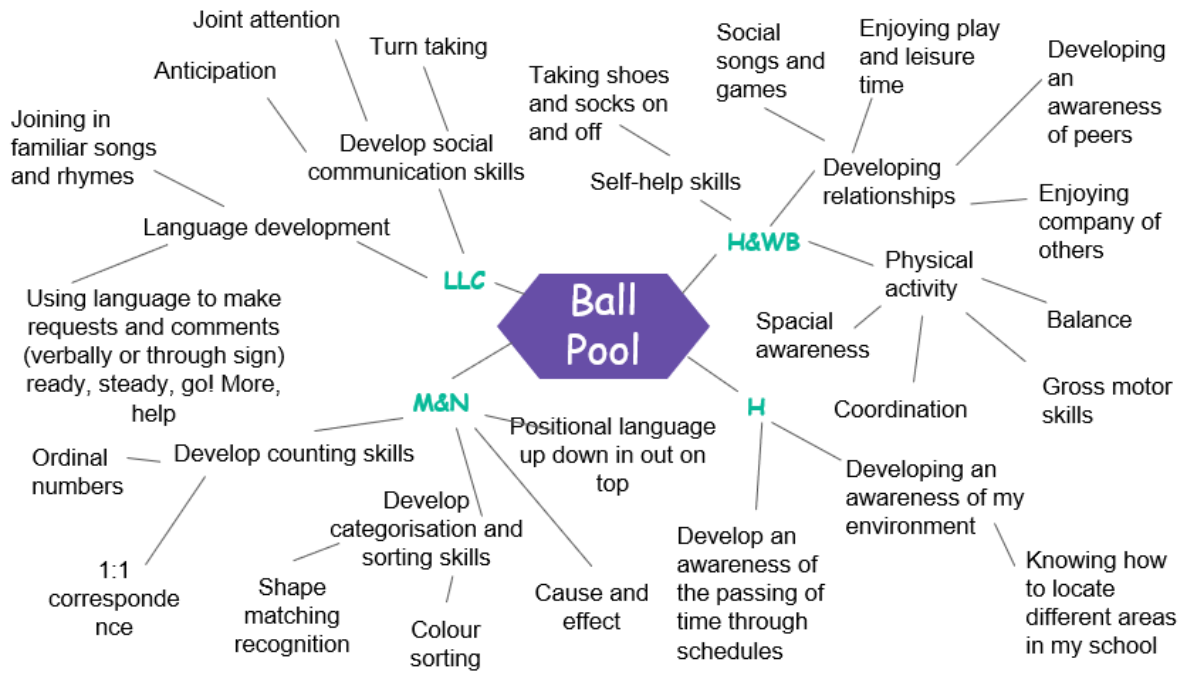
*Sensory rooms, Forest School, ball pool, outside play equipment and trampoline, are all part of Hollies curriculum provision.*

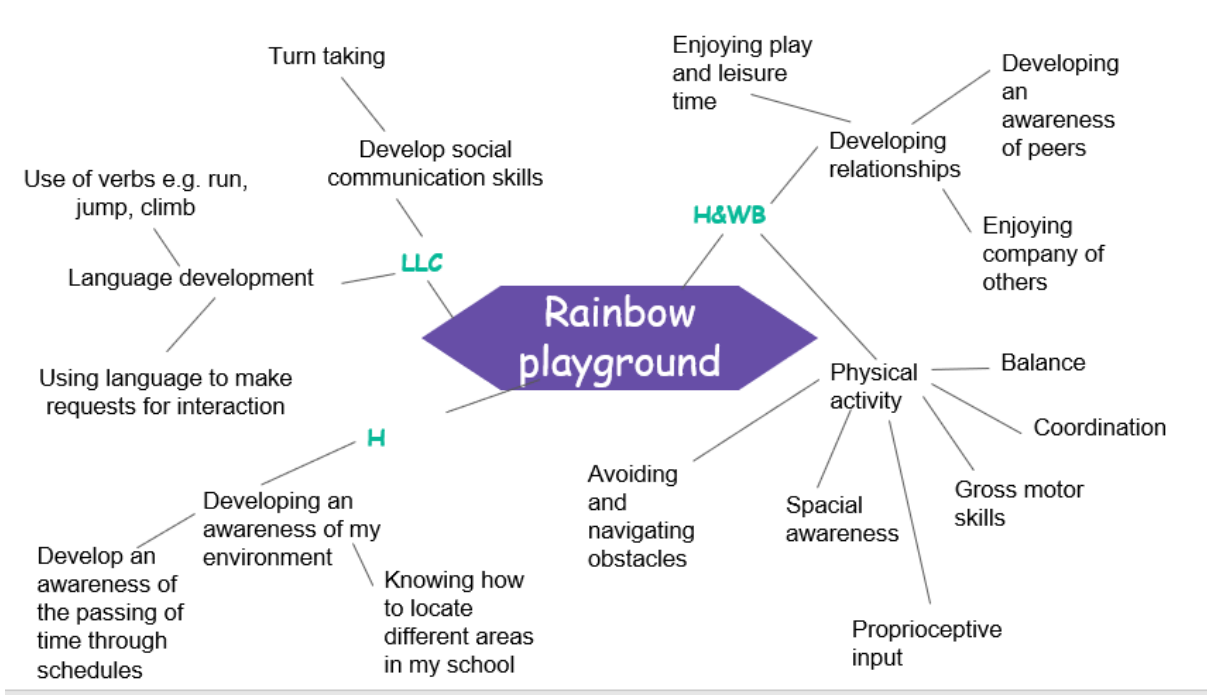


Expressive Arts (summer term)	
	<p>Description - Explore the summer and the things you like</p> <p>Task 1 - Softies in different outdoor areas of the school/ images of the children in different outdoor areas of the school that make them happy in summer eg forest school</p> <p>Task 2 - to create a passport of all the places you would like to visit over the summer/activities you enjoy in summer.</p>
<b>Physical Space - Classroom, Digital therapy room, Areas around the school.</b>	
<b>Resources-</b> Camera Ipad computer/chromebook paper/book ipin	<p>For the children to take images of things they see and enjoy in summer: flowers, animals plants etc. To take selfies in summer fun to create a passport of the places they have been and enjoyed with the option to add a descriptive message with the image. To create an animation of themselves travelling over the summer holidays using digital resources within the school.</p>



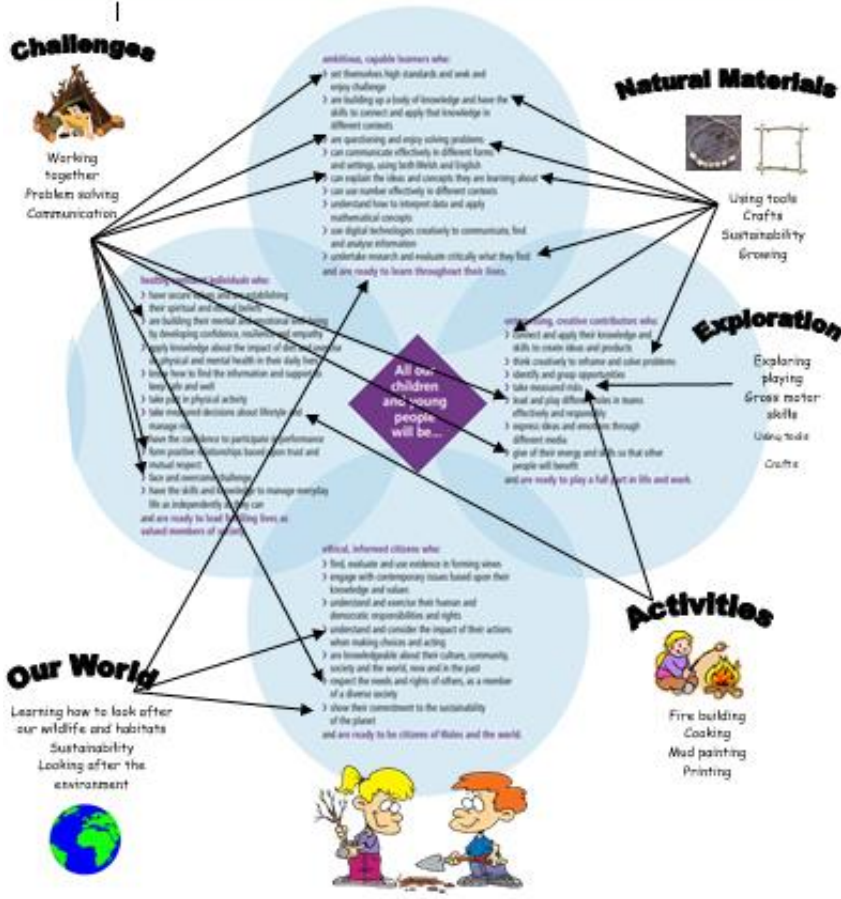
Skills are mapped on to school areas to ensure that learners get the best learning experiences from all aspects of provision...



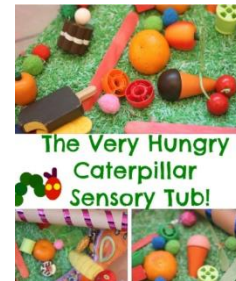
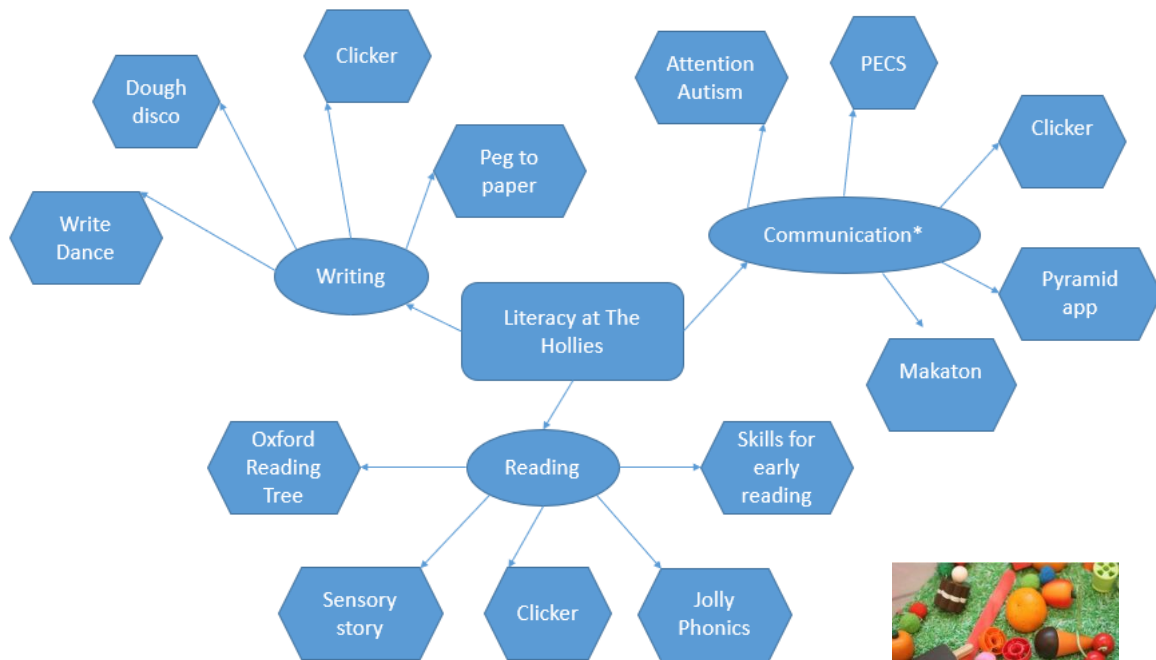


# Forest School

During forest school children can explore the natural environment at their own pace. Being outdoors naturally makes a child active and offers child led and experiential learning. It allows a child to take risks and explore unfamiliar surroundings and activities without pressure which in turn can reduce anxiety and frustration. It can help build self-esteem, confidence and aid communication which may then transfer to everyday situations. The emotional and physical benefits of Forest School are endless and the impact on an individual's health and well-being colossal. Below are brief examples of how the Forest School experience encompasses the Donaldson curriculum.



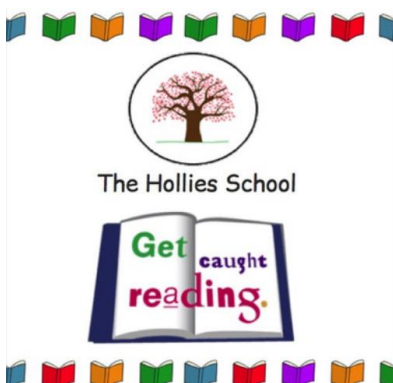




## Reading

We take an 'inclusive approach' to reading provision which ensures that all learners are supported with pre-reading and reading skills regardless of their verbal ability. This means that children who are minimally verbal are given the same opportunities to learn to read as those who are verbal. Reading support includes, but is not exclusive to:

- Skills for Early Reading Programme
- Jollyphonics
- Reading schemes: Pops and Oxford Reading Tree
- Strategies specific to developing reading and reading comprehension skills for learners who have autism and ALN



National Storytelling Week



SHARE A STORY for 10 minutes today

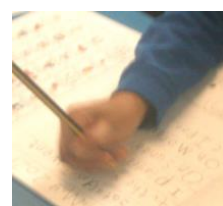
The Tiger Who Came to Tea



## Writing

Strategies to support writing skills include lots of support for pre-writing skills to help our learners develop the skills and motivation they will need to develop more formal writing skills. Strategies to support writing include, but are not exclusive to:

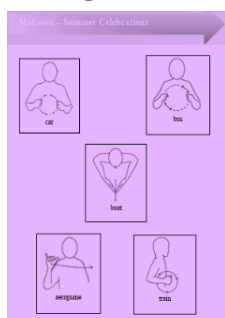
- Write dance
- Pegs to Paper
- Dough Disco
- Handwriting Motorway
- Strategies specific to developing writing skills for learners who have autism and ALN



## Communication

We use a range of 'learner-led' techniques to support communication skills across the curriculum. Strategies to support communication skills include, but are not exclusive to:

- Picture Exchange Communication Systems (PECS)
- Makaton (sign language)
- Use of ICT (iPads for e.g.) to support AAC (alternative augmentative communication) skills

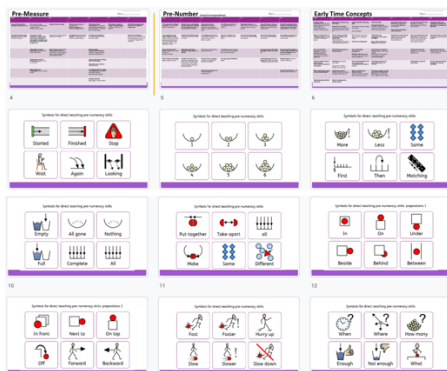




## Maths and Numeracy

We use a range of strategies to support pre-numeracy, numeracy skills and mathematical concepts. Strategies to support our learners include, but are not exclusive to:

- Sensory M&N (maths and numeracy)
- Pre-numeracy and early skills framework
- Experiential M&N
- Maths boxes
- Digital maths



## Digital Competence

The digital competence Framework Wales is incorporated into our Hollies curriculum to ensure that learners develop the skills needed for digital competence and the ability to use ICT to access other areas of the curriculum.

**Digital Competence**

The focus for the first half term is Producing - **Planning, Sourcing, Searching**. Learners will begin to develop awareness of what is needed to complete tasks (what, why, how, where and when) and be able to choose what is needed to complete tasks.

The focus for the second half term is Producing - **Evaluating and Improving**. Learners will work towards showing pleasure/displeasure in their work and being able to comment on their work in relation to success criteria.



## Areas of Learning Experience (AOLEs)

There are 6 areas of learning and experience (New Curriculum for Wales) which are incorporated into our Hollies curriculum. These are:

- Language Literacy and Communication
- Maths and Numeracy
- Health and Well-Being
- Humanities
- Expressive Arts
- Science and Technology

Cross-cutting themes which form part of the New Curriculum for Wales are:

- RSE
- UNCRC (United Nations Convention on the Rights of the Child)
- Diversity
- Careers and work-Related experiences
- Local, national and international contexts

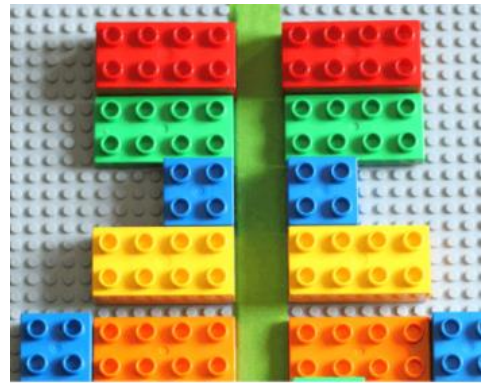
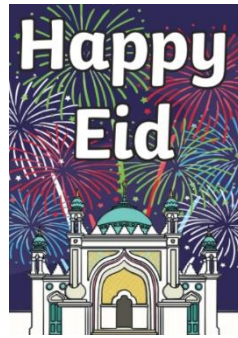
The four purposes for learning are:

All our children and young people will be:

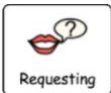
- Ambitious, capable learners...
- Healthy, confident individuals...
- Ethical, informed citizens...
- Enterprising, creative contributors...

Information relating to the New Curriculum for Wales can be found at: <https://hwb.gov.wales/curriculum-for-wales>

We take a multi-sensory approach to supporting our learners, delivering AOLE's in ways that are personalised to the individual needs of all our learners:



## SYMMETRY WITH LEGO BRICK



## Mr & Mrs Potato Head

### Resources:

- Mr/Mrs Potato Head
- Body part photos or symbols
- Completed reference picture (optional)



### Learning Objective:

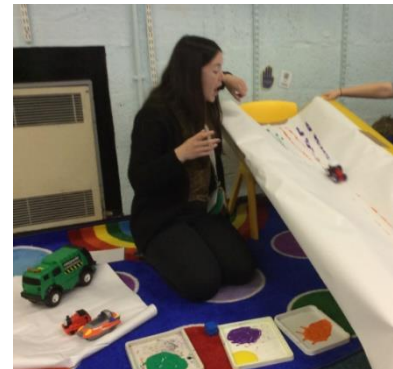
- To request items using "I want" + noun.

### Description of activity:

- Student to use symbols or photographs to request each body part to place on on Mr. Potato Head.

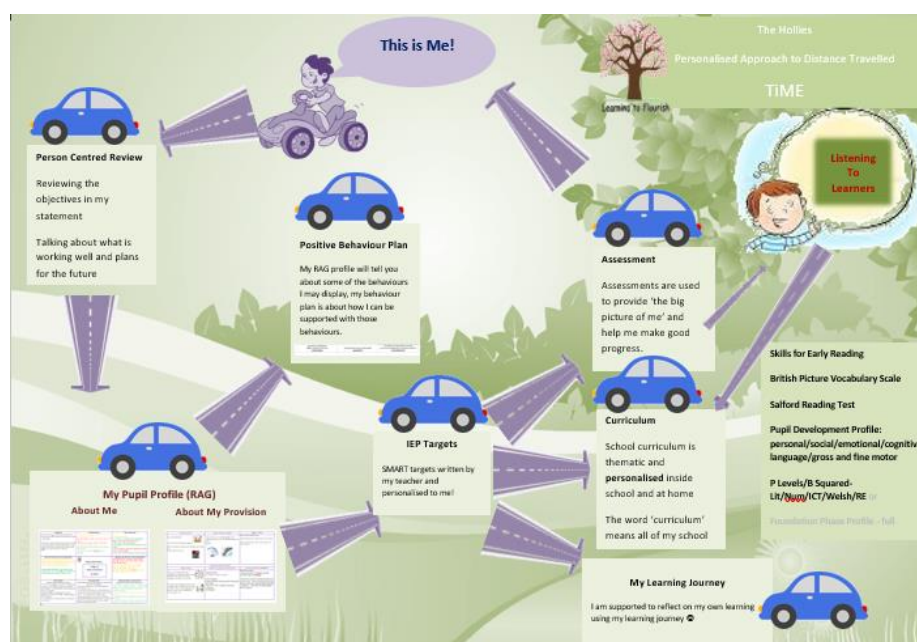
### Extension:

- Students to request specific items to build Mr. Potato Head presented on a reference picture.



## Assessment

WE USE A RANGE OF APPROACHES TO PLANNING FOR PROGRESSION. THE PURPOSE OF ASSESSMENT WITHIN CURRICULUM FOR WALES IS TO SUPPORT THE PROGRESSION OF EACH INDIVIDUAL LEARNER ALONG THE 3-16 CONTINUUM OF LEARNING. ASSESSMENT ARRANGEMENTS ARE INTRINSIC AND FUNDAMENTAL TO CURRICULUM DESIGN, HELPING PRACTITIONERS AND LEARNERS TO IDENTIFY PROGRESS MADE, IDENTIFY THE NEXT STEPS NEEDED IN PROGRESSION AND THE TEACHING AND LEARNING NEEDED TO SUPPORT EACH INDIVIDUAL LEARNER IN MOVING TO THE NEXT STEPS. TO ENSURE A CONSISTENT AND COHESIVE APPROACH, OUR ASSESSMENT PROCEDURES HAVE BEEN DESIGNED ALONGSIDE OUR CURRICULUM. **ASSESSMENT IS INTRINSIC TO CURRICULUM DESIGN AND AN INDISTINGUISHABLE PART OF TEACHING AND LEARNING.**



### Assessment strategies

- **Cross-curricular skills tracking:** *literacy, numeracy, digital competence*
- **Foundation Phase Profile:** *personal and social development, well-being and cultural diversity, language, literacy and communication, mathematical development, physical development*
- **New Salford Reading Test/Skills for Early Reading**
- **IEP target tracking:** *supporting personalised learning*
- **SCERTS:** *social communication, emotional regulation and transactional support*

## Assessment for Learning (AFL)

We use AFL strategies to engage our learners in the learning process.



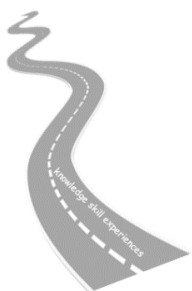
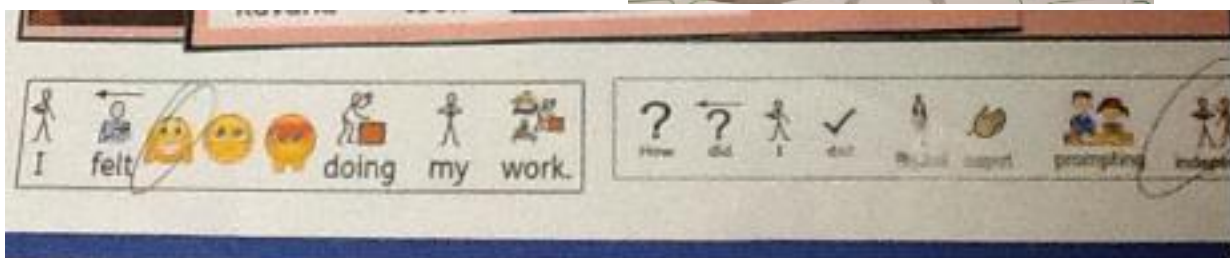
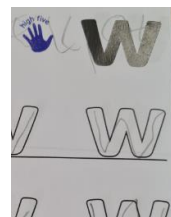
### 'High Five'

is the whole-school strategy we use to communicate and celebrate achievement.



### 'Next Steps'

Learners and staff engage in identifying next steps for learning.



Children are involved in reflecting on their own learning through the creation of learning journeys which help us to know the 'distance travelled' for every individual learner.

# Teacher's Planning

All assessment strategies help teachers to plan personalised learning for all learners.

Differentiated AoLE Knowledge Topic Web (I will learn about...)		
<b>Health &amp; Well-Being</b> <ul style="list-style-type: none"> <li>I will learn about how I feel.</li> <li>I will learn about how I can identify my emotions.</li> <li>I will learn about how my body feels when I experience different emotions.</li> <li>I will learn about different types of relationships.</li> <li>I will learn about the importance of staying healthy.</li> <li>I will learn about my family and my own culture.</li> <li>I will learn about different hobbies and interests.</li> <li>I will learn about personal hygiene and how to take care of my body.</li> <li>I will learn about my physical and mental health.</li> <li>I will learn how to develop friendships.</li> </ul>	<b>Language, Literacy &amp; Communication</b> <ul style="list-style-type: none"> <li>I will learn about my own identity.</li> <li>I will learn about expressing myself using body language, symbols and words.</li> <li>I will learn about how to communicate with those around me.</li> <li>I will learn about different styles and types of writing.</li> <li>I will learn about letters (exploring alphabets and phonetics).</li> <li>I will learn about adjectives and how I can use these to describe my own, and others, physical appearance and personality.</li> <li>I will learn about the Welsh language.</li> </ul>	<b>Mathematics and Numeracy</b> <ul style="list-style-type: none"> <li>I will learn about numerals and quantities.</li> <li>I will learn that I can collect information about different things.</li> <li>I will learn about interpreting data.</li> <li>I will learn about different types of measurement.</li> <li>I will learn about personal measurements such as my height, weight and size.</li> <li>I will learn about standard and non-standard units of measurement.</li> <li>I will learn about how my body grows and changes as I get older.</li> <li>I will learn about how to record information that I find.</li> <li>I will learn about how to categorise information into different categories.</li> </ul>
<b>Humanities</b> <ul style="list-style-type: none"> <li>I will learn about myself and my family.</li> <li>I will learn about the different roles that people can play in my life.</li> <li>I will learn about where I live and my environment.</li> <li>I will learn about my school community.</li> <li>I will learn about different religions and cultures around the world.</li> <li>I will learn about how I can be a good citizen and care for the environment.</li> <li>I will learn about how I can explore the world around me.</li> <li>I will learn about different careers and workplaces.</li> <li>I will learn about different values.</li> </ul>	<b>Expressive Arts</b> <ul style="list-style-type: none"> <li>I will learn about my emotions and how I can express these artistically or through performance.</li> <li>I will learn about different types of art, equipment and artistic processes.</li> <li>I will learn about different types of instruments and music.</li> <li>I will learn about Welsh artists.</li> <li>I will learn about cause and effect - how the creative choices that I make will impact upon the final product.</li> <li>I will learn about photography and digital art.</li> <li>I will learn about how I can represent myself as an actor in a range of different ways (e.g. through colour, tone, textures).</li> </ul>	<b>Science and Technology</b> <ul style="list-style-type: none"> <li>I will learn about physical similarities and differences with others.</li> <li>I will learn about the body and different features.</li> <li>I will learn about how I use various parts of my body for different functions (e.g. my eyes to see, my feet to walk etc.).</li> <li>I will learn about how to use different tools and equipment for a specific purpose.</li> <li>I will learn about traditional and technological methods of communication.</li> <li>I will learn about the importance of trial and error and develop my 'can do' growth mindset.</li> <li>I will learn about online safety.</li> <li>I will learn about how I can use my views and knowledge to make predictions.</li> </ul>

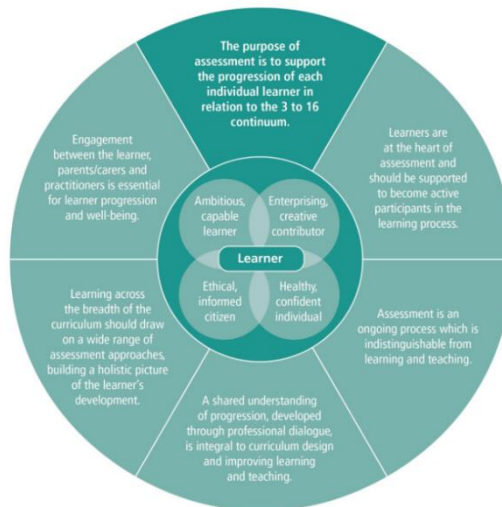
Differentiated AoLE Skills Topic Web (I can...)		
<b>Health &amp; Well-Being</b> <ul style="list-style-type: none"> <li>I can identify and categorise different emotions.</li> <li>I can use gestures, symbols or words to express how I or others are feeling.</li> <li>I can change my facial expressions or body language to portray different emotions.</li> <li>I can identify myself and members of my family.</li> <li>I can distinguish between people I meet and strangers.</li> <li>I can identify how different people keep me safe and healthy.</li> <li>I can request items or activities of personal interest.</li> <li>I can identify how to keep different parts of my body clean and healthy.</li> <li>I can request items or activities to help me stay calm when I feel upset.</li> <li>I can play alongside a peer.</li> <li>I can take turns with a friend during a structured game.</li> <li>I can participate in activities that I find highly motivating.</li> <li>I can engage with activities out of my choosing.</li> </ul>	<b>Language, Literacy &amp; Communication</b> <ul style="list-style-type: none"> <li>I can use symbols or words to describe my physical appearance.</li> <li>I can use symbols or words to express my personality.</li> <li>I can use gestures, symbols or words to express something that I like or dislike.</li> <li>I can request an item using attributes.</li> <li>I can explore different types of texts including fiction and non-fiction books, magazines, comics, poems and digital content.</li> <li>I can name different letters of the alphabet.</li> <li>I can match the letter sound to the correct letter.</li> <li>I can match adjectives to pictures.</li> <li>I can join in with Welsh action songs.</li> <li>I can engage with Welsh themed activities.</li> </ul>	<b>Mathematics and Numeracy</b> <ul style="list-style-type: none"> <li>I can count objects reliably.</li> <li>I can calculate 'how many altogether'.</li> <li>I can use one word to describe different features.</li> <li>I can explore numbers in a range of different contexts.</li> <li>I can measure things using standard and non-standard units of measurement.</li> <li>I can measure pictures of human development.</li> <li>I can record information that I find by matching or writing numbers, or using graphs.</li> <li>I can sort items into 'same' or 'different categories'.</li> <li>I can look for information in my environment and collect data.</li> <li>I can sort information into different categories.</li> <li>I can interpret data from tables and graphs.</li> <li>I can comment or respond to questions about what I have found.</li> </ul>
<b>Humanities</b> <ul style="list-style-type: none"> <li>I can point to pictures of myself or my family as they are named.</li> <li>I can identify or match people in my life with the role that they play in keeping me safe and healthy (e.g. a doctor, dentist or parent).</li> <li>I can identify different areas in my community and match them with their function, (e.g. hospital for health, park for fun, school for learning).</li> <li>I can participate in collaborative worship which includes links to Judaism and Islam.</li> <li>I can experience Jewish celebrations and learn about Jewish beliefs.</li> </ul>	<b>Expressive Arts</b> <ul style="list-style-type: none"> <li>I can explore and experiment with creative techniques.</li> <li>I can explore and experiment with materials.</li> <li>I can explore and experiment with processes.</li> <li>I can explore and experiment with resources and tools.</li> <li>I can create art by making creative choices.</li> <li>I can include a preference during an art task.</li> <li>I can create art using different patterns and textures.</li> <li>I can explore different instruments and experiment with volume, pitch, tone and duration.</li> <li>I can participate in collaborative worship which includes links to Judaism and Islam.</li> <li>I can comment on how art makes me feel using symbols or words.</li> </ul>	<b>Science and Technology</b> <ul style="list-style-type: none"> <li>I can identify different parts of my body.</li> <li>I can match body parts with their function.</li> <li>I can identify a similarity and difference when looking at physical attributes.</li> <li>I can sort people into categories based on their physical attributes (e.g. hair or eye colour).</li> <li>I can identify the appropriate equipment to complete a particular task.</li> <li>I can make a prediction when given a choice of two outcomes.</li> <li>I can try different ways to complete an activity until I am successful.</li> <li>I can identify personal and private information.</li> </ul>

Differentiated AoLE Experiences Topic Web (I will experience/explore/discover)		
<b>Health &amp; Well-Being</b> <ul style="list-style-type: none"> <li>I will cut out pictures of my family.</li> <li>I will make a family tree.</li> <li>I will draw a self-portrait.</li> <li>I will explore the different body parts through action songs, art and games.</li> <li>I will experience a range of physical activities to help develop my fine and gross motor skills.</li> <li>I will explore different foods and how they can be prepared, cooked and eaten.</li> </ul>	<b>Language, Literacy &amp; Communication</b> <ul style="list-style-type: none"> <li>I will listen and respond to a range of texts.</li> <li>I will explore different books and reading materials.</li> <li>I will engage with letter and word play activities.</li> <li>I will explore adjectives and how I can use signs, words or symbols to describe things.</li> <li>I will experience the Welsh language through incidental use and songs.</li> <li>I will explore different methods of communication and how this can be done with people who live far away.</li> </ul>	<b>Mathematics and Numeracy</b> <ul style="list-style-type: none"> <li>I will explore and develop my understanding of numbers through play and work activities.</li> <li>I will engage in counting activities.</li> <li>I will explore size through sorting and matching activities.</li> <li>I will explore units of measure and record data.</li> <li>I will integrate information from tables and graphs.</li> </ul>
<b>Humanities</b> <ul style="list-style-type: none"> <li>I will create artwork of different religious symbols.</li> <li>I will experience stories and songs from the Jewish and Hindu faiths.</li> <li>I will explore Jewish and Hindu artefacts.</li> <li>I will explore local areas of interest.</li> <li>I will explore the different roles that people play in my local community.</li> </ul>	<b>Expressive Arts</b> <ul style="list-style-type: none"> <li>I will experiment with a range of different creative art materials and processes.</li> <li>I will listen and respond to music through movement, signing or singing.</li> <li>I will explore different musical instruments.</li> <li>I will explore digital art.</li> <li>I will make creative decisions during art and music activities.</li> </ul>	<b>Science and Technology</b> <ul style="list-style-type: none"> <li>I will experiment with different materials.</li> <li>I will explore functions of objects.</li> <li>I will explore cause and effect.</li> <li>I will experience trial and error with tasks with varying levels of challenge.</li> <li>I will take photographs of my world.</li> <li>I will match body parts with their functions.</li> <li>I will explore how to stay healthy and have good personal hygiene.</li> </ul>

**Knowledge** - All the things we learn about

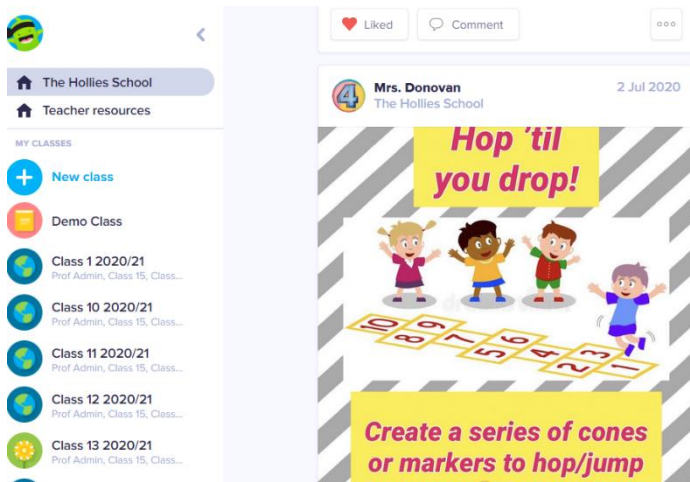
**Skills** - The things we are learning to do

**Experiences** - How we will do it



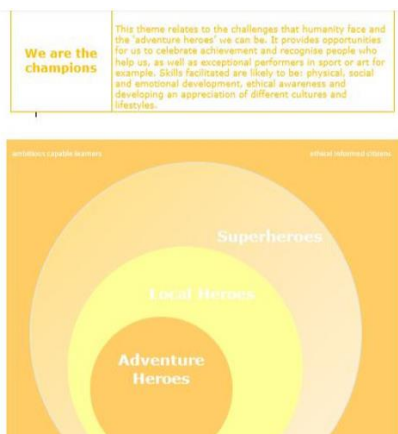
# Families as Partners in Learning

We use 'Class Dojo' to provide lots of opportunities for blended learning and involve our families in their children's learning.



Good Afternoon families!

If you are looking for some resources to read with your child at home there are lots available online and through our website resources.



Our topic this term is 'We Are the Champions'. There is information about this topic in the home-learning brochures that we sent home in the Autumn term. Teachers will be providing activities relating to his topic in your child's class area here on Dojo.) More information about the topic to follow...


## Get Started

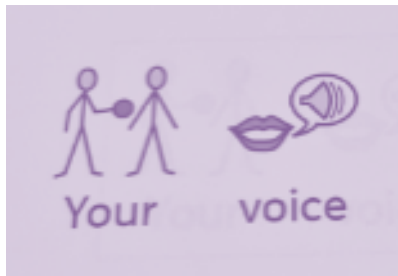
ss 100s of movement and mindfulness videos fo




## Listening to Our Learners

We use a range of strategies to support 'pupil voice', enabling our learners and their families to be involved in the design and implementation of our curriculum.

Suggested by our Learners	
	Description- Making creatures using UV materials LO- To use materials to create an imaginary creature
Physical Space- Indoors	
Resources- Objects that glow Pipe cleaners Play doh Feathers Buttons Felt	Extended activities- Can they take a picture of their finished creature? What is it called?



Suggested by our Learners	
	Description- count coloured feathers on a light table. LO- To touch and explore feathers To count how many feathers of each colour To sort feathers into groups by their colour To sort feathers into groups by their size
Physical Space- Indoors or outdoors- using a tuff spot.	
Resources- Light table Coloured feathers	Extended activities- Adding groups of feathers to find out how many all together



Dear School Council

We need your help with our school curriculum. That is all the things we do and learn about in school.

We want to know what children at The Hollies like best about our curriculum and **WHAT THEY WANT MORE OF.**

How could school council members get this information do you think? Maybe you could add some ideas to our 'jamboard'.



Focus on the topics of 'Raining Rainbows' and 'Make it Taste it'.

What were the best things we did for these topics? What did pupils enjoy? What did we learn?

What things would we like to do more of in our next topic 'Creature Features'?



### Occupational Therapists

Occupational Therapists look at the way children engage and become more independent in daily activities, which we call occupations. These occupations include activities at home, such as dressing, eating and keeping clean; activities in school and leisure activities such as playing at home with toys.

We help you think about how to offer the activities in a way which helps your child to be successful, building their confidence to keep trying and helping them grow and develop. As all children are different, we help you to think about what success looks like for your child so we can celebrate the milestones along the way.

Together we can remove barriers to occupation by focusing on you and your child's strength to make positive change.

### **What happens when you make a Request for Assistance?**

If your child is not known to Occupational Therapy, you can make a call to the Paediatric Occupational Therapy administration team and they will take the details of your concern. Depending on the nature of your concern different things may happen, for example:

- You may be offered an initial telephone consultation with an Occupational Therapist to explore your child's occupational profile and any underlying sensory, motor and wellbeing issues which are impacting on the child's occupational progress
- You will be sent a link to online training workshops which we have developed to help you consider your child's occupational skills and underlying sensory/motor needs
- Your child may then be allocated to an Occupational Therapist to further set goals with regards to their occupational skills, after which discharge from the service may be discussed
- We may signpost you to another service or resources to help you manage your concern without the need to see an Occupational Therapist
- We work closely with other professionals involved with your child.

Please call the Occupational Therapy administration team on  
02921 836910 if you wish to access the  
Request for Assistance process for your child.

## Speech and Language Therapists

At The Hollies the speech and language therapy team work with those who spend most time with the children to ensure strategies are in place for the ongoing development of their communication so that children can communicate functionally within the environment. We work at school level with Educational staff and a range a Health staff as well as liaising with parents.

In line with the Royal College of Speech and Language Therapy (RCSLT) clinical guidance for supporting children with Autism Spectrum Disorder the speech and language therapy team work through:

- Liaising with parents through face to face appointments, video or phone consultations.
- Target setting jointly with parents and teachers.
- Sessions/advice/support to implement targets to enhance communication.
- Training- whole school training, specific class training and parent workshops.
- Liaising with other health professionals, education staff or other agencies involved with the child.
- Monitoring and reviewing pupils' communication via observation, assessment and discussion.
- Report writing- statement reports, annual review reports, feeding plans and communication plans.
- Updating those working directly with the child.

## Psychology

Clinical Psychologists that work in the Community Family Psychology Team also support children at The Hollies. They lead the Positive Behaviour Support (PBS) which is an approach for developing an understanding of behaviours that challenge, and then using this understanding to provide a system of support for the child and family. They work closely with the schools to gather information about children and also to help teaching staff with some interventions when needed. They run groups for parents also that provide support around behaviours that challenge. Referrals to the service typically come from other professionals in health, education and the local authority.

Educational psychologists work within the local authority, in partnership with families and schools. They use their training in psychology to provide advice and support, and will recommend methods and strategies, in partnership with school, to help children navigate barriers to learning.

## Cardiff Family Advice and Support

Cardiff Family Advice and Support offers a range of information, advice and assistance for children, young people and their families in Cardiff. The team can provide information and advice on:

- Family life
- Child behaviour
- Childcare
- Parental support
- School attendance
- Employment, money and housing
- Information and signposting to other services

They can be contacted on 03000 133133 or you can visit their website at: <https://www.cardiffamilies.co.uk/>

## School

If you believe that your child, or your family, would benefit from additional support from another agency, school is always happy to direct you to a service, or assist you with any referral processes.

Please contact us on 02920 734411 for an informal chat with the Deputy Headteacher about any services that may be available.



Learn to Flourish