

Queensbridge Community Primary School



Where Every Child has a Champion

Respect. Believe. Achieve

School Prospectus Resourced Provision

Queensbridge Primary
School,
St Germain Street,
Farnworth,
Bolton.
BL4 7BL

Headteacher: Mrs L Chapman
Deputy Headteacher: Mrs G Owens
SENDCo: Miss S Gollop
Tel: 01204 332577
Email: office@queensbridge.bolton.sch.uk



Headteacher's Welcome...

Dear Parents/Carers,

Welcome to our school!

**Queensbridge; 'Where Every Child has a Champion'
Respect. Believe. Achieve**

At our school, we believe that it is a non-negotiable that each child has an adult who believes in them and is their champion. We will make sure that all of our children know that we believe in their ability to succeed. We will provide support so that every child finds joy in working together to develop the knowledge, skills and attitudes that lead to them being the best version of themselves.

We embrace the interest and involvement from families and want you to know that there will be many opportunities for you to be actively involved in school life as part of our Queensbridge family. We feel strongly that parent/carer involvement contributes significantly to your child's development. All staff are willing to talk over any concerns you may have, so please do not hesitate to ask for support. The staff and I are here to help.

This prospectus is an overview of the key information you and your children will need to know in order to make the most of the educational experience at Queensbridge Primary School.

We hope you and your children are very happy at Queensbridge and look forward to seeing our next generation flourish and shine like the stars that they are.

Yours sincerely,

Mrs L Chapman

Headteacher

Queensbridge Primary School



Resourced Provision – The Hive

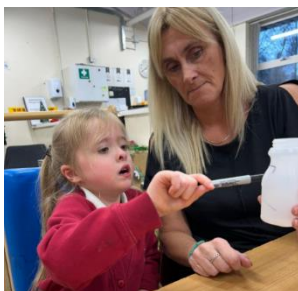


Our specialist provision has been open at Queensbridge since 2009. We are a resourced provision attached to a mainstream school that caters for 16 children with Severe or Profound and Multiple Learning Difficulties. In September, we will open the doors to our new extended building that consists of two large classrooms, two changing facilities complete with track hoists and adjustable changing beds, a medical room, a sensory room, a storage unit for a variety of equipment to be stored and a spacious outdoor area. Our school is all one level and fully accessible for wheelchair users. Children also have the opportunity to regularly visit our Forest School area.

As our base is attached to the mainstream primary school, we always endeavour to give our children invaluable opportunities to socialise and interact with their same age peers in their mainstream classrooms. This may be through joining them on the playground at break and lunch times, taking part in lessons where appropriate and attending enriching school trips and extra-curricular activities.



The Teaching Team



Governors		
Mrs C Burrows Chair of Governors	Mrs V Packer SEND Governor	Mrs N Kendall SEND Governor
Mrs L Chapman Headteacher (Designated Safeguarding Lead.)  	About Me: Hello, My name is Mrs Chapman and I am the privileged Headteacher of Queensbridge Primary School. This is my second home, my happy place and where my extended family reside. I am the proud mother of two children, and I believe that the education and care we provide here at Queensbridge, would be as I expect for my own. I put the children at the heart of all decision making and believe that building relationships with families is paramount. I thank you for putting your trust in us, as I know that choosing the right placement for your child is one of the most important decisions any parent will make. Fun Facts: Shhhh, please don't tell anyone... I like to collect vintage Polly Pockets. Sometimes I even bring my collection into school. My favourite thing to eat is cheese, the smellier the better! In my spare time I love to cook for my family and friends.	
Mrs G Owens Deputy Headteacher (Deputy Designated Safeguarding Lead.) 	About Me: Hi, I am Mrs Owens and I was very lucky to be appointed to be the Deputy Headteacher of Queensbridge in 2023. For the past 18 years, I've taught children from years 1 to 6 - a job that I dreamed of from being 5. My favourite subjects to teach are English and history. At Queensbridge, I'm responsible for organising the curriculum; making sure that children are provided with the best learning experience to meet their needs. Queensbridge really is a very special place; a true family and I look forward to working together with you and your child. Fun Facts: Fun facts... I've got lots of them. I love nothing more than learning new things. I've got three children of my own and we enjoy spending our time outside. We spend our summer camping in France.	

 Miss S Gollop Class Teacher/ SENDCo.	About Me: Hello, my name is Miss Gollop. I have worked at Queensbridge Primary School for nearly 7 years. I have always had a passion for teaching children with Special Educational Needs, working with your amazing and inspiring children is the most rewarding job in the world. We are a close community here at Queensbridge and we value the relationships we build with our families. I can't wait to welcome you and your child into our Queensbridge family. Fun Facts: Before joining Queensbridge, I taught in Dubai for two years. I am obsessed with chocolate! My favourite thing to do in my spare time is go to a spa – I love relaxing!
Mrs H Winnington Class Teacher/EYFS SENDCo 	About Me: I have been teaching at Queensbridge for 10 years now. I have always had a keen interest in teaching children with Special Educational Needs and I studied a SEND specialism whilst completing my teacher training. I am delighted to be joining our resourced provision. Fun Facts: Before becoming a teacher I was a dancer! My favourite thing to do in my free time is travel and I'm trying to visit 50 countries before I turn 50!
Mrs A Hall Higher Level Teaching Assistant 	About Me: Hi, my name is Mrs Hall. I've worked at Queensbridge School for over 20 years. I have worked in a variety of classes and age groups, which has led me to develop a very fulfilling role working with children with special educational needs. I feel very lucky being part of your child's education and watching your child grow and develop. Fun Facts: I love to travel and discover new places. Before having my two gorgeous children, I spent just over a year travelling around Australia, Malaysia and Thailand. I hope to live in Spain one day! I am very artistic and getting crafty is my favourite thing to do, I like to paint canvases to hang up in my home.
Miss C Rothwell Teaching Assistant 	About Me: I started an apprenticeship at Queensbridge when I was 17 and have been here ever since. It has been a privilege working with children with special educational needs and I'm super excited to be a part of the resourced provision. . Fun Facts: I'm very creative and have my own little business making beautiful products. I love being around my family and enjoy traveling and visiting different places of the world. My favourite food is pizza!

Miss J Gaskell Teaching Assistant		About Me: Hi, My name is Julie and I have worked at Queensbridge Primary School for just over 14 years. I have had the opportunity to work with children across different age groups during that time, however it has always been a passion of mine to work with children with special educational needs. I am excited about the prospect of welcoming you and your child into our school where we can watch them grow and thrive! Fun Facts: I have always had a passion for playing sports. In my twenties I dabbled in kick-boxing and ju-jitsu. I also played in a rounders league from the age of 14... now 40 years on I am still playing! Another passion of mine is crisp, I love every flavour!
Mrs D Barnett Teaching Assistant		About Me: Hello my name is Mrs Barnett and I have worked at Queensbridge Primary for 5 years. Both my children attended Queensbridge and I loved the school so much I also decided to join. Being a part of a young child's journey and helping them believe in themselves and making memories is a great privilege to be involved with. Fun Facts: I love watching sport especially football and regularly go to games at Leeds United with my daughter. I enjoy being near the sea and having family time on a beach. In school I've always got a stash of treats like chocolate and sweets! 😊
Miss M Amos Teaching Assistant		About Me: My name is Miss Amos and I have been with the Queensbridge team for just over 8 years, having worked in a variety of different roles in school. I am looking forward to working with our amazing children. Fun Facts: I love going traveling in my campervan and being at the beach. I love creating things and getting crafty. My favourite things are crisp, dancing and singing...🎵
Miss T Simm Teaching Assistant		About Me: My name is Miss Simm, I have been part of the Queensbridge team for 13 years. I have worked many roles in school, including working with SEN children by providing personal care and supporting them in the class room. I am so excited to be in the new build with lots of new faces. Fun Facts: I love to spend time with my family and grandchildren. I love listening to music and dancing. I enjoy going out for meals but I am a fussy eater...

Mrs S Rahat Teaching Assistant



About Me:

Hi, I'm Mrs Rahat and I've just started working at Queensbridge. I have a large amount of experience working with children with special educational needs and I have gained some valuable experience being a carer which I also bring to my role. My favourite thing about working with your children is the difference I can make to each child's learning and development.

Fun Facts:

I love going swimming and running as I love being active. I also love socialising with friends and family.

Therapies Team

We work in partnership with highly experienced therapists who ensure the highest quality provision for your child.

Louise Horsley Physiotherapist	Helen Baron Occupational Therapist	Lyndsey Gibson Speech and Language Therapist
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We also work closely with other professionals such as the Community Nursing Team who support us with any medical needs/training. Health care professionals may also give specific 1:1 support to children in our school as agreed in your child's care package.

The School and Family Partnership.

We whole heartedly value how our parents play a key role in enabling their child to achieve and succeed. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents will be treated as partners and supported to play an active and valued role in their child's education. Every effort is made to enable parents to work with the school and so develop positive and constructive relationships. In order to ensure close family/school relationships, we ensure the following takes place:



- A well planned out transition for your child which will include a member of our team meeting your child in their current setting and meeting with your child's key worker to handover relevant documents and information.
- A welcome meeting prior to your child starting at our school for a tour and to answer any questions you may have.
- Working together to complete any health care plans, risk assessments or moving and handling plans that are needed for your child's needs to be met in school.
- Use of the class dojo app (see below) as a means to communicate directly with your child's teacher via a messaging system. You are also free to call the school office throughout the day if there is something you need to pass on.
- A debrief of your child's day during home time if you collect them directly from their classroom. If your child uses the bus service, we will set up a home-school diary to ensure daily communication and updates.

- Support to navigate Bolton's Local Offer of services for children with SEND so you are aware of services to support your child/family.
- Full access to your child's learning journey and progress they are making through the Tapestry app (see below).
- An annual review of your child's EHCP each year and at least 2 additional meetings to discuss your child's progress during other points of the year.

The School Day

08:45: School Opens/Transport Bus Arrives.

08:55: School Starts/Registration.

09:00 - 10:00: Learning Session 1.

10:00 – 10:30: Snack

10:30 – 11:30: Learning Session 2.

11:30 – 1:00: Lunch/Outdoor Play

1:00 – 2:45: Learning Session 3.

2:45: School Ends/Transport Bus Leaves.



- If dropping off or picking up your child at the start or end of the school day, please wait outside of the provisions door at the side of the school. If collecting them for an appointment, please go to the school office to collect them.



Lunch Times/Feeding

Parents are asked to opt for either a school meal or packed lunch for their child. Changes are allowed at the beginning of each half term, but such requests should be made to the office, in advance, in writing.



School meals are currently free for all children in Reception, Year 1 and Year 2 and those eligible for free school meals. If you pay for school meals, the cost is **£2.55 for a day and £12.75 per week**. Alternatively, your child may bring in their own food from home.

We understand that many of our children have specific feeding and dietary requirements and ensure all staff are appropriately trained to meet these needs. We have three members of staff who have been trained by specialist nurses in gastrostomy feeding. We are also able to blend food if your child requires a pureed diet as recommended by their dietician/speech and language therapist.

Snack

We have snack time each morning at approximately 10am. Please send in any snack you would like us to give your child at the start of each week e.g yoghurt, fruit etc.

Attendance:

We take attendance very seriously and it is very important that children arrive to school on time every day. Please let the school know if your child/children will be late or absent by calling the school office. Please ensure a member of staff is informed if somebody different

is collecting them from school. If your child gets to school by transport provided by Bolton Council, please ensure you inform their transportation escort if they are absent as well as informing school.

The Department for Education changed the law in September 2013 and holidays in term time will not be authorised and absences will only be authorised in exceptional circumstances. Any requests for leave of absence in term time should be submitted in writing to the Headteacher. If children have 5 unauthorised days absence fines could be issued.

Term and holiday dates can be found on the school website. In line with our local authority attendance policy, term-time holidays are not permitted. Even one day missed in a week will have an impact on a child's learning. By accepting a place at Queensbridge, you are agreeing to this policy and therefore it is essential that you help school deal with problems of attendance. You must let the school know the reason for any necessary absence. This can be done by means of a telephone call on the first day of absence.

For health and safety reasons, children are not permitted to arrive before 8.45am unless they are attending breakfast club. We do not allow parents or carers to park on our staff carpark unless they are disabled badge holders.

Communication:

Class Dojo:

We are as paperless as possible. To help us with this we communicate with our families through an app called ClassDojo. This is an easy application to download onto your phone, PC or Ipad.



ClassDojo

Through the app, you will be able to read messages from your class teacher regarding trips, school updates or simply what has happened over the course of the week. Staff will help you to sign up to class dojo during your welcome meeting.



Tapestry:

At Queensbridge, we want to ensure you are able to view your child's learning journey and have an understanding of the progress they are making at school. We use the online platform Tapestry to record observations and take pictures/videos of your child during learning experiences. During your welcome meeting, you will receive a letter explaining how to download Tapestry onto your phone, PC or Ipad with details of your child's Tapestry account.



Intimate Care:

We have changing facilities in our provision in order to meet your child's intimate care needs. We typically change your child twice a day (once in the morning and once in the afternoon, or more if they have soiled.) Please can you provide all wipes, nappies and cream needed in their school bag. We will let you know in person or in their communication book if we require more of these items once they have run out. **Please always pack a spare change of clothes in your child's bag.**

Curriculum



The curriculum we have developed aims to:

- Give our children a means to communicate their needs and wants.
- Enable our children to make sense of the world around them.
- Allow our children to be as independent as possible in their own lives.
- Support our children in forming trusting and secure relationships.
- Ensure our children foster a love of learning showing they are interested, stimulated and engaged.
- Meet any of the medical, therapy and care needs our children require.
- Create happy and joyful individuals that enjoy coming to school each day.

In order to meet these aims, we have carefully crafted a curriculum that is flexible, responsive and meets the very individual learning needs of each child we serve. This curriculum will include learning opportunities to develop children's communication, social, emotional and cognitive skills alongside support for any medical or therapy needs.

These three curriculum pathways are:

Pre-Formal Curriculum: This curriculum pathway is typically relevant for our children with Profound and Multiple Learning Difficulties who operate at the very early stages of cognitive, physical, social and emotional development and may have complex medical, physical and sensory needs. It is a curriculum that recognises the unique ways of learning for children on this pathway and that learning is unlikely to follow a straight, linear pathway.

Semi-Formal Curriculum: This curriculum pathway is typically relevant for our children with Severe Learning Difficulties and other associated complex needs. We recognise that our semi-formal learner will benefit from accessing a more formal subject curriculum, but will still require a more flexible and holistic approach to learning to ensure that all learning needs are met and barriers to learning are removed.

Formal Curriculum: This curriculum pathway is typically relevant for children with Moderate Learning Difficulties who will be working consistently and over time below age-related expectations. Children following the Formal Curriculum pathway are cognitively able to access National Curriculum subjects, but require adaptations that allow them to work at levels appropriate to their developmental stage.

Curriculum Overview

Main Areas of Need

Cognition and Learning

**Communication and
Interaction**

**Social, Emotional and
Mental Health**

Sensory and/or Physical.

Resourced Provision Curriculum

**Mathematical
Development:**

Routes Targets
(Cognition)

Number
Shape, Space
and Measure

Literacy:

Reading
Writing

**Understanding the
World:**

History
Geography
Science
RE
Computing

**Communication and
Language:**
Language and
Communication
Attention and Listening.

**Personal, Social and
Emotional Development:**
Feelings, Behaviour and
Morals.
Relationships and Others.

PSHE

Physical Development:
Gross Motor Skills
Fine Motor Skills
PE

**Personal, Social and
Emotional Development:**
Self-Care and
Independence.

**Expressive Arts and
Design:**

Creative Performance
Media and Materials
Design and Technology.

Therapy Support

Speech and Language
Therapy

Occupational Therapy
Physiotherapy
Sensory Support Service
Community Nursing Team

The areas highlighted in red make up the core components of our curriculum offer. These areas underpin the knowledge and skills needed to access the wider curriculum and therefore form the basis of our **Pre-Formal Curriculum**. Although children on the Pre-Formal Curriculum are not yet ready to engage in subject specific study, they will still receive a broad and balanced curriculum by being immersed in topics stated in our Long Term Plan (see below.) Children on the **Semi-Formal Curriculum** will start to be introduced to more subject specific study, as they will have laid the foundations when accessing the Pre-Formal Curriculum for more subject specific learning to develop. Children on our **Formal Curriculum** will have the skills and knowledge to engage in subject specific study and will follow the National Curriculum Programme of Study for the stage of learning they are working at

Wider Curriculum and Enrichment Experiences

Forest School

Extra-Curricular
Clubs e.g Choir

School Trips e.g
Smithill's Farm

Walks in the Local
Area e.g visiting the
supermarket.

Swimming
Lessons

Opportunities to socialise
and engage with same
age peers in mainstream
part of school.

School events e.g
the Summer Fair.

Long Term Plan

We use a 3 year rolling plan in order to teach your child following a thematic approach – this is to ensure your child is exposed to a breadth of curriculum content with topics that ensure learning is exciting, engaging and relevant to your child.

Queensbridge Smart Room Resourced Provision - Long Term Plan				Three Year Thematic Plan		
Term	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Year One	A Pirates Life for Me	Once Upon a Time	Colour and Materials	Step Into Spring	On the Farm	Under the Sea
Year Two	Our Academy of Witches and Wizards	Celebrations	To Infinity and Beyond	The Circus is in Town	Food Glorious Food	Let's Go on a Summer Holiday
Year Three	Step Back in Time	Seasonal Changes (Autumn into Winter)	A Magic Carpet Ride		Transport	In the Jungle

2024/2025 year

Assessment

All children will be assessed using the Cherry Garden Branch Maps assessment tool and against targets set from their most recent EHCP Annual Review. The branch maps are intended to be child-centred documents that allow for a flexible approach to assessment. Using Cherry Garden Branch Maps means a child's learning journey can follow its own unique path, and the straightforward organisation of milestones means that adults can see if a child has missed a key step that is holding them back from moving forward. Progress towards targets is monitored on an ongoing basis and is recorded on Tapestry where staff add pictures, videos and notes to evidence children's learning and progress. We also work in close partnership with different therapists who will closely monitor the progress of your children in different areas and will set targets that are worked on within school.

Once our children are working on the formal curriculum pathway, they will be ready to follow the expectations of the National Curriculum and will start to be assessed against the pre-key stage standards and expectations for the year group they are working at.

An example of our assessment tool for Communication and Language.

Branch 1	Branch 2	Branch 3	Branch 4	Branch 5
Notifies Stimuli	Anticipates within familiar social routines	Start to understand contextual clues	Understands single words/sounds signs/symbols in context	Understand 1 key word sentences
- Taste - Smell - Touch - Visual - Auditory - Vestibular	- During social games - During social songs - Everyday routines	- Within social routine - Using objects or props - Transition songs and symbols	- Using objects or props - Within social routine - In play situations - Follow simple familiar instructions	- Within social routine - In play situations - In structured situations - In unfamiliar environments
Responds to close physical contact with a familiar person	Objects to termination of an interaction	Shows understanding that their action causes a specific effect	Copies sounds and gestures	Uses singles words/signs/ symbols for a range of purposes
		- Switch toys - Computer input devices - Cause and effect items		- Within social routine - In play situations - In structured situations - In unfamiliar environments - To request items that are not present
Responds consistently to one stimulus	Responds to cause and effect	In the context of a familiar social game, perseveres by repeating action in order to get reward	Deliberately attract attention of another person in order to communicate need	Copies words or signs
	- Switch toys - Computer input devices - Cause and effect items			- In play situations - In structured situations
Responds to familiar voice or other personal identifier	Changes behaviour in response to an interesting event nearby	Attracts Attention	Initiates Social Game	Copies rhythms or beats vocally or with an instrument (early phonics)

We use a further variety of methods to provide a holistic assessment of our pupils. Some additional ways of assessing our children include:

<u>Pre-Formal Curriculum/Semi-Formal Curriculum</u>	<u>Formal Curriculum</u>
• Engagement Model: These children will have an engagement profile that is used when observing	• NFER tests: To assess Reading and Maths attainment for children working at Key Stage 1 level.

them in various scenarios in the classroom to assess their progress and levels of engagement during different activities.

- Assessment against the **Pre Key-Stage Standards** once they have progressed through the Cherry Garden Branch Maps.
- **PE Passport** for those children accessing the mainstream PE curriculum.
- **Work Books**: Children on the formal curriculum will have more subject specific work books to record their work e.g Maths books and Topic books.

Uniform

Please label all items of school clothing with your child's name. Children must wear correct uniform at all times. Black shoes (not trainers) are essential. PE kits can only be worn on PE days – such days will be advised by the class teacher. In the event that your child/ren come into school without the correct uniform, when possible we ensure that they change upon arrival. For example, trainers on non-PE days will be replaced with school pumps.



P.E. Kit – Children come to school on PE days in their PE kit and trainers can be worn. Your class teacher will let you know which days PE is on.

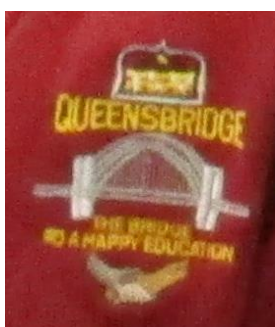


Girls	Boys
• Grey skirt, grey pinafore or grey trousers • White shirt/blouse or polo shirt • Burgundy sweatshirt or cardigan • White/grey socks or tights • Black shoes (not trainers) Summer uniform: • Red and white check-patterned dress or grey shorts	• Grey trousers • White shirt or polo shirt • Burgundy sweatshirt • Black shoes (not trainers) Summer uniform: • Boys may wear grey shorts if they wish
PE Kit (both boys and girls) • White t-shirt and black shorts – must be unbranded (no matter how small the logo) • Black jogging bottoms can be worn in winter • Black pumps or trainers • Nursery children will just need a pair of pumps.	

Uniform with a logo is not required. However if you would like to purchase uniform with a logo or school book bags you can get these from Ziggy's.

Please ensure all items of clothing and book bags are labelled clearly with your child's name.

The school fully support and understand that children may require adaptations to their uniform e.g specific supportive footwear or clothing with velcro fastenings to support with dressing. If you have any questions related to this please contact the school.



Ziggy's Schoolwear

6 Brackley Street

Farnworth

Bolton, BL4 9DR

Tel: 01204 577211

Jewellery

Children **are not permitted** to wear jewellery to school at any time. Children may wear watches but **not** smartwatches.

The school accepts no responsibility for loss or damage to clothing, jewellery or any other valuables.

