



Ironville and Codnor Park Primary School

Believe Achieve Succeed



Welcome to Shining Start



What is Shining Start?

Shining Start is a small support base at Ironville and Codnor Park Primary School for children in Reception, Year One and Year Two. Children attend Shining Start when they need extra help to develop the skills needed to learn successfully in school. There are up to five children in the base, supported by experienced staff.

Shining Start provides a calm, caring and structured environment where children can build confidence, communication skills, independence and positive learning behaviours. Every child has an individual plan to help them succeed.

Who works in Shining Start?

A dedicated team works together to support every child. The core team includes:

- Mrs McNeil, Lead Specialist Teaching Assistant
- Miss Mansey, Class Teacher
- Mr Judge, EYFS Co-ordinator
- Mrs Bourne, SENDCo

Supported by other Teaching Assistants, staff work closely together to plan learning, monitor progress and meet each child's individual needs.

Who else helps support my child?

When needed, we work with specialist professionals who can provide advice and support.

This may include Speech and Language Therapists, Educational Psychologists, Health professionals and Derbyshire SEND services. Their advice helps us provide the best possible support for each child.

What will my child learn in Shining Start?

Children follow a broad curriculum that is matched to their individual needs.

Each morning focuses on:

- phonics, reading, writing through Drawing Club, mathematics,

Children also learn through:

- play-based learning, continuous provision, outdoor learning, projects, Forest School, social and emotional learning. This approach helps children develop the skills, confidence and independence needed for learning.

How do children learn outdoors?

The outdoor play areas are also used on a daily basis for curriculum-based activities.

The children also have an opportunity to participate in Forest Schools, a Commando Joe session and twice weekly outdoor PE (weather permitting), and they join with Wrens or Robins class for these activities.

What does the Shining Start environment look like?

The indoor classroom

The indoor classroom is spacious and ideally would accommodate up to five children. It contains lots of visual cues for the children, particularly regarding the structure of the day. There are a range of areas where the children can explore and embed their learning including; a reading area, role play, box modelling, play doh, painting, sand/water, small world, writing and maths. There is a large carpet area for group times and there are tables for writing and for structured learning. There is also a quiet room and a sensory area. The Shining Start classroom environment supports positive behaviour management. The environment provides a high level of nurture alongside clear expectations consistently reinforced boundaries for behaviour. Visual structure, modelling, prompting and scaffolding are used to encourage the children to develop appropriate behaviours.

Visual timetables and clear routines help children understand what will happen throughout the day.

What do lunchtimes and playtimes look like for my child?

Shining Start share two outdoor play areas containing a range of investigative activities, play equipment and ride-on toys. Some children can access a quieter play space with a higher level of supervision, whilst others may access the main playground, alongside the whole school. This is designed to make playtime and lunchtime a positive experience for the children in Shining Start.

Shining Start children may have the opportunity to eat their lunch separately in a quiet area, where there is reduced sensory stimulation and additional behaviour support or eat in the main hall with the whole school.

How do you help children become ready to learn?

We focus on the Derbyshire 10 Keys to School Readiness, including:

1. I can settle happily without my parent or carer,
2. I can tell friends and grown-ups what I need,
3. I can take turns and share when I am playing,
4. I can go to the toilet on my own and wash my hands,
5. I can put on my own coat and shoes and feed myself,
6. I can tell a grown up if I am happy, sad or cross,
7. I know that what I do and say can make others happy or unhappy,
8. I am curious and want to learn and play,
9. I can stop what I am doing, listen and follow simple instructions,
10. I enjoy sharing books with grown-ups.

Children also learn about feelings through Zones of Regulation and our school's RESPECT values.

How would my child get selected for Shining Start?

If your child has an identified SEND and is entering the Reception year, discussions will take place between school staff, parents/carers and staff in the pre-school setting prior to entry. As part of a planned transition to school, your child may be identified as being likely to benefit from time in the Shining Start inclusion base, before gradual inclusion into the main class. This would be in agreement with you.

Alternatively, your child may be identified by their teacher during their time in Reception, Year One or Year Two as struggling to acquire 'ready to learn' skills. Support will be implemented in the main class, but if your child continues to experience difficulties, they will be referred to the school 'Take Care' Team. This may lead to an increased level of support, and your child's progress will be closely monitored. If it becomes apparent that your child would benefit from a consistently high level of support to meet their individual needs, in a quieter, nurturing environment, they may be offered a place in Shining Start. You would be involved at every stage of this process.

How does Shining Start help my child belong in school?

Children in Shining Start are full members of our school community. We help every child feel safe, valued and included.

Children regularly join their mainstream classes and take part in:

- PE, music, PSHE, Forest School, school trips, performances and celebrations, wider school activities and responsibilities

We build opportunities for friendships and positive relationships with other children across the school.

How do you know if my child is making progress?

Staff assess children's learning, communication, social and emotional development on an ongoing basis. We use a range of assessment tools, including the Derbyshire 10 Keys to School Readiness, and the Boxall Profile, to help us understand each child's strengths and next steps.

Children work towards individual learning targets that are reviewed regularly. Reception children are assessed using the Early Years Foundation Stage framework. Older children may be assessed using Formative Footprints, alongside learning objectives from the National Curriculum for reading, writing and mathematics. This helps us identify and celebrate the small steps of progress each child is making.

Each child has an individual provision plan with targets for learning, communication, social skills and emotional development. These targets are reviewed with parents and carers every term.

Where appropriate, we work closely with outside professionals to plan and review support. Some children may also have Inclusion Funding or an Education, Health and Care Plan (EHCP), which is reviewed regularly.

Attendance is also monitored, as regular attendance plays an important role in helping children make progress.

We believe that working in partnership with families is essential, so parents and carers are kept informed about progress and involved in planning the next steps for their child.

How does my child move back into their mainstream class?

Every child follows an individual plan. As confidence and readiness to learn develop, children gradually spend more time in their mainstream classroom.

This process is carefully planned with parents and carers, Shining Start staff, class teachers and the child where appropriate. Many children are supported through a buddy system to help them feel secure and successful.

How do you work with parents and carers?

We believe children make the best progress when families and school work together.

We support this through daily conversations where possible, regular communication, termly review meetings, shared target setting, celebrating achievements together. Your views are important because you know your child best.

How can I help my child at home?

You can support your child by:

- Reading together every day,
- Talking about feelings,
- Encouraging independence,
- Practising listening skills,
- Playing games that involve sharing and taking turns,
- Praising effort and resilience.

Small, everyday activities can make a big difference.

More information

If you would like more information about Shining Start you can ask to talk to any member of the staff team, or you could contact school by email or Mrs Bourne (SENDCo) by email

(bournea@ironvillecodnorpark.derbyshire.sch.uk)