



Ironville and Codnor Park Primary School

Believe Achieve Succeed



Welcome to Shining Start



What is Shining Start?

Shining Start Class is a warm and inspiring environment where every child feels valued and can thrive. Designed for children in Reception, Year One, and Year Two, our small class size (maximum of five children) ensures personalized attention from two dedicated staff members.

We understand that some children may need additional support to adjust to the classroom setting. Shining Start provides a tailored learning experience that caters to individual needs, fostering exceptional progress. Our child-centered approach, rich curriculum, and supportive classroom create a nurturing space for learning and exploration.

Through individualised planning, we help children achieve their goals, building confidence and independence. By providing clear structure and guidance, we empower children to become successful learners.

The decision to place a child with special educational needs (SEND) in Shining Start is made through a collaborative process involving school staff, parents, and pre-school staff. This decision is typically considered for children starting Reception who might benefit from a gradual transition to their main class. The child's progress is closely monitored, and if it is determined that they would benefit from a consistently high level of support in a quieter environment, they may be offered a place in Shining Start. Throughout this process, parents and carers are involved at every stage.

What is the aim of Shining Start?

The aim of Shining Start is to enable children to develop the Derbyshire 10 keys to readiness to school, so that the children can go on to integrate into a main class group with the skills they need to be successful learners. Some children start school without having fully developed the skills, meaning that they might not be ready to learn in a main classroom setting. The 10 keys are:

I can settle happily without my parent or carer

- I can tell friends and grown-ups what I need
- I can take turns and share when I am playing
- I can go to the toilet on my own and wash my hands
- I can put on my own coat and shoes and feed myself
- I can tell a grown up if I am happy, sad or cross.
- I know that what I do and say can make others happy or unhappy
- I am curious and want to learn and play.
- I can stop what I am doing, listen and follow simple instructions
- I enjoy sharing books with grown-ups

Whilst some of these children will quickly learn these skills once they start school, others may require a greater amount of support. Shining Start provides an environment, which will enable these children to develop the skills they need to be successful learners in the main classroom

Who are the staff?

Mrs McNeil is the lead Specialist Teaching Assistant in Shining Start and Miss Benton is the supporting Teaching Assistant in Shining Start. They teach the class on a daily basis and are experienced in working with children who have special educational needs and disabilities.

Mr Judge, the school Early Years Foundation Stage Co-ordinator, is the manager of the provision, and oversees its functioning and development. He also plans the curriculum for Shining Start and provides advice and support regarding implementation of the curriculum, the structure of the school day, learning resources, teaching and management strategies.

Mrs Bourne, the school Special Needs and Disabilities Co-ordinator, provides advice and support regarding the children's individual special educational needs and the strategies to support their learning, language and communication, social and emotional development and physical/sensory needs.

What does the Shining Start classroom look like?

The indoor classroom is spacious and contains many 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, creative area, 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.



Outdoor learning

The outdoor play area is also used on a daily basis for curriculum based activities. The children also have a weekly 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.

Curriculum and timetable

Our curriculum is designed to nurture well-rounded individuals. We prioritise "ready-to-learn" skills like active listening, focused attention, and cooperative turn taking, guided by the Habits of Attention.

Mornings are dedicated to building strong foundations in phonics, reading, writing, and mathematics, tailored to each child's unique learning style. Afternoons offer a dynamic blend of inquiry-based learning, continuous provision, and enrichment activities. Through investigative projects in geography, history, science, and art, children explore the world around them and develop essential EYFS skills.

Shining Start children benefit from opportunities to learn alongside their peers in Wrens and Robins. Our weekly Forest School sessions foster confidence, attentiveness, and independent learning skills in a natural setting. Regular PE, music and PSHE time with older children creates a supportive and enriching learning environment.

Monitoring and Assessment of the children's progress

In Shining Start, we use a comprehensive approach to learning that caters to each child's unique development. For our Reception children, we follow the Early Years Foundation Stage (EYFS) curriculum. This framework guides our planning and delivery of lessons, ensuring that our youngest learners are exposed to a stimulating and engaging environment that supports their growth. As children progress to Year One and Year Two, we follow the National Curriculum. Additionally, we utilise BSquared, a personalised assessment tool that helps us identify each child's individual learning needs. Based on these assessments, we tailor our lessons to ensure that every child receives the support and challenges they require reaching their full potential.

What behaviour management systems are used?

Shining Start uses an adapted reward system to encourage positive behaviour. Children start each day on the "happy green face" and can move up the chart for good choices. Reaching the top rewards them with a platinum and these are saved on the platinum bankcard. When the children have enough platinums saved up, they can spend them.

Misbehaviour leads to being moved down the chart, potentially resulting in lost playtime. If a child moves to the thundercloud, they will be taken to a member of the Senior Leadership Team with an adult. In addition, some children have individual behaviour management systems specifically designed for their difficulties and the behaviours they need to work upon.

The school also uses "Zones of Regulation" to help children identify and manage their emotions, and promote "RESPECT" behaviours. The classroom environment is structured to support positive behaviour, with clear expectations and consistent reinforcement.

How do the children reintegrate into their main class?

The decision for a child to start a reintegration programme into a main class is based upon teacher observation of their 'readiness to learn' behaviours, progress towards targets on their individual provision plan, one page profile and BSquared assessments. Discussion will take place with the SENCO and parents/carers prior to any reintegration programme starting. Reintegration programmes are planned with the staff in the class, which the child will be entering. They usually involve a gradual build-up of time within the main classroom, with additional support available.

What can parents/carers do to help?

Regular home-school communication between school staff and parents / carers is really important for the children in Shining Start. Usually at the end each school day there is a member of staff available to talk to parents/carers about how the school day has gone for their child. This gives the opportunity for parents/carers to praise their child or set a positive expectation for improvements in behaviour. The children need to know that parents/carers and school staff are working together. Parents/carers can support their children at home in developing behaviour which will help them learn, such as listening, turn taking and following instructions. Termly review meetings are also held, involving school staff, parents/carers and other services working with the children, and this a good opportunity for parents/carers to contribute to planning of support and targets for their child.