



FARNEY CLOSE SCHOOL

DAY PLACEMENT POLICY AND PROCEDURE FOR FARNEY CLOSE PRIMARY SCHOOL

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Approval Level	<input type="checkbox"/> Governing Body <input checked="" type="checkbox"/> Principal to Determine
Signed	
Role	Principal
Date Approved	

This document is in place to ensure that Farney Close employees, Farney Close primary school children and their parents and carers have a clear understanding on how our Primary provision runs.

Farney Close School acknowledges its duty of care to safeguard, protect and promote the welfare of children and is committed to ensuring safeguarding practice reflects statutory responsibilities, government guidance and complies with best practice. This knowledge has informed the writing of this policy.

Timing of the school day:

	Monday	Tuesday	Wednesday	Thursday	Friday
8.30 to 8.45	Breakfast and Registration	Breakfast and Registration	Breakfast and Registration	Breakfast and Registration	Breakfast and Registration
8.45 to 9.30	SPaG / Phonics	SPaG / Phonics	SPaG / Phonics	SPaG / Phonics	SPaG / Phonics
9.30 to 10.15	Music	D&T	Maths	Humanities	Maths
10.15am	Break	Break	Break	Break	Break
10.30am	Maths	PSHE	English	English	English / Maths
11.30am	English		Phonics	Phonics	Phonics
12.15pm	Lunch	Lunch	Lunch	Lunch	Lunch
1.00pm	Registration and Reading / Phonics	Registration and Reading / Phonics Literacy	Registration and Reading Enrichment	Registration and Reading PE	Registration and Reading
1.15pm	Literacy				Reflection time
1.30pm		Foundation Reflection / Home	Reflection / Home	Topic / Foundation Reflection / Home	Home
2.00pm	Cookery				Home
2.15pm	Reflection / Home				
3.15pm	Home	Home	Home	Home	

Education team Hours:

- TAs - 8.30am to 3.30pm (20min break)
- HLTA – 8am to 4pm (20min break)
- Teacher 8am to 4pm (half hour break)
- Children 8.45am – 3.15pm (5 hours teaching time)
- 1pm finish on Fridays
- 1 hour break in total for children.

Break covers:

Lead Teacher will ensure all breaks are supervised sufficiently whilst also ensuring free time is received by all. All staff entitled to 20 minutes break over course of the day.

PPA:

Teacher will receive 10% PPA covered by the HLTA or subject specialist.

Our Primary school pupils' Day placements can arrive **from 8.45am** and be dropped by their taxi outside the Primary School area. The Primary teaching team will greet from their taxis and take them into the school.

The children will be offered the opportunity to have breakfast if they have not already eaten.

At 9am the school day will officially start.

On Fridays children go home at 1.00pm allowing the KS2 team to join KS3 and 4 for meetings, CPD etc.

Communication

We have always prided ourselves in getting to know all children and young people that attend Farney Close, whether that is the Primary, Secondary or Post 16 provision, as individuals and maintaining positive communication with families of the children and young person and their professional support network.

The adults working on the Primary provision will:

1. Act as an advocate on a child's behalf:

- Meet regularly with the child and discuss issues as led by them
- Look at how best to meet their individual needs.
- Gain an understanding of the child's worries and concerns, likes and dislikes.
- Providing specific time to talk or discuss issues relevant to the child.

- Defining issues in terms relevant to the child.
- Support and assist the child in expressing their views in any forum that they may find difficult / uncomfortable.
- Express their views for them should they wish them to.

2. Play an active role in the assessment of a child's presenting needs with particular regard to the following areas:

Physical Needs - monitoring height & weight (in liaison with the School Nurse)
 - personal hygiene - appearance - diet – medical conditions – personal appearance and attire.

Social Needs - familiarisation with specific interests - network of friends & family – skill and abilities in social interaction - quality of relationships with adults, peers and the wider community.

Intellectual Needs - noting special educational needs – additional educational needs - school programmes – impact of IEP's / Personal Education Plans (CLA pupil).

Emotional Needs - awareness of the individual ability to understand, control and express feelings, their level of self-awareness and self-worth, ability to consider the future and emotional development over time. This may include referring them to one of our therapeutic counsellors, with their permission.

Spiritual / Cultural / Moral development Needs - identifying any religious observances / preferences, cultural needs, and the level of moral development of the child. Look at how to address these developmental needs and put this into action where possible.

3. Provide an on-going assessment, monitoring and evaluation of a child's academic and social needs. This involves:

- Familiarisation of the content and Outcomes within the child's Educational, Health and Care Plan.
- Familiarisation with the contents of the child's main file and all administration concerning Farney Close School work with the child following their arrival.
- Discussion with the child on their perception of their own needs with clear plans to address these needs agreed between you.
- Establishing a relationship with the child's family / carers and any other relevant agencies who may be involved with the young person.
- To support and maintain the following areas of administration to a high standard:

- Behaviour Support Plan & Risk Assessment
- Education Passports
- Target Summary Sheets
- CPOMS
- Child's main files
- Pupil Profile information
- Independence Skills Assessments
- Child protection and Safeguarding reports
- CLA reports
- End of Term Reports
- Reports for annual review of EHCP
- Any other administration or letters or report as approved or directed by the Principal, Vice Principal, Head of Education and Head of Care.

4. Maintain high-quality liaison with:

- The child's family / carers maintaining regular telephone and email contact, carrying out home visits where necessary.
- Colleagues, Teachers, Social Workers, and other involved professionals.
- Local Authority Administrative Officers for the purpose of information sharing.
- Whilst such liaison can be established formally via attendance at Reviews, Case Conference and visits, there should also be regular informal communication.
- To inform the Principal, Vice Principal, Head of Education and Head of Care if they have any areas of concern regarding the young person so that the relevant action can be taken.

5. Work with all staff at Farney Close to prepare the children for moving into our secondary school or to another identified provision.

- Their independence skills.
- Their social skills.
- Where they are going to school.
- Orientation around the identified school
- Relationship building with the secondary staff team.

This Primary School team will ensure that the parents, carers and professional network are kept fully informed of their child's behaviour in school. This includes behaviours to be celebrated as well as those that children need to know are unacceptable.

End of the school day:

The children will have a chance to have a drink and a snack and use the bathroom before leaving for home in their taxis which will collect them from outside the Primary provision.

Phone calls will be made by the Primary team to parents and carers, where it is important that information is shared prior to the child arriving home.

The Primary team will ensure that information about each child's day is put onto the Schools Management Information System (CPOMs or iSams).