



**Moore House
Primary School**
Dunkeld



MOORE HOUSE PRIMARY SCHOOL - DUNKELD

Prospectus for Professionals and Parents

2023-2024



Keeping the promise to children and young people in Scotland



Who is this prospectus for?

This prospectus is for professionals who believe the learning and/or emotional needs of a child or young person for whom they have responsibility are not being met and who wish to find a suitable alternative day or residential placement for them.

Parents may also find this information useful.

We hope this prospectus will give you a good insight into our school, and let you see for yourself:

- our wonderful location;
- our welcoming staff; and
- the exciting opportunities for learning that we provide.

Moore House Primary School Dunkeld

Moore House Primary School - Dunkeld aims to provide sector-leading provision for children whose neurodiverse needs, particularly children on the autism spectrum and those who experience social anxiety, require specialist teaching, high level individualised pastoral care and a range of dedicated services. The school which is located in a calm, rural environment near Dunkeld provides specialist day education, including therapeutic support, for up to 6 children aged 5 to 12 years who require significant additional support for their emotional and learning needs.

Acceptance
Aspiration
Achievement
Attainment



Why choose Moore House Primary School Dunkeld?

Moore House Primary School - Dunkeld is one of four schools across the Moore House Group. The children placed at Moore House Primary - Dunkeld can benefit from seamless access to the continuum of services within the wider Moore House Group that includes, residential care, fostering and psychological services.

The school uses creative approaches to deliver the full Broad General Education entitlement for our small group of children whose needs have not been met within mainstream schools. The peaceful, rural environment of our primary school presents a myriad of opportunities for

outdoor learning and lends itself to naturally therapeutic approaches. Children attending Moore House Primary - Dunkeld benefit from the support of their experienced primary teacher and Support for Learning Assistant as well as from the additional support of specialist teachers from Moore House Academy - Dunkeld which is located separately but on the same campus. They can also access learning virtually from one of our other schools. This co-location of our secondary academy and primary school enables our younger children to enjoy social interaction with older peers when appropriate since we believe that flexibility in meeting the needs of our children is key.

Our philosophy and our nurturing approach is promoted through training for all staff in Dyadic Developmental Practice (DDP) – a therapeutic approach that prioritises a child’s need to develop relationships – with its underpinning principles of Playfulness, Acceptance, Curiosity and Empathy (PACE). Using our well developed trauma-informed practice and our understanding of neurodiversity, our staff in Moore House Primary School - Dunkeld plan relevant and sensitive approaches to meet the wide range of neurodiverse needs, always mindful of the huge potential of our children. Our staff are continually learning and developing through collaboration with each other as well as through accessing external support on a regular basis. The annual conference held by the Moore House Group attracts renowned presenters and is attended by many professionals from all over Scotland.



We are proud that our Mission, Vision and Values statements were developed in collaboration with young people and staff and we believe they capture exactly who we are, and what we are here for.

Our Mission

To achieve the best personalised outcomes for children and young people through positive, nurturing relationships developed across our education, fostering, residential and psychological services.

Our Vision

Every child and young person enjoys positive health and wellbeing; and the best opportunities for learning, life and work.

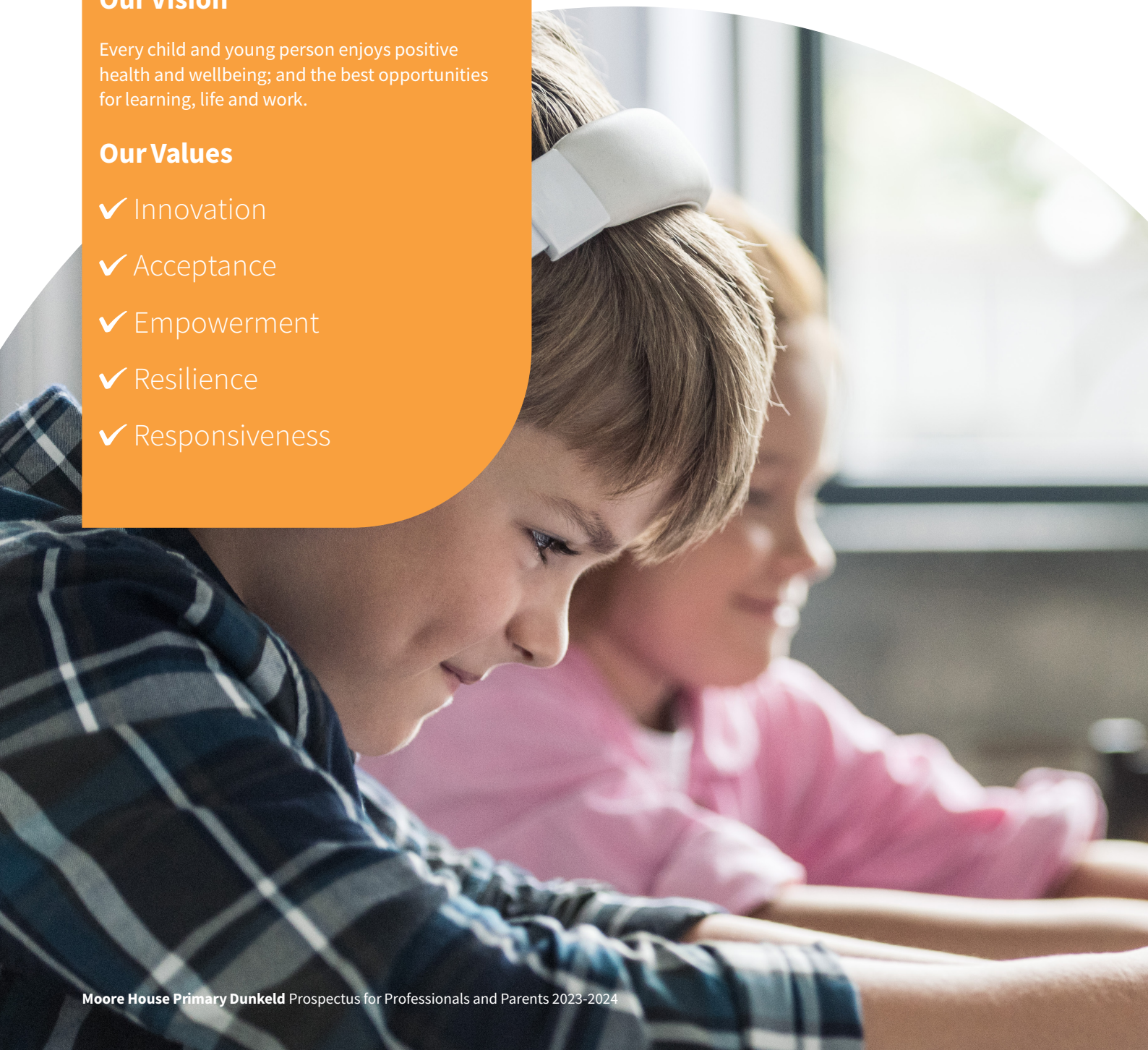
Our Values

- ✓ Innovation
- ✓ Acceptance
- ✓ Empowerment
- ✓ Resilience
- ✓ Responsiveness

How do our Mission, Vision and Values support our children?

The ethos we create in Moore House Primary School Dunkeld provides our children with a happy, friendly and stimulating learning environment where they feel safe, secure and valued.

Our calm, purposeful and supportive environment is built on mutual respect with staff who understand the importance of supporting our children to develop resilience and grow in confidence, in order to re-engage in their learning.



What are the challenges our children experience?

The social and emotional challenges that our children face on a daily basis are more important than any specific diagnosis. Almost all of our children present with behaviour arising from their neurodiverse challenges that can include:

- Anxiety;
- Social difficulties;
- Social communication difficulties;
- Rigidity;
- Sensory issues;
- Developmental immaturity;
- Mood disorder;
- Trauma; &
- Avoidance, including school refusal.

Since their different needs present significant barriers to learning and emotional development, we identify and promote each young person's unique abilities and help them to work through and overcome their own personal challenges.

What are the skills of our staff team?

Our staff team has been recruited and trained to work effectively with children who have undergone challenges in previous educational placements, often as a result of experiencing high levels of anxiety, difficulty with forming and maintaining relationships and, as a result, not being able to fulfil their potential.

In recognition that the needs of our children are significant and complex, our substantial in-house staff team includes a range of teaching, care, and support staff, including the Moore House Psychological Services and Intervention (PSI) team, Speech & Language Therapy and Occupational Therapy. Our teachers have a wide range of curriculum expertise and are effectively supported by our Support for Learning Assistants.

The Headteacher, supported by the Depute Head of Education, has overall responsibility for the school providing leadership and direction in supporting the growth, development and quality of our services. The Head of Education reports regularly to the Director of Children's Services and The Jane Moore Trust Board.



The Promise - A poem written by Donna Ashworth, a Moore House Academy - Dunkeld parent.



Scan the QR Code to watch the video

What is our curriculum?

Moore House Primary School Dunkeld takes full account of the National Improvement Framework (NIF) which sets out the vision and priorities for Scottish education. This complements the implementation of Curriculum for Excellence (CfE), Getting It Right for Every Child (GIRFEC), and Developing the Young Workforce (DYW), which are the three supporting pillars of the Scottish education system. Moore House services are also fully involved in taking forward relevant advice from The Promise.

Our children have full entitlement within the Broad General Education (BGE) curriculum across all eight curriculum areas:

- Languages, including Literacy and English
- Numeracy and Mathematics
- Sciences
- Technologies
- Expressive Arts
- Health and Wellbeing
- Social Subjects
- Religious and Moral Education

**“ I like being on the Chromebook. But I learn more in the classroom.”
Dunfermline Primary - Pupil.**



Our curriculum has a strong focus on identifying and supporting each child's emotional vulnerability as this is frequently the barrier to self esteem and their ability to concentrate which adversely affects their progress in learning. Using GIRFEC indicators we identify the wellbeing needs of our children and plan careful strategies and responses involving, as appropriate, members of the PSI team and other external agencies. Regular monitoring ensures we track progress and quickly respond to concerns.

The way in which we deliver CfE is informed by the needs of each child and can vary from one child to another. In particular we are conscious of the untapped potential of many of our children who learn in their own individual way. We identify strengths and learning styles and use a range of flexible approaches including sensory and visual strategies and quiet learning spaces as well as our wonderful outdoor environment to meet diverse needs. A strength of the school is the way in which our range of digital technology, for example using drones and virtual reality headsets, has motivated many of our children and allowed them to experience enjoyment and success in learning through innovative technology. This strengths-based approach helps our children to believe that their unique perspective is a valuable tool that they can use to reach their potential.

Our children enjoy Interdisciplinary Learning (IDL), which allows them to study a topic of interest while reinforcing knowledge and skills across several curricular areas as well as providing a focus on literacy and numeracy. Broad achievement is also promoted and outdoor learning is an important motivator.

In respect of Developing the Young Workforce, our outdoor learning and broad achievement opportunities prepare our children for the world of work, even at the primary school stage, in terms of work ethic, researching, investigating and planning activities such as building dens, caring for our wildlife and constructing raised garden beds.

Personalised curriculum planning ensures the school sets sufficiently challenging learning and wellbeing targets for each child that are assessed, monitored and tracked so that progress can be reported regularly and accurately. Ongoing monitoring ensures that the balance and progression of each child's curriculum remains appropriate to their needs.

Transition from the primary to secondary stage within the Dunkeld campus is eased through our children

having benefited from their additional curricular support from some of our secondary specialist teachers, and from their familiarity with older young people. They become increasingly confident having established trusting relationships with all staff and having experienced purposeful fun activities alongside their older peers.

Individualised curriculum planning ensures the school sets sufficiently challenging learning and wellbeing targets that are assessed, monitored and tracked so that progress can be reported regularly and accurately. Ongoing monitoring ensures that each child's curriculum remains appropriate to their needs.



Who are our partners?

Partnership and collaboration are at the heart of what we do. The rights and needs of our children are supported more effectively through joint working with parents, carers, agencies and services.

Our Key Partners include:

- Parents and Carers of our children and provide us with the most valuable insight into their children and help us understand their anxieties and fears; their strengths and interests; their likes and dislikes. Contact is encouraged as needed and review meetings provide more formal opportunities for parents and carers to be consulted and included in their child's plan.
- Local Authority representatives, including Educational Psychologists and Social Workers who place their children in our school and homes have invested their trust in us as providers of care and education for their most vulnerable children. We ensure the progress of each child's attendance and engagement, learning, health and wellbeing needs are tracked and reported to them on a regular basis.
- Local Mainstream Primary and Secondary Schools who can access Moore House services and who may provide the next placement for our children as appropriate.
- Health colleagues, including mental health and wellbeing practitioners who provide us with essential specialist advice, particularly in respect of the emotional wellbeing of our children.
- Social Work services who provide support, such as respite care, for some of our children and families;
- Local community services such as leisure services, community learning and development and specialist support groups who provide our children with wider opportunities;





How do we ensure we listen to the voices of our children ?

As part of our ethos of openness, acceptance and mutual respect, we work in ways that encourage our children to develop trust in us and in their peers so that they feel sufficiently confident to express their views in an acceptable manner. Each child has dedicated 'key time' when they can discuss their concerns and successes. Our small group setting and calm surroundings help to ease tensions and promote resilience. Many will not have spoken out appropriately in a school environment previously and may find it very difficult to express their emotions or voice their opinions in a considered way. School assemblies, celebrations of success and focused interdisciplinary learning weeks provide our children with a forum for interaction and shared experiences. Moore House Academy - Dunkeld provides a forum for greater interaction where older young people are role models for supporting our younger children to make their voices heard in an acceptable manner.

How do we safeguard our children?

Since all our children are vulnerable, we have a strong focus on health and wellbeing. We take full account of the GIRFEC wellbeing indicators and track each child's wellbeing in line with these. All staff have good information about the mental wellbeing and/or levels of anxiety of each child and are clear about support strategies. The Moore House Group ensures all staff receive significant initial training and updated training in safeguarding, including child protection. This includes Safe Crisis Management (SCM) training. The Head of Education is the Child Protection Officer and the Depute Head of Education is the Designated Child Protection Lead (DCPL). Children who present a degree of risk are assessed in order to clarify the nature and level of that risk so that risk management strategies are recorded and shared with all staff.

How are children placed in Moore House Primary School Dunkeld?

Parents can make a placing request for our school which the local authority will acknowledge and respond to the request within 2 months. In the event that the request is refused parents can ask for mediation or they can appeal the decision to the Additional Support Needs (ASN) Tribunal within two months of receiving the refusal letter. If the local authority does not respond to the placing request by the deadline, parents can appeal to the ASN Tribunal within two months of the missed deadline. If the Tribunal finds in favour of the request of the parent/s or carer/s, our Head of Education will work closely with the relevant authority so that the child's transition is managed smoothly. Comprehensive information is shared between the relevant authority, any external partners, and school staff, along with parents and carers, so that the school can quickly understand the total needs of the child.

Local Authority representatives and/or parents and carers may visit our school, by appointment, to consider its suitability prior to a placement being discussed. However, when the range of within-authority strategies or alternative local educational settings have not met the needs of a child, it is the local authority who considers and makes the decision - or not- to agree a placement at Moore House Primary School - Dunkeld.

**"I like using virtual learning as I still get to see my teachers and everyone at assemblies. Google classroom is good as it corrects my spelling and I don't get embarrassed."
Primary - Pupil**

What happens when a child is placed in Moore House Primary School Dunkeld?

The Head of Education and others collate all the information from prior education settings and set in motion a range of non-threatening initial education/health and wellbeing evaluations – often undertaken during outdoor learning activities - in order to clarify the starting point for bespoke curriculum pathway planning. Other assessments may be carried out by a member of the PSI team. From this baseline, the school will commence the development of a comprehensive plan and record that will follow the child throughout their placement. Within 6 weeks of admission, an initial Team Around the Child planning meeting is held involving the child, their parents/carers, representatives from the placing authority and other relevant professionals so that existing plans, such as a Coordinated Support Plan (CSP) and/or Child's Plan, are updated. This also includes agreeing bespoke curriculum plans, which clarify what is to be taught and learned during a specific period. Regular review meetings provide opportunities to report progress and ensure continuous challenge and appropriate support, including from other agencies when needed.



What happens when a child moves on from Moore House Primary School Dunkeld?

The school invites all relevant professionals who support the child, along with the child and their parents or carers, to ensure a smooth transition to Moore House Academy Dunkeld or to another school.



“I like that you can link in with others. I loved the whole school assemblies, online competitions, Google is a great learning resource.”
Amber - Pupil



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