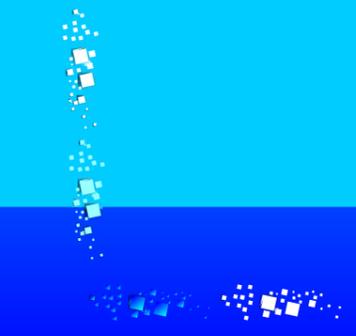




Little Beginnings Academy

Do not despise the days of little Beginnings...





Welcome to Little Beginnings Academy!

The Little Beginnings Academy was borne out of a desire to meet the needs of children with learning difference. It started in 2011 as a Saturday Activity Club to provide play and social skills to children while also meeting their other needs in a play-based setting.

Today it has grown into a School offering both therapy and academic services in a well structured environment. We provide a unique blend of therapeutic interventions and curriculum-based academics.

Seasoned therapists from different professions such as occupational therapy, speech therapy, physical therapy and psychology and behaviour, apply evidence-based therapy to address each child's needs. Experienced teachers in the British & Montessori curriculum are involved in careful assessment of the child's academic level and needs. Going forward to plan a unique curriculum especially tailored to meet the needs of your child.

We provide a transdisciplinary model of service delivery covering the following domains:

- Assessment
- Development of goals
- Delivery of instruction and therapy

Thank you for your interest in Little Beginnings.

Kind regards
School Director



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About Us

* Vision *

To be the vehicle by which children with a learning difference are integrated into the society. Being able to participate fully in all activities of purpose and meaning to them including; academic pursuits, social connectedness and independent levels of lifelong vocations.

* Mission *

Realizing the enormous potential in our children, we seek to bridge the gap between dependence and independence in life. This we do by providing a suitable learning environment, capable of meeting their needs, and a platform to build on interests and strengths as they contribute to their personal growth and that of the society.

* Values *

Integrity Commitment Excellence Responsibility Flexibility

Beliefs

In providing services to our children, our model is driven by three major beliefs:

1. Every child can learn
2. A transdisciplinary team is necessary
3. Families are vital

At Little Beginnings Academy every staff will strive to provide the Highest Quality Academics and Therapy Services that promotes and enhances each child's development; while assuring our parent's peace of mind in the care and service we render.

We will provide a safe, nurturing and developmentally appropriate blend of program which fosters active learning, support for the whole child, and a child friendly environment:

- We foster innovation
- We embrace teamwork
- We strive for excellence
- We respect and support families
- We commit to service at all levels
- We respect and appreciate diversity
- We actively listen and seek to understand
- We communicate openly and productively
- We use resources creatively and responsibly
- We abide by global and national acceptable Code of Ethics and Statement of Commitment



Strategies

In order to provide a holistic program for each child, we use the following methods;



Our Services

Early Intervention



Early intervention is considered the key to minimize the long term effects of developmental delays. This provides opportunities for the child to master critical functional skills and have an increased possibility for a life of independence and social integration.

Assessment using standardized tools is done to define the challenges and set out activity-based goals.

We provide our children with the opportunity to enjoy activities and materials that will improve their therapy and academic needs.

An Individualized Education Plan (IEP) is developed for each child and their daily programme is tailored to meet their needs in every area.





Enhancement Programme

This program was created in order to specifically focus on the challenges faced by children as they approach puberty and have more social responsibilities placed on them.

A detailed assessment will be carried out and both their therapy needs and academic needs are met. We accomplish this by applying a tailor made curriculum created especially for each child.

Attention is also paid to the development of life and survival skills, practical social skills and behaviours acceptable in day-to-day engagement in the society.



After School Care

Our After School programme involves activities such as:

- Music and movement
- Computer skills
- Swimming
- Social play
- Academics
- Therapy

These provide a rich opportunity to learn appropriate social behaviours and apply these skills when interacting with others.

The exposure of the programme to other children from mainstream schools provide a great atmosphere to daily interact with our children in both natural and structured social environments.



Academics

We blend The British & Montessori system of education. The approach is child-based which exposes each child to practical and creative methods of identifying problems and proffering solutions to such problems based on the child's perception.

Using systematic observations of each child from birth to adulthood, activities that improve the sensorial, practical life and creative thoughts of each child are provided.

Learning structure is teacher-child-parent based and environmentally inclined. We improve each child's perception and problem-solving skills through exposure to learning in all areas; physical, social, emotional and cognitive.



Transition

Every intervention plan should move every child towards independence. We believe that with the concerted effort of families and professionals, our children can attain their potential and gain independence towards communal integration.

Children under our Early Intervention programme are provided services with the expectation and hope that they will be integrated into regular mainstream schools with or without a Facilitator; but with improved skills to learn effectively.

We carefully plan and review programmes so that transitioning into mainstream education can be a smooth process.

Children undergoing the Enhancement programme are equipped with skills that will prepare them for further learning in mainstream education and interest-driven vocational skills with less dependence on assistance.





Speech Therapy

To improve and support a child's speech, language, communication and swallowing, in readiness for appropriate speech and language. Our team is inspired by the allied-health professionals of Speech and Language Therapists.

The word of speech therapists are invaluable to assess relative needs and provide appropriate strategies for each child.

Physical Therapy

Our physical therapy approach is aimed at re-mediating impairments and promoting mobility, function and quality of life through assessment, diagnosis and physical interventions, using exercises and various physical agents like heat, cold, radiations etc.



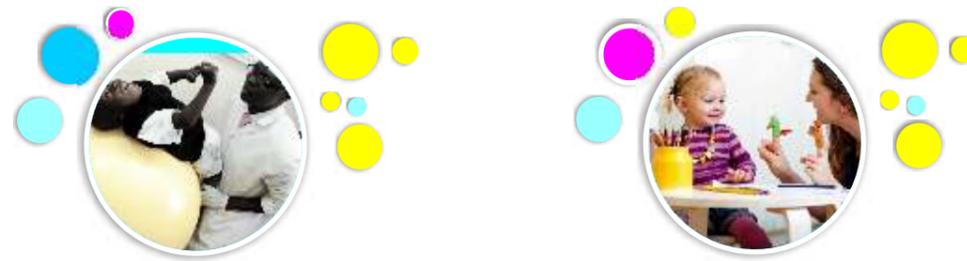
Occupational Therapy

This is a client-centred health profession concerned with promoting health and well-being through occupation. The goal is to enable people to participate in the activities of everyday life that bring meaning and purpose to them. Each child is helped to reach an independent level of functioning.

Behaviour Therapy

Behaviour modification to inhibit potentially self-destructive behaviours is crucial to our team work. Using Applied Behaviour Analysis (ABA) approaches, we help facilitate positive changes that will reinforce functional behaviour in your child.

Your child will be guided to achieve set goals for learning and acquire desired behaviour for lifelong interactions.





Assessment

Our transdisciplinary team of therapists and teachers are involved in a holistic assessment of your child's strengths and challenges using standardized assessment tools.

These include;

- Psychoeducational Profile-3rd edition
- Sensory Profile Questionnaire
- Autism Treatment Evaluation Checklist (ATEC)
- Dynamic Occupational Therapy Cognitive Assessment for Children (DOTCA-Ch)
- Functional assessment

Saturday Club

Our Saturday club engages children in activities which will help them acquire new skills such as social and emotional.

The exposure of the program to other children from mainstream schools provide a great atmosphere to daily interact with our children in both natural and structured social environments.





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