

St Mary's (Endowed) CE VA Primary Enhanced SEND Provision Room 2023-24



Provision Aims

- To provide a **safe space** in which children can experience nurturing care from adults.
- To teach children the skills they need to enable successful **reintegration** back into their mainstream class.
- To **prevent possible exclusion** for children who are at increased risk.
- To seek to understand pupils' thoughts, feelings and emotions and identify their **barriers to learning**.
- To adapt and **personalise the curriculum** according to the individual attainment and developmental needs of the pupils, within a **smaller classroom environment**.
- To provide a **blended curriculum**, which is accessible and **pupils experience success**.
- To provide an environment sensitive to the **sensory needs** of pupils.
- To improve pupils' **self-esteem, self-efficacy** and **self-awareness**.
- To support the development of **language and communication** skills.
- To promote more independent strategies for **self-regulation** and managing their own behaviour.
- To provide trusted adults who can **co-regulate** with pupils during times of difficulty and/or crisis.
- To provide additional, structured opportunities for **social learning** through cooperation, sharing and turn-taking.
- To use the **Colour monster colours** so that children can learn strategies to regulate their emotions.
- To provide enhanced support during periods of **transition**.

Identification and Assessment

- A **Boxall Profile** assessment will be completed to ascertain each pupils' social, emotional and mental health skills and needs. Progress will be measured by completing a new Boxall Profile twice per year.
- The **7 Cs Learning Portfolio** will be used to monitor progress in the core areas of Control and Compassion.
- In line with our SEND Policy, an Individual Learning Plan for each child is created termly, following the graduated approach of Assess, Plan Do & Review.
- Individual **Educational Psychologist** (EP) reports and **Education Health and Care Plan** (EHCP) recommendations are followed. Where a child does not have an up-to-date specialist assessment, an assessment will take place within 1-2 terms.

- General support and advice on the running of the room from professional agencies will be sought including School To School (S2S) Support, Norfolk Inclusion Team and the St. Benet's MAT SEND Lead.
- Pupil reintegration into a mainstream class will take place when indications suggest the child is ready to re-join their class again.
- A **reintegration plan** and timetable will be agreed for each individual child, drawn up by the SENCO and Head Teacher, and shared with the child, parents and staff involved.
- The child's reintegration will be carefully monitored and the timetable adjusted if needed.
- Timescales for reintegration will vary depending on each individual's need.
- Pupils may start by spending time in preferred lessons such as P.E., Music and/or Outdoor Learning, they may spend time working with a small group of peers away from the classroom, or they may spend part of a lesson in class before gradually building up to the full timetable.
- Break times and lunchtimes take place with all children in Year 3/4 and adults provide closer supervision to children with a Positive Behaviour Management Plan.
- If unsatisfactory progress is made over a significant period of time (i.e. more than 2 terms), then professional advice from other agencies will be sought and parents/carers will be involved in discussions to consider the most suitable long-term placement for the pupil in order that they may thrive in education.

Provision

- We provide a safe space for children and aim to provide a calm, purposeful and inclusive environment.
- We understand children's developmental needs. Staff respond to each child at whatever emotional or social age/stage s/he appears to be at. The high quality of this response enables the child to move on.
- We offer routine - the structure of the day is designed to promote feelings of security and provide reassurance during times of difficulty. The soft starts and talk and toast sessions are aimed at ensuring children feel safe and secure before learning begins.
- We value the development of wellbeing - this means listening, being responsive to needs in the moment, engaging in turn taking and sharing activities and talking about events and feelings. This involves calling the children by their name, noticing and offering specific praise for small achievements; nothing is hurried.
- We value language and communication - language is the key vehicle for putting feelings into words. This means providing lots of informal opportunities for talking and sharing. We encourage words to be used instead of actions to express feelings and to encourage an understanding of how others' feel.
- We understand that all behaviour is communication - If the child can sense their feelings are understood this can help to diffuse difficult situations. The adults help makes the link between the external / internal world.
- We understand transitions are significant in the lives of children - on a daily basis there are numerous transitions the child makes between home/school, break/classroom and moving onto different aspects of learning/curriculum. We understand that changes in routine are invariably difficult and need to be managed carefully with preparation and support.

Key Features

Adapted planning

In the Willow room the lead teacher will adapt planning from the year 3/4 curriculum taught in Beech class. The teaching will be broken down and scaffolded to support the children to achieve outcomes based on their starting points. The learning will take place in small groups, paired work and one to one depending on the activity and the needs of the children during the session. Where possible the materials used for lessons from white rose maths, CUSP and developing experts will be used to introduce topics.

Colour monsters

The colour monsters teach children scaffolded skills toward developing an awareness of their feelings/internal state and utilizes a variety of tools and strategies for self-regulation, prosocial skills, self-care, and overall wellness. This includes exploring tools and strategies for mindfulness and healthy connection with others it is an approach to teach self-regulation by categorizing all the different ways we feel and states of alertness we experience into coloured monsters. The framework is designed to help move students toward more independent self-regulation.

Targeted Interventions

Interventions such as daily Working Memory activities are incorporated so that pupils are encouraged to develop key 'learning skills' such as listening and attending to a specific sequence of instructions. Each sequence needs to be held in the pupil's memory systems long enough to manipulate the information so that they can successfully complete each individual exercise. This supports children to become aware of and practice their memory skills. We provide informal opportunities for social interaction, in which social skills are scaffolded and supported by an adult. Adults role model and encourage sharing, turn taking, problem solving and cooperative skills.

Example Timetable

Registration

Chat and Check in

Blended Reading Curriculum

Choosing time

Blended Writing Curriculum

Choosing

Story

Break time

Blended Maths curriculum

Times Tables Rock Stars

Fine motor

Lunch & Playtime

Registration

Blended Topic Curriculum

Targeted interventions - Sharing / turn taking activities

Collective worship

Story and Calm time

What it is NOT

- A long-term or permanent placement
- Chosen by class teachers or parents/carers
- Punishment or segregation away from peers
- For children who make poor behaviour choices or are low attaining
- A specialist or complex needs provision
- A quick fix!

Through this provision, we hope to provide children with the skills and experiences they need to be able to successfully reintegrate back into their mainstream class, to be happy children and achieve their academic potential.