



Specialist Provision Hub Policy

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Specialist Provision Hub policy

At Moat Farm Infant School, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all of our children to feel that they are a valued part of our school community. We respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Vision

All children will be given the opportunity to achieve their emotional, social and academic potential in a fully supportive and inclusive environment.

Aims

- At Moat Farm Infant and Nursery School we are committed to providing an equality of educational opportunities by placing the needs of the children first, supporting them and their parents both in school and, where appropriate, at home.
- We are an inclusive school and have successfully integrated children with physical disabilities, moderate and severe learning difficulties, and social, emotional and mental health difficulties.
- We provide positive support and encouragement so children feel safe in order to learn and express themselves.
- Provide children with a variety of experiences and a broad and balanced curriculum.
- We promote and embed early intervention for our children.
- We focus on the outcomes and personalised targets for the child and family and how we can best meet these needs.
- We promote multi-agency working and co-production with external agencies.
- We encourage home/school liaison and have a welcoming ethos encouraging parents/carers to take an active role in the education of their children.
- We also assist our families to access the best support for their children. Our SENCO alongside our Safeguarding Lead, Mrs George, are here to help our parents/carers in this.

Moat Farm Infant and Nursery School have a high intake of children with speech, communication and language needs. Some of these children may have a diagnosis of ASD or are on the pathway to receive the diagnosis. We recognise that some children with ASD are overwhelmed in the typical classroom environment so we cater for each child as an individual. Therefore, we have provided a specialised provision classroom called the 'Rainbow Class' which accommodates children who are unable to access a classroom environment because of their high needs. Although the Rainbow Class is managed by the main school, it is operated and organised very differently to the rest of the school.

The Rainbow Class is led by our very experienced practitioners Mrs Whitehouse, Miss Hartill and Mrs Harris and is overseen by the school SENCO, Miss Skidmore.

What is a Specialist Hub?

A specialist hub is an adapted classroom situated within a mainstream school. Hubs provide an opportunity for children identified as having more complex SEND to be included and educated alongside their peers in a mainstream setting, enabling them to join in with mainstream activities.

What does the Specialist Provision Hub involve?

- Provision is based on the Early Years Foundation Stage/National Curriculum and children will have access to free-choice activities and adult-directed activities. It will be a smaller child: staff ratio with no more than 10 children within the classroom. The staff are dedicated and pro-active and are passionate about their roles. School will identify children to be placed into the Rainbow Class depending on need of the child.
- Timings for the day are 8.45am -3.00pm
- Each child will have a designated key worker but will work with a range of staff to develop their social interaction skills, life skills and independence.
- Staff will work with small groups or 1:1 with a child depending on need or activity. They work under the close supervision of our Assistant Head Teacher and SENCO, Miss Skidmore.
- Provision will meet children's specific needs and ensure they make excellent progress from their individual starting points.
- Specialist resources we are able to offer include individual work stations, sensory integration equipment, PECS or communication books, intensive interaction, visual time tables and now and next boards. We also have a sensory room.
- Staff are trained to work specifically with children within the provision to deliver the best education and support. They have received specialised training which includes PECS, Makaton, the use of symbols to support visual schedules and learning, objects of reference, sensory integration, Team Teach and Autism Spectrum Disorder.
- The Rainbow Class leads have First Aid training.
- Parents are updated regularly on their child's progress and have a parent consultation every half term.
- School have the support of our Enhanced Speech and Language Therapist who will work closely with the children in the Rainbow Class.
- School have the support of the Local Authority's Complex, Communication and Autism Team who work closely with the children in the Rainbow Class.
- Progress will be carefully tracked through Bsquared, Engagement model and outside agency assessments.
- We encourage children to be included as part of the whole school and children will be integrated into the mainstream class and whole school activities over the year where appropriate.

School routine

- Children are greeted at the Rainbow Class door by staff members every morning at 8.45. Time is available for parents to liaise briefly with staff if necessary.
- Children will place their snack pots in a basket and lunch boxes on the lunch trolley on entry into school.
- Children are encouraged to be as independent as possible when putting their coats and bags on the coat hangers and following their visual timetable for the day.
- Mindfulness sessions are available everyday to promote a positive start to the day and meet the sensory needs of our children.
- Teaching sessions will include focus work on individual targets, dough disco, singing and story sessions and curriculum subjects such as Maths, History, Art etc
- The school day finishes at 3.00 and children are dismissed to their parents at the Rainbow Class door.

Classroom set up

- A range of visual aids are used to support communication and understanding. These include visual timetables, now and next boards, clearly labelled/ defined areas, calming areas, Aided Language Displays, PEC's books and start and finish boxes.
- The provision is set up in defined areas where children can access provision independently. These include playdough, construction and role play areas. Children are encouraged to request what they would like to access using visuals.
- Children are taught in either 1 – 1 and small groups throughout the day. There are individual work stations for children to work at. The curriculum is highly differentiated to meet the needs of each child which focuses on their individual targets, which are reviewed at least termly.

Teaching and Learning

Children will continue to build on the skills they already know. Children will follow the National Curriculum and as the year progresses more focus will be placed on attention and retaining skills to enable children to follow instructions and keep their attention on tasks to enable them to learn

- Concentration on tasks for a given length of time – activities with definite ends
- Making eye contact
- Using play to build attention skills
- Giving instructions about what to do next – breaking down tasks into small steps
- Talking and interacting as they play – modelling activities
- Transition
- A high focus is placed on 'co-operative behaviour'. Children need this skill to share, take turns, follow instructions from others, get along with others in social situations and communicate – limiting frustrations

When children are ready we will have a personalised learning approach which focuses on;

- The acquisition of early learning skills

- The development of thinking skills
- Play
- Creative learning
- Becoming literal communicators
- Becoming mathematical thinkers
- Movement

Through following this approach some of our children will have developed the independence to support themselves in a typical classroom environment supported by a 1 – 1 adult. They will have already learnt how to minimise anxiety, follow instructions and turn take. A careful timetable will be considered for each child to join the mainstream classroom environment when necessary. This may be for certain lessons or for certain parts of the day. We understand that children will still need support to understand tasks, build relationships and work with peers and this will be supported.

Lunch/snack times

Lunch and snack will take place all together in the Rainbow Class and is a great opportunity for children to develop their communication and independence. Children are encouraged to sit together, as part of a social time, to eat, communicate their choices and tidy up after themselves.

Reward systems

When looking at motivators and rewards for children in the Rainbow Class we have considered

- Developmental appropriacy
- The self-directed learning style of many children
- How to meaningfully reward and motivate children with ASD

The provision has a total communication approach framing the curriculum, communication and pro-social development, which is embedded through the day. The staff identify the behaviours and responses which are modelled through the day and note when the children are caught doing them on a photo board with post its. The children's successes are then celebrated in a group session with the choice from a reward box because, for example, 'you stood in the line and waited well' or 'you were kind to your friend when you threw the ball to them'.

Part-time timetables

Sometimes a part-time timetable could offer a gentler start to school. You may agree with school that a part time placement is a good thing initially, but when your child is statutory school age they have a right to a full-time place. We therefore recommend that any arrangements like this have a clear aim and an agreement as to when it will end and the child will start full time.

Similarly, for a child with a medical condition, recovering from illness, or who is exhausted by anxiety or autism related meltdowns, you may agree that part time provision or a session

at home to recuperate is appropriate. Again, this must be done with your consent and with clear objectives.

In many cases like this, or where the child is so overwhelmed by school that they cannot cope full time without becoming upset or showing challenging behaviour, what may work better is full time attendance at school, but with significantly reduced demands. For example, being allowed to work on the computer or play outside most of the day, with only a very gradual increase in more formal activities. This kind of provision must also be short term, regularly reviewed, with clear measures of progress in their wellbeing evident.

We pride ourselves in the inclusive nature of our school, children mix happily and are fully accepted into school life by staff and their peers. We aim for children to integrate into learning and social times and we are happy to adapt and be flexible to ensure each child is settled, has provision to meet their specific needs and ensure they make excellent progress from their individual starting points.

The purpose of education for all children is the same. The goals are the same. But the help that individual children need in progressing towards them will be different.

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