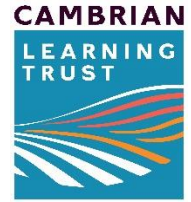




# Thameside Primary School



*"Every Child Every Chance Every Day"*

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## Enhanced Provision at Thameside Primary School

### What is an Enhanced Provision?

An Enhanced Provision is part of a continuum of provision to meet the needs of children and young people with conditions associated with communication, interaction and autism. At Thameside Primary School, our Enhanced Provision is called the Acorn Room.

### Vision

At Thameside Primary School, our vision for children with Special, Educational Needs and/or Disabilities (SEND) is to ensure that they all receive a high-quality education that is ambitious regardless of their need and/or disability – to ensure that 'every child, receives every chance, every day.'

Children with SEND are included in all aspects of the school day as part of the whole school community ensuring they follow the school rules and focus on the 5Rs. We aim to ensure that our school environment is as barrier free as possible through monitoring the physical school environment and making adaptations where necessary. This includes providing opportunities for children with SEND to take part in extra-curricular activities and competitions.

In the Acorn Room, we are creating an environment where language and communication is promoted to ensure the room's users are accessing a bespoke curriculum in line with their communication and language needs

### Aims

- To provide a learning environment and a safe physical space which may act as a haven from the sensory and social pressures of the mainstream school environment.
- To support pupils' sense of belonging in the mainstream by providing access to a provision suitable to addressing their needs
- To work collaboratively with external agencies services and agencies including Health and Social Care to ensure that the C&YP's needs are met in a holistic and coherent way.
- To provide emotional, social and pastoral support to pupil's, to support their needs
- To work closely with parents to provide consistency for pupils



## **Purpose**

- To facilitate access to an appropriate curriculum for children and young people with identified communication, interaction and autism needs and to support their inclusion in school life including both learning and social opportunities.
- To provide specialist teaching and interventions, both individually and to small groups of C&YP with CIA needs, to develop their skills and confidence in areas of personal development affected by their CIA difficulties, including the following
- To provide a learning environment and a safe physical space which may act as a haven from the sensory and social pressures of the mainstream school environment
- Developing expressive, receptive and pragmatic communication skills.
- Structured support to build and sustain positive peer relationships.
- Developing independent learning skills. - Developing personal organisation and self-management skills.
- Understanding their strengths and the impact of their difficulties or diagnosis.
- Managing anger and anxiety related to their difficulties and support with behaviours associated with these.
- Developing age appropriate personal and life skills such as self-help skills (independent travel for example).

## **Core Offer**

### **Curriculum**

- Support to access an adapted curriculum as planned by the school.
- Work in collaboration with teaching staff to devise and implement personalised approaches to support pupil's
- Support the development of the pupils' communication and interaction skills.
- Lead and support access to additional independence and life skills.
- Support learning, enrichment and social opportunities
- Individual and ongoing behaviour support to develop self-regulation skills.
- Support to develop independence and independent learning and living skills. - Support with personal organisation

### **Inclusion**

- Support academic and social inclusion ensuring the opportunity to learn alongside peers and be fully included as far as possible in educational opportunities offered by the school.
- Close liaison with mainstream teachers to plan collaborative approaches to support pupil outcomes
- Ensure meeting provision and outcomes in EHCP
- Support at unstructured times of the day and with development of social skills.



- Opportunities for social interaction with mainstream peers within the enhanced provision setting
- Transition planning – thinking ahead – support around transitions

### **Environment**

- A dedicated space away from the rest of the school where children can feel safe, comfortable and calm
- An adapted environment, less busy and noisy, than the school environment.
- The opportunity to learn individually and in small groups, as appropriate
- A space which is suitably adapted to take account of sensory needs
- Access to specific and bespoke resources.

### **Approach**

- A multi-agency approach including joint working with class teachers and links with external agencies to support assessment and inform interventions
- An empathetic and holistic view of the pupil in the school, community and family context.
- Targeted support from skilled staff around the needs of the individual
- Reflective professional practice, including a targeted CPD offer
- Flexibility with timetable
- Ability to be fluid and responsive, adapting expectations to meet individual needs
- Communication with parents around the needs of their child

### **Admission indicators**

- The parents or carers are well informed and support placement of their child in the provision
- The pupil requires clear and consistent approaches to support positive behaviour, interaction and engagement in learning
- Attending the provision is consistent with the child or young person's views and aspirations as set out in the EHCP
- The pupil has an EHC Plan or is identified as requiring a EHCNA, which identifies difficulties with communication and interaction
- The pupil requires full-time adult support across the school day in a mainstream setting but despite this level of support is unable to participate in whole class learning.
- The pupil presents with a significant communication and/or language delay
- The pupil requires a communication rich and/or sensory rich learning environment with access to a range of resources and approaches to support development in communication and understanding
- The pupil is working significantly below age related expectations and has made limited progress despite appropriate interventions and the implementation of recommendations for external professionals



### **Exit Indicators**

- The pupil has progressed to such an extent, they could now thrive in the mainstream classroom with support and accessing the National Curriculum
- The pupil is approaching a key stage or key transition point such as change of year group
- The pupil or parent expresses a wish for a change of provision
- The pupils' behaviour is significantly impacting on the provision for others

### **Measuring Impact / Success of Provision**

- Evaluate impact of EHCP outcomes
- Progress measured using the Oxfordshire developmental journey alongside pre-key stage standards
- Staff voice
- Pupil voice
- Parent voice

### **Staffing Structure**

- Provision overseen by a qualified teacher with support/input from school SENDCo
- Appropriate staffing ratios to support needs of individuals

### **Communication with parents**

- Updates on tapestry
- Access to usual school events e.g, parents' evenings, parents' information evenings
- Regular informal conversations

