



Personalised Provision Room Policy 2023-24

Room Leader: Mr Power

**Staff: Miss Lisa Rozee-Johnson, Miss Amy Norton and
Miss Harriet Maher.**

Overseen by: Miss Samantha Laurie (SENDCo)

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 **Zones of Regulation** so that children can be 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.
- 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.
- The **7 Cs Learning Portfolio** will be used to monitor progress in the core areas of Control and Compassion.
- 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. From this, an EHCP Personalised Provision Plan will be created which breaks down targets into smaller, specific steps.
- General support and advice on the running of the room from professional agencies will be sought including 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 age-related peers 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

Toast and Talk

We start the day in a relaxed manner with Toast and Talk to ensure basic needs have been met and pupils are ready to start the school day. During this session we do an emotional check-in using the Zones of Regulation and give children time to talk freely about whatever they would like, share their own interests, talk about what they have been doing outside of school or what they are doing during the school day. This helps them to transition into school with focused thinking, providing opportunity for self-efficacy and showing them we value who they are.

Zones of Regulation

The Zones of Regulation teaches 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. The Zones of Regulation provides a common language and compassionate framework to support positive mental health and skill development. The Zones of Regulation creates a systematic approach to teach self-regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete coloured zones (red, yellow green and blue). The framework is designed to help move students toward more independent self-regulation.

Targeted Interventions

Interventions such as daily structured Social Story activities are incorporated so that pupils are encouraged to develop key 'learning skills' such as listening, sharing and turn taking are nurtured. These fundamental social skills are scaffolded and supported by an adult. Adults role model and encourage two-way conversations with a peer and pro-social interactions with others.

Example Timetable

Registration			
Toast and Talk (soft start)  			
Blended English Curriculum 	Spelling 	Teach Your Monster to read 	English-based games 
Cookies and Milk (Soft start/ transition support) 	Blended Maths curriculum 	Times Tables RockStars 	Maths-based games 
Lunch & Playtime			
			
Registration			
Blended Topic Curriculum 	Targeted SEMH Interventions 	Sharing / turn taking Activities 	Paths Pupil of the Day and Story 

What it is NOT

- A long-term or permanent placement
- Chosen by class teachers or parents/carers
- Punishment or segregation away from peers
 - For naughty or low attaining children
- 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, achieve their academic potential and, ultimately, to be happy children.