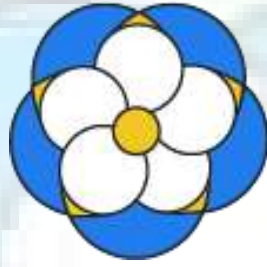


St Mary's Church of England Junior Academy



Personalised Provision Room Policy 2024-25

Room Leader: Mr Power

Staff: Mrs Partridge, Miss Norton and Miss Maher.

Overseen by: Mrs Laura Ketley (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 learn strategies to regulate their emotions.
- To provide enhanced support during periods of **transition**.

Entry Criteria

- Pupils admitted to Robins:
- Will be a pupil at **St Mary's Church of England Junior School**.
- May or may not hold an **Education, Health and Care Plan (EHCP)**, however, are most likely to be put forward for an EHCP assessment in the foreseeable future.
- Outcomes of specialist reports or EHCPs cannot be met within the usual classroom environment.
- Will have **specialist reports** that have been provided following the assessment of external professionals.
- Have assessed additional needs which relate primarily to **social, emotional and mental health** but which may also encompass a range of secondary needs such as speech, language and communication, specific learning difficulty or physical and sensory needs.
- Will have difficulties in the understanding and acceptance of age-appropriate social rules governing, for example, turn-taking, collaborative activities and the sharing of adult attention.

Identification and Assessment

- An **ESP tracker** assessment will be completed to ascertain each pupils' social, emotional and mental health skills and needs. Progress will be measured twice per year.
- Each child will have either an EHCP Personalised Provision Plan or a 7Cs SEN Support Plan which outlines their individual needs, support, adjustments, interventions and resources. These clearly document the assess/plan/do review process as outlined in the SEND Code of Practice (2015).
- 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 individualised 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.

- Pupils may spend time in their home classes attending preferred lessons such as art, PE, 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.
- Assemblies, break times and lunchtimes take place with age-related peers and adults provide closer supervision to children with a Positive Behaviour Management Plan.
- Pupils are included in all wider-school enrichment activities and trips.
- 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. This provision room is known as '**Robins**' in line with the other bird-named classes in the wider-school and to promote inclusion and acceptance.
- 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

Talk and Toast

Each day we have a break for Talk and Toast. 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. Talk and Toast also encourages our pupils to develop their fine-motor control, practice food preparation skills and their manners.
















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 and to ultimately build social / emotional readiness for reintegrating into the mainstream.

Outdoor learning

The pupils enjoy supervised opportunities to visit the outdoor wildlife area and the wide range of outdoor play equipment. This provides a movement break, supports emotional regulation and supports children in feeling emotionally ready to engage in bitesize amounts of learning. For many children, this enables children to have access to the provision outlined in their Education and Health Care Plans (EHCPs).

Example Timetable

 Register and Zones check in to start day	 Collective Worship	 Typing practice	 English	 Talk and Toast
 Home	 Robins Timetable			 Break
 Story and final Zones check in				 Regulate
 break	 Learning (other subjects)	 Regulate	 Lunch	 Maths

Exit Criteria

For a provision which has been designed to support children with identified social, emotional and mental health difficulties, we have taken time to consider our exit criteria from Robins - it has been crafted to ensure that children are only transitioned out when they are ready to thrive in a less specialised setting. Here are our exit criteria that would indicate readiness to transition from Robins:

- Pupil are meeting or exceeding targets indicating readiness for less intensive support.
- Understanding of Social Norms: The child demonstrates an improved understanding and consistent application of age-appropriate social rules, including turn-taking, sharing, and collaborative learning.
- Behavioural Independence: The child can manage emotions and behaviours more independently, without frequent need for adult intervention, showing a readiness to navigate a mainstream classroom environment.
- Effective Communication: The child is able to communicate their needs, thoughts, and ideas effectively with adults and peers, showing an increased ability to function in a mainstream class environment.
- Peer Interaction: The child increasingly engages positively with peers and shows progress in social interactions.
- Adaptability to Classroom Sensory Environment: The child has shown an increased ability to manage any sensory sensitivities within a typical classroom setting, adapting to noise levels, visual stimuli, and general classroom activities.
- Positive Evaluations from Specialists: External professionals (e.g., educational psychologists, speech and language therapists) provide evidence or recommendations indicating that the child can succeed in a general education setting.
- Reduced Specialist Interventions: The child's need for specialised, individualised support has decreased significantly, and they are able to maintain progress with standard in-class adaptations or additional adult support.
- Collaborative Agreement: Parents/carers, class teachers, and support staff agree that the child is ready to transition and that a mainstream setting is in their best interest based on their overall development and readiness.

This is not an exhaustive list that a child needs to 'meet' but are designed to ensure a rounded picture of a child is considered when looking at them transitioning from Robins. Meeting these exit criteria should ideally be assessed through a combination of quantitative data and qualitative observations, as well as consultation with specialists and families to ensure a holistic approach to each child's development. Regular review meetings can support the gradual transition process, allowing adjustments if additional support is temporarily needed in the mainstream environment. 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.

What Robins 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.

Updated 20.3.25