



Introduction

Yew Tree Primary School is a fully inclusive mainstream primary school with an internal SEND space to provide an education for pupils with complex needs. The Hive - accommodates pupils who are currently unable to access a mainstream classroom environment because of their needs. Although, The Hive is managed by the main school, due to the needs of the children that attend this alternative space, it is operated and organised very differently to the rest of the school.

We recognise that some children with additional needs find the world confusing and/or overwhelming, so we cater for each child as an individual. Staff are highly trained to meet their cognitive ability, social needs, personal needs, sensory and behavioural needs, and life skills. Pupils are taught in a mix of 1-1 sessions and group work daily.

We believe it is our duty to enable each pupil who comes to us to achieve their full potential and aim to enable all children to lead a rewarding and fulfilling life. Our core values are based around positive support and encouragement, so pupils feel safe in order to learn and express themselves.

We believe in personalised learning and targets are regularly reviewed. The curriculum and teaching sequences are adapted to meet the needs of the individual. The Hive provides pupils with a variety of experiences and a broad and balanced individual curriculum.

Staff

The Hive is led by a qualified teacher and over seen by the Inclusion Leader and Key Phase Leader. All of our Teaching Assistants are qualified to Level 3. The Hive staff have had training on ASD strategies and verbal and nonverbal communication strategies including TEACCH, PECS and Intensive Interaction.

- Dedicated support staff work closely with the speech therapist to deliver individual programmes.
- All staff in The Hive have first aid training.
- A forest school lead enabling our children to access outdoor learning.

Admissions

To be allocated a place in The Hive, a child must have an Education and Health Care Plan (EHCP) or be undergoing an Education and Health Care Needs Assessment (EHCNA). Places are allocated through an in-school panel and with the agreement of the parents.

Classroom teaching-differentiation

A range of visual aids are used to support communication and understanding for children who have autism or complex communication needs. These include:

- Use of visual timetables
- Use of now and next boards
- Structured teaching
- Clearly labelled areas
- COSST

Withdrawal/individual teaching

Children are taught in either 1: 1, small groups or in class throughout the afternoon, depending on their needs. There are individual work stations available within The Hive. The curriculum is heavily differentiated to meet the needs of each child, with individual learning targets set and reviewed at least termly. Children are withdrawn for interventions including Speech and Language, Lego Therapy or to carry out individual targets set by Occupational Therapy.

Specialist equipment within the Hive Hub

- Designated areas
- Individual workstations
- Calming zones
- If children have medical needs, then a detailed health care plan is completed in consultation with parents/carers and if needed the school nurse or health visitor.
- Personalised equipment — writing slopes, iPads, writing implemented.
- Intimate care needs

We understand that sometimes it can take children with additional needs longer to recognise when they need the toilet, which can result in children wearing nappies to school. Intimate care plans can be put in place outlining how often a child needs to be changed in school and targets towards creating independence. These are then signed by both staff and parents in an agreement. When it is agreed the child is ready to start using the toilet we work with parents to ensure consistency in the home and at school.

Transition

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. If your child is moving to another school:

- We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that needs to be made for your child.
- Pre-visits with the child and support staff will be arranged. Photographs, and/or videos of the new school will be taken. A book (paper or electronic) will be

produced for the child to look at before starting their new school to enable them to become familiar with buildings, rooms, staff, activities, routes etc.

- We will make sure that all records about your child are passed on as soon as possible.

Hive Teaching and Learning

The children, who attend provision within The Hive, are baselined and continually assessed to ensure they achieve and are rewarded every step of the way. Children continue to build on the skills they have learnt from the class before but giving them the opportunity to apply them in a wider context. Interventions may include:

- Intensive Interaction
- Sensory
- PECs/ALD's communication book
- Play
- Building trust
- Experiencing the environment
- Recognising 'me'
- Concentrating on tasks for a given length of time - activities with definite ends.
- 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.
- Making transitions from one activity to another — coping with change.
- A high focus is also placed on 'cooperative behaviour.' Children need this skill to share, take turns, follow instructions from others, get along with others in social situations and communicate - limiting frustrations.

Responsibilities of staff within The Hive

The Hive Teacher responsibilities:

- Plan and deliver bespoke curriculums and monitor the progress and development of every pupil
- Working closely with any teaching assistants and specialist professionals to plan and assess the impact of support and interventions.
- Working with the Inclusion Leader (SEND/CO) to review each pupil's progress and development and decide on any changes to provision.

The Hive Teaching Assistant responsibilities:

- Assisting in delivering tailored learning activities under the teacher's guidance.
- Encouraging independence while providing necessary support.
- Encouraging social interactions and inclusion with peers.
- Monitoring pupils' progress and providing feedback to the teacher.

The Inclusion Leader responsibilities:

- Have day-to-day responsibility for the operation of The Hive and the co-ordination of specific provision made to support individual pupils who have EHC plans or EHCNA.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching within The Hive.

Arrangements for inclusion into the whole school

Children within The Hive, are included within whole school activities, though we are sensitive to the children's varied needs and that not every activity will suit every child. When a whole school activity is planned, the staff working within The Hive think very carefully about the children's needs and how they can adapt activities to enable all children to be included. Children with additional needs, have successfully previously taken part in class trips, parent workshops and visitors to school. Before deciding whether a child will access a whole school event, we question what the child will gain from the experience and discuss this, where necessary with parents.

How progress is tracked

In the Hive Hub, we recognise the importance of seemingly small steps of progress and that progress can be achieved in a wide range of areas and not just academically.

Within our The Hive, progress is assessed through:

- IEP's
- Intensive Interaction Tracker.
- PECS phase monitoring.
- Evidence for learning.
- Observations/Case Studies.
- Engagement Model.
- SEND Levels
- Pre-key stage standards (in Years 2 and 6).

The Curriculum - Developmental Steps

The Orchard Curriculum links directly to the key areas of the EHCP.

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Independence and Self-Care
- Physical and/or Sensory

The Small Steps Framework is laid out as developmental steps with a milestone statement at each key area and each developmental level.

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Life skills.

We are constantly thinking about setting children up for the future and supplying them with the skills they will need as they grow. With this in mind, the children's afternoon revolves heavily around life skills and encouraging them to be as independent as possible. These skills range from putting rubbish in the bin for themselves to learning how to brush their own teeth after breakfast and preparing snacks.

Key policies

Some of our key policies are:

- Attendance.
- Teaching and Learning.
- Marking and Feedback.
- Behaviour.
- Complaints.
- Safeguarding.
- Data Protection.
- Intimate Care.
- SEND and Inclusion
- Local Offer

A full list of our policies can be found on our website.