

Welcome

to

THE HIVE

A place where everyone belongs.

Meet the Team



SENDCo – Jade Matthes and Beth Makra

Jade Matthes



Jade has been working at Woodnewton for a number of years and as SENCO for the last 2 years. She enjoys working with the SEND team and supporting children to help them succeed no matter how complex their learning needs are.

Beth Makra



Beth is new to the SENDCo role and has developed a keen interest in SEND after 5 years teaching experience. She enjoys working alongside the SEND team and parents to ensure all children are reaching their potential.

SEND Team

Amy Medhurst



Amy has been working at Woodnewton for 5 years. She feels that being part of the SEND team is a privilege and enjoys being a part of the support for children and their families.

Linda Mehan



Linda has worked at Woodnewton since 2011. She enjoys being part of the SEND team as it gives her the chance to really get to know the children which, in turn, helps to make a difference. Linda finds it really rewarding to help children find good in themselves then watch them grow, not only educationally but in confidence too.

Zoe Copeland



Zoe has worked at Woodnewton for 5 years. She is passionate about working in the SEND team. Zoe is our ELSA (Emotional Literacy Assistant). Her role is to help support the emotional development of the children in the Academy.

Lynn McCahill



Lynn has worked at Woodnewton for 19 years. She enjoys being part of the SEND team as she loves being able to help children not only academically but socially and emotionally as well.

Sharon Logan



Sharon has worked at Woodnewton for over 11 years. She feels that working with children with special educational needs is so rewarding. She supports children in small groups and on a 1:1 basis, developing strong relationships with them and building their self-esteem.

Jayne Dennison



Jayne has worked in the academy for 11 years. She enjoys being part of the SEND team and is really passionate about her role. She enjoys supporting children in their learning and enabling them to reach their full potential.



What is The Hive?

At Woodnewton a Learning Community we believe that to enable our children to learn effectively, they need to feel safe in their environment and be both socially and emotionally ready to learn. We understand the importance of holistic development and where possible, offer nurturing and enriching experiences to enable the development of the whole child.



We recognise that some of our children are not always emotionally ready to learn when they come Woodnewton a Learning Community and require an increased level of support for them to access the wider curriculum. For this reason, we offer The Hive Provision for key children to support their social and emotional development.



What are our aims?



Encourage the development of positive social relationships with both peers and adults.



Provide opportunities to understand emotions and develop pupil's self-worth, confidence, motivation, trust, self-esteem and adaptability.



Provide a safe, calm and nurturing environment, alongside a programme of activities structured to meet the emotional, social and intellectual needs of each child, while keeping them in close contact with their base class.



Support children to understand their behaviour and that behaviours generally have a consequence and to develop strategies to self-regulate emotions and anxieties.

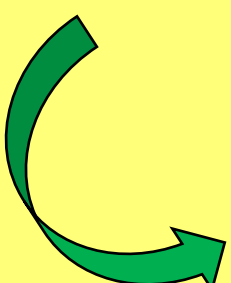


Support the development of a whole-school nurturing ethos focused on inclusion to reduce fixed term and permanent exclusion.

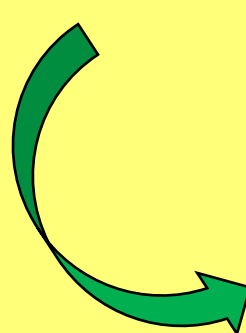


A Day in The Hive...

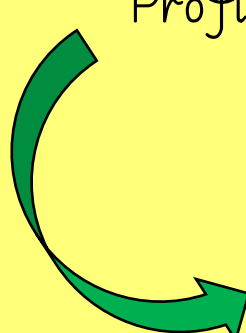
The Hive operates every morning for key children from 9:00am to 12:45pm.



Breakfast takes place from 9:00am to 9:30am to ensure a calm start to the morning.



Maths and English are taught in the morning as well as targeted intervention time towards Boxall Profile outcomes.



The children also take part in group exercise and have break time with their own class.

The visual timetable enables children to understand what they are doing when over a period of time such as the school day. They give structure to the day and can reduce anxiety levels. Symbols are used to represent the tasks, activities or lessons and these are taught to the child.





What else do we offer?

ELSA

Zoe Copeland



Emotional Literacy Support Assistant



The Emotional Literacy Support Assistant (ELSA) project was designed to build the capacity of schools to support the emotional needs of their children from within their own resources. It recognises that children and young people learn better and are happier in school if their emotional needs are also addressed.

Children can be referred to the ELSA programme by their class teacher. Parents will be informed when their child has been referred and is taking part.

We have an ELSA space where children feel comfortable and at ease.





What else do we offer?

We offer a range of interventions across the Academy. Some of these take place in The Hive, however we have spaces in the library and in Key Stage 1 where children also receive support.

Social, Emotional and Mental Health

- Wellbeing check ins – gives an opportunity to discuss anxieties or concerns. Children feel supported and can build a relationship with key adult. Check ins can help with anxiety, behaviour and emotional wellbeing.
- Fireworks (emotion management) – A six session intervention program designed to encourage children to communicate about their emotions in a more effective way. It helps them to understand the reasons why anger occurs, how to recognise it and how to manage their feelings in a good way but also provide coping strategies.
- Bereavement Support – an intervention and opportunity for children to talk who have experienced loss.
- Confidence climbers – support with building confidence and self esteem. Using a range of strategies and activities taken from other interventions to best suit the needs of the children accessing the intervention.
- Lego Club – a playful, therapeutic approach for promoting emotional wellbeing.



What else do we offer?

- Woodland Warriors – making use of our outside space and forest school, this intervention is great for team building, nurturing self-esteem and supporting children in being successful members of the school community. Letters will be sent to parents to ensure children have appropriate clothing and outdoor wear.

Physical and Sensory

- Yoga/Core Strength/Sensory Circuits – encouraging physical activity in a fun way, focussing on strengthening the core as well as practising calm breathing techniques.
- Motor Skills – focussing on improving fine and gross motor skills.

Communication and Interaction

- EAL support – support given through flash cards and phonics work. Class teachers use the Bell Foundation EAL Assessment Framework to identify the area of need.
- Social Morning – allows children to build and practise the skills that help them interact successfully with their peers and others. Focusing on turn-taking resolving issues and building relationships with others.
- Speech and Language Therapy – support given following advice given from the Speech and Language support team. Can be as a group or 1:1 as needed.
- Auditory Comprehension – a speech and language intervention using Blank's level questions.

Cognition and Learning

- Reading Recovery/Toe by Toe – reading recovery supports readers to comprehend what they have read, learning how to use word level fluency, without losing focus on meaning and comprehension. Toe by Toe is an intervention for those who struggle to decode or with dyslexic tendencies.



What else do we offer?

- Logical Sequencing – understanding a logical sequence helps a child learn to predict the next step. Learning how to link events in a sequence using the appropriate language. Also supports following instructions and social skills.
- Maths Key Skills – support with basic maths skills, allowing children to fill in gaps in mathematical knowledge and access the curriculum at their own year group level more effectively.
- Write from the start – this programme offers an approach to handwriting which develops the muscles of the hand. It includes exercises and activities to develop hand eye co-ordination, form constancy, spatial organisation, figure-ground discrimination, orientation and laterality.
- Listening Skills Intervention – Links to speech and language, in addition to following instructions and understanding.

What do our children think of The Hive?

