

## The Hive Provision Policy

Reviewed February 2021



### Rationale

At Woodnewton, 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 to Woodnewton 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 in KS2 to support their social and emotional development alongside academic development.

### Aims

The Hive provides a modified curriculum in an environment based on the six principles of nurture which are as follows:

- Children's learning is understood developmentally.
- The Hive offers a safe base.
- The importance of nurture for the development of self-esteem.
- Language is a vital means of communication.
- All behaviour is communication.
- The importance of transition in children's lives.

We aim to:

- 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.

- Ensure that all children meet their academic potential through small group interventions.

### Referral and Entry Criteria

Initial concerns from a Class Teacher would be raised through a referral to SENDCo and then a discussion would take place. Children are then discussed at a weekly meeting between the Hive team and SENDCo. At this meeting, any concerns will be raised by the SENDCo, and appropriate actions identified and put into place to address these concerns. It would generally be the case that a pupil who is identified for The Hive would be discussed at this meeting and initial Quality First Teaching (QFT) strategies, targeted and personalised interventions put into place to address any difficulties.

The following children would be considered for a place in The Hive:

- Children who are in KS2.
- Children who appear emotionally insecure – this may present as a lack of self-acceptance, low self-worth or a lack of trust.
- Children who are withdrawn and unresponsive.
- Children with poor social skills, who cannot share, are demanding or uncooperative.
- Children with a poor attention span.
- Children who demonstrate immature behaviour.
- Children who behave aggressively, impulsively or inappropriately in other ways.
- Children who find change upsetting.
- Children who appear unable to integrate into a mainstream classroom.

Should the concerns continue to exist, following targeted and personalised intervention, the Class Teacher will again liaise with the SENDCo who will then consider whether The Hive is the appropriate provision. If approved, the Boxall Profile will be given to the teacher to complete. The SENDCo will analyse the Boxall Profile to identify whether The Hive is an appropriate provision and arrange a meeting with parents.

### Assessment, Planning and Preparation

Prior to joining the group, all children are assessed using the Boxall Profile. From this, outcomes are developed by The Hive team and SENDCo drawing on the information in the Boxall Profile as well as experience of the child's behaviour.

Boxall Profile assessment will be completed prior to joining the provision and termly to monitor progress, identify areas for development and indicate reintegration. For this reason, outcomes will be reviewed termly and adapted as required, dependent on the changing needs of the pupil.

The Hive team will plan outcomes to evaluate regularly with the child. This target will be familiar to the child. A copy of these outcomes will be sent termly to parents and discussed with them at meetings.

A log of the child's behaviour will be kept throughout their time in The Hive to facilitate comparisons and identify the antecedents. The purpose of this is to help children develop strategies to manage their behaviours within The Hive and transfer these skills across the setting.

A range of nurture-based strategies will be used to support the children in developing their social and emotional learning. These may be as follows:

- Through a puppet or soft toy, the children will be introduced to the rules to follow to show good listening. They will be encouraged to demonstrate these rules for themselves and look for good listening in others.

- During talking and listening times, particularly during breakfast, the children will be encouraged to speak relevantly and to wait for their turn, replying to and complimenting others.
- Games and role play will be used to demonstrate behaviours such as fidgeting, distracting and being distracted.
- Puppets, masks, posters and other prompts will be used to encourage the children to reflect on how they feel, and on how they can affect the feelings of others.
- The children will be encouraged to quickly respond to instructions from all adults but also to operate independently when appropriate and to use their own initiative.
- Positive praise will be used constantly and at every opportunity to encourage the children and dojos will be awarded to enable them to feel a sense of success.

Maths and English outcomes are given by Class Teachers, using the personalised planning grid (see appendix 3). The Lead Hive staff member will then plan work accordingly.

The Lead Hive staff member will be given 3 hours per week to plan for the provision, prepare resources and keep up to date with record keeping. Occasional additional sessions may be allocated in discussion with the Principal.

### Day-to-Day Operation

At present, 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. To ensure that social behaviours are effectively modelled, The Hive is always supervised by at least two members of staff.

Afternoons in The Hive operate as a drop in session for key children if they need a safe place as well as a variety of targeted interventions for children with SEND across the Academy.

In the rare event of staff absence, the Principal will make the decision, dependent on the needs of the children and the availability of other staff, as to whether to use another member of the SEND Team (who is well known to the children in the provision and trained specifically to support the needs of this provision) to support in the group for the day, or whether to close the provision for the day.

In the event of other staff being absent, The Hive team will not be called upon to cover absence. The Hive timetable is non-negotiable and should be considered as sacrosanct.

The Hive team will have the opportunities for CPD, both internally and externally, for example from MKTSA or Brooke Weston Teaching School Alliance and Pengreen Teaching School Alliance.

### The Involvement of Parents, Carers, Other Children and Staff

The Hive team and SENDCo will be available by email, appointment or phone call to discuss any informal questions or concerns parents or carers may have.

A leaflet will be sent to parents upon entry to the group, giving them information about the setting and answering any questions they may have. Parents will be invited into the setting termly to discuss their child's progress and to understand how the setting works and is supporting the child's needs. Parents will also be invited to social events to interact with their child.

Termly meetings between The Hive and the Class Teachers should take place to inform assessment information, as Class Teachers retain the accountability for pupil outcome data.

Parent surveys will be completed, on a formal basis, to ensure that the views of parents are recorded.

### Monitoring and Review

The progress of the individual children will be measured through the termly review of the Boxall Profile. This will be reviewed in conjunction with their general assessment data and their ASP.

In addition, the ASP will be used to measure the progress of children against individual outcomes (based on the Boxall Profile).

The Hive will be subject to regular monitoring in line with the SLT monitoring schedule.

SEND Parents' evenings are held three times per year to discuss the ASPs and any other developments with children on the SEND register.

### KSI Nurture Provision

We work closely with our KSI Nurture Provision, to ensure a smooth transition for children who will potentially be accessing The Hive when they reach Year 3.

To ensure that this is a successful transition, we begin introducing children to The Hive in the summer term. They are able to come and take part in activities to not only familiarise themselves with the new surroundings but also to begin to create relationships with The Hive team.

### Transition to Secondary School

Along with the Class Teacher, the SENDCo and or a member of The Hive team will meet with the relevant staff from secondary schools to ensure a smooth transition takes place. At this meeting, Boxall and academic targets will be discussed along with any other key information.

### COVID-19

Following the COVID-19 Guidance for Schools from the Department for Education, all staff members and children who attend The Hive are adhering to social distancing measures. Crossing of bubbles is minimised and staff members who are required to enter The Hive, but are not part of The Hive bubble will wear a mask to ensure the safety of themselves and others. All staff members follow the Academy Risk Assessment.

### Reintegration

At Woodnewton, we place an emphasis on ensuring that the children within The Hive are ready to be successfully reintegrated back into their mainstream class. If a pupil is not ready to be reintegrated, their time within The Hive will not be limited but this reintegration process will be defined by the child's development.

When The Hive team feel that a child is ready to reintegrate back into the setting, using evidence from their Boxall Profile and consultation with their base class teacher, they will carry out an additional assessment of the child to further understand their strengths and development areas. From this point, a reintegration plan will be derived, focusing on a staggered reintegration to ensure success.

When The Hive team consider a child ready for reintegration, they will meet with the class teacher and SENDCo to discuss the pupil's readiness for reintegration. The 'Readiness for Reintegration' form will be completed at this point. The Hive team will meet with the pupils' parent and a timetable for staggered reintegration will be planned and implemented.

### Assessment of Reintegration Readiness (Appendix I)

To assess reintegration readiness, we use the 'Readiness scale for reintegrating children with social, emotional and behavioural difficulties into mainstream classrooms' (Rebecca Doyle, Norfolk CC - BJSE vol 28, No3, September 2001) to assess our pupil's readiness for reintegration. This assessment is a screening for suitability for inclusion and gives a diagnostic developmental

profile. Used over time, it gives a clear measurement of pupil development skills in each area. It is a specific, quantitative assessment tool to help analyse behaviour; measure readiness to reintegrate; and highlight specific areas that need further development.

The profile considers five main areas:

- Self-control and management of behaviour
- Social skills
- Self-awareness and confidence
- Skills for learning
- Approach to learning

The child is allocated a score of between 1 and 4 to each of the statements as follows:

- 1= rarely fulfils this criterion.
- 2= sometimes fulfils this criterion.
- 3= frequently fulfils this criterion.
- 4= almost always fulfils this criterion.

The numerical score at the end of each main area is totalled and plotted on the grid with a maximum score of 312; an overall score of 218 (70%) or above gives an indication that the pupil may be ready for transition into their mainstream classroom.

The profile will indicate areas of relative strength as well as areas for further development. The profile can therefore be used to inform future outcomes, track progress and inform planning for reintegration.

### Reintegration Process

Once The Hive team have identified that a pupil is ready to be reintegrated back into their mainstream class, they will book a reintegration meeting with the class teacher and SENDCo.

During this meeting, the process for reintegration will be discussed and planned to ensure that a smooth transition occurs. This plan will then be followed by all parties. (See Appendix 2). A further follow-up meeting will be scheduled, once reintegration has occurred to review the child's progress and identify any further support that may be required. (See Appendix 3).

### Physical Intervention

Any pupil who is identified to attend The Hive who has previously exhibited physically violent or aggressive behaviour, will have a personal handling plan put into place. All staff and the pupil's parents will be informed of the personal handling plan which will identify a range of de-escalation techniques.

In the event of such behaviour, physical intervention would be used as a last resort, in line with The Physical Contact Policy. A record of any such intervention would be kept, using the appropriate form in the Bound and Numbered book.

## Appendix I – Reintegration Readiness Scale

### I. Self-Control and Management of Behaviour

|   |     |   |   |   |
|---|-----|---|---|---|
| Can accept discipline without argument or sulking   | 1   | 2 | 3 | 4 |
| Can arrive in classroom and settle down quietly and appropriately   | 1   | 2 | 3 | 4 |
| Does not leave the room without permission  | 1   | 2 | 3 | 4 |
| Can accept changes to plans or disappointments with an even temper  | 1   | 2 | 3 | 4 |
| Shows some self-discipline when others try to encourage deviation   | 1   | 2 | 3 | 4 |
| Is aware of normal sound levels and can be reminded of them and respond appropriately   | 1   | 2 | 3 | 4 |
| Does not seek confrontation during unrestricted times e.g. break  | 1   | 2 | 3 | 4 |
| Behaves in socially acceptable manner in public e.g. outings  | 1   | 2 | 3 | 4 |
| Can maintain appropriate levels of behaviour when the classroom routine is disrupted  | 1   | 2 | 3 | 4 |
| Will abide by accepted rules of an organised game   | 1   | 2 | 3 | 4 |
| Goes to and stays in designated areas when requested e.g. playground, hall, etc   | 1   | 2 | 3 | 4 |
| Controls emotions appropriately when faced with difficulties e.g. does not fight, strike out immediately, run away and hide or become excessively withdrawn | 1   | 2 | 3 | 4 |
| Behaves appropriately in all areas of the school building   | 1   | 2 | 3 | 4 |
| Score   | /52 |   |   |   |

## 2. Social Skills

|  |     |   |   |   |
|--|-----|---|---|---|
| Can cope with large numbers of people  | 1   | 2 | 3 | 4 |
| Can accept that teacher time needs to be shared  | 1   | 2 | 3 | 4 |
| Can ask a question and wait for the answer   | 1   | 2 | 3 | 4 |
| Has appropriate communication skills e.g. asking questions and listening   | 1   | 2 | 3 | 4 |
| Can work alongside others in a group situation without disruption  | 1   | 2 | 3 | 4 |
| Interacts and plays in positive ways with peers  | 1   | 2 | 3 | 4 |
| Apologises without reminder  | 1   | 2 | 3 | 4 |
| Asks permission to use objects belonging to another person   | 1   | 2 | 3 | 4 |
| Shows empathy for and comforts playmates in distress   | 1   | 2 | 3 | 4 |
| Chooses own friends and maintains reciprocal friendships   | 1   | 2 | 3 | 4 |
| Makes and accepts normal physical contact with others  | 1   | 2 | 3 | 4 |
| Accommodates other children who ask to join in an activity   | 1   | 2 | 3 | 4 |
| Is self-reliant in managing own hygiene and basic needs  | 1   | 2 | 3 | 4 |
| Shows genuine interest in the news and activities of another child   | 1   | 2 | 3 | 4 |
| Contributes actively to play with two or more children   | 1   | 2 | 3 | 4 |
| Shows variation in the roles undertaken during co-operative play e.g. is not always in the role of dominant character, etc | 1   | 2 | 3 | 4 |
| Engages in appropriate conversation with another child, exchanging information and using appropriate dialogue              | 1   | 2 | 3 | 4 |
| Addresses adults and children appropriately by name and with eye contact   | 1   | 2 | 3 | 4 |
| Shares legitimately required equipment with another pupil  | 1   | 2 | 3 | 4 |
| Can take turns in question and answer sessions   | 1   | 2 | 3 | 4 |
| Score  | /80 |   |   |   |

### 3. Self-awareness and confidence

|   |     |   |   |   |
|---|-----|---|---|---|
| Willing to ask for help   | 1   | 2 | 3 | 4 |
| Can accept responsibility for actions without denial  | 1   | 2 | 3 | 4 |
| Can acknowledge own problems and is willing to discuss them                                       | 1   | 2 | 3 | 4 |
| Can risk failure  | 1   | 2 | 3 | 4 |
| States feelings about self, e.g. happy angry, sad, etc  | 1   | 2 | 3 | 4 |
| Maintains appropriate eye contact   | 1   | 2 | 3 | 4 |
| Contributes to class discussions  | 1   | 2 | 3 | 4 |
| Participates in group work, making constructive suggestions and adapting ideas                    | 1   | 2 | 3 | 4 |
| Responds appropriately to stories, identifying the characters e.g. funny, kind, scary, bad, etc   | 1   | 2 | 3 | 4 |
| Participates in large class activities e.g. dance, role plays, performances, etc                  | 1   | 2 | 3 | 4 |
| Accepts public praise and congratulation appropriately e.g. when good work is shown to peers, etc | 1   | 2 | 3 | 4 |
| Shows pride in achievements and presentation of work  | 1   | 2 | 3 | 4 |
| Has self-esteem for self  | 1   | 2 | 3 | 4 |
| Score   | /52 |   |   |   |



#### 4. Skills for learning

|  |   |   |   |   |
|--|---|---|---|---|
| Can work alone without constant attention for brief periods  | 1 | 2 | 3 | 4 |
| Can attempt to listen to explanations and instructions and attempt to act on them  | 1 | 2 | 3 | 4 |
| Understands the structure of the day   | 1 | 2 | 3 | 4 |
| Understands the role of the teacher and other adults in the room   | 1 | 2 | 3 | 4 |
| Understands the structure of discipline – what happens if he/she does not complete work, does not conform to playground rules etc  | 1 | 2 | 3 | 4 |
| Understands that there are different places for lessons other than the classroom e.g. library, hall, etc and behaves appropriately | 1 | 2 | 3 | 4 |
| Can constructively use unstructured time in the classroom  | 1 | 2 | 3 | 4 |
| Can organise him/herself if help is not immediately available  | 1 | 2 | 3 | 4 |
| Responds appropriately to personal request from teacher  | 1 | 2 | 3 | 4 |
| Will work alongside another pupil without attempting any distractions  | 1 | 2 | 3 | 4 |
| Can organise the materials needed for a task and clear them away appropriately   | 1 | 2 | 3 | 4 |
| Shows appropriate levels of curiosity when changes to the room routines are observed   | 1 | 2 | 3 | 4 |
| Reading and numeracy up to level that can be coped with in a mainstream classroom given reasonable support                         | 1 | 2 | 3 | 4 |
| Shows a willingness to improve own literacy and numeracy   | 1 | 2 | 3 | 4 |
| Can read sufficiently well to understand basic instructions needed for completion of tasks   | 1 | 2 | 3 | 4 |
| Has developed some self-help strategies (at own level) e.g. using reference materials as word banks                                | 1 | 2 | 3 | 4 |
| Does not get up and wander around the classroom without a purpose  | 1 | 2 | 3 | 4 |
| Needs a mainstream curriculum  | 1 | 2 | 3 | 4 |
| Does not get impatient if help is not immediately forthcoming  | 1 | 2 | 3 | 4 |

|  |     |   |   |   |
|--|-----|---|---|---|
| Is willing to try complete a task independently      | 1   | 2 | 3 | 4 |
| Pays attentions to class discussion and instructions | 1   | 2 | 3 | 4 |
| Score  | /84 |   |   |   |

### 5. Approach to learning

|  |     |   |   |   |
|--|-----|---|---|---|
| Is prepared to work in lessons   | 1   | 2 | 3 | 4 |
| Uses appropriate language and gestures   | 1   | 2 | 3 | 4 |
| Wants to be reintegrated   | 1   | 2 | 3 | 4 |
| Has parental support   | 1   | 2 | 3 | 4 |
| Is courteous, and shows positive attitude towards staff  | 1   | 2 | 3 | 4 |
| Can show an interest in lessons  | 1   | 2 | 3 | 4 |
| Treats school property with care   | 1   | 2 | 3 | 4 |
| Listens with interest to class explanations  | 1   | 2 | 3 | 4 |
| Can accept disappointments e.g. when not chosen to participate in an activity                          | 1   | 2 | 3 | 4 |
| Will sit appropriately without causing a disturbance in both class and general school areas on request | 1   | 2 | 3 | 4 |
| Shows a sense of humour  | 1   | 2 | 3 | 4 |
| Score  | /44 |   |   |   |

Record of progress

Pupil name:

Date of Birth:

Does their attachment profile (from their Boxall profile – linking attachments, emotions, behaviour and learning) suggest some learning loss which may also affect scores?

Start date in Nurture Group:

|      |            |
|------|------------|
| Date | Colour pen |
| Date | Colour pen |
| Date | Colour pen |
| Date | Colour pen |

|                                |              |               |                |                     |                      |
|--------------------------------|--------------|---------------|----------------|---------------------|----------------------|
| 100                            |              |               |                |                     |                      |
| 90                             |              |               |                |                     |                      |
| 80                             |              |               |                |                     |                      |
| 70                             |              |               |                |                     |                      |
| 60                             |              |               |                |                     |                      |
| 50                             |              |               |                |                     |                      |
| 40                             |              |               |                |                     |                      |
| 30                             |              |               |                |                     |                      |
| 20                             |              |               |                |                     |                      |
| 10                             |              |               |                |                     |                      |
| 0                              |              |               |                |                     |                      |
| Score in each area of learning | Self-control | Social skills | Self-awareness | Skills for learning | Approach to learning |

## Appendix 2 – Reintegration Planning Meeting

|                                 |                |
|---------------------------------|----------------|
| Pupil Name:                     | Date of Birth: |
| Present:                        |                |
| What is currently working well: |                |

| Summary of Discussions                          | Actions | By who? |
|---|---------|---------|
| Preparing pupil:                                |         |         |
| Preparing parents/carers:                       |         |         |
| Preparing receiving staff:                      |         |         |
| Arrangements for arrival:                       |         |         |
| Transition timetable:                           |         |         |
| Additional information/comments:                |         |         |
| Date of follow-up reintegration review meeting: |         |         |

### Appendix 3 – Reintegration Review Meeting

|             |                |
|-------------|----------------|
| Pupil Name: | Date of Birth: |
| Present:    |                |

Has the pupil settled?

|   |
|---|
| Class Teacher views:  |
| Nurture Practitioner views:   |
| Pupil views:  |
| Parent Views:   |
| Changes/additions to reintegration plan and additional support arrangements agreed: |
| Other information/comments:   |
| Date of next reintegration review (if required):                                    |



## Personalised Planning

Name and class of child

Week Commencing:

|                        | Maths<br>Challenge 1 | Maths<br>Challenge 2 | Maths<br>Challenge 3 | Maths<br>Challenge 4 | Maths<br>Challenge 5 |
|------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| Learning<br>Objective: |                      |                      |                      |                      |                      |
| Activity:              |                      |                      |                      |                      |                      |

|                        | English<br>Challenge 1 | English<br>Challenge 2 | English<br>Challenge 3 | English<br>Challenge 4 | English<br>Challenge 5 |
|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| Learning<br>Objective: |                        |                        |                        |                        |                        |
| Activity:              |                        |                        |                        |                        |                        |