

# **St Barnabas'**

## **'Internal Specialist Provision'**

### **within a mainstream setting**



## **Handbook**

## **2023-2024**

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### Rationale:

St Barnabas' 'Internal, Specialist Provision' rooms provides a Low Arousal Approach which emphasises a range of strategies that focus on the reduction of stress, fear and frustration for children who find a mainstream classroom overwhelming or need space to regulate. This approach is used to prevent dysregulation and avoid crisis situations.

St Barnabas' 'Internal, Specialist Provision' is for neurodiverse and autistic children. Neurodiversity is an umbrella term for children who have differences in their brain development e.g autism, ADHD, dyslexia, dyspraxia, and dyscalculia. 'Neurodiversity is a concept where neurological differences are seen as natural variations of the brain. These neurological differences are recognised and respected, celebrated and allow people to be themselves' (NHS, 2023).

St Barnabas' 'Internal, Specialist Provision' rooms have been set up to predominantly help support autistic children as we have a high percentage at our school. Autistic people are known to experience differences in three key areas: **Social Understanding and Communication** Autistic people have differences in the way they communicate, understand and use language. They engage in social life from a different perspective (Milton, 2011). This leads to differences in how the person interacts and develops relationships.

**Sensory Processing and Integration** Sensory differences can include hyper (high) or hypo (low) sensitivity in relation to the eight senses of **sight, hearing, touch, taste and smell, interoception** (internal sensations), **balance** (vestibular) and **body awareness** (proprioception). These differences will vary from person to person and can actually fluctuate in their responsiveness depending on a number of different factors for example the time of day or the environment.

**Flexible Thinking, Information Processing and Understanding** Autistic people have differences in their attention, interests and how they learn. This can include being very focused on particular interests. They have a different way of being flexible, so often feel safer and more comfortable with routines and structure as this lessens uncertainty.

While autistic people share these similar characteristics to some degree, they are also all different from each other. This is because autism is considered a spectrum. **The autism spectrum is not linear from high to low** but varies in every way that one person might vary from another.

### Aims:

The aim our 'internal specialist provision' is to:

- Provide personalised internal specialist provision which appropriately meets the needs of the pupils and focuses on their strengths and positive characteristics.

This enables them to: increase engagement levels in their learning, make appropriate levels of progress and reach their full potential.

- Equip children with the skills they need to participate fully in school life, develop skills for the wider world as well as being able to learn at their own pace within a mainstream school.
- To develop children's self-esteem and social skills.
- To have a calm, predictable, purposeful environment and timetable that focuses on the four main areas of need.
- To develop successful working relationships with adults and other children.
- To learn to take responsibility for self and others.
- To help children learn appropriate behaviour.
- To lower anxiety and integrate children back into education where they have been EBSA.

This is achieved through providing a lower adult: child ratio in a low arousal setting in which children can experience support from our trained Autism Champions, who actively work towards enabling their successful reintegration to full time learning alongside their peers.

## Inclusive Teaching Principles

“We strongly believe that all children have an entitlement to an inspiring, broad and balanced academic and social curriculum, and that they should be fully included in all aspects of school life. Every teacher is a teacher of every child and we aim to help all children to succeed and remove any barriers to learning that they may have. Through carefully planned provision and high quality teaching all children receive the support they require delivered by our skilled and caring staff members.” (St Barnabas website SEN and Inclusion)

At St Barnabas we are committed to and value the power of a shared vision and the culture of inclusion.

The following set of principles have been developed to support inclusive teaching, learning and assessment. Inclusion in this context means providing an environment and promoting a culture in which everyone feels valued and respected and has equal opportunity to work hard to be successful.

### Ten Principles

1. Teachers will anticipate a diverse group of pupils and plan a curriculum that is globally, culturally and socially inclusive for all.
2. Quality First Teaching based firmly on assessment offers flexibility of learning styles and clear, constructive feedback to learners.
3. Assessment takes a holistic approach that informs next steps in learning and provides effective feedback for all.
4. Pupil progress will be regularly reviewed to look for any gaps or differences between groups.
5. Learning outcomes and the “big picture” should be clear and explicit to all pupils.
6. Teaching materials and resources should be personalised so they are accessible to all pupils e.g. handouts, books.
7. Teachers will promote a positive attitude to learning and full participation of all learners to realise their full potential.
8. Personalised learning approaches will enable learners to be independent and to take ownership and responsibility for their own learning.
9. All staff will receive training and support to enable them to meet the needs of all learners.
10. Learners and parent’s voice will play an active part in any plan, do, and review cycle or decision.

## Research

At St Barnabas we are advocates that 'what works for SEN children works for all children' (Griffin, 2008) and therefore the approaches we use are modelled throughout the school.

The SEN 2015 Code of Practice states Supporting children with additional needs starts with delivering high quality first teaching to them which must be achieved by the SENCO (Miss Maddalena) supporting the teachers (Packer, 2017).

Our 'internal specialist provision' curriculum and environment is based upon the EEF principles of quality first teaching research and the AET eight principles.

The EEF recommends teaching staff can support SEN children within their daily practice by their 'five-a-day' principles.



### **Explicit instructions**

Staff use explicit, clear explanations when talking to the children and frequently check they have understood. Staff model expectations of tasks before taking on a guided approach then followed by independent working.

### **Cognitive and metacognitive strategies**

Staff pre-empt and manage cognitive overload when teaching new concepts and skills by pre-teaching new vocabulary and recapping knowledge frequently to support learning becoming embedded into a child's long term memory.

### **Scaffolding**

Staff provide children with supportive resources such as writing frames or number lines to support independence with the aim of slowly reducing the amount of scaffolding that is needed as the child progresses over a set period of time.

### **Flexible Groupings**

Staff are mindful not to keep children in set groups. Staff review groupings regularly through data drops, APDR cycles and SEN surgeries with the SENCO.

### **Using technology**

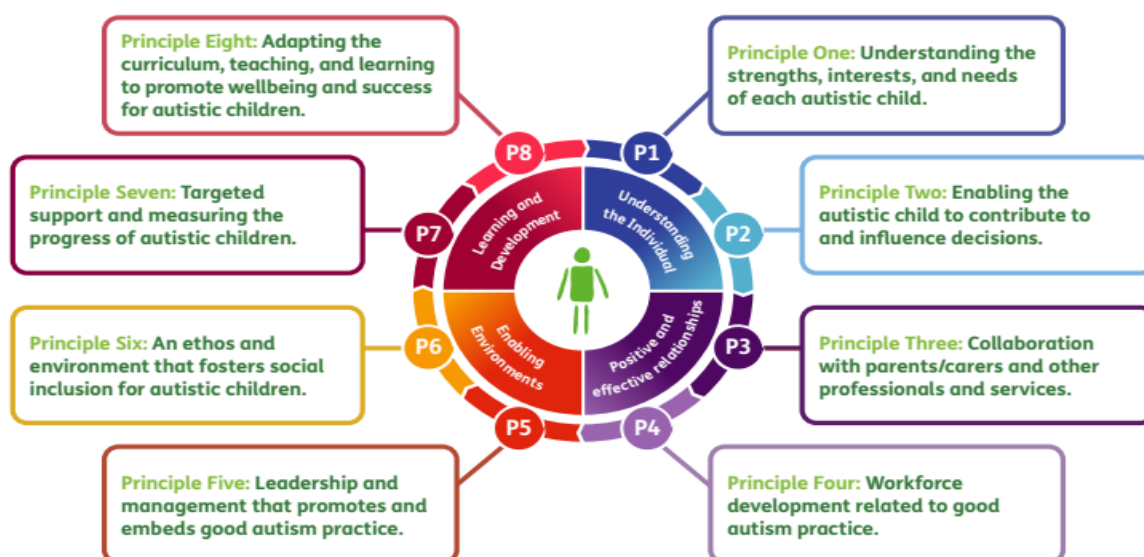
Staff use technology to motivate pupils to learn, model previous learning and support children to record their learning.

## AET Principles

The eight principles have emerged from an examination of the current evidence from research and practice, as well as key policies and the perspectives and insights of autistic individuals (Guldborg et al., 2019). There is a huge emphasis on the children learning to recognise and understand their own emotional state and to give them strategies to manage to respond to situations appropriately.

### The AET Eight GAP Principles

This is how the Eight Principles of Good Autism Practice are embedded in the four themes.



### The AET Inclusion Promises



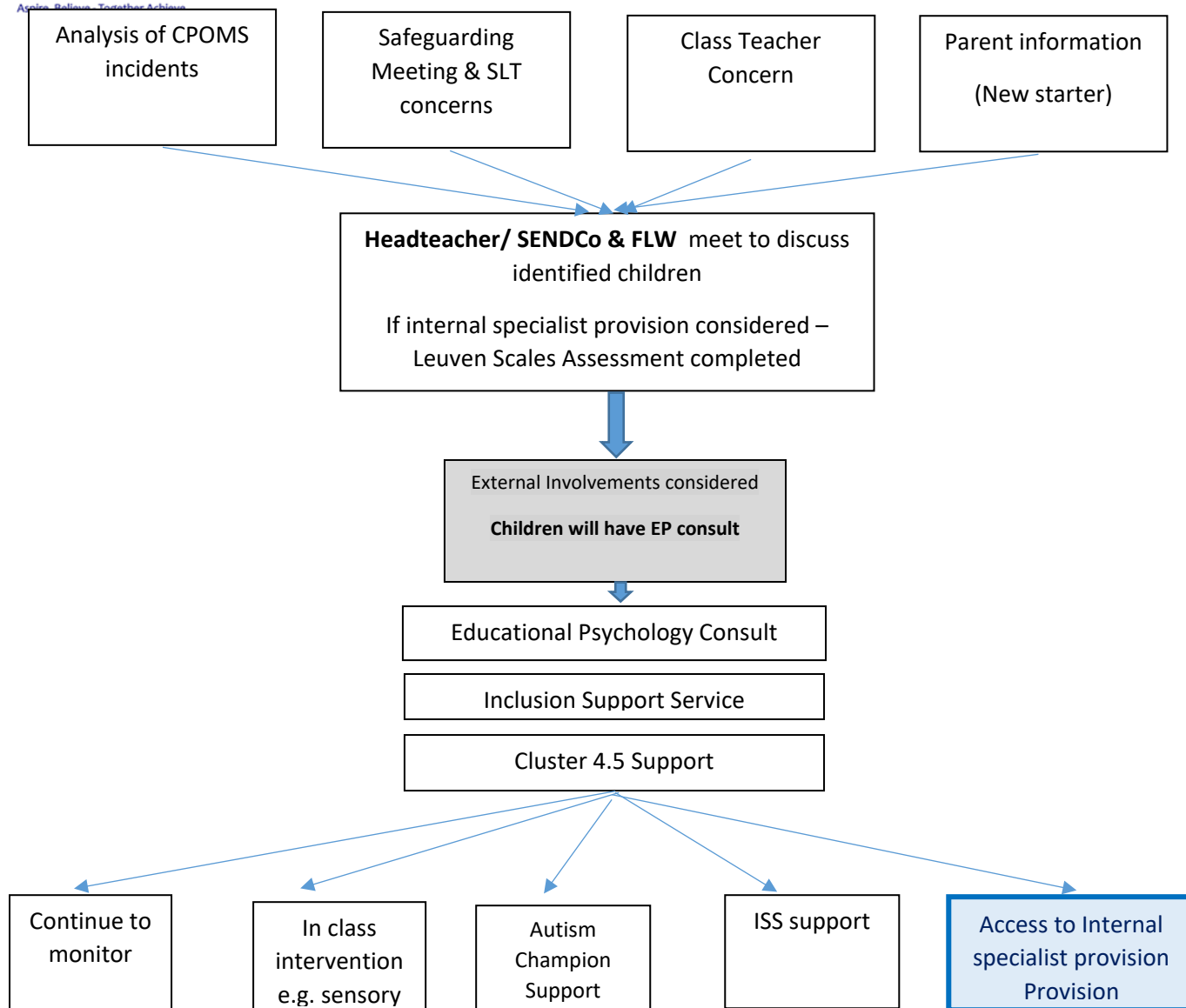
The eight GAP principles are also distilled into eight Inclusion Promises developed by the Autistic Young Experts panel. The panel created these promises so that the GAP principles were more accessible for autistic pupils.

We promise to:

- 1 Understand what you are good at, what you like doing, and when you might need help.
- 2 Listen to and act upon your ideas about how we can help you if you need it.
- 3 Listen to and work with the people who know you best and who you trust.
- 4 Make sure we are always progressing towards your goals and aspirations.
- 5 Make sure all staff know the best way to support you, both in and out of lessons.
- 6 Help you to get involved and be included in the activities you wish to participate in.
- 7 Work together to set achievable goals that are important to you, and that help you see how well you are doing.
- 8 Help you to feel safe, secure, empowered, and able to learn.



## Referral Process



## Entry Criteria

- Children will have a diagnosis or be on the pathway.
- Children who are finding it difficult to integrate into a mainstream class due to neuro divergent needs.
- Children with a high number of behaviour incidents on CPOMS indicating SEN difficulties.
- Children with a significant history of EBSA.
- Leuven Scale score.
- Children working below ARE.
- Consideration is also given to the combination/number of children already within Genesis provision

## How impact is measured?

### Leuven Scales Assessment

The Leuven Scale is the one of the main assessment for children in Genesis class provision. Children are assessed at the beginning of their time in Genesis and in December, March and July of each year. The Leuven Scale is a five-point scale that allows teachers and leaders to measure children's emotional well-being and involvement – two critical components of learning, progress and development in children.

### PIVATS Assessment

PIVATS is an assessment tool used in schools to assess pupils who are working below their chronological age expectations within the National Curriculum aspects of Reading, Writing and Maths. PIVATS can also be used as a tool to assess aspects of personal and social development.

**<https://www.lancashire.gov.uk/pupiltracker/pivats/pivats-downloads/>**

Progress is tracked closely and outcomes frequently updated to meet the needs of each individual.

### Inclusion support 6 monthly reviews

Claire Phillips, from ISS, supported St Barnabas to set up the Genesis room and has reviewed the room twice in its' opening year to ensure the provision corresponds with our aims and rationales. She has then supported us open our second specialist provision room (The Allinson Room).

## Exit Criteria

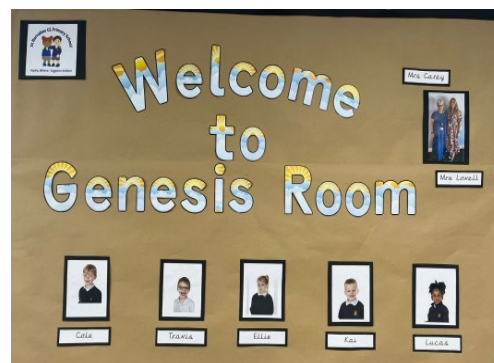
The main focus of our provision is to support children to manage in full time education within a mainstream school working alongside their peers.

Ideally the internal specialist provision rooms should not be a permanent provision for any child. Children should spend a maximum of 18-24 months in the provision before different alternatives should be sought if the child is still not ready to be accessing the mainstream classroom alongside their peers. If a child is still not meeting the exit criteria advice from Claire Phillips (ISS) and the 0-25 team are liaised with and a TAC or AR is called.

The Leuven assessment data and teaching staff observations identify when a child is ready to leave the provision. This decision will be discussed with families and an exit plan will be formed for the child. This plan will be personalised for each individual child.

## Genesis Room

Genesis is our KS1 and yr3 internal specialist provision classroom.



## Timetable

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.45 - 9.00	In class registration	In class registration	In class registration	In class registration	In class registration
9.00 - 9.15	CW	CW	Sensory circuit / day of the week/ weather check in - Which zone am I in?	CW	SMART MOVES
9.15 - 9.25	Sensory circuit / day of the week/ weather check in - Which zone am I in?	Sensory circuit / day of the week/ weather check in - Which zone am I in?	Attention Bucket	Sensory circuit / day of the week/ weather check in - Which zone am I in?	day of the week/ weather check in - Which zone am I in?
9.25 - 9.45	Maths / CP	Maths / CP	Maths / CP	Maths / CP	Maths / CP
9.45 - 10.15	Table time Speech and language	Table time Speech and language	Table time Speech and language	Table time Speech and language	Table time Speech and language
	10.15 BREAK				
10.30 - 11.00	Phonics / CP	Phonics / CP	Phonics / CP	Phonics / CP	Phonics / CP
11.00 - 11.45	Fine motor skills Writing CP	Fine motor skills Writing CP	Fine motor skills Writing CP	Fine motor skills Writing CP	Fine motor skills Writing CP
11.45 - 12	Story time	Story time	Story time	Story time	Story time
	12.15 - 1.15 LUNCH				
1.15 - 1.30	Check in/ Sensory circuit 1:1 reading Back to class	Check in /Sensory circuit 1:1 reading Back to class	Check in /Sensory circuit 1:1 reading Back to class	Check in /Sensory circuit 1:1 reading Back to class	Check in /Sensory circuit 1:1 reading Back to class

## Learning Tasks

White rose maths and Read write ink schemes are followed and adapted to ensure learning is progressive.

Lessons are planned and monitored by qualified teachers and are pitched at the child's ability which they can access.

Lessons are created according to the interests of the children as well as teaching styles and the content is geared towards the individual needs of each learner.

Pace of instructions are adapted in line with the child's needs to personalise their learning.

## Table time

Table time is a speech and language intervention which is ran daily to support the understanding of how to hold a reciprocal conversation, develop the skills that are needed to do so, develop speaking coherently using appropriate language and develop being able to give descriptions of events. The SENCO seeks advice from the school's speech and language therapist to ensure good practice is adhered to.

Table time also supports the children's emotional literacy as it encourages them to think about their feelings and enhances their understanding of what different emotions mean and how best to respond to such emotion.

In addition, table time also supports the children's social skills to be able to interact more appropriately during unstructured times within school and outside of school. It also supports the children build life skills such as how to use cutlery, how to sit at a table and prepare basic meals independently.

A photo of a child who a year ago was unable to sit and eat lunch with peers his own age (parental permission sought).



## Continuous provision

Rainbow challenges are set each week (which is in line with the EYFS and KS1 provision within the rest of the school) for the children to complete independently. These tasks focus on key elements the children need to develop: mastering number skills, early literacy skills, fine motor skills and imaginative play.

## Allinson Room

Our Allinson room is our internal specialist provision for KS2 (Y4, 5, 6). Similar to Genesis, it offers a low arousal space for learners who find a mainstream classroom overwhelming. Children can access learning within their own classroom but can also bring their learning to the Allinson room if they are struggling to regulate within their classroom to prevent dysregulation.



## Timetable

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.45 - 9.00	In class registration	In class registration	In class registration	In class registration	In class registration
9.00 - 9.15	CW	CW	In class CW	CW	Longer Sensory circuit / day of the week/ weather check in - Which zone am I in?
9.15 - 9.25	Sensory circuit / day of the week/ weather check in - Which zone am I in?	Sensory circuit / day of the week/ weather check in - Which zone am I in?	Sensory circuit / day of the week/ weather check in - Which zone am I in?	Sensory circuit / day of the week/ weather check in - Which zone am I in?	
9.25 - 9.45	Maths	Maths	Maths	Maths	Maths
	Down time	Down time	Down time	Down time	Down time
9.45 - 10.15	Table time Speech and language	Table time Speech and language	Table time Speech and language	Table time Speech and language	Table time Speech and language
10.15 BREAK					
10.30 - 10.50	Phonics / guided reading	Phonics / guided reading	Phonics / guided reading	Phonics / guided reading	Phonics / guided reading
10.50 - 11.00	Down time.	Down time.	Down time.	Down time.	Down time.
11.00 - 11.30	Fine motor skills	Fine motor skills	Fine motor skills	Fine motor skills	Fine motor skills
	Writing	Writing	Writing	Writing	Writing
11.30 - 12.15	Down time project	Down time project	Down time project	Down time project	Down time project
12.15 - 1.15 LUNCH					
1.15 - 1.30	Check in / Sensory circuit 1:1 reading Back to class	Check in / Sensory circuit 1:1 reading Back to class	Check in / Sensory circuit 1:1 reading Back to class	Check in / Sensory circuit 1:1 reading Back to class	Check in / Sensory circuit 1:1 reading Back to class



## Organisation and set up of the Provision

### Learning Tasks

White rose maths and Read write ink schemes are followed and adapted to ensure learning is progressive as well as being bespoke for the complex needs of the individual children.

Lessons are planned and monitored by qualified teachers and are pitched at the child's ability which they can access.

Lessons are created according to the interests of the children as well as teaching styles and the content is geared towards the individual needs of each learner.

Fine motor skills are also a priority to support the children improve on life skills.

Pace of instructions are adapted in line with the child's needs to personalise their learning.

### Table time

Table time is a speech and language intervention which is ran daily to support the understanding of how to hold a reciprocal conversation, develop the skills that are needed to do so, develop speaking coherently using appropriate language and develop being able to give descriptions of events. The SENCO seeks advice from the school's speech and language therapist to ensure good practice is adhered to.

Table time also supports the children's emotional literacy as it encourages them to think about their feelings and enhances their understanding of what different emotions mean and how best to respond to such emotion.

In addition, table time also supports the children's social skills to be able to interact more appropriately during unstructured times within school and outside of school. It also supports the children build life skills such as how to use cutlery, how to sit at a table and prepare basic meals independently.

### Project time

The children in Allinson room find learning very challenging and even the smallest tasks which are at their level can feel really overwhelming for them. They are also reluctant to engage in learning tasks. Each week the children will work on projects which are tailored around their interests. This is based around ASD research where it is found SEN children are more likely to be enthusiastic and engaged in learning which is of interest to them. Project time not only supports their cultural capital knowledge but also helps to engage them in adult led tasks within a mainstream setting.

## Partnership with children & their families

Parents/families play a vital role in their child's education.

All parents/families are consulted and in agreement around their placement in our Genesis Provision.

Communication with parents/families happens on a regular basis via dojo and face to face during drop off and pickups throughout a week.

Parents and families are invited in four times a year as part of the APDR cycle to discuss activities their children have completed during the term and their progress as well as 2 additional parents evenings.

We have high expectations of the children within Genesis particularly on taking ownership of their own learning, learning routines and expectations of the continuous provision.

## Autism Champions

Our Autism Champions have engaged in a high level of AET training and professional development: Making sense of Autism, Good Autism Practice, Progression framework and other elective topic themed modules.

**Mrs Carey**



**Mrs Roper**



### Role of the adults

- To develop and sustain positive relationships with all the children who attend the provision and recognise that it is through a positive and affirming relationship that a child can build their sense of worth.
- Work as a team, to be good role models, demonstrating appropriate and positive behaviour that is consistent and continuous.
- To narrate thought processes about feelings and emotions and decisions to help guide and support the young children to validate their own emotions and impact how their own choices impact on outcomes and liaise with the SENCO.
- To support pupils to regulate, calm and return to learning as quickly as possible. To facilitate movement and sensory breaks as required.
- Support pupils working on a personalised curriculum if necessary and appropriate
- To ensure children who are unable to access the classroom still have a clear structure and routine in place.