



Twinkle Room SEND Provision at Wren's Nest Primary school

Provision Statement

To be read alongside all other school policies.



Introduction Overview:

Twinkle Room is a mixed age, needs led SEND provision. The provision was created to meet the needs of a group of children with EHCP's / undergoing statutory assessment for an EHCP. Children within the provision have a range of complex needs from Communication and Interaction needs, Cognition and learning needs, Social and Emotional and Mental Health difficulties and/or physical disabilities., requiring specialist teaching and provision. Some of the children within this group may have been placed in a specialist school, but parents have chosen for them to remain within a mainstream setting with appropriate, enhanced levels of support. In many cases some these children are awaiting placement in a Specialist School.

The children within the provision should make progress within social interaction, recognition and management of emotions and improvements in resiliency as well as academic progress. Children who attend the provision have access to a specialist withdrawal area for calming/sensory regulation and a quiet area for specific interventions. Academic work will be adapted to meet the individual learning needs of each child and the curriculum delivered will be based at an EYFS pedagogy tailored specifically to each child's needs, learning style and interests.. Progress is measured using specific assessment tools including Birth to 5, Development Matters and ASCENT Assessment Tracker (AAT).

Children access Twinkle Room daily, from 8:40am to 3:20pm, and where appropriate spend some sessions within a class setting. Children access a range of curriculum activities, supported by additional 1:1 intervention to best suit their individual needs. Children also access other provisions or classes should their strengths require them to. Twinkle Room is a teacher-led provision supported by a number of key adults and other colleagues from within the school, utilising a wide range of in-house specialist skills and support. In addition to this, the children may also access; Specialist advisory teachers, Educational Psychologists and Children and Adolescent Mental Health Service.

Home/school liaison:

- We aim to foster a positive relationship between home and school.
- We aim to be approachable and open.
- We will keep in contact in a variety of ways, but primarily through daily face to face contact, parent partnership is crucial for success in building relationships with children with significant needs.

Additional Information:

What additional needs does the Twinkle Room provision support?

Twinkle Room provides specialist support for children with a range of complex needs including children with Communication and Interaction needs, Social, Emotional and Mental Health Needs, Physical and Sensory Needs in addition to Cognition and Learning needs. The aim is that these children can be educated in a way which best meets their individual needs with access to the mainstream classroom if and when appropriate. Our inclusive philosophy aims to support parents, carers and pupils, so that their journey through our school is as smooth, successful and anxiety free as possible.

All children attending the Twinkle Room have an Education, Health and Care Plan (EHCP) or are going through the Education Health Care Needs Assessment (EHNA). These statutory documents describe the specific needs of the child and indicates what is required to support their education.

How does the Twinkle Room assess pupil progress towards the outcomes for pupils?

- If a child has an EHCP – their needs identified within their EHCP will be monitored and reviewed regularly, with advice from external agencies as appropriate.
- Every child will have a SEND plan written identifying strengths, needs and targets being worked towards- this are reviewed each term.
- ASCENT Assessment Tracker – AAT - progress is monitored half termly.
- Development matters trackers.
- Birth- 5 matters document.

How does Twinkle Room review this progress so that pupils stay on track to make at least good progress?

- Children have individual targets described on their SEND plan based on the assessments described above.
- National Curriculum/ EYFS targets are layered back until they meet the specifically identified needs of each individual child.
- Progress is shared with parents at individual review meetings, parents' evenings and at parents' request at other times.
- Progress is monitored through the school's termly assessment programme and children who do not make personally expected progress are discussed with the Head Teacher and Senior leadership team and provision adapted appropriately.

Other Related Policies

Other relevant information that should be read in conjunction with this policy statement are:

- SEND Policy
- Behaviour Policy
- Use of Reasonable Force (DFE 2013)
- Exclusion Policy
- Child Protection Policy
- 'Keeping Children Safe in Education'
- Personal, Social and Health Education (PSHE) Policy
- Early Years Foundation Stage Policy

The whole policy statement is available for all parents from the school office and published on the school website.

<http://www.wrens-nest.dudley.sch.uk/>

The Headteacher and the Curriculum and Standards Committee of the Governors will review the policy statement annually.