



Gainsborough Primary School Additional Resource Provision



The Aviary



This document aims to set out the strategic plan for the provision of a pupil who joins, works within and leaves the ARP provision ready to access mainstream setting again.

Panel

Phase 1 – The Avery Assessment Process

Panel Criteria

Psychological Assessment

Phase 2 – Admission

Home School Agreement

Avery Scales of Behaviour, Engagement, Regulation and Learning

Phase 3 – SEMH Support

EHCP

Nurture Provision

Therapeutic Support

Pupil Half termly targets and learning plan

Half termly social and emotion target plan

Timetable

Half termly review with all staff

Phase 4 – Inclusion into mainstream lessons

Teacher 1: 1 with child

Specialist monitoring, observation, feedback in lessons

Phase 5 – Review

MAP half termly

Teacher half termly



The Aviary Provision

The aims for the pupils within the SEMH ARP are to:

- To ensure children enjoy learning and feel success
- Recognise 'triggers' and manage their emotions, facilitating an increase in positive emotional experience. Participate, try their best and overcome challenges to engagement
- Build trust, share and cooperate with others, building positive relationships
- Experience a learning journey, creating both digital and physical evidence of their participation and progress
- Leave with an increased understanding of themselves, their strengths and a sense of accomplishment
- Make good academic progress and close gaps in learning
- Benefit from the work complete with families to manage their child's SEMH needs effectively
- Ensure all appropriate agencies are being accessed for the benefit of the child
- Develop their emotional intelligence and emotional literacy which will enable them to self-regulate in preparation for returning to a mainstream setting
- Build resilience through confidence building activities (e.g. developing a growth mindset; having a peer mentor in the school (an older pupil, non SEMH needs), facilitated by the learning mentor)

Phase 1 – The Avery Assessment Process

Pre Panel Assessment

The allocation process will have 3 stages: Pre Panel Assessment, Observation and Information Gathering, Allocation Panel to ensure the needs of the child can be met. A pre panel will gather all applications. The panel will consist of the Head of SEND, allocated EP. The pre panel will review all borough wide provision and make recommendations on best fit for a group of pupils for the ARP.

Admissions Criteria for a Placement:

- SEMH must be the primary need
- The child have the cognitive ability to work at age expected levels over time
- The child must have language and communication skills at roughly age expected levels
- Parents and carers must agree to half a day working alongside the school weekly

Observations and Information gathering

The allocated ARP EP will complete observations and review assessments of all of the applicants with the view to recommending best fit placements. This work may involve a home visit, school observation, meeting with the school and review of all previous assessments.

Allocation Panel

The EP Head of SEND, allocated EP and an Aviary representative will attend the allocation panel to determine children's allocation and next steps.

Home Visit

- The home visit Aviary assessment will review parents views, strengths and difficulties at home, previous schooling experience, life story, summary of all professionals involved, family dynamics



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Handover meeting

- Annual review process to be used to complete a handover process with all professionals involved at the meeting
- Assessment pathway to be agreed prior to entry to The Avery

School visit

- Children to be observed in learning environment
- Strengths and difficulties discussed
- Academic levels and examples of work to be reviewed

Assessment

In order to support the child best we will gather as much information on their social, emotional, behavioural and academic needs to ensure we plan a curriculum that supports the child into learning. We want children to enjoy learning and feel success, getting the correct starting point is essential in managing this.

- Outcomes stated in the children's EHCPs will form a starting point for provision at the ARP planning for that child
 - Targets and plans set by CAMHs/SEMH clinicians will be used to identify needs and plan for provision will also tell us how to support the child and what they need
 - SEMHs needs will be reviewed regularly through in class observation, pupil voice and discussion with parents
 - Observations from clinicians will further develop support plans over time as needs change
- Other on entry assessments may include:
- SaLT assessment
 - Welcom assessment
 - Phonics assessment/ reading assessment
 - Writing levelling
 - Maths assessment
 - Strengths and Difficulties questionnaire
 - Parent questionnaire on home routines and behaviours
 - Resiliency Assessment
 - Ideal Self-Assessment
 - Boxall Assessment
 - Pupil views on learning and goal setting

Termly and annual assessments will continue to track and measure progress for each child and inform the next stage of their learning journey.

Transition Process

While the child awaits the start of their placement their current setting will be supported by the REU. The REU will support with information and key transition activities which will then support the child as they move to the Avery. This may look like:



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- Modelling strategies to manage behaviour and learning to staff in the current setting
- Building relationships with the family and child
- Transition books, tasks and project
- Orientation visit to the new site
- Setting boundaries and preparing the child and family for the Aviary approach



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Phase 2 – Admission

Home School Agreement

On admission a home school agreement will be made to agree:

- Agree family half termly focus and project
- Agree outcomes of any previous assessments
- Agree Zones of Regulation family work

Each half term this will be reviewed to set new targets, agree parental engagement and parent and child project, grade improvements on the Aviary scales, review strengths and difficulties. The LA plan co-ordinator will attend the initial meeting.

Admission to School

The admissions process will focus on information gathering and induction into the school, learning and relationships. There may be a phased approach to starting the provision if no induction period was possible in the half term before starting the Aviary.

Phase 2	
Before Admission	Home visit 2 hour visit with parent to setting Personal Profile Build with REU at current school Curriculum Design to meet needs – project based
Week 1	Establishment Phase Daily Parent in class Family zones of regulation works starts Agreeing personalised project Celebration Activity with parents
Week 2	Assessments of academic subjects Establishment Phase Parent’s in class programme Celebration Activity with parents
Week 3	Agree personalised timetable for term Academic learning starts
Week 4	Start personalised timetable Academic learning starts in groups where able
Week 5	Review of provision
Week 6	Set next half term’s learning project Parent meeting and set new targets Agree new family learning project Plan co-ordinator to attend first half term review



Aviary Scales of Behaviour, Engagement, Regulation and Learning

The Aviary scales are developed to aid clear communication with parents and staff so that a good understanding of relative progress can be ascertained. These scales can inform new targets and help staff and parents use a common language when looking at progress toward mainstream reintegration. Each scale has a 10 point scale for each behaviour, 1 being acceptable and 10 being the most extreme. The lower the overall numbers the closer the child is to accessing mainstream.

Scale 1 – Behaviour 20 behaviour statements

Scale 2 – Engagement 20 engagement and enjoyment

Scale 3 – Self Regulation scale, 20 statements about how the child regulates in a variety of situations

Scale 4 – Learning, 20 statements about progress in learning



The Aviary Provision

Phase 3 – SEMH Support

Services that support the work of the SEMH ARP are:

- Allocated CAMHs workers will support with referrals, therapeutic support advice to families and advice staff based on the child’s needs
- Social worker support will be available to support additional needs within the home setting
- Regular Young Hackney support will enable children to access out of school provision
- Therapeutic support within the ARP will be available for ‘time to talk’
- Regular Educational Psychologist time will inform planning and provision
- Access to specialist teachers of foundation subjects in the school setting will ensure high quality teaching and learning of Spanish, Art, Music and PE
- Support from speech and language therapists (i.e. embedding Zones of Regulation intervention)
- Re-engagement unit for advice regarding nurture group

Family Support

We support parents through parenting programmes and daily nurture and modelling sessions to enable all adults in the child’s life to:

- Respect their child's autonomy, thoughts, and feelings
- Support their child's interests and goals
- Enjoy their child's company
- Protect their child from hurting him- or herself or others.

There is an expectation that families meet weekly and attend recommended course and events to support the child in their placement. A significant commitment from families is expected while all work together to secure improvements and celebrate achievements. Family Friday’s will take place where parents and children complete activities together in line with Gainsborough Keeps. The over arching aims of Family Friday:

- to model and support parents with positive behaviour management
- engage in uninterrupted activities with clear measurable outcomes together
- provide opportunities for praise and encouragement
- embed positive hobbies and habits in home life

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Gainsborough Keep	Keep Kind	Keep Giving	Keep Safe	Keep Connected	Keep Green	Keep Healthy
6 week parent and child programme	Zones of Regulation Yoga Meditation	Fundraising for parent and child programme Baking Arts and Crafts	E Safety	Using our Community Services Horse Riding Library Olympic Park	Planting and Growing	Cooking Swimming Cycling Course
Aims	Calming strategies are embedded in home life	Parents are giving something back to the provision	Parents are aware of how to keep children safe online	Parents are aware of facilities in the local area and enabled to use them	Parents and children are able to look after our school environment	Parent and child learn a new skill Healthier meals are prepared at home



The Aviary Provision

A Flexible School day

An individual approach for each child will be taken to match needs, academic achievement, social interaction, and interest and pupil wellbeing. The below menu of learning experiences will be on offer and be best matched to the child's needs:

- Child centred curriculum throughout the school day
- Access to independent lesson stations
- Access to small group work for core subjects
- Access to specialist teachers and projects to motivate and inspire
- Therapeutic Support to enable issues to be talked through
- Social stories will be used to prepare and debrief children about tricky parts of their learning
- Group work to develop and model social skills and partner and group learning
- Time for play/ independent work to meet independent targets
- Access to as much of the curriculum in class groups as much as possible
- Focused 1:1 interventions to close gaps in learning

Nurture Group

The nature versus nurture debate is one of the oldest philosophical issues within psychology. Nurture refers to all the environmental variables that impact who we are, including our early childhood experiences, how we were raised, our social relationships, and our surrounding culture. The Nurture group approach will be used daily to support children's SEMH needs and we hope to reduce the frequency of Nurture group provision over time based on the child's needs.

The Six Principles of Nurture are:

- Children's learning is understood developmentally;
- The classroom offers a safe base;
- Nurture is important for the development of self-esteem;
- Language is understood as a vital means of communication;
- All behaviour is communication;
- Transitions are significant in the lives of children.

Therapeutic Support

Children accessing the ARP for SEMH would have SEMH targets/provision in their EHCP which would be met through appropriate agencies working with the children. Referrals can be made to the REU CAMH's clinician for support.

Children access weekly Circle Times, enabling them to develop listening, team-building and social skills in a social context alongside their peers, building self-esteem and confidence in a group setting. Opportunities for pupils to develop their emotional resilience through a range of sensory activities that create new learning behaviours or address SEMH needs (sensory circuits/yoga/art therapy).

Champions for Every Child

Each child will be allocated a champion. The child's champion will collect examples of good work and celebrate learning daily, weekly or half-termly with teachers, leaders and families. The Champion will support most



The Aviary Provision

interventions however all staff will have a responsibility to praise and engage with children from the ARP wherever possible. The Champion will share successes and set targets with parents weekly to ensure good home/ school communication, celebrate achievements and give families a realistic view of how targets have been met.

Educational Psychologist Support

Ongoing support will be given to the Aviary staff to manage pupils still exhibiting need. Supervisions will be provided to all Aviary staff by the EP. Ongoing advice and assessment will be given on a weekly basis.



Phase 4 – Inclusion into mainstream lessons

Before accessing mainstream teaching and learning the following success criteria must be met:

- A group identified that meets the academic needs of the child must be identified
- Pre meeting or activities with the group or class teacher must happen before children are put into mainstream groups
- The child must be able to complete work to the ability expected of the group most days with little to no support whilst working in the Aviary
- There must be no identifiable patterns of violence or disruptive behaviour in the week leading up to integration into mainstream that could affect the group or class
- Staff must be comfortable with the use of the Zones of regulation behaviour management system and use this well

Pre Mainstream Activities

A range of activities will be completed with the child before entering groups and class sessions from the menu below dependent on the child's needs:

- Weekly 1:1 teaching session with teachers of class or group before integration into group will take place before the child attends a group session
- Child's individual behaviour plan will be shared with all staff prior to attending sessions in groups or classes
- Rewards and consequences will be agreed before sessions in class
- Pre and post teaching will be completed before less

Specialist monitoring, observation, feedback in lessons

- Support from SEMH specialists will still continue to support staff to manage the child's behaviour
- Observation of child in lesson to be talked through with child and staff member weekly to begin with and as needs dictate
- Class teachers to be involved in half termly reviews via Aviary scale reviews or feedback meetings



Phase 5 – Review

- Team around the child half termly review with school based staff
- Review Aviary scales
- All child's books to be reviewed
- Wider school experiences to be planned: clubs, teams, trips.
- New targets set
- Multi agency termly review for each child termly will review progress against set targets
- Annual reviews will ensure the placement still meets pupils needs and if not the placement is reviewed