

The Vines



Purpose

Peel Park Primary School is a fully-inclusive setting that strives to ensure the very best learning experiences and opportunities and deploys a comprehensive offer to all children.

The Vines classroom was established in September 2023 and supports children who present with complex social, emotional and mental health needs resulting from attachment and trauma needs or who have significant difficulties with mental health needs.

This classroom setting has a very small number of pupils with a high adult-child ratio. Staff support the children, who have struggled to access learning within a mainstream setting, for all or part of the school day; there is tremendous flexibility applied by staff to ensure that the children's access to the most appropriate learning environment is implemented. Ultimately, the school is focused upon ensuring the best possible educational outcomes for the child through a collaborative partnership with parents and carers.

Prior to and during the initial year of establishment, school sought much support from the Specialist Teaching Team in Bradford.

In order to access the provision in The Vines, all children will either have an Education, Health and Care Plan or will have an assessment in process with the Local Authority.

Objectives

Identification

Identifying the needs of the pupils will be undertaken through a combination of ways:

- From information provided by parents, carers or guardians of pupils;
- Through observations of the children in school or early years' settings prior to admission;
- From information contained in any reports from outside agencies;
- As soon as any concerns are raised by class teachers.

Whilst The Vines can offer a significant amount of support for the children on roll with the class, the school also ensures that the specialist skills of the staff, working in this environment, are shared and disseminated with colleagues across school so as to support children, presenting with social, emotional and mental health difficulties, in other classes.

The parents, carers or guardians of pupils will always be consulted about admission to The Vines classroom and detailed information will be provided to explain that purpose and curriculum opportunities which can be offered at Peel Park Primary School.

Monitoring the progress of pupils

Monitoring the progress of the children attending The Vines is undertaken in the same way as for every other child in school.

Attainment and progress data is completed and analysed every term in school, using the Pre-Key Stage Standards and National Curriculum Standards. Pupil progress will also be monitored and analysed on a continuous basis by the class teachers and learning support staff.

Additional tools are used to plan for, support and monitor the attainment and progress of pupils in The Vines and this will include a specific SEMH tracker. This tracker includes assessments in:

- Self-control;
- Social skills;
- Self-awareness;
- Skills for learning;
- Approach to learning;
- Emotion management.

Ensuring accessible provision

The Vines classroom – and the whole school – are keenly aware of the fact that a child's emotional well-being must be secured prior to engagement with the learning process. The classroom strategies and provision are planned to be adaptable and flexible to support the children fully; provision can alter quickly and staff deploy different approaches to support the child in that moment. In addition to the classroom, there is an additional classroom which includes continuous provision, a de-escalation room as well as a sensory room so that the children can access provision which, at that time, is the most appropriate in supporting their emotional well-being. The classroom ensures that there are appropriate means taken such as implementing de-escalation plans, risk assessment and pertinent pupil profiles which support the planning process and curriculum access. Furthermore, classroom learning is kept to shorter input times, where these are appropriate, to support attention and engagement needs. The curriculum is planned to meet the interests of the children and there is a significant emphasis placed upon including mindfulness, Yoga, continuous provision and practical activities.

Developing a support network

The Vines staff are a close team; they know and support the children well and the school ensures that this team is consistent and constant for the children. There is a further small team of adults who also know the children well and who are aware of the supports required at any point. Both teams are supported by the Senior Leadership Team. Parents and carers are always a full part of their child's progress and attainment and are invited into school at regular points to discuss any concerns as well as to celebrate progress. School can make relevant referrals with parental/ carer consent to services such as the Children's Trauma Therapy Team, Speech and Language Therapy Services, CAMHS as well as individual referrals to the Specialist Teaching Team for additional supports. The children are encouraged to express their views and opinions through a variety of means so that they are an active participant in being able to identify their strengths. They are also invited to participate in the Annual Review of their EHCP.

Developing independent learners

All our pupils are encouraged to be as independent as possible and the school always considers and discusses the future needs of the pupils – that they will require as many skills as possible to live a successful and independent life as an adult. Independence is planned through the children taking responsibilities and this work will include being responsible for their actions, developing an understanding of the links between their

feelings and resulting actions. Additionally, independence is fostered through the children having wide range of different activities where they can learn to develop pride in their achievements, plan and think for themselves and justify decisions they have made within their learning. Staff work to foster resilience with the children so that they achieve well.

Numbers of Pupils

There are 6 pupils who attend The Orchard full-time. There is a high adult-child ratio (4-6) so that the needs of all children can be met appropriately.

The Vines has a number of pathways for the pupils. There are those who can access a mainstream classroom for the vast majority of the day; there are those who can access mainstream classrooms for a proportion of the day with staff working as a team to select the lessons and activities which the children will manage well and there are those who are not yet ready for learning in a mainstream classroom and who will access The Vines for 100% of the school day.

Admission to The Vines is entirely at the school's discretion and will always be done in consultation with parents and carers. The classroom is funded and provided solely by the school. School ensures that the number of pupils accessing the classroom does not exceed 6 pupils – whether the children are attending on a full-time or on a part-time basis, for increasing the number of children will be of significant detriment to the efficient education of those currently attending.

EHCP

All the children, who attend The Vines, will have an EHCP in place or they will have an assessment that is in progress for an EHCP with the Local Authority. An Education, Health and Care Plan will outline the medium term and long term outcomes for the children and will also state the level of provision required to meet the outcomes. All the children attending The Vines will require a minimum of 25 hours of support on a 1:1, small group or reduced teaching size group.

Every year, the EHCP will be reviewed during an Annual Review where the progress towards the outcomes is evaluated and discussed.

The child and the parents are at the very heart of this process.

Where pupils, whose parents/ carers are seeking a placement at Peel Park Primary School through the EHCP consultation process, this will be a placement in a mainstream setting; a placement in The Vines is a decision that will be made by the school where there is capacity in the classroom and only where this is considered to be in the best interests of the child.

Home School Liaison

A strong home-school liaison is considered to be completely integral to the success of every pupil attending the school. Parents are invited into school at regular points to discuss their child's progress and are also invited to attend any off-site school trips and visits. The school encourages parents and carers to communicate both in person and via Class Dojo. Whilst there are two parents' evenings arranged every year, the class teachers and SENDCo are always available to meet with parents, discuss progress as well as discuss any concerns.

Monitoring and Evaluating Success

Evidence of the effectiveness of The Vines will be shown and continuously developed by:

- Use of EHCP target books to show progress towards individual outcomes.
- Regularly reviewing targets and outcomes.
- Evidence of learning uploaded to Class Dojo and shared with parents.
- Differentiated planning for the provision to engage with the children's interests.
- Good practice of teachers and tailored interventions delivered and effectiveness reviewed.
- Evidence of progress towards targets on provision map reviews.
- Providing additional, effective intervention.
- A notable and positive impact on children's mental health and wellbeing whilst in school.
- Discussions with parents around the child's progress.
- Having positive relationships with parents and gathering up to date information around the children's needs and interests to ensure the provision remains appropriate.