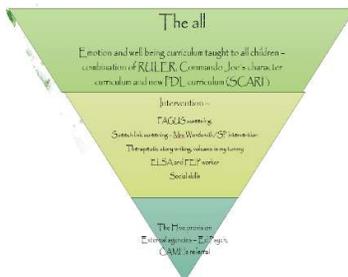


The Hive at Rowner Junior School

Intent:

At Rowner Junior School every child is taught the skills they need to be emotionally literate, self-aware and mentally well. The level of support each child needs to achieve these skills will depend on any barriers to learning, the level of social intelligence the child has when they join the school and what they remember as they move through the school. We can increase and adjust support to ensure every child has the social and emotional skills to grow into well rounded individuals.



Most children thrive with our 'Tier 1' core provision. Every child benefits from weekly whole class teaching and for this, we use a mix of approaches, which are based on a strong evidential base. These include a RESPECT character curriculum, RULER and a broad and balanced personal development curriculum, which focuses on the needs of our community. Tier 2 and 3 allow us to target individuals, who require more than the offer for the all; however, it is hoped that over time less children will require intervention as a result of embedding tier one.

The Hive sits at tier 3 of our support. It is a small unit with an alternative curriculum, which, for most children is offered in the afternoons. It offers a hybrid curriculum which blends the national curriculum subjects with life and social skills. It is a RESPECT based curriculum with core values at the heart of it, which will equip children with the social and academic skills they need to be successful (both in and out of school). A number of tools including FAGUS and our RONI (Risk Of Need Indicator) analysis (alongside our own records and concerns) are used to identify children who would benefit from this provision. Learning is a key part of The Hive – we are passionate that all children have a right to a broad and balanced curriculum and there is an expectation that learning is a priority. The Hive is a “revolving door” system with several approaches – to offer short term interventions, allowing the child to return to a full-time class base timetable; a longer intervention used to gather EHCP evidence or to meet specific EHCP needs; a platform for securing alternative provision for those who really need it. We aim to ensure that no matter your level of need, every child feels valued, included and is an active member of our school community.

Implementation:

The Hive provision has been running and evolving since September 2018. It is now run by three team members of staff and overseen by the Assistant Headteacher for Inclusion. It now has ten spaces in the afternoon. Unless previously agreed, the Hive is **a full time afternoon provision** – during the morning the Hive team run a slimmed down version for a small number of children with a member of The Hive team completing small group teaching (this is primarily for children who are on or returning from being on reduced hour provision, or on a reintegration plan); a member of the team completing FEIPS (Framework for Enhanced Individual Pastoral Support) sessions with allocated children (there is a referral system in place to access this support); and a member of The Hive team as ready to learn to deal with any urgent behaviour problems or work with children on seclusion/1:1.

Access to the Hive in the afternoon needs to be agreed with the AHT for Inclusion and parents before a child can access the provision. Because of the high level of need, places are limited and staff/pupil ratios are high. The inclusion team will ask for evidence of current reasonable adjustments which are in place and have not had the desired outcome, they will then gather further information before offering a place (Fagus screening, RONI tools etc...). It may be that a tier 2 intervention is required first.

Impact

The Hive has been established since September 2018. The impact of The Hive is both upon the pupils that access the resources and the whole school, monitoring indicates that The Hive has ensured:

- A robust system for collecting EHCP evidence is now in place – four of the children who completed plan, do, review cycles last year now have EHCP confirmed and pending. The evidence base has been praised for being robust.
- Decreasing the number of PBS (primary behaviour service referrals). September 2018 twelve children were receiving outreach. Now (October 2019) we have one active case. PBS have been positive about The Hive provision and have been limited on any further support they could offer.
- Rapid reduction in class-based incidents (2018/19 behaviour data...).
- Increased engagement in learning for all children (including those accessing The Hive) – this has been noted in a number of learning walks
- Children with a SEMH needs are now more efficiently tracked and have made rapid progress in closing the gap to their peers. This is evident with the majority moving from working on a KS1 curriculum to a KS2 curriculum and speech and language scores falling more in line with average.
- It has been recognised by outside agencies (Heathfield, PBS) that children have made rapid progress both academically and socially.