Haslingden Primary School

Additional and Alternative Provision

Policy Statement

This policy links and should be read in conjunction with the Special Educational Needs Policy and the SEN Report & School's contribution to the Local Offer.

School Mission Statement

In our school we nurture helpful hands, a thoughtful mind and a kind heart so we are safe and successful learners.

School Aims

To provide a broad, balanced and enriched curriculum.
To ensure all pupils have access to an appropriate curriculum.
To inspire and motivate pupils to achieve their best in all that they do.
To provide experiences that enable pupils to see opportunities beyond their surroundings.

Aims of this policy

The policy is intended to clarify the purpose, procedures and practices of our Additional and Alternative provision at Haslingden Primary School.

Description

Additional and alternative provision at Haslingden Primary School enhances and extends our core curriculum offer, environment and pedagogy to ensure that we can meet a broad spectrum of educational need within our local community.

Those who may need to benefit from the enhanced and extended provision include pupils who need provision that is additional to or different from that which other pupils require within our core offer. These pupils will have needs in one of the following areas, stipulated by the SEN Code of Practice:

- Cognition and Learning
- Social Emotional and Mental Health
- Communication and Interaction

When pupils access the provision it is because they have been identified through the Graduated Approach as requiring the extensions and enhancements that are needed and beyond a usual classroom environment and curriculum.

Responsibilities

The school SEND Team comprises the SENDCos (Special Educational Needs Co-Ordinators), members of the senior leadership team (including the Headteacher) and Beehive staff. They contribute to all aspects of planning provision for identified pupils within the Graduated Approach.

Identification

Using the Graduated Approach, the school SEND Team works with parents, pupils, and educational psychology to develop an educational offer for pupils when the usual classroom environment and curriculum requires significant enhancements and extensions in order to secure pupil progress. Cyclical action planning is undertaken to assess pupils, set targets, measure and evaluate progress. Action plans detail what the desired outcomes are for pupils and the provision required to enable this. The Headteacher makes the final decision regarding additional and alternative provision, using all of the evidence provided. It is at the Headteacher's discretion to ensure that school resources are allocated in such a way that is compatible with the efficient education of other pupils in the school.

Monitoring and Evaluation

Pupil action plans are evaluated every half term by the SEND Team to monitor effectiveness and appropriateness of provision.

Where a pupil has an Education, Health and Care Plan (EHCP), the annual review process will be used to measure the effectiveness and appropriateness of the provision.

Within the Graduated Approach, the SENDCo will liaise with the Educational Psychologist and parents and carers to support the development of pathways for individual pupils. The pathways will be fluid but will be informed by pupil progress, parental preference and allocation of resources.

Additional and alternative provision

Additional and alternative provision includes:

- Individual and bespoke timetabling of the curriculum
- Integration timetabling
- Environmental enhancements within the usual classroom environment
- Full or part time placement in Beehive classes
- Timetabled support in Beehive classes
- Specialist outreach from Beehive staff into usual classes

The school uses its existing resources to support all pupils and we operate a flexible and dynamic approach to making adaptations that are necessary so that we can provide this support for pupils from our local community.

The Beehive exists so that pupils who come to the school have the highest level of support to enable them to make progress and / or identify the next steps that will support them to do this. It does this through a combination of environmental support, adaptive curriculum and personalisation. The staff who work in the Beehive have developed specialist skills and knowledge that they utilise to provide enhancement and extension of our core curriculum offer in school.

Our core offer is intertwined with the extension and enhancement of additional and alternative provision. This means that we take a flexible and fluid approach to our provision. We recognise pupil progress and understand that pupils may need a dynamic mix of our core and extended/ enhanced offer.

Statutory requirements

In some cases, a pupil accessing additional and alternative provision will have an Education, Health and Care Plan (EHCP). This means that there is a statutory duty upon the school to deliver specific provision as outlined in the plan. However, this could be done within the usual core curriculum and environment in the school. The SEND Team will work with external professionals and parents/carers to determine the correct provision.

Teaching and Learning

There are strong pedagogical principles in the school that have been developed over time. These are described in "The HPS Way", or teaching and learning handbook. Alternative and additional provision in school adheres to these principles whilst being intertwined with more specialist approaches. Based on Rosenshine Principles, we seek to ensure that our approaches follow the basic principles that teaching will:

- Ensure that we sequence concepts and provide models and scaffolding
- Use high quality, planned questions to check for understanding
- Review material on a daily and weekly basis
- That we guide student practice to obtain a high success rate, leading to independent practice

These principles apply in the Beehive provision. We recognise that the level of support required for pupils may be higher and we may need to provide a greater degree of scaffolding, modelling, repetition, reviewing and precision teaching that would be normally available in the delivery of the cohort curriculum. The level of support required for each pupil is determined on an individual basis and is informed by their EHCPs and action plans.

The planning for the curriculum encompasses important principles:

- The learning of pupils is understood developmentally.
- The core curriculum underpins everything.
- A semi-formal curriculum may be required for some pupils.
- Staff are responsive to children and notice what they can do and what they know.
- The environment is meticulously planned so that it is enabling and facilitates communication and interaction with well-trained adults.
- Planning is flexible and driven by pupil need and interest.
- Children get the help they need because specialist professionals support the planning process and provide assessments to inform this.
- Development of engagement, participation, focus and attention, language, play skills, reciprocation is vital.
- Parents and carers provide information and can support their children.

It is recognised that EHCP desired outcomes form part of personalised curriculum for individuals and learning opportunities are incorporated as such.

The core Haslingden Primary School curriculum is extended within our additional and alternative provision to encompass a semi-formal curriculum that supports pupils to develop social interaction skills and their play skills.

Assessment

Performance Indicators for Value Added Target Setting (PIVATS) are used to assess pupils and support target setting. Targets derived from this inform personalised curriculum for individuals. Additional diagnostic tools are used when needed or as advised by the Educational Psychologist.