



What is The Hive?

Our Hive at Badsley Primary School is a specialist enhanced provision (SEP) for young people with severe learning difficulties, complex needs, and autism.

Our Hive Learners

Our Hive pupils have complex learning needs and barriers to learning. Formal learning is inappropriate for this group of pupils and initial work is centred around developing relationships with staff members and trying to understand a pupil's learning profile.

For learners with complex needs life can become a fragmented series of events with little order. Without structure, learners may struggle to develop anticipation and memory. Therefore, it is essential to provide a simple, structured environment with ordered activities and routines. Our practitioners will use their best judgement to design a timetable to best suit the needs of the individual learners. Daily and weekly consistency is important and will be reflected on the timetable that will include interventions and activities such as PE.

Curriculum Focus

The curriculum for each learner in The Hive is extremely unique and bespoke to an individual. The curriculum is responsive to pupil need and can change throughout a term. Each pupil will have a personalised timetable put together following assessment of learning need. Areas of learning focus primarily on:

Communication

This is at the heart of learning and focuses on developing positive two-way communication between a learner and staff members. Our learners may experience barriers to their learning that result from their Speech, Language and Communication Needs. These barriers may arise due to difficulties in one or more of the following areas – understanding and verbal reasoning, vocabulary development (both receptive and expressive), sentence structure and narration, literacy, and social interaction.

Emotional Regulation

This area of the curriculum is about understanding behaviour and why a pupil is displaying particular challenging behaviours. These behaviours have become a way of a pupil expressing emotions that they are probably not even aware of, let alone understand. Our curriculum places an emphasis on understanding emotional needs and recognising that a pupil is displaying these behaviours due to an unmet emotional need. The curriculum provides opportunity to teach pupils to recognise and express emotions in more positive ways.

Sensory Regulation

A huge barrier to learning for our pupils is sensory regulation. Understanding what sensory needs are and supporting these needs within the environment is key to breaking down barriers to learning. The curriculum is designed to enable a pupil to accept support to regulate and thus develop strategies to be ready to learn.

Social Interaction

Many of our pupils have developed negative interactions with people around them and have become quite solitary. This aspect of the curriculum is concerned with supporting the basics of social interactions e.g. tolerating sharing a space, accepting other people around them, developing relationships with key adults and moving onto relationships with other pupils and less familiar people. Through the curriculum, we aim to support pupils to see the value and benefits to positive social interaction

Behaviour for Learning

This part of the curriculum cannot be developed until the above areas have been addressed and progress is being made within these areas. Until then, our pupils are not able to access formal teaching and learning as the unmet needs in the areas of communication, emotional and sensory regulation and social interaction provide too much of a barrier to learning. The Behaviour for Learning element of our curriculum is about teaching pupils how to access learning and make progress with developing new skills and knowledge.

Functional Skills

This is the final piece of our Hive curriculum and is relevant for pupils once the above areas of learning have been developed. This area of the curriculum is bespoke to individuals and dependent on what functional skills are appropriate for them at a given time. The focus is on developing skills for lifelong learning. It may involve pupils accessing the school formal curriculum/semi-formal curriculum or it could focus on developing independence skills; it is led by the needs of a pupil.

Assessment within The Hive

A variety of assessment tools are used to measure progress and impact of personalised provision.

- SCERTS
- The Hive bespoke assessment tools for...
- Key skills targets
- EHCP outcomes
- Personalised timetables
- OT/SaLT targets
- Engagement Model
- Boxall Profile

This is the range of assessments available for our pupils but not all tools are used with every pupil. Assessments are bespoke to individual pupils dependent on learning needs. Evidence for learning is used to capture evidence of pupil progress and enable us to track progress towards the outcomes of the EHCP.

Planning

The planning cycle begins with the outcomes identified within the EHCP. These are reviewed and updated annually as part of the Annual Review process and small steps to achieving these outcomes identified. Each pupil at the start of each term will have targets set for them.

These targets will include advice received from other professionals e.g. Salt, physio, VI, HI, clinical psychologist, sensory consultant. These Key skills will be incorporated throughout the whole curriculum and all lessons.

It is expected that pupils will achieve targets over the term. Targets set are SMART to ensure they are challenging yet achievable over the term.

When planning for learning, the lead practitioner will ensure that learning takes place across all areas of learning and development identified within the EHCP. Planning may be individualised for each learner so emphasis on particular areas may vary between learners.

Area of learning and development	Planning Focus
Cognition and Learning (Functional Skills and Behaviour for Learning)	Behaviour for Learning <ul style="list-style-type: none"> • English • Reading • Writing • Phonics • Maths • ICT
Communication and Interaction (Communication and Social Interactions)	Speech and language targets <ul style="list-style-type: none"> • Communication aids • PSD • Friendships and Relationships • Colourful semantics • Social literacy • Personalised timetable activities • Inclusion • Team Games
Social, Emotional and Mental Health (Emotional Regulation, Sensory Regulation, Social Interaction)	<ul style="list-style-type: none"> • PSD • Behaviour for Learning • Positive handling plans • Community visits • Inclusion • Growth mindset • Mindfulness • Nurture • Emotional Literacy
Physical, Sensory (Sensory Regulation)	<ul style="list-style-type: none"> • Outdoor provision • Sensory circuits • Fine motor • Gross motor • Additional sensory processing sessions • Impact of physical activity on mental health • Physio programmes • Postural management
Independence and Self Help (Functional skills, behaviour for learning)	<ul style="list-style-type: none"> • PSD • Key Skills target • Skills for life • Independence • Functional skills • Personal care • Personal hygiene • Dressing skills • Lunchtime routines • Understanding time/routine/personalised timetables • Seeking help from an adult when needed e.g. to help with sensory sensitivities

Recording and Reporting

Ongoing, daily, formative assessment is key to ensuring pupils are making as much progress as possible.

Evidence of pupil progress and achievement of targets is captured in a variety of ways e.g photographs, videos and samples of work using Evidence for Learning.

Evidence for Learning captures the very individual learning journey of each pupil and will be shared with parents/carers. Annual Reviews provide summative evidence of progress towards annual targets and EHCP outcomes.

The voice of The Hive learners

- I want to be listened to and understood.
- I want you to find ways to help me communicate effectively with people around me.
- I want you to help me to understand the world around me.
- I want to feel safe and cared for.
- I need to know you like me, even when I am having a bad day.
- I want boundaries and for these to always be the same no matter who is supporting me.
- I want you to believe in me and what I can do and to challenge me to be the best I can be.
- I want to have choices.
- I want to be brave and try new things.
- I want you to know what I find difficult and help me to overcome these difficulties so I can learn as best I can.
- I want you to find ways to engage me with learning.
- I want people to see beyond my challenging behaviour and I need you to forget when I have had a bad day.
- I want my day to be filled with all the things I need.
- I need to be supported by skilled staff who can meet my needs and interpret my behaviour.
- I want to be in an environment that supports my individual needs.