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J. O'Keefe

j.okeefe@st-clares.manchester.sch.uk

**"Guided by Jesus Christ, our teacher, we journey together, learning to dream, believe and achieve"**

**Willow Room Policy**

**2025-2026**

Approved by the Governing Body.

Signed by: Chair of Governors

Date:

Date of Next Review: autumn annually

**St. Clare's RC Primary School: Willow Room Policy**

**1. Introduction**

This policy outlines the provision for the Willow Room, a SEND classroom within St. Clare’s RC Primary School designed to support pupils with significant Speech, Language, and Communication Needs (SLCN) and other complex needs. The Willow Room aims to provide a nurturing, inclusive environment where pupils can make progress towards accessing mainstream education and achieving their full potential. This policy is underpinned by the school's vision, "Guided by Jesus Christ, our teacher, we journey together learning to dream, believe and achieve," ensuring every pupil is valued and supported.

**2. Legal Framework and Guidance**

This policy adheres to the following legislation and guidance:

* **The Children and Families Act 2014:** This act places a duty on schools to identify and support pupils with SEND.
* **The Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years (2015):** This provides statutory guidance on how to identify, assess, and support pupils with SEND.
* **Equality Act 2010:** This ensures that pupils with SEND are not discriminated against and have equal access to education.
* **OFSTED Inspection Framework:** This framework emphasises the importance of inclusive education and the progress of pupils with SEND.

**3. Purpose of the Willow Room**

The Willow Room aims to:

* Provide a smaller, supportive environment for pupils with significant SLCN and other complex needs who require a personalised curriculum and intensive support.
* Develop pupils' communication, social, emotional, and academic skills to enable them to access a mainstream classroom with increasing success.
* Offer a curriculum that addresses pupils' specific needs.
* Promote inclusion by facilitating opportunities for pupils to interact with their mainstream peers.
* Work in partnership with parents, carers, and external professionals to provide a holistic and coordinated approach to supporting pupils.

**4. Admission Criteria (Entry Criteria)**

Pupils will be considered for placement in the Willow Room if they meet at least 6 of the following criteria:

* **Primary Need:** SLCN
* Demonstrates developmental delay in SLCN of a minimum of 2 years against peers.
* Cannot safely be supported in mainstream class.
* Requires personalised curriculum.
* Evidence that teachers have exhausted all class-based strategies prior to being considered (with regard to Ordinarily Available Provision and the Graduated Response).
* EHCP in place or application in progress.
* Parents are supportive of the placement in Willow Room.
* Previously identified as significantly SEND with RHOSEY pathway or EHCP in place.

**5. Exit Criteria**

Pupils will be considered for transitioning out of the Willow Room when they meet at least 6 of the following criteria:

* Within 2 years developmentally of peers.
* Can be risk assessed and have needs met safely in a mainstream class.
* Adequate support and planning are available to enable successful transition.
* Parents are supportive of the transition back to mainstream.
* They have engaged successfully with regular and increasing mainstream provision.
* The curriculum can be accessed, with appropriate adjustments.
* Expresses a desire to access class.
* Has social connections in mainstream class.

**6. Roles and Responsibilities**

* **Headteacher:** Overall responsibility for the implementation of this policy and the provision for pupils with SEND.
* **SENDCo:** Responsible for coordinating SEND provision, planning an engaging curriculum, assessing pupils' progress, managing the Willow Room, and liaising with parents, staff, and external professionals.
* **Willow Room Staff:** Responsible for and delivering an engaging curriculum, providing individual support to pupils.
* **Class Teachers:** Collaborating with the SENCo and Willow Room Teacher to ensure pupils' needs are met in mainstream classes during inclusion opportunities.
* **Parents/Carers:** Working in partnership with the school to support their child's learning and development.
* **Governing Body:** Monitoring the effectiveness of the school's SEND provision and ensuring compliance with relevant legislation.

**7. Curriculum and Teaching**

* The Willow Room curriculum will be engaging to meet the needs of pupils in the willow room, focusing on developing their communication, social, emotional, and academic skills.
* Teaching will be multi-sensory and engaging.
* Opportunities for inclusion in mainstream classes will be carefully planned and supported to promote social interaction.
* Regular assessments will be carried out to monitor pupils' progress and inform future planning.

**8. Assessment and Monitoring**

* Pupils' progress will be assessed regularly using a range of formative and summative assessment methods.
* Assessment data will be used to inform planning and track progress
* Pupils' progress will be reviewed regularly with parents, carers, and external professionals.
* The effectiveness of the Willow Room will be monitored through data analysis, observations, and feedback from stakeholders.

**9. Inclusion**

* The school is committed to providing inclusive opportunities for pupils in the Willow Room to interact with their mainstream peers.
* Inclusion opportunities will be carefully planned and supported to ensure they are meaningful and beneficial for pupils.
* Strategies to promote inclusion include:
  + Join assemblies and school events
  + Attend church masses
  + Supported participation in mainstream lessons such as PE
  + Opportunities for pupils to spend times socially with their peers when safe to do so.

**10. Partnership with Parents and Carers**

* The school recognises the importance of working in partnership with parents and carers to support pupils' learning and development.
* Parents and carers will be kept informed about their child's progress
* Parents and carers will be encouraged to participate in school events and activities.

**11. Working with External Agencies**

* The school will work in partnership with a range of external agencies to provide specialist support for pupils in the Willow Room.
* These agencies may include:
  + Speech and Language Therapists
  + Educational Psychologists
  + Occupational Therapists
  + Social Workers
  + Medical Professionals

**12. Safeguarding**

* The school is committed to safeguarding and promoting the welfare of all pupils.
* All staff will receive safeguarding training and will be aware of their responsibilities to report any concerns about a pupil's safety or well-being.
* The school's Safeguarding Policy will be followed in all cases.

**13. Training and Development**

* All staff working in the Willow Room will receive appropriate training and development to enable them to meet the needs of pupils with SLCN and other complex needs.
* Training will cover areas such as:
  + Speech and Language Therapy techniques
  + Sensory processing
  + Behaviour management

**14. Resources**

* The Willow Room will be adequately resourced to meet the needs of pupils, including:
  + Specialist equipment and materials
  + Therapeutic resources
  + Staffing resources

**15. Policy Review**

This policy will be reviewed annually by the SENCo and Headteacher, in consultation with staff, parents, and the Governing Body. The review will take into account any changes in legislation, guidance, or best practice.

**16. Complaints**

Any complaints regarding the Willow Room or the implementation of this policy will be dealt with in accordance with the school's Complaints Policy.