

St Joseph's Catholic Primary School, Worcester
The Base – our Enhanced Learning Provision

Introduction / Rationale

The Base at St Joseph's Catholic Primary School is a small group educational provision designed to provide high-quality pastoral support across Years 3 to 6 to meet the diverse needs of our pupils. Rooted in our mission "To follow in Jesus' in all we do," this provision will serve as both a safe haven and a springboard back into successful learning. Carefully structured tailored curriculum based on their individual learning needs and EHCP targets.

The space will serve two distinct but complementary purposes:

- A dedicated base for those pupils who, at present, are unable to access full-time mainstream education alongside their peers. Here, they will receive tailored pastoral, emotional, and learning support to help them develop the skills, confidence, and resilience needed to re-engage with whole-class learning.
- A pastoral space for pupils who require short-term support during the school day. This may be to regulate emotions, access targeted pastoral guidance, or have a brief opportunity to refocus before returning promptly to their lessons.

Through this provision, we aim to remove barriers to learning, foster positive relationships, and ensure that every pupil is given the opportunity to achieve their full potential within a supportive and inclusive school environment.

Vision Statement

- To provide a safe, nurturing environment where everyone who works and learns in it feels valued and respected.
- To offer consistency with the rest of the school, including shared expectations for behaviour, ethos, and routines.
- To deliver an appropriate curriculum for pupils accessing the setting, ensuring learning remains purposeful and engaging.
- To provide timely and targeted pastoral and learning interventions for all who use the space.
- To support pupils to develop the emotional regulation and resilience needed to re-engage with mainstream learning.
- To prepare pupils effectively for their next steps in education, ensuring they are ready to succeed.
- To foster strong partnerships with families and staff to ensure consistent and coordinated support.

Core Principles

- **Positive relationships** – The provision will be built on strong, trusting relationships between pupils, staff, external agencies and parents/carers, recognising the importance of collaboration in achieving the best outcomes.
- **Short-term, purposeful support** – The setting is not intended as a permanent placement. It will be used to provide short-term, focused support while evidence is gathered and decisions are made about a pupil's future education.
- **Inclusive school community** – Pupils accessing the setting will remain an integral part of the school, with full access to the same high-quality teaching, enrichment opportunities and wider school life as their peers.
- **Stimulating, safe environment** – The setting will provide a stimulating space where pupils can learn, play, feel safe and build key personal, social, and academic skills.
- **High-quality professional development** – Staff will receive regular, high-quality CPD to ensure they are fully equipped to meet the diverse needs of all pupils.

Entry Criteria and Group Dynamics

Eligibility Requirements:

1. **Education, Health, and Care Plans (EHCPs):** Students with EHCPs specifying the need for small group learning tailored to cognition and learning difficulties, as outlined in Section F.
2. **School-Based Identification:** Students identified by the school as having significant cognitive and learning needs.
3. **Cohesive Group Formation:** Careful attention is paid to group dynamics to ensure that the cohort can function effectively together. If the dynamics prove challenging, alternative arrangements are made to preserve a supportive and productive environment.

Integration and Flexibility

Mainstream Form Group Inclusion: All students in the Base are part of a year group class with their peers. They attend class sessions and participate in wider school activities alongside their classmates. This helps to maintain social connections with their peers and ensures that students continue to be part of the wider school community.

Enrichment Days: During enrichment days, when the whole school takes part in special activities, students in the Launch Pad attend these days with their form group, supported by additional staff. This involvement in whole-school events helps to further foster a sense of belonging and inclusion, allowing students to build relationships across the school and gain valuable social experiences.

Strategic Integration into Mainstream: The Base supports students in accessing mainstream education in a phased and thoughtful manner. Students join subjects that allow for creative and practical expression, such as Art and PE, where they can experience success and develop self-assurance.

- **Gradual Expansion:** As students meet their academic and social goals, they transition into more academically rigorous mainstream lessons. This gradual reintegration is planned in close coordination with mainstream teachers, ensuring that students are fully supported throughout the process.
- **Commitment to Ongoing Review:** Regular reviews and collaborative planning sessions with all stakeholders ensure that each child's educational path remains appropriate and responsive to their evolving needs.

Goals and Expected Outcomes

1. Academic Achievement: The primary objective of the Base is to see pupils [progress from their starting points particularly in Reading, Writing and Maths. Through individualised instruction, students develop critical skills. Progress is routinely assessed alongside the class teacher.

2. Social and Emotional Development: The Launch Pad not only addresses academic needs but also prioritises the social and emotional well-being skills, and gain the confidence to engage positively with the wider school community.

- **Practising Forgiveness and Love:** Mistakes are treated as learning opportunities, and students are taught to be compassionate towards themselves and others. The group encourages a spirit of forgiveness, fostering a positive, uplifting community where everyone feels a sense of belonging.

Leadership and Governance

- The provision will be included in all whole-school monitoring activities, such as learning walks and learning studies, to ensure consistency of expectations and quality.
- The Executive Principal will provide feedback on the provision to governors as part of all leadership reports, ensuring transparency and strategic oversight.
- The SENCO will take a lead role in monitoring the provision and providing ongoing support to the inclusion team.
- The attainment and progress of pupils accessing the provision will be discussed individually during pupil progress meetings between class teachers and SLT. These discussions will both hold teachers to account and provide support to ensure pupil needs are met.
- SEN link governor will work closely with the SENCO to ensure the provision remains faithful to its vision and core principles.

This document was reviewed on 16th January 2026 and will be routinely reviewed during the academic year by SLT, SENDCO and Inclusion lead.