

Specialist Provision (SP) Policy

Townhill Infant and Nursery

“To Inspire Success”



Approved by: Governing body
SENCO: Wendy Jones
Next review due by: September 2027
Reviewed annually.

Date: September 2026

Introduction to Townhill Infant and Nursery Specialist Provision

Townhill Infant and Nursery school's Specialist Provision is called Nurture Nest and Robins. Nurture Nest has a maximum of 12 places, 8 of these are funded Local Authority places and others are the school's discretionary places. Nurture Nest and Robins caters for EYFS and Key Stage 1 pupils (yr1 and yr 2) who primarily have a need of Communication and Interaction, with a diagnosis of Autism. Both Robins and Nurture Nest are situated within the main building of Townhill Infant and Nursery School with it's own external entrance and own outside space.

Ethos and Values

Aims

- The aim of the Specialist Provision (Robins and Nurture Nest) is to provide and enable its pupils to not only have their individual learning needs met, but also the opportunity to experience (within each individual pupils' context and their EHCP outcomes) some adapted learning experiences and social opportunities as their mainstream peers.
- Each pupil who enters Nurture Nest has their provision met at an individual level, in order to ensure that their communication, learning, social/emotional and physical needs are met. We work towards achieving outcomes identified in Section E of their EHCP.
- Each pupil will have a high level of expectations placed upon them, allowing them to grow and thrive in the Specialist provision setting, but also, if appropriate, within their mainstream class. However, how this is planned and provided will be different from pupil to pupil according to individual strengths and needs.

Child A

Mainly Pre-verbal,
fleeting joint attention,
anxious, may have
sensory triggers

To spend the majority
of time in Berry Class,
joining the
mainstream with 1-1
support for
appropriate
enrichment

Child B

Verbal, shared joint
attention, learning
strategies to manage
anxiety, strengths in
some curriculum areas

To spend part time in
Berry Class, joining the
mainstream for
appropriate
subjects/enrichment
With and increasingly
without support to
develop their
independence.

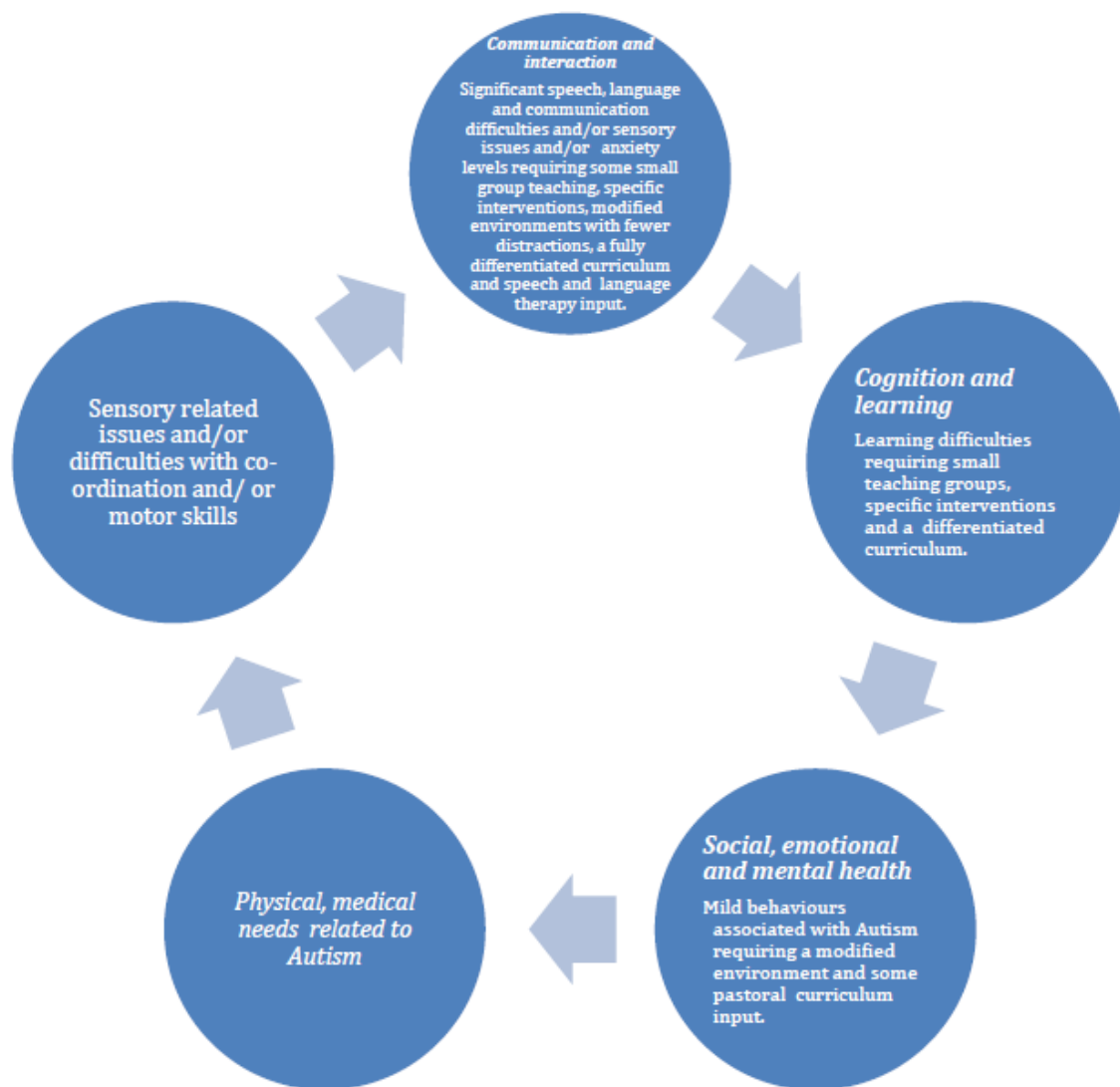
Fundamental Principles

These include:

- All pupils have a right to high quality education
- All Staff will have the highest expectations of Specialist provision pupils regardless of their level of need
- All Staff will have continual support from outside agencies such as NHS Speech and Language, Occupational Therapist, Springwell Outreach, HAMWIC SEND Team and Education Psychologists
- All pupils will be challenged individually to reach their highest potential
- All pupils will be assigned to a mainstream class

Applications to join the SP are submitted to Southampton SEND Services

These are triaged by the SEND service team and then the school may be approached to see if they can meet the needs of the children. The school has the right to decline or accept this request.



- *When deemed appropriate the school can use discretionary places for children who would benefit from this provision.*

Specialist Provision aims

- Provide a small class structured environment with high ratio of SEND staffing to meet the pupils needs.
- To focus on developing children's communications with a particular focus on intensive interactions.
- To develop the pupils' social skills so that they can play co-operatively, share resources and engage with their peers.
- Observe and assess pupils, to provide opportunities for appropriate teaching and learning based on the principles of the Engagement Model and where appropriate the National Curriculum/Early Years Framework with modifications to meet individual needs and learning outcomes, as identified in Section E of the Education Health Care Plan (EHCP)
- To facilitate pupils' inclusion into the main-school setting when deemed appropriate by school staff and to work collaboratively with mainstream colleagues
- To work in partnership with parents/carers
- To liaise with other professionals and therapists, as part of a multidisciplinary approach e.g. NHS Speech and Language, Occupational Therapist, Springwell Outreach, HAMWIC SEND Team, Education Psychologists

Staffing Structure:

Headteacher: Beverly Corbin

SENCO: Wendy Jones

Lead teacher responsible for planning (Robins) **Chelsea Miles**

Teacher responsible for planning (Nurture Nest) **Grace Innes**

High level Teaching Assistant responsible for leading TA's and implementing the planning:

Stacey Glanfield

Teaching Assistants: Rowena Bockock, Sarah Orchard, Lindy Wilde, Aimee Bunclark, Sam Chamberlain, Sarah Read (Speech assistant), Brooke Paterson, Katie Cabot, Sian Harbut

Staff structure is planned on a rotation basis with key staff in the morning and afternoon to allow the children to develop relationships with a range of adults.

Daily Procedures

Townhill Infant and Nursery is a two-form entry mainstream school We have Nursery and two classes in Year R, 1 and 2. We know many children with autism have heightened sensory profiles, so children in the Specialist Provision have their own dedicated entrance and exit. Arrival is between 8.50 and 9am and collection is at 3pm.

If your child is absent, please phone and leave a message with the school office on 02380 474835

Daily Structure

8.50-9.20	Learning/TEACHH Activities Sensory Tasks	Children work 1:1 to access learning/TEACCH activities Children can access sensory Tasks independently.
9.20-9.40	Hello Song Bucket (Attention Autism)	Children go to the Learning Zone to sing the hello song as a group. Bucket (Attention Autism) in a small group
9.40-10.20	Individualised learning in 1:1 or 1:2 basis- Phonics/English Sensory Circuits in Hall	Children access learning on a 1:1 or 1:2 basis Sensory circuits are set up in the Hall to promote gross motor
10.20-10.30	Snack Time	Children sit as a group for snack with adults (intensive interaction)
10.30-10.55	Playtime	Children will access outside provision- scooters and equipment out (intensive interaction)
11.00-11.10	Calming activities	Children are supported to re-regulate after playtime
11.10-11.30	Individualised learning in Learning Zone- Maths	Children go to the learning zone for individualised Maths activities.
11.30-11.45	Access sensory and continuous play provision	Children can access the provision within the classroom whilst adults support with getting ready for lunch (this will include hygiene support)

11.45-12.10	Lunch	Hot lunches can be ordered. Sandwich boxes can be sent in.
12.10-1.00	Lunchtime play	Children access outdoor play in a secure playground.
1.00-1.10	Calming activities	Children are supported to re-regulate after playtime
1.10-1.15	Emotions focus	Adults support children to identify different emotions following EHCP targets
1.15-2.00	Play based learning Adult led topic focus activities 1:1 or 1:1	Children to access play-based learning. (intensive interaction) Topic activities are planned for children to experience (intensive interaction)
2.00-2.10	Boogie Mites	Group music lesson promoting progress in phonics
2.10-2.45	Play based learning Adult led mark making activities 1:2 basis Speech and Language targets	Children to access play-based learning. (intensive interaction) Mark making activities planned to promote fine motor. Adults will work on Speech and Language targets through different ways (intensive interaction)
2.45-3.00	Calming activities	Children are supported to re-regulate before going home.

For pupils, who spend part of their time outside of the Specialist Provision, an individual timetable is written for example joining their mainstream class, whole school for PE, Music, ART, DT, assemblies and special time with adult support.

Resources

Specialist Provision is led by a highly skilled and trained teacher who deploys a team of effective, trained support staff who all understand SEND. The Local Authority oversees admissions. The SENDCo and Lead Teacher oversee the curriculum and planning. Continued Professional Development including the modelling of teaching approaches and training

courses has been undertaken. Further professional development is encouraged and supported by the leadership team. Named staff (Wendy Jones and Stacey Glanfield) are Securicare trained, this relates to the safe handling of children. Chelsea Miles, Lindy Wilde and Rowena Bocock are paediatric first aid trained.

In accordance with the pupils needs, the ratio of adults to children is high to ensure effective teaching, learning and safety of all pupils and staff.

Specialist Provision provides a suitable environment for a maximum of 12 pupils (*depending on needs), with access to outdoor space and a secure play area.

Classroom environment:

The provision offers structured teaching with;

Clear routines and structure

Clear expectations and boundaries

Consistent management of pupils' behaviour

Clearly defined distraction-free work areas

Tasks modified to provide visual organisation and clarity

Individualised timetables and work systems

A work/reward system as deemed appropriate

Different stations of activities for individuals/pairs/threes

Daily Gross and Fine Motor Skills

Aided Language Boards are used to assist communication

In addition to this, Specialist Provision offers opportunities for;

- 1:1 directed learning time, focussing on targets in section E of the child's EHCP
- for small group work to help develop pupils' attention and listening skills
- to foster a group identity
- to facilitate interaction with peers.

Activities such as 'circle time', drama and role play, and collaborative games may be used to help pupils develop appropriate social behaviour (e.g. waiting for a turn, turn taking, joint attention to activities, paying attention to another persons' turn, paying visual attention to the speaker).

Visual support will be used consistently in the Specialist Provision according to the needs of pupils in the provision e.g. Aided Language Boards, Makaton signs and objects of reference.

Curriculum

Pupils will have access to an ambitious broad and balanced curriculum that is as closely linked to the mainstream as is appropriate. The curriculum will focus on developing pupil's knowledge, skills, and ability. Staff will encourage pupils to apply their acquired skills and knowledge to their work tasks. Although staff will initially be providing support there is a high expectation for pupils to work with increasing fluency and independence when compared to their starting point.

Curriculum modifications may include: -

- a high level of small group/pair/individual teaching within the provision
- support for inclusion into the main school when deemed appropriate by school staff
- small group work to help develop peer group integration, turn-taking and attention and listening skills
- the provision of an independent, distraction free work area or
- the provision of a shared, distraction free work area
- activities broken down into smaller 'tasks' to facilitate sustained concentration
- some tasks selected or modified to provide visual clarity
- provision of a framework for written tasks to provide visual organisation
- sensitivity to pupil's sensory difficulties arising as a result of their Autism (adapting resources/materials or finding alternatives).
- a work/reward system to provide motivation and structure e.g. through using Now and Next boards children complete an adult directed activity with a motivating reward.

Assessment

On admission to the provision, pupils are assessed. Baseline assessment at this stage tend to involve both informal observations and adult directed tasks within Mathematics and Communication and Language. This occurs whilst routine and structure are being established and relationships between staff and pupils evolve. Observations of the children's learning follow the Engagement Model areas of Initiation, Persistence, Exploration, Anticipation and Realisation. This is alongside each child's EHCP Section E targets.

The EHCP is reviewed annually and maintained by the Local Authority in collaboration with key members of staff.

Monitoring

The pupils in Specialist Provision are included in the whole schools' on-going self-monitoring and evaluation. All planning and delivery will be monitored and recorded in line with school procedures. The SENCo will maintain responsibility for the quality of provision. Springwell outreach will provide weekly visits to monitor and support the Specialist Provision.

Working with parents/carers

Specialist Provision works in partnership with parents. This partnership is a two-way process. Parents provide invaluable information about their child, and the staff provide information, support and contact for parents.

Daily communication with parents is maintained through a communication sheet that staff complete to inform parents about their child's day. Parents are invited to talk to staff daily as they are always available at drop off and collection.

Please send into school: spare sets of clothes and if required wet wipes, nappies and nappy sack.

Children are entitled to free hot meals however lunch boxes can be sent from home.

Fruit and bagels are provided for snack times.

Formal parent/teacher consultations are held twice per year. Mini reports are sent three times a year. An end of year report is sent in July.

The SENCO will meet half termly with parents to discuss and review progress.

Parents/carers meet with a key member of the Specialist Provision staff and SENCO for the EHCP annual review meeting, and future targets are set in consultation with parents at the review meeting.

Additional Safeguarding Measures

As pupils in Specialist Provision are more vulnerable and will typically have difficulty with comprehension and expression (particularly with regards to Health and Safety and Safeguarding), additional measures are put in place to keep them safe.

This includes:

- Door with fob pass.
- Separate entrance allowing pupils to enter and exit without the sensory overload of the whole school arriving and departing.
- Use emotion cards and visuals so that children can communicate their emotions and feelings.
- Fire Evacuation procedures: Staff assigned to specific pupils
- Visuals for everyday signs in Specialist Provision and the main site e.g, Danger or Wash Hands
- Staff use of Makaton to support understanding
- Higher ratios of adult support on trips

As stated, pupils in Nurture Nest all face difficulties with understanding and expression, to varying levels. With regards to Safeguarding incidents, it may be essential for staff to help communicate and interpret a pupils' communication. This will be decided on a case-by-case basis by both the safeguarding team with input from Specialist Provision team, depending on the pupil/s involved.

Designated safeguarding Lead is Beverley Corbin

Deputy safeguarding leads are Wendy Jones and Chelsea Miles.

LINKS TO OTHER POLICIES AND DOCUMENTS

Behaviour Policy

Special Educational Needs Policy

SEND Report

Accessibility Policy

Safeguarding and Child Protection Policy

Equal Opportunities Policy