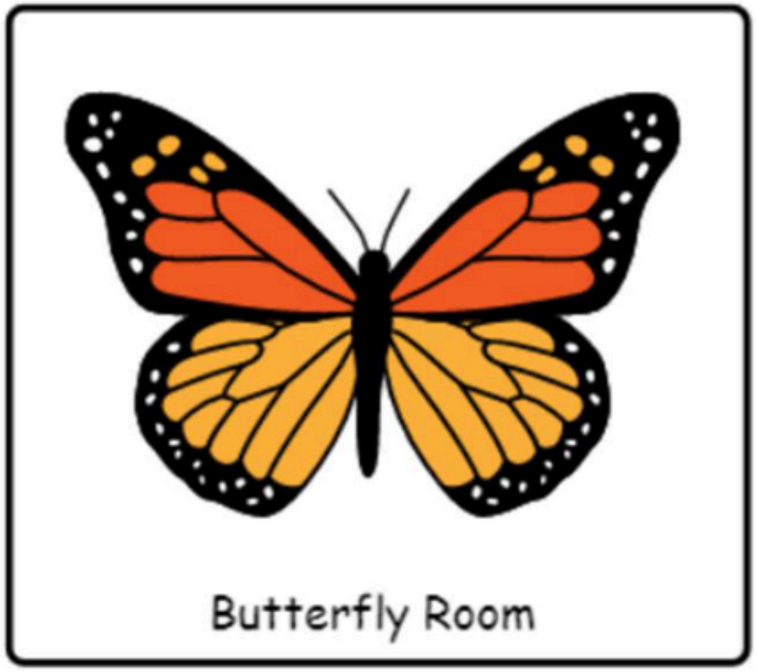
Butterfly Room
Resourced Provision
Worth Valley Primary School

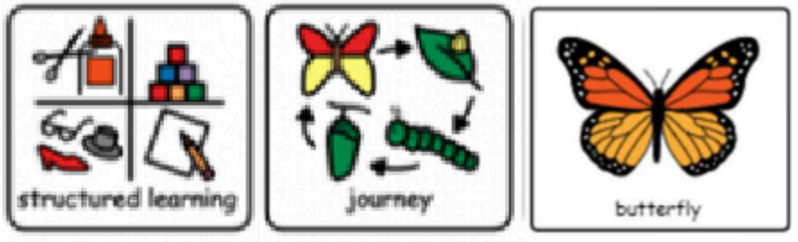


Purpose

The ultimate purpose of our wonderful Worth Valley Resourced Provision is to effectively meet the needs of pupils primarily with a diagnosis of ASD or pupils who experience communication and interaction challenges (most likely on the pathway for an ASD assessment) alongside any additional needs they have.
Our resourced provision does support some pupils with differing needs that benefit from the learning approaches and strategies used in the Butterfly room. Our purpose is to accurately and effectively carry out the highly bespoke provision for pupils who experience the needs above. The resourced provision utilises personalised planning, learning experiences and learning environments tailored to the individual needs of each pupil.

The resourced provision is known as the **Butterfly Room**. Pupils who have a commissioned place within the **Butterfly Room** are known as the **Butterfly Class**. This symbolises the learning journey of the pupils in comparison to the development cycle of a Butterfly. As a result, the learning and the curriculum carried out in the provision will be based around this theme and representation. The aim of the provision is to provide a welcoming, happy and safe place for pupils to access the specialist provision they need so that they can learn.
In the **Butterfly Room** pupils can explore, self- regulate, refocus and engage in learning with provision and learning that is accurately matched to their ability and at their own pace.

The learning is carried out in different ways daily as pupils take part in a variety of small group or 1:1 focussed sessions.



Purpose

Our aim is to make the **Butterfly Room** a central specialist hub within school that provides specialist support to pupils with a commissioned place in the resourced provision and outreach support to pupils from the mainstream part of the school.
The lead teacher from the resourced provision also provides support and training to staff working in the resourced provision and staff from the mainstream part of the school. The **Butterfly Room** is a dynamic, flexible and specialist learning environment where by pupils learn at their own pace and access their learning through the specialist provision they need.
The **Butterfly Room** has a strong purpose for both pupils and staff.

The learning and routines in the resourced provision for pupils are very structured. Pupils are supported by adults in different ways to suit individual needs. Pupils are encouraged to independently use resources to organise their learning, communicate, self regulate and develop their understanding of the world. The provision outlined within EHCPs is effectively carried out through enhanced adult-pupil ratio and carousel led adult support for 1:1 and small group support.

In the Butterfly Room we use symbols, Makaton and verbal communication to communicate, support learning and develop our understanding. Lessons carried out in the Butterfly room are made up of a carousel of short focussed activities that support the engagement of pupils and the development of experiences and skills throughout the lesson. Each activity is different to promote the development and reinforcement of skills in different ways, e.g. 1:1 activity, tactile exploratory activity using tuff tray and focussed individual activity at workstations. Pupils are encouraged to carry these out as independently as possible and through pupil feedback the level of support is clearly detailed, e.g. verbal prompt/support, physical prompt/support, handover hand, etc.

Provision

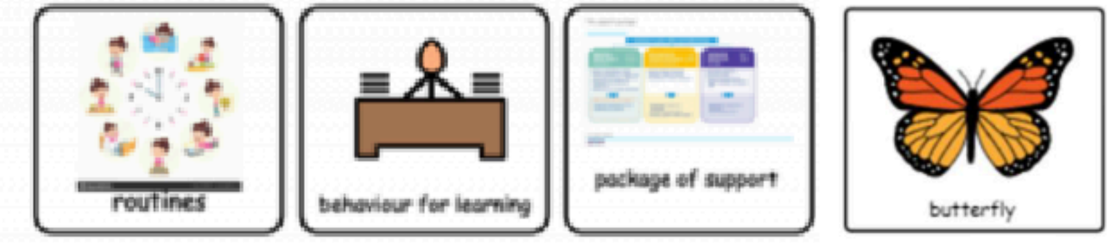
Please find below some of the support, resources, strategies we can offer pupils in the Butterfly room at Worth Valley Primary School:

•Adapted curriculum to suit pupil learning abilities and resources/activities/support to meet individual pupil learning needs.
•Resources and strategies used to meet pupil sensory needs, e.g. timetabled sensory/explore sessions, sensory room sessions with appropriate targets to develop, deep pressure, intensive interaction, sensory massage.
•Positive Intervention plan and/or risk assessment in place which would extensively detail information regarding pupil behaviour and the strategies that effectively support pupil movement in different areas around school.
•Baseline conducted of pupil's learning ability using appropriate SEND assessment strategy, targets generated as a result.
•Support from the relevant professionals, e.g. SALT/OT/educational psychologist to enhance pupil learning packages within the resourced provision.
• One-page profile and Individual Education Plan that includes targets that are reviewed every half term.
•A carefully planned transition plan of time spent in the Butterfly room and developing time spent in the mainstream classroom and mainstream part of the school with both staff and parents in agreement (this would be a working document that is flexible to meet pupil needs).
•Home/school communication daily with involvement from pupil about their day.
•Daily opportunities for pupil to interact with age related peers from mainstream part of the school- either in mainstream classroom or Butterfly room these will either be formal activities or during informal times such as break time, etc. (detailed information included in transition plan).

Provision

The resourced provision follows the school behaviour policy with reasonable adjustments made to meet the needs of the resourced provision pupils. Enhanced strategies are used alongside resources such as Boardmaker symbols, traffic lights and repair and reflect to support pupils through times of crisis and periods of behaviour escalation. If needed and warranted, a pupil will have a comprehensive positive intervention plan in place that thoroughly details information about the pupil and the strategies used to positively and safely support the pupil. Some pupils spend time in the calm room as part of their outlined strategies, this is to promote self-regulation with observation and/or support from an adult used in a structured and familiar way for the pupil. More information regarding the calm room can be found as part of the individual strategies used in pupil positive intervention plans.

Totally I (independent)
Mostly I (independent)
Verbal and/or physical support to initiate with increasing independence
Verbal/and or physical continued prompt
Verbal and/or physical continued support
Hand over hand support



Roles



Amy Waddington
Lead Teacher of Resourced Provision (Butterfly Class)/ SENCo



Fiona Baldwin
Teaching assistant



Julie Clarke
Teaching assistant



Shazia Choudhry
Teaching assistant



Dawn Allsopp
Level 3 cover Teaching assistant



Abbie Butterfield
Level 3 cover Teaching assistant

Curriculum

Within the resourced provision pupils utilise an individual package of learning and support to cater for individual highly complex needs. The **Area guidelines for SEND and alternative provision** states that '**In SRP pupils spend most of their time (usually well over 50% of their timetable) in mainstream classes. They only attend the SRP facilities for individual support…'** this is a long term target for all pupils based in the provision regardless of their complex needs as we would never place limitations on any of our pupils however, in reality some pupils do spend more time accessing the resourced provision rather than the mainstream class- this is comprehensively detailed in the pupil's individual transition package.

We have taken a journey to develop our curriculum within the resourced provision, a journey which we still continue to make. Our curriculum has been designed from themes derived from the national curriculum, linking to themes studied within our mainstream school. The curriculum is delivered through discreet core lessons for learners who access phonics, maths, English and/or PSHE in the resourced provision. Personal development sessions are 1:1 focussed sessions highly individualised to support pupils to develop their personal targets. All pupils in the resourced provision access personal development sessions, communication sessions, reading sessions and sensory sessions.

Whole group current themes sessions which includes all pupils from the resourced provision, use a topic-based approach. Through current themes we develop our communication, personal development, social, interaction independence skills. In current theme sessions we carry out activities such as; mystery box, book of the week, show and tell and special interest afternoon.
The importance of the current theme sessions is to help pupils to develop their understanding of the world around them.

Curriculum

Developing pupil's independence, resilience, communication and understanding is the key to our achievements, supporting our students to have the tools they need to prepare them for the next steps in their lives.

Some of our learners in the resourced provision and from different classes of the mainstream area take part in phonics, maths and English sessions in our specialist learning space. In the resourced provision we follow the Little Wandle phonics programme and the White Rose maths programme for our phonics and maths sessions. More recently we have introduced drawing club and pathways to write into the content of our English sessions.

Evidence of progression is documented in different ways such as written work with keyword symbols, adult observations and photographs. Pupils learn different information in context to their understanding through all areas of curriculum work.

Pupils learn about different topics every half term during current themes work so that opportunities are given to the pupils to explore different foundation subjects and the development of different skills related to the theme. The topic selected for pupils to learn about are current and in context to their understanding with links to the key stage 1 and key stage 2 national curriculum (dependant on pupil age). Where possible resourced provision pupils take part in foundation lessons within their mainstream class cohort. Pupils are supported by adults during these times and the lead teacher of the resourced provision liaises with adults in the mainstream class so that they feel confident and knowledgeable when supporting these pupils.



Curriculum Delivery

Our curriculum is diverse and learners are assessed according to their individual strengths and needs.

Their progression within core subjects is adapted or individualised depending on provision needed.

Developing pupil's independence, resilience, communication and understanding is the key to our achievements, supporting our pupils to have the tools they need to prepare them for the next steps in their lives.



Our Aims

To have high expectations of all children with SEND, and to raise levels of attainment, progress and achievement.

- To innovate in curriculum development and develop a range of strategies to provide effective education for all children with SEND and facilitate their inclusion into the mainstream.
- To provide high quality education and care for children and demonstrate expertise in working with children with communication needs, neurodevelopmental needs (including ASD) and other, moderate learning needs.
- To ensure effective partnership working between school, outside professionals and the wider community.



My Understanding of the World

Phonics and Reading in the Butterfly Room

In September pupils transition to the Butterfly room for the new school year and begin their learning for the year by reinforcing skills and understanding from the previous year. This is to promote pupil engagement in their learning again, adapt to the learning environment and encourages reinforcement of using the phonics skills and understanding they have already learnt the previous year.

During week 2/3 pupils will take part in a phonics assessment with lead teacher of the RP. The lead teacher has continued discussion with the phonics lead about the RP pupils and the individualised phonics programme that needs to be created to support their individual needs (learning and sensory).

Following the assessment alongside observations/formative assessments from the first two weeks, the lead teacher will create personalised phonics programmes to meet individual pupil need.

Pupils will carry out a personalised programme in either 1:1 sessions or small group sessions.

Phonics sessions involve different elements of learning (individual weekly plans).

All pupils take part in 1:1 daily reading sessions with books that accurately affect pupil level and pathway (see below).

Phonics sessions and reading sessions are closely monitored (daily and weekly) to ensure there is accurate triangulation between phonics sessions, daily reading and summative assessment following a period of time.



Phonics and Reading in the Butterfly Room

Pathway 3: Following Foundations for Phonics pre-phonics learning. One Rhyme per week before introduction of sound focus and oral blending. **When ready to access graduated approach, Pathway 2 then SEND programme assessments every 5 weeks.**

Reading: Foundation for Phonics books (pictures no words) **or** introductory Phase 2 books following phonics progression.

Pathway 2:

- Teach all GPCs using the planning grids before focus on blending (using blending grids).
- **Assess every 5 weeks SEND programme assessment.**

Reading: Phase 2 decodable books with sounds recently learnt and embedded.

Pathway 1:

- Pupils accessing this pathway will carry out mainstream phonics programme with adaptations to meet individual learning and sensory needs. Pupils currently accessing this pathway are carrying out the reception programme.
- **Assessment every 5 weeks from main phonics programme.**

Reading: Starting from Phase decodable books (sets) working way through the phases alongside phonics programme.



Maths in our Resourced Provision

All children at Worth Valley Primary School access maths. Children within our resourced provision have a bespoke curriculum based on their learning needs. Where possible, children access maths within their year group classroom and take part is the same learning as their peers. For those children who are unable to do this, they access continuous provision which is supported or led by an adult.

Activities are carefully planned using manipulatives to develop their understanding of key concepts, these are modelled by staff and the children are then encouraged to repeat the activity independently.

Maths

As a core subject, maths is taught across the provision according to individual pupil ability, we understand that for some pupils, conceptual knowledge and problem-solving requires being taught in different ways to suit learning style and cognitive need.

Through using the White Rose Maths scheme of learning, pupils are able to develop their skills and knowledge through mastery of conceptual understanding before moving onto complexity and abstract ideas. Pupils begin on a level of work attainable for them and then as confidence and understanding progresses their level of work linked to the national curriculum also progresses.

Within the provision students can begin on a level which links to their understanding which is identified through assessment. Maths skills are taught by stage, not age and all learning is planned carefully to ensure pupils are able to make specific personal progress. The curriculum design is to support pupils to be able to perform simpler tasks so they can then move on to perform more complex tasks. We believe all pupils should have opportunities to develop reasoning and solve problems as well as develop fluency. Differentiation can be achieved through level of support, questioning, manipulatives and task. This is adapted to suit individual needs and learning styles. Pupils are also taught functional maths throughout life skills learning and in a cross-curricular format, this enables pupils to have a wider understanding of how maths is used across areas of life.

Sensory Provision

What is sensory processing?



Sensory processing refers to the way we interpret information received from the environment and from within our bodies. This information gives us a sense of who we are, where we are and what is happening around us.

Our senses are **sight**, **hearing**, **touch**, **taste**, **smell**, **proprioception** (body awareness) and vestibular (balance and movement).

When our senses are integrating correctly we are able to respond appropriately to any sensation, for example, we are able to take off an itchy jumper or take a deep breath to smell the flowers.

Sensory Provision

What happens when a young person experiences sensory processing differently?

A young person may have difficulty working out what is happening inside and outside of their bodies. The sensory information may not be accurate, for example, the noise of the school bell is like someone screaming in their ear, or a piece of artwork on the wall keeps grabbing their attention because their brain hasn't registered they have seen it before. Standing in the queue at lunchtime makes them on "high alert" in case someone brushes past them, which can be painful.

Getting changed for PE is very difficult because of poor balance and not knowing where their hands are to put their jumper on when they can't see their hands.

A young person may move constantly to get extra feedback if their body is not providing enough information as to where their arms and legs are. This is difficult in the classroom when they need to keep still and write.

Most people get used to their own sensory preferences and make choices about their daily activities appropriate for them. Some people don't like the feel of polystyrene, some prefer quieter pubs and restaurants, some crave theme parks.

However, children may struggle to communicate how they feel. They may be disorganised in a world they cannot make sense of.

These children need support from those around them to learn strategies to make life a little easier.

Our senses are the building blocks for all other skills we learn and use in life:



Adapted from Williams and Shellenberger (1994)

Sensory Provision

Staff in the Butterfly Room have developed a wealth of knowledge about different approaches and strategies that can be used with pupils to meet different sensory needs.

Staff support pupils to regulate all day, every day so that pupils can access their world around them and learn. Our strategies include; sensory massage, intensive interaction, deep pressure, attention listening, sensory explore sessions, sensory room opportunities, a variety of different sensory textures in tuff trays, different sensory resources to promote regulation, etc.

We have worked with the SCIL team from the Bradford Local Authority to further enhance our sensory provision in the resourced provision and role out across school. This is making such a positive impact throughout school.





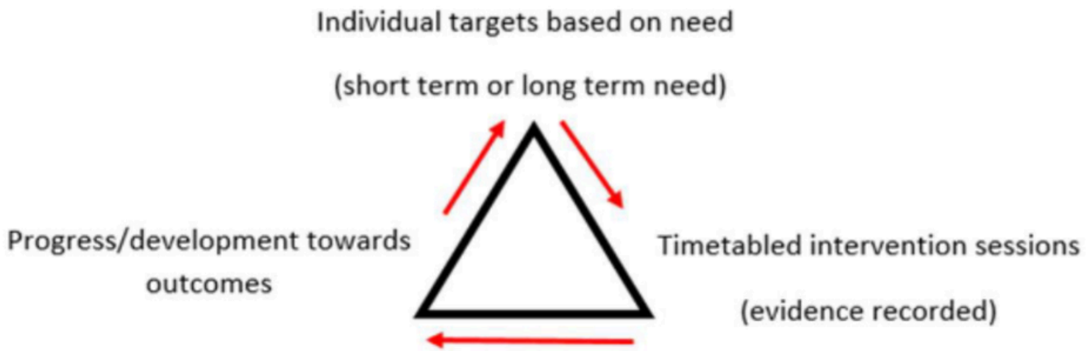
Assessment

Carrying out assessment allows us to decide how pupils are currently developing in their learning (their starting points), where they need to go and how best to get them there. Some pupils who transition in to the resourced provision may have experienced extended periods time out of a learning environment or their experiences of their previous setting may have been a barrier to their learning. Attempting to develop an accurate picture of how each pupil learns with regards to their needs is very important.

When supporting pupils with additional needs, it is important that small steps are identified to ensure progression. Within school we use a bespoke assessment tool matched to the curriculum used in the resourced provision.

We continually follow the Assess, Plan, Do and Review cycle to allow pupils to make progress in their learning through highly individualised targets which are matched to their specific needs. Both in the resourced provision and mainstream classes teachers acknowledge what pupils already know, what the next steps will be and how to support pupils to make this progress. Assessment may take place individually or in groups through observation, written work as well as pupil feedback about their work. Motivation and promotion of independence and pupil's taking responsibility for their own learning is also key.

The highest expectations are maintained for all pupils regardless of need.



Assessment

Ongoing (Formative) assessment whereby teachers will make observations of children's work, annotate planning, use questioning to clarify understanding, talk to children in the form of learning conversations and use pupil feedback. Some specific assessments used by the RP teacher or mainstream teacher may act as formative assessment to identify strengths and weaknesses in areas of learning.

Termly (Summative) assessment whereby teachers will use a variety of assessment to record pupil achievements based on day to day evidence and record if children are working at, above or below their age expectation at the end of the academic year. This is entered onto our school tracking system to monitor progress, e.g. phonics screening/SATS if can be carried out by pupil.

Pupils with SEND (resourced provision pupils and pupils with SEND from mainstream classes) have one-page profiles and provision maps in place that summarise all strategies, assessment and interventions in place. Termly progress monitoring with key staff is used to review progress and identify next steps of support (Further information is included in our SEND Policy and SEND Information Report).

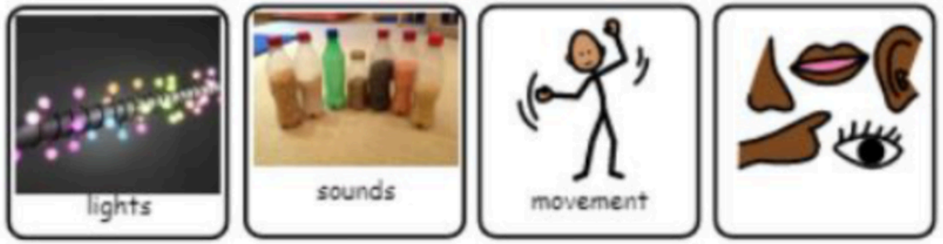
In the resourced provision to assess pupil progression we use the PIVATS 5 assessment framework. The PIVATS framework work uses descriptors from the key stage 1 and key stage 2 curriculum and breaks them down into smaller, realistic and achievable skills for pupils to develop. PIVATS is a relevant assessment tool showing progression in learning which can be used to assess and track progress and inform pupils' individual education plans. The areas of assessment include: **reading/writing/listening/speaking/number/using and applying/shape, space and measure/PSED behaviour for learning/PSED emotional aspects/PSED personal independence.**

The Butterfly Room



In the sensory room we learn to experience how to use the different lights, sounds and movements to stimulate our senses. This can make us feel calm, relaxed and in control of everything- our feelings, our movements, our energy and our bodies.

We learn how to independently use the lights, sounds and movements to make choices about our own preferences when we spend time in the sensory room.





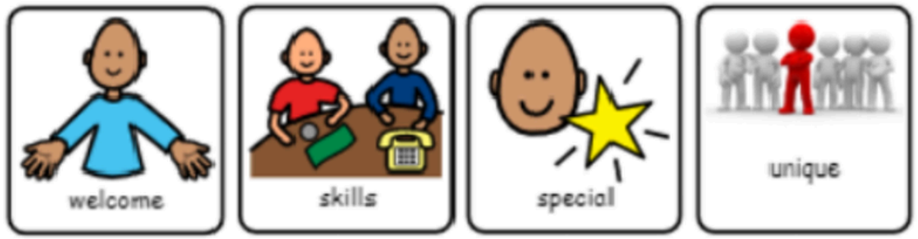
The Butterfly Room

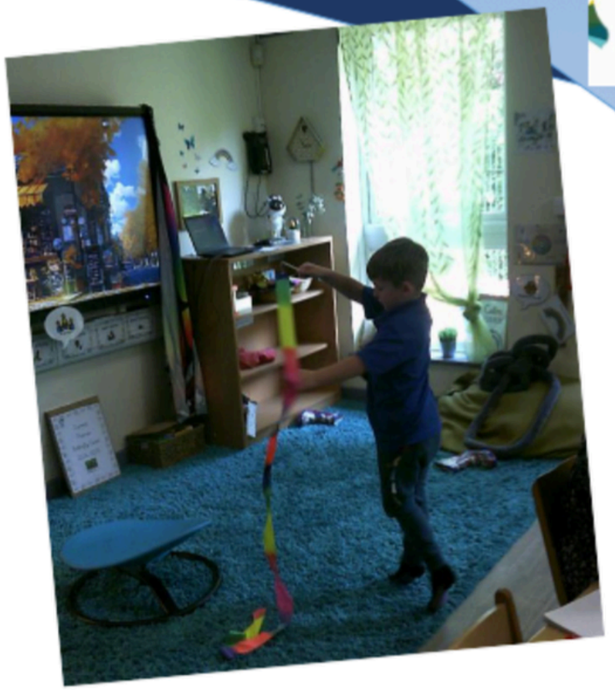
The main Butterfly room is a very welcoming and airy space with lots of light, free flowing activities and vibrant but calm colours. There is a lot to see and do in this part of the room. It has a different textures to sit down and lay on whilst reading or carrying out different sensory/tactile/learning activities. There is a toilet in the main Butterfly room and an area with kitchen equipment for food and drink during short break times.

The interactive whiteboard plays different types of sensory music and moving backgrounds that are calm and relaxing to look at.

We have warm lighting throughout the room and some eye catching tree lighting above the reading area of our Butterfly room making it a very natural and earthy environment.

The whole of the Butterfly room is a very special place, we learn and develop lots of different skills that we need throughout our life and we recognise and understand how special and unique we are- just like Butterflies!







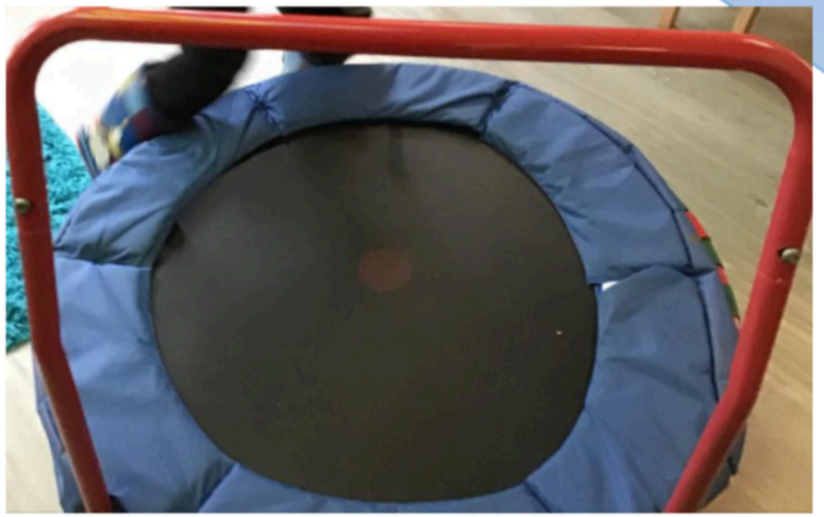
The Butterfly Room

In the calm room we learn to regulate our behaviour by calming down when we are angry, cooling down when we are hot, spending time thinking about the choices we have made and relaxing our bodies and minds.

We spend time in the calm room when we are really angry, when we are really upset. The walls and the floor of the calm room has a lot of padding so that it is soft, waterproof, comfortable and cool to sit/lay on. It also has a fan so that the environment of the calm room stays cool when people are very hot.

The calm room also becomes a soft play room with soft play equipment to use as part of our sensory exploratory learning.







The Butterfly Room

The outside grassy area is used for our sensory circuits- to awaken our sensory needs or calm our sensory needs if we need to re-energise or refocus for our learning. There are a lot of activities for different sensory needs and to make people feel different things.

We have a tuff tray for exploratory sensory play and comfortable seating area to enjoy the outdoor environment.











