



## **The Hive: DRAFT**

### **A developing rationale (September '25)**

*Over the last few years there has been an increasing number of stage 3 children with complex neurodiverse needs & children displaying violence, aggression and distressed behaviours there has become a need to approach supporting our learners with a different lens.*

*We have also noted a correlation between complex needs and screen time so iPad use will be targeted and the Hive predominantly an iPad free zone due to the impact that it is currently having on some children (it is a trigger).*

This area of the school is being created and is being developed to:

- **Support some of our stage 3, mostly our stage 2 learners, EAL and protected characteristics – identified through TAC system and progress meetings**

By taking this approach, this has meant that many of our stage 2 learners stay at stage 2 intervention or some who were previously stage 3 are moving to stage 2.

- Support our PEF learners in literacy, numeracy and HWB (as needed)
- Offer high quality focused learning
- To support inclusion by offering the right support at the right time
- Provide nurture
- Ensure wellbeing (emotional, mental and social)
- Raise attainment
- Provide 'Decider skills'
- Create opportunities for personal achievement
- Develop interest based personal projects
- Support learning through targeted supports: speech and language support, literacy support, numeracy support etc.
- Develop a sense of belonging & community for some

The support provided will be dependent on need, our TAC system and stage of intervention. **The individual learners will be identified in consultation with SLT.**

This is not a referral process: our TAC meeting, weekly SLT pupil updates, progress and tracking meetings will all be used to identify who will access The Hive for the level of support required at that time.

The Hive is a wonderful, calm learning space. **Any learners who are very distressed or dysregulated will be supported elsewhere (The Cozy, The Honeycomb, Admin area) with an SFLA or SLT, depending on which is more appropriate at the time.**

**The Hive is for children who need a quiet space to learn, to learn about emotions and to feel nurtured, supported in a soothing, calm and special environment with highly trained staff.**

### **The support:**

- Small group: timetabled and planned.
- 1:1 support: timetabled and planned.
- As required and as needed.
- Targeted support and specific interventions.
- Universal support to complete class based learning.

### **Interventions (examples):**

- Maths recovery
- Reading recovery
- Seasons for Growth
- Nurture projects
- LIAM
- Personal projects
- Nessy
- Code Cracker
- SALT interventions
- SWST
- Word Aware
- Colourful Semantics

- Active literacy (Phonics)
- Boxall Profiling
- SCERTS & environmental check lists
- Apps and use of IT
- Now and then/social stories, visual timetable etc.
- Socially Speaking and Emotion Works

### **Assessment**

A range of assessment tools will be used to monitor the impact of interventions and support. The base line for each will be identified & prioritised in August in order to track their progress in which ever areas are the focus e.g. social targets, academic targets, communication targets etc.

### **Leadership**

SFLT, Miss Johnson, will oversee this area, as well as the support for learning strategy across the whole school, alongside Mrs Snedden (HT) who will be the key SLT link.

There will termly planning sessions and fortnightly huddles to evaluate impact of interventions, school improvement priorities and how they relate to the Hive and professional reading/dialogue.

Mrs Snedden/Miss Johnson/Mrs Scott will oversee the coherent planning from mainstream class to The Hive. It is important that mainstream class learning is triangulated so it links with class IDL, literacy and maths focus. Miss Johnson/Mrs Scott will oversee the delivery of the Hive curriculum support and targeted interventions while the children are in the Hive along with base line assessments/reporting.

SLT are available throughout the school day to support if needed.

SFLT/SLT to link with Naomi Brady (SALT) and other agencies such as Family Support, Inclusion and Wellbeing, Aberlour.

### **Staffing**

Staff will be timetabled in to support a range of targeted interventions as well as support transition back to the mainstream classroom.

- Miss Johnson (SFLT Mon/Tues/Thurs) and Miss Sanford (Wed – Fri) \* Miss Johnston also covers NCCT on a Wednesday with a HWB focus e.t. Inner Wings, Learning Powers etc.
- Miss MacDonald (SFLA) Mon – Friday \* predominantly available for our learners who are finding the school day more challenging or distressing.
- Miss Snedden (SFLA) afternoons \* Miss Snedden is currently allocated to an area where there are a significant number of stage 3 pupils displaying regularly distressed behaviours with a view to intervening and de-escalating.
- Mrs Bell for garden & outdoor learning

Roles of individual support staff to be clearly defined e.g. SALT, targeted intervention etc. Teaching staff will prepare resources.

### **Support code for timetabling**

**Timetabled regularly – TR**

**Learning group – LG**

**Personal project – PP**

**As needed – AN**

**Nurture - N**