

Brookfield Community Primary School

Adapted Provision – The Cabin



Rationale for Establishing Adapted Provision

At Brookfield Community Primary School, our vision is to provide:

“An inclusive environment with strong ambition for the achievement of all children regardless of background or need. Every child will access a creative, exciting and stimulating curriculum to give them the opportunity to reach high standards of achievement and fulfil their potential in our nurturing school.”

In recent years, the increasingly complex needs of our children within the Early Years Foundation Stage (EYFS) and Key Stage 1 phase have required careful consideration of how best to support their transition through Key Stage 1 and beyond. For a small number of pupils, specifically those with significant SEND needs, the expectations and environment of a typical mainstream classroom do not provide the necessary conditions for their success and leads to heightened anxiety, dysregulation and poses significant barriers to engagement and learning.

To ensure our vision is realised for all pupils, it is essential that we provide an adapted learning environment and curriculum, specifically designed to support the required areas of children's needs Executive Functioning (cognition and learning), Speech, Language and Communication (communication and interaction), Social and Emotional (social, emotional and mental health), Sensory (physical and sensory development) or Motor and Physical.

The Cabin

The Cabin is Brookfield's adapted provision. It is a specialist learning environment, carefully designed, resourced and staffed to meet the needs of pupils whose individual profiles indicate that a mainstream classroom is not currently suitable.

The adapted provision offers:

- A low arousal, structured environment with access to regulation spaces
- A high staff to pupil ratio, including consistent key adults
- An individualised, play based and developmentally appropriate curriculum Equals Curriculum
- A focus on sensory regulation, early communication and engagement in learning
- Opportunities for our pupils to be integrated within their mainstream class and their enrichment activities
- Bespoke lunchtimes, which provide a quiet space which enables the pupil to enjoy their lunch and allows opportunities for the pupils to eat alongside role models.
- Bespoke enrichment activities tailored to the needs of the pupils.

Learning within The Cabin is directly linked to pupils' Education, Health and Care Plans (EHCPs), ensuring provision is targeted, measurable and focused on individual outcomes.

Accessing The Cabin

Pupils may be considered for The Cabin if:

- They have an EHCP indicating complex needs, particularly in communication, interaction, learning and behaviour
- There is professional agreement that a mainstream classroom is not currently appropriate or purposeful and leads to severe dysregulation
- The Local Authority have requested us as a 'Holding School' until Specialist Provision is provided
- Parents/carers are in agreement that an adapted provision would better meet their child's needs

Inclusion for All

Brookfield is fully committed to inclusion. Pupils accessing The Cabin will also be provided with meaningful opportunities, where appropriate, to engage with their peers, including:

- Individualised mainstream curriculum integration
- Individualised mainstream play and lunchtime activities
- Participation in trips, enrichment activities and whole school events
- Use of learning journals to capture shared experiences
- Supported small group, paired learning opportunities and 1:1 individualised work

Exit Criteria

The long-term aim for all pupils is to access learning alongside their peers wherever possible. Progress is regularly reviewed through termly pupil progress meetings and pupils will gradually increase their time in mainstream classrooms when they demonstrate:

- Increased engagement and independence
- Improved communication and interaction skills
- Greater emotional regulation

To determine this, assessments will be completed against the Equals Curriculum using the Cherry Gardens Assessment Branches, our school Individual Support Plans and where required using PIVATS and the Boxall Profile. If pupils have made accelerated progress, and it is possible for them to access learning with their peers, transitions into classes will be carefully planned and supported to ensure success.

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Or where the Local Authority determines that a specialist placement is the most appropriate provision, and names a specialist setting, the pupil will have a carefully planned, managed and supported transition to the named specialist provision, ensuring continuity of support and positive outcomes.

Assessment, Monitoring and Review

- Curriculum Assessments are completed against Cherry Gardens Branches.
- Individual Support Plan targets are derived from EHCP outcomes and reviewed regularly
- Use of additional assessments tools – PIVATS, Boxall profile and inform targets and pupils are assessed against these
- Learning is recorded through observations, learning journals, and tracking progress through Pupil Progress Meetings
- Provision is adapted in response to ongoing assessment

Review Processes

- Termly Pupil Progress Meetings
- Regular reviews with parents/carers
- Multi agency collaboration with external professionals
- Formal EHCP annual reviews