



# How is my Child Supported at Sinclairtown?

Intensive support is provided for children whose needs require a higher level of individualised support. This support is carefully planned and may involve specialist staff or outside professionals working together with the school and family. The aim is to ensure that the child receives the right support to help them access learning and participate fully in school life.

## The Beehive Room

Our school has an enhanced provision space called the Beehive Room. This area supports children who require intensive support during some or all of the school day. The Beehive Room provides a calm learning environment and is carefully organised with areas that support children's sensory, play and learning needs. This space helps children feel settled, regulated and ready to take part in learning. Children who use the Beehive Room continue to be part of their class and school community, with support provided to help them take part in learning and school life.



## Individualised Planning

When children require intensive support, their learning is planned individually to match their needs and stage of development. Staff use guidance such as the Curriculum for Excellence, Pre-Early milestones and Foundation milestones to support planning and monitor progress. This helps ensure that learning is accessible, relevant and focused on helping each child make progress.

In addition to curricular progress, we also closely monitor the child's progress using the continuums of support and engagement. Progress is not always academic; we also closely monitor how a child responds to learning opportunities and the levels of support they might require at any given time.



Continuum of Engagement

Experiences	Encounters	Learner is present during an activity or experience
	Notice	Learner appears to be aware of what is happening around him(er)
	Shows Interest	Learner demonstrates some interest in people, events or objects
Actively Engages	Responds	Learner attends and begins to give reactions to show that he/she can tell the difference between people, events or objects
	Focuses Attention	Learner demonstrates more consistent attention and shows a clear distinction between specific people, events or objects
	Participates Actively	Learner begins to be proactive in his(er) interactions with people, events and objects. He/she anticipates familiar sequence of events
Applies and Extends	Initiates	Learner initiates activities and interactions more regularly and respond to options and choices
	Demonstrates Understanding	Learner demonstrates his(er) understanding and skills in a specific learning setting
	Consolidates	Learner recalls previous learning and can use it in familiar situations.
	Extends	Learner becomes more confident in his(er) learning and can apply skills in a range of unfamiliar settings

Types of Support	Examples of Support
<b>Physical Support</b>	Hand over hand, use of equipment
<b>Gestural Support</b>	Simple signs or gesture, pointing, demonstrating
<b>Visual Support</b>	Using objects, photos, pictures, symbols
<b>Verbal Support</b>	Prompting and cues, expectant pause
<b>Support via Technology</b>	Use of switches, apps, communication aids
<b>No Support</b>	No support required. Can work independently

## Multi-Agency Working

Some children receiving intensive support may also be supported by other professionals. This may include services such as Educational Psychology, Speech and Language Therapy, Occupational Therapy, Social Work, DAPL or other specialist supports. School staff work closely with these professionals to plan strategies and supports that help meet the child's individual needs.



## **Adult Support**

Some children receiving intensive support may be supported by an adult during parts, or for all, of the school day. We have a team of highly skilled PSAs who provide this nurturing support for them. This support helps children access learning, develop independence and take part in classroom activities. Staff work closely with children to provide guidance, reassurance and support while encouraging them to develop skills and confidence.



## **Monitoring and Review**

Support for children receiving intensive support is regularly reviewed. Staff work with families and other professionals to monitor progress and ensure the right strategies are in place. These reviews help us adjust support where needed so that children continue to make progress.

Our aim is to ensure that all children receive relevant, responsive and consistent support so that they can feel included, confident and successful in school.