

The Treehouse @  
Blessed Sacrament Catholic  
Primary School



The Treehouse Policy

*“Aim high – live life to the full”*

Written By	J. Lawrence and S. Stokes
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Signed Chair of Governors	<i>T. Gunderson</i>
Signed Headteacher	<i>C Davey</i>

Intent	Vision	Within the Treehouse @ Blessed Sacrament we believe that children should be at the centre of everything we do. Our main goal is for the children to be safe and happy and have their needs met, whilst also building life-long academic and social skills.					
	Aims	To have the opportunity to build functional maths and English skills To be able to access learning opportunities across the curriculum.		To be able to build skills and relationships To be able to regulate their own social and sensory needs.		To develop skills to be able to access the community in a way that makes them feel safe.	
	Area of Need	Social, Emotional and Mental Health		Speech, Interaction & Communication		Cognition and Learning	Physical
		Self Help & Independence		ADHD		ODD	ASC & PDA
		Attachment		Dyslexia		Dyspraxia	ACE's/Trauma
		Global Delay / Moderate		Learning Difficulties		Selective Mutism	Sensory
Executive Functions & working memory		Medical Difficulties		Hearing Impairment	Visual Impairment		
Learning Focus	Communication and Interaction		Engagement with adults and the curriculum	Play	Independence skills	Enrichment	
Implementation	Key Elements	Strong, positive, nurturing relationships		Basic Skills		Specific strategies – TEACCH etc.	
		Play-based, purposeful, active learning		Zones of Regulation		Enrichment	
		Ongoing holistic assessment		Safe environment		Therapy - SALT/OT	
	Learning	Communication and Interaction		Play-based, purposeful, active learning		Characteristics of Effective Learning	
		The Engagement Model		Core Curriculum Subjects		Mixture of adult led and child-initiated learning opportunities	
	Curriculum Areas	Personal, Social and Emotional development		Communication and Language	Physical Development	English	Maths
Knowledge and Understanding of the World		Expressive Arts and Design	Zones of Regulation	Life skills	Enrichment		
Impact	Assessment Measures	B-Squared – Progression/Engagement steps		British Ability Scale	IEPs	Boxall	Attendance
		Parent Surveys		Autism Progress		CPOMs	

## The Treehouse @ Blessed Sacrament Rationale

At the Treehouse @ Blessed Sacrament, we aspire for learning to be attractive, memorable and inspiring, reigniting and instilling a love of learning in our children. Many of our young children have already had disrupted starts and sometimes negative experiences of education and we strive to change this experience for our learners.

Our curriculum, across both provisions, allows for the curiosity of the young mind to wander and the children in our care to become inquisitive and develop a sense of independence by supporting the development of self-help and life skills. Through a play-based approach to learning, we are able to foster the skills and development of our children towards meeting the aims of the Early Years Outcomes and National Curriculum, and where needed, the engagement model. Through scaffolding, interaction, specific target led activities (IEPs), specialist teaching methods and our ever-changing environment which responds to the needs and interests of the children, we feel we are able to give our children those firm foundations in learning whilst continuing to develop the prime areas of learning. We ensure that this blended view of our curriculum is designed specially to meet the needs of the children in our provision, allowing dedicated time and attention for children to focus on what is necessary and important to them in an educational sense, in line with each child's Education and Healthcare plan (EHCP).

We thrive on developing positive, nurturing relationships with our children. This allows them to feel safe, have their needs met and to feel special. By meeting these basic needs, we are able to approach learning together in a safe, fun and exciting manner.

## Timetabling

Timetabling reflects the needs of the children and can change periodically throughout the year to reflect the needs and development of the children. See an example below. In addition to this curriculum timetable, we also plan very specifically for intervention in line with the child's EHCP and any other services that provide plans, for example speech and language or occupational therapy. After an initial settling in period, the intervention timetable will be planned to meet and support the needs of all children accessing the provision.

Daily timetable schedule	Activity/ lesson	Interventions
8:30am- 9am	Morning activities/ busy bags/ sensory circuit	Daily interventions as and when needed: <ul style="list-style-type: none"> <li>- Lego therapy</li> <li>- SALT</li> <li>- Sensory</li> <li>- Sensory Diet</li> <li>- Phonics</li> <li>- Attention autism</li> <li>- Handwriting/fine motor skills</li> <li>- Physical development/gross motor skills</li> <li>- Numicon</li> <li>- 5 minute box</li> <li>- Time to talk</li> <li>- Zones of regulation</li> </ul>
9am -10am	Phonics/ reading/ literacy/fine motor skills/ handwriting	
10am-10.30am	Snack/ sensory/ movement break	
10.30am -10.45am	Play time	
10.45 am - 11.45 am	Maths	
11.45 am - 12pm	Focus time /busy bags /circle time/ relaxation/ transition	
12pm -1pm	Lunch and playtime	
1pm -1.15pm	Focus time / busy time/ circle time/ relaxation/ transition	
1.15pm -2pm	topic	
2pm -2.15pm	Circle time/ story time/ toilet	
2.15pm – 2.30pm	Home time routine	

## **Enhanced Provision Policy & Handbook**

### **Enhanced Provision Curriculum Intent**

1. To provide high quality learning experiences for all the children. Learning will be through practical and play activities and structured workstation-based activities, which are structured, balanced, relevant to the child and related to the real world.
2. Communication is central to everything we do within the provision.
3. The Catholic values and ethos of Blessed Sacrament are intertwined with ethos of the Treehouse, our shared mission statement is to aim high, and live life to the full (John 10:10)
4. To support children through The Engagement Model so they are then able to access learning from the national curriculum.
5. Specialist approaches to supporting learning with ASC will be embedded throughout the day, such as TEACCH, Attention Autism and Colourful Semantics.
6. To provide a curriculum which takes account of, and responds to, the children's developmental and additional needs and allows them to make progress related to their differing abilities.
7. To ensure the children have positive experiences of success at their own levels in order to give them confidence and motivation for learning in the future.
8. Following the National Curriculum and Early Years Outcomes, when and where appropriate, provide a broad and balanced curriculum with a focus on knowledge, skills and understanding. This will be delivered using an overarching theme which will be rigorously planned in a cross curricular way to ensure it is memorable, meaningful and inspiring for our children.
9. To provide a curriculum which provides equal learning and development opportunities for all children.
10. To create a partnership with parents and carers to support and enhance the development of the children.

## Timetabling

Each child starts at the provision with different needs and targets to achieve. With this in mind, the children are appropriately challenged with a mixture of adult led tasks, independent work tasks and continuous provision. Interventions are also timetabled in throughout the day but will happen spontaneously if children need to be supported. As the children develop, the timetabling will change to continue to support further learning and challenge. This will always be done on an individual basis to ensure that all children are learning at a pace that suits their individual needs.

In line with the increase in adult led focus over the course of the year, the amount of time children spend in continuous provision also changes. Despite these general patterns of movement in timetabling, each cohort of children is different and as we develop relationships with our classes, we become very much attuned to the needs of the children and what is best for them at any given point.

## Planning

The Treehouse at Blessed Sacrament Primary School is child-centred and designed around pupils who have a range of complex communication and interaction needs alongside sensory, physical and/or behavioural barriers to learning. Pupil's well-being, levels of involvement and enjoyment are a vital part of successful provision planning. We recognise that if pupils are going to access academic learning at an appropriate level, then we must ensure that their basic needs are met. Opportunities for pupils to develop their early personal and social skills, communication and interaction skills and physical development skills must also be included.

The planning process starts in line with a whole Key Stage view of the curriculum which is in the form of a 3-year for EYFS/KS1 and 4-year for KS2 rolling cycle. Each half term an overarching theme will be given the focus for all learning opportunities. Within this, all programmes of study from the Development Matters and the National Curriculum will be covered in a cross curricular way. Some elements may be seen for example as part of enhanced provision, others taught as adult led activities and some in discrete lessons i.e. Physical Education. We believe that by delivering curriculum content in a range of ways ensures that knowledge is learnt, skills are developed and concepts are understood and most of all in a way that really digs in deep to the characteristics of effective learning and how we can develop these in our children to make them enthusiastic and happy learners.

From this point, each half term a medium-term plan is created. This ensures that links made are purposeful, thought provoking for our children and ensure that it is current and relevant in today's world. As in Key Stage 2, planning for; Science, ICT, PE, Geography, History, Art, Design and Technology, Music, RE and PSHE are all taken from a range of planning documents and guidance which are used as starting points in EYFS/Key Stage 1. Using the objectives and lesson guidance we are able to create learning opportunities more suited to our unique children. This ensures that we can make learning more accessible and achievable for our children whilst still giving them essential skills, knowledge and understanding and therefore ultimately able to achieve learning objectives as set out in the National Curriculum programmes of study. As mentioned earlier these learning opportunities may take many forms from formal lessons to enhancements in areas of continuous provision.

Each week English, Maths, Phonics, Topic, Continuous Provision, and Outdoor Learning opportunities will be planned for ensuring sufficient coverage, progression of skills, knowledge and understanding as well as specific targeted learning and personalisation for all children.

### Continuous Provision

Continuous provision is an integral part in how we teach in our play-based provision, it is what makes our setting so unique.

‘Teaching should not be taken to imply a ‘top down’ or formal way of working. It is a broad term which covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities: communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges. It takes account of the equipment they provide and the attention to the physical environment as well as the structure and routines of the day that establish expectations. Integral to teaching is how practitioners assess what children know, understand and can do as well as take account of their interests and dispositions to learning (characteristics of effective learning), and use this information to plan children’s next steps in learning and monitor their progress.’

(Teaching and play in the early years – a balancing act? Ofsted, 2015)

Play is vital for developing skills, knowledge and understanding in a way that makes sense for our children. Although our children are chronologically older than those who would normally access an Early Years style setting with continuous provision at the heart, it is essential for them at their developmental levels and is the recommended approach from the majority of the children’s Education and Healthcare Plans. From experience we know that this approach works for our children ensuring progress is made. The role of the adult is key and as such we have high adult ratios to help children move on in their learning.

In our blended curriculum, we approach delivering the national curriculum through a play-based approach. Pedagogy taken from outstanding Early Years practice guides us to provide the best possible learning experiences for our children whilst still giving them the flexibility and time to grow and develop in line with their additional needs and targets listed on their Education and Healthcare Plans.

The planning of our environment is done so through assessment. This can be done in a variety of ways including; resourcing, enhancements, provocations, linked provision, using the children’s interests, changing the size of areas of continuous provision or even adding or removing them from the setting. Although observation and assessment are done all throughout the day, each half term teachers use the data to formally assess where children are at in their learning. From here, continuous provision is reviewed and planned for so that we are effectively using evidence as a basis for our direction.

Our environment is rich in quality resources and opportunities to develop key cognitive skill development including; investigation, observation, problem solving, classifying, cause and effect, curiosity and imagination, explanation, logical thinking and understanding through reasoning; attention skills; memory; logic and reasoning; auditory processing; sensory environment and provision.

### Planning for additional interventions

In the Treehouse, we work very closely with professionals to ensure that the content of our specialised curriculum meets the needs of our individual children and the targets they have been set as a result of their Educational and Healthcare Plans. Our flexibility in terms of timetable ensures that children receive targeted support at many levels, from 1-1 sessions to small group sessions with class teacher or teaching assistant and minimal directed learning time is protected. As a staff, we have been trained in aspects of both Speech and Language and Occupational Therapy to have a greater understanding of the differences and difficulties our children face and therefore how best to support them. Examples of this include; training on neurodiversity and how the brain perceives the world when trauma has occurred. This has been incredibly beneficial for all staff and we value such deepened learning to develop our practice.

### Individual Education Plan (IEP)

Each child that attends the Treehouse @ Blessed Sacrament is in receipt of an Education and Healthcare Plan. This plan lists the support around the child and what targets have been set for that child to achieve by the end of the key stage. These plans are reviewed yearly at the Annual Review where teachers, senior leaders, parents and other professionals involved with the child i.e. Occupation Therapist. With a view to meeting targets on the Education and Healthcare Plan, targets are set at the start of the academic year and then further broken down each half term to make them small, achievable steps for the child so that they experience success. These targets are then worked on through a mixture of adult led activities and spontaneous moments to support development. Each part of the day is an opportunity to learn and this is all evidenced on Evisense. This allows us as professionals to make learning more personalised for each child and adults are able to pitch accurately and make links for the child appropriately when in continuous provision. At the end of each half term, IEP targets are reviewed by teachers and key workers and new targets set for the next half term. Targets are often shared with parents and carers and also feature as part of termly reports.

### Assessment

Assessment takes many forms and is an integral part of what we do as professionals at all levels. Our prime approach to ongoing assessment and summative assessments is via the Evisense app, linking up to B Squared's Connecting Steps. As Evisense is a digital form of evidence capturing, we feel it is important for all staff working within our provision to contribute and so all staff have access to iPad's with their own logins to record evidence. As teachers, we can access all observations captured and moderate the judgements made against learning. This allows us to have an overview of the child and plan next steps and ensures that we use this information to inform future planning. As mentioned previously, we are able to track the characteristics of effective learning as noted in Birth to 5 matters as part of our blended curriculum as many of our children are developmentally exploring and learning about the world around them. Our continuous provision element of our curriculum is essential for developing these characteristics.

Once a half term we cross match the data collected on Evisense with our knowledge of the child to Connecting Steps against the engagement steps and where appropriate, for core subjects; Reading, Writing and Maths and foundation subjects. This allows us to track progress as a child moves through school and allows for internal moderation to take place with other classes, ensuring that judgements are accurate and progression is planned for appropriately.

Once a year Annual Reviews take place with school staff and parents/carers to discuss the Education and Healthcare Plan and how progress is being made towards meeting the targets set out by those professionals around the child prior to taking up attendance at the Treehouse



@ Blessed Sacrament. Written reports are also distributed to parents termly to feedback on how their child is achieving academically and socially at school.