



## Roundhill Primary School



### Specialist Mainstream Provision at Roundhill Primary School - Our enhanced graduated response

#### Statement of Intent, Support and Curriculum offer

At Roundhill Primary School, we are committed to providing an inclusive education where every child has the opportunity to thrive socially, emotionally and academically. We recognise that some children face complex special educational or social, emotional and mental health needs that prevent them from fully accessing mainstream classroom learning.

Pupils may be included in our specialist mainstream provision (Potter class) after accessing our graduated response including, universal, enhanced universal and targeted support.

#### Potter Class exists to:

##### 1. Support Access to Education

- Provide a safe, predictable, and supportive environment for children who are currently unable to access mainstream classes due to specific special education needs or social, emotional, or behavioural challenges.
- Ensure that children waiting for specialist placements or alternative provision continue to receive meaningful education while their long-term placement is considered.

##### 2. Deliver a Holistic and Academic Curriculum

- Offer a carefully designed curriculum that supports both social-emotional development and academic progress, ensuring that children continue to achieve alongside their peers.
- Provide a specialist curriculum written by The Mendip School, a special school within the MAT for those who are accessing Potter class full time.
- Curriculum is aligned with mainstream curriculum objectives to prevent gaps and maintain continuity.
- Holistic provision addresses emotional regulation, resilience, social skills, and well-being alongside core academic subjects.

##### 3. Access Specialist Expertise within the MAT

- Work closely with specialist schools within the Multi-Academy Trust (MAT) to access additional guidance, resources and targeted interventions.
- Collaborate with external professionals and specialists to ensure the provision is evidence-informed and tailored to individual needs.



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### 4. Bridge to Reintegration

- Prepare children for successful reintegration into mainstream classrooms when they are ready, supporting inclusion and continuity of learning.
- Prevent gaps in academic and social development by providing a curriculum aligned with mainstream expectations.

### 5. Provide Enhanced Social and Emotional Support

- Deliver targeted interventions and trauma-informed support to help children regulate emotions, build resilience, and develop social skills.
- Offer consistent relational teaching that supports trust, confidence, and positive engagement in learning.

By providing this specialist mainstream provision within our school, Roundhill ensures that all children, regardless of their special educational needs or social, emotional or developmental challenges, have the opportunity to achieve their potential and be included as valued members of our school community.

### Provision for Pupils in Potter Class: How we implement our specialist support

Children attending Potter Class will receive a highly individualised package of support designed to meet their academic, holistic and social, emotional and academic needs. The key components of provision include:

#### 1. Individual Learning Plans (ILPs)

- Pupils have ILPs with clear academic targets based on mainstream curriculum objectives, adapted to their developmental stage.
- ILPs include small, achievable steps and identify strategies and resources to support learning effectively.
- Progress is monitored half-termly to ensure academic continuity and prevent gaps.

#### 2. Specialised, Bespoke Curriculum

- The curriculum is tailored to meet the individual needs of each pupil, balancing academic learning with social, emotional and behavioural development, including those with Education, Health and Care Plans (EHCPs)
- It incorporates holistic support, including opportunities for therapeutic interventions, life skills and enrichment activities.
- Curriculum planning is closely linked with mainstream classes to facilitate smooth reintegration where appropriate.

#### 3. THRIVE and ELSA Assessments and Intervention

- All pupils complete THRIVE profiling to identify developmental and emotional needs.
- Targeted THRIVE interventions are implemented to build emotional resilience, social skills, and self-regulation.



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- Progress is regularly reviewed to ensure interventions remain effective and responsive.
- ELSA supports children and young people in school to understand and regulate their own emotions whilst also respecting the feelings of those around them

### 4. Bespoke Behaviour and Engagement Plans

- Individual behaviour and engagement plans are developed collaboratively with teachers, the Potter team, and parents.
- Plans outline triggers, strategies, and rewards to support positive engagement and minimise anxiety or dysregulation.
- Plans are reviewed regularly and updated in response to progress or emerging needs.

This personalised approach ensures that each child receives the right combination of academic challenge, emotional support, and social development to thrive within Potter Class and beyond.

### Specialist Staff and Therapeutic Support

Potter Class is supported by a team of highly trained specialist staff who provide targeted social, emotional and academic support. Their expertise ensures that each child's individual needs are met in a holistic and developmentally appropriate way.

### Key Specialist Roles and Approaches

#### 1. Specialist Teachers with a Background in Special Education

- Specialist teachers bring a wealth of expertise in understanding and addressing a wide range of learning differences and additional needs. Their knowledge of special educational practices allows them to design and adapt learning activities that are both accessible and challenging.

They work alongside class teachers to:

- Differentiate the curriculum and provide personalised learning pathways.
- Model inclusive teaching strategies that enable pupils to thrive academically and socially.
- Support the identification of specific learning needs and contribute to assessment processes.
- Mentor and coach staff, sharing best practice to build whole-school capacity in supporting pupils with SEND.
- Their contribution ensures that the classroom environment is not only therapeutic but also academically ambitious, enabling every child to access learning at their own pace while feeling understood and supported.



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### 2. THRIVE Approach

- All pupils engage in THRIVE assessments to identify emotional and developmental needs.
- Targeted THRIVE interventions are implemented to support emotional regulation, relationship-building and social engagement.
- THRIVE profiles are reviewed regularly to monitor progress and adjust interventions as required.

### 3. ELSA (Emotional Literacy Support Assistant) Provision

- ELSAs deliver structured, evidence-based interventions focused on emotional literacy, self-esteem, social skills and resilience.
- Interventions are tailored to the needs of individual pupils and can be delivered 1:1 or in small groups.
- ELSAs work closely with class teachers and parents to embed strategies across settings and ensure consistency.

### 4. Collaboration with Mainstream Staff and Parents

- Specialist staff liaise with mainstream teachers to embed emotional strategies in the classroom.
- Regular meetings with parents ensure that therapeutic strategies are reinforced at home and progress is shared.

### 5. Integration with Curriculum and Behaviour Support

- Specialist staff contribute to the development of Individual Learning Plans (ILPs) and bespoke behaviour/engagement plans.
- Strategies are closely aligned with the holistic curriculum, ensuring that social, emotional, and academic needs are addressed simultaneously.

By combining ELSA support and the THRIVE approach with skilled, relational teaching, Potter Class ensures that children receive consistent, expert guidance to develop the emotional resilience and social skills needed to succeed both within the nurture/ specialist mainstream provision and in mainstream classrooms.

### Whole-School Support and Capacity Building

In addition to their work within Potter Class, specialist staff play an active role in strengthening the school's universal and targeted support for all pupils. Their expertise contributes to whole-school development in the following ways:

- **Classroom Observations** – Staff carry out supportive observations in mainstream classrooms to help identify barriers to learning and share practical strategies for improving inclusion and engagement.
- **Advising on Strategies and Systems** – They provide guidance on classroom management approaches, differentiation techniques, and whole-school systems that promote positive outcomes for pupils with SEND.



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- **Supporting Engagement and Behaviour Planning** – Staff contribute to the creation and review of individual engagement and behaviour plans, ensuring they are developmentally appropriate and aligned with therapeutic approaches.
- **Adapting Learning** – They work with teachers to adapt curriculum content, teaching methods, and resources so that lessons are accessible and meaningful for pupils with diverse learning needs.
- **THRIVE and ELSA Interventions** – Specialist staff extend their support by conducting THRIVE assessments and delivering ELSA interventions, helping to identify and address emotional needs across the wider school community.

Through this whole-school role, Potter Class staff act as a bridge between specialist mainstream provision and mainstream practice, ensuring that inclusive strategies and therapeutic approaches are embedded consistently across the school.

### How we measure impact

#### Measuring Academic and Holistic Impact

The success of Potter Class is measured not only by academic outcomes but also by the social, emotional and developmental progress of each pupil. A blended approach ensures that both formal attainment and broader wellbeing are captured and celebrated.

- **Academic Progress** – Progress in core subjects is tracked through ongoing teacher assessment, termly data reviews, and Individual Learning Plans. Specialist teachers ensure that measures reflect both attainment and individual rates of progress, recognising small but significant steps in learning.
- **Holistic Development** – Emotional regulation, social skills, independence and resilience are monitored through THRIVE assessments, ELSA interventions, and staff observations. Regular reviews highlight strengths, areas for growth and the impact of targeted support.
- **App-Based Evidence (Evidence for Learning)** – The *Evidence for Learning* platform is used to record, track and share pupils' progress in real time. Staff capture photos, videos and annotations of pupils achieving personalised learning and developmental goals. This allows teachers, support staff and parents to see progress as it happens and ensures that achievements across academic and holistic domains are visible and celebrated.
- **Parent and Pupil Voice** – Feedback from pupils and families is regularly gathered to provide insight into how support is experienced and to ensure strategies remain meaningful and effective.

By combining academic data, developmental assessments and app-based evidence, Potter Class creates a rich picture of each child's journey. This ensures that progress is recognised in its fullest sense - valuing emotional growth, social participation and wellbeing alongside formal learning.



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### Graduated Response at Roundhill Primary School

*(For pupils aged 2–11)*

### Appendix: 1

At Roundhill Primary School, we are committed to ensuring that all pupils, including those with additional needs, are able to access a high-quality, inclusive education. Our graduated approach to support follows four levels: **Universal, Enhanced Universal, Targeted, and Specialist.**

#### 1. Universal Support (for all children)

High-quality teaching and provision that meets the needs of the majority of pupils.

- Inclusive teaching practices that consider diverse learning styles.
- Differentiated curriculum and resources.
- Clear routines, visual timetables and structured classroom environments.
- Ongoing assessment for learning with feedback that supports progress.
- Whole-class approaches to social, emotional, and mental health (SEMH), e.g. circle time, PSHE curriculum.
- Access to enrichment activities such as trips, clubs, and assemblies.
- Positive behaviour policy applied consistently.
- Staff trained in safeguarding, SEND awareness, and equality of opportunity.

#### 2. Enhanced Universal Support (additional adjustments within class)

For pupils requiring more than universal provision, but still supported primarily within the classroom environment.

- Additional adult support within the classroom when appropriate.
- Small group work for literacy, numeracy and language development.
- Visual aids, word banks, writing frames, and adapted equipment (e.g. pencil grips, wobble cushions).
- Short sensory breaks and use of calm spaces when needed.
- Support for social skills through structured play activities.
- Extra scaffolding in tasks (chunking instructions, simplified language, modelling).
- Use of technology to support learning (iPads, speech-to-text software).



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### 3. Targeted Support (planned interventions for identified needs)

Time-limited, evidence-based interventions for pupils who require more focused support in addition to classroom provision.

- Small group interventions for reading, phonics, speech and language, or maths.
- Specific SEMH programmes (e.g. nurture groups, emotion coaching).
- Pastoral support plans to build resilience and self-regulation.
- In-class support to enable access to mainstream learning activities.
- Support staff delivering precision teaching or catch-up interventions.
- Monitoring and review of progress with SENCo every term.
- Liaison with external agencies for advice (e.g. Speech and Language Therapy).

### 4. Specialist Support in Potter Class (individualised, intensive provision)

Highly personalised support for children with complex needs.

- One-to-one adult support when required.
- Individual Learning Plans (ILPs) or Education, Health and Care Plans (EHCPs).
- Regular input from external professionals (Educational Psychologist, Speech and Language Therapist, Occupational Therapist, CAMHS, Specialist Teaching Services).
- Adapted curriculum, resources, or environment (including alternative methods of recording work).
- Tailored programmes for communication, sensory integration, and life skills.
- Close working with parents/carers and multi-agency teams.
- Robust review cycles to ensure progress and wellbeing.

### Commitment to Families

Roundhill Primary School values strong partnerships with parents and carers. We ensure:

- Regular communication about progress and support strategies.
- Opportunities for families to contribute to plans and reviews.
- A shared commitment to ensuring every child achieves their potential.



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This framework reflects our inclusive ethos and commitment to the graduated approach outlined in the SEND Code of Practice (2015).

**Bespoke specialist curriculum for full time Potter children**

See links:

[RPS Formal Framework English Reading.docx](#)

[RPS Formal Framework English Writing.docx](#)

[RPS Formal Framework English. Speaking and Listening.docx](#)

[RPS Formal Framework Mathematics.docx](#)

[RPS Formal Framework Science.docx](#)

[RPS Formal Framework PE.docx](#)

[TMS Formal Framework Music.docx](#)

[RPS Formal Framework History.docx](#)

[RPS Formal Framework Geography.docx](#)

[RPS Formal Framework DT.docx](#)

[RPS Formal Framework Computing EYFS. KS1. KS2.docx](#)

[RPS Formal Framework Art.docx](#)

[RPS Formal Framework PSHE.docx](#)





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### SEND/SEMH (Potter) Individual Pupil Risk Assessment



This risk assessment template aims to identify and assess all aspects of risk relating to a CYP individual needs. This process will support leaders and school staff in planning to mitigate risk and make provision to fully include a CYP in all aspects of school life. It should be preceded by a conversation with the CYP and their parents/carers (see My Support Plan, section 6.2) as part of the co-production process. Any worries or issues identified by the CYP or parent/carer should be reflected in this risk assessment. Schools should carry out an initial accessibility audit for the CYP and then regularly update this risk assessment to ensure any new risks or changes in need are well planned for.

|                                |                                 |                          |
|--------------------------------|---------------------------------|--------------------------|
| <b>Name of Child:</b>          | <b>Assessment conducted by:</b> | <b>Role:</b>             |
| <b>Date of assessment:</b>     | <b>Review interval:</b>         | <b>Review dates:</b>     |
| <b>Signed by Parent/Carer:</b> |                                 | <b>Signed by School:</b> |

| Related documents (please tick any relevant documents)                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Learning Support Plan (LSP)</li> <li>• EHCP / Annual review documents</li> <li>• Individual Accessibility Audit</li> <li>• TAC / TAF (where appropriate)</li> <li>• CP/CiN Plan (where appropriate)</li> <li>• PEP for Looked After Children (where appropriate)</li> </ul> | <ul style="list-style-type: none"> <li>• Safeguarding and Child Protection Policy</li> <li>• Health and Safety Policy</li> <li>• Medical Needs Policy</li> <li>• Administration of Medication Policy</li> <li>• Risk Assessment Policy</li> </ul> |

| Risk rating   |                                                                         | Likelihood of occurrence |          |            |
|---------------|-------------------------------------------------------------------------|--------------------------|----------|------------|
|               |                                                                         | Probable                 | Possible | Remote     |
| Likely impact | <b>Major</b><br>Causes major physical injury, harm or ill-health.       | High (H)                 | H        | Medium (M) |
|               | <b>Severe</b><br>Causes physical injury or illness requiring first aid. | H                        | M        | Low (L)    |
|               | <b>Minor</b><br>Causes physical or emotional discomfort.                | M                        | L        | L          |



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| Area for concern<br>(examples below<br>– add to or delete<br>where applicable) | Risk<br>rating<br>prior to<br>action<br>H/M/L | Recommended controls – actions to mitigate against risk | In place?<br>Yes/No | By whom? | Deadline | Risk rating<br>following<br>action<br>H/M/L |
|--------------------------------------------------------------------------------|-----------------------------------------------|---------------------------------------------------------|---------------------|----------|----------|---------------------------------------------|
|                                                                                |                                               |                                                         |                     |          |          |                                             |
|                                                                                |                                               |                                                         |                     |          |          |                                             |
|                                                                                |                                               |                                                         |                     |          |          |                                             |



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## Behaviour/Engagement plans



### RPS Engagement/Behaviour Care Plan

Share this plan with: child, parent/carer, all relevant staff. Regularly review and evaluate – make the necessary adjustments.

|       |             |       |               |
|-------|-------------|-------|---------------|
| Name: | Class/Year: | Date: | Completed by: |
|-------|-------------|-------|---------------|

| Triggering events for behaviour                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Description of behaviours at each stage                                                      |                                                                                  |                                                                             |                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|-----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| Function of the behaviour<br>(What do we think the behaviour is telling us)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                              |                                                                                  |                                                                             |                                                                                                                      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Proactive strategies<br>(strategies we put in place to prevent the behaviour from occurring) | Active strategies for Escalation phase<br>(what to do when the behaviour starts) | Reactive strategies for Outburst/Crisis<br>(how to deal with the behaviour) | Recovery and Relapse prevention<br>(how to turn things around and how to prevent the behaviour from happening again) |
| Scripts/possible language                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Supporting strategies to use at each stage                                                   |                                                                                  |                                                                             |                                                                                                                      |
| I can see that you are feeling..... I wonder what might help.<br><u>Playfulness</u><br><ul style="list-style-type: none"> <li>Hey!</li> <li>Gotcha!</li> <li>No way! J</li> <li>What?!</li> </ul> <u>Acceptance</u><br><ul style="list-style-type: none"> <li>Help me to understand</li> <li>I get it...</li> <li>I see...</li> <li>I've just realised...</li> <li>Now I understand...</li> <li>Let me see if I have this right...</li> </ul> <u>Be curious</u><br><ul style="list-style-type: none"> <li>I'm wondering...</li> <li>What if...</li> <li>I wonder if...</li> <li>I can see that...</li> <li>You don't think...</li> </ul> <u>Empathy</u><br><ul style="list-style-type: none"> <li>Whoa...</li> <li>I can see how...</li> <li>I wonder...</li> <li>I imagine that was...</li> <li>It's such a big ask...</li> <li>I never realised...</li> </ul> |                                                                                              |                                                                                  |                                                                             |                                                                                                                      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Strategies/behaviours to avoid...                                                            |                                                                                  |                                                                             |                                                                                                                      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                              |                                                                                  |                                                                             |                                                                                                                      |



## Ready to reintegrate tool



## APPENDIX H

NAME OF PUPIL-

|       |           |
|-------|-----------|
| SCH00 | Bayndhill |
|-------|-----------|

**COMPLETION DATE:**

**REFERRAL 25/26 – READINESS FOR REINTEGRATION DIAGNOSTIC** *Fls are complete the profile fully to give total score for each of the overarching profiles or as below; there should then be inclusion in the referral form and used as a measure of strength and/or as a further development. Full inclusion successful and the culmination of the intervention(s) funded, the RIF profile should be complete and more as a measure to track progress and a measure of impact of the intervention(s) provided this should be reported to the panel.*

[illegible]

| Scores                                  |
|-----------------------------------------|
| 1- Rarely fulfill this criterion        |
| 2- Sometimes fulfill this criterion     |
| 3- Frequently fulfill this criterion    |
| 4- Almost always fulfill this criterion |

  

| Percentages                  |
|------------------------------|
| >70% - Mainstream Ready      |
| <70% - Intervention Required |