Learning, growing, achieving-TOGETHER

St Meryl School Transition Classroom (Butterflies) Information

Rationale:

At St Meryl School, we recognise that every child is unique with their own strengths and needs. We work hard to ensure that every child at our school will receive the best possible education to make progress and experience success. All pupils will be given the opportunity to learn and make progress in a way as suited to their needs as possible.

Our aim is to raise the aspirations of and expectations for all pupils with SEND, ensuring that the focus is on the outcomes for the pupils in our care and the quality of provision; not just on the numbers of hours of provision/support. This is in line with our whole school ethos where we strive to provide a safe and stimulating learning environment which challenges all learners, promotes outstanding achievement and instils a thirst for and love of life-long learning in all members of our school family. Further information can be found in our SEND Policy and Information Report (both can be found here: https://www.stmeryl.herts.sch.uk/send/).



What is the Butterflies Class?

We believe that all children should have access to a broad and balanced curriculum which is relevant to them and which will enable them to reach their full potential. Children with SEND are integrated into the mainstream class as much as possible and we will endeavour to provide appropriate support in accordance with their individual needs. However, there are times when some children may be better placed in a more specialised setting where the class has very small numbers, the environment is more suited to meet individual needs and there is a higher adult/child ratio. This is called a transition classroom. At St

Meryl, we are able to provide a special transition classroom (Butterflies) for children whose needs mean that accessing a mainstream classroom all of the time can be overwhelming for them. Some children may spend all of their day in the Butterflies whereas others may dip in and out of the room and their mainstream classroom throughout the day. The decision about what the provision for your child will look like will be made on an individual basis and may well be different for each child in the classroom (further details can be found below).

It is important to note that pupils who are educated in the Butterflies classroom are still registered pupils of St Meryl School.





Deciding on Butterflies (transition classroom) provision:

Every student is unique and has individual strengths and needs which will be carefully considered and planned for.

For children with SEND who are already known to the school, the following will take place prior to the child starting school:

1.) Planning meeting. Parents, student (where appropriate), Head and/or SENCo may attend this meeting. The class teacher may also attend if appropriate. Provision as well as transition plans may be discussed at this meeting.

2.) Professional conversations between school and previous settings/external professionals. This will also include the sharing of reports and other relevant documents.

3.) New intake meeting for parents held at school. It may be possible for parents to see the Butterflies' classroom at this stage.

4.) Home visits. To be arranged by the EYFS Team. It is important for parents to give the school any information necessary to assist the child's transfer so that we can plan to meet his/her needs to the greatest extent possible. This includes any relevant professional reports (e.g. reports written by psychologists, speech and language therapists, occupational therapists, etc) as these can help to ensure that we are aware of the child's strengths, abilities and needs.

5.) Visits by SENCo and class teacher to current setting (if appropriate), e.g. pre-schools.

For children with SEND whose <u>needs become apparent once starting school</u>, the following will take place <u>as soon as possible after needs are identified</u>:

1.) Planning meeting. Parents, student (where appropriate), Head and/or SENCo may attend this meeting. The class teacher may also attend if appropriate. Provision as well as transition plans may be discussed at this meeting.

2.) Professional conversations between school and previous settings/external professionals. This will also include the sharing of reports and other relevant documents. It is important for parents to also give the school any information necessary to assist the child's transfer so that we can plan to meet his/her needs to the greatest extent possible. This includes any relevant professional reports (e.g. reports written by psychologists, speech and language therapists, occupational therapists and so on) as these can help to ensure that the school is aware of the child's strengths, abilities and needs.

3.) Visits by SENCo and class teacher to previous setting (if appropriate), e.g. pre-schools.

<u>What happens in Butterflies?</u>

The room is run by at least two adults each day with oversight from the SENCo and Deputy Head/EYFS Lead. The team work closely together to ensure the needs of the children in the room are being met and that the children are happy, settled and making progress. We are also very fortunate to be supported in the running of the classroom by external professionals such as the Outreach Team from our local special school as well as specialist professionals such as the Communication and Autism Team and EYFS services.



Just like our mainstream classroom, the Butterflies will follow a set routine and structure and learning will take place in a way adapted to the needs of your child. Learning in the first instance will be very much in the style of EYFS and there will be lots of opportunities for the children to learn through play and shared interactions. We are also fortunate enough to have both a dedicated indoor and outdoor space for the children to explore as well as additional indoor and outdoor spaces which are accessed by all children.



Transition to the mainstream classroom:

Depending on the needs of each individual child, we will aim to ensure that children accessing Butterflies are able to integrate with their chronological age peers as much as possible. This could be going out to play at the same time, sharing lunch together, participating in some of the same lessons, etc. This will all be very much on a case by case basis and we will follow the lead of your child, ensuring as much as possible that they do not become dysregulated or distressed.

We may start by introducing your child to the mainstream classroom at quieter times or during preferred lessons and we will then gradually build up the time your child is in the mainstream classroom. Again, this will be done carefully and slowly with the child's needs and wellbeing at the centre of every decision made. We will also inform you as parents when any increase will happen.

Reintegration/transition plans and flexi-schooling for children of compulsory school age:



As well as accessing the Butterflies classroom, some children of compulsory school age may need to be placed on a reintegration plan (reduced timetable) or flexi-schooling plan in order to help them to settle into the new environment as successfully as possible. If this is deemed appropriate, a detailed action plan agreed with parents, pupil (if appropriate) and school will be drawn up. The action plan will show a clear path to planned reintegration from reduced provision to full-time attendance over a maximum of a six week period and will be signed by

parents and school. At the end of the six-week period, a meeting will be held to assess the success of the plan and to decide next steps. This may include a move to flexi-schooling. Further information about flexi-schooling will be shared at the end of the six-week reintegration plan if needed.

Any absences as part of the plans mentioned above will be recorded as authorised. During the times a child is not in school, sufficient and appropriately differentiated work will be provided.

Moving beyond Butterflies:

For some children, full transition into a mainstream classroom may happen during their time with us at St Meryl School and, for others, they may spend the vast majority of their time in Butterflies. There may also be some children who will transition to specialist provision (special school). Again, all of these decisions will be on a case by case basis and will be communicated with parents, school and any external professionals where appropriate.

The SENCo can support families with requesting a place at a special school for their child. Information about specialist provision in Hertfordshire can be found here: https://www.hertfordshire.gov.uk/microsites/local-offer/education-support/education-options/requesting-a-special-school-place.aspx

Further information:

Please do get in touch with Mr Craig Davies (Head), Mrs Joanne Nye (Deputy and EYFS Lead) or Mrs Eloise Swain (SENCo) if you have any further questions.



