

THE FOCUS ROOM

AIMS

To ensure that all students with special educational needs, learning and/or behaviour have the opportunity to receive the additional support that is required from time to time.

To ensure that there is a planned strategy in place for those students at risk of social exclusion and disaffection

To ensure that there is equality of opportunity to learn for those students with emotional and behavioural and learning needs

To establish that inappropriate behaviour is taken seriously within the school and may require longer term intervention

To embed the facility as a supportive measure (not a punishment) in order to give students the opportunity to modify their behaviour and progress with their learning

PROCEDURE

The National Curriculum Inclusion Statement emphasises the importance of providing effective learning opportunities for all students and offers three key principles for inclusion;

- setting suitable learning challenges
- responding to pupils' diverse needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils

We all deal with students from time to time who demonstrate challenging behaviour. On the whole, we are successful at implementing strategies in the classroom to modify/reduce incidents of inappropriate behaviour and we have a graduated response in school that includes a number of strategies. Occasionally however, the behaviour of a small number of students escalates to the point that further intervention is required. When this is the case;

- Tutor/HOY may liaise with SENCO to place student on the special Need Register at School Action. An IEP and IBP will be drawn up by tutor/HOY/SENCO. If the action that follows is successful the student may be taken off the SEN register.
- However, if no improvement is seen, the student may escalate up the register to School Action plus where external agencies are involved and the student may receive additional support in the classroom. If successful the student may be reduced to school Action and/or removed from the register
- If the student continues to demonstrate challenging/inappropriate behaviour an EBD statement may be applied for and/or a PSP may be drawn up for students who are at risk of permanent exclusion

Where progress is not adequate, it may be necessary to take some additional or different action to enable the student to learn more effectively. Therefore, at any stage of this process it may be appropriate for an individual to join the re-tracking programme and spend time working separately in the Focus Room, to receive the support that they are clearly in need of.

If the HOY feels that this would be appropriate, then a referral form will be completed which explains:

- the action which has been taken to date
- which outside agencies have been involved with the individual if any at this point
- why it is necessary for the individual to spend time separately receiving intensive additional support

- the recommended period of time (up to six weeks)
- the nature of the work that will be provided for the individual will focus on core curriculum skills
- Clear targets set for the individual to work towards (these may be the same as those on the IBP and/or IEP)

HOY and the Pastoral Support Assistant will liaise with the SENCO to ensure that appropriate work is provided and that a clear plan for phased reintegration is drawn up when progress is being made.

Up to 5 students at any one time will be accommodated in the Focus room, with a combination of working on a specific programme on a work station, one to one with an LSA or working in a small group work with an LSA.

It may be appropriate for part of the time that they spend in the Focus room that counsellor input is required, either one to one with the counsellor or a group session covering issues such as anger management. The HOY and Pastoral support assistant will arrange this.

It is the responsibility of the SENCO to work with colleagues to develop effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of students' needs by monitoring the quality of teaching and standards of students' achievements and by setting targets for improvement.

The SENCO should collaborate with Heads of Department and numeracy and literacy coordinators and pastoral colleagues to ensure that learning for all students is given equal priority and that available resources are used to maximum effect

OUTCOMES

To reduce the number of fixed term, permanent exclusions and planned transfers

To eventually accommodate all students in mainstream lessons having received intensive support and modified their behaviour

To instil an ethos of success for all students, taking responsibility for their own learning

To enhance the reputation for being a totally inclusive school