

The Willow

Primary Designated Specialist Provision



Welcome to The Willow

Who we are?

The Willow is the home of our designated specialist provision (DSP) based at Willowbrook Mead Academy. It supports children with SEMH needs in KS1 and KS2.

Our aims

Our aim is to support all children to 'be the best version of themselves'. This flows through everything that we do at The Willow. In turn it is how we aim for our children to view themselves and their progress. We consistently link this to our values of **Work Hard, Be Kind and Be Responsible**.

We want to inspire a love of learning through a purposeful and rich learning environment. Our curriculum is child centred and focuses on key aspects of the world and character. This ensures that children focus on what is important to them whilst they are with us.



Our ambition is that children will make accelerated personalised progress. Gaps in learning will be supported through our assessment procedure and bespoke curriculum.

Emotional literacy is at the forefront of everything that we do. By building effective positive relationships, staff will support the children to develop their emotional intelligence.



School day: settling in

Outline

Every morning pupils will be greeted by their staff as they enter the building. Staff will use this time to ensure children are feeling happy. This is the time to pick up on any issues brought in to school. During this time children will be settled into school and given breakfast and a drink.

Outline

The rest of the day is as follows. Children will stay within their classroom and staff will move between depending on the lesson.

Start of the day	9:00
Assembly and breakfast	9:00-9:30
Lesson 1	9:30 – 10:00
Lesson 2	10:00 – 10:30
Break	10:30 – 11:00
Lesson 3	11:00 – 11:30
Lesson 4	11:30-12:00
Lunch	12:00-13:00
Lesson 5	13:00 – 13:30
Lesson 6	13:30 – 14:00
Interventions	14:00 –14:30
End of the day review	14:30-14:45



Inspiring and creative curriculum



English and Maths

English and maths lessons will follow a similar pattern to the children in the main building. Staff will adapt the curriculum to meet the needs of the learners within the classroom. Children's will receive a minimum of four lessons of each subject during their weekly timetable. Lessons will follow a clear learning journey that will be displayed on working walls. This will support the children and emphasise the learning taking place. Children's books should demonstrate our high expectations for work produced and presentation. Books must be marked by staff before the end of that week.

Emotional Literacy

Our Emotional Literacy sessions are delivered in The Willow three times a week. These sessions are designed to support the Social, Emotional and Mental Health Needs of our Children's. For any of our Children's with EHCP's then these also target specific outcomes. Examples of sessions are focusing around resilience and grit. For example, children will look at what resilience is and how we show it and will then have the opportunity to practice this.

Life Skills

The Willow offers Children's specific 'Life Skills' sessions every week. The sessions allow children to learn new skills and the opportunity to apply skills learnt through their Emotional Literacy Curriculum. The sessions range from indoor activities such as cooking to outdoor activities like gardening. Progress in these lessons are tracked within their Attitudes to Learning Assessment and towards any EHCP targets.

Social, Emotional and Mental Health

Building positive relationships rooted in mutual respect and understanding is at the heart of our behaviour policy within the DSP. All staff have a responsibility to build these relationships with all children.

Our timetable is set up to provide opportunities to break down the typical 'teacher-student' barriers. Staff are encouraged to 'play' with children at break and lunch time. Furthermore, lunch times take place around a table to build the image and feeling of family.

Staff use humour to ensure that children feel relaxed in their environment. Children are encouraged to also develop their sense of humour with staff in a friendly but respectful environment. This helps to build the children's sense of belonging.

Once these relationships have formed then children will feel safe to accept gentle challenge towards their learning and behaviour. Moreover, children will be able to communicate their emotions through conversation rather than through their behaviour.

All of this supports the child's emotional literacy and their attitude to school.

Children's attitudes to learning play a huge role in the level of success of lessons. To support them we have established clear expectations and a structured monitoring system. At the end of every lesson Children's are graded out of nine points. The following expectations are used for every session.

Attitudes to learning

Work Hard

Bronze: *I showed an interest in my lesson by attempting the task*

Silver: *I actively engaged in the learning and the task*

Gold: *I can work independently, overcoming challenge*

Be Kind

Bronze: *I attempted to be kind*

Silver: *I am kind to others*

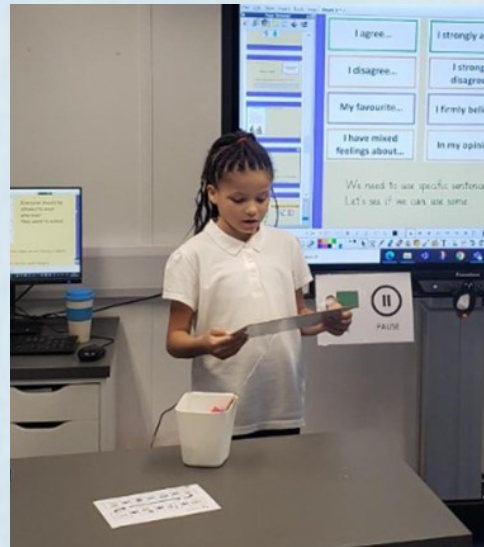
Gold: *I supported others through kindness*

Be Responsible

Bronze: *I attempted to follow instructions*

Silver: *I actively followed all instructions*

Gold: *I show positive behaviour in challenging situations*



Social, Emotional and Mental Health

Staff

Ali Williams - Vice Principal

Jamie Lynch - Designated Specialist Provision Teacher

Harry Durham - Designated Specialist Provision Teacher

Luke Spicer- Behaviour Mentor

Flynn Lowe-Spicer- Teaching Assistant



Parent feedback

“We can not praise the willow enough for what they have achieved and the progress that can be seen with our child. “

“The best part about The Willow is the staff. As a family we feel that the staff have been the best part of the willow, they engage with us as parents at the end of each day and inform us of not only the bad days but the good days that our child has. They all have faith in our child and encourage him as an individual and this has shown within his behaviour and his academic work progress. “