

Being successful in the classroom:

- **Able to sit, listen and do** (2/3 minutes u3's, 5 minutes in F1, 10 minutes in F2 20 minute in KS1, join in, listen with intent)
- **Keep safe in a designated area** (choose between indoor and out in EYFS / KS1, show awareness of danger, show awareness of rules, follow a line (F2/ KS1), or stay with a group)
 - **Able to communicate wants and needs** (verbally, non- verbally, using visuals or Makaton)
 - **Independent self-care, or minimal support** (dressing, toileting, feeding)
- **Able to accept demands and / or adult intervention** (any adult, any time, for instruction, support or reprimand)
 - **Taking part in successful social interactions with peers** (verbally, or non verbally)

All of the above presumes that usual classroom supports are in place and used consistently (visuals, repetition, modelling, etc)

If not:



Acorn Room Hub

- High sensory need (may put things in mouth, or need deep pressure massage, or significant time in the sensory space)
- Communicates through actions – including throwing, pulling, pushing
- Minimal / limited successful means of communication
- Higher self-care and intimate care needs
- Minimal joint attention – minimal eye contact, or attention given to adults and peers
- Not able to follow basic rules of keeping safe independently – ie not following 'stop' command, running away)
- Unsafe to be left unsupported in a classroom or dinner hall setting.
- Struggles to engage with peers and share resources.

The Harbour Hub

- Some form of successful communication is in place for expressing wants and needs
- Able to follow some routines and rules
- Will respond to support
- Able to complete a task in a 1:1 or small group situation – showing an understanding of the task and sequence
- Able to show some motivation / interest to complete a task
- Shows joint attention to adults and / or peers – to Stage 2/3 of Bucket Time
- Shows a level of independent self care and intimate care – minimal support needed
- Able to eat in the dining hall
- Safe to be unsupported in moving round school for familiar routes – to the toilet, to the hall, etc

To successfully move back into the mainstream classroom:

- **Able to ask and answer questions (KS1)**
 - **Able to manage own resources**
- **Able to record own learning** (use of ICT if necessary) (KS1)
- **Able to understand when a task is finished** (e.g. put in finished tray/ tidy away resources)
- **Able to show a level of responsibility** (understand and follow rules, know who to ask for help when needed, transition between tasks with minimal adult support)
 - **Able to transition between areas with adult/ peer support/ visual cues**
- **Able to tolerate having different activities to others** – if the whole class activity isn't accessible
- **Able to manage social times without the higher level of adult support** – can they cope with the social demands?

All of the above presumes that usual classroom supports are in place and used consistently (visuals, repetition, modelling, etc)

If children are unable to successfully move back into the mainstream classroom the next step would be to discuss with parents what an appropriate school placement would be for their child.

Planning for transition in to the mainstream:

- **Class teachers need to get to know the children** – this is best done in unplanned moments, little and often as well as dedicated opportunities
- **Getting to know the classroom space** – so it is not a scary place for the Hub child to enter
- **Opportunities for the Hub children to be in classrooms in small groups rather than 'alone' and away from their Hub peers** – even if this means cross-class groups
- **Choose the first lessons / sessions carefully** – low language demand lessons work well – PE, ICT, music
- **Taking well-known 'Hub' tasks in to the classroom** – keeps confidence high

