# 'HIVE' Framework

# SEN Mainstream Enhanced Provision

# 2026-2027

## St. Michael in the Hamlet Primary School

**Framework for the Hive at SMITH**

## 1. Vision and Mission

**Alongside our whole school vision and values our intent for the Hive is:**

- **Vision**: To create an inclusive, supportive, and engaging learning environment where students with additional needs can thrive emotionally, socially and academically.
- **Mission**: To provide tailored, individualized support that enhances the well-being and development of students, preparing them for greater independence and integration within the wider school community.

## 2. Core Values

- **Inclusion**: Students are encouraged to engage with the mainstream school community as much as possible, with adjustments made to ensure participation.
- **Respect**: Foster an environment of mutual respect where every student is valued and heard.
- **Personalized Support**: Each child receives support tailored to their unique needs, strengths, and aspirations.
- **Collaboration**: Encouraging a team approach, with parents, specialists, and other professionals (both externally and internally) working together to support students.
- **Responsibility**: to place an emphasis on accountability in both individual and collective actions. All stakeholders need to take ownership of tasks, ensure quality outcomes, and be dependable in

meeting expectations while fostering a culture of trust and transparency.

## 3. Staff Expectations

- **Professionalism**:
  - Staff should demonstrate professionalism in all interactions, treating students, colleagues, and parents with respect and dignity.
  - Maintaining confidentiality and adhering to safeguarding guidelines is paramount.
- **Teamwork**:
  - Collaborate with colleagues within the provision, mainstream teachers, and external professionals to create a holistic approach to student development.
  - Attend regular team meetings (including Phase meetings) and contribute to the ongoing development of provision practices.
- **Continuous Professional Development (CPD)**:
  - Staff should engage in ongoing training related to special educational needs (SEN), behaviour management, safeguarding, and any other relevant areas to improve practice and support students.
- **Adaptability**:
  - Staff should be flexible and adaptable, able to adjust teaching strategies based on the changing needs of students.
- **Student-Centred Approach**:
  - Every action and decision made should prioritize the needs of the student, always considering their emotional, social, and academic development.
- **Clear Communication**:
  - Maintain clear and consistent communication with students, parents, and colleagues to ensure that all parties are informed of student progress and needs.
- **Behaviour Management**:
  - Use positive reinforcement strategies and ensure all behaviour is addressed through proactive measures, such as de-escalation techniques and positive reinforcement systems.

## 4. Behaviour Management

Behaviour management in the Hive must focus on supporting students to understand and regulate their own behaviour, while also ensuring a safe and structured learning environment.

- **Setting Clear Expectations**:
  - Establish clear and consistent behavioural expectations that align with school-wide policies. Ensure students understand these expectations through visual supports, social stories, or direct teaching.
- **Positive Reinforcement**:
  - Encourage desired behaviours through rewards/choose such as praise, tokens, or privileges. Rewards should be individualized based on what motivates the student.
- **Proactive Strategies**:
  - Use strategies to prevent behavioural issues before they escalate. This could include structured routines, sensory breaks, individualized support plans, and clear visual timetables.
- **De-escalation Techniques**:
  - Staff should be trained in de-escalation techniques (e.g., calm, neutral body language, lowering tone of voice, offering space) to diffuse potential conflict and manage crises without aggression.
- **Behaviour Intervention Plan (BIP):**
  - Each student with challenging behaviour should have an individualized behaviour intervention plan that outlines specific triggers, strategies for intervention, and goals for behaviour change.
- **Restorative Practices**:
  - Encourage students to reflect on their behaviour and understand the impact of their actions on others. Restorative conversations should aim at reconciliation and learning from mistakes.
- **Safe Spaces**:
  - Provide designated areas where students can retreat to regain composure when feeling overwhelmed. These spaces should be calming and structured to facilitate emotional regulation.
- **Consistent Consequences**:
  - Ensure consequences for negative behaviour are clear, fair, and consistent across all staff members. Consequences should be focused on learning and improvement, not punishment. Natural consequences should be personalised where possible.

## 5. Individualized Learning Support

- **Individual Education Plans (IEPs)**:
  - Develop IEPs for each student in the provision that outline their academic, social, emotional, and behavioural goals. These should be reviewed regularly with input from parents and professionals.
- **Differentiated Instruction**:
  - Tailor lessons/demands to meet the individual needs of each student. This could involve adapting the curriculum, teaching strategies, and assessment methods.
- **Flexible Grouping**:
  - Students should be able to work in different groupings depending on their needs. This could involve 1:1 support, small group work, or integrated participation in mainstream classes.
- **Therapeutic Support**:
  - Provide access to specialists (e.g., speech and language therapists, occupational therapists, psychologists) to support the holistic development of students.
- **Social and Emotional Learning:**
  - Incorporate Social Emotional Learning programs that focus on emotional regulation, self-awareness, and relationship-building skills.
- **Monitoring and Assessment**:
  - Regularly monitor student progress using both formal assessments and observational data. Adjust teaching strategies and support plans based on these findings.

## 6. Environment and Resources

- **Learning Environment**:
  - Create a calming, structured, and sensory-friendly environment where students feel safe and supported. This includes lowstimulation areas, visual supports, sensory tools, and individual workspaces.
- **Classroom Setup**:
  - Organize the classroom to allow for flexibility (e.g., different zones for group work, individual work, sensory activities). Ensure that there is space for movement and quiet reflection.
- **Access to Technology**:
  - Provide access to assistive technologies and devices that may help with communication, learning, and emotional regulation (e.g., tablets, communication boards, visual timers).

- **Clear Signage**:
    - Use visual cues and signage to help students navigate the environment and understand the structure of their day (e.g., visual timetables, symbols for specific areas).

## 7. Collaboration with Parents and External Professionals

- **Regular Communication**:
    - Maintain regular communication with parents and caregivers to keep them informed about their child's progress, challenges, and successes. This could be through meetings, phone calls, emails, Class Dojo or home-school diaries.
- **Involvement in Decision-Making**:
    - Ensure that parents are involved in decisions regarding their child's education, behaviour plans, and therapy.
- **Partnerships with External Agencies**:
    - Collaborate with external professionals, such as child psychologists, occupational therapists, OSMEE speech and language therapists, and social workers, to ensure comprehensive support for students.
- **Transition Planning**:
    - Provide careful planning for students transitioning into or out of the provision. Ensure that transitions between settings or stages of education are as smooth as possible.

## 8. Monitoring and Evaluation

- **Progress Monitoring**:
    - Collect data on student progress in both academic and socialemotional areas. Use this data to adjust teaching strategies and intervention plans as necessary.
- **Staff Reflection and Feedback**:
    - Create opportunities for staff to reflect on their practices, share feedback, and continuously improve provision. Regular team meetings should focus on problem-solving and professional development.
- **Review and Adjust**:

- Regularly review the framework to ensure that it is meeting the needs of students. Make adjustments based on feedback from students, staff, and parents.

## Conclusion

This framework should serve as a guide to ensure that the Hive provision operates with a clear sense of purpose, structure, and consistency, while also maintaining flexibility to meet the individual needs of students. It emphasizes inclusion, respect, and personalized support, with a focus on fostering a positive learning environment, effective behaviour management, and ongoing staff development.

**Reviewed: September 2026**

**Next Review due: September 2027**