

## Blossom: A Nurture and Adapted Learning Room for Young Pupils at the Engagement Model or Well Below KS1



### Intent:

Blossom is a dedicated room designed to provide a highly inclusive and supportive environment for younger pupils working at the engagement model or well below KS1.

We believe that every child deserves the opportunity to thrive academically, socially, and emotionally, regardless of their individual needs. In Blossom, there is a significant focus on speech and communication to support the delayed verbal skills of many of our pupils. Our mission is to meet the unique needs of each child, empowering them to achieve their full potential and become confident, resilient, and independent learners.

### Implementation:

- **Personalised Learning:** Recognising each child's unique strengths and areas for development, Blossom supports a personalised learning approach. We tailor the curriculum to meet the individual needs of each pupil, ensuring they receive targeted support to overcome barriers and progress at their own pace.
- **Emotional Well-Being:** The emotional well-being of our pupils is a top priority. Social and emotional development forms the foundation for successful learning, and we create a calm, inclusive environment that promotes positive relationships, self-esteem, and emotional resilience. Our dedicated staff provide targeted support, including social skills training and restorative approaches, to foster emotional well-being and a sense of belonging.
- **Individualised Targets:** Using EYFS objectives or personalised objectives linked to pupils' EHCPs, we set individualised targets.
- **Skilled Staff:** Our team, linked to each pupil's own class teachers, utilise a range of teaching strategies, including multisensory approaches, to optimise learning opportunities.
- **Continuous Improvement:** Regular professional development and collaborative planning ensure continuous improvement in teaching practices. We maintain close links with the EYFS SENDIF and the Cognition and Learning Team.

### Impact:

- **Academic Progress:** Through personalised learning, targeted support, and high-quality teaching, pupils with special educational needs and disabilities make significant progress and achieve their learning goals.
- **Assessment and Tracking:** Regular assessment and tracking systems enable us to identify areas for improvement and make informed decisions about interventions, resulting in improved outcomes for all pupils.
- **Well-Being and Personal Skills:** Our emphasis on well-being and personal skills development leads to increased self-confidence, resilience, and independence among pupils. We see a reduction in dysregulation, improved attendance, and a positive attitude towards learning.
- **Social Skills:** Pupils exhibit improved social skills, enabling them to form positive relationships with peers and adults. Feedback from pupil voice demonstrates enhanced emotional well-being and personal development within our provision.