



## Primary In-School Support

As a national Alternative Education Provider, we've noticed an increasing need for in-school support within mainstream primary schools, particularly for SEND/SEMH children who are at risk of exclusion. Our team has a strong history of working collaboratively with primary schools, sharing best practices with key staff, and focusing on child-centred, bespoke support interventions.

One significant example of our support services was a commission from a Local Authority in the West Midlands. We were asked to assist a mainstream primary school where six children, across four different age groups, were at risk of permanent exclusion. After an initial meeting with the headteacher and SENCo, we developed a personalised plan for each pupil, identifying their specific needs and the corresponding interventions required.

The school provided a suitable room with access to a small, secluded garden area, creating a safe learning hub. We assigned an experienced SEND teacher to work with the children in what became known as the 'Busy Bee Hub'.

The curriculum was customised to include project-based learning activities, utilising TEACCH approaches, Now & Next strategies, social storyboards, visual reminders and prompts, and sensory diet breaks, all within a clear, visual daily timetable. We emphasised overlearning and provided opportunities for the children to practice new skills, demonstrating their increased knowledge and positive social interactions. The outdoor space was used to give the children a sense of ownership and responsibility in caring for plants, which in turn promoted their emotional and physical well-being.





## Primary In-School Support (continued)

Key school staff were given opportunities to shadow sessions, which included a handover of a child-centred positive behaviour plan for each child. Over the course of two terms, we implemented a phased transition program for the children to fully reintegrate into their respective year groups. The transition plan included support monitoring during breaks and lunchtime in the playground to ensure children were integrated as part of the school community. By the end of the Support Program, all six children were no longer at risk of exclusion and had successfully reintegrated into class with their peers.

Does this sound like a service that could benefit your school, or something similar? If so, please contact us at [development@freshstartedu.co.uk](mailto:development@freshstartedu.co.uk) or visit our website at Fresh Start in Education.

