

The Hive Policy

The following outlines the different pathways that students can follow during their intervention in the Hive. The document highlights the different ways in which we offer support in order to help reintegrate students back into mainstream lessons as quickly as possible. Our overarching aim is to improve academic outcomes and support emotional well-being.



Offer 1: places are allocated via pastoral or the students are known to the SEND department to support transition from primary.

Offer 2: places are allocated via pastoral after a period of absence of due to an option choice at KS4

Offer 3: Check-ins allocated via pastoral or SEND internal referral, sometime parental request to access a break from the school environment

Offer 4: This six week plan or longer term provision is via referral and will include termly meetings with parents/pastoral staff

Offer 1

The Hive is used as a quieter base for students in years 7-9 for breakfast club, breaks and lunches.

This is supervised by an LSA

Activities include; reading, thinking games, mindfulness, quiet chats

Offer 2

The Hive is used for curriculum catch-up, personalised intervention such as social stories.

This also includes AP for students at KS4 who access college or less option choices, this intervention helps to secure the basic core GCSEs with some AQA Life Skill Awards to build confidence, resilience and independence

Offer 3

Check Ins – linked to SEMH difficulties e.g. Inattention, hyperactivity, impulsive behaviour, low resilience, behaviour which is challenging, focus / concentration and confidence: These pupils won't have access to the Hive for lessons, but will benefit and thrive from regular check ins (morning, in-between lessons and at the end of the day). Often, they need sensory breaks, and require a lot of attention in short spans. These pupils sometimes display poor behaviour choices, but with regular short intervention and check ins, behaviour can improve. This type of Hive access is written into the student's action plan and teaching staff are aware. We will monitor and evaluate Hive use and are aware that these pupils may need more in-depth support in addition to Hive access.

Offer 4

Referral-this is a six-week plan of support to enable students to catch-up, refocus and move back into the class room. This programme will be bespoke to the student referral.

Long Term - Due to severe SEND, a very small number of pupils will use the Hive for many of their timetabled lessons. Very often this intervention is supported with medical evidence of need, and this intervention is a last resort. These students will access intensive support, they will attend as many usual timetabled lessons or they will access live-streamed lessons from the Hive. These students will have termly targets with the aim of returning them to classrooms where possible so they can access quality first teaching.

The Hive Referral Process

- The HOY makes a referral to The Hive using the referral form. This must include all details of the placement that is being requested including intended impact. When doing this they should consider the suitability of this intervention and ensure that all other avenues of support have been exhausted in the first instance.
- The referral is received by JF/RM/MT who will look closely at the application and will look at the data and evidence surrounding the referral. This will then be considered at the next SLT meeting and a decision will be made with regards to the appropriateness of the placement.
- Where a placement is approved, this will then be passed to The Hive staff who will coordinate the placement by following these steps:
 - 1. Timetable the student into The Hive for specific sessions
 - 2. Reference the referral form to establish the placement details with regard to what the student will be studying during their placement.
 - 3. Contact the student's subject teachers and request work-work to be added onto The Hive Google Classroom site. This will supplement core work provided in the Hive
 - 5. Provide a termly track student's participation to the class teacher to inform further planning.
 - 6. Conduct the placement review with JF/RM/MT after a six week period.
- The intended impact of The Hive is to maximise student outcomes in their subject areas by removing barriers and enabling them to access the quality first teaching provided by their subject teachers.
- This intervention is closely monitored and quality assured by the Headteacher. The impact of the provision on each student is reviewed in a timely manner and plans developed based on the evolving and bespoke needs of our students. Through this approach our students will gain the best possible academic outcomes and be successful in the next stage or their journey.
- Initial placements will be six weeks but as per the Waves of support this may need to be more creative depending upon the needs of the student.

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Factors to consider when a pupil may need Hive provision:

- Repeated de-regulation
- Below progress in many areas
- EHCP requirement
- Pastoral request due to extreme self-exclusion
- Reintegration to school following sustained period of absence



What the Hive cannot provide:

- Laptops for broken limbs
- Exam Access arrangements

Due to an identified SEND need, some pupils struggle with certain lessons on their timetable. For example, students with severe SpLD dyslexia in subjects like MFL or students with SEMH difficulties who struggle with certain curriculum areas due to social anxieties. Where this difficulty is having a negative impact on mental health or attendance, as a last resort, an agreement will be made where the student can be disapplied from a certain curriculum area and will access to the Hive for support in these lessons, this will often be a temporary measure. This must be agreed with HOY, HOD and parents. Where possible, specific intervention will be put in place, this could include dyslexia specific work with JY. Where we cannot offer 1-1 support, students will be encouraged to complete homework, access Google Classroom, read or work on revision techniques with guidance from an LSA.