



Rudyard Kipling Primary School Positive Relationships Behaviour Policy

Where Learning is an Adventure!

Alternative Provision at Rudyard Kipling Primary School

Rockets class

We created an Alternative Provision in 2023 to support children who require a high level of support to develop readiness for mainstream classroom learning. The provision has evolved and developed and come a long way in three years, but there are aspirations for further development. The key part to the success is for all children within Rockets to feel a sense of belonging at Rudyard Kipling School. Attendance has improved for all pupils within the provision, they are part of the whole school routine with awards, certificates, school trips, visits, lunchtimes and playtimes. To enable all pupils to have a true sense of belonging in their local school enables them to thrive.

From 2023-2025 the staffing structure was two members of support staff who co-led the provision, one C Grade TA and one B Grade TA, for four or five children. The provision was and continues to be coordinated and overseen by the SENCO. The co-leads worked in partnership with the SENCO and the children's mainstream class teachers to plan, teach and assess the children. This had a very positive impact for children in the following ways:

- Attendance
- Readiness for small group/ whole class learning
- Developing positive learning behaviours
- Developing self-regulation strategies

We have successfully transitioned three pupils from Rockets class back to mainstream classroom learning and one pupil to offsite Alternative Provision.

The level of challenge and significant SEN moving into KS1 in September 2025 resulted in creating a new cohort for Rockets. One child remained within the provision, the other four children joined from the Nurture provision, Shooting Stars. The group were all working at a similar cognitive level so a shift towards a more play based, practical and creative curriculum has been a priority. One child within the group has an EHCP and the other children are on an EHCP pathway and being supported by the APST team.

The priority for the development of the provision is for supporting individuals and for them to achieve their best outcomes alongside the wider development of the provision. We are very proud of what we have achieved so far, the provision has had a very positive impact on children's outcomes but we are really passionate about the

further development of the provision- a key part of this was to employ a qualified teacher to lead the provision.

In Autumn 2025, the successful application for an Inclusion Intervention Space led to the secured funding allowing the recruitment of a PT teacher to lead the provision. She is working alongside a full-time C Grade TA, who is on a pathway to a career in child psychology. The staffing team is of very high quality.

With a teacher leading the provision the following areas have been developed and continue to do so:

- Further develop the creative curriculum
- Further develop the focused learning to provide access to daily Phonics, Maths, English and wider non-core subjects
- Further develop the Forest School provision

Assessment

All children are working at pre-KS levels so we use the Next Steps Framework assessment tool.

All children within the provision have made good progress- 100% have made steps of progress across the curriculum. Using the Next Steps Framework, the children's levels are monitored and tracked following the same structure as we do for all children.

Data below reflects the very good progress all children have made in Reading and Number:

Reading- decoding:

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Student	SEN Status	PP	FSM	Academic Year : Baseline	Autumn : Reading - Decoding	Spring : Reading - Decoding
	SEN Support	✓	✓		Stage 2	Stage 4
	SEN Support	✓	✓		Stage 5	Stage 7
	Education, Health and Care Plan	✓	✓		Stage 2	Stage 5
	SEN Support	×	×		Stage 3	Stage 5
	SEN Support	×	×		Stage 3	Stage 5

Number:

Student	SEN Status	PP	FSM	Academic Year : Baseline	Autumn : Number	Spring : Number
	SEN Support	✓	✓		Stage 2	Stage 5
	SEN Support	✓	✓		Stage 4	Stage 7
	Education, Health and Care Plan	✓	✓		Stage 2	Stage 4
	SEN Support	×	×		Stage 4	Stage 6
	SEN Support	×	×		Stage 5	Stage 9

The space

The Rockets classroom is currently within a classroom space but quotes are underway for the development of the Reading Room as the new learning space for Rockets class. The vision is that the children will have a zoned space with sensory regulation, a learning space with tables and chairs, a kitchen space for toast time and cooking and a calming space for quiet and regulation.

Working towards re-integration

All children in Rockets have a 'home' class where they access mainstream learning opportunities.

All children are included for special days out, visits, and Friday afternoon Together Time. All children join whole school breaktimes too. The children have varied lunchtime provision bespoke to their needs. The re-integration into mainstream class is varied pupil to pupil and planned individually to suit their needs.

We strive for Rockets children to feel a part of the wider school and the partnership between the staff team and the families is key to this. The development of children's time within mainstream learning experiences, continuing to foster good relationships with the families and wider colleagues will all contribute to the growing success for these children and our whole school.