

Effective Inclusive Learning Environments

HEXHAM FIRST SCHOOL- THE SNUG



We identified that...

The school identified that they needed:

- To establish nurturing spaces that support the emotional and social development of all pupils, particularly those with SEND and those eligible for pupil premium, as the school have a large proportion of children who are in receipt of PP funding.
- A safe and calming space where bespoke interventions and learning opportunities could take place was needed to help meet the changing needs of children in the school.

So we...

Carefully planned, designed and resourced an inclusive learning space to meet the needs of the children in our school. Planning included:

- Identification of pupils-review individual SEND plans and pupil passports to identify eligible pupils who will benefit from the SNUG and collaborate with the SENDCo to ensure accurate identification and prioritisation of pupils based on their needs.
- Developing a weekly timetable that allocates specific time slots for different groups of pupils. Considering:
 - Group size - limit sessions to small groups (1-4 pupils) to ensure effective support and interaction.
 - Duration of session- each session should last 30-45 minutes to allow sufficient time for engagement without overwhelming the pupils.
 - Frequency- schedule sessions 2-3 times a week for each group, rotating to accommodate all identified pupils.
- Designing each session to include structured activities that cater to sensory needs while promoting learning objectives. Examples include:
 - Sensory Exploration: Activities that involve tactile, auditory, and visual stimuli.
 - Calming Techniques: Breathing exercises, mindfulness, and relaxation strategies.
 - Zones of regulation sessions
 - Emotion coaching sessions
 - Social Skills Development: Group activities that encourage communication, cooperation, and turn-taking.

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So we...

- Provided training for staff members who facilitate sessions in the SNUG - training covered:
 - Understanding autism and ADHD, including sensory processing needs.
 - Strategies for creating a supportive and inclusive learning environment.
 - Techniques for managing group dynamics and individual needs.
- Establishing a monitoring system to evaluate the effectiveness of the SNUG sessions. This included:
 - Feedback from Pupils: Gather input from pupils about their experiences in the SNUG.
 - Progress Tracking: Assess individual progress against learning objectives outlined in their Pupil passports
 - Staff Reflections: Encourage staff to reflect on each session and suggest improvements.
- Inform parents about the purpose and benefits of the SNUG sensory room through newsletters or meetings.

As a result...

The SNUG sensory room has been successfully integrated into the educational framework at Hexham First School, ensuring it serves as a learning space for pupils with EHCPs, diagnoses of autism/ADHD, or those on the pathway for diagnosis as well as those in receipt of PP funding. The room supports children's sensory needs while promoting learning and development, rather than being used as a reward or consequence for behaviour.

EYFS have used the snug to help children who have come into school dysregulated and are not able to access their learning. This is either because they don't want to separate from parents or they have had a chaotic start to their day and need a space to regulate. We have found the snug to be a real benefit to our young children. Three of our children in particular, have used the room daily, to help with morning transition from home to school. Children have a time slot in the snug of 5/10 minutes depending on their need. They enjoy using resources that give them high sensory feedback. Their mood changes rapidly from low/sad to happy, giggly and joyful.

This shift in mood allows the children to start their day more positively, which in turn has enabled them to access their learning. This has also helped them access play with their peers whereas before their play was more isolated. Children know they have the option to access the SNUG and this can often be calming enough for them.