

The Butterfly Room (Intervention Room 1) Holy Trinity

Ready, Respectful, Safe - let your light shine!



EYFS and SEND:

The Early Years Foundation Stage (EYFS) provides the statutory framework for the development and education of children from birth to age five. It supports children's development across four key themes: A unique child, Positive Relationships, Enabling Environments, and Learning and Development. These principles underpin the work within the Butterfly Room, which aims to meet the developmental and educational needs of the children with SEND.

Children with SEND:

Children with Special Educational Needs and Disabilities (SEND) are entitled to receive tailored support to enable them to fully access the curriculum, develop independence, and engage in purposeful learning. The Butterfly Room is designed to meet the needs of these children in a way that fosters their emotional wellbeing, supports their communication development, and helps them engage with the learning process in a less overwhelming environment.

"Whoever welcomes one of these little children in my name welcomes me; and whoever welcomes me does not welcome me but the one who sent me." – Mark 9:37

Professionals involved: EYFS Leader, Class Teacher, SENCO, Speech and Language Therapists, Occupational Therapists, Educational Psychologist, Reception Class Intervention TA, Parents and Carers

The Space:

The Butterfly Room is a carefully designed space tailored to support children who struggle to engage in the regular classroom due to sensory overload, communication barriers, or emotional regulation challenges. The rationale for this space is rooted in the need to provide a calm, structured and predictable environment where children feel safe to explore and learn at their own pace.

The space is designed to:

- promote emotional regulation
- provide a low-stress setting that fosters communication and social interaction
- offer individualised and targeting learning experiences that cater to the child's specific developmental and communication needs
- support children to gradually build confidence and skills before reintegrating fully into the mainstream classroom

Key Evidence Based Practice

Time in the Butterfly room is allocated based on individual need. Each intervention lasts no longer than 20 mins. Trained staff deploy interventions based on evidence-based practice, such as:

- Curiosity Programme
- Turn taking games
- Attention Bucket
- Structured play sessions
- Wellcomm (Speech and Language)

Entrance Criteria

1. Pupils must be on the SEND register
2. Pupils have an ECHP or SEN Support Plan
3. Pupils will be working out of year group expectations
4. Involvement of Outside Agencies

Entry to the space will be considered after consultation with the child's parents/carers and relevant professionals

Monitoring

Regular assessments and provision mapping, review of individual learning plans, observation and feedback, progress towards targeted goals

Exit Criteria:

-Improved regulation- the child demonstrates improved emotional regulation, social communication and coping strategies that allow them to meaningfully engage in the main Reception classroom

-Development of key skills- the child has made measurable progress in speech and language, social skills, or other developmental milestones

-Sustained progress- the child is able to participate in classroom activities with appropriate support and is no longer distressed or overwhelmed by the environment.

Exit criteria will be reviewed in regular meetings with the child's parents, teachers and involved professionals



The Intervention Room 2, Holy Trinity

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Purpose

The purpose of the Intervention Room, at Holy Trinity, is to provide a nurturing, individualised environment for primary-aged pupils with Autism Spectrum Disorder (ASD) and other special educational needs. In this space, students will receive targeted interventions tailored to their specific needs, as informed by expert advice from speech and language therapists, the SENDCo, educational psychologists, and specialist teachers.

Children with SEND

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Outcomes: At Holy Trinity, our approach begins with developing foundational skills such as attention and focus, as these are critical for enhancing cognitive abilities, communication, interaction, and independent skills. By providing targeted interventions in a calm, structured environment, we aim to build these essential skills in a way that allows students to confidently transition and engage with the broader curriculum.

Criteria

The criteria for pupils accessing the Intervention Room, at Holy Trinity, are relatively straightforward. If a pupil struggles with the classroom environment, and the age-related curriculum for a period of longer than a term, in spite of 'the graduated approach to learning' (**Assess, Plan, Do, Review**) having been adopted by the year group staff, the pupil should be considered for access to the Intervention Room. Ultimately, it is the SENDCo who arrives at this judgement, and a TAC meeting will be called in order to consult parents and outside agencies. Like any intervention, the impact will be assessed every 6 weeks, with a view to discontinuing access to the Intervention Room, if key strategies have provided the desired outcomes. Curriculum provision will be based on Section F of the pupil's EHCP, or SSP outcomes, in the absence of an EHCP.

Timetabling

All pupils accessing the Intervention Room are to be given the opportunity to transition back to their mainstream classroom several times a day. In some cases, a pupil may start the day in the mainstream classroom, and continue there if strategies are proving effective in class. However, it may be that a pupil spends a whole day in the Intervention Room, if transitioning to join their peers does not seem realistic. This would have to be discussed with the SENDCo, and reviewed daily. The adult to pupil ratio for the Intervention Room should not exceed 1:2.

Entrance Criteria

- Pupils must be on the SEND register
- Pupils may have an ECHP or the school is planning to apply
- Pupils will be working out of year group expectations
- Recommendation from professionals

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Mark 9:37

Key Evidence Based Practice

- Intensive Interactions
- TEACCH
- Colourful Semantics
- Lego Therapy
- Attention Autism/Bucket Time
- Sensory Circuits
- Social Stories
- Comic Strip Conversations
- Cherry Garden Reading Project
- Zones of Regulation



SEN Classroom Non-Negotiables , Holy Trinity

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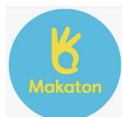
SEN Provision in the classroom must:

- be informed by evidence-based practice
- originate in professional advice
- be inclusive
- be underpinned by the SEND Code of Practice



Visible in each lesson will be:

- Purposeful visuals (Widgit, Visual Timetable etc)
- Autism friendly provision (TEACCH)
- Manipulable resources for kinesthetic learning
- Differentiated activities with clear scaffolding
- Adapted communication techniques (Makaton)



Neurodivergence Coffee Mornings, Holy Trinity

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Summer Term Coffee Mornings
Alternate Tuesdays from 09:00 - 10:00
Starting Tuesday 22nd April

Tuesday 22nd April - Introduction
Tuesday 29th April - Working with School and Outside Agencies
Tuesday 6th May - Key Behaviours
Tuesday 13th May - Sleep and Routines
Tuesday 20th May - Play and Communication



Invitation only, to parents embarking on the diagnostic pathway

Sessions will be led by:

Magda Wydra (WAMHS)

Pip Saffin (Educational Psychologist)

Rosie Gosling (Speech and Language Therapist)

Ben Gorner-Patel (SENDCo)

**plenty of opportunity for discussion*

**family members welcome*



Time to reflect

Write your name: _____

Date: _____



Today



I...



played tag



hurt someone



told a lie



teased someone



not doing work



not following instructions



had a fight



scribbled on work



threw something



swore



walked off



slammed the door



damaged property



made silly noises



shouted



rude to someone



Which



school rules



did you



break?



What



were you



thinking



or feeling?



tired



bored



sad



sick



embarrassed



excited



frustrated



silly



worried



confused



happy



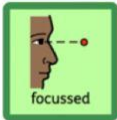
ready to learn



ok



calm



focussed



overwhelmed



scared



jealous



angry



confrontational



Why



were you



in



that



zone?



What











happened?

Time to reflect





 Who has been affected?

- 
 Me
- 
 My class
- 
 My family
- 
 A teacher
- 
 Another adult
- 
 Another pupil
- 
 A friend
- 
 Someone else





















 What needs to happen to put it right?

- 
 take a break
- 
 tidy up
- 
 talk with someone
- 
 say sorry
- 
 fix something
- 
 redo my work
- 
 talk to the other person
- 
 group chat
- 
 think about the zones
- 
 something else

 Next time I could...

- 
 take a break
- 
 walk away
- 
 talk to an adult
- 
 take deep breaths
- 
 count to 10
- 
 play with someone else
- 
 sit next to someone else
- 
 sensory activity
- 
 think about the zones
- 
 something else

Parent / carer comment:

Staff member: _____

Date: _____