Pathway for Little Acorns

Purpose of the Provision

Little Acorns provides a highly structures, nurturing and personalised learning environment for children in KS2 who present with significant learning difficulties that impact their ability to access the mainstream curriculum

Aim of provision

- Pupils feel safe, secure and ready to learn;
- Remove barriers to learning and closes gaps in numeracy, literacy and speech and language;
- Support children to secore core development and academic foundations
- ·Build independence, communication and self-regulation.
- ·Use clear teaching methodologies such as repetition, scaffolding, explicit instructions, multi-sensory approaches and communication supportive strategies.
- ·Use targeted interventions using B-Squared individual targets and assessments.
- ·Provide a clear, structured pathway back into mainstream provision when appropriate

Eligibilty Criteria

A pupil may be considered for palcement in Little Acorns if they meet **all** or **most** of the following indicators:

Learning Profile

·Working significantly below age-related expectations (typically 2+ years) in core areas such as literacy, numeracy, communication, and social understanding.
·On the SEN register with an individual learning plan.
·Demonstrates a slower rate of progress despite high-quality, targeted classroom interventions and quality teaching first strategies.
·Some children will demonstrate a slower rate of progress despite out of classroom provisions such as Phonics interventions, 2.1 teaching, numeracy booster sessions and speech and language interventions.

Assessment information

·Evidence from formal or informal assessments indicates:
- Significant gaps in phonics, early reading, number sense or communication which is evident in phonics screeners and assessments, numeracy class assessments and B-squared assessments.
- Difficulties with memory, processing or retention of basic skills
- Challenges accessing whole-class teaching

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Eligibility Criteria Continued

Previous Support
·Has received structured interventions in mainstream (e.g., small-group teaching, differentiated work, targeted programmes such as 2.1 teaching, phonics groups, numeracy boosters.
Despite intervention, progress remains limited

Social, Emotional and Regulation Needs
·Requires a calmer, more predictable learning environment to regulate effectively
·Finds transitions or whole-class expectations difficult

Parent/Carer Engagement
·Parents/carers understand the purpose of Little Acorns
·Agreement that this is a targeted, time-limited intervention with an aim of reintegration
·Parents/carers participate in meetings and review processes

Referral and Decision Making Progress

Identification of Need
·Class teacher identifies concerns and discusses them with the SENCO and leadership
·Evidence is collected (assessments, work samples, intervention data, observations)

Pupil Discussion Meeting
Held with:

- Class Teacher
- SENCO
- Phase leader
- Senior leader responsible for inclusion
- Parents Carers

Decision and start date
A collaborative decision is made based on need, suitability, and capacity within the provision.
A start data is agreed, and a baseline process begins.

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Provision Overview

Pupils in Little Acorns access:
- Highly personalised teaching in a small, structured group
- A curriculum based on developmental stage rather than chronological age
- Focus on key foundational skills:
Early literacy and phonics
Foundational numeracy
Communication and interaction
Life skills, independence, and self-regulation

Class Teacher Responsibility (Integrated Seamlessly)
The child's mainstream class teacher remains the lead professional and holds overall responsibility for:
·The pupil's progress
·Provision planning
·Ensuring curriculum entitlement
·Monitoring and reviewing learning

The class teacher must:
·Provide planning tailored to the pupil's needs
·Ensure that teaching and monitoring in Little Acorns align with the pupil's B Squared targets
·Review progress regularly with the Little Acorns lead and SENCO and B Squared targets updated weekly
·Maintain communication with parents/carers
·Continue to monitor readiness for reintegration

Review and monitoring

Baseline Assessment
Within the first two weeks, the Little Acorns lead and class teacher capture a detailed baseline across:
·Literacy
·Numeracy
·Communication
·Social/behavioural regulation
·Independence skills

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Review and monitoring continued

Ongoing Review

·Half-termly reviews led by the Little Acorns lead and SENCO
·Learning plans updated at least termly
·Work samples, observation notes, and assessment data stored centrally
·Class teacher reviews progress against B Squared targets and uses this to adapt planning and next steps

Termly review meeting

Attended by:
·Class teacher (overall responsibility)
·Little Acorns lead
·SENCO
·Parents/carers
·Pupil (where appropriate)

The meeting reviews:
·Progress towards B Squared targets
·Effectiveness of current strategies
·Whether continued placement or partial reintegration is appropriate

Reintegration Pathway Back to Mainstream

Reintegration is personalised and based on readiness, not time spent in the provision.
A child may begin reintegration when they demonstrate:
·Improved independence and regulation
·Success in structured visits to class
·Progress towards their B Squared targets
·Increasing academic readiness for year-group teaching

Staged Reintegration Process

Stage 1: Structured Visits

·Short, planned sessions in mainstream (e.g., storytime, carefully chosen curriculum tasks)

Stage 2: Part-Time Return

·Attendance for selected lessons where the child can be successful
·Gradual reduction of adult support

Stage 3: Majority Mainstream Access

·Child attends most lessons in their year group
·Little Acorns offers top-up or catch-up sessions

Stage 4: Full Reintegration

·Child returns full-time to mainstream
·SENCO monitors closely for 6–12 weeks

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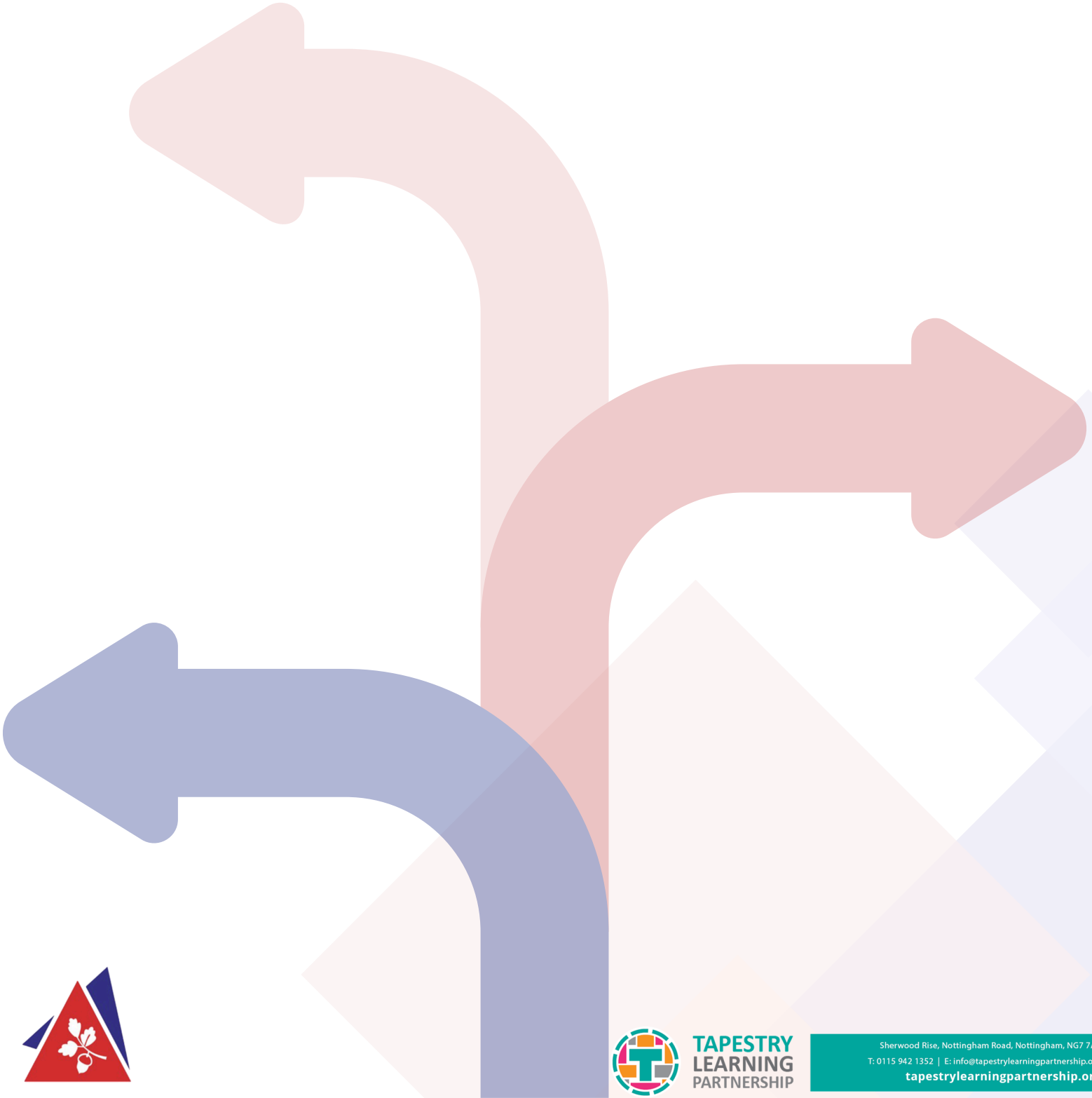
Exit Criteria

A child may exit Little Acorns if:

·They have fully reintegrated into mainstream

·Their needs have changed and a different pathway (e.g., EHCP request or specialist placement) is appropriate

·Parents and school agree on an alternative plan



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