



Setting up an SEN hub in a Mainstream Primary School

Things you may want to consider

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Points of consideration

Increasingly schools are considering setting up areas within their schools to create more tailored provision for SEND students.

In this pack you will find some ideas to consider when planning your environment.

None of the ideas are vital; more points to consider when planning and setting up.

Goals

1. Be clear why students are in this area - what is the purpose?

Who is planning and driving the provision while out of the main class?

What is the input from the Class Teacher?

How are you assessing progress and how often?

2. What are your re-entry points to re-join the class/ school community throughout the day.

Staff need to consider strengths and areas of interest of each child

ie. Do they like music? Do they like PE? Plan for when they can rejoin their peers and also show what they are doing to their class.

3. Specialist Advice should be aware that students have access to the base area.

Often professionals such as SALT can plan for small group targets, if they know the students they are supporting have access to a small similar group of peers.

Specifications

Any area can be adapted, but access to a room is ideal.

If you have access to a classroom size room - consider it as a blank canvas and think about zoning areas. This will give students access to self regulation/calming areas, small group activity areas, practical areas, IT area etc

The Environment

I. Less is more

Do not be tempted to fill the area with colours, patterns and accessible toys/ resources. Strip the environment back to calm colours, and clearly zoned areas.

<https://www.lifeskills4kids.com.au/sensory-classrooms-benefit-everyone/>



Prioritise storage to ensure that resources can be kept away, and brought up when required.

There are many ideas and example classrooms on Pinterest. On Pinterest search 'Autism Classroom' and 'Special Ed Classroom'.

Consider different forms of seating providing options for those who struggle to sit still.





Ensure you have some tables where students can stand to complete tasks.
Many students find standing and working easier than completing tasks while sitting.

II. Zone areas

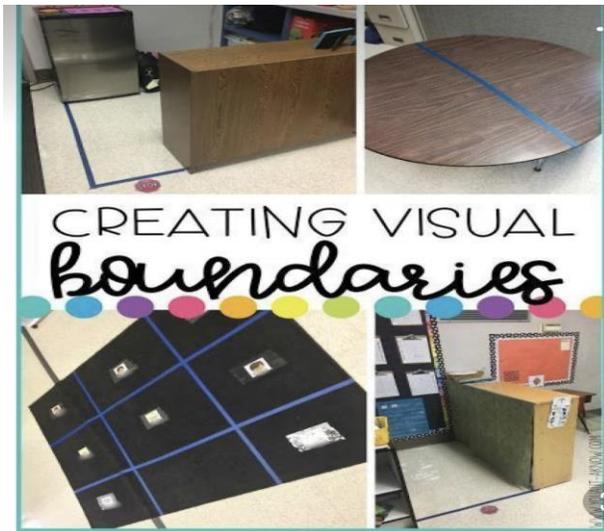
Consider a floor plan, and create areas when starting.

Consider allocating a colour to each student.

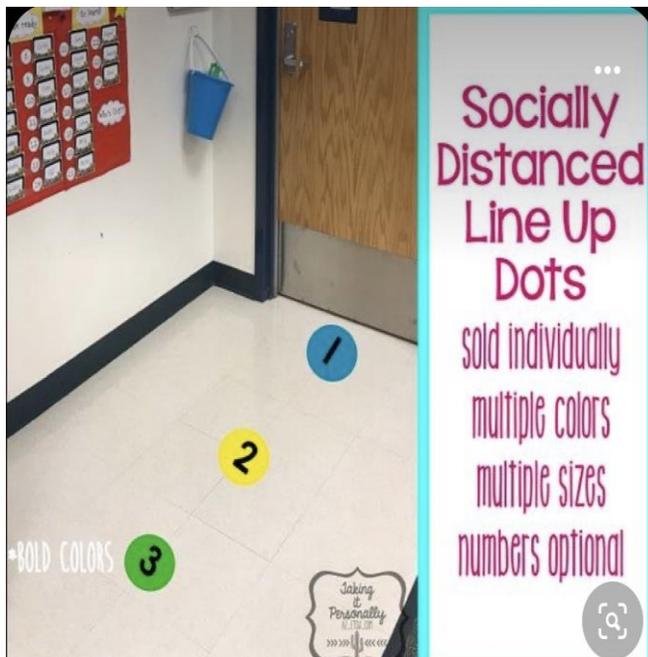
You can colour-zone where they hang their coat, sit, and keep chosen favourite toys etc.



Clear zoned areas and work spaces can easily be achieved using tape.



Clear boundaries for lining up areas also work well.



III. Specialist equipment

Most settings do not have a large budget when setting up an area. Research toys and resources that give sensory feedback - there are many items that families purchase for children. It may be worth placing a wish list and some photos in the staff room or School newsletter to see if anybody is willing to donate.

Explore these easily found items:

<https://www.ikea.com/gb/en/cat/physical-play-18736/>

<https://www.ikea.com/gb/en/p/ikea-ps-loemsk-swivel-armchair-white-red-10407136/>

<https://www.ikea.com/gb/en/p/poaeng-armchair-oak-veneer-knisa-light-beige-s99240807/>

Argos sell reasonably cheap bubble tubes, gym mats, bean bag seats and a range of swings etc

Ebay sell a range of well priced sensory cushions etc

Follow trends and crazes- these popping toys in all shapes and sizes can currently be purchased in many shops very cheaply.



If you do access a budget, I would recommend that you look at this firm, as often prices and service is good.

<https://www.cheapdisabilityaids.co.uk/classroom-essentials-70-c.asp>

If you can, try to build in an area to bounce.

<https://www.cheapdisabilityaids.co.uk/bouncing-trampoline-10042-p.asp>

Amazon sell bikes you don't need to pedal - Wriggle Car

Argos sell small-size gym and peanut balls.

Amazon sell well-priced foam alphabet mats - £12



IV. An active way to enter the classroom and start the day

These active ways of entering a classroom are growing in popularity in the USA. Many ideas are available online and on social media.

An idea worth considering is having different routes to seating areas for students to take when arriving at class.



V. Visuals, Visuals, Visuals

- Students may need individual visuals they can have on their desk or move around with them
- Personalised 'Now and Next' boards
- Personalised choice boards
- Each resource area is labelled with words, pictures and symbols.
- Visuals to support verbal instruction - think through what you will be asking students to do - have you got a visual for that?
- Smaller 'chunked' visual timetables



Staff to have pecs symbols on lanyard

<https://www.twinkl.co.uk/resources/communication-speech-language-and-communication-areas-of-need-primary-send-inclusion-teaching-resources/communication-support-communication-and-interaction-area-of-need-send-inclusion/communication-cards-communication-support-communication-and-interaction-area-of-need-send-inclusion>



<https://www.tes.com/teaching-resource/lanyard-visuals-for-your-pupils-with-autism-11692702>

- Consider photos for students who are not accessing symbols
- Keep wall and interactive boards clear - add pictures/ resources when attention is required
- Personalised reward systems

Routine, routine and more routine

Knowing what is coming next is key, and making choices comes after this has been established and embedded. Students should know what is coming next, where to find resources and have access to simple choices.



VI. Timers

Explore a range and consider which work with different students - identify and signpost in the room, so all staff provide the correct tool for each student.

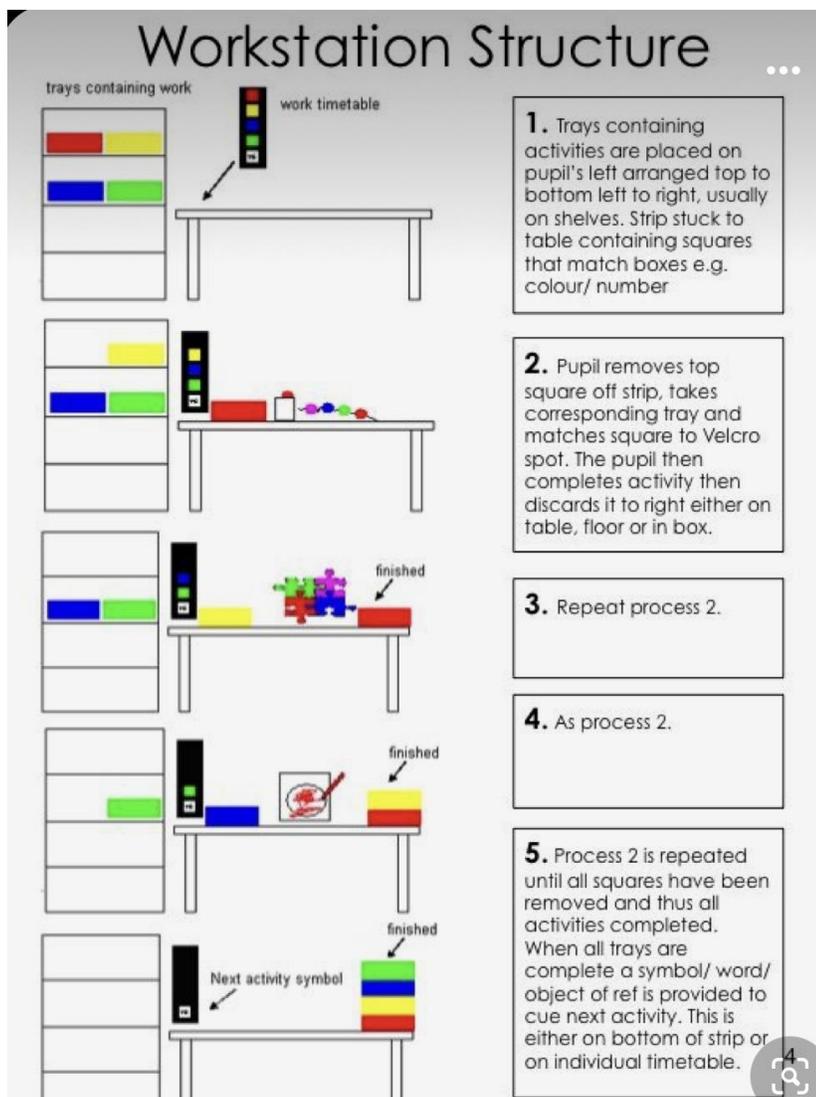
<https://www.cheapdisabilityaids.co.uk/timers-and-visual-effects-65-c.asp>

VII. Build workstations in your room

The Ten Commandments of Structured Work Systems

- . Students work from left to right (it's a literacy thing).
- . Students have a place to put their work when it's finished (this avoids the student taking her work apart and redoing it).
- . The system only contains the work that needs to be done (no extra pieces).
- . Work stays completed going into the finished basket (so teachers can check and students value their product).
- . Use nonverbal prompts only to teach the skill (makes it easier to fade support).
- . Tasks have clear beginnings and ends to the student (they have to know where to start and when it's over)
- . The systems contain ONLY mastered work (it can't be independent if they can't do it on their own).
- . Students never see staff disassembling their work (it demeans their efforts).
- . They must be tasks that don't require a partner (again, has to be independent).
- . Change the tasks at least weekly (or it gets boring).





VIII. Anticipated change

Change is a feature of life at school.

Build in planned anticipated excitement - sequence showing when a favourite toy or activity can be accessed, snack time etc

Also consider regularly warning students of change - change of staff, fire alarm, different activity- this will gradually help students know they will be informed of change before it happens.

<https://www.autism.org.uk/advice-and-guidance/topics/behaviour/dealing-with-change/all-audiences>

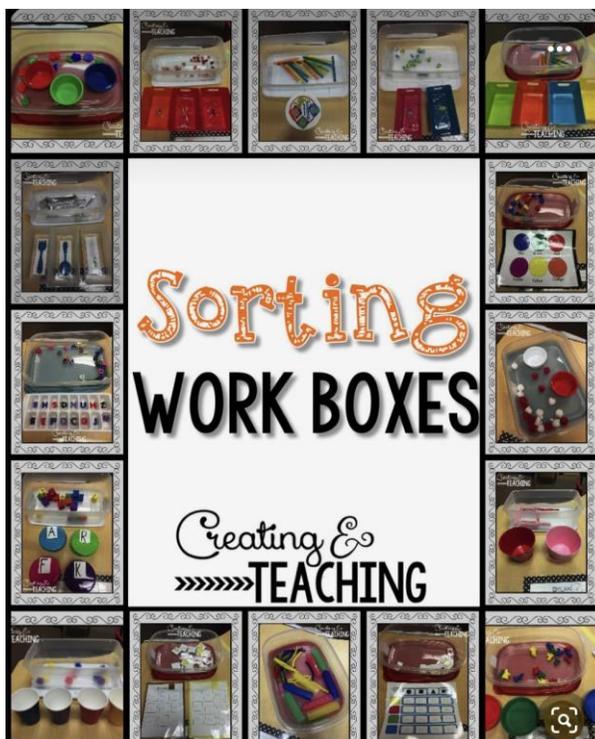
IX. Independent tasks - Sorting

Lots of FREE resource pages on Teacher Pay Teachers, Pinterest etc - often they have free downloads when you follow/subscribe

<https://www.twinkl.co.uk/resources/areas-of-need-primary-send-inclusion-teaching-resources/cognition-and-learning-difficulties-areas-of-need-primary-send-inclusion/sen-asd-social-stories-teach-workstation-activities>

<https://www.tes.com/teaching-resource/teach-workstation-ideas-autism-asd-6033682>

<http://www.innovatemy school.com/ideas/inclusive-classroom-work-tasks-autism-and-teach>



X. Independent tasks- Fine Motor

The SEaTSS website has a huge number of free ideas, packs and resources when developing fine motor skills. These ideas can be added to Tray activity tasks.

<http://redbridgeserc.org/resources/category/fine-motor-boxes-stage-1-9-free-to-download>

<http://redbridgeserc.org/resources/category/happy-hands>

<http://redbridgeserc.org/resources/category/5-mins-to-fiddle-flick-and-tap>

<http://redbridgeserc.org/resources/category/finger-manipulation-pincer-grip-development>

XI. Independent tasks - assembly tasks

Lego and other construction resources are useful tools to develop fine motor skills, but also can be used as a tool when following instruction.

<https://sltforkids.co.uk/blog/lego-therapy/>

<https://www.youtube.com/watch?v=0URMEde06xQ> - Lego therapy webinar

<https://www.youtube.com/watch?v=l3Tkv7bLzy0> - Teacher explaining how she uses it in her school

<https://www.autism.org.uk/advice-and-guidance/professional-practice/lego-pilot>

<https://www.elsa-support.co.uk/downloads/building-bricks-describing-cards-item-88/>

The image displays a collection of educational materials for assembly tasks, organized into a grid-like layout. At the top, there are two tabs: "Explore" and "Shop".

- Task Boxes:** A central image shows a pink and white "FINE MOTOR Work Tasks" box. Below it, text reads "Quick and easy task box ideas for special education".
- Assembly Work Tasks:** A section titled "Assembly Work Tasks: Workbasket Wednesday LinkUp" with a date of "January 2016".
- Material TEACCH y otras ideas:** A section showing various task boxes and materials.
- Workstation Structure:** A diagram showing a workstation layout with numbered steps:
 1. Area containing... (text partially obscured)
 2. Materials are... (text partially obscured)
 3. Next process 1...
 4. Next process 2...
 5. Process 3 is repeated... (text partially obscured)
- Put in Task Boxes in Special Education:** A section showing task boxes with the text "Put in Task Boxes in Special Education".
- Math Center Ideas:** A section showing a math center with geometric shapes.
- New Clothes Pin Work Tasks:** A section showing clothespin work tasks.

On the right side, there is a large graphic titled "BUILDING BRICK DESCRIBING CARDS" with a blue background and a border of colorful Lego bricks. It features two cards:

- Card 1:** "Describe how to build this" with a smiley face icon and a stack of four Lego bricks (blue, red, blue, red).
- Card 2:** "Describe the pieces" with questions:
 - What colour? (with color swatches: red, blue, white, green, black, yellow, grey)
 - How many blobs or circles? (with four green blobs)
 - What is the shape called? (with a green square, a yellow square, a blue rectangle, and a red circle)
 - Is it thick, thin or curved? (with a black square, a black line, and a black arc)

The website "www.elsa-support.co.uk" is visible at the bottom of the cards.

