

Yeading Infants Statement of Need:

Background:

Yeading Infant and Nursery school is a large 4 form entry Infant school in the London Borough of Hillingdon. We serve a diverse catchment of children and families and are set in the ward of Yeading. In 2019 we received the recognition of Outstanding from Ofsted. The Indices of Multiple Deprivation (IMD) in the catchment for the school are between 1-6 with 1 being the most deprived and 10 as the least deprived. Currently we have 447 on roll. Over 100 children are in receipt of Pupil Premium funding which equates to ¼ of the school's population. Over 90% of children speak English as an additional language. By the Spring of 2022, 14 children are in receipt of an Educational Health Care plan (EHCP).

The entire school site covers 1.1 ha. (118,403sqft) of grounds and currently the main ground floor of the school building occupies a total footprint of 2222.0 sqM, (23,917 sqft). The Canteen and 2 pre-fabricated classrooms set away from the main school building cover 327 sqM (3519 sqft). The total built footprint is 2549.0sqM (27,437 sqft) with the Playground Area 1078 sqM (11,603sqft) and Forest Schools Area 2032sqM (21,872 sqft). A total of 3110 sqM (33, 475sqft) outside space.

The school aims to provide children with a broad curriculum including through the use of the Forest School programme and also wrap around care in the form of a number of before and after school clubs. Since the return to school from 3 national lockdowns and periods of school closure, it has been apparent that there has been a significant increase in the numbers of children with complex and diverse needs, including those in need of more specialised support through the application of an EHCP plan. We have a growing number of children who need SEMH (social, emotional, mental health) support due to experiences of anxiety, loss and financial challenges linked directly to the impact of the pandemic.

Purpose:

We offer 16 interventions for children as part of our ongoing SEND provision as well as to support the recovery curriculum. These are targeted small group sessions which take place outside of the classrooms. Currently these are carried out in three designated break out rooms, which for a school of our size and with the changing demographic of SEND in our school community, is challenging both logistically and for ongoing sustainability. A number of interventions require different privacy requirements including on site counselling, auditory/ hearing support and speech and language which are all delivered by outside agencies. Our spaces at the moment are too small and are not fit for purpose.

As the nature of support changes for children with additional needs, more flexible spaces are required which do not put additional strain on resources. Long term pressures on physical spaces around the school impact not only the frequency of the interventions we can provide but also long term quality. An additional space will ensure that we can accommodate a larger group of children in the intervention space making use of some outside space, that is available. The room will provide essential space for us to accommodate the academic and pastoral interventions right from the heart of the playground.

The additional benefits are twofold. The proposed location of the learning space will allow for the children to have unimpeded views of the school's grounds, which in turn support mental health and wellbeing. This consequently reinforces the relationship between the inside and outdoors and the emphasis on the active landscape forms a basis of learning across the key stage 1 curriculum. Extended research has shown this to be advantageous from research but also the impact for children from our own well- established Forest School Programme. A new space which can incorporate a designated area for Forest School, providing changing facilities and storage will provide the school with much needed multi use of this room. A design that is of a classroom size will also allow flexibility of group size, which census data shows, is fundamental for us with an evolving and dynamic school population.

The long term impact of the pandemic will mean that the space will be essential in the immediate and short term future. It is anticipated that the classroom will be a central resource to the existing extracurricular activities we provide. Due to its proposed location and access, it can function as a room for our Breakfast club, allowing the current hall location of the breakfast club to consequently be used for additional support for children and families. At the rate of current projection, we are anticipating a rise in the numbers of children attending breakfast club, with indicative figures showing attendees to have increased by 50% in the last 2 years.

Summary:

A new facility set in the playground will support the school's strategic focus on assisting all children holistically, including the most vulnerable and those presenting with complex needs. It is part of the school's ethos to think creatively about using our current resources to provide a room that places the needs of children and families at its very core. The nature of schools suggests that we are inclined to have spaces that are have the ability to be multi-use so that they can accommodate for the many specific priorities linked to our recovery from the pandemic. Using what we have learnt from research and feedback from our parent community allows us to want to provide the most functional and effective building, which in turn channels positive wellbeing and high academic outcomes for all.