

Case Study

Setting Name	Rownhams St John's Primary School
Lead name and email address	Helen Hannam h.hannam@rownhams.hants.sch.uk
Audit Focus Area	
Title of Research Project	Ready to Learn Provision
Action Research Question	How does the implementation of the "Ready to Learn" provision impact the emotional regulation, engagement, and independence of children in YR and KS1 who have experienced trauma?
Brief description of your action research project	This action research project explores the development and implementation of <i>Ready to Learn</i> , a targeted provision designed with support from Chris Purnell, Primary Behaviour Service, and Marie Mullins, Hampshire SEN advisor, to meet the holistic needs of children in YR and KS1, all of whom currently receive full-time 1:1 support. The project aims to build on each child's strengths and support their individual needs through a structured and nurturing environment. The initiative includes the creation of bespoke spaces such as <i>The Burrow</i> and the <i>Aviary</i> , offering calming, home-like settings to aid emotional regulation and readiness to learn. The approach combines a simple task–reward system, individualised adult-led activities, and structured peer interaction to promote independence, engagement, with the aim of successful integration into mainstream learning.
Share one aspect of the project in more detail	
Person/situation background	
What happened?	The children accessed 2 hours of daily "Ready to Learn" provision for a period of 10 weeks, led by highly attuned and skilful adults on a 2 adults:3 children ratio. This targeted support focused on building emotional regulation, independence, communication, and the ability to engage with whole-school habits and routines Prior to this, each child had a clear pupil profile, personal regulation plan and targeted teaching plan which all adults understood and were part of writing.



All about me...

I am in Year R in Team Oak



I am good at:

- Building models
- Counting
- Making people laugh
- Being independent
- Solving problems
- Being curious and asking questions
- Having ideas for play
- Travelling around the obstacle course outside

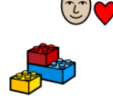


I might find these things tricky:



- Communicating my ideas and feelings - 'word finding' is hard for me
- Waiting
- Sharing
- When I feel like I am not in control
- Following adult instructions
- When someone else is upset
- When I hurt myself
- If I feel hungry
- Going to the toilet - I sometimes take my clothes off and feel dysregulated

My interests are:



These things help me:



- Quiet, calm spaces
- Now and next visual timetable
- Reduced and simplified language
- Adults being calm
- Connection time with adults
- Breaking instructions up into small steps
- My regulation strategies
- Sensory circuits
- Processing time to find the words to communicate my wants and needs.
- Lots of praise

These adults are important to me:



- Mrs Johnson and Mrs Hannam
- Miss Boniface, Mrs Cobb and Mrs Poulter

- Personal Plans
- Provision Maps
- Assessments
- Intervention Records
- Other Professionals



***'s Personal Plan

Year group: YR

Date: February 2025

Class Teacher: Ashli Dobbing

My targets are:	I will know I have achieved my targets when:	What support am I getting?	What will help me at home?	How did I get on?
To form sentences using 'subject, verb, object' structure.	*** will be able to correctly form a sentence using the 'subject, verb, object' structure using picture cards 3 times in a row.	Who? : Mrs Cobb What? : Colourful sentences When? : Daily at 10.30am How long? : 5 minutes	Practise forming sentences at home using the same picture cards.	
To recognize and name at least 5 different emotions (happy, sad, angry, scared, surprised) using pictures and say why someone might feel like that.	*** will correctly identify and name 5 emotions 3 times in a row. *** will be able to share 2 reasons why someone might feel each emotion 3 times in a row.	Who? : Mrs Cobb What? : Emotion Coaching When? : Daily at 8.45am How long? : 5 minutes	Practise naming these emotions in pictures, stories and role play. Talk together about why the characters might be feeling like that.	
To stop doing something I am enjoying and move to an adult-led task when asked.	After 'next' and 2 minute warning, *** will transition to an adult led task within 2 minutes.	Who? : Miss Dobbing What? : 1:1 support during transitions. When? : Daily in the afternoon How long? : 5 minutes	Use a 2 minute time at home before key events.	
To learn 3 self regulation strategies which help me feel calm.	*** will be able to demonstrate 3 self regulation strategies independently when he is calm 3 times in a row. *Gently stroke the palm of my own hand *Hand breathing *Palm push	Who? : Miss Dobbing What? : 1:1 teaching When? : Daily at 2.45pm How long? : 5 minutes	Practise the same strategies at home when you are feeling calm.	





***'s Regulation Plan

Year group:

Date:

Class Teacher:



Zone	Behaviour	Strategies	Scripts
	- Smiling - Interacting with adults - Giggling - Engaging in play		
	- Fidgety - High levels of movement		"I wonder if you don't feel like.... I imagine that is (emotion). I notice that you're showing me by (action). Another option is...."
	- Running laps of room - Screams - Shouts - Throws things - Climbing on furniture		***, that's not safe. Let's go to the Aviary."
	- Impulsive physical aggression towards adults - Impulsive physical aggression using objects		***, that's not safe. I am going to do a 3. 2. 1 for you to be in your safe space or we will have to help you."
	Calm		

Ready to learn timetable

Time	Child 1	Child 2	Child 3
8.55	Settling Activity 		
9.05	Welcome Circle 		
9.10	Adult led task 	Independent Task 	Adult led task
9.20	Reward 		
9.30	Songs and Rhymes 		

9.40	Adult led task 	Independent Task 	Adult led task
9.50	Reward 		
10.00	Snack 		
10.20	Adult led task 	Independent Task 	Adult led task
10.30	Reward 		
10.40			



The Burrow - Ready to Learn



The Aviary - Soft Start



Teaching of Whole-School Habits and Routines

- Daily, explicit teaching of key routines such as:
 - *Team Stop*
 - *Think-Pair-Share*
 - *1-2-3 Move to Your Seat*
- Repetition and reinforcement supported consistency and familiarisation with school-wide behavioural cues.

	Emotional Regulation and Self-Awareness • Daily teaching of self-regulation strategies delivered when the child was calm. • Emotion coaching approach used consistently to help the child understand and manage emotional responses. • Regular lessons focused on identifying, naming, and expressing a range of emotions.
	Use of Visual Supports and Structures • Structured teaching of visual systems, including: ◦ <i>Now-Next</i> boards ◦ <i>Choosing boards</i> linked to task–reward routines ◦ <i>Task planners</i> • Progressive development of the child’s ability to use visuals independently. • Timers used to build understanding of time expectations and support transitions.
	Social Interaction and Communication • Daily social routines embedded, including: ◦ <i>Welcome Circle</i> ◦ <i>Snack Time</i> ◦ <i>Story Time</i> ◦ <i>Songs and Rhymes</i> • Implementation of <i>Attention Autism – Bucket Time</i> to improve joint attention and focus. • Use of <i>Intensive Interaction</i> to build communication and connection.
	Regulation and Independence • Access to a calm space when dysregulated, with support to return to learning. • Gradual increase in time spent on tasks independently, supported by clear routines and motivating rewards. • Daily <i>Thrive</i> provision focused on emotional development and relational safety.



What has changed/developed ?	<i>Case study of one child:</i> • Improved Emotional Regulation: The child can now use self-regulation strategies when prompted and is increasingly able to recover from dysregulation with reduced adult support. • Increased Independence: He is now able to engage in activities independently for longer periods, showing greater focus and task completion. • Greater Use of Visual Supports: The child has moved from needing adult direction to using now/next boards and task–reward visuals with increasing independence. • Emerging Emotional Literacy: He is now able to recognise and label a wider range of emotions in himself and others. During Ready to Learn, he is generally able to verbalise his feelings and frustrations and, along with his personal regulation plan, this is helping him to regulate his feelings and emotions and be ready to learn. There is a significant reduction in verbal and physical signs of dysregulation. • Improved Social Skills: He demonstrates turn-taking, sharing, and participation in structured group routines such as snack time and story time. • Classroom Access: He has begun to successfully re-integrate into the mainstream classroom for parts of the day using familiar routines and supports. • Increased Familiarity with Whole-School Routines: In Ready to Learn provision, he now responds to cues like <i>Team Stop</i>, <i>Think-Pair-Share</i>, and <i>1-2-3 move to your seat</i>, and is beginning to apply these skills in the classroom. Transitions during the day which previously resulted in physical and verbal dysregulation are now successful, with the implementation of taught habits and routines. <i>For the Staff and Provision:</i> • Clearer Understanding of What Works: Staff have developed a deeper understanding of how visuals, structured routines, and emotion coaching can support high-need learners. • Enhanced Confidence: Adults supporting the child feel more confident using a consistent, structured approach with clear expectations and emotional attunement. • Positive Impact of Environment: The value of calm, nurturing safe spaces in promoting regulation and readiness to learn has been reinforced.
What impact has this had on the individual/the setting?	One specific child involved in the <i>Ready to Learn</i> provision has shown significant progress across emotional, social, and learning domains. Boxall assessment scores indicate measurable improvements in emotional regulation and engagement. He is now able to use visual supports such as the now/next board and the task–reward structure with increasing independence, demonstrating a clear understanding of expectations and routines.

	There has been a notable increase in the amount of time he can work independently without adult intervention. His ability to share and take turns has developed well, and he can now apply taught self-regulation strategies—such as calming techniques or requesting help—when prompted by an adult. He has also successfully begun accessing learning in the mainstream classroom and is increasingly able to recognise and name a range of emotions, supporting his social interactions and emotional literacy. He is beginning to learn and respond to whole-school habits and routines. Strategies such as <i>Team Stop</i>, <i>Think-Pair-Share</i>, and the <i>1-2-3</i> cue for transitioning to a seat are becoming familiar to him, helping him to participate more consistently in group settings and feel included in the wider school community.
What has been learned for the whole setting community?	The provision demonstrated that structured, proactive interventions tailored to individual needs can lead to significant progress in emotional regulation, communication, and independence. Teaching whole-school habits and routines explicitly within a small, supportive setting allowed the child to successfully transfer these behaviours into the mainstream classroom. This reinforced the value of consistent whole-school language and strategies in promoting inclusion. The consistent use of visuals (e.g. now-next boards, timers, task–reward structures) helped the child understand expectations, manage transitions, and begin to work independently. This highlights how visual supports, when explicitly taught and embedded, can foster autonomy and reduce reliance on adult support. The use of daily emotion coaching and calm teaching of self-regulation strategies was essential. Staff deepened their understanding of the importance of co-regulation and the need to teach emotional literacy explicitly and patiently over time. Designated, calm, nurturing spaces like <i>The Burrow</i> and the <i>Aviary</i> offered an effective environment for regulation and learning. Staff recognised the importance of having ‘safe’ spaces that feel different from the traditional classroom to support children with high levels of need. A key challenge which we are still unpicking is facilitating the strong attachments that the children formed with their key adults. This has caused challenges when the trusted adults are: working with other children or are busy during the day fulfilling other parts of their job role (SENCO / DHT / Child and Family Support Worker). Where the spaces feel so safe and the children experience a high sense of belonging, this has caused some logistical challenges when the multi-purpose spaces are being used for other reasons. The children arriving unexpectedly during a meeting and not wanting to leave is not uncommon!



What is essential for other settings to know from this case study?

We're not experts—just learning as we go. But here are a few things that made a difference for us:

- **Strong Relationships Matter**, but they can also create challenges when key adults aren't always available. Planning for consistency is important.
- **Small, Calm Spaces Help**, especially when they feel different from the classroom. But they need managing carefully if they're used for other purposes.
- **Visuals and Routines Work Best When Taught Explicitly**—not just offered.
- **Emotion Coaching Takes Time**, but helps children build real self-regulation skills.
- **Consistent Whole-School Language Helps Inclusion**. Teaching routines like "Team Stop" in a small group helped children succeed back in class.
- **Staff Learning Is Key**. We grew in confidence by working together, reflecting often, and being open to change.

We're still very much on our journey—but these things have helped us support children with complex needs in a more structured, nurturing way.