

## Curriculum Review      SEMH Provision

### **Intent:** what we want to achieve

The children in our SEMH Provision have often had previous negative experiences of school. We adopt an inclusive approach to education through providing learning opportunities consistent with the age and developmental stage of each pupil in order that each child is happy and wants to come to school to learn. We want children to be full-time at school and be able to manage their emotions and behaviour through co-regulation and eventually, self-regulation. We want children to be positive, resilient members of our school community. We aim to re-integrate children into mainstream school as appropriate for their age. The SEMH Provision is run on Nurture Group principles. This is based on psychological research, which has shown that secure, nurturing relationships and consistency are vital in enhancing children's social, emotional, mental health and cognitive development.

### **Implementation:** how we will achieve this

We will:

- adopt a gradual integration programme when children start in the provision in order that they develop positivity about school and want to come to school to learn.
- set suitable learning challenges that are appropriate for the pupil's ability in order to address gaps in learning, achieve success and promote self-esteem.
- respond to pupils' diverse learning needs by planning approaches to teaching and learning so that all pupils can participate fully and effectively.
- provide access to mainstream lessons and experiences so that each pupil develops a sense of belonging to the school and peer relationships are encouraged and nurtured.
- secure pupils' motivation and concentration through setting short tasks interspersed with periods of self-choice activities. These tasks will gradually lengthen in challenge and duration according to the pupil's needs and in order to foster independence and ensure progress is made.
- plan activities that build on pupils' existing knowledge and understanding through challenge and support.
- plan activities that develop pupils' understanding through the use of their senses.
- plan for pupils' full participation in learning and in physical and practical activities.
- place emphasis on helping pupils to manage their emotions. Access to a quiet room will be provided where a pupil can go to regain self-control with support from an adult (co-regulation).
- ensure the adults in the provision and within the mainstream school model strong, positive relationships.
- follow nurturing principles alongside our Values education programme in order to encourage pupils to achieve their full potential and secure emotional development.
- adopt a positive approach to behaviour management.
- provide a high level of adult supervision during unstructured and/or social times so that pupils can be supported to develop their peer relationships and resolve conflicts more successfully

- the staff the provision will form and maintain positive relationships with parents/carers through a home/school book, regular telephone contact and meetings.

**Impact:** the intended outcomes of the SEMH Provision

- Pupils are able to re-integrate into mainstream schooling full-time at the appropriate time.
- Pupils will be able to self-regulate and/or co-regulate.
- Pupils will develop friendships and/or peer relationships that are meaningful and reciprocal.
- Pupils will enjoy learning new things.
- Pupils will work hard, strive to meet challenges and will become resilient learners.
- Pupils will know how to be tolerant, kind and respectful members of a school community.
- Pupils will be more emotionally literate.