



SEMH Integration Policy

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Where possible we offer translation or explanation of written communication. Please contact the school office if you require forms/paperwork in any other format.

Rationale

A child with profound social, emotional and mental health difficulties (SEMH) has often had a negative experience of school including reduced hours and fractured relationships. Therefore successful transition into the provision depends on each child experiencing positivity and success. This includes fostering a sense of belonging and building trusting, positive relationships with the provision staff. As it takes time for vulnerable children to build trust in others and understand the boundaries and expectations of a new setting, phased integration must be followed to allow time for adaptation.

Aims

- The Inclusion Leader a member of the provision staff will visit the child in their current setting prior to phased integration so that a positive relationship can begin. If the child is currently at home, a home visit will be arranged between the Inclusion Lead and the parents/carers. If a home visit is needed, two members of staff will attend for Safeguarding, Health and Safety reasons.
- The child will be encouraged to visit the SEMH provision prior to phased integration, with a familiar adult, so that they have a concrete experience to build upon.
- If necessary, the child will have support during the first few days of integration (or more/less if it is thought necessary) ideally with the TA or key worker with whom the child is familiar. This is so that current strategies and behaviour plans can be explained to the provision staff to promote understanding and successful implementation. This is generally only required for an in-year transition to the SEMH Provision.
- Parents/carers are encouraged to visit the provision with their child before phased integration as far as is possible.
- The child's current or most recent setting will send all the relevant paperwork to the Inclusion Lead at the SEMH provision including, where applicable, the Child Protection and Safeguarding file prior to integration.
- The child will follow a phased integration plan with a gradual increase in hours so that he/she experiences success and is allowed time and opportunity to build relationships with staff and peers. This gradual increase in hours will be written and in agreement with parents and can be altered to fit the child's needs.
- Where applicable, the SEND transport team at Central Bedfordshire Council and the operator will be given a copy of the child's phased integration plan and be informed of any changes to this plan.

Monitoring and Evaluating

The success of each child's integration is carefully monitored and recorded daily in the home-school book. If a child is finding integration difficult the Inclusion Lead will keep parents/carers informed and seek guidance and support from the various agencies that are relevant. Regular communication with parents/carers is maintained to ensure that they feel sufficiently informed about their child's progress.

See also;
SEMH Nurture Provision Policy