



SEMH Nurture Provision Integration Policy

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Rationale

A child with social, emotional and mental health difficulties (SEMH) has often had a bad experience of school and therefore it is fundamental to the provision that each child feels a sense of belonging and experiences success. This positive experience of school starts with the integration process from the child's current setting to the provision.

Aims

- The Lead Teacher (Head of Inclusion) or a member of the provision staff will visit the child in their current setting prior to integration so that a positive relationship can start to be formed. If the child is currently at home, a home visit will be arranged between the Lead Teacher and the parents/carers. If a home visit is needed, two members of staff will attend for Health and Safety reasons.
- The child will be encouraged to visit the provision prior to 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.
- Parents/carers are encouraged to visit the provision with their child as far as is possible.
- Parents/carers are expected to inform the provision by telephone or the home-school book of any event or incident that may affect their child's behaviour. This is so that the staff in the provision can be prepared for a major change in behaviour and that the child may need extra special arrangements. This also keeps the relationship between parents/carers and staff at the optimum level.
- The child's current setting will send all the relevant paperwork to the provision including the child's yellow file prior to integration.
- The child will follow a slow integration plan with a gradual increase in hours so that he/she experiences success. This gradual increase in hours will be in agreement with parents and can be altered to fit the child's needs.

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 provision will seek guidance and support from the various agencies that are relevant. The parents/carers are regularly contacted to discuss positive and negative incidents and ensure that they feel sufficiently informed about their child's progress.

Agreed by the Governing Board on January 2007