



SEMH/Nurture Provision Policy

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Rationale:

Silsoe VC Lower School SEMH Provision will adopt an inclusive approach to education through providing learning opportunities consistent with the age and developmental stage of each pupil.

The Provision will be 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, cognitive and mental health development.

In planning and teaching the National Curriculum we will have due regard to the following aims.

Aims:

- we will set suitable learning challenges that are appropriate for the pupil's ability in order to achieve success and promote self-esteem.
- we will respond to pupils' diverse learning needs by planning approaches to teaching and learning so that all pupils can participate fully and effectively (for example; through a topic based approach or continuous provision).
- we will secure pupils' motivation and concentration through setting short tasks interspersed with periods of self-choice activities.
- we will plan activities that build on pupils' existing knowledge and understanding through challenge and support.
- we will plan activities that develop pupils' understanding through the use of their senses.
- we will plan for pupils' full participation in learning and in physical and practical activities.
- we will 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).
- the adults in the provision and within the mainstream school will model strong, positive relationships.
- we will provide each pupil with time and space so that he/she can experience areas of his/her learning previously missed.
- we will follow nurturing principles alongside our Values education programme in order to encourage pupils to achieve their full potential and secure emotional development.
- we will adopt a positive approach to behaviour management.
- all staff that work in the provision will be Team Teach trained and follow the guidelines with regard to positive handling/physical intervention.
- the staff in the provision will form and maintain positive relationships with parents/carers through a home/school book, regular telephone contact and meetings.
- the integration policy will be adhered to when a new pupil is recommended through the Local Authority Provision Panel.
- Parents/carers must sign the Behaviour Support Plan in order for their child to attend the provision.

Monitoring and Assessment:

The Boxall Profile will be used to assess progress of social, emotional and behavioural development. A profile will be completed at appropriate intervals throughout the year.

Curriculum assessments will be used in accordance with each pupil's level of ability.

Each pupil will be monitored and reviewed on an ongoing basis with advice from external agencies as appropriate with need.

Consultations with parents/carers will take place twice a year. A Local Authority representative will be invited to emergency interim reviews, transition reviews and those meetings where it is felt that a member of the SEND Team should be present.

IPP's will be reviewed on a termly basis and the new short-term targets will be discussed with provision staff and parents/carers.

The specialist SEN Provisions in mainstream schools are part of the LA's Inclusion strategy and are in line with the Government's SEN strategy 'Removing the Barriers to Achievement'. The aim of this provision is to increase the number of children whose needs could be successfully met in mainstream school and so reduce the need for specialist school placement.

Criteria for the Provision to be judged on:

- a) quality standards for Inclusion (self-evaluation for school).
- b) progress of pupils in terms of National Curriculum progress and behaviour targets.
- c) staff confidence and skills in addressing the needs of these pupils.

S. Shires

Head of Inclusion

See also; Behaviour Policy

Physical Intervention (Team Teach guidelines)

Integration Policy

Exclusion Policy

Process prior to integration protocol

Behaviour Support Plan

Parental agreements

Entrance/Exit Criteria

SEND Policy

Equal Opportunities Policy

Anti-Bullying Policy

PSHE Policy/Values Education