



## SEMH Nurture Provision (ARP) 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 (also known as the ARP – Alternatively Resourced Provision) is run on Nurture Group principles. This is based on psychological research, which has shown that building secure, nurturing relationships with children is fundamental to enhancing their social, emotional, and mental health development. This impacts on their ability to engage with learning and make progress. See Appendix 1 for our Intent, Implementation and Impact Statement.

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 through our Quality First Teaching and learning which is adaptive 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 and PACE principles alongside our Values Education programme in order to encourage pupils to achieve their full potential and secure emotional development.
- we will provide opportunities for pupils to access mainstream learning and enrichment experiences in accordance with their level of ability, developmental stage and their capacity to self-regulate within a mainstream setting. These opportunities will start by building on a pupil's strengths and consequently, their positive experiences within the mainstream setting.
- we will ensure that all pupils have a timely and robust plan when they transition to their next placement/setting.
- 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 communication book, regular telephone contact, emails and meetings.
- we will adhere to the consultation process in partnership with the Local Authority where a place is requested for a pupil
- Any new pupils will adhere to the Integration Policy and receive a phased integration plan, which will be personalised to their ability to access school. This will be discussed and agreed with parents/carers prior to a pupil starting in the SEMH Provision.

- Parents/carers must sign the Behaviour Support Plan in order for their child to begin phased integration to the SEMH provision.

## **Monitoring and Assessment**

We will use various methods to assess pupils' progress in relation to their social and emotional development including their level of self-regulation. This includes the following assessments but is not an exhaustive list:

Boxall Profile (completed at appropriate intervals throughout the year)

- in relation to the outcomes on their EHCP
- IPP targets (linked to the outcomes on the EHCP)
- Leuven Scales of levels of Wellbeing and Involvement
- SDQs
- Baseline assessments
- Observations

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 in an accessible format (face to face or by telephone).

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 (or sooner if necessary) and the new short-term targets will be discussed with provision staff and parents/carers.

The SEMH ARP will be monitored on an annual basis; Quality Assurance will be conducted by a member of the SEND team.

See also;

- Behaviour for Learning Policy
- Physical Intervention (Team Teach guidelines)
- SEMH Nurture Provision Integration Policy
- Suspension and Exclusions 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

**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.