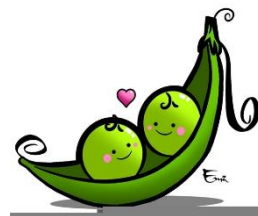




Mainstream Plus Provision for Social, Emotional and Mental Health at Wren's Nest Primary school (The Pod)

Provision Statement - September 2021

To be read alongside all other school policies.



Introduction overview:

The Mainstream Plus Provision for Social, Emotional and Mental Health (SEMH) at Wren's Nest Primary School is a specialist resource which provides support for children in the first instance at Wren's Nest Primary and then those in the wider Dudley Borough. We provide support for children with SEMH needs who do not require a place in a special school or Pupil Referral Unit but are finding it difficult to regulate their emotions and are unable to access their learning in a mainstream classroom. Pupils will have an Education Healthcare Plan (EHCP), however in exceptional cases an assessment place may be considered whilst the EHCP is in the process of being drafted. All decisions for admission to the SEMH Mainstream Plus Provision will be made by the Management and Admissions board - see Service Level Agreement.

The children within the provision should make progress with social interaction, recognition and management of emotions and improvements in resiliency as well as academic progress. Pupils who attend the provision will have a specialist withdrawal area for calming/recovering behaviour and a quiet area for specific therapeutic intervention. Academic work will be differentiated to meet the individual learning needs of each pupil. There is a nurturing ethos throughout. Where appropriate and in line with the child's strengths, each child will attend the provision and will also spend time in their mainstream class.

Pupils will be supported by:

The Mainstream Plus Provision (The Pod) will be led by an experienced member of staff - The Inclusion Manager - whose primary experience is working with children who demonstrate a wide range of needs including SEMH. This person will be supported by other colleagues from within the school, utilising a wide range of in-house specialist skills and support. In addition to this, the children may also access; Specialist advisory teachers for Social Emotional and Mental health, Educational Psychologists, Children and Adolescent Mental Health Service and Therapeutic mentoring services to include play therapy, Lego therapy and 1 to 1 clinical supervision.

Home/school liaison:

- ✚ We aim to foster a positive relationship between home and school.
- ✚ We aim to be approachable and open.
- ✚ We will keep in contact in a variety of ways, but primarily through daily face to face contact wherever possible, as this parent partnership is crucial for success in building relationships with children with a significant SEMH need.
- ✚ We will actively encourage parent partnership, this will be through informal 'Inspire' mornings and regular progress meetings.

The main principle of The Pod Mainstream Plus Provision is to provide a carefully structured day, where there is a balance of teaching and learning, affection and nurture within a safe and secure learning environment.

This key principle is at the heart of the provision we offer at Wren's Nest within The Pod Mainstream Plus Provision, allowing all children to be successful, supporting them in developing strategies to overcome their barriers (SEMH) to learning.



Additional Information:

What kind of Social, Emotional and Mental Health (SEMH) needs provision is made in The Pod?

The Pod is a Mainstream Plus Provision that provides specialist support for children with Social, Emotional and Mental Health (SEMH) needs. The aim is that these children can return to their mainstream classroom for all/some lessons and be successful in so doing. Our inclusive philosophy aims to support parents, carers and pupils, so that their journey through our school is as smooth, successful and anxiety free as possible.

All children attending The Pod have an Education, Health and Care Plan which describes the specific needs of the child and indicates what is required to support their education. The Pod will be run using 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.

What are the school admission arrangements for pupils with SEMH needs?

Children with SEMH needs who are placed in The Pod will have an Education, Health and Care Plan. Decisions about which children will enter The Pod will be made by the Admissions board, either following a statutory assessment or annual review of their EHC Plan. All offers of placement will come through the Management and Admissions Board.

How does The Pod identify and assess children's individual Social, Emotional and Mental Health (SEMH) needs?

All pupils have an identified SEMH need before they join the provision. An Educational Psychologist (in the case of Wren's Nest, Dr Emily Crichton) has previously worked with each child before they are considered for a place within the provision. Through Educational Psychology assessments and reporting, barriers to learning for each potential child placed in The Pod have been identified and a range of appropriate support strategies embedded. Specialist assessments including Readiness and Boxall Profiles will also be used during the child's placement period within The Pod. This will inform Professional decisions and provide information to plan effectively for next steps.

How does The Pod assess pupil progress towards the outcomes for pupils?

- 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.
- Each pupil's need identified within their EHCP will be monitored and reviewed regularly, with advice from external agencies as appropriate.
- Individual behaviour tracking will be implemented for each child with individual targets. These will be used daily and reviewed each week.

How does The Pod review this progress so that pupils stay on track to make at least good progress?

Children will have individual targets and teaching will support each child's needs. Targets will be layered back and age appropriate for each individual child. Progress children make will be monitored and recorded by our internal tracking system - 'OTrack'. DAPA - Dudley Attainment & Progress Assessment, may also be used to monitor the progress children make each half term. This will support the 'gaps' children have acquired due to barriers to learning to be filled, so that children can move forward. Developing a solid foundation of learning to build upon as their Social, Emotional and Mental Health needs are met effectively is what we strive for within the Mainstream Plus Provision at Wren's Nest.

Each child will have an individualised learning journal, complete with personal observations and photographs for each child acting as evidence of the progress they have made. This way of recording

will provide a holistic view of each child and their needs being addressed appropriately and in a range of ways.

How does The Pod involve pupils and their parents/carers in identifying SEMH needs and planning to meet them?

We are child and family centred so parents and children can expect "no decision about me without me". Children are encouraged to attend review meetings, if they feel confident enough to, and their views are always recorded in whatever format possible. When we assess SEMH needs we will discuss with parents if their child's understanding and behaviour are the same at school and home; we take this into account and work with parents so that we are all helping the child in the same way to progress.

We hold review meetings regularly, allowing all school staff, other professionals and family or carers involved with a child, to share information, celebrate progress and achievement and plan next steps, usually in the form of personalised targets and interventions.

How does The Pod modify teaching approaches for individual children?

Appropriate differentiation of the curriculum and all supporting materials socially and emotionally as well as academically. We will use assessment of each child's preferred styles to inform teaching. We will set suitable learning challenges that are appropriate for each pupil's ability to achieve success and promote self-esteem. Learning will be theme/topic based and will be motivating, using both inside and outside areas where possible. It will be linked to each child's individual EHCP and targets.

How does The Pod use specialist resources to support pupils with SEMH needs?

The children attending The Pod will be able to utilise both Nurturing resources and Therapeutic approaches to meet their individual needs led by trained staff within school. These may include Emotion Coaching, art, sand and play therapy, yoga and meditation. They will also have access to the schools in-house Learning Mentor team for individual support and intervention, as well as specialist guidance from outside agencies. The Pod has access to services provided by the local authority for children with SEMH and SEND. It also has access, via a referral process in partnership with parents and school (school nurse to advise and support), to services provided by health (e.g. CAMHs, speech and language.)

How is my child supported within the Mainstream Plus Provision at Wren's Nest?

We listen to what children tell us about how they like to learn. Their views and feelings are important to us and have an impact on our practice. Our children are made aware of the support that surrounds them in school. They know who to talk to if they are worried or have any concerns they want to share. We want safe, happy, learners. We have a high level of staffing, to ensure children are well supervised and well supported. The school always welcomes parents into school and encourages them to discuss any issues however small they feel they are.

What can The Pod parents/carers can do if they are not satisfied with a decision or what is happening?

The policy of The Pod is to work in partnership with parents and the wider community. It is based on the belief that co-operation and a sense of joint purpose between staff, parents and the School will assist in ensuring open and positive relationships. We operate an 'open door' policy and welcome any discussion with parents to ensure a children's needs are met and they remain safe and happy in their learning.

Other Related Policies

Other relevant information that should be read in conjunction with this policy statement are:

- SEND Policy
- Behaviour Policy

- Use of Reasonable Force (DFE 2013)
- Exclusion Policy
- Child Protection Policy
- 'Keeping Children Safe in Education'
- Personal, Social and Health Education (PSHE) Policy

Monitoring and Review

The whole policy statement is available for all parents from the school office and published on the school website. <http://www.wrens-nest.dudley.sch.uk/>

The Headteacher and the Curriculum and Standards Committee of the Governors will review the policy statement annually. This will also be reviewed annually by the Management and Admissions board for the Mainstream Plus Provision.

Date: September 2021

Review date: September 2022