

## **ASHBURY MEADOW PRIMARY SCHOOL.**

### **Key Stage One and Two SEMH Provision Policy**

**Date Written: September 2019**

**Reviewed and amended : Nov 23.2023 L Thomas**

**Review Date: September 2027**

**Please note: SEMH: social, emotional, and mental health**

**EHCP: education and health care plan**



#### **Purpose**

We recognise that by supporting social, emotional and mental health needs of our pupils, we will up-skill them to be able to learn how to self-manage a wide range of situations such as; making and maintaining positive relationships, learning how to recognise and manage emotions effectively, becoming more self-aware, boosting self-confidence and developing key skills such as; assessing dangers.

By supporting pupils with an EHCP for SEMH needs within a provision attached to our school we aim to provide them with the support needed in an environment where they feel safe and where they can access social and academic learning opportunities within the mainstream school at times when it is appropriate for them.

#### **Aims**

- To develop a rights respecting, nurturing and inclusive provision within school that is accessible, adaptable and has the best interests of pupil at the core of every discussion and decision made
- To ensure children have a sense of belonging and feel safe
- To ensure children have an opportunity to talk openly with trusted adults about their problems without feeling any stigma
- To develop positive working relations with all pupils and their parents or carers, supporting each of our pupils through a bespoke alternative curriculum to engage them in learning and develop their resilience
- To ensure we recognise the value of peer-to-peer relations and develop positive peer relationships through improving social coherency and teamwork skills, using for example, nurture interventions and whole school activities
- For our children to understand factors affecting mental health and to learn coping strategies to promote their own wellbeing
- To listen to pupil voice, taking a person-centred approach to learning
- To work jointly with other professionals to identify and address needs
- In addition to the children's wellbeing, to promote staff mental health and wellbeing using the Nurture Toolkit
- To provide pupils with every opportunity and support to enable them to transition back into mainstream where appropriate

## **Current thinking and research**

This policy should be read in conjunction with other key policies that cover; safeguarding, mental health, SEND and positive handling, nurture schools and behaviour management. We believe that identifying and supporting social, emotional and mental health needs (SEMH) is crucial to enable every pupil to achieve success in their learning and their development of key life skills. We support our pupils and young people to actively discuss issues that can affect mental health in an age appropriate manner, reducing the 'stigma' and sometimes the negative perception of mental health within society and the media. Our firm belief is that if a child needs to be emotionally regulated to learn and often our pupils need a great deal of support with identifying and managing their feelings in an effective way.

The Department for Education (DFE) recognises that "in order to help their children succeed; schools have a role to play in supporting them to be resilient and mentally healthy". Within our school we provide an environment for pupils and young people to experience a nurturing and supporting environment that develops self-esteem and gives positive experiences for overcoming adversity and building resilience. We also have a rights respecting behaviour policy (view under our policy section) which is crucial to maintaining firm boundaries and which, in turn, fosters a sense of security, consistency, routine and structure. We also recognise that adjustments do have to be made to meet the needs of individual pupils and this is done on an individual basis.

## **Admission**

Pupils with an EHCP for SEMH can be admitted in either year 1 or 2 of our Key stage 1 provision. The school will be consulted with, and taking into account the evidence presented by the Local Authority, the school will decide if they can meet the pupil's needs. They will be admitted on a gradual transition, guided by the needs of the child. Once staff feel a child is secure within their new environment they will be invited to stay for the whole day. The provision day starts at 8.45 am and finishes at 2.00pm. In order to provide pupils with consistency and remove unnecessary transitions at the end of key stage one they will continue in the provision and move up into the key stage 2 class. This class is only for pupils who attended our key stage 1 provision.

## **Roles and responsibilities**

The wellbeing for our pupils is a shared responsibility for all.

Senior leadership oversee, direct and develop our social emotional and mental health provision for key stage 1 and Key Stage 2.

Each provision has one teacher and two support staff, these are the key adults who implement the support identified to promote emotional wellbeing of our pupils. Governors are responsible for the overarching SEMH needs and ensuring that pupils are progressing with their wellbeing.

## **Co working**

We also work collaboratively with a range of statutory and non-statutory agencies to improve well-being and have developed strong working relationships. Key working partnerships include (but are not limited to):

- CAMHS
- Educational Psychology Service
- Speech and Language Therapy
- Special Educational Needs Team Manchester

- Looked after children services
- School Nursing/Health Visitors

Key partners hold regular meetings with us to discuss individual cases and we work with key partners to help shape and strengthen our wellbeing support.

### **Capturing pupil voice**

- 'All about me' documents reflect the views and wishes of our pupils and are included within the personalised learning files.
- Some pupils may have 'My Safety Plan' documents that are available to staff and children and reflect the pupil's understanding of safety, how to stay safe and the team around the pupil
- Peer mediation and peer mentoring – pupils working together to solve problems and conflicts
- A variety of structured lunchtime activities to promote social interaction
- Inclusion in nurture group interventions
- provision pupils will be included in the school council and RRSA team.

### **Class activities**

As well as accessing the curriculum at an age-related level, pupils have access to a wider curriculum which supports their needs. For example:

- PSHE; Coram Scarf curriculum, which promotes a positive mental health curriculum
- Targeted well-being group work
- Social skills groups
- Sensory Circuits

### **Whole School approach**

We have a positive inclusive ethos which promotes the success of all pupils across the setting. We monitor the wellbeing of all pupils and provide a calm and safe environment with a person centred approach. All staff are vigilant with a listening ear. Social emotional and mental health support forms a core offer of our school support.

### **Assessment**

All our pupils with SEMH have a graduated response following the 'assess, plan, do and review' process outlined in the SEND Code of Practice (2015). These are reviewed termly or earlier if required. The Boxall profile is used to assess the complex needs of pupils.

'My Safety Plan' is reviewed termly by the teacher with the child.

All pupils have an annual review of their Education & Health Care Plan, conducted by the SENDCO, with staff and parents and carers invited. On occasion a member of the SEN team for the local authority may also be present.

Pupils are assessed academically according to their developmental and attainment levels, for example pupils accessing the National Curriculum will be assessed against age related expectations. Pupils not yet accessing the National Curriculum will be assessed using Development Matters.

### **Supporting pupils with their social, emotional and mental health needs**

#### **'Providing opportunities'**

Our pupils will be able to access a range of opportunities that will support them to identify and manage their own needs. Through the support of our staff we are able to offer structured sessions that help to develop social and emotional learning.

Some examples are:

- 1-1/small group emotional resilience sessions
- collaborative team building skills
- friendship building and peer to peer support
- identifying and managing emotions
- conversation and feelings groups

#### **Staff CPD**

We recognise that front line staff require frequent and ongoing support to develop the skills, knowledge and experience to best support our pupils.

Our staff receive induction training upon commencement of work with us which includes social and emotional training encompassing numerous areas of support and each member of staff is briefed on how we identify, collate and report on the needs of children with SEMH.

Whilst discussing this, staff are reminded of their duties within the setting in order to follow our policies and protocols which are designed to ensure the safety of the pupil, others and maximise the wellbeing opportunities during the pupil's day at school and extend out to their home life.

### **What is available nationally to support Parents and Carers with their child's SEMH needs?**

<https://www.samaritans.org/>

<http://www.docready.org/#/home>

<https://www.childline.org.uk/>

<https://www.nhs.uk/conditions/stress-anxiety-depression/>

<https://tutorful.co.uk/guides/the-expert-guide-to-help-your-child-with-anxiety>

<https://youngminds.org.uk/find-help/>

**Other related policies:**

**This policy should be read in conjunction with:**

**RRSA behaviour policy**

**Nurture School Policy**

**Anti -Bullying policy**

**Equality policy**

**Safeguarding policy**

**Positive handling policy**

**Mental Health Policy**