



# SOCIAL, EMOTIONAL AND MENTAL HEALTH NEEDS (SEMH) SPECIALIST RESOURCE PROVISION (SRP) POLICY

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<b>Approved by</b>	A.Neave	A.Neave	A Neave	R Skates	R Skates	

## Introduction

The SRP is a provision at Mountford Manor Primary School and offers an alternative way of working to support primary age children with SEMH needs in Swindon. Although it is situated on the Mountford Manor Primary School site, it is run separately to the main school.

It is a small class of up to 7 primary age children who have social, emotional and mental health needs and a potential to stay in their own mainstream school. Children attend for up to 3 days a week at the SRP base and then return to their own schools for the rest of the week. It offers short term placements to children who have accessed Nyland Campus Outreach Team and need further support following the graduated response.

The SRP offers a nurturing environment to support children aged 5-11 with their social, emotional and mental health needs so that they can more successfully access the curriculum. Children have the opportunity to access Mountford Manor Primary School facilities at break times and lunch times and when it is appropriate some lessons fully supported by the SRP team.

## Our Vision for the SRP

Working together in partnership to change the pathways of as many children as possible with social, emotional and mental health needs to stay in mainstream schools within a limited period of time.

## Our Aims for the SRP

- To support children to stay in a mainstream school.
- To work holistically with host schools, parents and external agencies to understand behaviour as a communication of emotional needs and develop consistent strategies to support the child through working in partnership.
- For children to feel happy and safe in a positive nurturing environment.
- To engage children in learning and motivating them to want to learn.
- To enable children to see themselves as successful learners and achievers.
- To enable children to make good progress with their learning.
- To reflect upon and change ways of thinking about behaviour to enable flexibility of meeting needs.
- To raise expectations of the child.
- Through improving self-awareness to support children in understanding their behaviour, take responsibility for their actions, managing the consequences and changing any unacceptable behaviour.
- To help children reflect on and communicate feelings rather than act them out.
- To build levels of self-esteem and confidence in children.
- To enable children to function appropriately in a group.
- To support children to build friendships and develop social skills.

- To enable children to play with their peers.
- To help children build healthy and mutually trusting relationships.
- To enable children to ask for help and make use of it.
- For children to have a sense that they belong.
- To provide an individualised flexible approach that is responsive to need and maximises inclusion.

## **Our Beliefs for the SRP**

- Children learn best in an accepting and nurturing environment.
- Children learn best when they are exposed to learning activities which are developmentally appropriate.
- Children thrive in an environment where appropriate behaviours are encouraged with the use of positive reinforcement.
- Children want to be understood.
- Building self-confidence and self-esteem helps a child to learn.
- Difficult behaviour is a communication of a child's inner conflicts and the causes of these conflicts need addressing rather than just 'putting a sticking plaster' on the behaviour being presented.
- Children learn best when they have developed secure trusting relationships that are containing and have clear boundaries and expectations.

The SRP follows the 6 Principles of Nurture to meet children's social, emotional and mental health needs:

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of self-esteem
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

**The Staff Team**

The SRP is run by a Head who is responsible for the management of the provision. The Head is responsible for:

- the day to day running of the SRP
- assessing children who have been identified by the BESD Panel to inform the level of support and needs
- liaising with host schools and external agencies,
- teaching children whilst they are in the SRP,
- co-coordinating mainstream experiences in Mountford Manor classes
- coordinating support offered to host schools
- leading a team of teaching assistants
- offering support to the school

The Head of the SRP is supported by 3 full time teaching assistants. All staff are trained in Team Teach (nationally recognized training in Physical Restrictive Interventions, First Aid and Food Safety to ensure the children are kept safe and contained.

## **Initial Admissions Criteria**

A placement at the SRP can only be offered through referral to the SEMH Panel, which meets regularly at Mountford Manor Primary School. This panel assesses the evidence presented using a holistic approach to identify the level of support required. If the SEMH panel and Head of the SRP agree then a placement is offered. The placement at the SRP will be time limited and is offered on a short term basis.

A child will only be referred to panel by a member of the Nyland Campus Outreach Team after they have supported the child and their school for at least a term and the child hasn't progressed.

The SRP accepts referrals for children in KS1 or KS2 with Social, Emotional and Mental Health Needs who have the potential to stay in a mainstream environment and require a short term placement. Children may have an Education, Health and Care Plan or are undergoing statutory assessment. A placement will only be offered after full consultation with all parties, both parents and host school and they must both show a willingness to work in partnership with the SRP

It is not a provision for children on the autistic spectrum. The SRP is not a long term provision. Children either return to their host school full time at the end of the placement after gradual reintegration or they begin a long term placement at a specialist education setting.

Children that attend Mountford Manor Primary School do not spend time in the SRP or have a placement unless they have been referred through the SEMH panel. The SRP although based in the mainstream school runs separately to the school.

## **Placement in the SRP**

The placement at the SRP is time limited and is offered on a short term basis. The length of the placement is agreed after initial assessment prior to admission. A Working Partnership Agreement is issued to host schools and parents to outline their level of expected engagement and commitment.

The children are placed for up to 3 day placements in the SRP and remain in their host school for the other days. Children remain on roll at their host school and the host school holds responsibility for the child.

Once a placement has been offered parents/carers are invited to visit the SRP with their child. Admissions paperwork is completed. Both parents and the child are given a personalised information booklet about the placement.

If required and if children live over a certain distance, transport is arranged by Swindon Borough Council to support the child to attend the placement. Where possible it is hoped parents can transport their child to the SRP to allow opportunities to communicate.

## **The SRP Curriculum**

The curriculum in the SRP is based on the National Curriculum, personalised to meet individual needs and allowing children to learn at an appropriate pace. Academic learning is based on filling gaps in learning to allow a firm foundation to be built upon in the future. However the main emphasis of the curriculum is nurturing to develop children's social, emotional and mental health skills.

As the children attend the SRP part time the curriculum is planned using a topic approach for the Autumn (term 1 and 2), Spring (term 3 and 4) and Summer (term 5 and 6).

The curriculum is designed to re-engage children with learning and motivate them to learn. It may differ from a 'traditional' curriculum due to the needs of the children and the length of time the child is placed in the SRP. We have a Forest School session each week to encourage child led learning and to develop self-esteem and self-confidence. There is regular liaison between the Head of the SRP and the host school teacher to ensure curriculum coverage and share assessments.

To begin with the child spends up to 3 days in the SRP to allow them to settle and make relationships with the SRP staff. The remaining 2 days are spent in their host school. Whilst in the SRP the children have opportunities to access mainstream education at Mountford Manor where appropriate and when they are ready to do so. This happens with a great deal of thought and preparation to ensure that it does not impact on the learning or behaviour in the mainstream classes.

## **The SRP Environment and Day**

The SRP consists of a main teaching room, calming room called the 'Chill Out Room' and a practical area. The environment is designed to be stimulating but also calming. Due to the possibility of KS1 and KS2 placements the resources are varied to meet both educational and emotional needs of the children placed. The main teaching room is set up as a mainstream environment but for a much smaller number of children.

The children start their day at 8:30 am with breakfast in class. This is a chance for the children to be nurtured and allow the SRP staff to care for them. The main teaching session begins at 8:50am until 12:00pm. There is a break mid-morning with a social snack time. Lunch is eaten in the hall where possible but individual needs can be accommodated. The afternoon session runs from 1:00pm to 3:00pm.

## **Working in Partnership with Parents**

The Head of the SRP will keep parents regularly informed through placement review meetings and written reports at regular intervals throughout the child's placement.

On a daily basis through the home-school link book parents are kept informed of what their child has been learning that day and when appropriate ways you can support at home.

There is an Autumn, Spring and Summer newsletter and topic plan to keep parents informed about the learning in class and how this can be supported at home. If a child joins mid-term then a copy of this will be given at the home visit and can also be accessed via the school website. The topic plan can be found under the 'About Us' tab and then 'Curriculum'. The newsletter can be found under 'Parents' tab and then 'Letters/Newsletters/Menus'.

The SRP strongly believes that children learn best when home and school are working closely together. The SRP has a 'Working with Parents' Policy which explains this further.

## **Working in Partnership with Host Schools**

The Head of the SRP works very closely with the host school to ensure consistency and continuity for the child. The SRP shares good practice and ideas with the host school to enable the child to be successful in their mainstream environment. Staff from the SRP offer support to the child in their host school to ensure that their behaviour in both settings is consistent and any differences in behavior are minimised.

The SRP supports the host school to think about and reflect upon how they can meet the child's needs in an inclusive manner. This may require an individualised approach and a different way of working. The SRP expects host schools to be open minded and willing to try new approaches.

The Head of the SRP is in constant dialogue with the host school class teacher about the child. This may be face to face, by phone or email.

## **Re-integration of the Child**

It is important to re-integrate the child when they are ready. This should hopefully be in line with their placement plan. A child begins their mainstream experiences at Mountford Manor based on their individual needs. This may involve being in a social group with peers, learning in a small group or being part of a whole class experience. As soon as possible, opportunities are maximised to enable inclusion in the mainstream school life.

Re-integration starts with areas of strength for the child and where they can be successful. Once this is achieved the child is supported to manage times when they are under more challenge and stress. At all times safety of both the child and the mainstream class is a priority. The impact of the child's presence on other children's learning is also considered.

When the child is on task the majority of the day and/or no longer requires frequent physical restrictive interventions, the amount of time spent in the host school is increased until the child has returned full time.

The SRP can still continue to offer support if needed (dependent on current numbers on roll in the SRP) in line with the placement plan and service level agreement.

## **Review of Placement**

Prior to admission to the SRP there is an initial meeting to discuss the child's needs and make the expectations of parents/carers and host schools clear. At this meeting the placement time scale is agreed upon.

During the placement there is a review meeting at midpoint of the placement with parents/carers and the host school to review progress and to plan the second half of the placement.

Prior to the child returning to their host school full time there is a further meeting to plan the next steps and agree when the SRP withdraws support.