



At Hungerford Primary Academy, we provide equality of opportunity. For us, inclusive education means tailored provision to meet the needs of all learners. We believe that quality learning takes place both inside and outside the classroom, and at the heart of our thinking is the commitment that all children are actively included and fully engaged. Our school is a working, cohesive community that removes barriers to learning and respects diversity in all its forms. We value differences in belief and opinion, customs, appearance, ideas and ability, and we always endeavour to be an inclusive school family.

Resource Provision (SEMH) Policy

Statutory Requirements

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (DfE 2015) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools (DfE Feb 2013)
- SEND Code of Practice 0 – 25 (DfE April 2015)
- Schools SEN Information Report Regulations (2014)
- Safeguarding Policy
- Accessibility Plan

Staff:

Principal: Mrs Anna Wheaver

Vice Principle: Mrs Claire Blackburn

Inclusion Manager (Responsible for Resource Provision): Mrs Rachel Bartrum

Resource Provision Teacher: Miss Sarah Kinsella

Principles

At Hungerford Primary Academy, we provide equality of opportunity. For us, inclusive education means tailored provision to meet the needs of all learners. We believe that learning should encompass all aspects of development, helping to ensure that our pupils leave Hungerford equipped with the social and emotional skills as well as the academic rigour in order to succeed in their next stage of education and beyond. At the heart of our thinking is the commitment that all children are actively included and fully engaged. Our school is a working, cohesive community that removes barriers to learning and respects diversity in all its forms. We value differences in belief and opinion, customs, appearance, ideas and ability, and we always endeavour to be an inclusive school family.

The Principal, Staff, and Governors at Hungerford Primary Academy are committed to the integration and inclusion of all children.

We aim to provide equal access to a broad and balanced curriculum, but also to offer small group support, or a personalised approach, wherever necessary.

All children are and positively encouraged to make the greatest all round progress possible. We aim for all children to experience success and achievement, and to reach their full potential.

Provision

Hungerford's Resource Provision is a seven place provision for children with an Education, Health and Care plan for Social, Emotional and Mental Health needs. As the one of only three Resource Provisions for this area of need within Cheshire East, the children are drawn from a wide geographical base. On some occasions, a child may access the provision through an assessment place, but this will always be in conjunction with the Local Authority.

Environment

Resource Provision is a suite of three rooms, in which the children receive their curriculum. Where appropriate, pupils join their mainstream class for afternoon lessons. When a pupil is unable to access this, delivery continues to take place within the provision. Typically, children within the provision are supported on a 1:2 basis and work independently within their mainstream class where appropriate. This is dependent upon level of need however. In conjunction with the Local Authority, a bespoke package can be offered, whereby a pupil can receive 1:1 support within the provision.

Classroom: This is where the children have the curriculum delivered to them. There is a visual timetable at the front of class and each pupil has their own 5 point scale through which they can monitor their emotions. Each child also has a reflection sheet which is completed at the end of every morning and afternoon.

Café: The middle room of the three is where the children have their snack and their lunch (as per whole school arrangements). There are also games and activities to play in here and this forms the social 'hub' of the provision. A key aspect of the provision is centred upon the transition into school each day. This provides the children the opportunity to overcome any anxiety they might face arriving at school, as well as providing staff with a clear idea of the pupils' presentation at the start of the day.

Sensory room: This area is for the children to use when they need to regulate their emotions. It is a calm environment when children are afforded the opportunity to have their sensory needs met in ways which supports their regulation. This can be done independently, where the child is able to access the space and resources without support or with an adult, particularly when co-regulation is required.

Daily routine:

8.45 – 9.15: Children are met at the door and welcomed. They go into the café and have the opportunity to make breakfast, share any experiences or feelings they may have and to socialise with their peers.

9.15 – 9.30: 1:1 Reading

9.30 – 10.10: Reading/Phonics lesson

10.10 – 10.30 Playtime with snack

10.30 – 10.45: Social development

10.45 – 11.30: English lesson

11.30 – 11.40: Brain break

11.40 – 12.20: Maths lesson

12.20 – 12.30: Reflection – the opportunity for all pupils to discuss what kind of morning they have had

12.30 – 1.30: Lunch time

1.30 – 3.00: Foundation subjects/Science/RE/SEMH interventions

3.00 – 3.10: Reflection – All pupils return to RP for the opportunity to discuss their afternoon

3.15: Home

Approach

All staff receive on-going training on de-escalation, attachment and developmental trauma, as well as positive handling. The focus of the work within Resource Provision is based on the development of positive relationships and trust. Reflection of the pupils' presentation is on-going and largely managed by the RP Teacher. Where necessary, the Inclusion Manager will provide additional support and feedback.

There will be occasions due to the nature of the pupils' needs, when incidences will occur. It is recognised by the staff working with Resource Provision that behaviour is a form of communication and often, negative behaviour is seen as a result of heightened levels of anxiety. Pupils are encouraged to develop an understanding of their physical as well as emotional symptoms and recognise when they are becoming distressed. At such times, the use of the sensory room is used, either independently or alongside an adult, to support regulation.

There are occasions whereby the safety of the pupil, other pupils or staff or damage to property is occurring or highly likely to occur. At such times, positive handling by two members of staff will occur. All staff are trained and

receive annual updates in positive handling. There are a limited number of positions that are used with positive handling and these are available to be seen if required. Any incident requiring physical intervention is recorded (see below) and parents/carers are informed.

The pupils within Resource Provision have complex needs relating to social, emotional and mental health difficulties and as such, these are very much taken into account in any given situation. However, there are occasions where the levels of distress are such that significant harm or damage has been caused. At such times, the Head of School, alongside the Inclusion Manager, will make the decision to issue a Fixed Term Exclusion. A letter outlining the decision and right to appeal is provided to the parents/carers and a Reintegration Meeting takes place on the pupil's return to school.

Where damage to property has occurred, it is the parents' responsibility to incur the charge for replacements on a like for like basis.

Supporting Documentation:

Education, Health and Care Plan

Provision identified in the pupil's EHCP is delivered as appropriate. The class teacher and RP staff liaise closely in order to ensure consistency for the child. Termly reviews take place to review and set targets and these are shared with parents. An annual review takes place to which any agency involved with the pupil is invited, as well as parents/carers.

Motional Assessment

This assessment tool is used to assess and plan interventions specific to the pupil's SEMH needs and provides evidence of progress over time.

A Reducing Anxiety Management Plan (RAMP)

This is a document which identifies the pupil's presentation at various levels of anxiety from calm to attacking states with identified strategies to support at each stage.

A Risk Assessment

This document identifies any potential risk of harm to self or others and ensures all reasonable measures are in place to minimise any risk.

Reflection sheets

The pupil with support from staff, complete a morning and an afternoon reflection sheet, where they will get a tick for completion of a given task. This is used during reflection time as a reference for each child to reflect on their morning/afternoon. Children are further rewarded with Dojos when they have worked well throughout a lesson.

Incident report forms (Non-restraint and Restraint)

When an incident occurs, this is recorded on our online system, detailing the time, place, events pre and post incident. Where physical intervention has been necessary, the incident is recorded on the restraint form in order that further analysis can take place and risk assessment be amended as appropriate.

Transition

The Local Authority will consult with Hungerford's Principal when they have a pupil they think would be appropriately placed within the provision. The Inclusion Manager will make observations of the pupil in their current setting and, alongside the reports and information provided on the pupil, will make the decision as to whether the provision will be able to meet need.

When the placement is agreed, identified RP staff will spend time with the pupil in their current school to build familiarity. Alongside this, parents/carers and the pupil will be invited to come for a look around the school. The nature of the transition from this point is dependent on the child's needs and is arranged accordingly.

High school transition

This will start in the Autumn term of Y5 where the annual review will be attended by a representative of the Local Authority. During the meeting, suitable high school provision will be discussed, following which parents/carers are invited to visit appropriate provision in order to make an informed decision. The Inclusion Manager is available to support with these visits.

Once the placement has been agreed (Spring Term, Y6) contact between Hungerford RP and the receiving school's SENCo takes place. A transition programme is planned and delivered, according to need, and incorporates visits by staff to RP, as well as opportunities for the pupil to be supported by RP staff when visiting their high school.

Links with External Agencies

The school draws upon the expertise of a wide variety of external agencies, as and when the need arises for the benefit of individual children. These include:

- CEAT (Autism support)
- Hearing Impaired Specialist
- Visually Impaired Specialist
- Social Care
- Speech and Language Therapy Services
- Physiotherapists/ Occupational therapists
- Educational Psychology Service
- CAMHS
- Community Paediatrics
- The Virtual School (for cared for children)