

Specialist Inclusion Support service

SEMH Nurture Provision Pupil Profile – KS2 provision

General

This is an 'early intervention' provision' for Years 3 – 6.

The earlier the intervention is provided the better the potential outcomes' so we would ask schools to consider pupils in years 3 and 4 as priority.

Children will be reintegrated back into the mainstream home school at the end of the intervention and schools should be confident that after a period of intervention that this will be possible.

The pupil will usually not have an Education and Health Care Plan (EHCP) and would not usually have a diagnosis of autism.

Year 6 children would only be accepted in exceptional circumstances and will have to reintegrate back into the home school before the end of the Spring term.

What might we see in school?

Poor sense of self, poor sense of belonging to the school environment, avoidance, difficulty maintaining friendships, disengaging from learning, dysregulation.

The pupil may:

Have adverse childhood experiences such as; witnessed domestic abuse, a significant accident, parental divorce, neglect, abuse, poor relationships with parent, inconsistent care/parenting, parental ill health (including mental ill health), lack of early childhood experiences.

What the Boxall profile will show:

- ❖ Developmental strand– will show gaps in development—high scores
- ❖ Diagnostic Strand– will show low scores indicating behavioral traits, associated with gaps in development that may result in barriers to accessing learning.
- ❖ A child with VERY LOW scores in the diagnostic strand and VERY HIGH scores in the development strand would need to be considered very carefully, as early intervention may not be the most appropriate form of support.

What support the school will have tried- Graduated Approach- Assess-Plan-Do-Review:

- ❖ Quality first teaching and a relational approach to managing behaviour/emotions
- ❖ In class strategies such as emotion scaling, zones of regulation, emotion coaching approaches
- ❖ SEMH Interventions e.g. Relationship Based Play, Emotional Literacy group
- ❖ Support from a trusted adult
- ❖ Support for Family
- ❖ Exploration of learning and language needs
- ❖ Expert advice to explore underlying difficulties (SEMH TEAM, CEPS or other), advice given, suggested strategies in place and reviewed
- ❖ Referral to Health services such as SOLAR, Pediatrician where/if appropriate

Case Study One

Boy—Year 4

Can sometimes take a couple of hours to settle in, sometimes has altercations with peers before school

Generally finds it challenging being in school (just wants to be at home)

Struggles when asked to do learning (trigger)
Refuses to cooperate, shuts down, will not communicate

Often sits in time out area on his own, hood up sometimes staying there for a long time

Very low self-esteem, struggles to manage perceived 'failure'

Sometimes makes negative comments about himself (e.g. I'm so dumb, I'm so ugly) and about wanting to die

Often appears unhappy, concerns over this leading to poor mental health as he gets older

Unable to express/discuss how he is feeling, often shrugs shoulders instead of giving his opinion or even saying 'yes' or 'no'

Case Study Two

Girl—Year 3

Mum struggles to get her into school on time in the morning

Will sometimes refuse to go to into class, or hide under a table, gets tearful and/ or aggressive when encouraged

Unhelpful relationship with Mum, expresses she is 'fed up' with her

Says '*nobody likes her*'

Academically able, has to be first, the best, or will disrupt, sometimes hurts others who are being successful

Often presents in school tired, not clean, never has PE kit etc

Constantly seeking attention and reassurance from the adults in school

Sometimes steals from others

Mum experienced mental health illness when the pupil was age 1 to 3yrs old.

KEY QUESTIONS FOR SCHOOLS TO REFLECT ON...

- ❖ Do you see this pupil successfully returning to your school after a maximum of 2 terms?
- ❖ Would the pupil benefit from a Nurture Group environment and Therapeutic support?
- ❖ How would they benefit? What would you like to be different during their time in this environment? How are you going to maintain the child's sense of belonging to the school community?
- ❖ Are other professionals who are part of the Team Around the Child in support of this referral?
- ❖ How would you plan to support the pupil's successful reintegration back into school after 2 terms?
- ❖ How would you continue to support/maintain links with the parent/carer during the placement?