

# **GHYLLGROVE PRIMARY SCHOOL**



## **Partnership provision for SEMH Policy**

*Reviewed by the Governors: Summer 2025*

*Date to be reviewed: Summer 2028*

## Policy for Partnership Provision for SEMH

### **Introduction**

This document is a statement of the aims, principles and strategies for the Partnership Provision at Ghyllgrove School, the local education authority policies have been taken into consideration in the formulation of this policy. This document was reviewed during Summer 2025 and will be reviewed every three years.

### **Aims of the Partnership Provision**

- To provide a secure and reliable small class setting where children can learn by re-experiencing pre-school nurturing from adults who actively work towards enabling their successful integration into their mainstream class.
- To help children learn to behave appropriately, use their curiosity constructively, improve self-esteem and develop confidence through close and trusting relationships with adults.
- To provide on-going assessment and support for children showing signs of emotional stress and behavioural difficulties with the aim of enabling the child to access the curriculum and participate fully in school life.
- To work in partnership with class teachers, outside agencies other settings and parents to develop and plan a consistent approach to be used both at school and at home

### **Six Principles for The Arc Partnership Provision**

- Children's learning is understood developmentally

We respond to all our children not in terms of arbitrary expectations about 'attainment levels' but in terms of the children's developmental progress assessed through the Boxall Profile and Core strengths. The response to the individual child is 'as they are', underpinned by a non-judgemental and accepting attitude.

- The setting offers a safe base

The Partnership Provision setting offers a balance of educational and domestic experiences aimed at supporting the development of the children's relationship with each other and with the staff. The setting is organised around a structured day with predictable routines. Great attention is paid to detail; the adults are reliable and consistent in their approach to the children. The provision makes an important link between emotional containment and cognitive learning.

- The setting is important for the development of self-esteem

The setting involves listening and responding, 'everything is verbalised' with an emphasis on the adults engaging with the children in reciprocal shared activities e.g. play / meals / reading / talking about events and feelings. Children respond to being valued and thought about as individuals, so in practice this involves noticing and praising small achievements; 'nothing is hurried'.

- Language is understood as a vital means of communication

Language is more than a skill to be learnt, it is the way of putting feelings into words. The children in the setting often 'act out' their feelings as they lack the vocabulary to 'name' how they feel. The informal opportunities for talking and sharing, e.g. welcoming the children into the group or having breakfast together are as important as the more formal lessons teaching language skills. Words are used instead of actions to express feelings and opportunities are created for extended conversations or encouraging imaginative play to understand the feelings of others.

- All behaviour is communication

This principle underlies the adult response to the children's often challenging or difficult behaviour. 'Given what I know about this child and their development what is this child trying to tell me?' Understanding what a child is communicating through behaviour helps staff to respond in a firm but non-punitive way by not being provoked or discouraged. If the child can sense that their feelings are understood this can help to diffuse difficult situations. The adult makes the link between the external / internal worlds of the child.

- Transitions are significant in the lives of children

The setting helps the child make the difficult transition from home to school. However, on a daily basis there are numerous transitions the child makes, e.g. between sessions and classes and between different adults. Changes in routine are invariably difficult for vulnerable children and need to be carefully managed with preparation and support.

### **Teaching and learning**

In order to ensure that each child receives the full therapeutic curriculum, planning is carefully structured by a qualified senior teaching assistant and monitored by a senior teacher.

Work is differentiated according to the child's ability and age group. Such subjects may be delivered formally, as in the mainstream classes or informally, through group work and play. However, children will always strive to meet the success criteria. This depends on the child's ability, concentration and independence skills.

In order to continue the link between mainstream schools, educational settings and The Arc, teachers and other professionals are invited into The Arc to support links between all parties.

### **Equal Opportunities** (please refer to equal opportunities policy)

Teaching strategies and material should:

- ensure equal access to the curriculum for all
- ensure sensitive treatment of gender and ethnic and religious issues and avoid stereotyping.

### **Confidentiality**

Whilst every effort is made to ensure that discussion with pupils and parents are confidential total confidentiality cannot be guaranteed as we are primarily concerned with the welfare of the pupils and are obliged to follow child protection procedures.

### **Staff Training**

Staff need will be identified and appropriate training will be given either as in-service training or through courses given by outside agencies.

### **Admissions criteria**

As from September 2018, the Primary SEMH Panel will become the sole referral route to the existing expanded Primary Partnership Provisions in the South of Essex .

The Panel offers a continuum of support to primary schools in the South of Essex aiming to:

- Ensure the effective use of places at the Partnership Provisions in the South of Essex, by ensuring a transparent and rigorous referral process involving a consensus of opinion between the Provisions, other professionals and the Local Authority.
- Increase the capacity and ability of primary school staff to assess, understand and work effectively with their pupils by offering advice and signposting schools to appropriate support.

It is not expected that pupils with EHCPs will be presented at the Panel unless there is a clear and time limited piece of work identified for the Partnership Provision or CSS to undertake with the child. Any such referral must have support from the Statutory Assessment Service.

### **Performance Indicators**

- For the Partnership Provision, to gain positive feedback from teachers, professionals and parents about children's behaviour and learning.
- To have decreased negative incidents across the referring school.
- To have evidence of raised standards in learning personal and social development.
- To gather evidence of improved attitudes such as increased responsibility and respect in children.
- To gather evidence of children's improved understanding of social emotional and behavioural strategies.

Reviewed July 2025