

**Service Delivery Specification – SISS SEMH Nurture Provision  
for primary aged children:**

## **1. Provision**

In line with this Service Level Agreement and the Local Offer, the SISS SEMH Nurture Provision (name?) will provide:

- Two Nurture Groups, which are early intervention provisions for 8-10 pupils across Key Stage 1 and Key Stage 2. The intervention provision is for pupils who need substantial support, beyond that usually available at SEN Support, to manage the social, emotional, and environmental demands of a mainstream setting. In exceptional circumstances pupils in reception will be considered for places.
- Permanent staffing (who are employed by the Specialist Inclusion Support Service) will be an Intervention Provision Manager, two specialist teachers, one Higher Level Teaching assistant (HLTA) and two Teaching Assistants (TAs). The SISS SEMH Provision will also employ a part-time Family Support Worker and part-time Integrative Play Therapist.
- The overall management of the SISS SEMH Intervention Provision is the responsibility of the SISS Manager and the SEMH Team Coordinator, who will work closely with the ‘attached school’, the Head teacher and school governing body.
- The day-to-day running of the provision is the responsibility of the specialist teachers, overseen by the SEMH Intervention Provision Manager.
- Pupils will attend for 4 days, on the 5<sup>th</sup> day pupils will attend their ‘home’ school. Pupils will access mainstream classes in their home school as appropriate to their needs. Outreach support will be available when necessary to promote successful transition when the pupil attends their home school on the 5<sup>th</sup> day. This will be agreed as part of the Pupil Intervention Plan and will prioritise pupils in the early stage of the intervention period.
- The home school class teacher will take an active role in ensuring the progress and well-being of the children when in their care, in consultation with the SISS SEMH Intervention Provision staff as necessary.

- The home school will provide a TA, or key adult to attend the SISS SEMH Intervention Provision for 2 sessions per week. These sessions could be short and are intended as ‘keeping in touch’ visits e.g. to bring reading books, listen to the child read, celebrate something they’ve achieved etc.
- The role of the home school key adult will be to; provide continuity of support and strategies, support the transition of the pupil on the home school day; support reintegration back to fulltime at the home school, at the end of the intervention placement.
- Pupils will be given an intervention placement for a maximum of 2 terms.
- Pupils will not normally be placed in the provision during year 6.
- The SEMH Provision will provide a socially and emotionally supportive environment, which fully involves parents in their child’s learning, including wider outcomes.
- Pupils will be appropriately supported according to their needs throughout the whole school day, including breaks and lunchtimes.
- The SISS SEMH Intervention Provision Family Support Worker (FSW) will link with the home school FSW, or Key liaison worker (for home schools without a FSW), to ensure there is consistent support for families. The SISS SEMH Intervention Provision will offer a programme of workshops for parents, using evidence based parenting programmes e.g. Solihull Approach- Understanding Your Child’s Behaviour parenting programme etc.
- The SISS SEMH Intervention Provision will employ an Integrative Play Therapist for two days per week. They will provide therapeutic play sessions for children attending, where appropriate, and will be able to offer therapeutic family support such as Theraplay, or filial play therapy.

## **2. Entry Criteria**

- The placing authority is Solihull MBC.
- The child will have been identified as having the potential to benefit from a Nurture Group provision, which includes intensive relational approaches. In addition, access to therapeutic interventions such as Play Therapy will be considered for some pupils.
- The Boxall Profile assessment tool will be used alongside other information provided by the referring school to identify those pupils who will benefit from the Nurture Group provision. Careful consideration will be given to the development gaps

identified in the ‘development strand’ and barriers associated with the ‘diagnostic strand’ described in the pupils’ Boxall Profile report.

- There will be evidence from the home school of a Graduated Approach to identifying and supporting the needs of the pupil; this will include having screened for and supported needs in addition to SEMH e.g. speech and language, or learning needs.
- Advice from external agencies will have been sought, implemented and evaluated. In some cases, support from the HN SEMH Team will have been requested and implemented prior to a referral being made, however this will not be a requirement for an intervention place.
- An SEMH Advisory Teacher and/or Educational Psychologist will have been involved with the child and will have identified the need for this type of provision. This recommendation will have been discussed with the Team Around the Child at a review meeting, or annual review meeting, prior to a referral being made.
- For children in KS1 there may be children who are identified as not being ‘school ready’. In such cases a more flexible approach will be adopted, although in all cases advice from a specialist SEMH teacher or EP should have been sought. Evidence of early identification and assessment through a Graduated approach in the Early Years will be considered e.g. information on support and intervention outcomes from Health Visitors, Early Help, Therapy Services, SOLAR, EYSAT etc.
- The child will have the potential to benefit from access to a differentiated mainstream curriculum and function with the peer group available.
- The home school will be fully committed to supporting the child and family during and after the intervention placement, including during the re-integration phase as part of the placement exit strategy.

### **3. Required evidence**

The following evidence MUST accompany the Intervention Provision Referral Form, summarised within the checklist

- Written evidence of advice from Support Services and professionals including SEMH Specialist Teachers and/or an Educational Psychologist, with recommendations that this type of intervention provision is advised.

- Evidence that there has been exploration and identification of contributing factors to the pupil's SEMH needs, such as environmental factors and possible co-occurring needs e.g. speech, language and communication, learning, or mental health needs.  
*This is likely to have included a multi-agency approach over time.*
- Evidence of partnership work with the child's family and the outcomes of this.
- Evidence of actions and strategies already implemented by school and those recommended by other professionals involved and the impact /outcomes of these.
- Evidence of progress made by the pupil and current levels of attainment providing; curriculum attainment and progress measures, phonics test scores, reading, spelling, and language assessment scores where relevant/ available.
- All assessment reports that school has commissioned as part of their early identification processes and the Graduated approach.
- An online Boxall profile completed by classroom staff at the requesting school.
- The pupil's perception of their own strengths and what they would like support with.
- The family's views on their child's strengths, weaknesses and what support they would like for their child and for them as a family.

#### 4. Admissions process

Referrals for places at the SEMH Intervention Provision support must be made through the process set out in this document.

- The referral will be considered by at a dedicated half- termly admissions panel. **Panel dates and dates for referrals to be received by**, will be circulated at the end of the summer term for the next academic year by SISS. Papers will be circulated **at least two weeks** prior to the Panel, to all Panel members.
- The Panel will be chaired by the SISS SEMH Team Co-ordinator and attended by the Head Teacher and/or one other school representative of the host school, the SEMH Intervention Provision Manager, attached specialist teacher from SISS and Community Educational Psychologist (CEPS), a representative from another Solihull School on a rota basis agreed by schools.

- The Head teacher, or their representative, from the ‘referring’ home school, will attend the Panel to provide further information and respond to any questions from the Panel members.
- Prior to the panel, the SISS SEMH Intervention Provision Manager will visit all referred pupils who look to meet the Intervention Provision’s criteria, at their home school. They will observe the pupil and talk to school staff in order to feedback to the Panel.
- The Panel will consider referrals against the following; whether the entry criteria for the provision are met, needs of other pupils attending the SISS SEMH Provision, the number of places available. Panel will then decide on whether an intervention placement at the SISS SEMH Intervention Provision is agreed. It is expected that places will be balanced across the different year groups.
- Where a place is not given at that time, the Panel will advise on next steps. This would include; passing the referral paperwork on as appropriate e.g. to the High Needs Pathway, relevant 0-25 SEND Team, Health or Social Care Team etc. Feedback could be that Placement commences at a future point in time, with a start date provided.
- Following a SISS SEMH Intervention Provision placement being allocated, a transition package will be agreed at a transition planning meeting, to ensure successful transition into the Provision. This package will be planned based on the strengths and needs of the child. It will be developed by the SISS SEMH Intervention Provision staff, in partnership with the child’s mainstream school, professionals within the TAC and the child and their family, to ensure a successful transition for the young person. At this meeting initial targets for the intervention placement will be agreed.
- Pupils offered a place at the SISS SEMH Provision who do not live within walking distance of Coleshill Heath School can apply to the local authority for travel assistance for the beginning and end of the normal school day. The form can be filled in by the parents, or the ‘home’ school and should be sent to the transport team at least 2-3 weeks before an intended start date.
- Following placement there will be a review after 4 weeks and subsequently there will be reviews at 6 week intervals.

## 5. Exit Criteria

- Generally, pupils will remain in the provision for two terms. Pupils will continue to attend their home school for at least one day each week. It is expected that the majority of children will start transitioning back into their mainstream school after 18 weeks of SISS SEMH Intervention Provision support.
- Through the on-going regular process of review, the school and Provision will identify when the pupil meets the criteria to return full time, to the home school provision. A meeting will be held with parents/carers and relevant professionals to discuss this.
- A TAC will then be arranged to discuss transition arrangements and to agree the support requirements needed from the intervention provision and the home school, to ensure a successful transition back to the home school.
- Criteria for returning full time to their mainstream home school include:
  - the pupil has made significant progress in their social interaction, social communication and behaviour indicated by successful integration into their mainstream school for the majority of the school week
  - the pupil requires a minimum level of support in their mainstream setting
  - at a review meeting the TAC agrees that the pupil is no longer benefitting from the provision and /or the provision is no longer deemed appropriate to meet their needs
  - the pupil's needs and appropriate support have been identified through the intervention placement and can be provided by the mainstream school, this may include with resources requiring an Education and Health Care assessment
  - the pupil has attended the SISS SEMH Intervention Provision for the equivalent of two terms

For some children the intervention provision may identify that the level of provision required to meet the needs of the child is beyond that available as part of a school's SEN Support offer.

In such circumstances, the Reviewed Pupil Intervention Plans and intervention placement support/ outcomes will be provided as evidence for the type of provision required to ensure the child's needs are met and to form part of the evidence for an EHC assessment request. The EHC assessment request will be made by the home school with support from the Intervention Provision Manager and the ARP attached CEP.

During this time, if the two terms at the Intervention provision have been exceeded, a personalised plan of support will be agreed between child, family, SEMH Intervention Provision and home school, appropriate to meeting the needs of the child.

## **6. Expected outcomes and impact**

- SISS and the home school will have high expectations for all pupils attending the SISS SEMH Intervention Provision, setting challenging targets to enable them to make expected or better progress from their starting points. All pupils should make good progress in relation to their social communication, interaction and behaviour, but also to make at least expected academic progress overall from their starting points.
- Progress and attainment of children will be monitored through:
  - the mainstream school and SISS SEMH Intervention Provision data tracking, including the use of assessment and monitoring tools appropriate to the pupil's learning profile
  - termly planning and review meetings
  - reports generated by other agencies involved with the child
  - outcomes against targets set for inclusion within mainstream lessons, which will be reviewed regularly to ensure that each pupil makes appropriate individual progress
  - the Boxall Profile, which will be completed at 12 weeks and, at the conclusion of the intervention placement
  - evidence of Pupil Voice/Engagement that demonstrates that the child's views are sought, listened to and acted upon and their views on the progress they have made are gained
  - evidence of parent/carer views on the progress that their child has made and on the impact of the family support that they have received
  - feedback from the home school on the impact of the intervention placement at the conclusion of the placement
- the SEMH Provision Team will support the home school to complete a second Boxall Profile one term after the pupils re-integration back into their home school, in order that the longer term impact of the intervention can be measured

- The LA Senior Advisory Teacher (SEIS) and Team Manager for the Specialist Inclusion Support service, will collaborate with the Head Teacher and the SISS SEMH Intervention Provision Manager to review the performance of the Provision on an annual basis

## **7. Support and Monitoring**

- The LA will provide support and challenge for the SISS SEMH Intervention Provision through the SISS SEMH Team and Community Educational Psychology Service (CEPS). A specialist teacher will provide 114 hours of support over the year and CEPS 36 hours; the SISS SEMH Team Coordinator will provide strategic support for the SISS SEMH Intervention Provision Manager on a termly basis and carry out their Appraisal and supervision.
- Head teachers from the Northern Collaborative – Unity, will provide support and challenge for the SISS SEMH Provision through their collaborative meetings. This may focus on advice and support around curriculum delivery, or other areas identified in the Provision’s Development Plan.
- The SISS SEMH Intervention Provision will be able to access termly visits from the Education Improvement Service to advise on teaching and learning and any areas identified in the Provision’s Improvement Plan.
- SISS will coordinate monthly network meetings for staff working in this Primary SEMH Intervention Provision and ARPs across Solihull, providing opportunities for additional training and peer to peer support.
- The SISS SEMH Intervention Provision and LA will follow the processes and protocols as set out and agreed through this SLA. All activity will be recorded as it is agreed.
- A report on performance and pupil progress for pupils attending the SISS SEMH Intervention Provision will be provided to the SISS Manager and host Head teacher on a termly basis, with an annual report at the end of the academic year.

## **8. Quality assurance**

- The LA SISS Manager will:
  - ensure that staff in the SISS SEMH Intervention Provision have appropriate qualifications and maintain their on-going professional development
  - ensure staff have continued access to training and professional development and that this relates to the development of this Provision

- monitor the quality of the SISS SEMH Intervention Provision and the progress and outcomes for the children attending
- monitor the SISS SEMH Intervention Provision Improvement Plan and ensure that challenging targets are set to develop and embed best practice and evidence based interventions

## **9. Home school responsibilities**

- Pupils in receipt of short term intervention through the SISS SEMH Intervention Provision remain the responsibility of the Home School, who should be an integral member in all of the planning, review and other decisions taken in relation to the child.
- Schools are expected to identify a lead professional such as SLT member, or SENCO, to be the first point of contact, and ensure that the school remains involved with the child as outlined within the SLA throughout placement.
- The Home School will agree to support the ‘Nurture’ model, by identifying a key adult who can maintain and develop a sound attachment with the pupil, enabling best chances for a successful reintegration back into full time mainstream school.
- The named key adult will visit the pupil twice per week in the SISS SEMH Intervention Provision and support the pupil on their weekly ‘Home School’ day.
- The key adult should be the TA who is supporting the child in their home school to provide them CPD opportunities and enabling them to incorporate strategies into home school practices.
- If the Key Adult is absent on a long term basis, then a replacement must be identified to ensure the consistency of support.
- The children will be dual rolled and attendance recorded accordingly. The child must be attending an approved educational setting, provided by the home school, when they are not attending sessions in the SISS SEMH Provision. The expectation is that there are NO exclusions during this placement.
- Provide updated copies of levels of achievement, IEP, current Support and Intervention Plan, Medical details, Child Protection status and any causes for concern.
- Arrange transport so that the child arrives at the designated time and is collected at the agreed time on the designated days and undertake appropriate risk assessments.

- Arrange a visit by the child, parent/carer and key adult which must take place before the start date is agreed
- The Home School will communicate weekly with the SISS SEMH Intervention Provision and parents through email. This will include feedback from sessions, information of any change in circumstance including contact details and any information which may impact on the child's well-being.
- Monitor and share any safeguarding concerns.
- Take part in all review and TAC meetings and celebrate successes in both settings.
- Invite the SISS SEMH Intervention Provision to any meetings involving the child
- Facilitate a review of the intervention placement every six weeks

## **10. Governance**

- Governance arrangements are to be reviewed annually with the Head of the 0-25 SEND Service. The SISS Manager or SEMH Team Coordinator will report on the Intervention Provision on a termly basis to EdSEND.
- The SISS Manager, SEMH Team Coordinator and the Head of Coleshill Heath School will work with the Intervention Provision Manager to ensure that the service delivery specification and intended outcomes are achieved.
- EdSEND will receive a summary written report on a termly basis and a detailed written report annually. The report will detail the impact of the provision over the academic year, demonstrating that the needs of the children accessing the SISS SEMH Intervention Provision are met and good progress is being made.
- The SEMH Team Coordinator or SISS Manager and Intervention Provision staff will present to EdSEND annually, to discuss the annual report and answer questions as requested.
- The Northern Collaborative, Unity, will receive an Academic Year Intervention provision development Plan for feedback. They will ensure that the need to continue building the capacity, capability and confidence of all SISS SEMH Intervention Provision staff is part of the Development Plan.

## **11. Solihull Council Children's Services will**

- Fund up to the maximum number of 18 places allocated across KS1 and KS2.

- Work collaboratively with the SISS SEMH Intervention Provision, host school, local schools and appropriate external agencies.
- Support appropriate training opportunities for designated staff within the SISS SEMH Intervention Provision School.
- Monitor the progress and outcomes for the children attending the SISS SEMH Provision.
- Support the SISS SEMH Intervention Provision and ARP resourced schools through termly SISS SEMH Intervention Provision network meetings.
- Manage admissions and exit criteria to and from the SISS SEMH Intervention Provision, in line with the SLA.
- Monitor outreach requests/provision.

## SEMH INTERVENTION PROVISION ENTRY AND EXIT PROCESS

