



Index for Inclusion.

Sheringham Community Primary School and Nursery.

This index is designed to share how inclusion intervention can support children in school.

<p>Nurture.</p> <p>Small group~ Nurture, Morning start ~ Nurture, Nurture groups (mixed age), Nurture (1 to 1)</p>	<ol style="list-style-type: none"> 1. Children's learning is understood developmentally 2. The room offers a safe base 3. The importance of nurture for the development of wellbeing 4. Language is a vital means of communication 5. All behaviour is communication 6. The importance of transition in children's lives <p>In nurture groups/school staff respond to children not in terms of arbitrary expectations about 'attainment levels' but in terms of the children's developmental progress assessed through relevant assessment systems such as Boxall Profile Handbook. The response to the individual child is 'as they are', underpinned by a non-judgemental and accepting attitude.</p> <p>The organisation of the environment and the way the group is managed contains anxiety. The nurture classroom 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 nurture group 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. Nurture groups/schools are an educational provision making the important link between emotional containment and cognitive learning.</p> <p>Nurture involves listening and responding. In a nurture group/school '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 in nurture groups/schools.</p> <p>Language is more than a skill to be learnt, it is the way of putting feelings into words. Nurture group children often 'act out' their feelings as they lack the vocabulary to 'name' how they feel. In nurture groups/schools 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.</p>
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	<p>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.</p> <p>The nurture group/school 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.</p>
<p>ELSA</p> <p>ELSA ~ building resilience, self esteem, managing emotions, social and friendship skills, supporting children through loss</p>	<p>The ELSA project is an initiative designed to help schools meet the needs of emotionally vulnerable pupils from within their own resources.</p> <p>ELSAs are emotional literacy support assistants working in schools. They:</p> <p>help children recognise, understand and manage emotions to increase success, plan and deliver individual (and small group) support programmes. Receive training and supervision from educational psychologists. Children learn better and are happier in school if their emotional needs are met. When children's emotional and cognitive energy is focused on their personal and interpersonal difficulties, their capacity to concentrate on learning new information and skills is reduced.</p> <p>ELSAs plan and deliver programmes of support to children identified within school as likely to benefit from additional help to increase their emotional literacy. Programmes would normally last between half to one term, and occasionally a little longer.</p> <p>Children may for example receive support to recognise and manage their emotions, raise their self-esteem, improve peer relationships, recover from significant loss or bereavement, and resolve conflict effectively.</p> <p>Most of the support is individual and builds on the relationship of trust that is developed between pupil and ELSA. Some skills will be enhanced through small group work, particularly social and friendship skills (although some children will need individual support first).</p>

	<p>It is an initiative developed and supported by educational psychologists, who apply psychological knowledge of children's social and emotional development to particular areas of need and to specific casework.</p> <p>The training has been developed by educational psychologists and ELSAs are provided with regular supervision to develop their understanding, skills and practice.</p>
Sensory room	Available for children to access if they have sensory integration difficulties. It is also to support emotional wellbeing and calm by accessing light and mood equipment.
Drawing & Talking	Drawing and Talking is a cognitive based therapy/ intervention which provides an approach that allows individuals to express and organise feelings through a non-intrusive technique. The sessions are a 1 to 1 based 30 minute session once a week for a 12 week course. It allows the child's brain to process and organise thoughts, feelings and traumas they may have had or are experiencing. Any relevant information recorded and filed away with child's drawings and remains confidential until the end of the 12 weeks when the folder is passed on to the child to do as they wish.
Pastoral Support	<p>This role is about supporting the children and families at our school. It involves meeting and engaging with children, families and outside agencies. It can also include organising and running EHAP/ School Lead Plan meetings in order to support families where needed. The pastoral support will liaise with the HT around attendance matters in order to raise attendance levels across the school and work with allocated families on specific issues such as attendance.</p> <p>In this role it is important to signpost families to agencies which offer relevant support and advice and suggest internal support that we can offer in school. We can refer families to external agencies and support such as Food Banks, MHST, Healthy Child Programme and Nelson's Journey to name a few.</p> <p>This role relies heavily on good communication between school staff, pupils and parents so building these relationships is very important.</p> <p>The pastoral support works on building a rapport with the children so if required to have conversations or carry out wishes and feelings, they feel safe to give their voice. This can sometimes link with safeguarding concerns,</p>

	<p>anxieties a child may be having or difficulties with behaviour. The welfare and wellbeing of the child is at the centre of this role.</p>
DESTY	<p>The DESTY (Discovering Exceptional Strengths and Talents in You) learning tool is a web-based software program that a child works through with the support of a trained DESTY mentor assigned to work with them. The focus of the learning tool is to support the DESTY mentor to get to know the child better, to support the child to recognise their feelings and to assist them to learn how they can deal with their feelings in a healthy way. DESTY progress is logged on each individual child's file on the web-based program.</p>
Music Therapy	<p>The school accesses an external provider for weekly music therapy sessions. There is a separate KS1 and KS2 group who access different activities based on the needs of the children in the group.</p> <p>Music therapy addresses a number of different needs but can be described as ' Children's natural musicality motivates them to listen and join in either by dancing, playing instruments, singing or watching others. The improvisational and creative aspects of music making in music therapy, and often allows children to concentrate for longer than usual.'</p>
Horticulture	<p>This is the same as Forest Schools, but either 1-2-1, or in groups of up to 4 children. Therefore giving the children more opportunities for space for talking and adult listening time outside of the classroom.</p> <p>In Horticulture we cover a different topic each week to do with the outdoor environment, alongside working in the garden to encourage an interest in nature.</p>
Forest School.	<p>Forest School is an inspirational process that offers all learners regular opportunities to achieve, develop self confidence and self esteem through hands on learning experiences in a natural outdoor environment.</p> <p>Forest School is a long term process with frequent and regular sessions rather than a one off visit. Planning adaption, observations and reviewing are important elements of Forest School. Forest School curriculum will also be offered to groups from each class as an experience.</p>

	<p>Forest School Aims to:-</p> <ul style="list-style-type: none"> • Promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners. • To use a range of learner centred processes to create a community for developing and learning. • To allow every child to have a voice, especially those who find it difficult to communicate in a more conventional learning environment. • To support personalised learning. • Build children's confidence and self esteem as they are responsible for making their own decisions and are carefully supported to achieve.
Brick Therapy	<p>Brick Therapy falls within the 'play based' therapy methods for children. These methods apply the therapeutic benefits of play and build on the natural way that children learn about themselves and their relationships in the world around them. Through play-based therapy, children learn to communicate with others and express their feelings, learn a variety of ways of relating to others, modify their behaviour and develop their problem-solving skills.</p> <p>The Brick Therapy System of bricks is a highly organised, systematic and predictable toy. This is therefore highly motivating for children with ASD (Autistic Spectrum Disorder) as it removes the unpredictable and ever-changing concepts that occur during free play. This allows the children to feel calm, regulated and engaged during play. What does a Brick Therapy session look like?</p> <ol style="list-style-type: none"> 1. Setting the rules: during the first session the children set simple rules that everyone understands. The rules are read at the beginning of consequent sessions. It is the concept of ownership (from children setting the rules themselves) that makes them easier to adhere to therefore decreasing the need to manage behaviours. 2. Allocate 'jobs': each child is assigned a specific role and roles are rotated during the group, or every session. The 'jobs' are: <ol style="list-style-type: none"> a. Engineer – reads the instructions from instruction booklet b. Supplier – finds the right bricks c. Builder – puts the bricks together d. Director – makes sure that the team is working together and communicating <p>Older children wear their badges with pride as they enjoy the 'adult' titles, while younger children love dressing up as the different occupations.</p>

	<p>3. Let's build: the children work together to build the model. At the beginning of therapy group blocks children rely a lot more on the therapist to model and prompt them through the process. As children grow comfortable undertaking the different roles, the groups run with minimal adult prompting and supporting. Of course, when emotions run high, the therapist can support positive interactions, suggest compromises, provide prompts as necessary and keep the group on task.</p> <p>4. Free Lego play: following the rewarding achievement of working with others to build a model, children have some time to engage in calming free Lego play to continue to unwind, continue to explore relationships with others in the group, as well as develop their creativity.</p> <p>What are the benefits of Brick Therapy?</p> <ul style="list-style-type: none"> • Language – understanding language and using it • Social communication and pragmatics – using non-verbal communication such as eye contact, facial expression, body posture and proximity • Social skills – functional skills such as requesting help and clarification • Joint attention • Task focus – including task initiation • Sharing and turn-taking • Problem-solving collaboratively – also improving negotiation and compromise <p>More specifically, research studies have shown the benefits of LEGO play in three measures of social competence:</p> <ul style="list-style-type: none"> • Self-initiated social contact • Duration of social interaction • Reductions in "stereotyped" behaviours
Inclusion with Woodfields	<p>This system has been set up to support children both at Sheringham Primary and Sheringham Woodfields (complex needs provision). Whereby children with support access curriculum and activities in both places in order to support and promote both academic development and social and emotional development. It is a highly bespoke provision developed on an individual basis.</p>