Sheringham
COMMUNITY PRIMARY SCHOOL & NURSERY

Index for Inclusion.

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

Desty	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.
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 the child's drawings remains confidential until the end of the 12 weeks when the folder is passed on to the child to do as they wish.
ELSA/ELSA Group	The ELSA project is an initiative designed to help schools meet the needs of emotionally vulnerable pupils from within their own resources. ELSAs are emotional literacy support assistants working in schools. Some skills will be enhanced through small group work, particularly social and friendship skills (although some children will need individual support first).
Forest Schools	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. Forest School is a long term process with frequent and regular sessions rather than a one off visit. Planning, adaptation, observations and reviewing are important elements of Forest School. Forest School curriculum will also be offered to groups from each class as an experience.

Horticulture	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. 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.
Morning Start	Facilitated by the Inclusion Team this allows pupils to access the Nurture provision when they come into school in the mornings. It allows a soft start for those who need it or space for a pupil to have a chat with a member of the Nurture Team about any worries so they can start their school day more positively. It can also provide breakfast for those who have had a tricky morning and didn't get a chance to eat.
Lunch Club	Facilitated by the Inclusion Team this allows pupils to access the Nurture Provision at lunchtimes. It can be for children who are struggling with friendships in the playground, are finding the busy lunch hall overwhelming or who need some support with behaviour or food aversions.
Pastoral Support	Pastoral care is an integral part of any school's ethos and plays a crucial role in fostering a holistic approach to education. Pastoral Care encompasses the well-being of students, ensuring their physical, emotional, social, and mental needs are met. Creating a supportive and nurturing environment where they can thrive both academically and personally. Pastoral support can include organising and running EHAP/School Lead Plan meetings in order to support families where needed, and signpost families to agencies which offer relevant support and advice. We can refer to external agencies and support such as: Food banks, MHST, Healthy Child Programme, Early Help, Family Hubs and Nelson's Journey to name a few. Pastoral Support may require conversations with children to gain their voice, by carrying out Wishes and Feelings with the children. This may link with safeguarding concerns, anxieties or worries a child may be having or difficulties with behaviour. Effective pastoral care goes beyond simply addressing student concerns; it actively promotes a positive school culture that values inclusivity, respect, and personal growth. By nurturing students' wellbeing, schools set the stage for optimal learning, allowing students to engage fully in their education without unnecessary barriers or distractions.

1 to 1 Check in	A member of the Nurture team will pick up a child for a 1 to 1 chat about any issues which have arisen or are ongoing and need a little extra support with. This can be on a short term or long term basis, giving the child a safe space and an additional trusted adult to be able to talk to.
Sebby Stars	A social and emotional support group for pupils in the younger years who need a space to develop friendships, emotional regulation, resilience and self-esteem.
Diverse Family Dynamics	A bespoke group set up by the Nurture team to address the many diverse families and experiences of the children at our school. It allows them a space to talk with other children, who may have experienced these issues, and to understand that there are many different dynamics within family units.
Sensory Circuits	A sensory circuit is a form of sensory integration intervention. It involves a sequence of physical activities that are designed to alert, organise and calm the child. The sensory circuit aims to facilitate sensory processing to help children regulate and organise their senses in order to achieve the 'just right' or optimum level of alertness required for effective learning. The circuit should be an active, physical and fun activity that children enjoy doing.
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.
Attention Autism (Bucket)	Attention Autism is an intervention approach by Speech and Language Therapist Gina Davies which aims to work on the early fundamentals of language including awareness of others, attention, listening, shared attention, switching attention and turn-taking. This intervention happens daily in our ESP. We also have a weekly group for identified children within our main school.
Play Therapy	We have 2 external trainee Play Therapists who come to school and work with children on a weekly basis. Play Therapy is a type of therapy where play and art materials are used as the main way for people to express themselves.Using play in therapy helps people to express

	themselves in their own way; especially if they are struggling to understand how they are feeling, or are finding it hard to put their experiences into words. Play Therapy can be a particularly helpful approach for children in need of therapeutic support.
School & Communities Team	This external team works alongside the Inclusion Team to offer bespoke interventions in small groups or on an individual basis. These can be from Bricks for Communication groups to Anxiety workshops. They work with both children and families from SCPS.
Inclusion with Sheringham Woodfields	This system has been set up to support children both at Sheringham Primary and Sheringham Woodfields (complex needs provision). Whereby children will 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.