

New Rush Hall School Early Years Policy

This policy has been developed in accordance with the ethos of New Rush Hall School in their experience and understanding of the emotional and educational needs of young children presenting with behavioural, emotional and social difficulties (BESD).

The Early Years Provision

The provision is part-time, with two classes consisting of twelve places staffed by two teachers and two nursery nurses. Children attend each morning, with the majority returning to their mainstream school each afternoon and remaining on the roll of the mainstream school. The children have all been referred because they were behaving in an unsafe, inappropriate or worrying manner in their mainstream school.

There is an intention to work in partnership with parents/carers and other professionals in order to share skills and knowledge for the benefit of the child's wellbeing and achievement. To enable this to happen, regular discussion and skill sharing opportunities are planned at an Intake Conference. Each child takes up their place with an initial twelve-week assessment period. This assessment will inform future work with the child.

The focus of the work is based on the following premises:

The classroom is a safe base.

The importance of nurture for the development of self-esteem.

An understanding that all behaviour is communication.

The importance of transitions in children's lives is understood.

Children's learning is understood developmentally.

Transport

It is the responsibility of the mainstream school to arrange transport to and from NRHS, although there are occasions when the parent/carer will be part of the transport plan.

Aims and Objectives:

- To provide an early intervention that will enable children to access the curriculum and meet their learning needs.
- To offer a therapeutic approach to the curriculum that will aid assessment and progression for vulnerable children at risk of exclusion, or showing signs of emotional, social and behavioural difficulties.
- To provide a flexible and preventative resource which is responsive to the individual and particular needs of the children.
- To provide a secure and reliable small class setting where children can experience a nurturing curriculum from consistent adults who actively work towards meeting their needs.
- To help children raise their self esteem and develop age appropriate social skills through a close and trusting relationships with adults.

- To develop a joint approach to meeting need, as identified by the borough, and work in partnership with parents/carers and mainstream schools.
- There will be a focus on maths and literacy skills through a cross-curricular multi-sensory approach to learning. A balance will need to be struck between the emotional and nurturing needs of the children and the demands of the National Curriculum.
- To develop the importance of being part of and belonging to a group. This is done through breakfast and lunch as a social activity where the adults give time and thought to the children's feelings and children have the opportunity to be heard and listen to each other.
- Play is recognised as integral to emotional and intellectual development and opportunities for play are planned into the school morning to enable children to understand themselves and to make sense of the world.

Roles and Responsibilities:

- The Head of School has overall responsibility for the functioning of the Early Years Provision within the school. The Head of Primary liaises with staff regularly as they work with mainstream schools in a consultative role in their work with children and staff.
- Staff work together with mainstream schools and parent/carers to develop individual child friendly targets.
- Planning is carried out by Early Years staff to meet the children's developmental needs and prepare them to be able to access learning
- Any changes to a child's placement is carefully discussed with all stakeholders and planned to support and enable success for individual children.
- Children's development is regularly discussed with psychotherapists and other professionals in order to understand the difficulties facing the child and identify ways to move forward.

Role of the staff

- To provide support for the children's positive emotional and social growth and cognitive development, at whatever level of need the child manifests.
- To provide a safe base
- To work together alongside the other adults, modelling co-operation, sharing, discussing and problem-solving
- To help children access strategies to learning by identifying difficulties and modelling solutions or supporting children until they are able to make more positive choices.

Referral Procedures

Referrals are made by mainstream schools via a referral form that can be downloaded from the school website <http://www.nrhs.redbridge.sch.uk>

Entry/Admission Process

After referral, professionals are invited for an intake conference to determine a child's needs and decide if this placement would meet them.

Parents/carers of children who would benefit from a placement are then invited for an admission meeting with the Head of School. There will be opportunities to discuss and look around the classes with their child in order to decide whether to accept the offer.

Parent/Carer and Staff Liaison

Parents/carers receive daily reports of their children's progress. Parents/carers are encouraged to work with staff to promote their child's emotional and academic development and parents/carers are invited into breakfast in their child's class to support this. There are opportunities to meet on a needs basis in addition to regular review meetings, home-school/reports and telephone or e-mails.

Child Psychotherapists, employed by New Rush Hall School, are available to work with individual children or class groups on Fridays. Consequently, there is careful planning around reintegration programmes so that children are available to participate in this work. Additionally, staff from mainstream schools are not usually timetabled to attend for observation or skill-sharing on Friday.

Arrangements for reviews of pupils

Each child will be monitored and reviewed on a regular basis as needed, at least termly. Parents/carers, mainstream school staff and other professionals will be invited to think about next steps in the child's education.

Reintegration/Exit process

Placement at the provision will finish at the end of Year 2. There is a process of gradual reintegration if parent/carers and professionals agree at review that this would be appropriate and beneficial to the child. This will be carefully planned with particular thought given to support and curriculum in order to promote success for the child.

Children moving on to a different school, whether mainstream or special, on a full-time basis will have opportunities to mark the occasion of their departure from NRHS and staff will support the school in planning for their progress. Staff will continue to visit the child in their setting with a view to handing over during the first half term in their new school. There is a similar process for children applying for a place in Key Stage 2 of NRHS.

New Rush Hall School is committed to fairness, equality and child safety. The school policies on Safeguarding, Child Protection, Equal Opportunities and Teaching & Learning also apply to this Early Years Provision.

Reviewed: December 2013