

Moorside Community Primary School SEND & Nurture/SEMH Adaptive Provision Policy



Approved by:

The Governing Board
and Head Learner

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Last reviewed on:

June 2025

Next review due by:

Spring 2027

1. Purpose and Overview

The Hive, Blossom Room and Treehouse Adaptive Provisions within our Primary School exists to provide specialised support for pupils who have specific needs, allowing them to access a broad and balanced curriculum tailored to their individual requirements. The primary aim is to ensure that all pupils, regardless of their learning challenges, are given the best possible opportunities to succeed academically, socially, and emotionally.

This policy outlines the operational framework, objectives, and practices for the Adaptive Provisions to ensure that all students receive high-quality, inclusive education.

2. Aims

- To provide targeted support to pupils requiring specialised support and provision, including but not limited to, Special Educational Needs/ Disabilities (SEND), communication difficulties, Social, Emotional & Mental Health needs (SEMH), trauma and those requiring a nurture approach.
- To support the social and emotional development of pupils, fostering an inclusive and supportive environment.
- To ensure that all pupils within the Adaptive Provisions receive a curriculum, which is adapted to meet their individual needs, facilitating progress in line with their potential.
- To work in partnership with parents, carers, and external agencies to ensure a holistic approach to the child's development.
- To provide a continuum of support for pupils who require additional support beyond what can be offered in the full-time whole-class environment, ensuring they have the opportunity to thrive both academically and socially. This also includes access to a soft start/finish and quiet lunch.

3. Access to the Provision

- Access to the Adaptive Provisions, including soft start/finish and quiet lunch, is based on the individual needs of the child and identified as part of the pupil's provision, as evidenced within the graduated approach cycle and pupils' individual learning plans.
- The school's Special Educational Needs Coordinator (SENDCO) & Child and Families Officer will oversee access to the provisions, ensuring that all relevant stakeholders are involved in decision-making.

4. Curriculum and Learning Environment

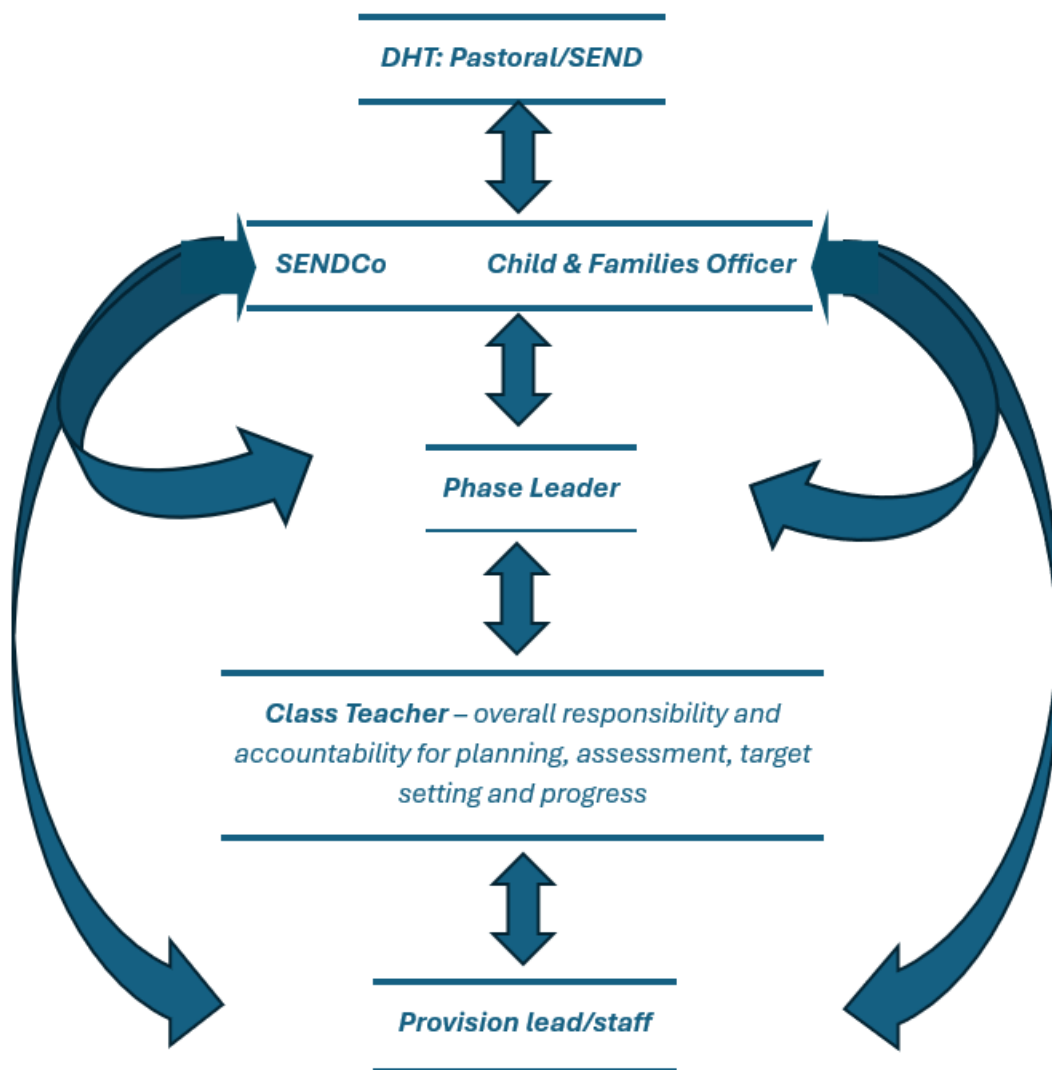
- The Adaptive Provisions operate a flexible, personalised curriculum that accommodates the specific needs of each child. The curriculum will be adapted to ensure that it aligns with the child's abilities, strengths, and areas of need.
- Accountability for adapting the learning and ensuring a personalised curriculum, which is appropriate to the pupils' needs, remains with the class teacher.
- Staff within the adaptive provisions will facilitate delivery of the curriculum, and pupils will be encouraged to develop both academic and social/emotional skills.

5. Staff Roles and Responsibilities

- **SENDCO:** Works closely with the Adaptive Provision staff and class teacher to ensure that pupils are properly assessed and their Individual targets (EHCP, individual learning plans, learning intention maps) are in place and regularly updated.
- **Child and Families Officer:** Operational management of the adaptive provisions, including, but not limited to, staffing, organisation, termly review of pupils accessing provision and effectiveness/impact. Key point of contact for adaptive provision staff and class teachers.
- **Phase Leaders:** Ensure regular communication between the SENDCO, Children and Families Officer, class teacher and the provision staff to monitor and evaluate the effectiveness and impact of the support delivered within the adaptive provision. Phase leaders should ensure that effective planning, delivery and assessment are taking place, through quality assurance, to ensure the best outcomes for the pupils accessing the provision within their phase.
- **Provision Staff:** Responsible for facilitating delivery of the personalised curriculum for each child, ensuring that all pupils' needs are met. Provision staff will provide regular feedback and communication to the class teacher and parents regarding pupils' progress against targets and an evaluation of the suitability of the personalised curriculum. Provision staff should work collaboratively with the class teacher on planning, target setting and reviewing progress against targets for those pupils accessing the provision. Provision staff will be line managed by the SENDCO and/or Child and Families Officer.
- **Classroom Teachers:** Overall accountability for planning, assessing and setting appropriate targets (including EHCP targets) for pupils accessing the adaptive provision, which are regularly communicated to, and reviewed alongside, provision staff. Class teachers will take responsibility for ensuring regular and ongoing communication with provision staff, for the pupils within their class.

- **Specialist Teachers:** Where necessary, the school will employ additional expertise, such as speech and language therapists, occupational therapists, PIT team, LSS, HI/VI team, to support and advise on pupils' learning needs and recommendations for enhancing practice.

Effective communication between the key roles is integral to the successful running of the adaptive provisions and the best outcomes for the children accessing these. The flow chart below illustrates the key communication and accountability channels:



Provision leads have dedicated/directed time built within their timetable to ensure effective communication with key staff. Phase leaders are responsible for managing and ensuring the directed time of teachers within their phase to facilitate effective communication with provision leads/staff.

6. Inclusion and Integration

- Pupils in the Adaptive Provisions will be included in whole-class activities wherever possible, such as whole-school events, assemblies, music, art, and PE lessons.
- Opportunities for social interaction with peers will be prioritised, with the aim of developing communication skills and fostering inclusion.
- A gradual transition plan will be in place to reintegrate them into their regular class setting when they are ready, based on progress and consultation with staff and parents.

7. Monitoring and Evaluation

- Regular monitoring of the pupils' progress will be carried out by the Provision staff, in collaboration with class teachers, phase leaders and the SENDCO/Child and Families Officer.
- Evaluations will focus on both academic and social/emotional development, ensuring that children are progressing in accordance with their targets.
- The effectiveness of the Adaptive Provisions will be reviewed termly, with feedback from parents, staff, and pupils (where appropriate) being gathered to inform any necessary changes or improvements.
- The SENDCo and Child and Families Officer will meet termly with Phase Leaders to ensure that staff voice (collated during phase leader meetings) is used to review and refine the effectiveness of the adaptive provisions.
- Data related to pupil progress, attendance, and well-being will be tracked and analysed to assess the impact of the Provision on individual learning outcomes and value for money.

8. Safeguarding and Wellbeing

- The safeguarding and welfare of all pupils accessing the adaptive provisions is a priority. All staff will adhere to the school's safeguarding policy and receive regular training on safeguarding practices.
- The school will ensure that pupils' safeguarding and wellbeing is a priority and that any concerns are promptly addressed.

9. Conclusion

The Adaptive Provisions at Moorside Primary School are committed to providing a nurturing and supportive environment where every child can thrive. By delivering personalised support, encouraging inclusion, and fostering strong partnerships with

parents and external professionals, we aim to ensure that pupils in the Adaptive Provisions have every opportunity to succeed and feel valued as part of the school community.

This policy will be reviewed annually to ensure it remains relevant and effective in meeting the needs of the children it serves.

List of Abbreviations

<i>EHCP</i>	Education, Health & Care Plan
<i>HI Team</i>	Hearing Impairment Team
<i>LSS</i>	Learning Support Service
<i>PIT</i>	Primary Inclusion Team
<i>SEMH</i>	Social, Emotional & Mental Health
<i>SEND</i>	Special Educational Needs & Disabilities
<i>SENDCo</i>	Special Educational Needs & Disabilities Co-ordinator
<i>VI Team</i>	Visual Impaired Team