



Cedars

**Social, Emotional & Mental Health
Additional Resource Provision**



**Tudor Grange Primary Academy Langley
St Bernards Road
Olton
Solihull
B92 7DJ**

**0121 706 3932
cedars@yewtree.tgacademy.org.uk**

Purpose

Cedars is an additional provision for a maximum of eight referral pupils across Key Stage 1 and Key Stage 2 which is accessed for four and a half days a week. It is hoped that the children will spend Friday afternoons in their home school.

Cedars ARP will provide a socially and emotionally supportive environment which fully involves the home school and parents/carers in their child's learning, including wider outcomes.

Cedars ARP is theoretically under-pinned by the Nurture Model and uses the Thrive Approach.

Pupils will be appropriately supported according to their needs throughout the whole school day, including breaks and lunchtimes.

Vision

The vision for the Cedars ARP at Tudor Grange Primary Academy Yew Tree is:

- for pupils to develop more secure attachments and the resilience to manage their own vulnerabilities, difficulties, and emotions;
- for pupils to aim to successfully reintegrate back into mainstream provision where appropriate;
- to support families in managing need and in securing positive relationships with each other.

Admission Arrangements

Cedars may be appropriate for children with the following characteristics/behaviours:

- Be a pupil of primary school age and usually reside in Solihull.
- Have a verified identified SEMH need that has been made by qualified specialists, but will not necessarily have an identified ASD need.
- As part of the graduated approach, all possible school-based interventions will have been explored, under the direction of the referring school's external SEMH professional (SISS or other), and there is evidence over at least 2 terms to show this that had clear outcomes.
- A pupil that is not permanently excluded.
- Children undergoing a statutory assessment for an EHCP or in receipt of an EHCP will not normally be placed in Cedars.

- Any change of provision should be identified through the assessment process. In exceptional circumstances a short-term Cedars placement may be identified as an aspect of transitioning to permanent specialist provision.
- Referrals must be discussed with parents/carers and written consent obtained from them before they can be considered by the panel. Parents/carers should be clear on the temporary nature of the placement.
- Priority will be given to children who are looked after (LAC) by the Local Authority.

Referral and Placement

Please see Solihull Local Authority website regarding their local offer and referral process.

<https://www.solihull.gov.uk/children-and-family-support/localoffer/education>

Mainstream Expectation

Whilst attending Cedars pupils will be dual rolled with their mainstream school and staff from their home school will be required to visit them weekly at Cedars on a Tuesday afternoon. Mainstream settings remain responsible for arranging any necessary TAC meetings, completing referrals or applications for an EHCP, and ensuring that their pupils are welcomed and included back into school each Friday afternoon. Cedars will monitor attendance on behalf of the mainstream setting and share this information with the main school at the end of each calendar month. However, safe and well checks remain the responsibility of the mainstream setting should they be requested by Cedars. The Headteacher or SENDCo must be available to attend a virtual half termly review meeting to discuss pupil progress.

Exit Strategy

Exit strategies will be unique to each individual pupil's need and progress and will be developed in full consultation with the child, the parents/carers, the referring school and other professionals involved. Secure transition arrangements will be developed.



Cedars follows the 6 principles of nurture, which are:

1. Children's learning is understood developmentally.
2. The classroom offers a safe base.
3. The importance of nurture for the development of wellbeing.
4. Language is a vital form of communication.
5. All behaviour is communication.
6. The importance of transition in children's lives

Curriculum Intent

At Cedars, we provide a socially and emotionally supportive environment where children can develop the skills necessary to fully engage with learning. We aim to provide children with what they need to take advantage of the opportunities, responsibilities and experiences of life, both in and out of school settings. To do this our curriculum is adaptive and responsive to the needs of our pupils.

The Cedars curriculum is designed to allow children to access an individualised pathway whilst developing secure social, emotional and mental health skills. Thorough assessment allows us to discover barriers to learning (gaps in academic knowledge, social and emotional development or SEND needs) and to create learning opportunities which build knowledge and develop the learning skills required for children to succeed in mainstream education.

Underpinning our curriculum is the Thrive Approach's developmental framework of fundamental aspects of learning for emotional and social development:

Being (0-6 months)	Being Safe
	Having needs met
	Being Special
Doing (6-18 months)	Exploring and experimenting
	Experiencing Options
	Initiating, engaging and doing
Thinking (18months – 3 years)	Expressing a view
	Feeling, thinking and problem solving
	Learning about cause and effect
Power and Identity (3 – 7 years)	Developing an identity
	Distinguishing between fantasy and reality
	Exploring power with responsibility
Skills and Structure (7-11)	Motivation for developing skills
	Developing morals and values
	Understanding the need for rules

Thrive Approach Development Framework

Our curriculum prioritises the development of mathematical and English knowledge and skills, with a particular focus on reading. We draw on the National Curriculum and knowledge of our children's individual interests to provide a broad curriculum offer which will enable them to return to mainstream education, confidently able to engage in all learning. The structure of our curriculum supports our children to make authentic links between subjects and see a purpose in their learning.

Many of our children have a history of school refusal or inability to engage whilst in school, which has resulted in gaps in their learning. A core purpose of the curriculum that we offer is to discover and address these gaps and to build resilience so that children can engage fully on their return to mainstream education. Social and emotional learning is therefore at the heart of everything that we do, embedded through more traditionally academic subjects and as focused learning in its own right.



More information about the Cedars curriculum overview can be found at:

<https://www.yewtree.tgacademy.org.uk/curriculum/arp-class/>



At Cedars we have embedded the Thrive Approach to support the emotional wellbeing of our pupils. The Thrive Approach enables our staff to identify specific ways of working with pupils and helps them to respond to their differing needs, enabling them to contribute to developing the young person's secure emotional base. A secure emotional base is the necessary foundation for healthy development and enables access to learning so that children and young people can maximise their potential.

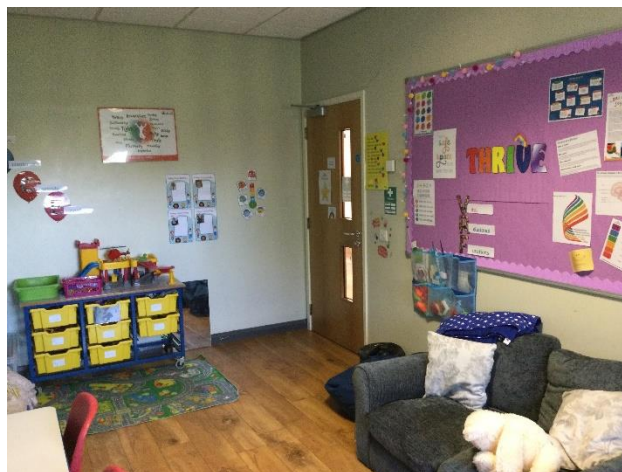
The Thrive Approach has four guiding principles:

- Every child or young person is a unique person, constantly developing and learning in different ways and at different rates, each with their own abilities, talents, and potential to be fulfilled.
- Healthy development, emotional wellbeing and learning rely upon, and are promoted through, positive relationships.
- People flourish when they are confident, self-assured, capable, and resilient.
- Children and young people thrive in enabling environments where their individual development, learning experiences and needs are understood, responded to, and supported through strong partnerships with parents or carers.

The Thrive Approach is appropriate for all children and young people and enables adults to understand and meet children's social and emotional needs at each stage of their development. Sometimes, because of challenges in the lives of children or their families, special educational needs or trauma, children and young people may be left with gaps or interruptions in their emotional development. The Thrive Approach enables adults to help to repair these gaps retrospectively, supporting optimal emotional health and wellbeing.

The Thrive Approach acknowledges that all behaviour is a form of communication. It highlights to us that behind every behaviour is a feeling and behind every feeling is a need. If a child or young person is behaving in a distressed, dysregulated, disruptive, or defensive manner, the adults around them recognise that this is their way of communicating that they have a need that is not being met.

As supportive adults in school, we focus on meeting the need of the child or young person rather than concentrating on the behaviour. This helps us to address behaviour in a meaningful and sensitive way.



**Established
research in
neuroscience**



**Attachment
research**

**Child
development
theory**



**Research
into role of
creativity
and play**

At Cedars, we understand the importance of building positive, supportive relationships with pupils and this is embedded by always using a **PACE** approach.

The PACE model was developed by Dan Hughes, an American psychologist who works with traumatised children. The model helps to support adults in building safe, trusting and meaningful relationships with children and young people in order to improve their wellbeing. PACE is a way of relating to others or 'a way of being', paying attention to how we deliver messages to children and young people through our communication. It offers a way in which we can attune and strengthen our relationships with them.

Playfulness

Displaying lightness and a feeling of optimism through your energy, body, face, and voice; exaggerating the expression of emotion in body, face and voice – with sensitivity; showing that you are available through open expressions and gestures; creating opportunities for reciprocal enjoyment to build a sense of camaraderie and trust.

Acceptance

Acknowledging the child or young person and their emotional state as being true and valid; reflecting this back to them to communicate your understanding and willingness to accept them and their feelings.

Curiosity

Taking a deep interest in understanding the experience of the child or young person and their feelings from their perspective. Being open, non-defensive and non-judgemental and being accepting of negative emotions without disconnecting or dysregulating.

Empathy

Understanding the perspective of the child or young person in any situation, including if it is painful or conflicted, and staying with this, so that the child or young person feels safe and understood.

When children and young people have an unmet need or an overwhelming feeling, their behaviour can become distressing, both for them and the adults supporting them. Their reactions will often be based on their previous experiences and their autonomic nervous system will control their responses, based on their perspective of a situation.

The autonomic nervous system

The autonomic nervous system works at a subconscious level and plays a critical role in stress regulation. The Polyvagal Theory, work pioneered by Dr Stephen Porges, tells us that there are two parts of the autonomic nervous system, the sympathetic and parasympathetic nervous systems. These systems work together to produce physiological states, with related behaviours, in response to the level of safety or threat detected in our environment:

The sympathetic nervous system acts like the accelerator of a car, preparing the body physically for action by increasing physiological arousal. If we feel safe, it gives us a burst of energy to explore and meet challenges. If we feel threatened, it activates the fight/flight response.

The parasympathetic nervous system acts like a brake and has two parts. When we feel safe, it is like a gentle brake that encourages the body to slow down so that we can 'rest and digest' and connect with others. Alternatively, if we detect an apparent threat to life, it is like the handbrake has been applied suddenly and unexpectedly and the body is immobilised in the freeze/faint response.

When children and young people are dysregulated or are displaying fight/flight or freeze/faint responses, it is the role of the adult to help them back into their window of tolerance and open their social engagement system. We cannot reason, rationalise or address behaviour with a child or young person when they are dysregulated.

To do this, we use **Vital Relational Functions** (VRFs).

Attune. Catch and match the child or young person's feelings. Use body language and facial expressions to show that you are aware of how the child or young person feels.

Validate. Help to stop the behaviour by validating the feeling. Let the child or young person know that it is ok to have this feeling.

Contain. Make the unbearable survivable. Listen, do not lecture. Be alongside them to support them.

Regulate. Meet the intensity of how the feeling impacts the child or young person, calm and soothe or stimulate, depending on presentation, in order for them to come back into their social engagement system.

Relational Policy

Rewards

At Cedars, we consistently acknowledge when our pupils show excellent effort, make the appropriate choices or decisions, display great social skills, or manage to self-regulate. We want our pupils to develop their intrinsic motivation to succeed and therefore we do not rely on physical rewards such as stickers, prizes or certificates, but focus more on instant praise that is shared weekly with parents/carers via our postcards home.

The benefits of positive recognition include:

- It encourages children to behave appropriately
- It can increase children's self-esteem
- It can reduce behaviour problems
- It creates a positive classroom environment
- It helps to establish positive relationships within the classroom

Pupils receive privileges as a reward. This may be extra playtime, choice of an activity or use of an iPad.



Restorative Approach

Restorative approaches are built on values which separate the person from the behaviour. They promote accountability and seek to repair any harm caused in a situation. Restorative practice encourages pupils to take responsibility for their actions and repair any harm that they have caused. Its use has been found to reduce inappropriate, ambivalent or unsafe behaviour, improve achievement levels and develop emotional literacy. The focus is not on punishment, because punishment is often not enough to deter reoccurring behaviour. Pupils also need to learn about the responsibility that they have had in a situation, how it affected other people and how they can put it right.

The principals of restorative practice are:

- Relationships are central to building a community.
- Everyone's voices should be heard and valued.
- To minimise the recurrence of inappropriate or ambivalent or unsafe behaviour, you should repair the harm caused, not just punish the young person for breaking rules.
- Problem-solving should be collaborative.
- Accountability and responsibility lead to change and growth.

Once a pupil has managed to regulate their emotions, either with support or independently, and are able to reflect on a situation, Cedars staff will hold a restorative conversation with them to identify what happened in a situation, how it affected all concerned and how to put it right. They will also talk about the pupil's sensations, feelings and reactions, so that the pupil has the opportunity to reflect on their own emotions at the time.



A Restorative Conversation at Cedars will Include:

With the pupil who displayed the behaviour	With the pupil who was in receipt of the behaviour
<ul style="list-style-type: none"> • 'What happened?' • 'What were you thinking about at the time?' • 'What sensations were you feeling?' • 'How were you feeling?' • 'What have you thought about since?' • 'Who has been affected by what happened, and how?' • 'How could things have been done differently?' • 'What do you think you need to do to make things right?' 	<ul style="list-style-type: none"> • 'What did you think when you realised what happened?' • 'How did this make you feel?' • 'What impact has the incident had on you and others?' • 'What has been the hardest thing for you?' • 'What do you think needs to happen to make things right?'



Behaviour

At Cedars, we see behaviour as a form of communication, where a young person has an overwhelming feeling or an unmet need. The staff are carefully attuned to how our pupils present and when they are becoming dysregulated, the first step staff take is to check in with them, acknowledging their feelings and presentation. This is done tactfully and on a 1:1 basis wherever possible.

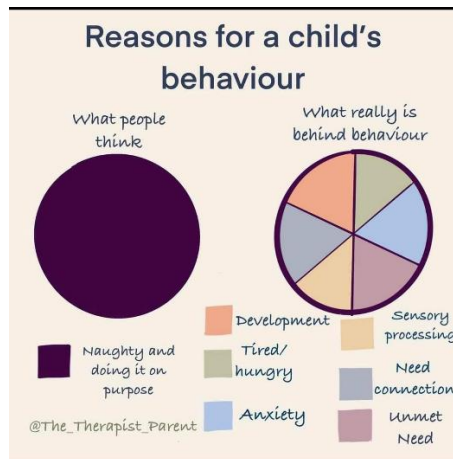
If a child's behaviour continues to escalate, a member of staff will direct them to access a safe space such as the quiet room or ARP garden to enable them to self-regulate. Staff will check in with them during this time and offer support.

Where a child's behaviour becomes unsafe for themselves, staff or other pupils, staff may need to apply Safer Handling measures to contain or move the pupil to a safe space. These may also need to be applied when pupils are damaging property, causing significant disorder or at risk of absconding. The decision on whether or not to physically intervene in these rare instances is down to the professional judgement of the staff member concerned and should always depend on individual circumstances. At these times, physical intervention will always be reasonable, proportionate and necessary and a record will be completed of how the pupil was safely handled. Parents/carers will also be informed.

Where there has been a critical incident or severe or dangerous behaviour, such as when a child puts themselves or others in significant danger or when the child significantly abuses another person or one of our animals, either physically or verbally, or there is significant damage to pupil or Cedars' property or the building, consequences will be implemented that will proportionate to the extent of

the incident or behaviour. This may include a suspension and this decision will be made in consultation with the Principal.

Further information on Safer Handling can be found within the TGAT Safeguarding and Child Protection policy.



Attendance

At Cedars, our staff work hard to ensure that we offer a calm, safe, and supportive environment where pupils want to be and are keen and ready to learn, as this is the foundation of securing good attendance. We achieve this by promoting children and young peoples' mental health and wellbeing through using the Thrive approach to support pupils' social and emotional development, and by building trusted relationships with parents/carers and families that involves them in conversations about our ethos and emphasises the importance of supporting mental health and regular attendance.

Our nurturing approach plays an important role in supporting children to overcome their barriers to attendance by teaching pupils about respectful relationships, emotional wellbeing and mental health, and by supporting social and emotional development. This is also supported through the delivery of a high quality, evidence-based and age-appropriate RSHE curriculum.

At Cedars, we appreciate that our pupils often experience difficult emotions that make them nervous about attending school, such as separation from parents/carers, worries about friendships, schoolwork and exams, or due to variable moods. It is important to note that these pupils are still expected to attend school regularly if they are to effectively benefit from the support available. To encourage our children to attend well, we facilitate quality pastoral support, including having sensitive conversations with pupils, and with parents and carers, to support attendance and to try to limit anxiety. This may include making reasonable adjustments to overcome specific barriers to attendance, e.g. a trusted adult spending time with the pupil each morning to check how the pupil is

feeling or enabling the pupil to access a quiet space at break times. We recognise that, for many of our pupils, they may be anxious about attending Cedars because they have missed a significant amount of time in attending their mainstream setting and are worried about being behind academically.



Attendance Aims

- To support pupils to achieve 100% attendance within Cedars.
- To improve pupils' attainment, engagement and wellbeing through good attendance.
- To work with parents/carers to support pupils as above.

We ask that parents/carers:

- Ensure their child attends school regularly.
- Ensure their child is punctual both at Cedars and their home school.
- Support and encourage their child to attend every day.
- Attend all review meetings.
- Contact Cedars staff in the first instance to discuss any concerns regarding their child's attendance.
- Work in collaboration with the Cedars team to resolve any issues that are impacting their child's attendance, wellbeing, and achievement.

Parents/carers and pupils can expect the following from Cedars in supporting attendance:

- Early contact with parents/carers when a pupil fails to attend Cedars.
- Regular, efficient, and accurate recording of attendance.
- To inform parents/carers if a pupil's attendance falls below expected levels.
- To listen and understand the barriers to school attendance and offer appropriate support and agree appropriate plans to improve attendance.
- Follow up support if needed.

Mainstream settings can expect the following from Cedars in monitoring attendance:

- Early contact if their pupil fails to attend Cedars.
- Regular, efficient, and accurate recording of attendance.
- Emailed monthly attendance reports.
- Informing schools if their pupil's attendance falls below expected levels.
- Working in partnership to improve attendance.

Attendance registers are kept in accordance with statutory requirements and government guidelines. Registers are taken at the start of the morning session and once during the afternoon session. Pupils are expected to be on time for both registration sessions. On each occasion, we must record whether a child is present, absent, or present at an approved educational activity such as their mainstream school. No pupil will be marked present unless physically in Cedars when the register is called.

AM REGISTRATION OPENS	AM REGISTRATION CLOSES	PM REGISTRATION OPENS	PM REGISTRATION CLOSES
8.15am	8.45am	1.00pm	1.30pm

AAA
Aspire, Attend, Achieve

ATTEND TODAY

ACHIEVE TOMORROW

EVERY SCHOOL DAY COUNTS

0 days off school	100%	Perfection
Equates to 2 days off school each year	99%	Excellent
Equates to 5 days off school each year	97%	Good
Equates to 10 days off school each year	95%	Slight Concern
Equates to 20 days off school each year	90%	Concerned
Equates to 30 days off school each year	85%	Very Concerned

5 days absence over the whole year 97% - 100% Good chance of success and progress	10 days absence over the whole year 90% Less chance of success. Harder to make progress	20+ days absence over the whole year Under 90% Detrimental to success and progress
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EVERY MINUTE COUNTS

LATENESS = LOST LEARNING
(Figures below are calculated over a school year)

5 minutes late each day	3 days lost!
10 minutes late each day	6.5 days lost!
15 minutes late each day	10 days lost!
20 minutes late each day	15 days lost!
30 minutes late each day	19 days lost!

BE AT THE CLASSROOM ON TIME AND READY TO LEARN!

The Cedars' Day

At Cedars, we start the day at 8.15am by offering breakfast, which also gives us the opportunity to catch up on each other's news and share any worries or concerns. We offer toast, a range of cereals and a selection of drinks. Please let us know if your child has any food allergies.

Our mornings have a soft start, which consists of games, outdoor play or quiet reflection time. There is a different warm up activity each morning such as times tables on a Tuesday and spellings on a Thursday and pupils complete a diary entry and read every morning.

English and maths are taught every morning and the children receive specific adult support. Work is levelled at each child's individual ability, with learning gaps and misconceptions being addressed as required. Morning break is between the two subjects and includes a snack, drink and playtime.



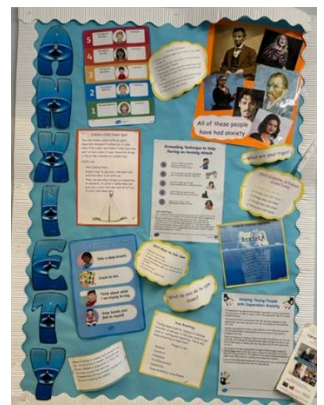
Lunch is eaten in Cedars with the ARP staff, but children access the playground or field with Yew Tree mainstream children with the support of a staff member. School dinners are available to our pupils; these are free to infant pupils or at a cost of £2.30 per day for KS2 children. Please let us know if you are entitled to Free School Meals.

Afternoons often have a more creative practical theme when we complete SEMH or therapeutic activities. We also take part in cooking and outdoor learning and have lessons in science, history, geography and RE. Our day finishes at 2.45pm.



Each child's social and emotional need is assessed using Thrive and the results of these assessments are shared with you. Individual targets and actions plans are created to help the children to develop their social and emotional skills based on their individual need. To further support this, weekly 1:1 Thrive, Drawing and Talking or Sand Tray sessions are delivered.

A group target is also created to help the children develop their cooperation, resilience, regulation skills and teamwork. These are supported throughout the day. Both individual and groups reassessments are completed half termly.



Pupils spend Friday afternoons at their home school and should be collected from Cedars at 12.30pm promptly.

Uniform

Cedars' uniform is grey school style trousers or skirt with a white polo top or shirt and a TGPA Yew Tree sweatshirt. We will provide your child with one sweatshirt free of charge.

For Outdoor Learning, children should bring with them suitable outdoor footwear such as wellies, a pair of joggers and a waterproof coat. This should be kept at Cedars.

PE is on a Monday and pupils can wear their PE kit for the duration of the day. PE kit should consist of a plain t-shirt and a pair of black shorts. Black joggers and a plain sweatshirt are suggested in colder weather. School pumps are required for hall PE sessions and trainers for outdoor sessions.

All clothing should be named.



Contributions

We ask for a weekly contribution of £3 to cover the cost of cooking ingredients, snacks, and drinks. This should be paid in cash and sent directly into Cedars every Monday morning in a named envelope. We will inform you in advance of any additional costs to cover school trips or extra curriculum activities.



Communication

Pupils are issued with a home-school communication book which staff will write in daily, giving you an overview of your child's day. We are always happy to discuss your child's progress with you, either in person, via e-mail or by telephone. Due to the nature of our work, staff are only available outside of our teaching hours between 2.45pm and 4.00pm.

Pupil review meetings are held virtually at the end of each half term to discuss pupil progress and set new targets. Attendees include pupil's parents/carers, a representative from their mainstream setting, the Principal of TGPA Yew Tree and, where appropriate, other external agencies such as SISS, Social Services or a representative from the Local Authority.

Meet the Team



Mrs Barwood
Teacher



Miss Burgess
Trust SEMH Lead



Mrs Bennett
Teaching Assistant



Mr Ollis
Learning Support Assistant



Roy
The bearded dragon