**The Sue Hedley Nursery School**



**SEMH Base**

**Blossom Group**

**Curriculum**

The Early Years SEMH base at The Sue Hedley Nursery School offers a small, nurturing setting which focuses on supporting children with their social, emotional and mental health (SEMH) difficulties. It aims to provide children with strategies for coping with their emotions and constantly model positive interactions with peers and adults. We provide a 15 hour provision to Nursery and Reception aged children and have small groups of children with a high ratio of staff to support with conflict resolution, developing social interactions and self-regulation.

Children can be referred to our SEMH base by their mainstream setting where the school has identified the child needs further support with their personal, social and emotional development. The referral will be discussed at the Early Years Panel alongside Ashley Child Development Centre (ACDC) to identify which route is most appropriate for the child.

The base has two qualified teachers who job share the role as well as two Early Years Practitioners, each member of staff in the base has extensive knowledge and experience of working with children with SEMH needs.

We follow elements of the High Scope philosophy, for example, following a structured daily routine, using ‘Plan Do Review’, supporting adult-child interactions and providing opportunities for active learning.

For both Nursery and Reception aged children we follow the Supersonic Phonic Friends framework to teach early Literacy skills. For the Reception aged children we use the White Rose Maths scheme, identifying gaps through baseline assessments.

Our setting works closely alongside the child’s mainstream setting to provide strategies and support in the areas the child finds most difficult. We create tailored support plans which we share with the school, parents and carers, these plans detail the strategies which best work for the child. When the child is ready to progress back into their mainstream setting, we provide support to their teacher to assist them with smooth transition and strategies if they are facing any difficulties.

The SEMH base facilitates a multi-agency approach by working closely with all outside professionals regularly, including Educational Psychologists, health care professionals and the SALT team to provide a holistic approach in supporting the child and family. In addition to this, we ensure we build strong relationships with parents and schools, sharing behaviour support plans, strategies and termly meetings to discuss progress and next steps.

**Blossom Group Daily Routine**

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| **Afternoon** |
| 12:30 | Children arrive and have regulation time outside  |
| 1:00 | Welcome time |
| 1:15 | Small group time  |
| 1:30-2:30 | Planning then work time  |
| 2:30 | Tidy up |
| 2:40  | Snack time and recall |
| 3:00 | Outside for movement break |
| 3:20 | Story and goodbye |
| 3:30  | Home time  |

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| **Morning** |
| 9:00 | Children arrive and have regulation time outside  |
| 9:30 | Welcome time  |
| 9:45 | Small group time  |
| 10:00-11:00 | Planning then work time  |
| 11:00 | Tidy up |
| 11:10 | Snack time and recall |
| 11:30 | Outside for movement break |
| 11:50 | Story and goodbye |
| 12:00 | Home time  |

**Regulation time**

To support the children to transition into school the first 30 minutes of their session is movement based to enable them to self-regulate and develop a positive mindset ready for their session ahead. Some of the children are dropped off by parents while others arrive by taxi. The children also have regulation time outside prior to going home.

**Welcome Time**

The children are given a 5-minute warning to prepare them for the transition into welcome time. During welcome time the children each sit on their own cushion and self-register by posting their name card in the box. We begin by singing a welcome song followed by a discussion about the message board and what is happening in today’s session.

**Small Group**

Our setting follows the High Scope approach whereby children are provided with their own individual resources to complete the adult-led activity. Every day the children participate in a Small Group time consisting of 5-6 children. The activities vary depending on the interests of the children, their individual needs and topical events for example – the seasons, celebrations, upcoming visits. Small Group time is an opportunity for practitioners to model specific skills, introduce new vocabulary and expose the children to new experiences. During this time the adults observe the children and assess how to move them forward in their learning.

**Planning and Work Time**

During this time the children are given an extended period of child-led play to explore the environment and resources available. The children make choices and plan what they want to do during work time, detailing the area to visit, materials to use, and friends to play with. Resources are clearly labelled with photographs and silhouettes. Practitioners will model play skills and provide language related to their play. The children are encouraged to be independent and make their own choices using a variety of methods. Practitioners take time to observe the children and make summative assessments using Tapestry.

**Story Time**

Each week we have a ‘Brilliant Book’ which is shared with the children daily and in a range of ways. This includes in a small group or pair, 1:1, depending on the child’s need. The stories are made interactive with the use of props and puppets. We build up the length and content of the stories throughout the year in accordance with the children’s attention. Books are also loosely themed around seasonal topics and the children’s interests. The book and props are made available for the children to explore independently throughout the week.

**Forest School**

The children are given the opportunity to attend our on-site Forest School on a weekly basis. The children are supported to put on their waterproofs and wellies promoting independence and self-care where possible. They get to explore the outdoor environment and experience nature throughout the seasons. The Forest School Leader delivers a small group time linked to the Forest School curriculum and children’s interests.

**Snack Time**

We promote healthy eating and encourage children to make healthy choices. During welcome time the special helper asks each child what they would like to drink at snack time, choosing between milk and water. At snack time there is lots of discussion around the fruit. We provide opportunities for continued learning through mathematical discussions about how many pieces of fruit we have as well as encourage children to use a variety of vocabulary. Snack time promotes independence and develops self-help skills through washing hands, pouring their own water and pushing the straw into the milk themselves.

**Blossom Curriculum Map 23/24**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Theme** | All about me | Celebrations | Winter | Growth | Health | Sea/beach |
| **Events/ Visitors** | Settling inAutumn walkPeople who help us visitorsHarvest | HalloweenBonfire nightDiwaliKindness DayChildren in NeedChristmas | Chinese New YearPancake DayValentine’s DayChildren’s Mental Health WeekWorld Book DayAuthor or Illustrator visit | Mother’s DayEasterCaterpillar Life CycleFarm trip | Sun awareness dayNational Smile Month Road safetyWorld Day for Cultural Diversity | Father’s DaySports weekAquarium and beach tripRock Pool School Visit? |
| **Possible texts** | The Colour MonsterThe Colour Monster goes to schoolRed Red RedThe Leaf ThiefThe Enormous Turnip**Traditional tale:** Three Little Pigs | Owl BabiesPumpkin SoupThe Squirrels that SquabbledShare Some Kindness, Bring Some Light.**Traditional tale:**Goldilocks and the Three Bears | Ruby’s WorriesMr Wolf’s PancakesWhatever NextNight Monkey, Day Monkey**Traditional tale:**Gingerbread Man | The Hungry CaterpillarThe Tiny SeedJasper’s BeanstalkFarmer Duck**Traditional tale:**Jack and the Beanstalk | Handa’s SurpriseDentistElmerOliver’s VegetablesOliver’s Fruit Salad **Traditional tale:**Three Billy Goats Gruff | Shark in the ParkRainbow FishCommotion in The OceanSharing a Shell**Traditional tale:**Ugly Duckling |

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| **On entry behaviours**  | **On exit behaviours** |
| Behaviour displayed during initial observation within child’s setting:* Struggles to regulate emotions independently
* Struggles to identify emotions
* Limited play skills
* A preference to use physical behaviour to express needs and wishes
* Low attention span in all areas of the routine
* Not able to follow a routine
* Difficulty sharing with peers
* Struggle to build relationships with peers and adults
* Low self-esteem
* Difficulty making a choice
* Difficulty following structured, adult-led learning
* Displaying control of their environment
 | Behaviour displayed after receiving early intervention:* Able to use calming strategies from their visual chart
* Able to express feelings to an adult to seek out support
* Able to play within a small group of children
* Able to communicate verbally their needs and wishes
* Increased attention and able to follow all aspects of the routine
* Able to use conflict resolution to take turns in play
* Have established strong relationships with peers and adults
* More confident and resilient
* Making positive choices
* Increased engagement during adult-led learning
* Displaying less need to control their environment
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